



**Ain Shams University**  
**Faculty of Education**  
**Department of Curricula and Instruction**

# **The Effect of Using Field Trips for EFL Primary Stage Students on Developing Empathy and English Fluency**

**A Thesis**

**Submitted in partial fulfillment of the Requirement for the M.A. Degree in  
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**Prepared by:**

**Tomader Abdel Rasheed Afifi Nasr**

**Supervised By**

**Dr. Asmaa Ghanem Gheith**

Professor of Curriculum,  
and Instruction (EFL)  
Faculty of Education  
Ain Shams University

**Dr. Badr Abdel Fattah Abdel Kafy**

Lecture of Curriculum,  
and Instruction (EFL)  
Faculty of Education  
Ain Shams University

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The Effect of Using Field Trips for EFL Primary Stage Students on Developing Empathy and English language fluency.

**Author:**

Tomader Abdel Rasheed Afifi.

**Advisors:**

1- Dr. Asmaa Ghanem Gheith, professor of the curriculum department, faculty of Education, Ain Shams University.

2Dr. Bader Abdel Fattah Abdel Kafy, assistant professor of the curriculum department, faculty of education Ain shams university.

## **Abstract**

This study aimed to investigate the effect of field trips in the Primary stage on developing empathy and English language fluency. The researcher reviewed the literature for EFL fluency related to field trips and then designed a component list as a baseline for a pre-posttest, and a rubric for measuring the students' performance through field trips and the empathy quotient of the students. The participants were 6<sup>th</sup>-grade students in al Hoda international school, aged 11-12 years old, and the researcher adopted the quasi-experimental study design. Data were collected and analyzed quantitatively and qualitatively. Findings showed a higher level of empathy and English language fluency. Post-treatment results illustrated authentic real-life experiences that affected both empathy and the EFL fluency of the students. The three variables were harmoniously connected to develop the learners academically and emotionally. Field trips broadened the students' minds, and empowered their abilities in critical thinking, analysis, collaboration, and problem-solving. Field trips also increased the flow of their language, and strengthened their relationships with each other and their teachers. Moreover, field trips increased the learners' self-awareness and social awareness through their contact with others.

**Keywords:** Field trips, Fluency, Empathy

## **Dedication**

“It is not our job to toughen our children up to face a cruel and heartless world. It is our job to raise children who will make the world a little less cruel and heartless.”

**L.R. Knots**

## **Acknowledgment**

I would like to thank God for giving me the power, and strength to continue this work and make this journey possible. It was a hard and challenging journey but if a person does it with love, belief, motivation, enthusiasm, and strong feelings in what he is doing, God will help him in passing the way successfully.

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**List of abbreviations**

Item	Full name	Abbreviation
1	English language fluency	ELF
2	Field trips	FTs
3	Writing fluency	WF
4	Oral fluency	OF
5	Empathy quotient	EQ

# **Chapter 1**

## **The Problem**

## Chapter 1

### The Problem

#### 1.1. Introduction:

In this global age, lifelong learning is required. Therefore it is important to provide our children with various abilities like critical thinking, problem-solving, collaboration, learning how to learn, and soft skills to help them integrate into society and ultimately seek to improve it. Also learning languages is a vital tool to cope with others in different countries. Kaufmann S. in his book, "A Personal Guide to Language learning", talked about the importance of learning languages in general, and English in particular. He assured that the English language seems to have a supreme position as an international medium of communication. Its importance cannot be denied since it is the incomparable common language spoken in the universe. English language is used as a common language despite the variation in customs, habits, traditions, cultures, and countries. It is accepted as a global language among speakers of thousands of different languages because it is revealed in all sectors of life; academic work, admission tests, using the internet, all industries, international affairs correspondence, economics, and policy. Empathy is also a significant requirement because it helps people understand how others are feeling so they can respond appropriately. This is associated with social behavior and allows people to engage in social

connections with others by understanding how other people think and feel, imagining themselves in their place, and seeing things from their point of view.

Blomeke et al. (2015) said that according to the rationale of 21st-century abilities, education is a stage in which students can develop these abilities. Also, Care & Lue (2016) illustrated that these abilities have been spread rapidly in education so, students will develop the capacity to apply them to real-life situations. While most 21st-century abilities are revealed through actions, an interactive style of pedagogy is required, as well as an assessment of action and behavior. Pellegrino et al. (2016) point out that assessment is a tool designed to observe learners' behavior and also produce data and information that can be used to make reasonable inferences about what students know. Also, Gulikers et al. (2004) argue that assessment tasks should be authentic to reflect the characteristics of life-long learning. The assessment rules, on the other hand, should be designed to capture cognitive and social processes rather than actual learning. As a result, the current study focuses on both empathy and language fluency through field trips to achieve these cognitive and social processes.

Hence, an interdisciplinary approach is required to integrate information, data, techniques, tools, perspectives, concepts, and theories from various disciplines to achieve fundamental understanding, as stated by the national academic committee on facilitating interdisciplinary. Stentoft (2017)

explained that the increasing complexity of society and real life in the 21st century created new challenges for pedagogical approaches. Therefore, there is a need for interdisciplinary learning for development and innovation in society, which must influence the objectives of education. While the current study needs more than one discipline to fulfill its purposes, the researcher used the interdisciplinary approach to achieve integration of English language abilities and make connections between the social and academic parts through field trips.

Fluency in English gives students a chance to express their ideas, communicate their thoughts with others, and convince them with a speech that is clear and confident. Housen, Kuilken, and Vedder (2012) mentioned that the criteria for judging language fluency for learners are using a foreign language with ease and in a native-like way. Fluency includes the development of ideas, the catching of mental representations of knowledge, and previous experience with subjects. Nation & Newton (2009) said the focus of fluency activities is typically on the communication of messages, not language forms, and getting the learners to do easy tasks faster than usual speeds. They spotted that development activities need to be message-focused rather than error-focused. The researcher holds an opinion that the most complex activity for learners is getting language fluency because fluency plays an important role in language production.

Bui, Huang, and Segaliwitz (2016) proposed a distinction between three types of oral fluency (OF): firstly, cognitive fluency, where the speakers' underlying ability to plan and deliver the speech is measurable; secondly, utterance fluency, where the speakers' performance should be measurable; and thirdly, perceived fluency when the listener estimates one's cognitive fluency, which is based on the utterance fluency. Fluency is probably associated with oral language fluency. However, some studies investigated the fluency of writing too. It is, as Leniski & Verbruggen (2010) illustrated, the ability to create texts without relying too much on memory, and it is also the ability to write quickly with few pauses and hesitation.

While fluency is based on communication, Rixon (2017) talked about the importance of communication in EFL classrooms and how teachers can use different techniques and attitudes in classes, and how to help our learners develop the specific skills required to communicate. Rixon (2017) added that there is an agreement that being a good communicator goes beyond practicing grammar structures and vocabulary sets that prevailed in traditional methods. Rixon assured that there are crucial techniques in mastering fluency such as listening attentively to someone, using the proper tone in your voice to persuade, giving the learners micro tasks that lead to the final tasks, as well as introducing the learners to an environment that helps them practice the language authentically.

On the other hand, if learning English language fluency is one of the aims of our field trips, **empathy** is at the same pace of importance, and teaching it in our curriculum is a must. It is essential to teach our children empathy to avoid bullying and to know how to deal with others empathically. Seligman in his book "Authentic Happiness" published in (2002) mentioned that happy children and adults are not the ones who do not suffer from pain but they are the ones who show empathy toward others. Children will inevitably face a harsh and callous world. It is mistakenly called our job to strengthen them to face such a world when there is a need to bring them up in an empathic way to lessen the harshness and callousness of the world.

Devay (2010) illustrated that empathy has become a fashionable term recently; it is actually and preferentially used instead of the older word sympathy. The dictionary "History of Ideas" suggests that empathy implies the merging of subject and object, while sympathy implies parallelism between them. Empathy is one of the most important aspects of creating strong relationships, reducing stress, and enhancing emotional awareness. He mentioned that in sympathy "I feel with," whereas in empathy "I feel in." In other words, in sympathy, "I'm sorry for your pain" but in empathy, "I feel your pain". The roots of morality are to be found in empathy since it is empathizing with someone in pain, danger, or corruption that moves people to act to help them.

Gulec, Rogers, and Dokman (2012) define empathy as understanding the thoughts of another person correctly in certain situations by putting him/herself in his/her place during communication. Dokman explains the factors to establish empathy with another person which are; putting yourself in others' places and looking at events through their eyes, understanding others' thoughts and emotions properly, and establishing empathy which is the act of delivering an empathic understanding.

Kabapinar & Gulec (2019) illustrated that empathy as a powerful communication ability is known as understanding what the speaker thinks and feels required at that time and delivering it back to the other person without judging him or her. Bal & Bilge, Ivey & Morgan, (2016) saw that entering another person's world, which can be understood as the ability to see connections, underlying behaviors, thoughts, and emotions, is what is meant by empathy. Arslan (2016) stated that a person could not remain insensitive to people around him. Topcu et al. (2010) indicated that the importance of empathy is due to its causing changes in people's behaviors and making them more sensitive.

Emerald, (2021) assured us that empathic listening is a structured listening and questioning technique with a stronger understanding of what is being said intellectually and emotionally. Rostina, & Makrum (2017) stated in their research that empathic listening skills are one of the skills that are badly needed these days. Ciptaningish (2015) viewed how to use empathic

listening skills and constructive feedback training to build mutual support behavior.

According to Behrendt & Franklin, Bowen, Krakowka, Mahgoub, & Alawad & Manner (2018), **field trip-based learning** helps children to combine knowledge and abilities, theories, and practice. It is one of the crucial ways that enable students to apply what they have learned in class to a real-life context. Through field trips, the students learn a lot of experiences and skills like collaboration, integration with others, and the increasing ability of analysis, critical thinking, and problem-solving. They remember more of what they learned in the classroom when they participate in field trips. Greene et al., 2014, and Kisida et al., 2013 showed remarkable increases in students' performance and in their cognitive improvement occurred after a field trip.

Tying, Saad & Malik (2017) emphasized that students respond by feeding back their knowledge and also using their information to explore, discover, explain, and create. Students remembered a vast number of details that were revealed in their artwork if their work was framed as stories because emotional information can refresh their memory. They construct solutions, thus shifting the emphasis toward the process of learning. In addition, cognitive research has revealed much more about the nature of problem-solving. Education has benefited from the research as teachers have learned to effectively scaffold content and activities to extend the skills and

capabilities of students. The researcher believed that because of the world's changes, learners need both knowledge and skills to succeed, learn civic responsibility, and have a role in the community and the world. She also agreed with the opinion that exposure to the natural environment, and field trips, improve children's cognitive development by improving their awareness, reasoning, and observational skills.

The strategy of field trips to visit a place outside the regular classroom is designed to achieve certain objectives which cannot be achieved by using other means, such as facilitating the learning of abstract concepts to gain vast ideas on certain topics. Also, field trips help in increasing the students' motivation and curiosity. Field trips can add variety to the regular classroom instructional program and they tend to be special and enjoyable learning experiences. In addition to increasing student-centered learning and student-teacher interaction, Field trips raise learners' awareness of the daily activities in real life through developing social awareness. In short, a well-organized trip to a certain place is an excellent method of teaching students to observe and ask questions in real-life situations.

## **1.2. Context of the problem:**

The researcher elicited through observing and interviewing a number of teachers in different schools about using the segregated approach, which focuses on grammar and written work without paying any attention to oral assessment, which is one of the obstacles which hinders fluency of the

language as a whole. Moreover, Al Sobhi, Al Kahff, Khan, Tanni, Harmer, Goh & Burns (2018) added more obstacles like lack of motivation and confidence as well as limited knowledge of the English language. They asserted that motivation plays an important role in learning another language, while anxiety affects the learning process. Harmer stated that students' hesitation to speak is due to their fear of expressing themselves in front of others. On the other hand, most students do not have essential information or ideas to reflect on paper or find solutions to some problems they are tackling in their writing. Also, they do not know how to organize their thoughts into cohesive pieces of writing. Rao, as cited in Ali (2019), illustrated that learners find English writing a difficult task because the writing stages demand many cognitive and linguistic strategies. A lot of students in Egyptian schools lack the ability to write properly and reflectively.

The researcher in the current study believed that learners' exposure to different and new ideas and problem from real life through field trips would help a lot in arousing their motivation and excitement to analyze and find solutions as well as making them enthusiastic to discuss and write about them.

Considering empathy as the second variable of the study, the researcher noticed that there is a social gap between different classes in society with minimal empathy and also there is no real connection between schools and the communities outside. In addition, and because of prevailing bullying

among the students due to their limited understanding of empathy, Sarah Konrath (2018) in a study called "Generation Me" investigated the phenomenon, mentioning that many people view the current group of school students as sometimes one of the most self-centered, narcissistic, competitive, and individualistic in recent history. In London too, Andrew Halls (2017), the head of King's College Wimbledon, has noticed an increase in isolation, apathy, and differences, so he has decided to introduce empathy lessons as early as possible. An initiative has been taken for a more proactive approach to help with the conflict that has been seen as growing disconnection between learners at school and the world around them.

Emerging from this phenomenon, which has prevailed in Egyptian society too with recent technology and social media, the researcher noticed through observations and asking some teachers and educators that students are unable to be on good terms with other people in the society as well as make a good connection with their peers in class. The other symptoms of lacking empathy are obvious too, for example, highly criticizing others, being unable to control emotions, being unaware of other people's feelings, behaving sensitively, having trouble maintaining relationships, accusing others of being oversensitive and overacting to small things, and being unable to handle uncomfortable situations. The consequence of that is a negative reflection on the students' mutual ideas and on the words they are using among each other. Besides, the methods that are used in teaching the English

language and which are based on group work do not work effectively, and consequently, the required goals are not realized either. This notion is what the researcher agreed with to see the effect of FTs on developing both of English language fluency and empathy.

### **1.3. Pilot study.**

#### **Pilot study on fluency:**

The researcher conducted an oral and written test on a group of students (n = 25) in grade 6; their age was (11–12). None of the participants of the pilot study was selected to participate in the study experiment. The test was piloted to measure the 5 components of the rubric: sentence formation, mechanics, organization, finding solutions for problems, and reflection. The students lacked essential writing and oral fluency. Their mean score is 41%.

Most of the students had deficiencies in using only simple sentences. Some sentences were not clear and repetitive. The words were rather imprecise. Their ideas were not organized. They had problems with grammar, punctuation, and spelling. Their solutions to the problems were not always logical, and their reflections were not profound. They used a lot of filler words like "umm. The flow of their ideas was not up to the required standard. This was applied to oral and written English language use.

**Pilot study on empathy:**

A questionnaire was applied to the same group of students (n = 25) of this group to measure their empathy through the empathy quotient some of the questions are:

If you saw someone looking unhappy, would you go and help him or not? If someone made a joke about another person in your presence and it hurt his feelings, would you be angry with him, think it was just a joke, or not care?

The result was lacking empathy; they did not realize the concept of seeing with others' eyes; they used to spend more time on social media than engaging with other people; and their self-esteem and self-centeredness overwhelmed their behavior. In addition, their behavior did not show any understanding of the relationship based on empathy even with their friends.

**1.4. Statement of the problem:**

Some students have difficulties in using English language fluency because of a lack of tackling the language as one entity through the integrative approach during the sessions. Moreover, students do not have an empathetic attitude toward others. This may be due to the teachers' concentration on teaching grammar rules and vocabulary items without paying attention to students' ability to use language or empathize with others. Thus, the researcher suggested a program based on using field trips as a

social context in which both English and empathy toward others can be developed.

### **1.5. Study Questions**

To investigate this problem, the research will be guided by the following main question: What is the effect of using field trips on developing empathy and English language fluency for 6<sup>th</sup> grade students?

The above question raises the following sub questions:

1. What is the existing level of English language fluency and empathy for 6<sup>th</sup> grade students?
2. What are the activities of a suggested program based on field trips to develop the targets of students' fluency?
3. What are the activities of a suggested program based on field trips to develop empathy?
4. What is the effect of using field trips on developing empathy?
5. What is the effect of using field trips on developing English language fluency?

### **1.6. Hypotheses of the study:**

To investigate the research problem, this study tested the following hypotheses:

1. There is a statistically significant difference between the mean score of the study participants on the pre and post-test concerning the

development of the English language fluency as a total degree and sub-components in favor of the post-test score.

2. There is a statistically significant difference between the mean scores of the study participants on the Empathy Quotient and the Post Quotient.
3. There is a student's satisfaction in favor of the suggested program.

### **1.7. Aim of the study:**

This study aims to develop empathy and English language fluency for primary school students through field trips and to develop the 21<sup>st</sup> abilities for students like critical thinking, analysis, reflection, and problem-solving based on the activities of the program.

### **1.8. Significance of the study:**

The significance of the study can be stated in the following points:

- The study signifies the importance of using field trips in EFL learning and teaching, so educators can use them as a strategy to develop higher-order thinking abilities. Moreover, they help students to have the sense of putting themselves in other people's shoes, which improves student-student and student-teacher relationships. They also narrow the distance between the individuals in society.

- Instructors can use the suggested program and its activities to enable students to improve their language use and communication abilities and their empathy.
- Curricula developers can consider the results of the research when they design outdoor activities or curricula for students.

### **1.9. Delimitations of the study:**

This study was delimited to a group of students ( $n = 30$ ) from six grades of Al Hoda international school. Their age ranged from 11–12 years old (pre-teens). The researcher adopted the quasi-experimental study design in a pre-post test to measure their English language fluency and empathy.

### **1.10. Definition of terms:**

#### **Fluency:**

According to Dictionary.com, fluency is defined as being able to speak and write quickly or easily in a given language. De Jong, Fillmore, and Lennon (2018) talk about a narrow sense of fluency, which is the ability to talk at length with few pauses, the ability to fill time with talk, and also the rapid accurate translation of thoughts. Fraser (2010) said that fluency is an essential component of the concept of communicative competence. Housen & Kuiken (2009) indicate that fluency has often been defined within the framework of complexity, accuracy, and fluency.

In the current study, fluency refers to using the English language fluently to interact, collaborate, and share others' ideas empathically.

**Empathy:**

McCreary, Cohen, & Wheelwright Baumgartner (2017) define empathy as the ability to attribute the mental state of another person, which involves an effective response in the observer to the other person's mental state. They added that empathy is related to prosocial behavior and is a multidimensional construct whose components are empathic concern, perspective-taking, and emotional reactivity. Shuaib & Olaoye (2015) also said that empathy is the power to present oneself in the personality of another person for better understanding of the person's feelings. It is penetrating another's feelings and understanding.

In the current study, empathy is a required collaborative and cooperative context based on field trips through which language is practiced fluently.

**Field Trips:**

According to the Peerse Foundation (2020), participating in field trips allows students to gain a unique experience outside of the classroom. Students have not only fun but also interact, immerse, and plunge practically through a hands-on experience.

Behrendt & Franklin, Tal & Morag (2014) described FTs as students' experiences outside of the classroom in interactive locations designed for educational purposes. They confirmed that students who directly participate during a field experience generate a more positive attitude towards a subject

and interact with one another in a relaxed manner. According to Cui (2015), a field trip is an organized journey by a group of people to a place away from their normal environment for non-experimental research.

In the current study, field trips are students' experiences outside of the classroom to certain places for educational purposes and they interact with one another in a relaxed manner. FTs offer a unique cultural learning experience for students, allowing them to be involved in new environments to develop their empathy towards others, encourage their curiosity, observation, exploring, and also broaden their understanding of the world around them through the use of the English language, which is reflected positively on their language fluency.

Organization of the Remainder of this thesis :

The remainder of this study will consist of the following:

Chapter Two: Literature Review

Chapter three: Method.

Chapter four: Results and Discussion.

Chapter Five: Summary, Conclusions, and Recommendations.

# **Chapter Two**

## **Review of Literature**

## **Chapter Two**

### **Review of Literature**

This chapter tackles the theoretical background of the current study, based on a review of the literature and related studies. It deals with English language fluency, empathy, and field trips and with the rationale for selecting the three variables.

#### **2.1. English Language Fluency in EFL**

##### **2.1.1. Importance of English Language Fluency in EFL**

According to Runde D., F., (2017) proficiency in English is a critical component of a successful modern society, it is the “lingua franca of the modern era”. English language is very important to full benefit from global commerce, access the latest technology, science and innovation. It is also the language of business growth, and economic prosperity as well as education and research. Line, R., (2017) mentioned that while the world continues to move in a globalized direction, English has prevailed as a critical asset to students, professionals, and innovators. He also added that success in education, innovation and getting high-level career positions correlates with knowledge of English language. Moreover, English speakers are more likely to contribute to the openness of society and being more internationally mobile.

The researcher believes that there is no doubt that speaking a foreign language fluently improves the student's cognitive function and develops a longer attention span. Being fluent in English, which is the most important language in the world, makes students sound knowledgeable about any subject. At the same time, it raises their confidence in speaking and writing and makes them more comfortable using the language. It allows learners to deliver their messages spontaneously and creatively. Moreover, it helps them organize their ideas for clear and effective communication. She points out that speaking English fluently increases the students' focus during classes and practice tests. She also asserts that as students become more fluent, they will learn more and more quickly until using the English language becomes a part of their daily routine and interaction.

### **2.1.2. Types of language fluency**

Rasinski, Wolfe, et al. (2006) mentioned that despite the interrelation of the four types of language, it is not necessarily developed linearly at the same rate for all people, for one may develop fluency in a type or two and at the same time be less fluent in others.

#### **1- Reading fluency:**

Rasinski & Farstrup (2006) stated that reading fluency is the link between the recognition of words while reading and reading comprehension.

Hudson, Torgesen, Lane, and Turer (2012) talked about the importance of accuracy, rate, and prosody in reading fluency. Accurate word reading is

dependent on the ability to decode a word efficiently, which becomes a sight word in the learner's memory. Slow reading hinders comprehension. Automatic word reading is essential because it allows the reader to pay attention to the meaning of the text rather than decoding the words. Sabatini et al. (2019) indicate that students read more quickly when they are able to break text into syntactic and semantic phrases and clauses. Moreover, prosody means reading with expression, with suitable rhythm, tone, pauses, and stress for the text.

## **2- Oral Fluency:**

It is the ability to speak the English language easily and effectively combined with the ability to effortlessly understand others who use this spoken language. It is also as Rasinski (2006) said a measurement of the production and reception of speech to understand and respond to others in conversation. Non-fluent qualities like fragmentation pauses, false starts, repetition, and hesitation are characterized by the spoken language because of task stress.

## **3- Oral reading fluency (ORF):**

It refers to the ability to read words accurately and quickly while using good vocabulary expression and phrasing. In doing so, as Rasplika & Cummings (2013) said "there is no noticeable cognitive effort that is associated with decoding the words on the page". They added that it is one of the critical components required for successful reading comprehension. Blau,

L., (2021) mentions that reading fluency is the ability to read aloud expressively and with understanding. She adds that books will be a bundle of words without reading fluency.

#### **4- Written or compositional fluency:**

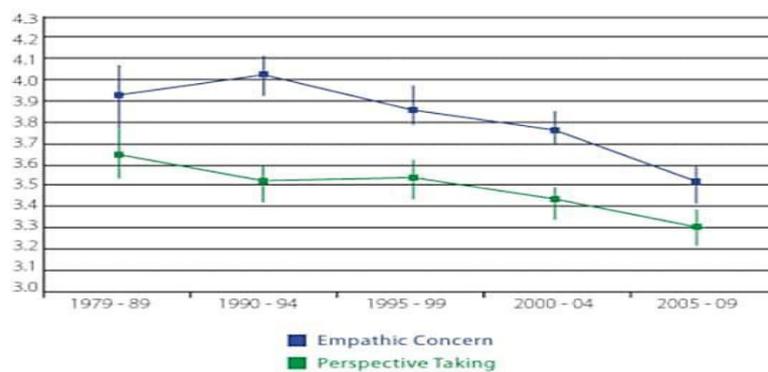
Rasinski, Allison, Kenedy, and Yok (2006) assure us that fluency in writing can be measured not only by the length of the sentence but by its ability to clarify the meaning, the objective of writing, and its relationship with the reader. They believe that writing is a means to deepen students' knowledge and to act as a tool for learning. When a student is using writing tasks to learn, he will have a chance to develop his vocabulary, practice grammar, spelling, punctuation, and argumentation, and consequently, he will achieve both accuracy and fluency.

#### **2.2.2. Backwash effects of lack of empathy in language learning:**

Konrath S. (2018) led a recent study at the University of Michigan Institute for Social Research that suggests today's college students are significantly less empathetic than their peers in the 1980s and 1990s. She conducted a meta-analysis of 72 different studies with her assistants. These studies examined about 14,000 American college students between 1979 and 2009, the focus of the researcher was on the studies that used the Davis Interpersonal Reactivity Index (IRI), which was designed in 1980 for the sake of measuring empathy.

The researcher predicts that (IRI) scores have decreased over time for college-aged today. She concludes that today's college students are 40% lower in empathy than their peers of 20 or 30 years ago, and the biggest drop happened after the year 2000.

**Figure 4. Shows the Changes in Student IRI Scores over Time.**



The finding of the research shows that there is a decline in two areas out of the four, which are empathic concern and perspective-taking. Konrath noticed that there was no decrease in fantasy or personal distress. Konrath commented on her research; "Many people see the current group of college students, sometimes called "Generation-Me," as one of the most self-centered, narcissistic, competitive, confident, and individualistic in recent history." Her assistant O'Brien, also declared that "it is not surprising that this growing emphasis on the self is accompanied by a corresponding devaluation of others."

The researcher believed that growing emphasis on the self is a big obstacle that hinder the group work and interaction in language learning for

the students will be less co-operative with each other and they will not be able to understand others easily by putting themselves in their shoes.

### **2.1.3 Components of English Language Fluency:**

#### **a) Oral Fluency**

Language fluency is one of the varieties of terms used to measure a person's language ability, which goes in parallel with accuracy and complexity (Gonzalez, 2008). Hartman, Stork, Filmore, Lennon, Brumfit, and Yang (2014) pointed out that fluency means the ability of the speaker to use the correct structures of the language at normal speed. They added that the speaker must be creative in language use and can talk at length with few poses with appropriate expressions. Furthermore, the sentence must be produced coherently. Lennon, Schmidt, Wood, and Kellem (2009) stated that fluency is best thought of as an integrated component of language, which is: language speech rate, pause, and length of speech run between pauses. They mentioned various ways of building fluency in the classroom through seven principles which are repetition, increasing speech time, preparing before speaking, using familiar and motivating topics, ensuring appropriate levels, setting time limits to help students speak faster, and teaching formulaic sequences like chunks.

Segalowitz in Abd Al Galil (2018) stated three levels of fluency: cognitive fluency, utterance fluency, and perceived fluency. Cognitive fluency has a connection to the speaker's well-prepared mentality and how to

organize plan, and deliver a speech. Utterance fluency is related to the smoothness of speech, whereas perceived fluency has a connection to how the listener perceives the speaker's utterance and comprehends his speech.

De Jong, (2016) indicated that the speaker needs to learn how to rapidly express his thoughts into sounds required to construct a meaningful message, formulate how to say it, and rapidly produce a comprehensive message. De Jong confirmed that if the speaker's speech is not coherent, it will lack fluency. Segura, (2015), assured us that a lot of exposure, practice, encouragement, and correction are needed to be fluent. Johnson & Sproat (2010) explain that the term "fluency" is used to mean rapid, accurate, and efficient translation of thoughts.

### **Activities for developing Oral fluency:**

Oral activities are popular techniques because they include active conversations and creative responses from students. These activities promote collaboration and fluency (Underhill, Mitchell, and Rosamond, 2006). Some of these activities are:

**Role play:** It is an oral activity usually done in pairs whose main goal is to develop students' communicative abilities in a certain setting. It gives the students the opportunity to improve their communication skills in a low-pressure situation.

**Opinion sharing or discussion:** It is a content-based activity whose purpose is to engage students' conversational abilities while talking about something they care about (Richards, & Jack 2006). When a teacher introduces a topic, she asks the students to contemplate their opinions about it and debate their opinions on the topic. Richards (2006) believes that it is a good chance to get shy students or introverted ones to open up and share their ideas.

**Interviews:** It is an activity whose main goal is to develop students' interpersonal abilities (Brandl, Klans, 2007). Brandl points out that this kind of activity should be used in the lower levels of language classes.

**Group work:** Klans, B. (2007) asserts that group work is a collaborative activity; the aim of it is to foster communication in the target language.

**Oral report:** It is an authentic technique to prepare learners for presentation. They can use some visual aids like the whiteboard or read from their own notes.

**The technique of task repetition:** De Jong & Perfetti (2011) Boers & Maurice (2016) encourage using the technique of "task repetition" in which students will repeat a meaningful task multiple times. One well-researched repetition is the 4/3/2 activity. Using time pressure in this technique helps in developing oral fluency, and the results of using it alone were consistent with many studies. The logical reason for using this technique is that all production stages are fulfilled, i.e., conceptualization, formulation, and articulation.

Abd Al Galil, Gibbons, Hasson, and Arnold (2018) mentioned that reflective listening is a communication strategy that involves understanding the speakers' messages and reflecting ideas on them, so they agreed that since reflective listening involves using one's words to reflect on others' talk, the listener should keep a mental note of the speakers' message to be able to reflect. Arnold (2014) added that reflections can keep the flow of speech to help people understand and express themselves freely and seriously. Therefore, reflective listening leads to self-awareness and self-acceptance. De Jong (2016) said that listening comes first and then speaking. In other words, speaking is dependent on listening.

## **b) Writing Fluency**

According to Ali, Van Gederen, and Oastda (2018), writing fluency has always been one of the most difficult writing abilities. It requires learners to write smoothly as the ideas flow through their minds. Even if they are asked to write freely without paying attention to spelling and grammar, they have difficulty putting their thoughts and feelings down because of a lack of vocabulary knowledge, writing practice and reading.

Sever, Ozbay, Avci, Kantemer, Kibris, Atosoy & Temizkan (2016) indicated that writing is the act of communicating what we hear, think, plan, see, and live through writing and the description of feelings, ideas, desires, and events in accordance with certain rules. It is confirmed that writing is more than just compiling words or sentences; it expresses one's opinions, feelings, wishes, and ideas in a certain order, harmony, and discipline. A text with good expression, fluency, and clarity is required. Fluency can be described as writing the text in an easy-to-read manner and not forcing the reader to pause while reading. Two perspectives are considered when talking about fluency which are: automaticity and ratio/time. Brand and Brand (2006) mentioned that writing is the ability which is carried out automatically and that text will be cohesive as well as not waste their readers' time guessing what the writers' intended meaning. It is also the students' ability to carry out activities, or tasks in an automatic, quick, and accurate manner.

Sax (2020) stated that writing fluency involves many skills that are integrated and developed over time. To generate ideas, the writer needs more knowledge about a given topic. These ideas can be concrete, abstract, simple, or complex. Consequently, the writer needs to produce words to express these ideas, keeping in mind the audience and the purpose of writing. Moreover, a writer must be sure that his ideas are organized. Corrective feedback from teachers and peers is also important to show whether others are able to follow his ideas. Sax added that other sub-skills must be considered, like capitalization, punctuation, verb tense, noun-verb agreement, and sentence complexity. To enhance writing fluency, Sax (2020) offered several methods the writer can use. 1) Knowing the points of strength and weaknesses through reviewing previous pieces of writing, a writer can have a clear example of skills they need to strengthen. 2) Working with someone who specializes in writing, such as tutors or teachers, who can provide a variety of strategies. 3) Write, write, write; writing fluency necessitates consistent practice, so writers must put pen to paper and write every day.

Manuel, J. (2021) indicated that the importance of fluency in writing ability refers to the students' ability to write with a natural flow and rhythm. To improve writing fluency, the teacher must engage the students in different kinds of activities like free writing daily, questions, diary writing, chat, and poems.

Watanable, (2018) defined reflective writing as an analytical practice in which the writer describes a real or imaginary scene, event, interaction, or memory form, adding a personal reflection on the meaning of the item or incident, thought, feeling, emotion, or situation in his or her life. Jasper (2005) mentioned that reflective writing is considered a key component of reflective practice and evidence of learning from experience to develop students' critical thinking.

According to Helyer (2015), reflection is associated with looking back, thinking deeply about what happened in previous experiences, learning from what happened, and avoiding repeating the same mistakes in the future. Helyer added that reflections facilitate ongoing personal and professional learning. Through reflection, concepts and theories become embedded in practice where innovation and constant thoughts are developed. While thoughts and actions go together, reflective thinking is considered an essential tool for continuous improvement of students.

All these elements must appear in the students' oral and writing processes after making actions and practices through field trips and connecting them with their previous thoughts and experiences, as the researcher believes.

### **Activities for developing writing fluency:**

Manuel (2021) offered a lot of activities that helped students develop their writing fluency. Some of these activities are:

First, the teacher asks the students to describe a picture or complete a sentence and write as many words as possible in three minutes after giving them a minute to think.

Second, is using the pattern of “think, pair, and share.” The teacher prepares some questions on slips of paper, lets the students select one of the questions to read aloud, and the students in pairs think about it for 3 minutes, then shares their ideas orally and finally writes the answer.

Third, is chatting, where the students are asked to exchange opinions in writing about the topic they are reading about or listening to through slips of paper that are passed to their partner.

Fourth is using dairy writing by asking students to make their own dairy and write a thankful letter to a person who does a favor for him/her. Let them do the same every day for 10 minutes to add a choice of topics given.

Finally, the teacher can create a collage on the board of pictures, words, and phrases related to the topic and then write sentences using the language on the board.

### **c) The role of teachers in developing fluency:**

According to Amiti, F., (2020) a fluent conversation in English can be full filled appropriately by using the four abilities (listening, speaking, reading, and writing) in combination by students. Villar, (2000) as cited in Amiti, (2020) mentioned that teachers have two major roles in the classroom, first, creating a good atmosphere for learning which is considered the social

side of teaching, and is known as the enabling function, second, to convey knowledge, and different means to their learners which is the class oriented of teaching and is considered at the same time the instructional function with the teacher as an instructor.

Pouzar, (2019) illustrated that the teacher has to find proper procedures to help the learner, while the learner has to find a way to master the language. Learning a new language brings its benefits in life, but some people are good at languages, some try harder to learn a new language, and others are motivated by external or internal factors.

As illustrated by Marcum, (2017) there are two kinds of development potential development and actual development. The first one is what the learner can do with the assistance of others like teachers, and the second one is what the learner can do on his own. Learning is considered the social process that helps a learner move through zones of proximal development, turning potential development into actual development.

It is a fact that depending on the teacher as in the traditional way is changed nowadays because the students changed as much as the way of teaching. The students try to use different strategies in learning a new language. However, speaking ability should be encouraged by the teacher. As stated by Rao, (2018) as cited in Amity, (2020) “the teacher should create interaction by exchanging information and expressing ideas with utmost care about the correct grammar (accuracy), adequate vocabulary, a good

pronunciation as well as acceptable fluency to convey a meaningful speech that sounds like a native speakers' own by following the classroom activities as role-playing, talking circles, discussions, debating, and storytelling-activities. (p. 289). The current study assured the role of the teacher in developing English fluency through using different strategies to achieve its goals.

#### **2.1.4. Integration of Language components in EFL**

The integrated language abilities approach has become a new trend in the EFL context because of its effectiveness in developing students' communicative competence and increasing the ability to use English as an access to social, educational, or professional opportunities. This approach with the integration of the four abilities of the language is different from the traditional segregated approach, which presents a language skill in isolation from the others (Paredes, Celce, and Mucaa 2019).

According to Deneme, Eda, and Brown (2010), a significant debate has recently erupted regarding the discrimination of cooperatively teaching languages. They clarified that each ability reinforces the other. For example, we learn to speak by modelling what we hear, and we also learn to write by reviewing and examining what we have read. Concerning reading and listening, many studies indicate listening to a sound file with silent reading at the same time is a very good way to increase both vocabulary knowledge and reading comprehension. Maryniak (2014) , in a study of six graders, came to

the conclusion that (RWL) reading while listening helped the lower level students more in increasing their comprehension test scores.

Brown (2001), Tsung & Oxford (2002) commented that integrated language abilities are the most effective approach to using the language as communication to serve the purpose it was created for. Hinkel & Ingress (2017) deepened the idea that the teaching models of integrated language abilities targeted the learners' fluency and accuracy.

Alaye, Afnan, Richard, Schmidt, Oxford, & Jing (2019) stated that the integrative approach is the approach of teaching language components simultaneously and asserted that the integrated language test score approach is crucial for effective language learning, which means including two or more abilities in each lesson or relating them in activities and tasks in a holistic way. This approach simulates interaction and makes it accessible to learners for meaningful communication and actual language use. When the four abilities are combined, it helps to imitate real-life language while also increasing communicative competence in English. Alaye (2019), added that the teacher in that approach should be active, smart, and also knowledgeable. He is supposed to know a lot about the content, how to make a lesson plan, absorb the meaning of class management, and know a lot about learners' attitudes and interests.

Pend, Ingggris Atikens, McDonough & Show (2017) confirmed that there must be a logical progression for achieving teaching/learning processes

of integrated abilities. The easier aspects always come before the more difficult ones. The most common way is by using the pattern from receptive abilities (listening and reading) to productive abilities (speaking and writing). Students must be exposed to information from authentic texts, videos, and field trips, then reproduce it in spoken and/or written language. This is known as "input-interaction-output."

According to Pend, Inggris, and Kebede (2017), some advantages of integrated abilities are: providing purposeful learning at all proficiency levels, students' exposure to an authentic language learning environment makes them interact naturally with the intended language and communicate better, making language learning close to what we do in real life, in addition, it helps the students to develop their critical thinking, i.e. to analyze, synthesize, and evaluate the information better; and lastly, the student and humanistic approach will be clear in language teaching.

#### **2.1.5. Assessment of language fluency in the primary stage:**

According to Coria as cited in Abd Al Galil (2018), assessment is an ongoing systematic process that has different types, whereas tests are only one type of assessment that can be used to assess oral or written content. Assessment is to stand on the learners' strengths and weaknesses and also make certain changes in the teaching practices. Tests focus on how much knowledge the learners have acquired, while assessments focus on how the learners get the knowledge and how it can be improved. Coria added that

teachers should monitor students' progress and have evidence of it by using different types of assessments like observation, peer assessment, rubrics, and feedback.

Fraser & Worting, (2020) as in Salem, (2021) indicated that there are many types of assessments, like self-assessment, where learners are responsible for their learning. It is a very powerful teaching tool and a challenging process to judge one's work. When learners can assess their work and their current knowledge, they will be able to identify the gap in their learning, and this leads to the self-management of learning.

On the other hand, Mok (2011) in Salem (2021) clarified that peer assessment, where students learn from each other, can affect learners' responsibility, evaluation skills, metacognitive strategies in a positive way as well as language development. For collaborative learning as asserted by Chen, Wei, Wu, and Uden (2009), can reduce language anxiety as students work together as a group or a team.

While, Randall, Zundel, Westrup, Bolen, Dronia, Altem & Salem (2021), mentioned feedback as another type of assessment. Randel and Westrup declared that feedback is important in students' learning because it enables the students to learn from their mistakes and teachers' feedback is very important for their performance.

As for questioning Bolen (2009) clarified that for creating a communicative environment in a language classroom, teachers' questions are

vital because they encourage students' responses, which leads to conversation and dialogue between the teachers and students and between each other. Teachers can adopt different techniques like display questions to elicit students' information about a topic to know how the students think about the topic.

Dronia, (2013) and Altem, (2010) in Salem (2021) explained that finding the right balance between pushing students to respond quickly and creating long silences helps students to produce full answers and expanded ideas. So when waiting-time is very short, students' answers will be short or will say just "I don't know. Consequently, two or three seconds more can change the learning behavior of students and help them participate more vividly in the lessons, keeping in mind that different types of questions may require different amounts of wait time.

Reflection plays an important role in the field of education in both learning and assessment. Kolb & Chang (2019) indicated that reflection in the experiential learning model is the key to transforming concrete experiences into abstract concepts. Kolb, in Salem (2021), confirms that learners can form new concepts through new experiences; the steps of Kolb's theory are: the learner goes into a new experience or situation, reflects on it, forms new ideas and concepts, and finally applies what he/she has learnt to another experience or situation. Reflection improves interaction, participation, and communication among learners through responding to each other's reflections.

Webb (2018) declared that at the end of the activity or the entire course, learners have the choice of offering feedback or reflection concerning their own experiences during the course. Reflection encourages learners to be responsible for their own learning by sharing their accomplishments, struggles, and confusion. Moreover, reflection builds stronger connections between learning experiences; it helps them to step back from their learning experience, develop critical thinking skills, and improve on future performance through analysis of what they have learned. Furthermore, reflection helps in strengthening social connections, for it can be shared among the learners through discussions and debating of the given topics, and it sparks social interaction.

## **2.2. Empathy in EFL :**

### **2.2.1. Empathy and Social Emotional Learning (SEL):**

Social and emotional learning (SEL) is the process through which children and others apply the knowledge, attitudes, and skills necessary to understand and manage emotions; achieve positive goals; show empathy for others; establish positive relationships; and make responsible decisions (Durlak, 2011). There are five components of SEL; self-awareness, self-management, social awareness, responsible decision making, and relationship skills, which have a solid foundation for better adjustment and academic

performance as reflected in more positive social behavior and good peer relationships.

CASEL (2021) stated that collaboration for academic, social, and emotional learning (CASEL5) can be taught and applied in all educational stages from childhood to adulthood. In this systemic approach, the importance of building a reasonable, fair, and equitable learning environment is emphasized. The coordinating practices across key settings in classrooms, schools, families, and communities help in enhancing and improving the students' social, emotional, and academic learning. The integration of SEL through the school's academic curriculum and culture, across the contexts of school-wide practices, policies, and collaboration with families and community organizations, will be beneficial.

**Figure 1. The Cassel framework (2021), for improving the students' social, emotional, and academic learning.**



Collette, Durlak, Weisberg, et al. (2019) talk about the unique challenges and emotional problems that adolescence faces, which include empathy. Studies on sixth to twelfth graders indicate that schools are not paying enough attention to social and emotional learning at a time when social and emotional skills must have a greater priority in schools. Collette (2019), illustrated that social and emotional skills have a great impact on people's relationships and their motivation and career success.

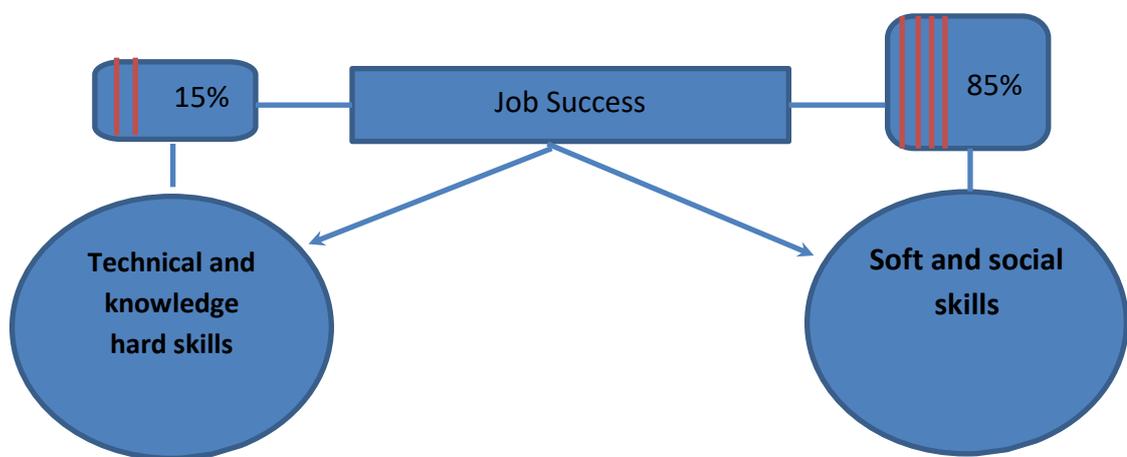
Schmitz, (2021), stated that all theories of emotional intelligence have considered empathy a cornerstone of social skills and the most basic building block to understanding other people's emotions, feelings, and thoughts. Conover (2016) illustrated that as empathy is the heart of emotional intelligence, if people understand their thoughts, emotions, and feelings, they can easily understand others. He added that a person can improve his/her empathy by practicing and improving other emotional intelligence like motivation, self-esteem, self-awareness, and resilience. When empathy is improved, we become more human because 90% of successful people in the workplace have strong emotional intelligence.

Moreover, Schmitz (2016) explains that empathy is the ability to read minds, so a person can get inside people's heads and understand them completely and clearly. He continued that understanding what is not being said, i.e., non-verbal communication, is an important part of empathy and so critical for effective communication. Another ability for empathy is trusting

others. Your friends will be more open with you if they trust you, and when trust exists, there will be more sharing of their feelings and thoughts.

Recent research centers at Harvard University show that the ages of 10–24 are critical years for the development of key life skills in goal setting and achievement. The results of Harvard University and the Carnegie Foundation show that only 15% of job success is due to technical and knowledge-based hard skills, whereas 85% of job success is due to soft and social skills.

**Figure 2. Harvard University results concerning job success by the researcher.**



### **2.2.3. Empathy and learning outcomes:**

According to Heick, T., (2022), the relationship between learning goals and empathy is not quite obvious, but it is quite clear that what we choose to study and why, is human tracking. When a person concentrates on his

thinking habits and on what happens if he transfers his knowledge from here to there, he can benefit from empathy. The first kind of understanding, which is demonstrated in the lesson or unit, and the second one is to leave that fragile academic and be useful in the outside world.

Heick T., (2022) states that intellectual interdependence is required and is considered a great tool of learning where direct interaction with the world around us is needed to understand what others need. She adds that teachers' daily interactions with the learners are opportunities for them to see what empathy is like through discussions, debating, writing, projects, and homework. Also, when students are working together in groups, empathy appears again. She also mentions that the way of posing questions that promote empathy helps a lot and turns any topic into what other people feel and think about this topic. She declares that studying fiction, novels, and history is also an exercise in empathy.

Heick (2022), explains that the role of empathy in learning is important because it helps in understanding and connecting with the materials the students are learning. Empathy allows students to step into someone else's shoes and see the world from their point of view and develop compassion for others. Empathy is advantageous in some subjects, like drama, novels, and history. It is beneficial for students to comprehend their motivations behind events. Furthermore, it gives students a hand in making connections with people from different backgrounds and cultures.

In the current study, the researcher thinks deeply that going out, mingling with other people, putting themselves in their places, and discussing their experiences when coming back to school helps in increasing the students' empathy toward others and understand their needs.

#### **2.2.4. Empathy development in EFL:**

According to Collins (2020), empathy can be developed and taught. She adds that the key to positive friendship and good relationships is empathy because empathy reduces conflict and misunderstanding of each other.

According to Balani, M. (2020), teaching a child to understand what another person is feeling is critical for him to embrace differences, build relationships, communicate effectively, and gain a global perspective. She insists on encouraging children to practice putting themselves in other children's situations and illustrates the psychologists' point of view that understanding the child's emotions helps teachers and students build empathy, as teachers can show the child empathy by truly listening to him/her and being fully present when he/she is discussing something with them.

Collins (2021) mentions that parents or teachers have to model any skill they want to teach the children. Modeling teaches them to understand what empathy looks like, sounds like, and feels like. Crowley and Said (2016) mention that teachers must use empathy themselves with their students and with other teachers, or even with fictional characters. Moreover, teaching the

students how to be empathetic with others is necessary even if they do not agree with them.

Collins (2021) demonstrates that it is preferable to openly discuss emotions rather than hide and bury them. The teacher's role is to explore the child's feelings and have a discussion with him/her to find the real reason for his/her feelings. Crowley and Said (2016) comment that empathy can be included in the curriculum where teachers can define empathy and identify characters in literature. They add that teachers can take some steps to inject their classes with a culture of empathy like reading stories from the perspective of characters similar to their students' and discussing the content with them.

Collins (2021) also mentions that it is healthy to give the children a chance to interact with people of diverse backgrounds, ages, and circumstances in an attempt to get them involved in the community outside. For her, a successful strategy to develop empathy among children is to praise them when they show empathy for others.

The researcher believes that empathy can be developed and taught like all cognitive abilities by modeling, listening emphatically to the students, making discussions about the empathic topic, and most of all, taking the students on field trips to meet authentic people in real life and encouraging them to put themselves in their places.

### **2.2.5. Empathy and EFL learning:**

Goleman & Serge (2014) offered a new approach to education. For a healthy and caring classroom, it is not enough to know the students' thoughts or feelings, but it is also needed to be concerned about them and be ready to assist them. They mentioned that to be successful in life, three kinds of empathy must be found: empathic concern in which the teacher models kindness for their students, cognitive empathy, which means understanding how people see the world, and emotional empathy, which is the ability to sense others.

Owen. L, (2015) asserts that teachers should build positive classrooms based on empathy. According to her, students should be able to understand those who may be different from themselves, look at the situation from their point of view, understand their intentions, and predict their behavior and experience. The student-teacher relationship can also develop in a positive classroom based on empathy.

Given that the definition of empathy involves understanding another's feelings, empathy sets students up to deepen relationships with their current classmates and people that they know outside of school. In our increasingly globalized world, people may come from different cultures and different socioeconomic backgrounds. When children learn empathy skills in classrooms, those skills will transfer to their lives and their communities outside of school. These deep relationships, which are the outcome of

empathy skills, will have the power to strengthen the community and build trust as well.

The last benefit of empathy, as Owen (2015), is preparing students to be leaders in their society. Leaders should understand the people who lead and be able to show that they care. All recent studies about leadership emphasize human development as an essential leadership quality. Teachers should equip the students to be the future leaders of their communities. Moreover, educators have to be keen to maintain an empathic mindset in a culture that doesn't always value it.

#### **2.2.6. Assessment of Empathy for EFL learners:**

Davis (2018) declares that there is a growing consensus among researchers concerning empathy as a multidimensional phenomenon in recent years that includes both cognitive and emotional components. Baron-Cohen (2004) comments that cognitive empathy is the ability to identify what other people are thinking and feeling, while affective empathy is the emotions that respond to these mental states. Whereas, Kim and Lee (2010) mention that empathy can be assessed by self-reported instrument scales and can be observed through psychological constructs.

Some of the most widely used questionnaires associated with specific empathy scales are Hogan's empathy (EM) scale (1969), Mehrabian & Epstein's questionnaire measure of emotional empathy (QMEE) (1972), Davis' Interpersonal Reactivity Index (IRI) (1994) the original and the

alternative versions. These questionnaires reflect the multiplicity of empathy conceptions in psychology.

In the current study, the researcher will conduct an empathy assessment through 20 situations from Abdel Motty A., (2004) as cited by Hassan, (2009). This quotient is based on these four skills: perspective taking (cognitive empathy), concern for others, sense of others in distress, and helping others.

### **2.3. Field trips in EFL**

#### **2.3.1. Importance of field trips in EFL:**

Killington, A. (2011) stated that schools' administration cuts field trips from the budget, and the teachers are so busy with covering the content in classrooms for the sake of curriculum and tests at the end of the year, giving little time and attention to out-of-classroom activities considering FLs extra-curricular activities that can be cut. However, studies indicate that field trips are a key component of school instruction because they widen the educational experience and make a subject more relevant.

Killington (2011) pointed out that field trips connect the dots for students by providing real experiences related to all content areas. She also switches the word "field trip" to "field study," since it is a learning experience to help students explore real-world problems. Field trips inspire students to

obtain a deeper knowledge of the subjects they are studying and give them a chance to discover how ideas are connected.

Johnathan (2019) clarified that field trips play an important role in the school curriculum to help students learn through authentic experience and explore new things for both the learners and teachers. The importance of FTs is clear in teaching, learning, and student life.

For education, Jonathan (2019) indicated that "with support, help, and guidance from teachers, educational tours can act as a mobile class for students." Field trips provide teachers with a great chance to develop their personality and professionalism. Teachers must get in touch with the new updated ideas and practices and the latest teaching methods; creativity, critical thinking, and collaboration while preparing for the stages of the trip before, during, and after. It helps teachers to broaden the scope of their syllabus and to enlarge their knowledge by gathering information about the topic of the trip. It allows teachers to connect their classrooms with life and authentic experience. Furthermore, the teacher serves as a guide to inspire students about the world outside of school. Field trips give teachers a chance to meet up with experienced teachers and also give them a chance to exchange and share their experience as well as teaching methods and to benefit from each other..

For learning Jonathan (2019) said that educational field trips are considered one of the most interesting ways for students to learn through real

life experiences, have fun, and break the walls of the classroom; feel free while learning; and feel comfortable through their dealings with their colleagues and the teachers. It is an integration of learning and hands-on learning opportunities during the field trips; seeing authentic things that they know about before in class; things that are beyond the theory of subjects to actively experiencing and seeing in real life. Without the pressure of doing exercises, students develop a sense of relaxation and enjoyment in understanding the subjects. Field trips allow them to visit new places, which arouse their interest and enthusiasm. They help in developing students socially through interactions with other people from society. Moreover, support learning a lot of things through discussions and making interviews with other people.

For students' lives, Jonathan (2019) stated that students will learn new things and will have a deeper life with different people. They will be closer to their classmates, who they may not know very well in class. Going out in a new place gives the students a chance to be in good contact with other colleagues and also their teachers. It is a discovery journey to get to know each other in a relaxed atmosphere, which affects career development and social skill development positively.

Smith (2020) mentioned a lot of benefits for both students and instructors that are achieved when teaching and learning experiences take place outside the classroom. The result of practising in the real world is what

the students have theorized about behind desks. It is a student-centric learning experience that affects their academic performance, develops their personal and social aspects, and increases their motivation. Dewey, as cited in Claiborne (2020), asserts that experience is the best teacher. Claiborne (2020) said that teaching on field trips helps the instructor to get to know the students in-depth and how the students see the world differently than the instructor, which helps the instructor to better communicate the concepts.

### **2.3.2 Educational outcomes and Field trips**

The researcher believed that field trips are not only for fun but also give a chance to get practical experience, which enables them to remember and understand the subject. Also, a field trip allows students to be involved in new environments and raises their curiosity about a given subject because it is a unique cultural learning experience. In addition, a field trip is a great exercise in broadening the students' understanding of the world around them in which they live. It brings lessons from the classroom to life through visualization, experience, and discussion. Moreover, a field trip develops the social and personal skills of students, helps them to come out of their shells, and encourages their creativity and leadership qualities.

According to Smith, 2020; Behrendt & Franklin, 2014; Larsen et al., 2017; Tal& Morag, 2009, there are five areas of the intended educational outcomes: developing social and personal abilities, adding meaning to learning; developing observation and perception abilities, providing first-

hand real-world experiences, and enhancing motivation and interest in the subject.

Goldschmidt & Ousey (2011) said that field trips enable instructors to go inside the students' skills, creativity, and strengths, which do not usually appear in class sessions. Field trips can also develop intellectual flexibility, reflective judgment, interpersonal and intrapersonal abilities, humanitarianism, decision-making abilities, self-confidence, and identity.

OFSTED (Office for Standards in Education), which supports education and field trips, states that students will learn in the real world in a manner that is not available in classrooms. OFSTED (2008), as cited in Perse (2021), reports that well-planned trips and other activities in the classroom will enhance students' learning and motivate other students to engage and participate. As cited in Perse (2021), CIOTC stated that every child should be given an opportunity to experience life and lessons beyond the classroom walls as a regular part of growing up. These experiences expand the horizons of young people, opening their eyes to different areas such as art, heritage, culture, adventure, and the natural world. The Office for Standards in Education, which supports education and field trips, states that students will learn in the real world in a manner that is not available in classrooms. OFSTED (2008), as cited in Perse (2021), reports that well-planned trips and other activities in the classroom will enhance students' learning and motivate other students to engage and participate.

### **2.3.3. Field trips and project-based learning:**

According to Dewey (2015), students should be given opportunities to participate in their learning, and they will succeed in environments where they interact socially and through experience.

Larmer & Boss (2018) added that schools make a shift to project-based learning (PBL) to help learners be prepared for future challenges. They set seven gold standards for achieving it, which are: challenging problems, sustained inquiry, involving repetition when confronted with a challenging problem or question, authenticity, reflection which is very important as Dewey wrote that we don't learn from experience but from reflecting on the experience, critique and revision, evaluating the results of their learning, and finally, having a public product to show the students' work to the audience beyond the classroom.

In a recent study by Olson (2019), "Turning field trips into work to support project-based learning." Olson said that field trips spark an interest in real-world life, they connect what we were learning about with trips that we would never have had the chance to explore on our own. Project-based learning is helping the students make those connections through field trips for fieldwork and field trips can together create an authentic world experience. This combination will encourage students to collaborate, expose them to real challenges, and give them a chance to explore and analyze what they have seen.

In her findings, Olson (2019) and her team point out some clues concerning both field trips and fieldwork: firstly, it is not just a field trip but planning around the project and their activities, timing, exploring, and building relationships are important too. Secondly, it focuses on guiding the students that the trip is not intended only for enrichment and fun but also for realizing specific objects, and this is the main purpose of the trip. Thirdly, it prepares students to realize that a field trip is a part of the fieldwork at school when they come back, whether you plan on using the trip as a material for discussion or just gathering information that is important for achieving your goal or your objectives.

Students' ability to interact with themselves practically sheds light on the benefits of field trips. A field trip keeps information in the minds of the students because they are involved in visual.

#### **2.3.4 Field Trips and Experiential learning:**

Patrick (2011) explained that experiential learning is the process of learning through experience and reflection on doing. Field trips not only allow students to get out of the classroom, but they also help to reinforce what they are learning in class.

According to Behrend, Franklin, and Kolb (2014), learning consists of grasping an experience and transforming it into an application or result. They stated that experiential learning occurs in four-step cycles, starting with the student having an experience, then talking about the experience where

reflection occurs, after that, thinking about it when abstraction occurs, and finally, when planning a new experience to test the new ideas, the new experience takes place. And this is exactly what happened on field trips.

### **2.3.5. The role of teachers in field trips:**

Jauhari, M. (2021), who is an educationist and a writer of "a teacher's manual," wrote that the teacher should know his or her expectations and must check out if the place to be visited fulfils his or her expectations. She added that the most crucial and influential factors in a field trip's being educationally effective are the advanced preparation for students and establishing the link between the field trip and the topics or the curriculum.

McLoughlin (2004) stated that the goal of a field trip is to be well-managed to serve as an effective learning tool. McLaughlin (2004) added that the new teachers pay more attention to the managerial details of registering in spite of the students involved in the process of the field trip before, during, and after, which is as important as the logistics of getting there and back. This planning is challenging and also highlights "what students learn from their trip."

Marlowe & Page (1998), as cited in McLaughlin (2004), illustrated that essential concepts must be clarified by teachers to the students in the preparation sessions, such as learning is not receiving knowledge but constructing it; not memorizing and repeating but thinking, analyzing, and understanding. Moreover, teachers must plan interesting activities before,

during, and after the trip to encourage the students to hypothesize, synthesize, compare, analyze, create, and reflect on their experiences. The quality of the activity and the students' engagement with it help in increasing students' interest. Poor, J. & Anwer, (2021), illustrate that one of the roles of teachers is to capture the attention of their students by selecting a variety of strategies and techniques.

Teachers should visit the trip location by themselves to be aware of its details and take notes and pictures of the place to prepare the students before the trip. Millan, in McLaughlin (2004), calls this visit "**reconnaissance trips**" that give the teachers a chance to examine the place with a topic and the students in mind.

Cui and Bitgood (2015) point out that the teacher's preparation has a vital influence on the outcome of the field trip experience and that they may benefit as much as students during the field trip. According to Beherendt & Franklin, Dori & Herscovitz (2014), the necessity of pre-planning, participation, and students' reflections is highly recommended. Consequently, the teachers must be trained on how to present a new curriculum and how to prepare the students to learn outside of the classroom for students who are unaccustomed to informal learning outside of the classroom.

Griffin, as cited in Cui (2015), declared that not all teachers can look at field trips from one perspective; she found that some teachers consider field trips as a change of tempo for students and social experience, while others

formulate learning-oriented objectives connecting only to the curriculum presented to them. Griffin explained that teachers' explicit and implicit purposes may differ; in other words, they are not adopting the same point of view concerning the purpose of field trips. Some teachers are uncomfortable with their capacity to manage their students in an unfamiliar environment, and some of the teachers may be unable to understand the meaning of the principles of learning in an informal environment. Therefore, it can be said that students' attitudes tend to mirror the teacher's attitude. If the teachers are enthusiastic, the students will be enthusiastic too. As a consequence of this, it is recommended by the researcher that teachers should have some courses to show them the importance of experiential learning outside of classrooms.

### **2.3.6. Application of field trips in EFL**

Cui, Demirkaya & Atayeter, Douglas (2015) clarified that it is more efficient if the educators look at the field trip as project-based and if it is more organized. They also believed that field trips increased the interaction of student-student and student-teacher because the students would look at the field trip and observe the environment from a professional point of view, not like an ordinary person. Douglas stated three critical aspects of a successful field trip: 1) preparation, 2) implementation, and 3) Field trip follow-up requirements

On the other hand, Cui, Lai, Klipper, and Orion (2015) stated that there are some points to be considered in the field trip; like the development of a

respectful environment, enhancement of motivation, and enthusiasm for the study. Orion shed light on the importance of preparation through which the "novelty space" is reduced to a minimum. For them, "novelty space" means psychological factors, geographical factors, and cognitive factors that enable the students to be familiar with the place they are going to visit.

According to Beherendt & Franklin, Dori & Herscovitz (2014), the necessity of pre-planning, participation, and students' reflections is highly recommended. Consequently, teachers should be trained on how to present a new curriculum and how to prepare the students to learn outside of the classroom for students who are unaccustomed to informal learning outside of the classroom.

### **1- Before the trip:**

The teacher should visit the location in person with her camera and notes before the field trip to learn the layout and gather the necessary information for discussions in class with the students to prepare them for the trip and arouse their interaction and motivations.

McLoughlin, Ewoldt & Miller, Orion & Hofster (2004) explained that the more ownership students have in an event or situation, the more they will engage in it. Ewoldt & Miller mentioned that students' questions must be considered by the teacher to enhance the discussion before the trip. McLoughlin pointed out that building readiness for the students can be done by sharing information about this destination, safety rules, and things they

should bring with them. Another way to increase the excitement and motivation of the students is to let them create frameworks for the new understanding that is expected from the trip. There is also a successful way of motivating the students, which is to quickly write an outline of the expectations for the trip, which can be compared with post-trip writing later on. Moreover, Orion and Hosfsterien indicated that lessons prior to field trips are very important to increase the field trip learning for students' prior knowledge of the environment.

## **2- During the trip:**

During the field trip, the teachers and the other staff must comfort students who are not accustomed to this informal, authentic, and natural experience; explain the activities; and help them become involved in this new environment.

Beherendt & Franklin, Rennie& McCKafferty, Heffran, Heywood & Ritte (2014) indicated that teachers and other staff should be prepared to explain what is required from students. They should also keep the students engaged and help them make a connection between the experience and the ideas involved. Hefferan et al. observed that the students' responses during the trip differed from one another. They noticed that the average students show a higher level of excitement, focus, and inquiry than the students known for excellent classroom performance. Rennie commented that every experience is unique, as every student is unique.

Cui, Renner, Boud & Walker, Caitlin (2015) shed light on the importance of journals during the trip for capturing critical information like: what activities occurred, what was learned, the feelings and observations, and questions arose that were not answered. Boud & Walker said writing not only helps with recall but in clarifying feelings and attitudes, so vital in active learning and making a connection between concepts and experience. Caitlin considered that while indulging in an experience, the students when writing in their journals provide an atmosphere through which they describe their activities and their relations, and at the same time, they reflect intellectually and emotionally on their actions.

### **3- After the field trip:**

During the field trip, a lot of cognitive processing occurred, which engaged the students with the new content learned. McLaughlin and Millan (2004) observe that the act of composing written and verbal narratives about learned information intensifies the meaning that students get from the trip experience through a lot of activities. The teachers' activity actions after the field trip are very important; more cognitive processing must occur for the students, and experiences need to be reinforced through discussions, activities, reading, watching videos, and movies (Behrendt & Franklin, Falk & Dierking, Kisiel, Orion & Hofstein, Pace & Tesi, and Tal & Steiner 2014).

Reflection will be a vital tool to solidify building the connections

between the students' new ideas and observations of their trip. Students' understanding will reach its peak when teachers develop potential connections through reflection. They commented that teachers must recognize the importance of post-field reflection and the briefing to maximize student interest and learning. They added that students should discuss their observations and experience and create presentations to share with classmates, especially at the elementary stage.

Kelly, M. (2019), mentioned that students must have the opportunity to reflect on the trip through writing to explain their ideas spontaneously, whether they are emotional or intellectual. This process can solidify the information learned from the new experience.

McLaughlin (2004) said that he preferred to make some assessments and metacognitive processing of the field trip in the next session after the trip. He added that teachers should use some kind of feedback question for feedback, like "What was the relationship between what you learned in class and what you saw on the field trip?" or "What did you discover that added to your knowledge? What specific activities on the trip helped you to learn? What suggestions would you make to improve the trip? He also explained that teachers must give the students enough time to analyze the concepts behind the work and activities done on the field trip, emphasizing at the same time the importance of interacting and sharing this information as a part of the learning experience. Moreover, teachers in an attempt to

build upon the students' knowledge, interests, and energy, should find ways to link the content and skills of field trip experience to future curriculum units.

The current study gives more attention to the three phases of the FTs while making the sessions of the program.

#### **2.4. Field trips and language fluency:**

A modern learning mindset that has spread nowadays to become a mantra for the new generations, whose motto is "learn as used and use as you learn". A content language integrated learning approach, CLIL, is completely suitable for this modern mindset (Jan, 2012; Alcantara, 2016). He added that it can be taught at any professional level and to any kind of student. He also commented that "CLIL is a big umbrella under which any teacher who is willing to teach a foreign language fits under it."

Alcantara (2016) illustrated that going on field trips is an excellent opportunity to develop language fluency, especially concerning listening and speaking skills. The great achievements for students through CLIL are exposure, experience, confidence, and also pragmatic language use.

Teaching objectives, as Alcantara illustrated, are: content, cognition, communication, and culture.

First, he pointed out that teaching vocabulary concerning the topics of the program and question formation is important in the learning outcomes of the students because it helps them to memorize key vocabulary, how to use it

in different texts, and provides them with the ability to describe, explain, or ask.

Second, cognition; field trips and the sessions around them help students understand concepts and apply them.

Third, communication; there are three kinds of communication:

- Language of learning provides the students with essential vocabulary and grammar related to the content.
- Language for learning teaches students how to describe, compare, or interact. The learning outcome is knowing how to behave in different situations, and how to describe characters and pictures.
- Language through learning, where the students obtain language abilities while they are doing homework, doing research, or watching videos. The outcome of that is improving the language and its fluency as a whole.

Fourth, culture; the students know how things are running in society.

The researcher believes that the content language integrated learning approach, CLIL, is suitable for the program that is based on FTs in developing language fluency. Teaching objectives in CLIL: content, cognition, communication, and culture are what are needed in the proposed program. Giving vocabulary about topics such as orphanages, elderly homes, children's hospitals, operations, and pediatrics is important for

understanding the content of the topics that lead to the second objective "cognition," which is understanding the concepts displayed in the FTs and program sessions. In addition, the language of/for/through learning is essential for communication. As for culture, the students will be aware of what is going on in society.

### **2.5. Field trips and empathy:**

Schmitz (2021) mentioned that empathy is the outcome of intrapersonal awareness (a sense of oneself) and interpersonal awareness (awareness of others). Awareness of others can be developed through real interaction with other people. A field trip paves the way for this development by giving a chance for the learners to meet real people in life, make contact with them, listen to their stories, observe their behavior, put themselves in their shoes, devise scenarios for improving their lives, and think deeply about how to make them more joyful.

Bertling (2015) talked about the art of empathy through mixed methods. He confirmed that using drawing, exercises, interviews, surveys, journal reviews, observations, and focus groups must be integrated into students' experience. This is what happens on any field trip, where using all these methods helps develop empathy, care for other people's awareness, and responsibility. A field trip is an open window to what is happening in society.

Wang, Carroll, and Delaine (2018) illustrated the relationship

between service-learning trips and empathy. Service-learning is an experiential education in which students make decisions and engage in activities to deal with community needs. The components of these activities are group work, problem-solving, and reflection. This kind of learning makes a connection between classroom theories and community needs, which provides the students with real-world scenarios. Within this service learning trip, empathy can be developed. Through these three main elements, the development of empathy can be fostered: group dynamics; interaction with the community; and self-reflection on the service learning experience.

Abu Mulaweh, Oakes, and Leidig (2020), categorize empathy into four elements: effective sharing, mental flexibility, self-awareness, and emotion regulation.

The current study dealt with this kind of trip where the students, as groups and as individuals, interacted with real people who required attention, care, and understanding.

## **2.6. Field Trips and Developing EFL Primary Stage Empathy and Fluency:**

Solving problems in a social context needs both critical thinking and empathy. Shakirova (2007) analyses the relationship between critical thinking and problem solving, mentioning that critical thinking is essential for enabling students to engage effectively with social problems; it also helps

them to understand their communities well and share in solving the social problems through future plans. Moreover, understanding the concept of others by putting yourself in their shoes helps in solving social problems from others' perspectives. Consequently, the outcome of this is a logical and reasonable solution.

Olson (2019) states that field trips are considered a material for developing English language fluency through discussion and questioning strategies that develop critical thinking skills, problem-solving, reflection, and recalling learners' understanding. Cottrell (2005) also sheds light on the importance of arguments for it is using reasons to support a point of view to persuade other people and to develop students' fluency.

Communication is a tool to tie the three variables together. Richard and Schmidt (2002) in Abel Galil (2019) illustrate that fluency gives a speech the qualities of being natural and normal and it is used for assuring proficiency in communication; in other words, the ability to communicate ideas effectively and produce continuous speech that others can comprehend without difficulties. Also, empathy is the ability to communicate, i.e., send and receive messages to understand others' thoughts and feelings. Therefore, through field trips, the learners will have a chance to communicate with real people face-to-face.

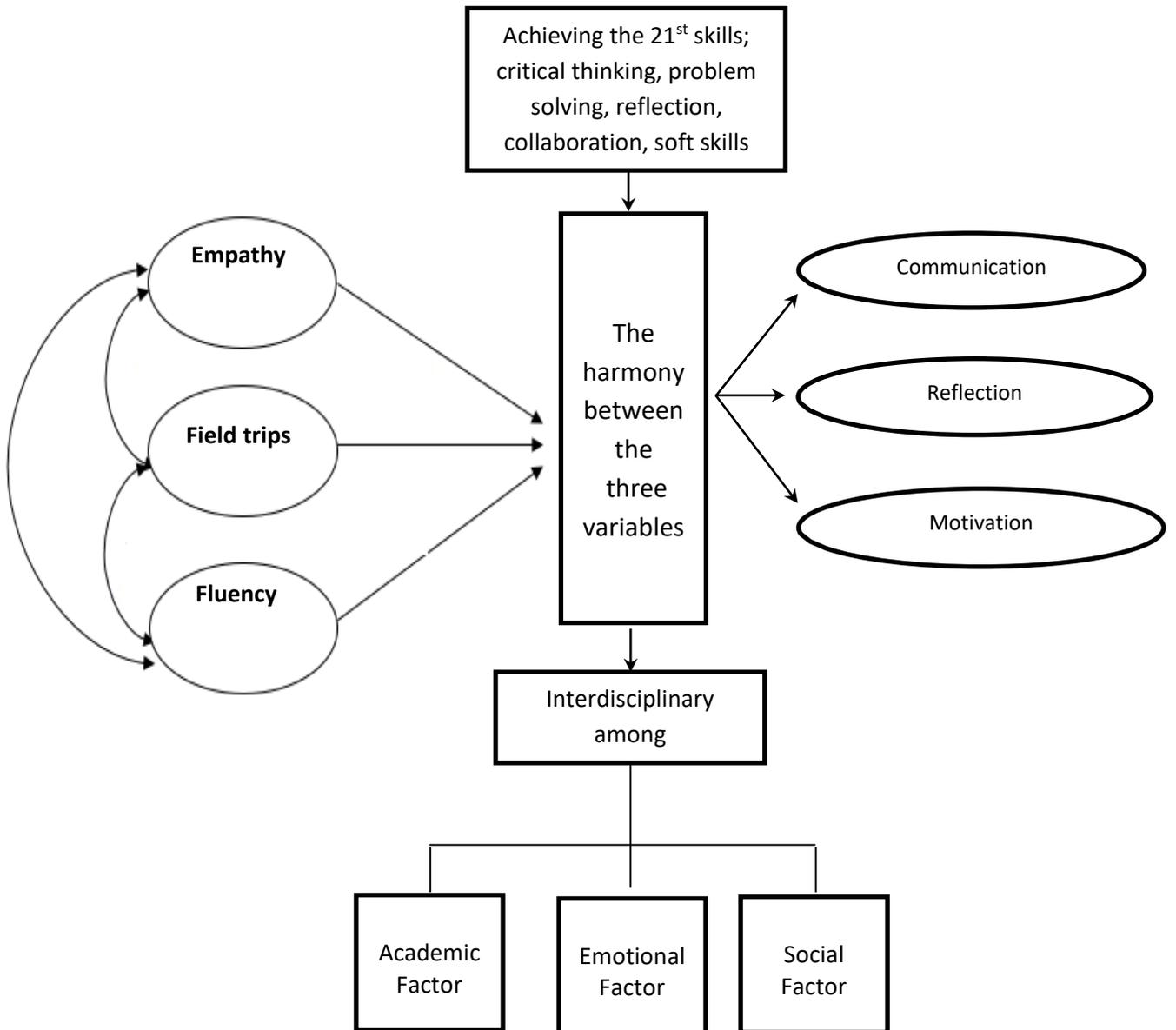
Listening is the first important ability among the four abilities of the English language, as Kaufmann (2018) explains, assuring that other abilities

will come after it. Empathic listening is the main tool for understanding other people's thoughts and feelings and helping them to solve their problems. Consequently, going on field trips will help students deal empathically with others.

Reflection is an analytical process. According to Watanable and Crockette (2017), we can inspire deep thinking in our students about their learning journeys by asking questions like, "What have we learned made us better?" "How can we apply our new knowledge to others' problems? What are the most important things I learned about myself? And what are some of my most challenging moments? This kind of self-reflection question that we put in mind through our field trips presents some of the most powerful instructional opportunities in our classrooms. In addition, it helps students practise multiple skills, like personal responsibility, expressing their opinions freely, and creating strong feelings towards others.

Motivation also has an impact on the three variables, for learning a new language needs motivation to master it and use it properly and fluently. Students should be motivated to understand others and treat them empathically. Moreover, going outside on a field trip is a great challenge that inspires the students and motivates them to expand their horizons and open their eyes to the different areas of life.

**Figure 4. “Original figure” Shows the three variables by the researcher.**



This figure shows the effect of the three factors on each other. There is a mutual effect between empathy and the fluency of the language. While field trips have an essential impact on both of them, The connection between them strengthens communication, listening, reflection, and motivation.

Through the harmony between the three of them, the academic, emotional, and social factors flourish in an interdisciplinary way.

**Commentary:**

This chapter described a review of the literature and related studies concerning fluency in the English language, empathy, and field trips as well as the relationship between them in EFL. The review was beneficial in organizing the current study and the design program.

Here are some points to consider about how the current study benefited from the literature review and the related studies:

The review of literature helped in forming the problem like Konrath's study about "Generation-Me" and the lack of empathy. Moreover, the literature review concerning the integrative approach to developing English language fluency was useful. Hence, since the English language is supposed to be taught as one entity, the researcher was keen in the program to use the four language abilities in all sessions of the program. Moreover, the researcher benefited from the different techniques of listening reflectively, speaking, reading, and writing and how to use communication activities in forming the program sessions and developing English language fluency.

Concerning the three phases of field trips; before, during, and after; inspired the researcher to form the sessions according to that; two sessions before each trip, and a day of the trip, then two sessions after the trip. The project-based learning golden rules affect how to run the sessions as well as the

study by Olson about work fields and how to relate them to field trips, emphasized the relationship between PBL and field trips.

Empathy, the cornerstone of emotional intelligence and social-emotional learning (SEL), inspired the researcher to start the program with five sessions teaching the learners empathy through activities. Starting with developing their self-awareness, which develops others' awareness or social awareness, both of them are the wings of empathy. Hence, since empathic listening is very important in empathy, the researcher was keen to develop it in the learner's activities throughout the whole sessions of the program.

The researcher's belief in the importance of leadership and how to develop it in our children from a young age benefited from the study of how to develop empathy in classrooms, which strengthens the meaning of empathic leadership and how to be good leaders.

# **Chapter Three**

## **Method**

## **Chapter Three**

### **Method**

This chapter illustrates the method followed through the application part of the study. It covers the study design, participants, and variables, as well as the instruments of the study and the detailed description of the program.

#### **3.1. Study Design:**

The researcher adopted a one group-experimental design as it included pre-posttest. This design was used because language fluency has various components to deal with, the live experience of field trips elicits effort, and analyzing students' performance is a difficult process to conduct with two groups. Moreover, this program was not proposed beforehand. The study employed a mixed-methods design where the results reached through the quantitative methods were further supported by the qualitative analysis of the student's performance during the experiment.

#### **3.2. Participants:**

A group of 30 students in grade 6 were pre-teens; their ages ranged from 11:12 years old. They were at Al-Hoda International School on the 6th of October, Giza Governorate, Egypt. The researcher briefed them about the study, its objectives, and its role in the suggested program.

### 3.3. The basic list of English language components:

After reviewing the previous studies and literature, the researcher determined the English language components in a list to be used as a guide for the rubric and pre-posttest. Based on these components, the program activities were prepared with the aim of developing specific English language fluency components needed for grade 6 learners.

The list is composed of : **a) sentence formation:** where the researcher measures how ideas flow smoothly, connected through linking words, and also shows the learners how to write or speak with coherence **b) Organization of ideas:** This refers to the students' abilities to organize ideas through the use of a personal account. **c) Mechanics:** The stress will be on students' ability to use correct spelling, the rules of punctuation, capitalization, and grammar. For oral work, the focus will be on articulation, pace, pitch, and pronunciation in expressing their thoughts and feelings. **d) Finding solutions:** Students should offer more than one solution to the problem, as well as reasonable and logical solutions with sufficient supporting details, without hesitation. **e) Reflection:** This is a mental processing method in which students should learn how to deeply and thoughtfully reflect on their ideas.

### 3.4. Instruments of the study:

1. The pre-post-test.
2. English language rubric.

3. The empathy Quotient.

4. The student's satisfactory questionnaire.

In addition to these instruments, the researcher designed a program based on the effect of field trips on empathy and fluency in the English language.

### **3.4.1. The pre- post-test (appendix B)**

#### **Purpose of the test:**

The pre-post-test was prepared by the researcher to assess English language fluency components and to measure the 6th graders' level before applying for the program and after experimentation, for the sake of determining their level before and after the application of the program.

#### **Description of the test:**

The final version of the test (appendix B) measured the students' written and oral performance. The test consisted of six topics for the five components, and it was one test divided into two parts because it dealt with the language as a whole phenomenon, but it was applied in two phases. The test was administered twice; the first time was written, and the second time was oral. During the oral test, the researcher and another rater listened to and recorded the participants' talk to measure the five components of the rubric.

#### **Piloting the test:**

The test was piloted on 25 randomly selected sixth-grade students ranging in age from 11 to 12. None of the participants of the pilot study were

selected to participate in the research experiment. The test was piloted for the sake of determining the test time; to know whether the allocated time was appropriate, and to demonstrate whether the test was appropriate for the participant's age and level. In addition, to establish the reliability and validity of the test.

### **Test Duration:**

For the oral test, the time was calculated after piloting the test. This was done by calculating the time that each learner took to answer the test, then calculating the average time for the whole group. The average time was found to be five minutes for each learner. However, it was recommended to give them more time if they wanted to talk freely.

For the written test, the time was calculated after piloting the test; this was done by calculating the time that each learner took to answer the test and then calculating the average time for the whole group. Thus, the average time was found to be 120 minutes for the whole test with its two parts.

### **Calculating internal consistency of the test components:**

The correlation coefficient between each component and the total score of the test was calculated after subtracting the targeted fluency component from the total score to determine the internal consistency for the components of the English Language Fluency Test.

**Table. 1. T-Test results for correlation coefficients between the degree of each component and the total test score**

English Fluency components	Correlation coefficients to The Total
1. sentence formation	0.69
2. Organization of ideas	0.71
3. Mechanics	0.68
4. Finding Solutions	0.68
5. Reflection	0.69

It is significant at the level of 0.01. This table indicates that all the components are statistically significant, which shows the internal consistency of the test.

**The internal consistency of the test questions:**

To ascertain the internal consistency of the test, the correlation coefficient between each question and the total score was calculated. This was done after subtracting the terminated closer questions from the total score.

The following table shows the correlation coefficient between the score of each question and the total score of the test:

**Table. 2. T-Test results shows that all questions of each component were correlated statistically**

Question	Correlated Item/ Total Correlation
1	0.72
2	0.72
3	0.75
4	0.71
5	0.70
6	0.68

It is significant at the level of 0.01 and all questions are correlated statistically, which refers to the internal consistency of the test.

- **Calculating the internal consistency of the whole test:**

This calculation was achieved through:

- 1. Alpha Cronbach 1951:**

After calculation, the value of it was found to be 0.89. It was a reasonable result and generally pointed out the consistency and precision of the test as a tool for measurement and that it could rely on it. Also, this indicated that the test had a high degree of reliability.

- 2. through re-correction:**

The test was corrected by another tutor. The correlation coefficient between the two corrections was calculated. It was found that the correlation coefficient was 0.96.

It had a high value degree, which indicated a very strong correlation as well as internal consistency of the test. This showed that this test could be relied on as a tool of measurement.

Both ways indicated a high degree of reliability.

- **Testing validity:**

It referred to the ability of the test to measure what it was expected to measure. Some specialists in the English language must submit the test to know how fluent the students are in the English language.

### **3.4.2. English language fluency rubric (Appendix C):**

#### **Aim:**

The aim of it was to assess the learners' English language fluency in the pre-post-test.

#### **Description of the Rubric**

The researcher chose five components to be used in assessing the learners' fluency in the English language, whether oral or written. Each of the five components was rated according to a rating scale rate from 1 to 3, emerging, developing, and fluent. It consisted of sentence formation, organization, mechanics, finding solutions, and reflection.

#### **Rubric Validity:**

The validity of the rubric was verified by asking the advice of some specialists in EFL, and their modifications were considered. For example, in the final form of the rubric, the arrangement of the components was changed

to start with sentence formation, organization, mechanics, finding solutions, and reflection.

### **3.4.3. Empathy Quotient (EQ) (Appendix E):**

#### **Aim:**

To measure the learners' empathy before and after the application of the program.

#### **The structure of the (EQ):**

The quotient consisted of 20 situations selected, adapted, and translated by Amira Abdel Motty (2004); as cited in Hassan, W. (2009). The situations were concerning the four scales of empathy, which are:

**Table 3. Scales of empathy**

<b>Scales of Empathy</b>	<b>Number of Situations</b>	<b>Situations</b>
1. Perspective taking.	6	2, 5, 7, 14, 17,19
2. A concern for others.	4	1, 9, 16, 13
3. Sense of others in distress.	6	3, 8, 10, 11,18, 20
4. Helping others.	3	4,6,12

This table clarifies the four dimensions and the number of situations concerning each dimension.

**Piloting the Empathy Quotient (EQ):**

The discussion was applied to a group of 25 students in grade six (ages 11–12). It was piloted to determine the EQ time, in addition to demonstrating whether it was appropriate for the participant's age or level, and to establish the reliability of the EQ.

The reasons for the pilot study were:

**A. EQ Time:**

The time was calculated through the pilot group to record time. Each participant had to answer the quotient, which consisted of twenty situations, and then the average of the whole group was calculated. It was found to be 20 minutes.

**B. Calculation of the internal correlation:**

To ascertain the internal consistency of the Empathy Quotient, the correlation coefficient between the degree of each situation and the whole score of the quotient was calculated after subtracting the targeted choice from the total score.

The correlation coefficient between each situation and the whole score of the Empathy Quotient was done after subtracting the targeted situation from the whole score.

**Table. 4. T-Test results showed the internal consistency of EQ.**

<b>Situations</b>	<b>Correlated item – Total correlation</b>	<b>Situations</b>	<b>Correlated item – Total correlation</b>
1	0.71	11	0.75
2	0.72	12	0.71
3	0.70	13	0.73
4	0.76	14	0.75
5	0.72	15	0.72
6	0.75	16	0.70
7	0.71	17	0.72
8	0.72	18	0.75
9	0.74	19	0.71
10	0.74	20	0.72

It is significant at the level of (0.01). From the previous table, it is clear that all these situations are statistically correlated with the whole score of the EQ. This indicated the internal consistency of the EQ.

### **C. Calculation of the whole EQ:**

It was calculated through Alpha-Cronbach's method. Its value was (0.92). It was a reasonable result, which referred to the consistency of the EQ as a tool for measurement.

### 3.4.4. Validity of students' satisfaction questionnaire:

#### Piloting the questionnaire:

The questionnaire was applied to study participants (n = 25) with the aim of achieving validity. The results were as follows:

#### Calculating the internal consistency:

To emphasize the internal consistency of the items of the questionnaire, the correlation coefficient between each item and the total correlation for the questionnaire were calculated after subtracting the detected items from the total score of the questionnaire.

The following table shows the correlation coefficient.

**Table. 5. The Correlation Coefficient of participants' satisfactory questionnaire**

<b>Item Number</b>	<b>Total degree of Correlation Coefficient</b>
1	**0.68
2	**0.64
3	**0.69
4	**0.69
5	**0.65
6	**0.72
7	**0.68
8	**0.71

The significant level was 0.01.

The table indicates that the correlations among the items of the questionnaire are satisfactory and significant, which refers to internal consistency.

**The validity of the questionnaire:****Alpha Cronbach:**

The questionnaire was calculated by using Alpha Cronbach's method. The value of it was 0.89. This value was accepted and generally indicated its validity as a mean of measurement, and it can be relied on.

**3.5. The proposed program:****Aim of the program:**

- The proposed program was designed to measure the effects of field trips on empathy and English language fluency.

**Performance objectives:**

At the end of the program the learners were expected to:

- Use the English language components in an integrative way in all the activities.
- Use listening attentively as an entrance to the other abilities of English language fluency as well as empathy.
- They emphasize the importance of field trips in developing their deep thinking and empathy with others.
- Reflect on their ideas precisely through discussions, using their prior knowledge to demonstrate the depth of self-reflection on the topics discussed.
- They use a variety of well-structured sentences to explain their ideas.

- Be sure to have correct grammar, spelling, and punctuation.
- Finding solutions to the problems the students face during field trips must be obvious in their oral and written work.
- Gain social and communication skills through interacting with people in real-life situations.
- Be sure of an empathic leader's characteristics.
- How to make future scenarios to improve a place.

- **Participants:**

All thirty participants are 6th graders. Their ages range from 11 to 12.

- **Content of the program:**

The program was designed and modified by the researcher. It lasted for 3 months in the second semester of the school year and ended with a display at the final party, which is the outcome result of the students' written work and presentations expressing their feelings towards the impact of field trips on them.

- The program consisted of five sessions before starting the trips; the first session was the orientation, and the other four sessions were for explaining empathy through activities and discussions. Putting into consideration that empathy and English language fluency were going in parallel with each other throughout all the program's sessions For each trip, there were two sessions before the trip and another two sessions after the trip and on the day of the trip.
- A final session was about how to make a future scenario to make such places better places to live in and reflect on the

trips in general. Also, make a discussion about leadership and circles of concern.

- Five days of rehearsals taught them how to present their work in front of the audience.

- **Learning and teaching strategies and techniques in the program:**

The researcher used a lot of different activities throughout the whole program to develop the student's abilities in English language fluency and empathy.

- a- **Posing questions and having discussions** were very important techniques. They were the backbone of the program. The definition of discussion methods according to Poorvu Center (2020) is: "A variety of forms for the open-ended collaborative exchange of ideas among the tutor and the students or students, to further students' thinking, learning, problem-solving, and understanding."
- b- **The problem-solving strategy** was used a lot in the program which is a plan of action used to find a solution. Students introduced a problem and attempted to find solutions to that problem through class discussions; for example, how can orphans and elderly people coexist in the same place?
- c- **Role-play:** The researcher used role-play as a part of the active learning approach, open-ended and real-world situations. By acting out a part, students would get a better idea of the concepts and theories being discussed. For example, the empathy concept could be easily reached through acting situations to reveal this idea clearly to them. It also created a fun and active learning environment. Role-playing is considered one of the most beloved techniques by students, especially when they have the chance to invent the dialogue by themselves and express their ideas freely and spontaneously. In addition, the students

listened carefully to each other, reflected on the words, and responded to their classmates.

**d- Collaboration techniques:** Working together helped students make a crucial shift from (I) to (we). These cooperative experiences sensitized students to those who might be different or have conflicts of interest. It also gave them a chance to speak freely while working, which enabled them to produce the language spontaneously.

- **Assessments:**

Throughout the program, the students' discussions were checked regularly and they were given continuous feedback on their performance and role play.

- The rubric with its five components was used to assess the learners' progress throughout the program and the pre-posttest was a great assessment tool for the students before and after the application of the program. Moreover, the empathy quotient was used to assess the empathy development of the students.

# **Chapter four**

## **Results & Discussion**

## Chapter four

### Results & Discussion

This chapter reviews the quantitative and qualitative results of the current study. It starts with the statistical treatment conducted on pre-posttest results to find out differences in the pre-posttest English language fluency, pre-post empathy quotient, and the students' satisfaction questionnaire. Then the effect of the proposed program on developing ELF and empathy. This is followed by the qualitative analysis and discussion of the study.

#### 4.1. Results of the study:

##### 4.1.1. First: testing for verifying "H01":

H01 states that there is no statistically significant difference between the mean score of the study participant on the pre- posttest for English language fluency in general as a total score and each component to verify the validity of this hypothesis, the paired samples of the t-test was used to detect the significance of differences between the pre-posttest and the following table illustrates this:

**Table. 6. The results of the T-test to detect the significance of differences in the students' degrees and the study between the pre and post-test for measuring the English language fluency as a total score and the score of each component.**

Skill	Mean		Std. Deviation		T-value	sig	Effect size ( $\eta^2$ )
	Pre	Post	Pre	Post			
<b>Sentence formation</b>	3.02	7.72	0.88	0.44	19.510	0.00	0.929
<b>Organization</b>	3.66	8.12	0.91	0.67	19.944	0.00	0.932
<b>Mechanics</b>	4.50	8.21	0.88	0.81	12.416	0.00	0.842
<b>Solution</b>	4.63	8.33	0.67	0.72	11.264	0.00	0.814
<b>Reflection</b>	4.95	7.93	0.85	0.70	12.943	0.00	0.852
<b>English fluency as a total degree</b>	20.72	40.31	3.30	2.65	22.870	0.00	0.948

This table shows that the significant level is less than 0.01 in the English language fluency as a total score and in all its components. This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre-post Test for English language fluency as a total score and for each component, in favor of the post-test. This means that the HO1 should be refused. Consequently, the alternative hypothesis is to be accepted.

▪ **The effect size is calculated by using ETA squared:**

Abdul Hamid A., (2016 p. 273 - 284) mentions that the following mathematical formula will do the calculation of the effect size if using the T-test:

Effect size ( $\eta^2$ ) =  $t^2 / (t^2 + df)$

Whereas; 1)  $df$  = degrees of freedom 2)  $t$  = value of “ $t$ ” calculated.

- If  $\eta^2 < 0.010$  the effect size is weak.
- If  $0.10 < (\eta^2) < 0.059$ , the effect size is small.
- If  $0.059 < (\eta^2) < 0.138$ , the effect size is medium.
- If  $0.138 < (\eta^2) < 0.232$ , the effect size is large.
- If  $0.232 < (\eta^2)$ , the effect size is very large.

From the previous table, it is obvious that the effect size expressed by the ETA square in English language fluency as a total score and its 5 components is larger than 0.232. This indicates that the proposed program is highly affected by developing the ELF (English language fluency) as a total score and the scorers of the components. It also points out that using a program based on field trips has a great effect on developing the ELF in general and in each component for sixth grade students' group participants. So the research question, "What is the effect of using field trips on developing EFL for 6th-grade students?" is answered.

#### **4.1.2. Second: testing the validity of Empathy quotient "HO2":**

The second HO2 indicates that there is no statistically significant difference between the mean score of the study participants in the pre-post empathy quotient. To verify the validity of this hypothesis, the paired sample of the T-test was used to detect the significance of differences between the pre-post Empathy Quotient, which is illustrated in the following table:

**Table. 7. Result of the empathy quotient to signify the difference between the mean score of the study participants in the pre-post empathy quotient as a general score.**

**N = 30                      FD = 29**

Skill	Mean		Std. Deviation		T-value	Sig	Effect size ( $\eta^2$ )
	Pre	Post	Pre	Post			
Empathy	32.10	55.20	5.71	3.08	10.114	0.00	0.779

The previous table shows that the significance level is less than 0.01. This indicates that there is a statistically significant difference between the mean score and the pre-post Empathy Quotient, in favor of the post-Empathy Quotient on the significant difference (0.01). This means the HO2 is refused and the alternative one is accepted.

There is a statistically significant difference between the main score of the study participants and the proposed application of Empathy Quotient in favor of the post-application.

Moreover, the previous table illustrates that the effect size through the ETA square equals (0.774) points out that the proposed program has a great effect which indicates that using field trips has a great effect on developing empathy for 6th- grade students, so the answer to the question of the research, "What is the effect of using field trips on developing empathy for Grade 6 students?" has been fulfilled.

### **4.1.3. Third: testing the validity of the students' questionnaire**

#### **"HO3:**

The HO3 indicates that there is no general satisfaction with the program. A satisfactory questionnaire was administered to 30 participants to verify the validity of this hypothesis.

This study depends on the results of the descriptive statistical analysis, which includes an average standard deviation frequency and percentage for all the items of the questionnaire.

According to the Likert scale, C3, which is used in this study, the answers are as follows: three degrees for Agree, two degrees for to some extent, and one degree for Disagree.

It is interpreted as follows:

- If the mean is less than 1.67 the general attitude will disagree.
- If the mean is from (1.67: 2.33) the general attitude will be to some extent.
- If the mean is from (2.33: 3) the general attitude will agree.

The following table illustrates the frequency percentage means and general attitude for all the items of the questionnaire:

**Table. 8. The statistical analysis includes an average standard deviation and frequency for all items of the questionnaire.**

Item	Responses	No.	% percentage	Std. Deviation	means	The general attitude to each item
1- FTs gave you a chance to work cooperatively with other students.	Disagree	0	0.0	0.37	2.83	Agree
	To some extent	5	16.7			
	Agree	25	83.3			
2- FTs developed a better understanding between you & your teachers.	Disagree	4	13.3	0.73	2.47	Agree
	To some extent	8	26.7			
	Agree	18	60.0			
3-FTs made a good connection between school and real life.	Disagree	3	10.0	0.68	2.53	Agree
	To some extent	8	26.7			
	Agree	19	63.3			
4-Knowing some information about the place before the trip was essential for you.	Disagree	4	13.3	0.71	2.33	To some extent
	To some extent	12	40.0			
	Agree	14	46.7			
5-Taking some notes, photos and discussion were important during the trip.	Disagree	2	6.7	0.61	2.37	Agree
	To some extent	15	50.0			
	Agree	13	43.3			
6-The reflection on the topic after the trip helped you to express your feeling.	Disagree	0	0.0	0.49	2.60	Agree
	To some extent	12	40.0			
	Agree	18	60.0			
7-FTs to certain places developed your empathy towards others.	Disagree	1	3.3	0.56	2.60	Agree
	To some extent	10	33.3			
	Agree	19	63.3			
8-Making presentation on the topic gave you more confidence.	Disagree	0	0.0	0.47	2.67	Agree
	To some extent	10	33.3			
	Agree	20	66.7			
General Attitude to the questionnaire as a whole					2.55	Agree

From the above table, all items of the questionnaire except item four are agreed. Item four is, to some extent, Consequently, the general attitude for the questionnaire is agreed upon, and the participants are satisfied with the program based on field trips. This means that HO3 should be rejected and an alternative hypothesis should be accepted.

#### **4.1.4. Forth: testing the effect of the proposed program on developing**

##### **English language fluency (ELF) and Empathy:**

In spite of the effective size of the above tables (1-2-3), which is very large, which indicates the effectiveness of the proposed program on developing (ELF) and empathy. However, the "Modified Blake's Gain Ratio" is used. (Abdul Hamid-2016, p.297).

This formula is illustrated as follows:  $MG = \frac{M2-M1}{P-M1} + \frac{M2-M1}{P}$

##### **In this formula:**

MG = Modified Gain Ratio                      M1 = Pre Mean score

M2 = Post mean score                      P = the total score of the

application

##### **Modified Blake's Gain Ratio is interpreted as follows:**

- If MG is > (1) the program is unaffected.
- If MG is > (1.2) the program is medium in its effect.
- If MG is < (1.2) the program is affected or accepted.

**Table. 9. Illustrate Blake's Gain Ratio**

Criteria	Final Score	Mean		Blake's MG
		Before	After	
Language Fluency	50	20.72	40.31	1.06
Empathy	60	32.10	55.20	1.21

From the above table, MG in English Language Fluency (ELF) equals (1.06), which is between (1-1.2). It indicates that the proposed program based on FT has an effective medium degree in developing ELF for 6th-grade students. Thus, the research question; "What is the effect of FT on developing ELF for 6th-grade students?" has been answered.

Moreover, the table shows that Blake's MG on empathy equals (1.21), which is bigger than (1.2). This indicates that the proposed program based on FT has a higher degree of effect on developing empathy for 6th-grade students. Consequently, the research question "What is the effect of using FT on developing empathy for 6th-grade students?" is answered.

### **Summary of statistical analysis:**

The SPSS program is used to detect:

- The correlation between the degree of each component and the total test score is efficient.
- The correlation coefficient is between the score of each question and the total score of the test for the internal consistency of the test questions.
- Calculating the internal consistency of the whole test by using:
- Alpha Cronbach's
- Re-correction; the test was corrected by another tutor.
- Using the t-test to detect the significance of the students' degrees between the pre-post-test for measuring the English language fluency as a total score and the score of each component, the effect size is calculated by using ETA squared.
- Using the Empathy Quotient to signify the mean score of the study participants in the pre-post empathy quotient as a general score.
- Using the average standard deviation and frequency for all items of the questionnaire.
- Using the effect size and modified Blake's gain ratio (MG ratio) to test the effect of the proposed program and develop English language fluency and empathy.

### **4.2. Qualitative analysis and discussion:**

In this section, the researcher Firstly, analyzed the qualitative data elicited from some samples of the participants concerning the five components and embedded the development of empathy in relation to oral

and written language production. Secondly, the researcher analyzed the obtained data from the oral pre-post-test. Thirdly, the empathy quotient results were qualitatively. Lastly, shading lights on students' interactions during the field trips and the application of the program.

Whereas the current study attempted to investigate the effect of field trips on students in grade 6 on developing English language fluency and empathy, the two variables of the study went together throughout the whole program and appeared obviously in the learners' written and oral post-test.

The results achieved by the students in the post-test showed tremendous development in their oral and written performance. These results showed that all the components of English language fluency have been developed compared to the students' oral and written performances in the pre-test.

In each topic, the students' progress was obvious not only in the component that was measured but also in all the written and oral work, for their ideas were written smoothly, naturally, and also organized logically and effectively. Moreover, their feelings and emotions were very high while writing the topics and also appeared in the difference between the students' scores in favor of the post quotient.

The students' development in English language fluency and empathy was due to the program that was based on field trips. These field trips gave the students a chance to deal with real people, in real situations, which

motivated them to explore and discover new areas and new subjects outside of the routine curriculum of the school. This let them think deeply out-of-the-box in an attempt to improve such places and see others through their perspectives.

The researcher shed light on each component, talking about the participants' responses in pre-posttests in general and offering some of their samples. The samples in their handwriting would be in Appendix (H).

#### **4.2.1. The first component is sentence formation:**

Some students of the pre-test lacked the proper style in their writing; they tended to write or speak very simple sentences, and they did not use compound or complex ones. Some of their sentences were not clear, repetitive, incomplete, and unrelated.

Some students just wrote a short paragraph, which was not enough or not to the point. While talking, they were using a lot of filler words, such as "umm" and "uhh."

Other students had a variety of sentences. Their sentences were coherent, but not all sentences contained redundancy. Their writing performance was smooth but not functional. Those students, when they were talking, were using a few filler words.

However, in their post-test, the written work concerning sentence formation increased a lot. When they were talking about themselves or pictures, their sentences were more natural, their ideas flew smoothly.

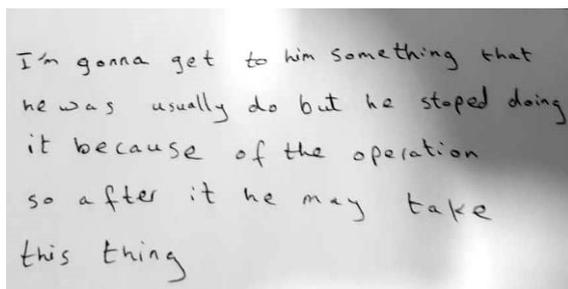
Moreover, their sentence structure was more correct, coherent, expressive, varied, and creative.

This development occurred because of the continuous feedback and giving a chance for self-assessment, peer assessment, and reflection whether in oral or written work during the whole program. In addition, the researcher provided them with new words that suited the topics and the linked words to link the ideas with each other..

### **Learner A:**

#### **The pre-test:**

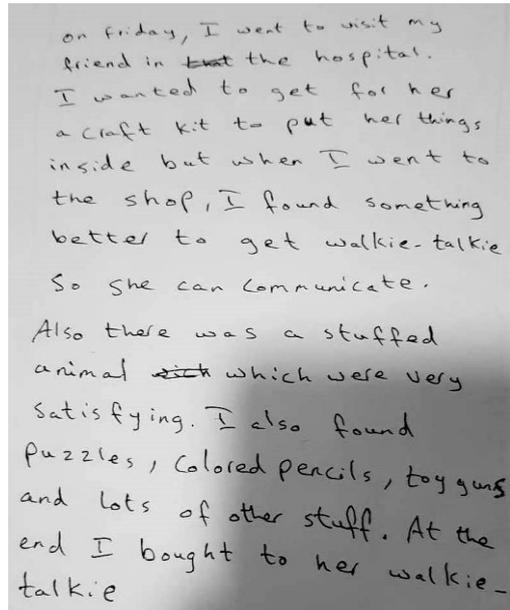
*I'm gonna get to him something that he was usually do but he stoped doing it because of the operation so after it he may take this thing*



I'm gonna get to him something that he was usually do but he stoped doing it because of the operation so after it he may take this thing

**Post- test:**

*"On Friday, I went to visit my friend in the hospital. I wanted to get for her a craft kit to put her things inside but when I went to the shop, I found something better to get iPhone walkie-talkie so she can communicate. Also there was a stuffed animal which were very satisfying, I also found puzzles, colored pencils, toy guns and lots of other stuff. At the end I bought to her walkie-talkie.*



on Friday, I went to visit my friend in ~~the~~ the hospital. I wanted to get for her a craft kit to put her things inside but when I went to the shop, I found something better to get walkie-talkie so she can communicate. Also there was a stuffed animal ~~with~~ which were very satisfying. I also found puzzles, colored pencils, toy guns and lots of other stuff. At the end I bought to her walkie-talkie.

**The researcher`s analysis:**

In her pre-test, she just wrote a short paragraph. She had some problems with spelling and punctuation. Her idea went naturally, but she didn't mention the present, the reason for buying it, or the alternative, which means a lack of understanding of what she was asked.

However, in her post-test, she composed her ideas perfectly and used punctuation rules, tenses, and spelling correctly. She also mentioned the first choice and the reason for not getting it and why she changed her mind after going to the shop. She found something better than a walkie-talkie so she could communicate. She displayed the other choices, but her last decision was a walkie-talkie.

**Learner B:****Pre-test:**

*"First I will go to the hospital and ask the doctor about him and then I will sit with him and then try to make him forget that he is tired and talk with him"*

First, I will go to the hospital and.....  
ask the doctor about him and then I  
will sit with him and try to make him.....  
forget that he is tired and talk with.....  
him.....

**Post-test:**

*On Sunday, I went to my best friend at the hospital. I visited her because I wanted her to forget every bad thing or situation she had passed; I was really disappointed when I put myself in her shoes. It's extremely hard to pass the situations so I decided to get for her some gifts. Actually, I've got to her some fluffy pillows to be comfortable with her. Obviously, I got something like a diary but it is a reminder to write every single note she will make, and also it is not boring. Also, I got some juice boxes because she was telling me in the last visit that she wanted to drink juice."*

On Sunday, I went to my best friend at the hospital. I've visited her because I wanted her to forget every bad thing or situation she had passed. I was really disappointed when I put myself in her shoes, it's extremely hard to pass these situations. So, I decided to get for her some gifts. Actually, I've got to her some fluffy pillows to be comfortable with her. Obviously, I got something like a diary but it is a reminder to write every single note she made and also it is not boring. Also, I got some juice boxes because she was telling me in the last visit that she wants to drink juice.

**The researcher's analysis:**

The learner wrote only one paragraph that had a lack of understanding of what was required of her. She repeated some words. However, in her post-test, she wrote the report perfectly, and her ideas flew smoothly and in an organized way. She mentioned the time, the place, and the reason for visiting

her sick friend. The learner's response to her friend was logical and sentimental. She talked about her emotions and her empathy towards her. In the end, she mentioned the presents she got and the reasons for that. The researcher thought that the learner mingled her thoughts and emotions (empathy) together naturally.

### Learner C:

#### Pre- test:

*"A packet of red flowers because I will make him feel happy he love flowers especially red One"*

*I will bring a packet of red flower because I will make her feel happy she love flowers especially red one*

#### Post-test:

*"Last week, I went to the hospital because my cousin was making an operation and he was very sick. I went there by car and it wasn't very far. I like the experience very much and I hope that I will do it again. First, I liked to make him feel happy, so I brought him a new mobile because I know that he likes mobile phones. I also felt empathy towards him. Another reason that I brought for him the mobile that he has broken his mobile a week before and he felt terrible. I was going to get him at first a PlayStation but actually I didn't find a good brand and a place to buy from. So, I choose to buy a mobile phone for him. I wish to visit him soon again."*

*Last week, I went to the hospital because my cousin was making an operation, and he was very sick. I went there by car and it wasn't very far. I like the experience very much and I hope that I will do it again. First, I liked to make him feel happy so I brought for him a new mobile because I know that he likes mobile phones. I also felt empathy towards him. Another reason that I brought for him the mobile that he has broken his mobile a week before and he felt terrible. I was going to get him at first PlayStation but actually I didn't find a good brand and a place to buy from so, I choose to buy a mobile phone for him.*

**The researcher's analysis:**

The learner post-test was developed a lot. Instead of writing just a paragraph, his ideas expanded to be a full account. He also mentioned the time and the reason for the visit and his wish to repeat it because it was a good experience for him and made him feel happy when he thought of getting a mobile for him because his friend likes mobiles and he broke his mobile a week ago. Then he mentioned logically why he did not get the PlayStation, his first choice. He ended up with the decision of getting a mobile phone. He also talked about his empathy towards his friend and his wish to make him happy and visit him again. His ideas were convenient and suitable.

**4.2.2. The second component is "organization of ideas":**

Concerning the organization of ideas, in the pre-test, only a few learners did it correctly, but the majority of them made mistakes in the arrangement of the topic. The topic was "a trip to a museum." The paragraphs were not in the right order, and the learners had to rearrange them properly and logically. Most of the learners didn't know the introductory paragraph, others didn't differentiate between the main idea and supportive ones, and most of them didn't recognize the conclusion paragraph easily. As a whole, the paragraphs were not organized logically and in an organized way. Thus, several students had poor scores in the organizational component.

The post-test showed great development in arranging the paragraphs logically and properly; furthermore, writing ideas in a logical order

appeared in writing the other topics of the exam. This development was attributed to teaching how to write a personal account or a topic and also the continuous feedback in the whole program.

#### 4.2.3. The third component "mechanics":

Mechanics are very important in writing performance as well as in oral work. The writing pre-test results of some students were very good. However, the majority of them had different mistakes in terms of spelling, capitalization, punctuation, and grammar. Some students made many mistakes that caused difficulty in comprehending their writing. So, in general, the pre-test indicated low writing performance. The development in this area happened due to the feedback given during the program, giving them a chance to self-correction and explaining how to use linking words to join sentences. As a result, the post-test showed a major development.

#### A learner pre-test:

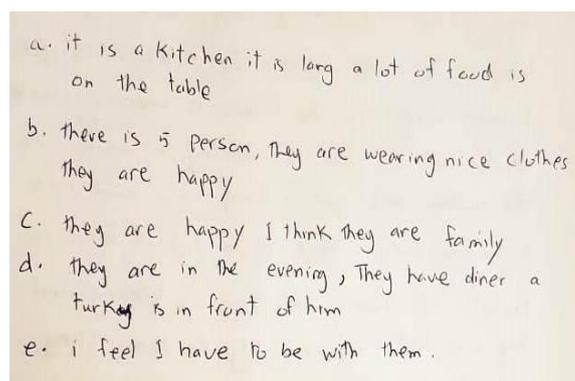
a. *it is a kitchen it is large , a lot of food are on the table i see the oven behind the father*

b. *there is 5 persons they are wearing nice cloths. they are happy*

c. *they are happy I think they are a family*

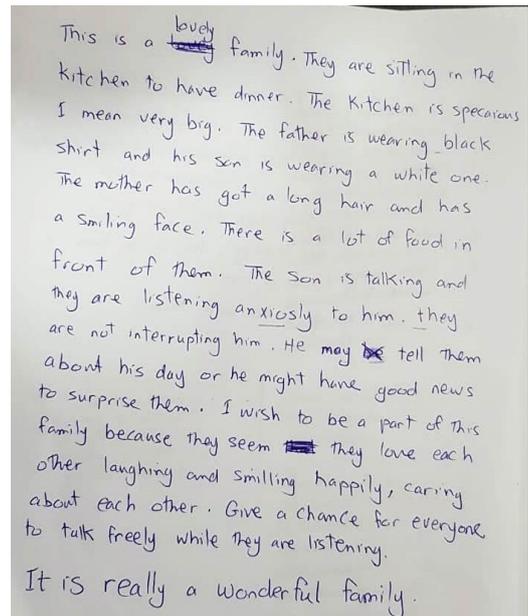
d. *they are at the evening. They have diner a terkey is in front of father*

e. *I feel I want to be with them.*



**Post-test:**

*This is a lovely family sitting together in the kitchen to have dinner. The kitchen is spacious I mean it is large. The father is wearing black shirt and his son is wearing a white one, the mother has got long hair and has a smiling face. There is a lot of food in front of them. The son is talking and the rest of them are listening anxiously to him, they are not interrupting him, he may be tell them about his day or he might be having good news to surprise them. I wish to be a part of this family because they seem that they love each other, laughing and smiling happily, caring about each other. Give a chance for everyone to talk freely, while they are listening attentively. It is really a wonderful family.*



This is a lovely family. They are sitting in the kitchen to have dinner. The kitchen is spacious I mean very big. The father is wearing black shirt and his son is wearing a white one. The mother has got a long hair and has a smiling face. There is a lot of food in front of them. The son is talking and they are listening anxiously to him. They are not interrupting him. He may ~~be~~ tell them about his day or he might have good news to surprise them. I wish to be a part of this family because they seem ~~that~~ they love each other laughing and smiling happily, caring about each other. Give a chance for everyone to talk freely while they are listening. It is really a wonderful family.

**The researcher's analysis:**

The learner had just answered the questions in short sentences; some of the sentences were repetitive. He had some spelling and grammar mistakes, in addition to some problems with capital letters, commas, and full stops. However, the learner had developed a lot in his post-test; his sentences are long, organized and almost free from spelling mistakes. He used different synonyms, different adjectives, compound and complex sentences. Moreover, he used capital letters and punctuation properly. So in the end, his essay was

written in a logical and fluent way. He described the picture in detail and talked about his feelings and impressions as well.

#### **4.2.4. The fourth component, "finding solutions":**

Finding solutions is one of the higher-order thinking skills and an important component in developing the learners' English fluency. Exposing the students to real problems in society and sharpening their minds to think quickly, logically, naturally, and critically is one of the aims of the program.

In the pre-test, most of the students wrote only one solution. Others wrote some solutions but not in the form of an essay or a report, some offer solutions which are not logic like "I will leave him it is not my business." "I will take him to the orphanage." And another one wrote, "I'll take him and tell him shut your little mouth and come with me, I will go to the customer service and tell him he is lost". In spite of his being a very smart one and offers a solution but he lacked empathy in dealing with the little kid, some researchers mentioned in their studies that being smart in academic work does not mean being an empathic person. However, he changed emotionally to some extent during the program.

Nevertheless, the learners' scores in the post test showed significant development in finding solutions; they wrote more than one solution, offering organized and logical procedures for solving the problem. Some of their solutions are: "asking why he was crying, asking the boy to describe his mum, try to know the phone number of his mum or dad, try to soothe him by

offering him water, some sweets or lollipop or even a toy. I would buy him a lollipop that will make him stop crying, so the people won't be annoyed. (He was considering people's feelings). Another student wrote, "I would go to comfort him, ask what color of clothes his mother is wearing, go and search around with him, if we didn't find his Mum, We would go to the security, and tell him the situation. Meanwhile, I would ask the boy what his mum's name is, and he would say it in the microphone." Then she ended her writing, showing her responsibility "I would wait until he is handed to his mum".

Another comment: "I will calm him down and start saying to him things to make him laugh and get the problem of seeing his mum again out of his mind. Another student expressed her feelings strongly. She said," I will feel hurt and sad for a long time and I will feel broken hearted but *I can't keep feeling without taking an action*. So, I will rushed to him, do my best to make him happy, call one of the security, put his picture on the social media and write a caption about him with his picture and asked about his parents." **This student mixed her feelings with quick action to solve his problem.**

This development happened due to the content of the program which gave them a chance to explore various points of view through discussions and brainstorming during the sessions, which urged them to find quick solutions to solve problems they encountered during their outdoor

experiences. They also learnt how to think critically in situations and in short periods of time, how to clarify the problem, define it, and generate possible solutions and suggestions.

### Learner A:

#### Pre-test:

*I would help him to find his mum by knowing where was she going next or I could go to the security and explain the situation to him*

Give suggestions  
I would help him to find his mum by knowing where was she going next or I could go to the security and explain the situation to him

#### Post-test:

*Last week I went to the mall to buy a PlayStation 4 at noon. I found a boy who was lost, crying in front of Virginia Megastore. First, I would go to the security and ask him for help so he will tell all the men of security to look for his mother and they will find her. While they are searching I would buy him a lollipop that will make him stop crying so, the people won't annoyed when I did that I was over the moon.*

Last week I went to the mall to buy a PlayStation 4. At noon, I found a boy who was lost crying in front of Virginia Megastore.  
First I would go to the security and ask him for help so he will tell all the security. They will look for his mother and they will find her while they are searching I would buy him a lollipop that will make him stop crying so the people won't be annoyed when I did that I was over the moon.

#### The researcher's analysis:

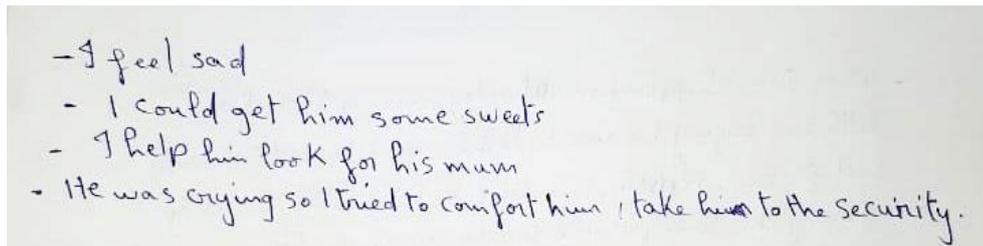
His pretest was short in spite of offering two solutions, but his post-test was long, organized, and had the essay shape. He knows how to think

properly and logically; he went to the security, asked for his help, and while they were searching for Mum, he got him a lollipop to soothe him and not to annoy other people at the same time. (keen for other emotions). At the end, he mentioned his feelings when he was doing that, "I was over the moon."

### **Learner B**

#### **Pre-test:**

- I feel sad
- I could get him some sweets
- I help him look for his mum
- He was crying so I tried to comfort him take him to the security.



#### **Post-test:**

*When I was shopping on Saturday morning I found a little boy crying because he lost his mum I would feel really sad for him. Firstly, I would take him to the security during this time I would try to search for his mum and asked him what direction she went. If time passed, I would get him some chocolates, lollipops candy and maybe toys. After that, if he didn't find his mum, I will set with him and feel empathy towards him, also I might give him some advices for example; never leave you mum.*

- When I was shopping on Saturday morning I found a
- little boy crying because he lost his mum I would feel really
- sad for him. Firstly, I would take him to the security during this time, I would try to search for his mum and asked him what direction did she go. If time passed, I would get him some chocolates, lollipops candy and maybe toys. After that, if he didn't find his mum, I will sit with him and feel empathy towards him, also I might give him some advices for example never leave you mum

### The Researcher` analysis:

In her pretest, she was just trying to answer the questions without making a connection between them, but in her posttest and after conducting the program, she was changed. Her writing was organized and in an essay form without grammar or punctuation mistakes due to the feedback during the program. She analyze the situation and took the following steps to solve it: first she took him to the security gate, then she tried herself to look for his mum, giving him some advice. Getting him some chocolates and candies They comforted him and made him feel empathy for them.

### Learner C:

#### Pre-test

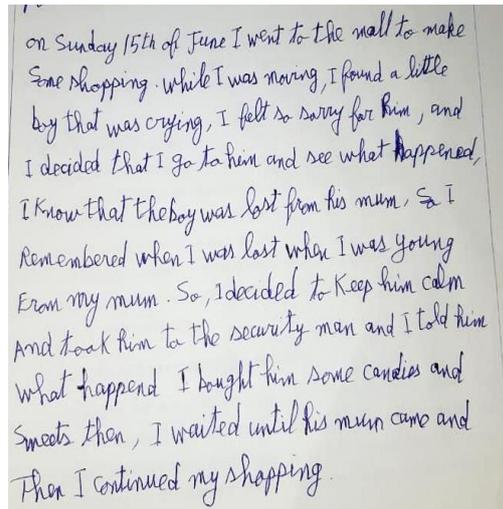
*I was so so sorry for him*

*I could get him some candies I comforted him  
but did not now what to do*

*I was so so sorry for him  
I could get him some candies I comforted him but did  
not know what to do*

**Post -test:**

*On Sunday 15th of June I went to the mall to make some shopping. While I was moving, I found a little boy that was crying, I felt so sorry for him, and I decided that I go to him and see what happened, I know that **the boy was lost from his mum, so I remembered when I was lost when I was young from my mum.** So, I decided to keep him calm and took him to the security man and I told him what happened I bought him some candies and sweets then, I waited until his mum came and then I continued my shopping.*



on Sunday 15th of June I went to the mall to make some shopping. while I was moving, I found a little boy that was crying, I felt so sorry for him, and I decided that I go to him and see what happened. I know that the boy was lost from his mum. So I remembered when I was lost when I was young from my mum. So, I decided to keep him calm and took him to the security man and I told him what happened. I bought him some candies and sweets then, I waited until his mum came and then I continued my shopping.

**The Researcher's analysis:**

She did not know what to do. She was confused. She gave him some candies . In her posttest she had a flow in her writing, starting with when, why, and what happened. She expressed her feelings, knew the reason for his crying, and made a connection between what happened to her when she was young and lost her Mum (reflection). Then she mentioned her decision and took action; keep him calm, give him some candies, take him to security, wait until his mum appeared, then continue shopping.

#### **4.2.5. The fifth component is reflection:**

According to the new Oxford dictionary, "Reflection is a mental process, a long consideration or contemplation. It is what is going on between learning and thinking; in other words, it is when thoughts come to your mind while you are reflecting. " Reflective speaking and writing are evidence of the learners' deep thinking. It is about questioning in a positive way: what you do and why you do it, and then deciding whether there is a better way of doing it in the future.

Reflection is used to analyze and examine an event, memory, or observation. The speaker or writer reflects on the meaning and impact of the occasion. Moreover, **reflection is like rewinding your life to a past event and then thinking about how it affected your life**, mainly what you could have done differently to change the outcome. In other words, the reflection is an exploration and explanation of events, not just a description of them. In addition to **linking them to the learner's prior knowledge**, It also means thinking backwards about an idea and then trying to analyze this idea by thinking deeply and from different perspectives. The evidence of the deep thinking of the learner is shown clearly in the oral and written production.

It is a common noticed feature of almost all the participants' samples in the pre-test; they just wrote a very limited description of the topic without going deep inside it; they were unable to analyze and explore the idea of the topic reflectively; and there were no reflection abilities as a common feature

of all the learners. Accordingly, most of them had poor scores in the pre-test due to their use of shallow and superficial ideas. Some students tried to only answer the questions with very short sentences; they didn't understand that they had to answer these questions in the form of an essay or a personal account to express their opinions on the required topic, so the writing was out of the point. They showed little or no understanding of the subject matter. They were not able to tackle the idea from different dimensions. In addition, they did not write more sentences to support the main idea. Most of the learners didn't relate their prior knowledge and reflect it on the new situation or event.

In the **post-test** and after applying to the program, the students tackled the topic from various aspects; producing some positive solutions on how to improve the place and how to deal with people emotionally. Their ideas were deep enough to produce creative and reflective thoughts. One of the learners said, *“If I were an orphanage manager, I would change something about the orphanage like increasing the toys or things to do there, so they don't get bored. Also, give them varieties of different food, I would also decorate the place, and get staff to read them some books, then, I would hire private teachers for them.* Moreover, most of them were able to connect easily between their prior knowledge and reflected on the event or the situation. That happened due to their continuous learning through the sessions and trips how to talk about their previous knowledge about the topic for example

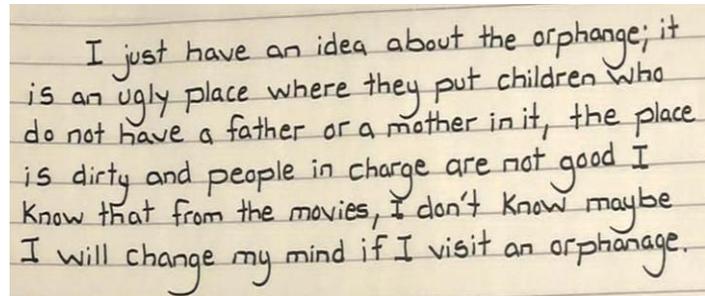
"what do you know about an orphanage. Then their questions about what do they want to know and the last step is, do they find the answer of their questions." This is what is called the KWL technique. There was a tremendous development in their way of tackling these situations.

### Some samples of their answers:

#### Learner A:

##### Pre-test:

*I just have an idea about the orphanage; it is an ugly place where they put children who*



I just have an idea about the orphanage; it is an ugly place where they put children who do not have a father or a mother in it, the place is dirty and people in charge are not good I know that from the movies, I don't know maybe I will change my mind if I visit an orphanage.

*do not have a father or a mother in it, the place is dirty and people in charge are not good I know that from the movies, I don't know maybe I will change my mind if I visit an orphanage.*

##### Post-test:

*When Mrs. Tammy told us that we were going to the orphanage, I was excited but a little bit scared of going to this place because it was my first time going to an orphanage. Actually, I returned home and told my parents and they said it is really nice to go especially in Ramadan so this made me really excited I believed that if I went to the trip, I would be really happy because it was a new experience to try. After we went to the orphanage, I*

*felt something different, I thought the place would look unclean and not good but this didn't happen, it was organized, with a big garden, and I really enjoyed the trip there, and knew many things such as putting myself in their shoes, and to know how they would feel about a problem happening. So, I believed that it was very important to try new things. So, it was a marvelous and unforgettable memory and experience I did, and I hope they improve more about the place and the activities they do. Also, making some trips for them will make them feel over the moon. All in all, I really liked the trip and I hope we could visit them again.*

When Mrs. Tammy told us that we were going to the orphanage, I was quiet exciting but a little bit scared of going to this place because it was the first time to go to an orphanage. Actually, I returned back home and told my parents and they said it is really nice to go especially in Ramadan so this made me really excited I believed that if I went to the trip, I would be really happy because it was a new experience to try. After we went to the orphanage, I felt something different, I thought the place would look unclean and not good but this didn't happen, it was organized, with a big garden, and I really enjoyed the trip there, and knew many things such as putting myself in their shoes, and to know how they would feel about a problem happening. So, I believed that it was very important to try new things. So, it was a marvelous and unforgettable memory and experience I did, and I hope they improve more about the place and the activities they do. Also, making some trips for them will make them feel over the moon. All in all, I really liked the trip and I hope we could visit them again.

### The researcher's analysis:

If we are talking about reflection, the learner connected her previous knowledge to the actual visit. She mentioned her previous opinion about the place, then analyzed and realized what happened to her after the visit, so her writing was not only a description but also an analysis of the place mixed with her emotions. One of the reasons that made her change her mind was putting herself in the children's shoes. She said that it is better to improve some activities and let them go outside the place on trips, for they will be over the moon. Also, she talked about her belief in trying new things and new experiences; for her, that trip was a marvelous and unforgettable memory and experience.

### Learner B:

#### Pre-test:

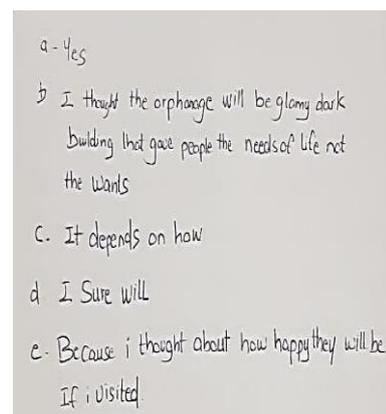
a. *Yes*

b. *I thought the orphanage will be glomy dark building that gave people the needs of life not the wants*

c. *it depends on how*

d. *i sure will*

e. *because I thought about how happy they will be if I visited.*



a - Yes  
 b I thought the orphanage will be glomy dark building that gave people the needs of life not the wants  
 c. It depends on how  
 d I Sure will  
 e. Because i thought about how happy they will be if i visited.

**Post-test:**

My previous ideas about the orphans that they are sad for they don't have their parents. I thought that the building would be gloomy and dark that give them only the needs not wants. I thought also that they are maybe not educated but I changed my mind after visiting the place. I was surprised to see the place very big there were two courts; a football field and another field for other games the nursery for the kids was good and spacious, the other orphans go to school and have exams like us. I realized that we are all the same we are human beings. I thought the best way was to treat them kindly and listen to them. I remembered the golden rule that we discussed in class before the trip do to others what you would like them to do to you. So, I treated them the same way I want others to treat me. I think if people come and stay with the orphans for some time, talk to them nicely, ask them about their schools, read them some stories or play games with them as we did they will make them feel that they are not aliens coming from another planet.

*to you. So, I treated them the same way I want others to treat me. I think if people come and stay with the orphans for some time, talk to them nicely, ask them about their schools, read them some stories or play games with them as we did they will make them feel that they are not aliens coming from another planet.*

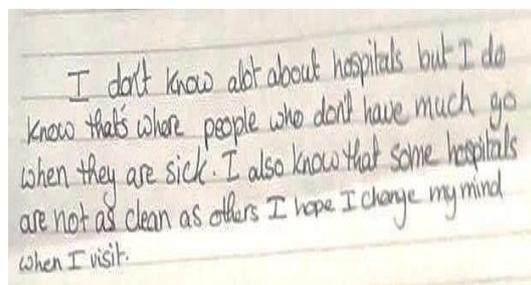
### **The researcher analysis:**

The learner in her pre-test just answered the questions, but in her post-test she wrote a full report. Her ideas were natural and logical. She also linked her previous knowledge and what she actually experienced. After the visit, she wrote her impression of the place and how to deal with the orphans. Her writing showed how she developed a lot and how she benefited from the discussions in class.

### **Learner C:**

#### **Pre-test:**

*I don't know a lot about the hospitals in general all I know is that they are places where people go there*



*I don't know a lot about hospitals but I do know that's where people who don't have much go when they are sick. I also know that some hospitals are not as clean as others I hope I change my mind when I visit.*

*when they are sick. I know that some hospitals are not clean I hope to change my mind if I visit it*

**Post-test:**

*All my information about Abo El Reesh hospital was through videos that it is a hospital for kids based on donation to help them get their medical supplies, before going to the trip we made a class discussion about it and we watched two videos about the hospital, also we got a lot of information about it through comprehension, but visiting a place was something different, when I saw the place I think they need to improve it, they should spend more money on cleaning supplies and work harder on the cleanliness of the place that it is not only for hygiene purposes but also so that people may see that they are working hard to make the place more welcoming and donate more money for medicines and visit more often that will make the children there, feel appreciated and wanted. I also think, there should be small playgrounds so that the children who are healthy enough to be able to run and play, feel happy, and interact with other children their age because many children stay there for a long time and it is crucial for children to*

All my information about Abo El Reesh hospital was through videos and it is a ~~best~~ hospital for kids based on donations to help them get their medical supplies. Before going on the trip we made a class discussion and watched two videos about it, we also got alot of information through a comprehension. visiting the place was something different and I noticed things that they need to improve. I think that they should spend more money on cleaning suplies and work harder on the cleanliness of the place and that is not only for hygiene purposes. it also make people feel more satisfied to donate more money and see that they are trying to make the place more welcome they would also want to visit more often that will also make the children feel more appreciated and wanted. I also think there should be small playgrounds so that children who are healthy enough to be able to run and play can enjoy their time and interact with other kids their age because many children stay there for a long time and I think its crucial for them to interact with each other. I believe there should be atleast three or four therapists around the building because I saw many children with their mothers and they may be pressured because of their kids medical issues and needs, so it would be a good thing that therapists are there to listen and chat with them also give them medical advice. One more thing, teenagers must have separate rooms because now I see it this stage is a tricky

*interact with each other I also think that there should be three or four therapists around the building because I so mothers with their children and mothers may be pressured because of their children's medical issues so the therapists can listen and chat with them like a friend and also give them a medical advice. One more thing is that teenagers should have separate rooms so that they can have their privacy because it is a tricky stage of life where our hormones change and we have many different feeling at once, that sometimes make you confused. (That is how I see it) So, wrapping up I think that, at least try to have a room even if it is small or at least for sometimes. If they feel lonely they can hang out with other kids but a little bit of loneliness is better than the feeling of being stuck and not knowing how to feel or what to do.*

**The researcher`s analysis:**

The learner's previous knowledge is that a hospital is just a place to treat people. However, when she visited the place and prepared for this visit, The visit made a difference for her; she saw the place with a critical eye. She observed some issues that she wished to change and improve. She mentioned the cleaning supplies they had to have for hygiene, for the patients, and for the visitors of the place, to feel happy when donating and sitting with the kids. Another observation, when she saw a lot of Mum with their kids who were too poor and had no place in the hospital, they were standing around the

building. She suggested that there must be therapists to listen to them, chat with them as friends, and give them medical advice. She empathized with those women and thought as if she was one of them. Another point she brought up was the importance of providing playgrounds for children who can move and run, as she had heard from the doctor that some children spend a long time in the hospital. She ended up with the problem of teenagers. She felt strongly about this problem (for she is a teen herself), and wished to have their rooms for privacy. She again empathized with them. She changed a lot after visiting the place and wrote that topic according to her real experience, which deepened her thinking and made her write very reflective ideas based on observation.

#### **4.2.6. Qualitative analysis of question 6 pre-post Test:**

The field trips and the program based on them affected the learners' oral fluency.

During the pretest and at the beginning of the program, it was obvious that not all students were able to participate in discussions and debates. They lacked fluency and accuracy while talking. Some were shy and tended to make a lot of grammatical mistakes. Their sentences were short. Most of them were not using compound or complex sentences through linking words like however, although, moreover.

Some learners could not organize their thoughts logically. Moreover, some of them had a problem expressing themselves. They used Arabic words

while talking to convey their ideas. They also used a lot of unnecessary gaps or pauses. Most of them were hesitant because they felt embarrassed to talk in front of other children. Some learners lacked the ability to offer solutions to the questions or problems. Others demonstrated a little or only a basic understanding of the topic.

Concerning mechanics, there were problems in delivering the message, and their words' articulations were not clear. Also, their tone was not expressive or distinguished between statements, exclamations, and questions. Moreover, some learners were shy about expressing their ideas in front of others, which caused a lot of mistakes while speaking. They improved their speaking ability significantly by listening to a lot of videos, discussions, role-playing, and games, and they were talking confidently and without hesitation at the final party, when the researcher focused on how to present a topic. .

On the post-test and at the end of the program, they developed a lot due to practice, giving them presentation skills like eye contact, using body language, and listening to others if they wanted them to listen to them. Moreover, the continuous feedback, self-assessment, peer assessment, a lot of discussions, role play, and reflection had a great role in their development. The learners were able to use connected sentences; they were able to discuss and express their opinions freely and spontaneously. They spoke smoothly and confidently and did not use unnecessary fillers or pauses. They were able to generate possible solutions. They learned how to think critically.

**Some examples of the learners:**

**Learner A:**

**Pre-test**

Hello I am Ziad, I am in grade 6, I am in Al Hoda international school, I love English subject. I love to play football, I love my brother Yahia, and Youns and Iyad.

**Picture 1:**

Two brother helping each other.

**Picture 2**

Someone is helping his friends he is AAA giving him his glasses.

**Picture 3:**

Someone is giving another one some food.

**Picture 4:**

A father is helping his son to solve his problem.

**Picture 5:**

doctor helping someone to make the **عملية**

**Post-test:**

Hello I'm Ziad, I like going to my school Al Hoda International School, I am 11 years old, so I am in grade 6. I have three brothers smaller than me I enjoy playing with them they are small I would like to play with them I also like drawing and playing football. My favorite color is blue I can see it everywhere in the sea and in the sky. When I go to Marsa Matrouh. I sit in front of the sea sometimes I swim with my cousins in the pool.

**Picture 1:**

a boy and a girl at the park. the boy is sad because maybe he does not like the park and the girl is trying to let him play with her to make him happy she offers him something to eat, she is also smiling at him.

**Picture 2:**

I can see two students at school one had fallen and everything had fallen too. He wanted to get them but he couldn't find his glasses, so someone came and helped him I like to be like that boy to help my friends because it is a good thing to help others when they are in a problem.

**Picture 3:**

A poor guy and rich man is giving him food one is black and the other one is white I think the black boy does not have enough money to buy food.

**Picture 4:**

A father is comforting his daughter and asking her why is she crying. I think she is bullied and he is trying to help her, he is asking her what happened.

**Picture 5:**

A sick man and a doctor telling him I think that he is ok, this man has his wife with him and she is happy for him. A nurse is standing next to the doctor.

### **The researcher analysis:**

Before applying the program the learner had a lot of problems like the pronunciation of (th) like (z), brozer, and some words were repetitive. He also made some grammatical mistakes while speaking, and his tone was not expressive. When he was commenting on the pictures, his sentences were short; he couldn't construct connected sentences. He only mentioned one sentence on each picture with few details; he is also hesitant and shy to express himself freely in front of his classmates; and he did not offer solutions to any situation, nor was his reflection deep. He developed a lot after the program and due to the discussions, feedback, and role play. He got rid of his shyness, was able to pronounce words correctly to some extent, used connected sentences, his speech was more natural, and the flow of his ideas was better than before. He was also able to offer reasonable solutions, and his ideas were clear and showed a good understanding of the topic.

### **Learner B:**

#### **Pre-test.**

Hi, my name is karma I am 11 years old. I love studying and reading books I have two sisters Salma and Laila I love my parents so much. Umm, they care about me. I am very very مثالية I mean perfect no perfectionist. I have a lot of meltdowns, I cry a lot in the exams.

Dad and mum helps me to feel relax in the exams.

#### **Picture 1:**

The girl is helping the boy because he is very sad she's trying to be his friend.

**Picture 2:**

The boy is helping the other boy, he is giving him his glass.

**Picture 3:**

The man helps someone with food and he is giving him food to survive.

**Picture 4:**

The child is feeling very sad and the man is comforting her.

**Picture 5:**

The doctor helping the other man. The man is sick and tired.

**Post-test:**

I'm in grade 6. I am almost twelve. I have got a lot of friends at school and a wonderful family at home that I am grateful for. I have two sisters whom I really love. Salma loves sports for she is more into sports than studying or reading, she is the opposite of me, my little sister Laila is a creative artist, and she loves making things out of broken toys. Dad is a dentist he is a professor at the college, last year he finished his doctor's thesis, I am so proud of him for this, I was there when he presented his work, I'm very happy for him. Mum is a math teacher, she sometimes helps me in my studying. I love reading, I'm obsessed with books. In summer, I get a lot of books and read them all. When I grow up I want to be a businesswoman or an influencer I would like to tell others about things to change their life, to tell them that people are equal and they can be better together.

**Picture 1:**

This boy might be bullied, could not find his mum, or lost something and the girl was empathizing with him. She was helping him to get better. She was a lovely girl, trying to give him something to cheer him up.

**Picture 2:**

I think those boys are at school and one of them was upset, the other boy was nice and kind and he gave him his glasses because he lost them and cannot see anything. May be somebody pushed him so his stuff were all on the floor. The boy who helped, could go on his way and he could say to himself that it was not my concern but he stopped to give him a hand, putting himself in his shoes.

**Picture 3:**

The teacher with her students are sitting on a carpet in a circle they maybe in the class she has got a toy, the teacher is holding a toy to give it to the one who is talking when he finishes ,he has to give it to another one to start talking. Pause. I think umm that the teacher wants to teach them how to be good listeners, they haven't to interrupt each other.

**Picture 4:**

A daughter sitting on the sofa while she's crying, oh my God she looked so sad and depressed, her dad is on his knees on the floor, he is trying to talk to her, he is empathizing with her and listening to her words

I think he is telling her she can lean on him and he is by her side.

**Picture 5:**

Well, I think it's a hospital and this is a doctor congratulating the sick man, telling him that he is not sick anymore, he is encouraging him and telling that he is recovering and that he will be able to go home soon. The woman who is standing next to the man may be his wife, she is holding his hand to support and comfort him. She is so excited, and happy for the news that he will be home soon and have a good time together. Good words are like magic are not they?

**The researcher's analysis:**

Learner B is one of the best students in the class. She made some but not a lot of mistakes in grammar, like saying she was relaxed in the exams instead of feeling relaxed during the exams. However, through the program, her ideas became more organized and her presentation skills improved a lot through practice with her classmates.

Her way of speaking became more natural and expressive. She knew how to think critically and effectively due to the feedback and arguments in the sessions.

Her post-test speech about herself, her family, and what she wanted to be was impressive. Her analysis of the pictures showed profound ideas, reflection, reasonable solutions, and great emotions towards others. For example, in picture one, she gave more than one reason for being sad; she was bullied, could not find her mum, or lost something. Also, in her reaction towards him, she empathizing with him, helps him to get better and gives him something to cheer him up, so she offers solutions to comfort him..

#### **4.3. Assessment of empathy development:**

Summative and formative assessments are important and essential for participants' learning (Agasoster, 2015) and also for their empathic development.

**The summative assessment for empathy:** is measured in the current study through 20 situations selected, adapted, and translated from Abdel Motty, A. (2004) as cited in Hassen, W. (2009). The first assessment is before the program and the second one is after it. The assessment of the empathy quotient is based on the following scales: perspective-taking (cognitive empathy), a concern for others, a sense of others in distress, and helping others.

Each situation has three possibilities for understanding how other people feel and responding appropriately; a low average ability, an average ability, and a very high ability.

**1) Perspective taking (cognitive empathy):**

There are six situations for this scale (2-5-7-14-19) e.g.

Example: Before criticizing somebody:

- a- Imagine how you would feel if you were in his/her place.
- b- Think of the influence of criticism on him if you know him.
- c- Criticize him/her because you express your opinion

The best answer is (a) which means, a very high ability the second answer is (b) which means average ability the third answer is (c) which means a lower than average ability.

**1) Concern of others:**

There are four situations for this item, (1-9-16-13) e.g.

Example: In your relationship with others:

- a- Call them on occasions.
- b- Take the first step to call and ask about them.
- c- Call them only if they call you.

The best answer is (b) which means a very high ability, the second answer is (a) which means average ability the third answer is (c) which means a lower than average ability.

**2) Sense of others in distress:**

There are six situations in this scale (3-8-10-11-18-20) e.g.

Example: When one of your classmates is sitting alone and does not want to share.

- a) You do not care.
- b) You try to understand the reasons and help him to share with you.
- c) You feel that he is free to do what he wants.

The best answer is (b) which means a very high ability, the second answer is (c) which means average ability, the. The third answer is (a) which means a lower than average ability.

### **3) Helping others:**

There are three situations in this scale (4-6-12) e.g.

Example: f you meet an old man carrying a lot of things:

- a) Help him/her if he is asking for help.
- b) Go ahead on your way without looking at him/her.
- c) Help him/her and carry the heavy things.

The best answer is (c) which means a very high ability, the second answer is (a) which means the average ability and the third answer is (b) which means a lower than average ability.

**Formative assessment:** is the kind of assessment that happens during the whole learning process to know their emotional development and how they achieve this improvement. It can be through observation, feedback, and self and peer assessment. Reflection, also, as Alrubai (2018) mentioned, is very important in empathy assessment because it gives the students a chance to offer solutions and reflect on their thoughts, feelings, and emotions. The learners' development was due to the program that is based on field trips. Most of the students in the pre-quotient lacked empathy; however, they improved a lot after conducting the program.

During the program, the researcher noticed that some learners are highly affected by emotional situations, which results in helping behavior whereas a few of them were not highly affected. She also noticed that the average students show a higher level of excitement, focus, and inquiry than the students: known for excellent classroom performance.

The researcher observed that during the application of the program the girls were more emotional and empathic in general than boys. McCearry et al. (2017) supported this concept by confirming that a gender gap in empathy is in favor of the female gender, girls score higher than boys in most measures of emotional concern and responsibility for others.

#### **4.4. Some impressions concerning field trips and discussion in classroom:**

The second part of the discussion will be about the program itself. The programme lasted for three months, the last semester of school. The researcher went to school daily, starting the program with some sessions about empathy and some English rules in an implicit way through a lot of activities during five sessions. The purpose of that was to make them well prepared when they were in face-to-face experience with people who were total strangers and they did not know them before. Moreover, the researcher taught them how to write a personal account and how to use linking words and verbs to express their ideas logically.

This experience is important for the learners' authentic experience; it helped them in how to put themselves in other places, how to see things from their point of view, and how to express empathic feelings towards them, putting into consideration the concept of this Golden Rule In other words, treat people the way you want them to treat you.

#### 4.4.1. Abo El Reesh Hospital:

Starting with the Children's Hospital Abo El Reesh, it was the first time for students to go to such places, the first time to see sick children



The boy was looking at the baby and gave him a balloon

suffering from serious diseases. The learners gave them balloons and gifts, and they were so affected that they liked to stay with the kids.

While the students interviewed the doctor, who was guiding them through the departments of the hospital, they might have heard for the first time about the importance of donations, which help the



An interview with the doctor

hospital a lot in achieving its targets. Some of the learners made donations by themselves. The doctor commented that they were the first children to donate by themselves and wrote down their names. When the researcher asked them to reflect on the day and how they felt about others, the discussion was fruitful and deep.

#### 4.4.2. The orphanage:

The learners absorbed the rules of visiting the place and how to treat the orphans in a nice way. The pictures showed the happiness of both the learners and the orphans. They were playing together; each team consisted of both of them. They were singing and dancing hand-in-hand. The students sat and played cards with them. They expressed their positive feelings towards the orphans when they came back to school.



Students were playing with the orphans



Girls had fun with the orphans



A Student was talking to the orphan empathically



We are one

#### 4.4.3. The elderly house:

There was an effective and warm meeting between the old people and our students. They started by talking about their previous jobs, the reasons for coming to the elderly house, and how they were satisfied and happy being there because of the company. They also talked about their life experiences; one of the women advised them to read a lot of books. Another man told them they have to take care of the country and love it a lot, while Mrs. Salwa said that we learned from each other. The seniors asked the students to take care of their grandparents at the end. The students offered them some flowers, which made them happy. Some articles and pictures of the students from their visits... (Appendix I).



The old lady was smiling at girls



A meeting with elderly people



An officer was telling his story in October War.



A meeting with elderly people

When the students came back after the elderly house trip, there was a productive discussion about where old people can live:

- Some learners were with the idea to live at their houses to feel free doing what they want and they can go from now and then to visit them.
- Some were with the idea of living with their daughters and sons and grandchildren to feel more comfortable, feel the company, love, and care.
- Others were with the idea of living in an elderly house for medical care and Company if there is no one to take care of them. They heard some old people in the meeting, defending the idea of being in the elderly house, and that they are happy being there.
- The debate teaches the learners how to respect each other's opinions and choices, it also teaches them that each issue has its advocate.
- The figure of children's interaction with this idea.

### The learners' interactions' issues

Stay at their homes	Live with their family	Live in an elderly house
If they are capable: <ul style="list-style-type: none"> <li>▪ to feel free</li> <li>▪ to do what they want to do</li> <li>▪ - we can visit them from now and then</li> </ul>	If they want to: <ul style="list-style-type: none"> <li>▪ To find permanent love.</li> <li>▪ To enjoy the company of their grandchildren</li> <li>▪ To tell their grandchildren stories and advice.</li> </ul>	If there is no one to take care of them <ul style="list-style-type: none"> <li>▪ They can have medical care, company, and love</li> </ul>

2. The learners noticed and observed after visiting the orphanage, and the elderly house that they are at the same place, but they are apart. The orphanage is on the left side of the place whereas the elderly house is on the right side, there is no real connection between both of them, they asked why they don't live together in harmony, why they don't co-operate with each other and live together?

The researcher used the **clustering technique** which is a brainstorming technique, drew a circle with this challenging question and how to solve it,

and elicited them to offer solutions quickly. These are some of their ideas: in a big circle, the question is:

(How to live in harmony with each other)

**Figure 5. How orphans and old people live together in harmony**



To expand these ideas, the researcher showed the students a video which is about how children and elderly people come together in the UK's first intergenerational care home. In the video, the old people and the kids sang and danced together. One of the old people said, "It is a good idea because we live in isolation. The kids put a smile on our faces, and they make us happy."

**The link to the video is:**

<https://www.independent.co.uk/news/UK/home-news/elderly-children-intergenerational-care-home-nightingale-house>.

The outcome of this brainstorming watching this video is that; there can be a "**compromise place**" to meet in for the benefits are mutual:

- Children can be receptors of all people's stories and, and they can make elderly people happy when they are laughing and smiling.
- Children will not give old people lectures, just talk.
- Old people can teach them some values like being responsible, teach them how to accept their conditions, and try to help them to overcome the problems they face by talking about them.
- Old people will not feel isolated for they will be engaged in making a lot of activities with the kid.

**Chapter five**  
**Summary, Conclusions, and**  
**Recommendations**

## **Chapter five**

### **Summary, Conclusions, and Recommendation**

This chapter gives a summary of the current study. It provides a brief description of the problem, aim, study questions, and participants; the effect of the treatment; and limitations encountered by the researcher. In addition to the results, recommendations, and suggestions for future research.

#### **5.1. Summary:**

Children must be equipped with 21st-century skills like critical thinking, problem-solving, collaboration, and empathy. Moreover, learning a foreign language, especially English, opens the door for our children to other societies, allowing them to learn from their culture and their science, and to be able to see the world from the native speakers' eye. Whereas, according to the researcher, field trips can provide our students with various types of learning and skills that will help them cope with society outside of school and know how to feel its members, particularly those who are suffering from pain or problems, how to "feel in" as in empathy and not "feel with" as in sympathy.

#### **5.2. Statement of the problem:**

Some students have difficulties in using English language fluency because of a lack of tackling the language as one entity through the integrative approach during the sessions. Moreover, students also do not have

an empathetic attitude toward others. This may be due to the teachers' concentration on teaching grammar rules and vocabulary items without paying attention to students' ability to use language or empathizing with others. Thus, the researcher suggested a program based on using field trips as a social context in which both English and empathy towards others can be developed.

### **5.3. Aim of the study:**

The current study aims to investigate the effects of field trips and a program based on them on developing ELF and empathy for Grade 6 students.

### **5.4. Study questions:**

The current study tried to answer this main question:

**“What is the effect of using a program based on field trips on developing ELF and empathy?”**

Accordingly, the following sub-questions must be answered:

#### **1. What is the existing level of the study participants?**

This question was answered through the pilot study on English language fluency and empathy in a group of learners of the same age as the study participants (11–12) and also through an open discussion with the same group after the pilot study. Moreover, during the pretest of the study, participants answered the same question.

**2. What is the effect of field trips on developing empathy?****3. What is the effect of field trips on developing English language fluency?**

These two questions were answered through the program. At the end of its application, the researcher conducted a post-test and an empathy quotient to measure the impact of field trips on their development. The researcher also conducted statistical and qualitative analyses of the data, which are presented in Chapter four.

**4. What are the activities and the components of a suggested program based on field trips to develop the target of students` fluency?**

This question was answered by reviewing the literature and related studies, and the rubric, which helped in designing the program based on field trips. The researcher designed and modified a set of activities and techniques like posing questions, debating, role play, group work, finding solutions, and reflections on the trips.

**5. What are the activities and the components of a suggested program based on field trips to develop empathy?**

Based on the empathy quotient, the researcher designed and modified a set of activities and techniques like role-playing concerning empathic situations, peer and group work, songs, videos, and segments of films that deal with empathy and interacting with other people during field trips.

Besides, the variety of teaching strategies, like using questioning, solving problems, and reflection.

### **5.5. Instruments of the study:**

To achieve the aim of the study, the following instruments were designed by the researcher and used throughout this study:

1. A pre-posttest which covered five of the areas of English language fluency; sentence formation, organization, mechanics, finding a solution, and reflection.
2. The Empathy Quotient consisted of twenty situations that covered four areas of empathy components; perspective-taking, concern for others, sense of others in distress, and helping others.
3. A satisfactory questionnaire for the learners.

### **5.6. Pedagogical implications:**

- The current study revealed the importance of field trips for developing both empathy and fluency in the language. Adopting experiential and informal learning through going outside the classroom walls was essential in developing the learners' abilities for problem-solving, collaboration, reflective attitudes, debating, speaking the language fluently, and caring for others.
- Going outside on field trips strengthened the bond between the learners and their classmates and also between them and their teachers. The active learning activities at work made the students able to talk freely,

have fun through learning, as well as be less shy and more motivated and excited.

- Talking about new topics that related to society and its real problems aroused the learners' deep thinking, finding solutions to these problems, and having a sense of responsibility towards others.
- Being in touch with the community made the learners more positive, motivated, and aware of what was happening outside the classrooms.
- Integrative learning had a strong impact on developing the students' English language fluency as a whole. When the four components were interwoven during instructions, it helped to imitate the real-life language and focused on the realistic language. It helped increase communicative competence in English, encouraged interaction, and exposed learners to actual language use and purposeful communication.
- Teaching empathy was crucial for the emotional stability of the students, for putting themselves in others' shoes, and for avoiding bullying as well.

### **5.7. Limitations:**

Some difficulties were encountered during the experiment.

- Although the necessary information about the trip before and after going was in English through discussions in class. The conversations during the trips were in Arabic. It is due to the fact that our target

people of the visits did not know English well, except for some of them, like the doctors in the hospital while interviewed with them. For that reason, the students had to converse with them in Arabic. However, the researcher put in mind the fact that the main purpose of the field trip was to expose them to real-life experiences and real people, have a face-to-face conversation with them, as well as enrich their information, find ideas to reflect on their discussions in the classrooms, problems to solve, feelings to express, communication skills to develop, and self-confidence to obtain. However, considering their written work, they improved it by writing their observations in their notes. Furthermore, achieving empathy through contact with other people in society was achieved.

- Furthermore, the researcher found another difficulty during the experience, which is having enough time for the sessions. For the school was at the end of the year, students had a lot of work and exams, and finally the month of Ramadan, in which the school day was shortened, so the researcher had to divide the session into 2 instead of 1, and go to school on a daily basis. To face that problem, the researcher used a flip learning strategy through creating a Whatsapp group for all the participants to send any more information, or to give them some notes to remember, or videos to watch.

## 5.8. Conclusions:

Based on the study results which were illustrated in Chapter four:

- Using field trips was highly effective in developing students' empathy and English language fluency.
- Field trips are used to learn 21st-century skills because they improve both higher-order thinking and higher-order emotions.
- Using different kinds of techniques and approaches enriches the learning processes of the learners.
- The different activities used in teaching the Program like role-playing, motivate the students to learn through having fun.
- Using the technique of problem-solving broadened the students' thinking and made them more flexible, genuine, and creative in the solutions they offered.
- Through reflection, the learners learned how to use their prior knowledge correctly and how to build new ones based on it in a reflective way.
- Using an integrative approach to language teaching aided in the concurrent development of all abilities. Meanwhile, the discussions and different activities enriched the flow of their language.
- FTs gave the learners the opportunity to develop their emotions and feelings, especially empathy, which is the cornerstone of emotional

intelligence. Thinking of others from their own perspective made the learners more caring, mature, and responsible.

- They learn how to behave towards others, giving them the feeling that those people are not alone. Putting themselves in their shoes mentally and physically helped the learners adopt this concept to be their new style of life and helped them to be empathic leaders and empathic people.

### **5.9. Recommendations:**

The following recommendations are elicited in light of the previous results:

1. English language curriculum must contain situations and fun activities to develop the ELF and empathy for students in the primary stage.
2. Suitable funds for field trips are required for educational purposes.
4. Training courses must be designed to train teachers on using out-of-the-box strategies or non-traditional strategies to develop English language fluency and empathy.
5. Teaching mechanics or accuracy implicitly through field trip discussions before, during, and after is more effective than teaching it explicitly in the traditional way.
6. Teaching the English language as one entity in each lesson in an integrative way will help in developing the language as a whole.

7. Encouraging the students' self-learning and searching under the teacher's supervision.
8. Teaching empathy starting from KGs is crucial.
9. Make field trips and the suggested program based on, an integral part of the English curriculum for developing ELF and empathy.
10. Implicit the field trips and the program based on them for developing ELF and empathy as an important part in the theoretical and practical training of future teachers in faculties of education.

#### **5.10. Suggestions for future research:**

1. Make similar studies to develop ELF and empathy in preparatory and secondary stages.
2. Investigate more the effect of using field trips to develop higher order thinking for all stages of education.
3. Make similar studies to develop ELF, and empathy for learners who have special abilities.
4. Design courses or programs for teachers about how to involve field trips in dealing with the curriculum.
5. Design programs for teachers to show how to teach empathy from early stages.
6. Similar studies on how to prepare the students to be the future leaders of their communities.
7. Similar studies on how to apply this program on the mother tongue of the learners.

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# **Appendices**

## **Appendix (A)**

### **Pilot English language fluency test**

## Appendix (A)

### Pilot study

#### 1. The Pilot study on fluency

Name: .....

The researcher conducted a pilot study using a language test (orally and in writing) Where the same questions were raised orally in an interview with the students.

- 1- Where do you see yourself in the future?
- 2- While you were walking in the street you saw some children hitting a dog what would you do?
- 3- Describe the picture?



- 4- You were going to the zoo on a school trip describe your day and write your reflection about the trip. Do you think that more care must be done for animals and for people who are looking after them? Express your opinion.

## 2. The Pilot study on empathy

Name: .....

Here are some situations from daily life, each situation has got three possibilities, chose the best answer:

1- A friend of yours talks about a family problem;

- a) Will you think of the problem from his perspective?
- b) Have a feeling that he is exaggerating.
- c) Appreciate his/her feelings for a while.

The best answer is (a) which means a very high ability, the second answer is (c) which means average ability, the third answer is (b) which means a lower than average ability.

2- One of your classmates is sitting alone and does not want to share;

- a) You do not care.
- b) Try to understand the reasons and help him
- c) Feel that he is free to do what he wants.

The best answer is (b) which means a very high ability, the second answer is ©which means average ability, the third answer is (a) which means a lower than average ability.

3- You saw someone looking unhappy;

- a) Would you go yourself and help him.
- b) Ask others to help him.
- c) Not to do anything.

The best answer is (a) which means a very high ability, the second answer is (b), the third answer is (b) which means average ability, the third answer is (c) which means a lower than average ability.

4- Someone said a joke about another one in your presence and hurt his feelings;

a) Will you feel angry for him.

b) Find it is just a joke.

c) You don't care.

The best answer is (a) which means a very high ability, the second answer is (b) which means average ability, the third answer is (c) which means a lower than average ability.

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**Appendix (B)**  
**The pre-post Fluency Test**

## **Appendix (B)**

### **The pre-post Fluency Test**

This test is designed to measure students of Grade six, English language fluency before and after Applying the suggested program.

It contains five topics to measure the determined components of the English language and check their English language fluency both orally and in writing, the sentence formation, organization of Ideas, mechanics, finding Solutions, and reflection.

***Purpose of the test:***

This test is designed to assess English language fluency.

***Duration of the test:***

The test is divided into two parts, the duration of each part is 60 minutes. Each part consists of three questions. The last question in part two will be for the oral test. Each student will be tested by the researcher and another rater when the learner finishes the first two questions of part two. The oral test will be recorded and the duration of the test will be five minutes for each one, the test will continue till the last student.

**Name**

**Pre-post test**

**(Part one)**

**1- Sentence Formation:**

**Write a topic using the underneath questions to help you:**

**- A friend of yours underwent an operation, you visited him in the hospital and got him a present:**

- a. How did you go and with whom?
- b. What were your feelings towards him at this moment?
- c. What would you get for him/her as a present?
- d. Why did you choose such a present?
- e. If you could not get such a present what would be the alternative?

**2- Organization of Ideas:**

**Re-arrange: (A visit to a museum)**

- a. (    ) On arrival at King's Cross station, we were shown to our coach who took us directly to the museum.
- b. (    ) My class looked around the dinosaur room first, while Class 5 looked at the fossil exhibition. The displays of the dinosaurs were incredible to see. The skeleton of the brontosaurus stretched as high as the museum ceiling.
- c. (    ) Last Thursday, Classes 5 and 6 visited the Natural History Museum in London to study the dinosaurs. We traveled by train, which was very exciting!
- d. (    ) After lunch, my group made rubbings of the fossils. Of all the fossils, my favorite fossil was ammonite. It was tightly coiled and reminded me of the pattern on a snail.
- e. (    ) The visit to the Natural History Museum was an unforgettable experience. I would love to visit again and spend longer looking at the wonderful exhibits on display.
- f. (    ) First museum curator, Mr. Phillips, handed out clipboards and questionnaires for us to fill in as we went from room to room. Next, we were all placed in groups of six and told to visit each room in turn, filling in the questionnaires as fully as possible.

**3- Mechanics:**

***Look at the picture and use the underneath steps to help you form a topic:***



- a. Describe the background.
- b. Describe the persons in the picture.
- c. What about the relationship between them?
- d. What are they doing together?
- e. How would you feel if you were a member of this family?

**Name**

**Pre-post test  
part two**

**4- Finding solutions:**

**Imagine that you were in a mall and you found a little boy crying because he could not find his mum.**

- a. Describe your feelings towards this little child.
- b. What were your suggestions to help him?
- c. How did you act?
- d. Why did you act in such a way?
- e. What did you think about solving his problem?

**5- Reflection:**

**How can you empathize with people in certain places like an orphanage or a kids' hospital**

- a. Do you have ideas about such places?
- b. What is your previous knowledge about life inside such places?
- c. Do you think your ideas will be changed after visiting them?
- d. Would you mention your new/changed ideas if any?
- e. Why would you change your mind?

6- Your answer will be orally:

a. Talk about yourself and where you see yourself in the future.

b. Talk about three or four of these pictures.



**Appendix (C)**  
**English language fluency Rubric**

**Appendix (C)**  
**English language fluency Rubric**

	<b>Emerging</b>	<b>Developing</b>	<b>Fluent</b>
<b>1- Sentence Formation</b>	<ul style="list-style-type: none"> <li>- The learner attends to write or speak simple sentences not compound or complex ones.</li> <li>- Some sentences are incomplete &amp; repetitive no variety in sentences.</li> <li>- Some sentences are not clear.</li> <li>- No variation of sentence type/ length.</li> <li>- No variety of sentences beginning.</li> <li>-Repeat most of the words and sentences.</li> <li>-Using a lot of filler words such as; umm, uhh, you know...etc.</li> </ul>	<ul style="list-style-type: none"> <li>- The learner uses some variety in sentences.</li> <li>- Writing smoothly but not functioning well &amp; with difficulty (has some rough spots)</li> <li>- Sentences are coherent, but not all sentences contain redundancy. Sometimes repeated the sentences.</li> <li>-Using only a few filler words such as; umm, uhh, you know...etc.</li> </ul>	<ul style="list-style-type: none"> <li>- The learner's writing is natural and flows smoothly using a variety of sentences and words.</li> <li>- Sentence structure is accurate &amp; correct.</li> <li>- There is coherence &amp; flow in the sentences which clarify the important idea.</li> <li>- A lot of variety in sentences beginning.</li> <li>-Does not use filler words, instead uses pauses and gaps.</li> </ul>
<b>2- Organization</b>	<p>In an adequate or insufficient organization of the topic.</p> <p>Little details to the task and irrelevant responsiveness</p>	<p>Beginning and ending are not clear to some extent.</p>	<p>Well organized and well developed, using appropriate topic sentences, supporting ideas in a logical order, and ending with a suitable conclusion.</p>

**3-Mechanics**

- A lot of grammatical errors in sentence structure.
  - Punctuation and spelling are missing.
  - Meanings are not clear.
  - Weak pronunciation for familiar words.
  - Words' articulations are not clear, miscommunicating the meaning of the message delivered, or making it unclear.
  - His tone is not expressive for the audience to distinguish between statements, exclamations, and questions.
- Make several errors in structure but they are acceptable (does not affect overall comprehensibility).
  - Familiar words are correctly spelled unfamiliar words have spelling mistakes.
  - Making some or few grammatical mistakes when speaking.
  - The ability to deliver the meaning of the sentence to some extent.
- No grammatical errors in the sentence structures or words order.
  - Punctuation & spelling are correct.
  - Use familiar and unfamiliar words correctly without spelling mistakes.
  - The topic is perfectly written and spoken.
  - Stressing on the right words and using the proper pace and pauses to convey the message correctly.
  - Does not have a monotonic voice.

**4- Finding Solution**

Most of his solutions and alternates are not good enough or reasonable.

Ability to offer some solutions but not all of them are logical/ or with a lot of supporting details.

- Ability to mention reasonable & logical solutions for the problem with enough supporting details.
- Ability to offer many suggestions and alternatives with clear evidence.

**5- Reflection**

- Demonstrating a little or no understanding of the subject matter.
- Reflection is not profound or deep no details or support for the main idea.

- Demonstrating only a basic understanding of the topic.
- Reflection is showing a little progress in depth of the self-reflection on the topic.

- Ability to reflect his/ her ideas clearly and thoughtfully.
- Significant depth of self-reflection on the subject matter on the subject matter which shows great understanding of the topic.

**Appendix (D)**  
**English Fluency Components List**

## APPENDIX (D)

### English Fluency Components list

Fluency components	Description	Emerging	Developing	Fluent
<b>1- Sentence formation</b>	<p>Ideas should flow smoothly.</p> <p>The learners' ability to write or speak naturally and to use a proper style with various words and sentences. The sentence structure must be correct, creative, varied, and expressive.</p>			
<b>2- Organization of ideas</b>	<p>The learners' ability to write a proper kind of report writing:</p> <p>First, answer these questions: who – where – when – what – why then express your opinion and feelings about the main idea (topic).</p> <p>Second, explain the idea clearly using supporting sentences.</p> <p>Third, conclusion: summing up the main idea in few lines.</p> <p>When the learner is speaking, his/her ideas should be organized. His/her flow of speech should be natural discourse without moving back.</p>			
<b>3- Mechanics</b>	<ul style="list-style-type: none"> <li>● Learner's ability to use correct spelling, punctuation, capitalization, and grammar rules.</li> <li>● Using familiar vocabulary with different synonyms.</li> <li>● Focusing on articulation, pace, pitch, and pronunciation in expressing their opinions</li> </ul>			

Learner mentions reasonable and logical solutions for the problem with enough supporting details:

**4- Finding Solutions**

- Clarify the problem
- Set a realistic goal.
- Generate multiple possible solutions.
- Select a feasible solution.
- Implement the solution, and evaluate the outcome.

- Learner's ability to reflect ideas clearly and thoughtfully.

Demonstrate a deep and conscious understanding of the revealed idea.

**5- Reflection**

- Self-reflection is deep and profound and shows great understanding.
- Learner's ability to visualize pictures and videos deeply. The responses should be profound and reasonable.

The best answer is (a) which means a very high ability, the second answer is (b), the third answer is (b) which means average ability, the third answer is (c) which means a lower than average ability.

4- Someone said a joke about another one in your presence and hurt his feelings;

- a) ill you feel angry for him.
- b) find it is just a joke.
- c) you don't care.

The best answer is (a) which means a very high ability, the second answer is (b) which means average ability, the third answer is (c) which means a lower than average ability.

**Appendix (E)**  
**Empathy Quotient**

## **Appendix (E)**

### **Empathy Quotient**

**Here are some situations from daily life, each situation has got three possibilities, chose the best answer:**

**1. My classmate didn't understand something explained by the teacher:**

- a. Explain it to him / her if you have enough time.
- b. You do not care.
- c. Explain it to him / her immediately.

**2. Before criticizing somebody:**

- a. Imagine how would you feel if you were in his / her place.
- b. Think of the influence of criticism on him if you know him.
- c. Criticize him because you express your opinion.

**3. If a car crashed someone:**

- a. You don't care.
- b. Affects you for a long time.
- c. Affects you for a while.

**4. If you meet an old man carrying a lot of heavy things:**

- a. Help him if he asking for help.
- b. Go ahead on my way without looking at him.
- c. Help him and carry the heavy things.

**5. If you are sure you are right about something:**

- a. Don't waste your time listening to other people's arguments.
- b. Listen to others to understand their feelings and imagine their motives.
- c. Listen to them if I have enough time.

**6. When you meet a blind man crossing the road:**

- a. Help him if you are the only one in the place.
- b. Leave him because you are sure someone else will help him.
- c. Help him immediately cross the road.

**7. When a friend of yours talks about a family problem concerning him:**

- a. Think of the problem from his perspective.
- b. Appreciate his feelings for a while.
- c. Have a feeling that he is exaggerating.

**8. When you see a little kid crying?**

- a. Feel annoyed for a while.
- b. Do not care, for you feel it as a usual action for a kid to cry.
- c. Feel uncomfortable and try to help him.

**9. In your relationship with others:**

- a. Call them in occasions.
- b. Take the first step to call and ask about them.
- c. Call them only if they call you.

**10. When someone says a joke about another one in his presence and hurts his feelings.**

- a. Feel angry for him.
- b. Find that it is just a joke and he will forget it.
- c. Don't care, it is normal.

**11. If somebody is abused in front of you:**

- a. Feel empathy towards him if he is close to you.
- b. Don't care.
- c. Feel empathy towards him whether he is my friend or not.

**12. If somebody asks you to give donation to a person or an Organization:**

- a. Donate immediately.
- b. Donate if you feel embarrassed.
- c. Pretend that you donate.

**13. If there is a natural disaster in a certain country:**

- a. This issue does not concern you.
- b. Just ask your friends about the news.
- c. Keen to know what happens and the consequences of it.

**14. When there is a catastrophe in your country:**

- a. Feel empathy and try to understand.
- b. Feel angry when it is too much.
- c. Don't follow and change the channel.

**15. When you are talking to someone:**

- a. Just say some words to him.
- b. Listen to him carelessly.
- c. Look at things through his eyes.

**18. When one of your classmates is sitting alone and does not want to share:**

- a. You don't care.
- b. try to understand the reasons and help him to share with you.
- c. Feel that he is free to do what he wants.

**19. If you read an interesting social story:**

- a. Integrate and imagine that you are the hero.
- b. Integrate to a certain extend.
- c. Don't care for you have another issues to take care of.

**20. When you see a child hitting a dog or a cat:**

- a. Feel angry and try to stop him.
  - b. Try to be calm.
  - c. This issue doesn't concern you.
-

**Appendix (F)**  
**Students' Questionnaire**

**Appendix (F)**  
**Students' Questionnaire**

<b>Question</b>	<b>Agree</b>	<b>To some extent</b>	<b>Disagree</b>
The field trip gave me a chance to work cooperatively with other students.			
The field trip developed a better understanding between me and my teachers.			
Field trips made a good connection between the school and the real- life.			
Knowing some information about the place before the trip was essential for me.			
Taking some notes, photos and discussion were important during the trip.			
The reflection on the topic after the trip helped me to express my feelings.			
Field trips to certain places developed my empathy toward others.			
Brainstorming, role-playing, and reflecting before and after the FT helped me to improve my English language fluency.			
Visiting some places helped me to improve my ability of problem-solving.			
Making presentations on the topic gave me more confidence.			

**Appendix (G)**  
**EFL primary Teachers' Questionnaire**

**Appendix (G)**  
**EFL primary Teachers' Questionnaire**

**Dear Teachers,**

The researcher conducted an M.A study entitled “The Effect of using Field Trips for EFL Primary stage Students on Developing Empathy and English language Fluency.”

Kindly read the following items and answer them in the light of your long experience and give some suggestions on the questions.

**Thank you for your co-operation.**

**The researcher**  
**Tomader Afifi**

## Teacher and Staff Questionnaire

Question	Agree	To some extent	Disagree
Do you think that Field trips to certain places will help in developing empathy for 6-grade primary students?			
Is collecting some information about the place before the trip essential?			
Is taking notes and photos important during the trip?			
Is the reflection after the trip an important element to measure students,deep understanding?			
Do you think the continuity of visiting certain places like orphanages is essential to have an effect?			
Do you think using arts and drawing in conveying students' points of view about the place is helpful?			
Using songs about empathy is a way to convey the meaning of it to students easily?			
Do you think that using problem-solving and role-playing techniques is beneficial?			
Do you think that Field trips to certain places will help in developing empathy for 6-grade primary students?			
Is collecting some information about the place before the trip essential?			

- **How can you develop empathy for students as a responsible teacher? Write your suggestions.**

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.....  
.....  
.....  
.....

- **How can you develop English language Fluency and help students to reflect?**

.....  
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.....  
.....  
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**Appendix (H)**  
**A Proposed Program**  
**Based on Field Trips**  
**For developing empathy and English**  
**language fluency for primary stage Students**

**Appendix (H)**  
**A Proposed Program Based on Field Trips  
for Developing Empathy and English  
Language Fluency for Primary Stage**

**Aim:**

The proposed program is designed to measure the effect of field trips on empathy and English language fluency.

**Performance objectives:**

By the end of the program the learners are expected to:

- Use the four abilities of the English language in an integrative way in all the activities.
- Understand that attentive listening is the gateway to the other abilities of English language fluency, as well as empathy.
- Realize the importance of field trips in developing their deep thinking and empathy feelings.
- Reflect on their ideas precisely through discussions, using their prior knowledge to demonstrate the depth of self-reflection on the topics discussed.
- Use a variety of well-structured sentences to explain their ideas.
- Be keen to have correct grammar, spelling, and punctuation.
- Find solutions for the problems they face during field trips must be obvious in students' oral and written work.
- Gain social and communication skills through interacting with people in real-life situations.
- Be aware of the empathic leader's characteristics.
- Know how to make future scenarios to improve a place.

## **Participants:**

Thirty participants are 6th graders; their age is between 11 and 12 years old.

## **Content:**

The program is designed and modified by the researcher. It is conducted in three months during the second semester of the school year and ends with a presentation of the students.

- The program consists of five sessions before starting the trips; the first session is the orientation, and the other four sessions for explaining empathy through activities and discussions. Putting into consideration that empathy and English language fluency are going in parallel with each other throughout all the program's sessions. Session 6 is an introduction to the field trips. Then there are two sessions before each trip, and another two sessions after it, in addition to the day of the trip.
- The final session is about how to make a future scenario. How to make such places better places to live in. It is a reflection on the three trips, with a discussion about leadership and circles of concern.

At last, five days of rehearsals to teach the students how to present their work in front of the audience.

### ***• Learning and teaching strategies and techniques in the program:***

The researcher uses some activities throughout the whole program to develop the students' abilities in English language fluency and empathy.

- a- Posing questions and discussions** are very important techniques hence they are the backbone of the program. It is a variety of forms for the open-ended collaborative exchange of ideas among the tutor and the students or among students, for the purpose of furthering students' thinking, learning, and understanding.
- b- A problem-solving strategy** is used a lot in the program to find solutions for the problems for example, orphans and elderly people living in the same place, how can they live in harmony.
- c- Role-play:** The researcher uses role-play as a part of an active learning approach, with an emphasis on open-ended and real-world situations. Through acting out, students get a better idea of the concepts of the topics. Role-play is considered one

of the most beloved techniques by students, especially when they have a chance to invent the dialogue by themselves and express their ideas freely and spontaneously. In addition, it is a good opportunity to practice the language through listening attentively to each other before responding.

**d- Collaborative techniques:** working together help students to make that crucial shift from (I) to (we). These cooperative experiences sensitized students to those who may be different or have conflicts of interests. Also, the collaboration gave students a chance to work together, which enabled them to produce the language spontaneously.

• **Assessment:**

Assessment strategies in the program are diagnostic, formative, continuous feedback, and summative assessment. A diagnostic assessment is used before each session to measure the students' prior knowledge of the target topics and their personal experiences in the form of warm-ups. Formative assessment is conducted to assess the learning performance during the program. Self-assessment is used where students are responsible for their own learning, and peer assessment is where they learn in pairs. Continuous and corrective feedback is an essential assessment. Reflection is also a vital feature of assessment to measure their deep thinking. A summative assessment is conducted before and after applying for the program, and the rubric with its five components is used to measure the student's performance level in English language before and after the exam and the empathy quotient is also used to measure the students level of empathy before and after applying the program .

### **Orientation session**

#### **Overview:**

This session is dedicated to introducing a brief introduction about the program and the effect of field trips on both empathy and English language fluency, receiving the students' suggestions, and also giving a hint about the pre-test and the Empathy Quotient, which will be conducted the following day.

#### **Objectives:**

Students should be able to do the following by the end of this session:

- Organize rules and the expected ILOs' "intended learning outcomes."
- Introduce the concept of field trips and their role in developing empathy and EFL.
- Talk about the concept of the problem.
- Explain to them the importance of the pre-posttest in measuring the levels before and after the program.
- Talk about the pre-test and empathy quotient, which will be conducted the following day.

#### **Procedures:**

- I will discuss with the students the suggested trips and listen to their comments.
- Ask them what they know about the word empathy and simplify it for them.
- Talking about the fluency of the language as a whole.
- Talking about the program and the reason for starting it with empathy activities
- Inviting them to learn more about these new ideas.

**Let the students watch a video “All about Empathy” the link to it is;**

**<https://youtube.com/watch=Itp21tly8nM&feature=share>**

**Session 2****Overview:**

- A predominant caring tone with oral and writing practice fluency.
- While sitting in a circle, practice listening to each other.
- Putting a smile on each face is required.

**Objectives:**

- Set a positive and caring tone.
- Practice fluency orally and in writing through sharing their lives.
- Draw a smile on their faces.
- Give students a chance to silently appreciate one another while building writing fluency.
- Practice listening to each other by sitting together in a circle.
- Make sure to stress the importance of empathic listening.

**Activity (1):****Procedures:**

Ask each student to respond to his neighbor using one of these talking stems:

- One good thing in my life is.....
- Something good that happened to me is.....

Explain that this thing can be big or small, it doesn't matter, for example; a celebration for a birthday, getting pizza for dinner, or getting a new toy or a new pet.

This is an opportunity for children to share their lives.

**Activity (2):****Procedures:**

Let the students practice writing and empathy, and have fun at the same time through this handout with a space for writing after each sentence:

- One idea I have gotten from you is.....
- I really like your personality because....
- I can count on you when...
- I really appreciate you when...
- Some adjectives that describe you are.....

- 1-Each student writes his or her name at the top of their paper, then collects them.
- 2-Randomly pass them out.
- 3-In 3 minutes, ask them to write something about that person.
- 4-They can write about the person in more than one sentence if they want.
- 5-Let them pass the papers to another person.
- 6-Do several rounds.
- 7-Collect them and pass them back to the owners.

This activity will help them practice writing fluently, put smiles on their faces, and have fun.

### **Activity (3):**

The purpose of this activity is to listen attentively and respectfully to each other without interruption by sitting in a circle.

#### ***Procedures:***

- Remove the barriers of the desks or tables and sit in a circle as a whole class.
- Only one person is speaking at a time, while the rest are listening.
- The teacher stands in the middle of the circle, not as a leader but as a member.
- Choose a talking piece: "a stuffed animal or a basketball."
- Let each student talk about himself and where he sees himself in the future.
- When he finishes, he can choose someone else to talk to.

***Assessment:*** Practice listening attentively without interruption with parents, siblings, relatives, and friends. You can choose a common topic that is interested to all of you.

**Session 3****Overview:**

- How to be an empathic listener through questions and practice.
- Teach grammar and English fluency implicitly.

**Objectives:****Learners will be able to:**

- Recognize the meaning of empathy, which is the ability to identify with another person's feelings or experiences.
- Practice different ways to be more empathic and more understanding.
- Encourage a positive emotional state.
- Reflect on the impressions and effects of empathetic listening.
- Enhance the students' discussion abilities.
- Know the procedures for understanding others; listen to them, make eye contact, and do not interrupt the speaker.
- Enhance the students' imaginations by trying to be in others' shoes.
- Express their feelings using empathic words like "sad," "embarrassed," and "scared" in different situations.
- Show how to be an empathic person.
- Identify empathy through a song and lyrics.

**Warm up:**

We will be more sensitive to others' feelings if we know how to put ourselves in their shoes. The following activities are important in developing empathy; students will learn how to have good feelings among each other, among them and the staff of the school, and later on how to interact with other people whom they do not know in society through field trips.

- During this session, there are some important and essential questions to be tackled:
  - 1- What does it mean to put yourself in someone else's shoes?
  - 2- How empathetic am I?
  - 3- How can I show empathy towards others?

**Activity (1):**

**Are you empathic?**

**Procedures:**

- Making a discussion about the question, "Are you empathic?"
- What are the behaviors suggested for showing empathy towards others?
- Using imagination: imagine what it feels like to be in someone else's shoes. Then ask yourself how you would feel in this situation.
- Follow some procedures that enable you to understand others; listen to others, make eye contact, and do not interrupt the speaker.
- When talking to your friends, notice how many (you) questions you ask compared to the number of (I) statements you make.

**To ascertain these concepts, there must be practice:**

Pair up with a classmate. Tell your partner one of the following --:

- A time that you were scared.
  - Something that made you sad.
  - An embarrassing moment.
- If you are not comfortable sharing a real- life experience, you may pretend to be a **fictional character** and tell his or her story.
  - The partner should practice being empathic as he is listening to your story. Then you'll have to switch roles. Use some sentences in your discussion with your partner. Such sentences will help you to know what to say in such situations. They will help you also to develop your empathy *"I could tell you were really listening to me because you maintained eye contact with me during our conversation and that makes me feel like you care"*.

***Group and presentation time:***

Divide the class into groups and let them write down what they practice concerning empathy. Ask them to pay attention to the punctuation rules and how to use them properly after a brief explanation of them. Ask them to write their ideas in an organizing way. One from each group will stand up and read what they learned about empathy. The researcher is keen to use integration among the four abilities of the language.

**Activity (2):****Fun with a song:**

I don't know what it's like to be you  
 And I don't know what you have to go through  
 But I can try to see the world through your eyes  
 Put myself in your shoes and empathize  
 Emphasize?  
 No, no, no, empathize  
 Not emphasize  
 But empathize  
 Entropy?  
 No, no, no, empathy  
 Not entropy  
 But empathy  
 Oh!  
 Every story has more than one side  
 It's not about what's wrong or right  
 Who's to judge what's good or bad?  
 What makes me laugh might make you mad  
 Let's try to make a deal  
 We'll listen to each other and see how the other feels  
 With empathy we can understand  
 We can solve our problems and make amends  
 Everybody's got a different point of view  
 How would I feel if I were you?

Some people think this, some people think that  
 I'm telling you empathy is where it's at  
 We can solve our problems by talking and listening  
 Instead of judging we can look at things differently  
 Write to Congress and get them to see  
 Instead of fighting, we can try to use empathy

**Overview:**

The learners will listen to this song about empathy by Brett Dennen. For singing is another way to convey meanings through melody and lyrics.

The link of this video is:

Brett Dennen, (2014) Empathy song with lyrics <https://youtu.be/8aDcHSUYHfo>

**Objectives:**

- Have fun singing an empathy song.
- Interact with the song.
- Guess the meaning of the words.
- Utterance of words and sentences smoothly while singing.

**Procedures:**

- Distribute sheets of the song to the learners,
- Let them listen to the melody while reading the words of the song silently then loudly.
- Listen to the song twice without reading to get the melody.
- Write on the board some verses of it.
- Explain the meaning.
- Let the learners express their feelings towards the words.
- Put it on the WhatsApp group to listen to this expressive song more than once.
- After few days, let them listen to the song again in class to achieve the technique of "**the spaced repetition system.**"

**Assessment:**

- Listen to the song, focus on the meaning of the words, and write down your thoughts on it.

- Make a search on Mosaic Project Brett Dennen's children's Songs for Peace and a Better World. Enjoy watching their album.

**Session 4*****Overview***

Using role-play is very important to convey the meaning in a fun way. And then there will be another activity to show that empathy is very important in preventing bullying. The third activity will be about differences and similarities.

**Activity (1)****Role play*****Objectives:***

- The students will be able to act out some empathy situations freely and spontaneously using their own words.
- Enhance the ability to listen and speak reflectively.
- Have fun while they are learning.
- Practice listening and speaking while they are playing.

***Procedures:***

- Ask two or three students each time to go in front of the class.
- Explain the situation to them and ask them to act, inventing their own words, and let them talk freely without your interference.

***Examples:***

1. A boy in the garden is running after a dog and hitting him severely. What will you do?
2. An old lady is holding a heavy bag. It falls on the ground and its ingredients are scattered everywhere. How can you behave?
3. A policeman sees a blind person trying to cross the street and is afraid to move because of the cars.

**Activity (2):**

**Empathy and bullying**

**Overview:**

- The best way to avoid bullying in class is through empathy.
- This activity will help the learners practice empathy in direct connection with bullying.

**Objectives:**

**By the end of this activity, the students will learn:**

- Empathy is important in preventing bullying.
- Practice empathy in direct connection with bullying.
- You know, words like anger, frustration, and fear. -- Recognize bullying behaviors.
- Make a brainstorm and reflection about how to avoid a bully.

**Procedures:**

Ask the students to describe how they might feel in these three situations, using these three words: anger, frustration, and fear.

1. If they see someone being bullied,
2. If they were bullied themselves,
3. If they bullied someone.

Explain that bullying can be physical, emotional, or social. Give them an example for each and let them mention some in an open discussion.

**Written activity concerning bullying acts:**

Write the following words under the correct heading:

Physical	Emotional	Social
.....	.....	.....

Kicking, dirty looks, embarrassing, hitting, insults, gossiping, shoving, name-calling, teasing, hurting friendship of others, breaking things

**Brainstorming and reflection is the best way to deal with a bully:**

- Explain the concept of "using the power of your mind and emotions to take away the bully's power."
- Make an open discussion, prompt them to express their ideas, and write down on the board the possible answers.
- Make new friends, be kind and friendly to others, refuse to fight and walk away. If you show that the bully's words do not hurt you, you are taking away his power. Show the bully that you can bring someone who is more powerful than him to help you (use authority).

**Activity (3):****Different and similar****Overview:**

- Use open discussion to convey the meaning of different and similar.

**Objectives:**

By the end of this activity, the students should be able to:

- Understand the concept of different and similar.
- Discuss what happens if we are all the same.
- Explain the importance of being different.
- Appreciate our differences.
- Produce reasonable responses in their discussion.
- Reflect on the idea of being different.
- Prompt them to use correct sentence structure, natural rhythm, coherence, and flow to express their ideas.

**Procedures:**

Prompt the students to answer the question through open discussion. What would our class be like if we were the same?

**Possible answers:**

- Boring, would never try something new. All our work will be the same, and there will not be any creativity.

- Ask: What would our class be like if we were different?

**Possible answers:**

- Stronger, more interesting, able to do different things.
- Expand the idea of the impotence of being different in society and in the whole world.
- At the end of the session, discuss the idea of the film "**Wonder**" and how the film makers tackled it, then let the learners watch and listen to a segment of the film. Encourage them to take some notes while watching, then read and discuss what they write. (Integration among the four abilities).

***Assessment:***

- Write a topic about the idea of people who live in poverty and people who live in wealth; is there any difference between both of them? Do they need each other? What is your role in tightening the gap between both of them? Are you able to empathize with poor ones? Do you try to lift them up?
- Discuss the assessment for 10 minutes the following day.

## Session 5

### *Overview:*

The four activities will tackle some questions about helping others to feel better, develop the learner's self-awareness, introduce some quotations of famous people, as well as expose the learner to a picture to discuss **a current event**.

### **Activity (1):**

#### **Questions about helping others feel better**

### *Objectives:*

By the end of this activity, the learners will know the answers to these questions:

- 1-How can we know how someone else feels?
- 2-How can we recognize when another child is feeling bad or is left out?
- 3-How can we cheer up children who feel bad and help them feel better?

### *Procedures:*

- Write the three questions on the board.
- Ask them these questions one by one.
- Try to elicit their answers through reflective discussions.
- Then write the possible answers for each question.

*The possible answers to question one “how can you feel how someone else feels?”*

- Listen to what they say.
- Ask them how they feel.
- Look closely at their face and make eye contact.
- Watch what they do.

*The possible answers to question two: “How can we recognize when another child is feeling bad or left out?”*

- Making a sad face.
- Not looking at anyone
- Crying
- Not laughing when others laugh.
- Playing alone.

*The possible answer to question three “How can we cheer up children who feel bad and help them to feel better?”*

- Pay attention to them.
- Pat them on the back.
- Ask them if they would like to play with you.
- Tell them a joke.

\* encourage learners to think deeply about these possibilities with the intention of making them a part of their character when dealing with others.

**Activity (2):**

**Develop the students’ self-awareness**

**Objectives:**

- Make this golden rule a part of the learners' character "Do to others as you would want them to do to you."
- Apply in different situations and let them speak properly and smoothly.
- Elicit the learners to think of more similar situations.

**Procedures:**

- Write this golden rule on the board, and explain it to them in other words, "Don't do to others what you would not want them to do to you."

***Give an example:***

I would not want someone to say I'm stupid, so I won't say you are stupid to anyone else.

**Let them try to complete the sentences:**

- I would not want someone to say mean words to me, so.....
- I would not want someone to hit me or slap me in the face, so.....
- I would not want someone to pull my hair, so.....
- Let them think of other actions that follow the same pattern.

**Activity (3):****Famous people quotations about empathy****Objectives:**

- Listen to some quotations about empathy said by famous people.
- We share different ideas and viewpoints.

**Procedures:**

- Divide the class into groups of four.
- Distribute the quotations among them.
- Ask each group to paraphrase two of the quotations.
- Reflect on their meaning.
- Find the common theme among them.

**The quotations:**

- When you start to develop your powers of empathy and imagination, the whole world opens up to you.

***Susan Sarandon***

- Learning to stand in somebody else's shoes, to see through his eyes; that's how peace begins, and it is up to you to make that happen. Empathy is the quality of character that can change the world.

***Barack Obama***

- If speaking is silver, then listening is gold.

***A proverb.***

- Peace cannot be kept by force; it can only be achieved by understanding.

***Albert Einstein***

- Leadership is about empathy.

***Oprah Winfrey***

- Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.

***Alfred Adler***

- If you judge people, you will have no time to love.

***Mother Teresa***

- You never really understand a person until you consider things from his point of view and tell them to climb inside of his skin and walk around in it.

*Atticus Finch in Tokill a Mocking Bird*

**Activity (4):**



**Overview:**

A current event, a Syrian family who lives in a camp talks about their experience with cold and hunger.

**Objectives:**

At the end of this activity, learners will be able to:

- Be aware of what is going around them and empathize with other people in different countries.
- Mention their suggestions for how to help them.

**Procedures:**

- Show them the picture of the family.
- Prompt them to talk about them in an open discussion; where are they now, where were they before? Why are they here? What happened in Syria a long time ago? What is the effect of that war on them? How can you help them?

**Assessment:**

- Watch the news in English about this event or any similar event. Write your impression. Are you with or against war and why?
- Discuss this assessment for 10 minutes the next session.

## Session 6

### Introduction of field trips

#### *Overview:*

- Through field trips, you will understand the meaning of the word authenticity, which means connection with the real world.
- Listen to the students' voices and choices and offer them five trips to choose three of them.

#### *Objectives:*

- Let the learners choose the best three they want to go with and why.
- Ensure that they produce proper sentences, speak naturally, organize their ideas, and reflect on them during the discussions.

#### *Procedures:*

Write on the board the five trips, talk about each one, listen to their opinions about them, and listen to their voices. Make a vote to choose the best three of them. The voting result is:

- |                     |   |
|---------------------|---|
| ● An orphanage.     | 9 |
| ● The zoo           | 4 |
| ● An elderly house  | 7 |
| ● A shanty place.   | 3 |
| ● A kids' hospital. | 7 |
- Discuss with them why they choose these places and why they don't choose the other ones.
  - The researcher should make all the preparations and be sure of all the procedures required before the trip.
  - Make contact with the places the students are going to visit to arrange for the trips.
  - The researcher visits the places before going to be sure that everything is convenient.
  - Take some pictures of the place to show them to the learners for discussion in class before going on the trip.

- Make contact with the admen to be sure of the other facilities, like the bus, the staff, and more.
- Be sure that the five components that the researcher has chosen for the English language fluency through the integrative of the four abilities are achieved in all the activities and discussions of the three trips.
- Be sure that empathy rules are considered during the trips.
- Grammar rules are taught implicitly during the activities.

**Tell the students that they should have:**

- A journal (notebook), a pen, and markers to write and draw the things they see, if possible; the journal will help for critical information and will record not only their experience but also their thoughts, feelings, and reflections.
- A T-shirt to wear with our logo "We are One" if it is possible.
- A little gift that has a meaning to the people or kids they will visit. It will be according to the students' suggestions.

**Session 7**  
**Abo el Reesh kids hospital**  
**Before the trip (A)**

**Overview:**

Talk about Abo El Reesh Hospital.

**Objectives:**

At the end of this session the learners will be able to:

- Talk about their previous knowledge about hospitals and doctors.
- Talk spontaneously about their personal experiences with sickness.
- Enrich their vocabulary with words and phrases concerning hospitals.  
 Know how to behave empathically when going to such places
- Use a variety of sentences to express their ideas and connect the ideas by using linking words.
- Use the four abilities of the language in an integrative way.
- Elicit some suggestions concerning this trip, like getting some presents for the kids or money or time donation.

**Warm up:**

Make the students active participants in their learning by activating their prior knowledge. Look for some meaningful connections between the topic and the students' current interests. Ask them who was sick in their family last year. What did he/she suffer from? Where did he go for treatment? Who examined him? Who looked after him? Etc.

**Procedures:**

- Ask the learners what comes to their mind when they see this title "Abo El Reesh". Let them have fun guessing the meaning of this title after some guessing, like a bird or the name of a person. Tell them it is a hospital for kids. "
- Display two videos about the hospital. The first video will be about a visit to the hospital and how the children behave with the kids. The second one is about the hospital before and after its development.
- **The technique for watching videos:**
  1. While they are watching, ask the students to take notes.
  2. Let them read their notes aloud then make a dissection about the notes.

**Assessment:** Write about one of your friends or relatives who was sick recently, explain this experience, and describe your feelings toward him.

**Session 8**  
**Abo el Reesh kids' hospital**  
**Before the trip (B)**

**Overview:**

Talking about el Reesh Hospital and teaching vocabulary that concerning the topic.

**Objectives:**

At the end of this session students will be able to:

- Learn new hospital terminology such as pediatric, preventive, metabolic diseases, patient, operating theatre, rehabilitation, and inaugurated.
- Have some information about the place they are going to visit.
- Activate their prior knowledge concerning the topic.
- Follow this technique of reading: Read silently, then loudly following the teacher's pace.
- Discuss the crucial information in the comprehension.

Write a summary of the topic.

**Procedures:**

- Write on the board the title of the topic, the "children's hospital."
- Ask the students what they know about the kids' hospital.
- 
- What do they want to know more about hospitals?
- Distribute the comprehension sheets to the students; let them read them silently for 5 minutes.
- Read aloud, following the teacher's pace, so the students get the benefit of a model while they are practicing reading aloud.

## Comprehension

### Children's Hospitals

Abo El Reesh was established in 1928 as the first of Cairo's pediatric hospitals. It offers inpatient and outpatient care through its specialized departments, treating more than 250,000 patients per year. On its ninth floor campus, there are 258 beds, 5 intensive care units, and 6 operating theatres. It is the oldest and best established children's hospital in the Middle East. Abo El Reesh hospital "Japanese" was inaugurated in 1983 as a gift from the Japanese government. This new branch includes 185 beds, four operating rooms and specialized laboratories.

Moreover, the social and preventive care medical center was opened in 1983 and offers education, as well as treatment, medical care, rehabilitation, metabolic diseases and homeless children.

Thus, Abo El Reesh children's hospital became supported by 3 hospitals; Al Munira, the Japanese, and Preventive Medicine, as a brief in the social support role of the non-governmental organizations.

#### *Home task:*

- Think of some questions to ask the doctors when visiting the hospital the next day.

**Session 9****Abo el Reesh kids hospital****During the trip: 9:1 am*****Objectives:***

At the end of the day the learners' will be able to:

- Behave nicely and be friendly with their friends and the people on the bus.
- Have the sense that they are out of the school walls, in real life experience.
- Prepare them how to behave with other people whom they meet for the first time in a sympathetic way.
- Make an interview with doctors and ask them the questions they prepared before.
- Write their observations about the place in their journal.
- Introduce the word donation to them.
- Show empathy for the sick children.

***Procedures:***

- Get off the bus.
- Make a tour of the hospital with the doctor.
- Sit with the patients, listen attentively to them or their mums. Show empathy for them. Ask them how they feel, look at their face and make eye contact. Take some photos and give them some useful presents and balloons to cheer them up.
- Make an interview with the doctor.
- Let the students write or draw in their journals what they notice and observe.
- The students get some of their money to donate to share in the development of the place.

**Session 10**  
**Abo el Reesh kids hospital**  
**After the trip**

**Overview:**

- Make a reflective entry about the day.
- Invent a role play about (doctor – nurse – patient).

**Objectives:**

At the end of this session the learners will be able to:

- Make a journal entry about their day.
- Display the problems they observe and how to solve them.
- Mention what they like and what they don't like.
- Speak spontaneously about their impressions and feelings toward the sick children.
- Speak naturally through role play.
- Use proper sentences, organized ideas, and reflective questions.
- Read from their journal what they write about the trip.
- Display some of the pictures they pick for the place.

**Procedures:**

- Ask the students what they like and what they do not like about the place.
- Listen to them while they are expressing their feelings toward children.
- Ask them some reflective questions:
  - 1- What do they learn from the trip?
  - 2- How do they learn?
  - 3- Why do they learn?

Make a role play of a doctor, a nurse, and a patient; choose three children to act, "students compose their own dialogue."

**Post activity:**

- Ask them to collect some pictures or articles about the topic.
- Write about; If you are a patient, how would you like others to treat you.

**Session 11**  
**Abo el Reesh kids hospital**  
**After the trip (B)**

***Overview:***

- Talk about the pros and cons of the place.
- Introduce the idea of donation.

***Objectives:***

At the end of this session the learners will be able to:

- Discuss how they can improve the place from their own point of view.
- Display some problems they observe and how they can solve them.
- Talk about the concept of donation.
- Demonstrate their new knowledge about the place and how to help the kids.

***Procedures:***

- Display the problems that they observe in the place and how to solve them.
- Talk about how to improve the place.
- Discuss the idea of "donation" and why it is important for society.
- Explain that donations can be of money, time, and expertise.
- Divide the class into two groups for the debate:
  - Group A supports the idea of giving money.
  - Group B supports the idea of giving time and expertise.
- Let them express their viewpoints on why they chose A or B. Mention other opinions if they have.

- Divide the class into groups, give them a wall chart, ask each group to stick on the pictures they gathered and write their comments on the pictures.

**Assessment:**

Write about things you discovered in the trip that added to your knowledge, and suggestions you would make to improve the place.

**Session 12**  
**Orphanage**  
**Before the trip**  
**Session (A)**

Overview:

The reasons why some orphans go to an orphanage.

***Objectives:***

At the end of this session the learners' will be able to:

- Talk about their previous knowledge of orphans and orphanages.
- Discuss the reasons why some orphans go to an orphanage.
- Talk about some children in the family or relatives who lost their parents or lost one of them.

***Procedures:***

- Write the words "orphan" and "orphanage" on the board. Show the students some pictures of the orphanage that they are going to visit.
- Ask the students to express their previous ideas about these words. And what do they want to know about orphanages.
- Let them write in their note books the outcome of this discussion.
- Prompt them to display why some orphans are obliged to be in an orphanage.
- Help the students to give reasons like lack of money or care, social problems, or lack of someone to take care of them.
- Learners can make the idea close to them by talking about certain people they know who lost both of their parents or one of them; how they personally behave with them.
- Discuss with the learners the best ways of dealing with orphans.

***Assessment:***

Ask the students to write in their notebooks about their own experiences of knowing some people who lost their parents or at least one of them.

**Session 13**  
**Orphanage**  
**Before the trip**  
**Session (B)**

**Overview:**

Talk about the definition of orphanage with a display of some pictures of the place. Mention some rules for visiting the place.

**Objectives:**

At the end of this session the learners' will be able to:

- Recognize the definition of "orphanage".
- Display some pictures of the place to get acquainted with.
- Revise the empathic rules for treating orphans.
- Watch a video about the rules for visiting an orphanage.

**Procedures:**

- Ask the students what comes to their mind concerning an orphanage.
- Explain what is meant by an orphanage: a place where children who lost their parents can live. They will have an alternative mother to take care of them.
- Try to motivate the students by showing them the pictures of the place.
- Talk about Nahla El Nemr, who raised in an orphanage since she was two years old and spent twenty three years there. She talks about how to deal with orphans in a video.
- Display the video and discuss the content of it.
- Write on the board the rules of the visit and let them read them aloud:

### **The rules for visiting an orphanage**

- Taking permission before the visit
- Considering the privacy of the place,
- The privacy of the body
- Getting permission before taking pictures
- Keeping your promise.

The link of this video is:

<https://www.facebook.com/almentornet/videos/633f31360417966/?sfnsn=scwspwa>

### ***Interpreting and paraphrasing of the most important points of the video:***

- Obtaining permission before visiting the place, allows the children to be prepared mentally before the visit.
- It is not allowed for you to enter the children's rooms, for these rooms are special for them only.
- The privacy of the body is very important, if visitors express their feelings by kissing, hugging , the concept of their privacy will be distorted and they will have the feelings that they are available for anyone to touch. The only thing required is a good word, a smile, or positive behavior, showing that you empathize with them.
- The freedom of choice; we are dealing with human beings, before being orphans, the orphan has the right to choose whether he or she wants to stay with you or not.
- Permission before taking pictures and putting them on social media. You have to put into consideration the psychological aspect of the orphans. Maybe he or she does not want anyone at school or college know that they live in an orphanage. This will make a scandal for them.
- Don't give promises. If you are not able to fulfil your promise, the children will not forget that and it hurts them a lot. You can only say, "I don't know when I'll be able to come back again. If I come, I'll ask about you."
- There are rules for doing good deeds; if you want to do a good deed or give food, you must be there "yourself" before the presents or the food you bring. You make an effort to buy such a thing and send it to the place, but where are you as a "human being". You have to sit with them, ask them their names, talk about their school, and about what they like and do not like. This behavior will draw a smile on their faces, which is better than the gifts themselves.

**Session 14****Orphanage****During the trip 9 till 1 o'clock****Overview:**

Apply the visiting rules while visiting the place. Emphasize the idea of we are one during the fun day.

**Objectives:**

At the end of the day, the learners will be able to:

- Enhance the relationship between the students and their teachers by going outside in a new place
- Assume that it is a relaxed journey to know each other in a comfortable atmosphere.
- Apply the visiting rules while visiting the location.
- Prepare a fun day for the orphans.
- Emphasize that each team consists of the orphans and the learners to have the feeling that they are one.
- Listen to the orphans attentively with a smile.

**Procedures:**

- Make a sport-day for the orphans to have fun and cheer them up.
- Divide the children into boys and girls, the boys will play football matches with each other and the girls will play different games in another playground.
- Move to a hall, listen to some songs, sing with each other, do some exercises while listening to the songs.
- Distribute some presents to the orphans.
- Listen to the orphans' talks and stories while sitting with them.

**Assessment:**

In your journal write and draw if you can about your day. Mentioning what did you discover that added to your knowledge.



**Session 15**  
**Orphanage**  
**After the trip**  
**Session (A)**

**Overview:**

- Learn how to put yourself in the orphan's position and speak as if you were an orphan

**Objectives:**

At the end of this session learners' will be able to:

- Discuss their impression after the trip.
- Learn something new about the place that make them change their minds
- Put themselves in the orphans' place and talk as if they were orphans.
- Put themselves in orphans' place go inside them, feel their problems and try to solve them.
- Communicate with each other through role play. An orphan talks to a student freely.

**Procedures:**

- Expressing their feelings towards the orphans and the orphanage.
- Eliciting the students to describe their day.
- Giving them a chance to write down a topic about what do they learn from that day in an organized way, choose two or three to read loudly what they write.

**Role play time:**

**Activity 1:**

- Invite a child to stand in front of the class, pretend or imagine that he is an orphan, describe his feelings, and what does he want to do, to make this place a better place from his viewpoint.

**Activity 2:**

- Make a dialogue between two persons, one of them is an orphan, show how they talk to each other, freely then switch the roles. (this activity will teach them how to put themselves in others' places)

***Assessment:***

- Write a dialogue between you and orphan asking him about himself or write a story the hero of it is an orphan.

**Session 16****Orphanage****After the trip Session (B)*****Overview:***

- How to improve a place.
- Talk about the idea of collective intelligence.

***Objectives:***

At the end of this session the learners' will be able to:

- Make a brain storming: "how to improve the place".
- Display the problems that the orphans have and give solutions to them.
- Work collaboratively in groups to change the concept of "I" to "we".

***Procedures:***

- Explaining the idea of “collective intelligence”; working together is better than working alone. Together we can achieve the greatest things for one mind is not enough?
- Working in groups for 20-minutes.
- Giving each group a big piece of paper to write down and draw their ideas about how to improve the place, after making a discussion with each other.
- Choosing one or two of them to be the presenters in front of the class.
- Speaking confidently about their ideas to improve the place.

**Session 17**  
**The Elderly House**  
**Before the trip**  
**Session A**

**Overview:**

- Talk about the relationship between grandchildren and grandparents through discussions, questions and role play.
- Ask where old people can live if they don't stay with their families.

**Objectives:**

At the end of this session, the learners will be able to:

- Talk about the personal experiences of the learners concerning their grandparents.
- Discuss what old people need in that age physically and psychologically.
- Know how to help their grandparents.
- Make a role-play of a child and a grandmother or grandfather then switch the rules.

**Procedures:**

- Talking about the learner's grandparents, prompting them to answer in discussion the following questions:
  - Do grandparents live with you in the same place or live alone?
  - What did they work before retirement?
  - Do you listen to their advices and experiences?
  - How do you treat them?
  - What do they need to be happy?
  - How can you benefit from their substantive experiences?
- Role-playing, a child and his or her grandparents, how do they behave with each other, switch the roles; the grandparent will be the child and the child will be the grandparent, one is listening attentively while the other one is speaking then vice versa. Let them have fun.
- Moving to the second part of the session; if seniors don't live in the same house with their son or daughter, or live alone, what is the **alternative place** they can go to?  
 Introduce to them the idea of a special house for old people which is called an elderly house.

**Post activity:**

- Let them browsing to get more information about elderly houses, to be prepared for the next session.

**Session 18**  
**The elderly house**  
**Before the trip**  
**Session (B)**

**Overview:**

- Display the previous knowledge about elderly houses and what do they want to learn more.
- Definition of an old house.

**Objectives:**

At the end of this session, the students will be able to:

- Display their previous knowledge about elderly houses.
- Have an idea about the place they are going to through the pictures of the place.
- Discuss the best way of treating them •Discuss what they want to learn about this place.
- Write their questions concerning what do they want to learn more in their notes.

**Procedures:**

- Activity for 10 minutes.
- Writing down what do they know about an elderly house.
- Writing down what do they want to know about this place.
- Making an open discussion about what do they write in their notebook.
- Adding more information about the place explain what is it. Summing up that it is a place for old people to live instead of their own houses for different reasons after paying certain amount of money each month to the place for the service. There are other places free of charges for people who are not able to pay and depend on charity or donation.
- According to the Wikipedia”: A retirement home or an old people's home is a multi-residence housing facility intended for the elderly, each person or couple in the home has an apartment style room or suit of rooms."
- At the end of the session, revise empathic rules in treating others, then let them read some of the information they gathered through browsing.

**Session 19**  
**During the trip "9:1 am"**  
**The Elderly House**

***Overview:***

- Positive relationship between students - students and students - teachers.
- Meeting real people in Society.

***Objectives:***

- How to talk friendly in the bus with each other and with their staff.
- Have the sense that they are out of school walls, to meet real people from the society who are strangers for them.
- Let them remember our rules in behaving in an empathic way with senior people.
- Show empathy by words and action, talk nicely with a smile, listen to them attentively, and give them some flowers.

***Procedures:***

- Going to the residence of senior people.
- They will gather in a big hall.
- Students will give them the flowers and introduce themselves to them.
- The conversation will start. The students will ask them about their names, last jobs before retirements.
- Their experience during their lives and how they can benefit from them.
- The students will listen carefully to their advices and stories.
- Have some pictures with them.
- Write in their journals the important points of that meeting, their feelings, and reflections spontaneously to get benefit of them after coming back to school.

**Session 20**  
**The Elderly House**  
**After the trip**  
**Session A**

**Overview:**

- Talk about their meeting with the senior people.
- The learner's suggestions to improve the place.

**Objectives:**

- Have a discussion about the students' experience of visiting the elderly house.
- Asked the students to tell some of the old people' stories and their reactions.
- Express their feelings towards the old people.
- Give the students the freedom to express their ideas spontaneously and without too much interference.
- Elicit the ideas of how to develop the place.
- Give solutions to some problems they notice through their observation.
- Reflect the responses in their journal.

**Procedures:**

- Asking the students if they find the responses of the questions of what they want to learn.
- Talking spontaneously about the experience of meeting old people and express their feelings towards them.
- Prompting them to answer if they have a chance to visit such a place once again would they like to go there again, and why? Listening to their suggestions for improving the place, displaying some problems and the best solutions to them.

**Session 21****The Elderly House****After the trip****Session B****Overview:**

- Debate about seniors' residence.

**Objectives:**

At the end of the session the learners will be able to:

- Work together collaboratively.
- Feel free talking with their class mates smoothly and without hesitance.
- Know how to present their ideas and defend with logical reasons.
- Show their preferences.
- Understand that each issue has its advocates like real life situations.
- Accept the idea that each learner or group can have his or her own viewpoints.
- Respect others choices.

**Procedures:**

- Let the learners work in groups, each group work collaboratively with his classmates.
- Discuss with them; which is better for seniors "old people": Stay at home alone, stay with their family, or stay in a residential house "elderly house".
- Let them discuss this issue with each other as a group and write their notes .Guide them to use the expression of:
  - We prefer the idea of.....
  - We do not prefer the idea of.....
- Ask each group to choose their presenter to illustrate the group`s idea. Encourage them to use the word “we” instead of “I” and mention their reasons for this choice.
- Divide the board into three parts for the three ideas, ask a volunteer to write each group`s opinion. Let the whole class to look at the board for a while to reflect, then ask them to read loudly with you.

**Stay at home alone**

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**live with the family**

-----  
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**live in an elderly house**

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**Assessment:** written homework

Some elderly people prefer to stay at home alone, some prefer to live with their family, while others like going to an elderly house. If you are an old man or a women which do you prefer, support your response with reasons and examples,

## Sessions 22

### Final session

#### (Part 1)

#### *Overview:*

- some important points to tackle:
  - The importance of leadership.
  - Some ideas like circles of concern.

#### *Objectives:*

By the end of this session the learners will be able to:

- Talk about the difference between a leader and an empathic leader.
- Mention the characteristics of an empathic leader.
- Know the reasons why we need empathic leaders in every field in our society.
- Emphasize the concept of care and empathy, as well as how they can be taught and developed.
- How do learners empower themselves to be ambassadors for good deeds?
- Learn how to expand the circles of students' concern. (Home-Community-Global World)
- Use the grammar implicitly and use the four abilities integrally to improve fluency and accuracy.

#### *Procedures:*

- Have an open discussion about the concept of leadership.
- Explain that one day the learners will be responsible in any field of life, so how to be empathic leaders, responsible and caring persons, knowing how to put themselves in others' places before taking decisions.
- Explain that human beings are very excited about being more spiritual in nature and connecting to others. Moreover, we have entered an era where survival of the nicest" will be the rule. Leaders must understand the needs of the people who work with them. They must learn how to listen more than talk, understand others' difficulties, and give them the feeling of being heard.
- Highlight the concept of modern leaders in the 21st century must shape their values, not only respond to them.
- Discuss with the students the effect of field trips on changing their ideas about the community outside and that they are one of the best ways of dealing with others.

Show that meeting people face-to-face has a great impact on their thoughts. Put into consideration the golden rule "Do to others what you want them to do to you."

**While some students are good leaders by nature, others need to be encouraged to develop leadership skills. These activities will help them:**

#### **Activity (1)**

Lead the blindfolded.

##### ***Objective:***

Reveal the importance of communication skills.

##### ***Procedures:***

- Choose a large area for this activity.
- Divide the students into two groups.
- Provide them with blindfolds.
- Let them stand at the opposite ends of the space.
- Ask them to put on the blindfold except for the one who is going to lead them.
- Make sure that each member will get a chance to lead the team.
- The winning team is the one that leads its members across the finish line.

#### **Activity (2)**

Same or different.

##### ***Objectives:***

Everyone has differences, and everyone also has things that are the same.

##### ***Procedures:***

- Ask the children to sit in a circle.
- Choose one of them to go first.
- Let him point at someone in the circle who looks similar to him.
- Ask him to point out what differences and similarities they have with one another.

#### **Activity (3)**

Just listen.

##### ***Objective:***

This activity gives a chance for students to focus on others instead of themselves, which is the foundation of rational leadership.

***Procedures:***

- Make an agreement that the students will not talk about themselves for the whole day.
- Ask them to listen to each other.
- If they talk, their talk will be about the other person.
- This game will force them to become completely other-minded.

## Sessions 22

### Final session

#### (Part 2)

#### Circles of Concerns

- Ask the students:
  - Who are in your circle of concern?
  - How can we expand these circles?
  - How can empathy make a difference in these circles?
  - How can we have empathy in our small and big circles?

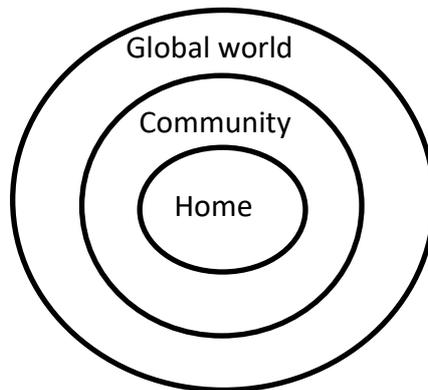
#### *Procedures:*

- Explain to the learners the saying of Sonja Lyubomirsky a professor at the University of California "people who engage in kind tasks become happier over time".
- Explain to the learners how to **make a difference at home:**
  - You must help with small tasks around the house, emphasize using social words like, please, and thank you. Becky Bailey recommends having a "we care center" in the home. This box will be filled with items and stuff that help children use to symbolically offer empathy to others like stuffed animals and tissues.
- Discuss with the students some ideas that deserve spreading in their circles of concern that **help to make a difference in their community and in the global world.**
- **Elicit** the students to mention some ideas like:
  - Spend some time with an elderly neighbor to help him.
  - Give school supplies for local Children in need, you can also keep in touch with local school and ask about donating the supplies directly.
  - Donate clothing, toys or food.
  - Welcome new neighbors with cookies and other small gifts.

Make treats and deliver them to your local police or fire stations if they are around.
- Help a sick or elderly neighbor with tasks like grocery shopping, watering plants, or cooking meals.

- Save spare change throughout the year, then donate it to a local charity.
- Research charitable organizations that your family can support.
- Donate necessary items to places affected by natural disaster.

Everyone can make a difference with a dream and grit.



**Circles of concern**

**Assessment:**

Ask the students to write about one of these ideas that s/he want to do with the help of his/her friends or siblings. Try to fulfill this idea and write about his impressions and feelings towards it.

\*\*\*\*\*

## **Sessions 23 till 27**

- The last week of the school year:

This week will be rehearsals for the final party, in which we will learn how to make an impressive presentation through eye contact, body language, and expressive tones.

During these rehearsals, they will express their ideas and feelings. They will mention how field trips have an impact on developing their empathy, deepening their ideas, making them more confident, and giving them a real chance to be face-to-face with other people in society.

**Appendix (I)**  
**Photos of the Participants**  
**on The Program's Activities and Field Trips**

**Appendix (I)**  
**Photos of the Participants on the Program Activities**

**Group (A) : Classroom activities**



**Group (B): Abo El Reesh Hospital**



**Interview with the doctor**



**Group (C): The Orphanage**





**Group (D): Elderly house**

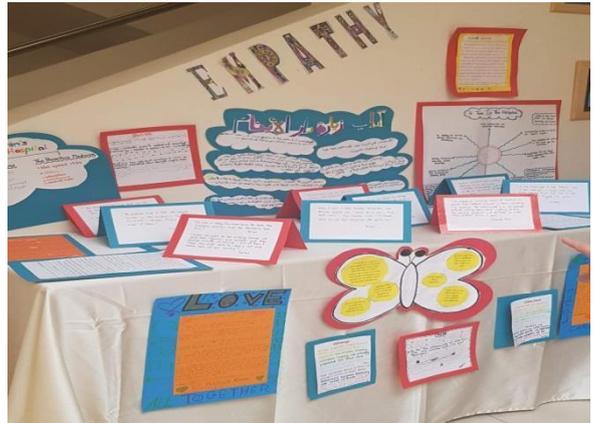




**Group (E): Party**

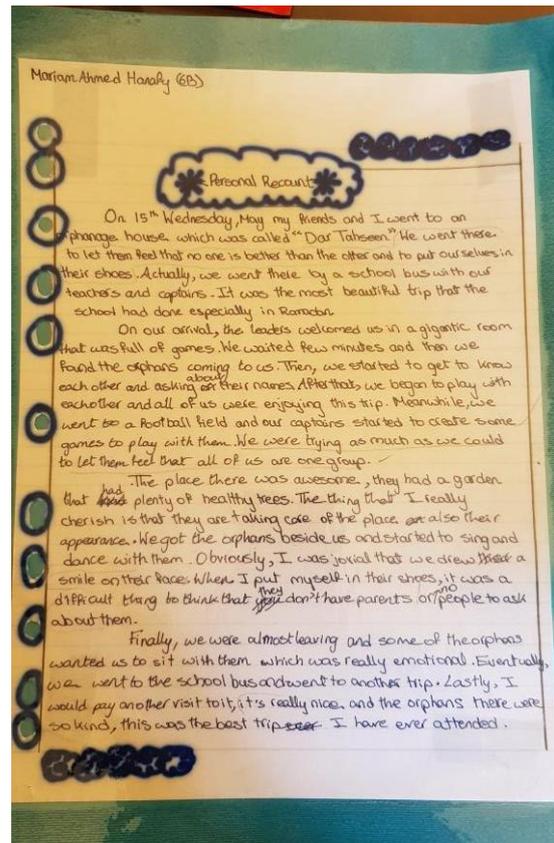
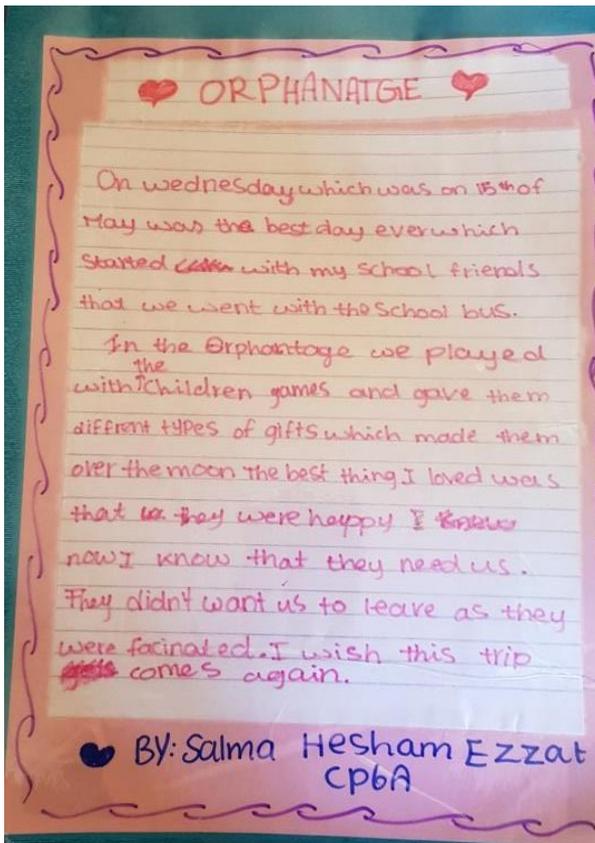
Revolving around community service,  
the project deeply embedded much  
needed virtues and values.













كلية التربية  
قسم المناهج وطرق التدريس  
اللغة الإنجليزية

## فاعلية استخدام الرحلات الميدانية لتلاميذ المرحلة الابتدائية

### لتنمية التعاطف والطلاقة اللغوية

رسالة مقدمة للحصول على درجة الماجستير في التربية  
قسم المناهج وطرق تدريس اللغة الإنجليزية

إعداد

تماضر عبد الرشيد عفيفي

إشراف

د/ بدر عبد الفتاح عبد الكافي

أ.د/ أسماء غانم غيث

مدرس المناهج وطرق التدريس

أستاذ المناهج وطرق تدريس اللغة الإنجليزية

كلية التربية - جامعة عين شمس

كلية التربية - جامعة عين شمس

٢٠٢٢م



كلية التربية  
قسم المناهج وطرق  
التدريس  
اللغة الإنجليزية

عنوان الرسالة: فاعلية استخدام الرحلات الميدانية لتلاميذ المرحلة الابتدائية لتنمية التعاطف والطلاقة اللغوية.

## The Effect of Using Field Trips for EFL Primary Stage Students on Developing Empathy and English Fluency

اسم الباحثة: تماضر عبد الرشيد عفيفي.

لجنة الإشراف

- أ.د/ أسماء غانم غيث/ أستاذ المناهج وطرق تدريس اللغة الإنجليزية جامعة عين شمس.
- د. بدر عبد الفتاح عبد الكافي / مدرس المناهج وطرق تدريس اللغة الإنجليزية كلية التربية - جامعة عين شمس.

### لجنة المناقشة والحكم

- ١- أ.د أسماء غانم غيث أستاذ المناهج وطرق التدريس اللغة الإنجليزية -كلية التربية -  
جامعة عين شمس  
(رئيساً و مشرفاً)
  - ٢ - أ.د / مجدي مهدي علي :استاذ المناهج وطرق التدريس اللغة الإنجليزية - كلية التربية -  
جامعة عين شمس مناقشاً
  - ٣ - أ.د / أحمد حسن سيف الدين :أستاذ مناهج وطرق تدريس اللغة الانجليزية كلية التربية  
- جامعة عين المنوفية مناقشاً
- تقييم اللجنة  
الدراسات العليا  
ختم الإجازة  
أجيزت الرسالة بتاريخ / / م.  
موافقة مجلس الكلية / / م. موافقة مجلس الجامعة / / م.



كلية التربية

قسم المناهج وطرق التدريس

اللغة الإنجليزية

## رسالة ماجستير

عنوان الرسالة: فاعلية استخدام الرحلات الميدانية لتلاميذ المرحلة الابتدائية لتنمية التعاطف والطلاقة اللغوية.

### **The Effect of Using Field Trips for EFL Primary Stage Students on Developing Empathy and English Fluency**

اسم الباحثة: تماضر عبد الرشيد عفيفي.

الدرجة العلمية: ماجستير في التربية.

القسم التابع له: قسم مناهج وطرق وتدريس اللغة الإنجليزية.

الكلية: كلية التربية.

سنة التخرج:

سنة المنح: ٢٠٢٢

## مستخلص الدراسة باللغة العربية

## مستخلص البحث

هدفت هذه الدراسة إلى قياس فاعلية الرحلات الميدانية على نمو التعاطف والطلاقة اللغوية وقد بدأت الباحثة بمراجعة الأدبيات والدراسات السابقة الخاصة بالمتغيرات الثلاثة وقامت بتصميم برنامج قائم على الرحلات الميدانية وعمل قائمة بمكونات الطلاقة اللغوية واختبار قبلي وبعدي لقياس طلاقة اللغة ومقياس للتعاطف يتكون من عشرين موقفاً لقياس التعاطف لدى التلاميذ. وكان المشاركون ثلاثون تلميذاً هم عينة البحث في الصف السادس الابتدائي تتراوح أعمارهم من 11 : 12 سنة في إحدى مدارس اللغات الخاصة وقد اتبعت الباحثة التصميم شبه الجريبي في دراستها. وقد جمعت المعلومات وتم تحليلها كمياً وكيفياً. لتشير النتائج الأخيرة على تقدم كبير في كل من التعاطف وطلاقة اللغة لدى تلاميذ عينة البحث.

هذه الدراسة تشير إلى أن الخروج من جدران الفصول إلى رحاب العالم الخارجي لها تأثير فعّال على كل من التعاطف وطلاقة اللغة. فالتناغم بين المتغيرات الثلاث يفيد المتعلمين في النهاية ويوسع مداركهم ويزيد من قدراتهم النقدية والتحليلية واللغوية والقدرة على حل المشكلات ووضع حلول منطقية لها وتعزز إلى حد كبير الجانب التعاوني الإيجابي بين التلاميذ مع خلق علاقة قوية بينهم وبين أصدقائهم ومعلميهم وبينهم وبين أفراد المجتمع المختلفة. وهذا كله يصب في تطوير الوعي الذاتي والوعي بالآخرين والاحساس بهم والاستماع إليهم .. فكلما زاد استماعنا للآخرين كلما كنا أكثر إنسانية.

**الكلمات المفتاحية:** الرحلات الميدانية ، التعاطف ، الطلاقة اللغوية.

## ملخص الدراسة باللغة العربية

## ملخص الدراسة باللغة العربية

عنوان الرسالة: فاعلية استخدام الرحلات الميدانية لتلاميذ المرحلة الابتدائية لتنمية التعاطف والطلاقة اللغوية.

اسم الباحثة: تماضر عبد الرشيد عفيفي.

### المقدمة:

إن التعلم من أجل الحياة أصبح مطلوباً في هذا العصر الذي يفتح فيه العالم بعضه على بعض، ولتصبح ضرورة ملحة تجهيز أبنائنا بالمهارات المختلفة التي تساعدهم على الاندماج في المجتمع والعمل على تحسينه وتطويره. وأيضاً أصبح أداة هامة للتعامل مع الآخرين في البلدان المختلفة وقد تحدثت (2018) koufmann في كتابه الدليل الشخصي لتعلم اللغة عن أهمية اللغات بصفة خاصة. وقد أكد أن اللغة الإنجليزية لها مكانة مميزة في التواصل العالمي ولا يمكن إنكار أهميتها لأنها اللغة التي لا تقارن بأي لغة أخرى في العالم، وهي تستخدم كلغة عالمية بين المتحدثين بألاف اللغات وذلك لأنها متواجدة في كل مجالات الحياة .. في العمل الأكاديمي، في اختبارات القبول، في استخدام الانترنت، في كل الصناعات والشئون الداخلية والمراسلات وأيضاً في السياسة.

والتعاطف على الصعيد الآخر هام جداً ومطلوب لأنه يساعد الناس على فهم شعور الآخرين حتى يتم التفاعل بن الناس بصورة ايجابية وصحيحة، والتعاطف أيضاً مرتبط بالسلوك الاجتماعي الذي يسمح للناس بالانخراط في ارتباطات اجتماعية عن طريق فهم طريقة تفكير الآخرين ومشاعرهم والتعرف على الأشياء من خلال وجهة نظرهم.

وفقاً لمهارات القرن الواحد والعشرين فإن (2015) Blomeke et al. أشار إلى أن التعلم هو المرحلة التي يمكن أن تنمى فيه هذه المهارات.

ويوضح (2016) Care lue أن هذه المهارات قد انتشرت بسرعة كبيرة في التعليم ويرجع السبب في التركيز عليها، لأنه من الممكن تنمية قدرات التلاميذ على تطبيقها في المواقف الحياتية الحقيقية. ووفقاً للتغيرات الهائلة في هذا القرن فإن التلاميذ لابد من إمدادهم ببعض المهارات لتتيح لهم الفرصة في

الانخراط في المجتمع وتحسينه. من أمثلة هذه المهارات كما ذكرها (2017) Stentoft مهارات التواصل والتعاون، التفكير النقدي، والقدرة على التحليل، والاندماج بين النظرية والتطبيق. وقد أوضح (2017) Stentoft ان زيادة التعقيدات في المجتمع وفي الحياة بشكل عام في القرن الواحد والعشرين خلقت تحديات جديدة في النهج التربوي. ولهذا السبب تصبح الحاجة ملحة في استخدام التعليم متعدد التخصصات interdisciplinary learning لتطوير وتجديد المجتمع والتي تؤثر بدورها على الأهداف التعليمية، ولهذا فإن الباحثة استخدمت المنهج الأخير؛ لتحقيق الاندماج بين مهارات اللغة الإنجليزية الأربعة وتنمية التعاطف بين التلاميذ أثناء تدريسهم من خلال الرحلات الميدانية.

وتشير الدراسات الحديثة أن تعلم لغة أخرى غير اللغة الأم تجعل الأشخاص أكثر ذكاءً من الناحية النفسية والاجتماعية عنها من الناحية الأكاديمية فقط. فتعلم اللغات ينمي القدرة على التعاطف والتواصل الاجتماعي مع مختلف أنواع الشعوب، وبعد أن أصبحنا جميعاً نعيش في قرية واحدة بعد الثورة الكبيرة في عالم التكنولوجيا والتواصل الاجتماعي.

فما لا شك فيه أن التحدث مع أناس آخرين بلغتهم الأصلية سوف تساعد في فهم من هم وستتعلم كيف تضع نفسك مكان الآخرين عن طريق اختراق العالم من خلال عدسات لغتهم، وفي دراسة سيكولوجية حديثة تظهر أن الأطفال متعددي اللغات أفضل كثيراً في فهم الآخرين من الأطفال الذين لا يعرفون إلا اللغة الأم فقط.

ولما كانت الطلاقة اللغوية هي المدخل لإتقان أي لغة، ولما كانت اللغة الإنجليزية هي محور الدراسة الحالية، لذا حرصت الباحثة على تطوير هذه الطلاقة من خلال مكوناتها الأربعة: الاستماع، التحدث، القراءة والكتابة، عن طريق القيام بمجموعة من الرحلات الميدانية لأماكن معينة مثل دار الأيتام ودار المسنين ومستشفى الأطفال.

وإيماناً من الباحثة بأن دراسة اللغة بطريقة غير تقليدية بين جدران الفصول والخروج عن هذه النمطية في رحلات يتم الإعداد لها مسبقاً، مع طرح العديد من الأسئلة لمعرفة معلوماتهم السابقة عن هذه

الأماكن، والخروج بعد ذلك لزيارتها وتدوين ملاحظاتهم عنها ثم العودة للحديث عنها في استفاضة في مناقشات ومجادلات تثرى تفكيرهم وتعلمهم كيفية التفكير النقدي، ووضع حلول لما صادفهم في رحلتهم من مشاكل. وليستطيع التلاميذ في النهاية إنتاج أكبر قدر ممكن من الكلمات أو الجمل والعبارات وتنظيم أفكارهم وترتيبها بصورة منطقية يعبرون فيها عن أنفسهم ومشاعرهم بصورة تلقائية. وفي النهاية يتحقق لهم القدرة على فعل أي شيء بسهولة سواء في اللغة أو المواقف الحياتية. كما هو معروف عن مستوى الطلاقة في قاموس ويبستر، وتشير الباحثة إلى أن الرحلات الميدانية تثير حماس ودافعية التلاميذ للتعلم والتحدث والكتابة باللغة عن هذه الزيارات وتقضي أيضاً على إحساسهم بالخجل من التعبير بهذه اللغة أمام زملائهم.

وإذا كان تعلم اللغة الإنجليزية هو هدف من أهداف الرحلات الميدانية، فإن تعلم التعاطف والإحساس بالآخرين يقف على نفس القدر من الأهمية، حيث يرى الباحثون أن التكيف والمهارات الاجتماعية هي عوامل هامة لتنمية الطفل وفي التكيف الاجتماعي لديه.

وأصبح من الضروري أن يلتزم القائمين على العملية التعليمية بإدراج المهارات الاجتماعية في المناهج الدراسية. وكان المفهوم السائد للسعادة لدى علماء النفس ينطبق على الأشخاص الذين لا يعانون من الآلام والمعاناة فقط، إلا أن (Seligman, 2002) - في العقود الأخيرة- أوضح أن الأطفال والبالغين السعداء هم الذين يظهرون مزيداً من التعاطف مع الآخرين وإبداء الرغبة في مساعدتهم.

ولذا ترى الباحثة أيضاً أن الخروج في رحلات ميدانية من شأنه أن يعزز الجانب النفسي والاجتماعي للتلاميذ من خلال تنمية قدراتهم على وضع أنفسهم مكان الآخرين، وتفهم مشاعرهم ومحاولة حل مشاكلهم هذا المنحى الذي لا بد أن يكون له اعتباره إبقاء تدريس وتعلم اللغة حيث أن الرحلات الميدانية تؤهل للجوانب والمهارات الاجتماعية الموجهة في تعلم اللغة وترقى بمستوى الطلاب إلى العالمية.

وهنا تظهر أهمية الرحلات الميدانية كاستراتيجية هامة تتبع من طريقة التعلم عن طريق المشروعات في إكساب التلاميذ العديد من الخبرات اللازمة لهم في الحياة مثل التعاون والتعاطف مع الآخرين

واكتساب مهارات اللغة، علاوة على تأهيل التلاميذ للتعامل مع أناس حقيقيين داخل المجتمع وليقتصر دور المعلم على التوجيه والإرشاد وإعطائهم الفرصة لاكتشاف المهارات المختلفة واكتساب المعرفة واكتشاف الحقيقة بأنفسهم وأيضاً التعرف على مشاكل العالم الحقيقية وتحدياته وهذا من شأنه جعل المدرسة أقرب إلى الحياة كي نعيشها وليكون التعلم في النهاية أكثر فاعلية ومتعة من مجرد التعلم في قاعة الدراسة.

### **مشكلة الدراسة:**

وجدت الباحثة بعد ملاحظة التلاميذ في الفصول وعمل مقابلات مع بعض المدرسين في مدارس مختلفة ان استخدام النهج المنفصل Segregted approach وهو المنهج الذي يقتصر في التدريس على مهارة واحدة في اللغة مثل الكتابة والقواعد النحوية دون الالتفات إلى المهارات الأخرى معللين السبب في ذلك إلى ضيق الوقت للاهتمام بالطلاقة اللغوية على العموم وأيضاً بسبب ان طريقة التقييم المتبعة تهتم فقط بالتقييم التحريري للغة، ولا تهتم بالتقييم الشفهي لها وهذا من شأنه أن يعوق نمو اللغة ككل.

علاوة على ذلك فإن صبحي وآخرون (2018)، أضاف عقبات أخرى مثل: نقص الدافعية والثقة بالنفس، وكذلك قلة المفردات اللغوية في اللغة الإنجليزية، وقد اكدوا على أن الدافعية تلعب دوراً هاماً في تعلم لغة جديدة. وفي الوقت ذاته فإن القلق من شأنه ان يؤثر على الطلاقة اللغوية. وأشار هارمر (2018) ان تردد التلاميذ في التحدث باللغة الإنجليزية راجع إلى خوفهم من التعبير عن أنفسهم أمام الآخرين.

وقد أوضح ( Rao, as cited in Ali, 2019 ) أن المتعلمين يجدون صعوبة في الكتاب باللغة الإنجليزية لأن الكتابة بها تتطلب العديد من الاستراتيجيات المعرفية واللغوية، وهي ذات المشكلة التي يعاني منها التلاميذ في مصر ، والمتمثلة في عدم القدرة على الكتابة بطريقة سليمة وعميقة.

وترى الباحثة أن تعرض التلاميذ للرحلات الميدانية المختلفة من شأنه أن يعرضهم لأفكار جديدة نابعة من رصد الواقع ومختلفة عن التي يأخذونها في المنهج مما يثير حماسهم وتشوقهم لوضع حلول لهذا الأفكار في مناقشاتهم وكتاباتهم.

أما بالنسبة إلى الجانب الآخر من المشكلة وهو نقص التعاطف لدى التلاميذ وزيادة التمر بينهم وعدم إحساسهم الآخرين في المجتمع والتفوق داخل الذات مع ملاحظة أنه في الأونة الأخيرة في مجتمعنا أن هناك تباعداً كبيراً بين طبقات المجتمع المختلفة فإن الطبقة الغنية تعيش في بوتقة بعيدة كل البعد عن الطبقات الفقيرة التي لم تعد تحس بها بالدرجة الكافية.

هذا على المستوى المجتمعي أما على مستوى الأفراد أو التلاميذ في المدارس فتقول Sarah Konrath في دراسة حديثة لها في جامعة ميتشغان أن تلاميذ المدارس الآن أصبحوا أقل تعاطفاً من أقرانهم في 1980-1990 وأنهم يعززون ذلك إلى وسائل التواصل الاجتماعي والألعاب الإلكترونية التي انتشرت على نطاق واسع بينهم والتي قللت من التعامل على المستوى الشخصي مع الآخرين.

هذه المشكلة التي بدأت بوادها في الانتشار في المجتمع المصري مع انتشار وسائل التكنولوجيا الحديثة وما تبعها من انتشار وسائل التواصل الاجتماعي مثل الفيس بوك والانستجرام والتيك توك وغيرهم إلى ضرورة التركيز على الاهتمام بتنمية المهارات الاجتماعية في مدارسنا وتسلط الضوء على التعاطف بين الأفراد وغيرهم من طبقات المجتمع الأخرى.

ولما كانت الزيارات الميدانية من أنسب الأطر لتعلم التعاطف مع الآخرين بعد تناول هذا المفهوم بقوة في المدارس حيث أنهم يلمسون هذه الحقيقة على أرض الواقع ويمكن تعميق هذه الفكرة من خلال الأنشطة اللغوية التي تمارس في إطار تعلم اللغة الإنجليزية مثل العمل الجماعي (group work) ويهدف ذلك إلى تغيير التفكير والسلوك والممارسات الاجتماعية.

وقد أدركت الباحثة وجود سلوكيات مختلفة بين الطلاب، من خلال ملاحظة مجموعات مختلفة في المستويات الاجتماعية والاقتصادية منهم. على سبيل المثال، انتقاد الآخرين بصورة مبالغ فيها، عدم القدرة على التحكم في أحاسيسهم، عدم الوعي بمشاعر الآخرين، التصرف بحساسية مفرطة، المعاناة

من المشاكل في الحفاظ على العلاقات بينهم وبين الآخرين، واتهام الآخرين بالحساسية الزائدة والمغالاة في التعامل مع الأشياء الصغيرة، وعدم القدرة على معالجة المواقف غير المريحة، وهو ما ينعكس سلباً على أفكار التلاميذ المتبادلة، وعلى العبارات اللغوية المتبادلة بينهم.

بالإضافة إلى كل ذلك فإن تعلم اللغة الإنجليزية وإتقانها والتي تعتمد على العمل الجماعي ( group work)، لا يتم بصورة فعالة، ومن ثم فإن الأهداف المرجوة من إتقان اللغة لا تتحقق هي الأخرى. وهذا التصور هو ما تتفق معه تماماً الباحثة والذي من أجله كان تعلم التعاطف بجانب الطلاقة اللغوية أمر هام لتحقيق الأهداف المطلوبة.

وبناء على ذلك فإن استخدام اللغة الإنجليزية من خلال إطار أو استراتيجية تقوم على العمل الجماعي والتعاوني لا تنجح في تحقيق الأهداف المطلوبة، وبالتالي ينعكس ذلك بدوره على سلوك الطلاب وأفكارهم داخل وخارج المدرسة، مما يحتم على الموجهين والمدرسين تعزيز الجانب النفسي والاجتماعي لدى الطلاب.

### • الدراسة الاستطلاعية:

#### أ- دراسة استطلاعية لقياس الطلاقة اللغوية

أجرت الباحثة دراسة استطلاعية من خلال وضع اختبار شفوي وتحريري لمجموعة من الطلاب (25 طالباً) في الصف السادس الابتدائي، تتراوح أعمارهم من 11 : 12 سنة. (وهم من غير المشتركين في التجربة الفعلية). وتستطلع هذه الدراسة المكونات الخمسة للطلاقة اللغوية التي تجري عليها التجربة وهم: تكوين الجملة، التنظيم، الدقة اللغوية، إيجاد الحلول والتأمل. وقد أوضحت الدراسة الاستطلاعية افتقاد المجموعة إلى الطلاقة اللغوية.

#### ب- دراسة استطلاعية لقياس التعاطف:

أجرت الباحثة مقياس للتعاطف على نفس التلاميذ السابقين، وأسفرت نتيجة الدراسة على نقص في التعاطف أيضاً. وكان مفهوم وضع أنفسهم مكان الآخرين، والتفكير من منظورهم مفهومًا صعباً عليهم.

## تحديد المشكلة:

يعاني بعض التلاميذ من صعوبات في استخدام اللغة الإنجليزية بطلاقة، بسبب عدم استخدام اللغة كوحدة متكاملة من خلال استخدام النهج التكاملية the integrative approach في التعلم داخل الفصول. بالإضافة إلى أن التلاميذ ليس لديهم أية اتجاهات عاطفية تجاه بعضهم البعض، أو تجاه الآخرين داخل المجتمع. ويرجع السبب في ذلك إلى تركيز المدرسين على الجانب الكتابي والقواعد النحوية دون توجيه الاهتمام بتنمية قدرة التلاميذ على استخدام اللغة أو تنمية التعاطف بين بعضهم البعض. ولهذا اقترحت الباحثة برنامجاً قائماً على استخدام الرحلات الميدانية كإطار اجتماعي يمكن من خلاله تنمية كل من التعاطف والطلاقة اللغوية.

## أسئلة الدراسة:

من أجل معالجة هذه المشكلة، حاولت الدراسة الحالية الإجابة على السؤال الرئيس الآتي:

"ما هو تأثير استخدام الرحلات الميدانية في تنمية التعاطف والطلاقة اللغوية في اللغة الإنجليزية.

لتلاميذ الصف السادس الابتدائي ؟ "

ويتفرع عن هذا التساؤل الرئيس الأسئلة الفرعية التالية :-

- 1- ما المستوى الحالي لقدرات الطلاقة والتعاطف لدى تلاميذ الصف السادس الابتدائي ؟
- 2- ما هي أنشطة البرنامج المقترح والقائم على الرحلات الميدانية لتنمية التعاطف لدى التلاميذ ؟
- 3- ما هي أنشطة البرنامج المقترح والقائم على الرحلات الميدانية لتحقيق الطلاقة اللغوية للتلاميذ؟
- 4- ما تأثير استخدام الرحلات الميدانية لتنمية التعاطف؟
- 5- ما تأثير استخدام الرحلات الميدانية لتنمية الطلاقة اللغوية للغة الإنجليزية؟

## فروض البحث:

- 1- توجد فروق ذات دلالة إحصائية بين متوسطات درجات عينة الدراسة في الاختبار القبلي والبعدي لصالح الاختبار البعدي لتنمية الطلاقة في اللغة الإنجليزية كدرجة كلية ودرجات فرعية لمكونات الطلاقة اللغوية .
- 2- توجد فروق ذات دلالة إحصائية بين نتيجة مقياس التعاطف القبلي والبعدي لصالح نتيجة المقياس البعدي لتلاميذ عينة الدراسة .
- 3- يوجد شعور بالرضى لدى تلاميذ عينة الدراسة لصالح البرنامج المقترح .

## منهج الدراسة وعينة البحث:

تعتمد هذه الدراسة على المنهج شبه التجريبي - بالتطبيق على مجموعة بحثية واحدة، مكونة من ثلاثون طالبًا، تتراوح أعمارهم من 11 : 12 سنة في امتحان قبلي وبعدي لقياس الطلاقة اللغوية وأيضًا مقياس للتعاطف قبلي وبعدي لنفس المجموعة.

## أهمية الدراسة:

تكمن أهمية الدراسة في النقاط التالية:

- 1- تهتم هذه الدراسة بكشف أهمية الرحلات الميدانية في تعلم الطلاقة في اللغة الإنجليزية، ولذا فإن القائمين على العملية التعليمية يمكنهم استخدام هذه الاستراتيجيات في تنمية مهارات التفكير المتقدم مثل: التفكير النقدي والابداعي والتحليلي الذي ينعكس بدوره على الطلاقة اللغوية.
- 2- تساهم هذه الدراسة في تعميق فكرة التعاطف وتطويرها لدى تلاميذ المرحلة الابتدائية وهذا من شأنه أن يحسن العلاقات بين التلاميذ بعضهم البعض وأيضًا بينهم وبين مدرسيهم وبين أفراد المجتمع ككل، وهذا من شأنه ان يؤثر على أدائهم القائم على العمل في مجموعات أثناء دراسة اللغة الإنجليزية.

- 3- وضع البرنامج المقترح والقائم على الرحلات الميدانية نصب أعين القائمين والمعلمين؛ لمساعدة التلاميذ في تطوير استخدام اللغة والتواصل بينهم وتنمية التعاطف في نفس الوقت.
- 4- من الممكن أن يستخدم مطوري المناهج نتائج هذا البحث بعين الاعتبار عند تصميم أنشطة خارج نطاق الفصل والمدرسة للتلاميذ.

### هدف الدراسة:

- تهدف هذه الدراسة إلى تنمية التعاطف والطلاقة اللغوية في اللغة الإنجليزية لتلاميذ الصف السادس الابتدائي من خلال الرحلات الميدانية.
- تزويد التلاميذ بالكثير من المهارات المطلوبة مثل: القدرة على التفكير النقدي، وحل المشكلات، والتحليل والتفكير التأملي من خلال الرحلات الميدانية.

### نتائج الدراسة:

- فاعلية استخدام الرحلات الميدانية لتنمية التعاطف وطلاقة اللغة الإنجليزية.
- تعضد الرحلات الميدانية مهارات القرن الواحد والعشرين والتي تتمثل في صفات التفكير المتقدم بالإضافة إلى التعاطف.
- يمكن تدعيم الإجراءات التعليمية للمتعلمين من خلال استخدام أساليب تقنية ومذاهب مختلفة.
- يعد استخدام استراتيجيات مختلفة عند تدريس البرنامج أمراً مهماً في تمكين التلاميذ من إتقان اللغة، مثل: المناقشات، ولعب الأدوار "المحاكاة"، والمقابلات
- إن استخدام أسلوب حل المشكلات من شأنه تعزيز التفكير النقدي لدى التلاميذ وجعلهم أكثر طلاقة ومرونة.
- اتباع أسلوب التأمل هام جداً في ربط الأحداث القديمة التي يعرفها التلاميذ بالأحداث الجديدة وبناء أفكاراً أخرى مرتبطة بها.

- إن استخدام المنهج التكاملية integrative approach في تعلم اللغة الإنجليزية يساعد على تنمية الطلاقة اللغوية.

- تساعد الرحلات الميدانية على تنمية المشاعر والتعاطف لدى التلاميذ، وإتاحة الفرصة لهم لتفهم وجهة نظر الآخرين من خلال وضع أنفسهم مكانهم. وتساعد المتعلمين أيضاً في تبني هذه الطريقة في تعاملهم مع الآخرين لتكون بالنسبة لهم أسلوب حياة.

### توصيات الدراسة

1- ضرورة إدراج الكثير من الأنشطة التفاعلية بمنهج اللغة الإنجليزية لتنمية الطلاقة اللغوية والتعاطف لدى تلاميذ المرحلة الابتدائية.

2- ضرورة توافر الدعم الكافي للرحلات الميدانية والتي تخدم التعلم والطلاقة اللغوية.

3- توفير دورات تدريبية للمعلمين لاستخدام استراتيجيات غير تقليدية في التعلم مثل: التفاعل بين المدرسة والبيئة لتنمية كل من الطلاقة اللغوية والتعاطف.

4- الاهتمام بتعليم القواعد النحوية بطريقة ضمنية implicitly من خلال مناقشة الرحلات الميدانية قبل وبعد الرحلات .

5- تعليم اللغة الإنجليزية كلغة كلية تدمج فيها كل مكونات اللغة بحيث يتعرض التلاميذ لأكثر من مهارة في الحصة الواحدة باستخدام المنهج متعدد التخصصات interdisciplinary approach.

6- تشجيع التلاميذ على التعلم الذاتي self-learning، والبحث، وهو المنحنى الجديد في التعلم.

7- الاهتمام بتنمية التعاطف للتلاميذ بدءاً من السنوات الأولى لهم بطريقة تدريجية.

8- إلقاء الضوء على مفهوم الالتحام بالمجتمع، حيث يخلق لدى التلاميذ الإحساس بالمسئولية، والثقة بالنفس والقدرة على حل المشكلات والتعامل مع الآخرين.

9- جعل الرحلات الميدانية والبرنامج القائم عليها قدر الإمكان- جزءاً من منهج تدريس اللغة الإنجليزية.

10- الاهتمام بأن تكون الرحلات الميدانية والبرنامج القائم عليها – قدر الإمكان - جزءاً من تدريبات معلمي المستقبل في كليات التربية.

**اقتراحات من أجل أبحاث مستقبلية:**

1- إجراء دراسات مماثلة لتنمية الطلاقة اللغوية للغة الإنجليزية والتعاطف في المرحلة الإعدادية وأيضاً في المرحلة الثانوية.

2- إجراء دراسات أخرى لدراسة أثر التعلم عن طريق الرحلات الميدانية لتنمية مراتب التفكير العليا مثل التفكير النقدي والتأملي.

3- إجراء دراسات مماثلة لتنمية الطلاقة اللغوية والتعاطف لدى تلاميذ القدرات المختلفة.

4- تصميم برامج ودورات لتدريب المدرسين العاملين بهدف معرفة أهمية الرحلات الميدانية وجعلها جزءاً رئيساً من مناهجهم.

5- تصميم برامج للمدرسين العاملين للتعرف على التعاطف وإمكانية تدريسه للأطفال بدءاً من السنوات الأولى لهم.

6- إجراء دراسات مماثلة لأهمية إعداد التلاميذ حتى يصبحوا قادة في مجتمعاتهم.

7- إجراء دراسات مماثلة لتطبيق هذا البرنامج على اللغة الأم وهي اللغة العربية.