The Collaborative Strategic Reading Strategy

To Improve Students'
Reading Comprehension in Arabic

A Project Presented to the Faculty of
The Education Division

In Partial Fulfillment
Of the Requirements for the Degree of
Master of Arts in Education
Emphasis: Teaching of English to Students of Other Languages (TESOL)
And
Special Education

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January, 2008
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The Collaborative Strategic Reading Strategy to Improve Students’ Reading Comprehension in Arabic.

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A copy of the project is available for research purposes at the University Library

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To all Arabic teachers who want to make a difference in their methods and who would like to inspire their students.

To my family for their tireless support and devotion.

To my parents who were always there for me, pushing me to excel.
ACKNOWLEDGEMENT

I would like to present my gratitude to all those who believed in me and supported me with unlimited faith.

I would like to express my foremost gratitude to Dr. Rima Bahous who encouraged me and guided my success. She was the driving force who lit my path and encouraged me when I was overwhelmed. She was my blessed mentor and the best adviser one could have! I feel so lucky to have Dr. Bahous as my guardian angel because she was always positive about everything and the most resourceful person I ever met! I could never thank her enough because I knew all the time that she was there to provide me with every support she could give! She is the best professor ever!

I would like to present all my appreciation to Dr. Mona Nabhani who made me realize that any dream can come true with perseverance and hard work. She is the model I wish to emulate! She was and always will be my role model!

I will never forget my dearest brother Dr. Ahmad Oueini who was the driving force behind my success and my achievement. He wanted the best for me and encouraged me to surpass myself and move forward with my studies.

I am deeply grateful for every professor that taught me at the graduate level: Dr. Saroufim and Dr. Majdalani were great professors; they contributed in shaping my personal overall knowledge.

I wish to show my appreciation to every person in the library for their kindness and support. They were very professional in their work.
ABSTRACT

A great number of students find reading comprehension challenging and even frustrating in Arabic. By and large, Arabic teachers continue to use the traditional approach at the intermediate level that relies on direct instruction, without giving students the chance to think for themselves or develop metacognitive strategies for comprehension. Hence, students cannot find meaning to what they read without the immediate feedback of the Arabic teacher, and end up developing an aversion to reading grade-level Arabic books for leisure. The purpose of this study was to implement a group-based reading comprehension strategy, that help students become active and effective readers. When applied systematically and consistently, the new method yielded considerable improvement in reading comprehension scores in an experimental group of seventh graders compared to the control group. Recommendations included using this strategy at the intermediate level, even expanding its use to younger readers at the elementary level in an attempt to make them more effective readers.

Key words: reading comprehension, reading independently, cooperative learning and collaboration.
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CHAPTER ONE

Introduction

I came to the conclusion, as a grade seven teacher, that a great number of my students need extensive help in order to understand a literature text in Arabic. My seventh graders have developed poor reading comprehension skills throughout the previous years, which prevented them from reading independently. My concern is that they are inadequately prepared to move to a higher grade.

Therefore, I decided to offer them guided practice to make them comprehend how an effective reading strategy can improve their reading comprehension skills.

The Collaborative Strategic Reading (CSR) approach has been proven effective in changing students' attitude towards reading (See Vaughn, Klinger and Bryant, 2001).

A number of studies have confirmed that comprehension does not take place by coincidence, nor does it emerge briskly, it is rather a process that good readers follow in order to construct meaning from a text (Rasinsky & Padak, 2000).

On the other hand, I wanted my students to engage in cooperative learning activities in order to stress active participation and thus give each one of them a chance to collaborate and share his/her knowledge or know-how.

Purpose and Rationale

The purpose of the study is to assist students who have trouble in reading comprehension while teaching them a strategic method that should help them surmount this obstacle. The key questions that led to this study were the following:

1) Does teaching the CSR method increase seventh grade students' reading comprehension in Arabic while reading literature texts that are appropriate to their grade level?
2) Does teaching the CSR method increase students' motivation level in reading Arabic books at their own grade level?

The rationale behind this study was to improve educational practices regarding teaching reading comprehension in Arabic, increasing students' motivation in reading independently and increasing students' interests in reading Arabic books at their grade level.

The expected results and educational implications:

It is expected that seventh graders from an elitist French school in Beirut would benefit from this reading strategy. They will have an opportunity to develop reading comprehension skills and learn how to work collaboratively and effectively. The implementation of the CSR method should follow a rigorous structure that is consistent through time. The students have to be trained efficiently in order to master every step in the strategy: First, they need to develop some initial skills regarding group work participation, and then they need to be trained to become autonomous readers. Finally, the most important implication should stress the emphasis of developing strategic readers rather than mechanical applicants of a proposed methodology.

The operational definitions of variables:

The Collaborative Strategic Reading is an intensive classroom or group-based reading comprehension strategy designed to be used with expository or narrative texts (Mather & Jaffee, 2002). It is a strategy used to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement (Klingner & Vaughn, 1998). Increase is to maximize students' involvement, yield positive outcomes for average and high average achieving students, improve students' knowledge, and to understand what was read (Klingner & Vaughn, 1998). Reading comprehension is the ability to comprehend and understand what is read in an interactive process in which the readers make use of both "top-down" and "bottom-up" sources of information simultaneously. The readers use clues from the text and
their background knowledge to construct meaning. They are actively engaged in the reading process in a constructive way (Alfassi, 1998). **Motivation** can be defined when students stay focused, increase in self-confidence, feel secure while reading, and feel successful (Blachowicz & Ogle, 2001). **Reading independently** is when students engage in reading – practicing their skills, applying strategies, building background knowledge – while demonstrating a positive attitude towards reading. They become proficient readers, monitor their own improvement and challenge themselves (Robb, 1996). **Cooperative learning** is the instructional use of small groups so that students work together to maximize their own and each others’ learning (Alfassi, 1998). To **collaborate** involves knowing how to work with others and it is an essential part of cooperative learning. It involves learning skills such as: apologizing, offering suggestions, asking for help, checking that others understand, encouraging others to participate, praising others, providing examples, speaking quietly and so on (Janney & Snell, 2002).
CHAPTER TWO

Literature Review

Introduction:

The act of reading is a primordial requirement nowadays for performing every day duty efficiently; it is also a source of information, pleasure and amusement. Unfortunately, students perceive reading comprehension in Arabic as a complex task that requires a lot of effort. Those who do not see the purpose of learning how to read effectively are not motivated and do not devote much time and effort in reading. Once students perceive the value of reading independently, they will work harder compared to those who are not aware of the benefits of reading (Burns, Roe & Ross, 1996). The Collaborative Strategic Reading method is a promising strategy that seems to encourage students to interact harmoniously with the text and work in collaboration with each other while focusing on both the reading process and the reading product (Burns, Roe & Ross, 1996; Bremer, Vaughn, Clapper & Kim, 2002). Scott, Greenwood and Flanigan (2007) assured that teachers have the tendency to try many strategies in order to improve the students’ performances. In fact, trying new practices was to ensure that everyone had a chance to succeed.

Reading comprehension:

Reading comprehension depends on what the reader brings to the written material (Robb, 1996). It is a thinking process that requires an active interaction with the text (Rasinsky & Padak, 2000). Pressley (2006) reported that students need instructions in reading comprehension. He indicated that teachers should model some effective reading strategies at every grade level. Dymock (2007) argued that according to recent research, teaching comprehension strategies yielded considerable improvement in students’ understanding of text. Block and Pressley (2002) invited teachers to implement reading comprehension strategies in their classes, using many forms of reading passages, and
guiding their students through every step in the process. According to Blachowicz and Fisher (2006), the students should be sensitized to various types of reading texts that have different levels of explicitness in order to practice their reading comprehension skills. Grabe (2004) concluded that the students’ reading comprehension cannot be enhanced by simply making the students read more texts. It was shown that when students used one effective reading strategy, like summarizing the text, they showed a higher order of comprehension. If the students are provided with a multitude of strategies they can use according to their good judgment, they will definitely increase their reading comprehension skills (Blachowicz & Fisher, 2006).

Grabe (2004) argued that a passage comprehension necessitates the use of two independent skills: the first one is the language knowledge, and the second one is the identification of key elements in the text and their association between each other. Hadley (1993) supports the fact that in order to check the comprehension status of their students, teachers should guide them to relate to both the content of the passage and its organizational structure. In order to attain maximal levels of proficiency, the students should be actively geared towards the processes of language comprehension (Hadley, 1993). Therefore it is up to the teachers to guide their students into discovering both the verbal and the non-verbal information enclosed in a reading passage (Grabe, 2004).

According to Pressley (2006), students develop effective comprehension approach when they learn initially to trigger their prior knowledge, make questions and answer them, depict inferences, produce summaries and identify the writer’s purpose and the passage structure. According to Flowers (2007), efficient reading strategies are powerful elements in helping students manage their time successfully and in attaining higher-order skills in reading.
On the other hand, Bernhardt (2003) stressed that students, who lack reading comprehension skills in their mother tongue language, are more likely to transfer this weakness to the second language they learn. Therefore, if the students acquire effective strategies in reading Arabic texts, they might transmit this knowledge to the other two languages they are learning. Aebersold and Field (1998) stated that once proficient in one language, the students are more likely to transfer their expertise to another language, while they acquired the ability to question what they are reading, make predictions, and monitor their comprehension process. Consequently, the students will benefit from acquiring a new methodology while reading texts in their native language and from transferring this knowledge to other languages.

Temple, Ogle, Crawford, and Freppon (2005) came to the conclusion that once students learn to read and write in one language they can easily transfer this skill to any second language, since the skill of reading and writing is only learned once and then applied to other situations of language learning. More to say, they advocated that students who are exposed to more than one language at an early stage of learning, develop ‘a Metalinguistic advantage’ which means they are more aware of the morphology of each language.

My students are trilingual; they have been exposed since kindergarten to French and Arabic (Both classical and colloquial Arabic) and later introduced to English language in grade 3 and above. Therefore, any reading strategy they succeed to master can become handy while reading in another language.

Language-Comprehension Process:

The most decisive component of reading is comprehension. Therefore, the primary concern of teachers should be to assist students to become decisive “comprehenders” (Rasinsky & Padak, 2000). Teachers can promote comprehension through modeling the
process and fostering positive interaction with the text (Grabe, 2004). Rasinsky and Padak explicitly explained the course of action:

Comprehension is like model building. Readers construct text interpretation or their own model of the text by relying on many raw materials: the content and linguistic information provided by the author, their own knowledge and experiences, and their understanding of how written language work. All this happens in a social environmental and instructional context that is critical in determining both what and how students comprehend (p. 169).

More to say, it is important to involve students in real reading conditions where they can take risks, use higher order thinking abilities and share their knowledge with other mates (Rasinsky & Padak, 2000). Hadley (1993) shares the same perspective, citing that it is important to design significant interactive activities for students where they can contribute to meaningful experiences.

**Purpose for reading:**

According to Aebersold and Field (1998), it is primordial to set a purpose for students before reading a text. It will influence their reading process at all levels and will help them maintain their attention on task. The collaborative strategic reading method is designed in a way to establish a purpose for readers because it requires students to look for specific information in a text. The purpose of developing the collaborative strategic reading method was to assist students having trouble with reading comprehension (Bremer, Vaughn, Clapper & Kim, 1996, 1998).

Vaughn, Klinger and Bryant, (2001) concluded that seventh graders with meager reading skills accomplished considerable gain through the use of this collaborative strategic technique. Klinger and Vaughn (1996, 1998) originally developed this strategy by joining collaborative learning with reciprocal teaching. After a piloting period, the strategy was revised. It involves currently four different steps that are applied before, during and after reading, and requires students to work in small cooperative groups. The strategies to follow in
implementing this method are:” a) previewing *(before reading)*, b) finding the click and clunk *(during reading)*, c) getting the gist *(During reading)*, and wrapping up *(after reading)*” *(Bremer et al. 1998)*. Bremer, et al. *(1998)* stated that the CSR method can be put into action in two stages: training the students to deal with the different reading strategies and having the students work in cooperative learning groups *(Bremer et al., 1998)*. If we take each phase alone we realize that many studies brought substantive evidence to support the phases proposed in the CSR. Aebersold and Field *(1997)* argued that previewing a text before reading increases remarkably students’ motivation and guides them to make inferences and triggers their previous knowledge. It gives them a reason for reading and checking their predictions *(Burns, Roe & Ross, 1996)*. While reading, students supervise their comprehension regularly and take steps to correct what they do not succeed to comprehend. They might reread sentences or read further to resolve the uncertainty *(Hadley, 1993)*. Identifying the main ideas in the text brings about the students’ syntactic and syntax knowledge. They should be able to decide on the most relevant information in the text that summarizes the main events *(Ediger, 2000)*. This phase is very important because the students have to capture the essence of the text while revising every passage and carefully distinguish between superfluous information and major significant elements *(Hadley, 1993)*. The post reading activities including in the ‘wrapping up’ phase help students incorporate the latest information into their pre-existing schemata and let them elaborate on the learning that took place during reading *(Burns et al., 1996)*.

Bremer et al. *(2002)* claimed that making students work collaboratively in small groups, yielded positive results in reading comprehension: the students spent greater time occupied in academic-related behavior and supported one another while trying to read the text using the CSR method.
For this reason I preferred to choose a strategy where my seventh graders would have all the opportunities to succeed.

**Collaborative reading:**

According to Alfassi (1998), the students benefit a lot when they are trained to work in groups as they improve their social and communication skills. More to say, collaborative work increased students’ level of motivation and encouraged them to gain self-confidence while engaging in a challenging task (Lowman, 1990). Gross Davis (1993) argued that it is highly rewarding to feel involved and interact with other peers. She also added that the students overcome their fear of failing when they have the opportunity to share their experiences with classmates. They gain confidence when they feel supported and prefer to join their efforts to complete a difficult task.

While organizing the class in small groups, the teacher provides optimized opportunities for students to actively respond to a specific task. Students learn better from peer modeling, and every member of the small group has an equal chance of contributing to the group work (Janney & Snell, 2002). Pearson and Gallagher (1983) indicated that although it is important to have students work independently, it is as important to see them work in pairs or small groups where they can negotiate and exchange thinking reasoning. It is the role of the teacher to model the procedure of collaborative learning by using think aloud techniques beforeceding the responsibility to the students.

Because the seventh graders are somehow reluctant to put more efforts in reading comprehension and prefer instead to rely on the teacher’s guidance, the collaborative work might reduce this apprehension towards “difficult” Arabic texts and encourage them to put more enthusiasm while asked to read a text in Arabic.
Reading in Arabic:

The Arabic language has a distinctive characteristic: diglossia, which means that there exist two language varieties in a given language: the first one is the non-formal dialect used for conversations and every day’s life (or colloquial Arabic known as *Ammia*), and the second one is the formal language of reading and writing and is taught in schools since kindergarten (known as *Fus’ha*) (Al-Batal, 1992; Haeri, 2000; Dakwar, 2005). The colloquial Arabic varies generally from one region to another within the same country, and from one Arabic state to another. It represents the identity of the Arabs, their traditions and even their socio-economic background; therefore, sometimes, some communities cannot decipher what another community is saying because their language is very different. On the other hand, the formal Arabic language (the *Fus’ha*) is principally found in Arabic literature. What is decisive about this form of the language is that it is universal; it shares the same standards and represents the official language to all Arabic countries. The *Fus’ha* is also a derivate from the Classical language of the holy Qur’an, the language of Islam (Dakwar, 1995; Haeri, 2000). Arabic speaking students learn the *Ammia* form of Arabic in natural conditions since it is their mother tongue language (Abou-Rabia, 2000), while the *Fus’ha* version is almost considered as a foreign language (Sayegh-Haddad, 2003). Even though Arab children are not taught *Fus’ha* until they go to school, they are exposed to this form of language through television programs, street signs, story books, and any print they can notice in their environment (Dakwar, 2005). But in general, Arab children are formally introduced to *Fus’ha* in schools where they learn to read and write.

If we examine the students’ responses towards diglossia, we might hypothesize that this sociolinguistic situation might delay their mastery of the Arabic language and affect negatively their reading and writing skills. And since there is a consensus that no research has been done to evaluate the situation or to focus on the effects of diglossia on Arab children, we
are constrained to limit our knowledge at a hypothetical stage (Abou-Rabia, 2000; Eviatar & Ibrahim, 2000).

The study conducted by Dakwar (2005) focused on the attitudes of students regarding learning the *Fus'ha* language. It revealed the fact that Arab students found the *Fus'ha* an appealing language to study when they learned to perceive its “beauty” from a linguistic and an aural perspective. The students involved in the study acknowledge the fact that learning *Fus'ha* was a major requirement for reading and writing in Arabic as well as completing school achievement. When participants in the study were asked if they enjoyed learning *Fus'ha*, the data revealed a decrease of the desire to learn *Fus'ha* as the grade levels decreased. Along all grade levels, students agreed upon the fact that *Fus'ha* was a less important language to learn compared to English (Dakwar, 2005). The data analysis showed that students switched from *Fus'ha* to *Amnia* in order to understand a text. Some students explained that most of the time, they think in *Amnia* then write in *Fus'ha*. They added that they perceive a lot of similarities between the two forms of the Arabic language. In conclusion, the *Amnia* should be acknowledged as a reference form of language because it can assist the students while learning the *Fus'ha* and can serve as a comparative benchmark in the course of learning *Fus'ha*. The diglossic component of the Arabic language should be examined more closely in order to address the Arab students’ educational development and increase positive attitudes towards learning *Fus'ha*.

According to Palmer, El-Ashry, and Leclere (2007), a great number of words from *Fus'ha* share the same morphological roots of words from *Amnia*. It is theorized that Arabic readers rely on both the morphology awareness and the phonological knowledge to bring meaning to the text they are reading. This assumes that they depend on different sources of information to process the initial information.
The students I teach are in the same dilemma: they ask me to “translate” sentences from *Amma* to *Fus’ha* whenever they need to write about a given subject, even though they are in an Arabic context. This reciprocal reliance on both forms of Arabic language should be explored in depth and teachers have to be more permissive in accepting words from *Amma* that are morphologically “correct” in the students’ essays.

Evitar and Ibrahim (2000) found that when students read in Arabic many forms of texts, vowelled texts and non-vowelled texts, they acquire the advantage to develop a metalinguistic ability recognized in students who are bilingual.

In conclusion, reading comprehension in Arabic can turn out to be a complicated task for Arab students if we take into consideration the diglossia characteristic of the Arabic language. Moreover, students need to learn how to implement effective reading strategies in order to construct meaning from the text they are reading. When they learn to work collaboratively and to join their efforts and reciprocal guidance to complete a task, students feel more involved in the learning process. They feel that they have a shared responsibility to attain. They become more willing to double their efforts. On the other hand, the teachers have a crucial role to play: they should assist the students and foster a nonthreatening environment in their classrooms. They can model the desired process, teach their students to think aloud, allow more practice until students master every step in the strategy and learn to work independently.

The table (see Appendices) adapted from Palmer et al., (2007), shows where students may encounter problems in reading comprehension.

In the following chapter, I will introduce the instruments I used to collect the data to conduct this study, and I will present a demonstration of the implementation of the CSR in a seventh grade Arabic classroom.
CHAPTER THREE

Methodology

The research design used in this study is the experimental design. According to Fraenkel and Wallen (2006), this method is unique because it tries to control a specific variable on the one hand and it is the best kind of process to test hypotheses associated with cause-effect relationships, on the other.

In this study, the scheme involves two groups of students: the experimental and the control. The first group received an intensive training in the CSR method whereas the control group was not trained at all.

The sampling method used in the study is convenience sampling. The reasons behind this choice are related to the fact that I only have access to these two classes of the same level. In similar studies, researchers might use random sampling to increase the internal validity of the study (Fraenkel and Wallen, 2006). However, in my study, it was impossible to choose a random sample from seventh grade. The class composition in my school maintains a rigorous distribution where several sections of the same grade level classes are almost equivalent in every aspect: gender, achievement, conduct, and so on.

We cannot assume that the sample is representative of the whole population of seventh graders who speak Arabic. However, if we can replicate the study on other seventh graders we will increase the likelihood that the results be generalized to the population of seventh graders who speak Arabic in Lebanon, consistent with Fraenkel & Wallen (2006).
The demographic information will explain the characteristics of the sample:

<table>
<thead>
<tr>
<th>Experimental group: 5ème C</th>
<th>Control group: 5ème B</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 students</td>
<td>23 students</td>
</tr>
<tr>
<td>10 boys – 13 girls</td>
<td>10 boys – 13 girls</td>
</tr>
<tr>
<td>Arabic teacher: the teacher researcher</td>
<td>Arabic teacher: the teacher researcher</td>
</tr>
<tr>
<td>20 hours of training in the CSR method</td>
<td>No training in the CSR method</td>
</tr>
<tr>
<td>Equivalent forms/ retests</td>
<td>Equivalent forms/ retests</td>
</tr>
<tr>
<td>BCF students for more than 5 years</td>
<td>BCF students for more than 5 years</td>
</tr>
</tbody>
</table>

Moreover, the composition of the classes was prepared in a way to include the same proportion of students from each of the following categories:

1. Outstanding students
2. Above average students
3. Average students
4. Students with learning difficulties
5. Students with behavioral problems
6. Students with attention-deficit problems
7. Boys
8. Girls
9. Language spoken at home

So the classes are almost equal in every aspect.
**Ethics:**

Before starting my research, I secured the verbal consent of the school principal who gave me total freedom to implement any modern strategy that can improve my students’ reading level. However, no written agreement was provided. Further, the school principal objected to sending questionnaires or surveys to parents or letting the students answer any kind of questionnaire. According to Bell (2005), any promise given during “the informed consent” should be totally respected for ethical reasons.

The names of the students, the names of the teachers participating in the study and the name of the school I teach in are not revealed: only pseudonyms are used. Bell (2005) stated that confidentiality and anonymity are an integral part of ethical considerations in any research.

In further keeping with the ethical code, the school did not have to incur any expenses related to the study (photocopies, new dictionaries, etc.).

All the students I teach in grade seven participated in the study.

The first class was the control group, and the second class was the experimental group. The control group was randomly selected. The students in the control class passed the pre and the post tests without being informed that they were taking part in a study because the prospect of participating in a study would have made them more anxious and self-conscious and would have inevitably affected the reliability and the validity of the results. For ethical reasons, every student who participated in the study benefited from the new method of teaching reading comprehension, including the control group which was trained after gathering all the data.

The participants in the experimental group were informed about the new strategy but not about the study or the control group, consistent with Bell (2005) and Robson (2002). After I finished gathering data, I informed the experimental group about the results of the study and
transferred the new method to the control group. It was important to eliminate the factor of deception when the participants are misinformed about all aspects of the study (Fraenkel & Wallen, 2006).

**Instruments:**

The instruments used were a pre-test (multiple choice- objective tests) and an equivalent retest conducted after a period of three weeks. Both the experimental and the control groups received the same tests at the same day, and were proctored by the same teacher. According to Fraenkel and Wallen (2006), the two-forms-tests measure equal performances with regard to stability over time.

The instruments were developed by the Arabic coordinator. They were first revised by a colleague who teaches the same grade level in Arabic. Furthermore, an expert in statistics conducted a statistical item analysis with the tryout data (36 respondents were used). The study indicated which items were valid and which ones needed improvement. Finally, the validated pre-test and an equivalent post-test form were used to gather data from both groups.

For data analysis, the covariance method was used to compare data between the two groups and to identify significance in results.

A questionnaire was developed and distributed to five teachers. An interview was conducted with the only Arabic teacher who teaches the same grade level.

Validity and reliability controls in this study are the content-related evidence of validity. According to Fraenkel and Wallen, (2006), the content-related evidence of validity concerns the adequacy of the sampling; the comprehensiveness of the content, the appropriateness of the language, the size of the print, the clarity of the directions, so the content and the format of the instrument are consistent with the definition of the variables and the sample of subjects to be measured.
A written-response instrument (equivalent test-retest) was developed and validated specifically for this study by an expert in statistics. It was designed in a way to cover all six domains of Bloom's Taxonomy (Comprehension, Knowledge, Application, Analysis, Synthesis and Evaluation). Only the items that were significantly discriminating were selected: the difficult items and the easy items were eliminated. No more than 20 items out of the original 30 items were kept for the pre-post tests. The instrument is comprehensive and should permit to draw conclusions that support the inferences made at the beginning of the study.

The equivalent-form retests ensure reliability of the study. The reliability coefficient is calculated between the two sets of scores obtained from the two groups. If the reliability coefficient is high, this will prove that there is evidence of strong reliability.

In addition to the first instrument, an interview was conducted with the Arabic teacher that teaches the same grade level; as well as a questionnaire was distributed to five Arabic teachers at the intermediate level because they are the only Arabic teachers that teach at this level.

When data is collected from three different sources, i.e., observing triangulation, it increases the internal validity of the study. The aggregate evidence obtained from the data should be consistent with the inferences drawn at the beginning of the study (Fraenkel & Wallen, 2006).

The questionnaire targeted five Arabic teachers who have been teaching Arabic at the intermediate level for more than four years. The ten questions were intended to investigate teachers' awareness about the problem of reading comprehension in Arabic as well as students' attitudes towards reading in Arabic. The teachers had the liberty to choose how often the statements were used: Always, frequently, occasionally, seldom or never.

Here is a sample of the ten questions and statements included in the questionnaire which are derived from the available literature.
1. Do you think that the students in grade 7 can read Arabic books independently?

2. Do students in grade 7 choose books appropriate to their grade level when they visit the school library?

3. Do you think that parents encourage their children to read books in Arabic?

4. Do you prefer teaching students reading comprehension while the class is organized in groups?

5. If a reading comprehension strategy is successfully applied in another language, can it be applicable in Arabic language?

6. The 7th grade students prefer reading series of books written by a specific author, like Emily Nasrallah or Nazek Yared.

7. Shadowing students when choosing books in Arabic might increase their interest in reading books at their own grade level.

8. Regular visits to the library might encourage students to read more books in Arabic.

9. Objective tests (multiple choice or true and false tests) in reading comprehension can yield effective and reliable results.

10. The students use the dictionary during reading comprehension classes.

The interview conducted with the Arabic teacher, Miss Zein, who is responsible for the other two sections of grades 7, investigated the following areas:

1. Students choosing their own books and group work in the classroom.

2. Visiting the school library regularly

3. Learning about the students’ favorite authors

4. Involving parents in monitoring their kids’ readings

5. Learning about effective strategies in teaching reading comprehension.
The implementation of the CSR

The implementation of the CSR followed three stages: the intensive training stage, the semi-independent stage and the independent stage. During the intensive training stage which lasted four consecutive sessions. The students in the experimental class were given two handouts explaining every step of the CSR. The first handout stated the objectives of the reading strategy, and explained the four phases that students should follow. The second handout explained all the necessary details about group work and the role of each student in each group. The roles were defined as follows: the leader reminds the group members of the steps to follow in implementing the CSR, and signals them about when it is time to proceed to the next step of the strategy. The leader invites each student to read a section from the text and fills out the task sheet. The chunk expert proposes all the strategies that will help figure out the meaning of a difficult word or expression, looks up words in the dictionary and asks for the teacher’s help when needed. The encourager gives positive feedback to fellow group members, urges them to hurry and praises them for their efforts. The encourager proposes suggestions to improve the group’s performance, and is the person to fill out the behavioral checklist. The reporter helps summarize the text and urges group mates to formulate “intelligent” questions about the text. The reporter presents the group work to the class and forwards the questions to other groups. The reporter is the time keeper of the group. Students were instructed to exchange roles in order to master every section of the strategy (Klinger & Vaughn, 1998). The responsibilities in the group did not put any student at advantage; each one of them had an equally important role to play. For this reason, every student accepted position assigned in the group without arguing.

At this point, the students had to listen to the teacher while she modeled every step in the strategy. First, the teacher assigned students to six different groups, five groups of four and one group of three (the class was composed of 23 students). The students were randomly
chosen; each student was assigned a number from one to six, and then students holding the
same number teamed up to form a group. Each member of the group decided on a role to play
in the group. It should be noted that in the group of three, one of the students played two
roles: the encourager and reporter. Researchers stress the necessity of flexible grouping in
the classroom when putting into practice reading strategies; groups of four or less are
extremely encouraged (Gabl, Kaiser & Long, 2007).
Every group had the same text to read and an assignment sheet to fill. The teacher proceeded
to implement the first phase of the strategy: previewing. The students had to predict from the
title, the form of the text, the pictures, and the footnotes what will the text be about. This step
is very essential; it piques the students’ interest in what they are reading and triggers their
background knowledge (Mather & Jaffee, 2002). The leader in each group filled out the task
sheet with the students’ predictions. The next step was to read at a slow pace in order to
identify the clunks. Every word or expression the group did not understand was a clunk. The
clunk expert reminded the group of the different steps they can take to address the clunk:
reread the sentence before and after the clunk, use context clues, use the dictionary of
synonyms and antonyms, use the dictionary, and as a final resource, ask the teacher for help.
Once students learn to address a problem of comprehension and join their efforts to deal with
it, they learn to monitor their reading and recognize tactics to resolve any intricacy (Mather &
Jaffee, 2002). The following step is to identify the main ideas or (get the gist) and then write
a three sentence summary of the content. When students learn to recognize main information,
they show a high degree of understanding. Identifying the main ideas in the text brings about
the students’ syntactic and syntax knowledge. They should be able to make a decision about
the most relevant information in the text that summarizes the main events (Ediger, 2001).
This phase is important because the students have to capture the fundamental information of
the text while going over every passage and carefully discriminating between redundant
information and major significant one (Hadley, 1993). The last phase in implementing the CSR is the wrapping up. The students formulate higher-order thinking questions that reveal understanding of the text. The questions are forwarded to the other groups, who should respond back and attribute values to each question. For example, 20 points are assigned to a question to be found in the text, and 90 points are given to a question that is based on inferences and transfer of knowledge (Mather & Jaffee, 2002).

After modeling this stage of the strategy, for four sessions, the students were ready to move to the next stage, the semi-independent stage. For two consecutive sessions, two groups modeled the strategy simultaneously, while the remaining groups followed. They presented an oral performance, thinking aloud, discussing aloud. At the end of the session, the two groups asked their questions to each other and the teacher assigned the points depending on the thinking level of each question. According to Pressley (2002), enabling students to witness how the strategy works is a critical step in strategy instruction.

Finally, the groups could assume their responsibilities independently and move to the independent stage. While students use the strategy independently during this phase, the teacher remains an essential part of the acquirement process to make certain that the strategy is used properly and to help build students' self-confidence. Teacher guidance during the independent phase serves as the bridge that helps transfer learners from dependent to independent standing.

In order to monitor their work, the teacher circulated around the groups, filling out her own observation checklist, using prompts and reminders. During the first independent session, the students were actively engaged but a number of problems were noticed: 1) the students referred to the French language while trying to explain the clunks. 2) The noise level was very high since the students had to read aloud and negotiate before writing. 3) Some students argued that an expression was a clunk to them while the other members of the group
did not agree. 4) Some students argued about the previewing stage accusing each other: "You cannot predict this!" 5) Some students preferred not to use the dictionary in order to save time. The next session the students were provided with a behavioral checklist that helped them monitor every step in the strategy and overcome their disagreements. The behavioral checklist included the following points:

i. The group members are cooperating with each other.

ii. The group members are respecting the time limit.

iii. The group members are assuming their responsibilities with seriousness.

iv. The group members are using the dictionary judiciously.

v. Any student that offends a member of his group has to apologize.

vi. Every member in the group respects the others’ opinions and asks for help when needed.

After completing a part in the strategy, each group had to fill out the checklist specifying if the behavior was respected always, most of the time, occasionally or never in a particular part.

For fourteen sessions, the experimental class applied the CSR independently. The texts were chosen from different seventh grade textbooks as well as magazine articles and short stories taken from the book of Toufic Youssef Awwad, ﻓﺮﺻﻮ ﺍﻟعلاج. Each assignment sheet completed during the independent phase was graded.

After an extensive training of twenty sessions in the CSR, the experimental and the control class were given on the same day an equivalent post-test. The control class did not receive any training in the CSR. The students in this class asked for the teacher's help most of the time during the test, but were asked to work together in harmony. Students in the experimental group asked only for permission to use the dictionary. The permission was denied to make sure that the validity of the study would not be compromised.
In the following session, the control group and the other seventh grade sections started receiving training in the CSR. Meanwhile, the study was explained to the experimental group and the scores of the pre and post-tests were distributed to each student so that they could compare between what they knew before the training and what they gained after the training. Results are presented in the following chapter.

In conclusion, the implementation of CSR was very rigorous and structured. The students were first introduced to the new method of reading comprehension, and then were trained consistently until they became independent readers. The behavior checklist and the observation checklist guided students’ work throughout the independent period and helped monitor their progress. Every student in grade seven was introduced to the CSR, but different teachers supervised the implementation of the methodology.
CHAPTER FOUR

Findings and RESULTS

This chapter discusses the results of the study collected using the instruments discussed in the previous chapter.

All statistical data were performed using the Statistical Package for Social Sciences (SPSS). Pre-post descriptive statistics on the student achievement in the exam are reported. T-tests were conducted to determine significant differences between pre-post mean of students scores. A one-way ANOVA was also conducted to determine whether significant differences exist between the experimental and the control group on performance.

A paired-samples t test was conducted to evaluate if there was a difference in the mean between pre and post student scores. Table 1 reports descriptive statistics.

Table 1: Mean Score and Standard Deviation

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
<td>Experimental</td>
<td>Control</td>
</tr>
<tr>
<td>Pre-test</td>
<td>11.24</td>
<td>11.09</td>
<td>23</td>
</tr>
<tr>
<td>Post-test</td>
<td>11.78</td>
<td>13.17</td>
<td>23</td>
</tr>
</tbody>
</table>

Post-test means were higher and t-test was significant, $t(45) = -4.066$, $p < .05$ and accordingly a significant difference of $p < .05$ does exists between pre-post means. Therefore there was a significant increase in students' scores after intervention.

As for the control group post-intervention means were also higher but t-test was not significant $t(45) = -1.935$, $p > 0.1$. 
As for the ANOVA the results indicate that there was a significant difference between the experimental and the control groups post test scores, $F(1,4)= 13.893$, $p<.001$ with an (M) of 6.816 and an SD = 2.125.

Table 2: Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Square</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>404.370</td>
<td>1</td>
<td>9.186</td>
<td>.021</td>
<td>.885</td>
</tr>
<tr>
<td>Post-test</td>
<td>394.609</td>
<td>1</td>
<td>6.816</td>
<td>13.893</td>
<td>.001</td>
</tr>
</tbody>
</table>

**DISCUSSION**

After implementing the CSR method on a sample of 23 intermediate school students, there was a significant increase in the test scores. The following section discusses the findings in relation to current research discussed in the literature.

**The pre-test:**

During the pre-test, the seventh graders in both sections had problems reading the text on their own. They commented that the text was very difficult although it was taken from their own reading text book. Students asked almost every minute for the teacher's help. Some students had difficulty understanding all questions; therefore, they did not answer a number of questions. They needed extra time to complete the task, and were frustrated at the end of the test. One or two succeeded to finish on time: others needed extra time. No one asked if they could make use of the dictionary. The general impression was that the test was very difficult.

The students' reaction was predictable since teachers are used to explaining every text to the students. For many years, educators have directly taught reading comprehension, leaving no room for students to develop the necessary skills to make meaning of the text. Educators
believed that it was their job to explain everything, convinced that students are becoming better comprehenders. In contrast, according to Gabe (2004), students are becoming very dependent and incapable of understanding a literary text when they are asked to work independently. Further, teachers cannot assume that students will automatically know how to comprehend a text through the simple explanation of essential reading strategies (Burns et al., 1996, Bremer et al., 2002).

**The post-test:**

The students in the experimental group did not find the test difficult, 21 students out of 23 finished on time. The students were more confident. A number of them asked for permission to use the dictionary as they were trained to do when they faced a "clunk". But for validity reasons, it was explained to them that they were not to use the dictionary during this specific test.

The control group, on the other hand, commented that the test was as difficult as the previous one. Only one student asked if he may use the dictionary while the others were struggling with the text.

**Implementing CSR at the independent level:**

During the independent phase of implementing the CSR, students had problems getting the gist: it either included too much information or was too general. They needed a lot of prompts and reminders in order to find the right answer. However, when students had to write the main idea of each paragraph, they succeeded in completing the task.

Creating "intelligent" questions was a problem for some groups. Most questions were superficial or easily found in the text, not reflective of higher order thinking. The teacher intervened more than once to help them revise their questions.
Furthermore, the students had the tendency to switch from Arabic to French when they needed to explain a challenging word. The teacher was very strict about referring only to Arabic during class instruction and group work.

During this phase of implementing the CSR, the role of the teacher is modified: the teacher has more time to target students who need help and give them more attention than other students. The teacher can closely observe students’ work and monitor their progress (Brigitte, McKown, Cynthia & Barnett, 2007). According to Mather and Jaffee (2002), “Some students learn better from more explicit instruction, whereas other students may learn better from more student centered instruction. Therefore, a balanced literacy approach combines teacher and student centered instruction with the goal that all learning styles are addressed” (pp. 437-438).

The final step is fostering students’ independent use of these strategies. Inevitably, the level of comprehension among students will fluctuate; thus it is necessary to include not only collaborative prospects, but also time for students to independently “approach and read texts in a strategic fashion—first choosing and then using the appropriate strategy or strategies given their purpose for reading” (Gabl, Kaiser & Long, 2007) pp. 46-55.

**The questionnaire:**

The data collected from the questionnaires revealed that the teachers were aware of the problem of reading at the intermediate level. They agreed that students *seldom* chose books appropriate to their grade level when they visited the school library, and that they *occasionally* read at an independent level. They also agreed that parents *seldom* encouraged their children to read in Arabic and that they *seldom* organize their classes into groups during a reading period. Two teachers reported that *occasionally* a given strategy in a foreign language can be applicable to the Arabic language, whereas three of them stated that it can *never* be applicable. Regarding the statement concerning the students’ preference for a
specific author, four of the teachers responded frequently and one stated that occasionally the students chose Emily Nasrallah's and Nazek Yared's books. All five teachers agreed with the fact that it was occasionally effective to shadow students in choosing books in Arabic and that regular visits to the school library occasionally encouraged students to read more Arabic books. For the objective tests, two teachers agreed that occasionally these tests yielded reliable results, whereas one teacher reported that they seldom did and only one reported that they frequently did. Finally, four teachers chose "seldom" to indicate that the students used the dictionary during reading comprehension classes and one teacher indicated that they occasionally did.

The answers provided by the five teachers at the intermediate level shed light on the fact that Arabic teachers recognized that their students do not take the initiative to read Arabic books independently, neither do they choose books from the library that are suitable to their grade level. It is well known that the students in my school prefer to read in a foreign language rather than read in Arabic. Apparently, French and English books are more attractive, more colorful and their content more relevant to learners at the intermediate level. Arabic books are more literary-centered, and students have difficulty reading them because they are in Fus'ha, and not in the students' mother tongue language, the Ammía. Arabic-speaking students feel at ease when they communicate in the Ammía form of Arabic since it is their mother tongue language (Abou-Rabia, 2000). While the Fus'ha version is almost considered as a second language (Sayegh-Haddad, 2003). On the other hand, parents do not encourage their children to read in Arabic, they push them to read in French or English. Children at the intermediate level complain about reading in Arabic because they struggle to understand literary books that are appropriate at their grade level. Parents wish ultimately to see their children reading; therefore, they encourage them to read in the language they choose. Comprehending and exploring informational text is an abstract multi-step practice;
yet, this process does not get adequate instructional time as students come across increasingly
difficult texts (Gabl, Kaiser & Long, 2007). Furthermore, as students realize that they are
poor readers in Arabic, they develop a sense of apathy towards this language.
Regarding teaching approaches, most teachers are more comfortable with a teacher-centered
approach where delivering instructions requires less preparedness and organization. This begs
the question: Are teachers aware about the students' attitude towards Arabic classes? Are
they aware that students are becoming more reluctant to put more efforts while understand
Arabic texts? The number of Lebanese students asking to be exempted from regular Arabic
classes has been increasing tremendously during the past three years. This current year, the
school administration had to put into service one section of grade 8 and grade 9 for students
exempted from regular Arabic classes. It is high time Arabic teachers reviewed their teaching
methods and put some efforts to research what is being done at the intermediate level in other
languages.
Concerning visiting the school library and helping students choosing appropriate books in
Arabic, serious measures should be taken to increase students' reading rate in Arabic.
Currently, every teacher is acknowledging the problem of reading deficiency in Arabic.
However, except for including a limited number of books in the students' program, educators
are not tackling the problem effectively.
Regarding testing and evaluation of reading comprehension, teachers showed a preference
for using traditional approaches, believing that they are more comprehensive and are a better
reflection of students' understanding. The use of dictionaries in Arabic reading classrooms is
almost minimal because teachers are providing their students with all explanations they need
to understand a text, leaving no room for developing inquisitive learners, and giving students
no opportunity to work constructively on creating meaning from a text (Brigitte et al., 2007).
The semi-structured interview:

Miss Zein emphasized that her students do not take the initiative to read Arabic books independently, and that parents interfere and help them when reading an Arabic book is a required assignment. She maintained that the Arabic language is difficult for them and that they need encouragement and help. She concluded that students are seldom seen taking an Arabic book and reading it on their own! Moreover, Miss Zein reiterated that when her students are asked to choose an Arabic book, they choose the books of a specific author like Emily Nasrallah or Nazek Yared because they have read the other books in the authors' collection and enjoyed reading them. Miss Zein was a proponent for individual work in the classroom; arguing that students distract each other when they work in groups and that one of them might do all the work while the others will play. On the other hand, Miss Zein stated that the style of Arabic books is unattractive for students, whereas in other languages, books are more appealing. She added that she is not aware of any strategies that would encourage her students to read Arabic books. Finally, Miss Zein admitted that, when she accompanies her students to the school library, she notices how indecisive they are in choosing their books, and recommends that they visit the library more often, at least twice a month.

The interview conducted with the Arabic teacher responsible for teaching the other two sections of grade seven revealed that students are rarely seen reading a book in Arabic independently, unless it is a class requirement. The students are more interested in French books that have a more appealing content. During the past and current year, students were assigned to read books written by two specific authors: Emily Nasrallah and Nazek Yared. Since sixth graders enjoyed reading those books and the related activities, and they had the opportunity to meet with the authors, they developed the tendency to choose books from the school library that are written by the same authors. Therefore, it is not a mere coincidence that our students have developed a preference for these two authors.
Regarding group work, teachers do not feel at ease while arranging their classes into small groups. They are persuaded that this approach is not effective since students are talking all the time, keeping the noise level high in the classroom. The interviewee teacher commented as follows: that a teacher-centered approach, where students work independently, is better for reading comprehension classes. Nobody is "distracted", and no one monopolizes the talking. For years, Arabic instruction classes were known to be teacher-centered. The teacher did all the explanation while the students listened patiently. Teachers feel in charge and in total control of their classes, whereas group work instruction, they need more behavioral management, preparation of activities, specific worksheets and a sense of organization. Therefore, it is not difficult to understand the teachers' reluctance to implement group work activities in their classroom at the intermediate level (Dymock, 2007).

The Arabic teacher was not acquainted with any strategy that worked in another language concerning reading comprehension instruction and that could be applicable to the Arabic language. This explains why teaching Arabic is mostly traditional, passive, and lacking challenge. Implementing new strategies requires teacher training and willingness to send time and effort necessary to put into practice those strategies. This deficiency in direct coaching in reading and comprehension strategies at the intermediate level increases the comprehension difficulty, making it obvious that "lack of instruction increases the widening gap of reading competence among students and their consequent hostility towards reading (Dymock, 2007).

Despite the emergency signs that advocate a more effective strategy instruction, comprehension problems continue to be a result of unwillingness to apply effective reading strategies, mainly from the teachers' part (Pesa and Somers, 2007).

Although the Arabic teacher seemed convinced that it was necessary to dedicate at least two hours per month to visit the school library, she did not include in her schedule any library hours. She was aware that students had difficulty choosing the right book from the library,
however; she rarely accompanied them. It is primordial to acknowledge this problem and put into practice a procedure that would encourage students picking up their books from the school library and guide them in their search. Moreover it is very important to instill a strategy that would help teachers supervise students’ reading.

Finally, the results gathered from the questionnaire, the interview and the equivalent test, retests, all coincide with the literature conducted on similar studies (Dymock, 2007; Mather and Jaffée, 2002).
CHAPTER FIVE

Conclusion

The study purposed to help seventh graders improve their reading comprehension skills through the introduction of a new strategy, the Collaborative Strategic Reading.

The results of the study indicated that implementing the CSR method at the intermediate school level increased students' test scores.

Students have gained enormously from this project process that was launched as a pioneering effort in Arabic instruction.

Students' reading comprehension scores have shown much improvement. Students have benefited significantly from the collaborative opportunities provided by the CSR strategy. They had the chance to work in groups and interact on a regular basis which increased their self-confidence and improved their social skills.

I ultimately strive to help my students become successful readers. One of my goals is to have them achieve maintenance of the skills I have taught them, and transfer them to new learning situations so that they become lifelong learners.

Therefore, I recommend to Arabic teachers who have became familiar with the CSR method after this study to keep directing their students to use this strategy effectively whenever they struggle in reading a new text.

In this project, I attempted to answer the following two questions:

1) Does teaching the CSR method increase seventh grade students' reading comprehension in Arabic while reading literature texts that are appropriate to their grade level?

2) Does teaching the CSR method increase students' motivation level in reading Arabic books at their own grade level?
Based on the statistical results, the CSR had a significant effect in increasing seventh graders reading comprehension in Arabic while reading literate texts appropriate to their developmental level. As for increasing their motivational level in reading Arabic books, a new strategy has been put into plan to monitor the number of books students are reading every month, and hence it is a question of time until final results can be obtained to support the effectiveness of the new strategy at the motivation level.

**Reflexivity:**

On second thoughts, if I were to repeat this study, I would prefer to spread the instruction of the new strategy throughout the academic year instead of three months. The students need more time to master a new strategy and greater opportunities to become independent and effective learners (Brigitte et al., 2007).

I would also like to learn how well the CSR would work in the long range: Would students keep on referring to this strategy whenever they are reading or would they rely solely on the teacher’s help and guidance? It would be interesting to implement a longitudinal study throughout the intermediate level where students apply regularly the CSR method during reading comprehension classes.

I started implementing an engaging strategy that monitors students’ choice of books in the school library and would encourage sixth and seventh graders to read Arabic books regularly. I would have preferred to conduct further research concerning the students’ attitude and the students’ apprehension regarding Arabic language. I would have prepared a comprehensive questionnaire that would involve all the population of seven graders in the school I teach in, but the school principal did not consent.

**Limitations of the study:**

The limitations of the study concerned the small number of students involved in the study, while it would be more convenient to increase the internal validity of the study by including a
greater number of seventh graders (Fraenkel and Wallen, 2006). However, in my study, it was impossible for technical reasons to choose a random sample from the seventh grade classes in Lebanon.

Although we cannot assume that the sample is representative of the whole population of seventh graders who speak Arabic, it would be safe to assume that if we replicate the study on other seventh graders, we will increase the likelihood that the results can be generalized to the population of seventh graders who speak Arabic in Lebanon (Fraenkel & Wallen, 2006).

The other limitation is that the students’ attitude was not taken into consideration due to ethical reasons, even though it would have been highly informative to include students’ opinions regarding reading comprehension in Arabic.

**Further research:**

Additional research should target the issue of the effect of diglossia on reading comprehension in Arabic. This sociolinguistic situation might delay the students’ mastery of the Arabic language and affect negatively their reading and writing skills (Abu-Rabia, Share & Mansour, 2003).

Moreover, some efforts should be made to categorize Arabic books according to themes and grade level in order to help teachers and librarians assist the students in choosing appropriate books in Arabic. The books should be developmentally appropriate, and each book should suggest an assortment of challenges to help learners become flexible and independent readers (Brigitte, McKown, Cynthia & Barnett, 2007).
REFERENCES


APPENDICES

1. Pre-test
2. Post-test
3. Samples of students’ behavioral checklist.
4. Samples of the questionnaire.
5. Samples of teacher’s behavioral checklist.
6. Test scores.
7. Sample of the CSR strategy.
8. Sample of the group work roles.
9. Samples of the semi-structured interview and the results.
10. Samples of assignment sheet.
11. Recommendations for Arabic teachers regarding the CSR method.
12. Comparative table illustrating the differences between English and Arabic language.
الاسم: __________________________

الطفل و ثقافة الصورة
أزمة تربوية مستمرة

إقرأ النص ثم أجب عن الأسئلة التالية:

1. أستطيع أن أستبدل عبارة "هذا الجهاز" في الجملة الأولى من النص بما يلي:
   أ- الحاسوب
   ب- الهاتف الخلوي
   ت- الإنترنت
   ث- التنفاز

2. "الوسائل الأخرى" التي قصدها الكاتب هي:
   أ- الكتب
   ب- الهاتف الخلوي
   ت- المسرح
   ث- غيرها، حدد

3. الألفية الثالثة تعني:
   أ- الجيل الثالث
   ب- القرن الثالث
   ت- السنة الثالثة
   ث- غيرها، حدد

4. أستطيع أن أستبدل الضمير في كلمة "بأنه الملاذ"، في الفقرة الأولى، بالكلمة التالية:
   أ- الفيلم
   ب- التنفاز
   ت- الطفل
   ث- الجيل

5. الحقل المعجمي الأكثر شيوعاً في النص يدور حول موضوع:
   أ- الصورة
   ب- الفيلم
   ت- الشاشة
   ث- التنفاز
   ج- كل ما ذكر أعلاه
6- الفكرة الرئيسية في الفقرة الثالثة لا تركز على ما يلي:

أ- الولد يطلب ليرضي أهله
ب- الأهل لا يتحاورون مع أولادهم
ر- الولد يريد أن يقرأ لطاعة الكتب
س- الولد يفضل مشاهدة التلفاز على الجلوس مع أهله

7- أي عبارة تتجانس أكثر مع عبارة "هذا النشء"؟

أ- هذا الجيل
ب- هذا الليد
ت- هذا العمر
ث- الأباء

8- الكاتب يتهم الأهل:

أ- عدم التدخيل لمنع أولادهم من مشاهدة التلفاز
ب- عدم التعبير عن شعورهم بالإذن
ت- عدم تعويدهم أولادهم على المطالعة
ث- عدم إقصائهم عن استيائهم من تدخلات التلفاز
ج- (أو ت)

9- علينا أن ننصح الأهل:

أ- أن يعبروا عن استيائهم على
ب- أن يجلسوا مع أولادهم لمشاهدة التلفاز
ت- أن يحدوا البرامج التي يجب أن يشاهدها أولادهم
ث- أن يمنعوا أولادهم من مشاهدة الدعائيات التي تسب عقولهم
ج- كل ما ذكر أعلاه

10- الدعائية التي تبث بين فيلم وآخر:

أ- تحفز الولد على التركيز
ب- تسحر الولد وتجذبه عليه
ت- تلقي الولد على متابعة الفيلم
ث- تترك للولد حرية الاختيار

11- للنص عنوان:

أ- العنوان الأول دون العنوان الثاني يعبر عن فكرة الكاتب
ب- العنوان الثاني دون العنوان الأول يعبر عن فكرة الكاتب
ج- العنوان الثاني يشرح العنوان الأول
د- العنوان الثاني يكفي بدلاً منهما ولا حاجة للعنوان الأول
12- أي جملة تلخص ما ورد في الفقرة الأولى؟
أ- العولمة هي سبب انتشار ثقافة الصورة
ب- سلبيّة الطفل أمام الشائقة تغيّر شخصيته
ت- الشائقة باتت تشكل ثقافة سهلة للطفل
ث- الأسرة بكاملها تتأثر بثقافة الشائقة

13- ضع هذه العبارات بالترتيب حسب تسلسلها في النص:
أ- استياء الأهل
ب- تأثير العولمة
ت- المطالعة وأجب
ث- الطفل يطبق ما يشاهد

14- حلّ على الجملة التي يختلف توجيهها المعنى (معناها) عن الجمل الأخرى:
أ- انتصر التلفاز على غيره من موارد الثقافة
ب- التلفازيون يملؤون طفلاً ما يريد
ت- الولد الحرية الكاملة في تقليبيّ محطات التلفاز
ث- التلفاز بات قابضاً على ملكات الطفل

15- من هو المسؤول برأيك عن معضلة التلفاز:
أ- الأباء
ب- الدعاية
ت- الطفل
ث- المطالعة

16- دلت كلمة "حيث" في المقطع الأول على:
أ- تفسير
ب- نتيجة
ت- تعليل
ث- تعارض

17- تكرّرت كلمة "لقد" في مستهل الفقرات الثلاث الأولى. أي عبارة قد تحمل محلها؟
أ- آما... ف
ب- إنما...
ت- بالنسبة ل...
ث- إن...
18 - العبارات التالية لها دلالات مختلفة. ضع الرقم المناسب لكل عبارة:

سبي 2

أ - على الرغم من: ........................................
ب - على الأخص: ........................................
ت - لا، إلا: ................................................
ث - لعدم: ................................................

19 - يسود على هذه المقالة:
أ - النمط الإيعازي
ب - النمط السردي
ت - النمط الوصفي
ث - النمط البرهاني

20 - أي فقرة تخص موضوع النص؟
أ - الفقرة الأولى
ب - الفقرة الثانية
ت - الفقرة الثالثة
ث - الفقرة الرابعة

21 - هل اقترح الكاتب برأيك:
أ - حلا مباشرة لل المشكلة
ب - حلا غير مباشر للمشكلة
ت - نصائح مباشرة للأهل
ث - (أو ت)

22 - أي من الحلول تبدو أفضل بالنسبة لك؟
أ - إن يمنع الأهل أولادهم من مشاهدة التلفاز
ب - إن يطالع الأتภير كتاب مطالعة كل أسبوع
ت - أن يعين الأهل أوقات محددة لأولادهم لمشاهدة التلفاز
ث - أن يجلس الأهل مع أولادهم أثناء مشاهدة التلفاز
ج - (ب وت)

23 - ذل في هذه الجملة على الكلمتين المستخدمتين بمعنى مجازي: "فالشاشة تشرب كلاً هائلاً من السموم":
أ - الشاشة - السموم
24- من هم الأشخاص المعنيين بمشكلة الطفل وثقافة الصورة في المقالة المعروضة؟
أ- الأهل
ب- الطفل
ث- الأهل والأولاد والمربون التربويون
ج- المربون التربويون

25- ما كان قصد الكاتب في الجملة الأولى من الفقرة الثالثة:
أ- المطالعة أصبحت مرضًا يصيب أبناء الأولاد وعقولهم
ب- المطالعة بانت من واجبات الأولاد المدرسية فقط
ث- الأولاد يرغمون ولدهم الذي لا يدرس على مطالعة الكتب
ج- الأولاد يظلون الكتب للهروب من محاورة أهلهم
(ب و ث)

26- ذكر الكاتب في الفقرة الأولى أن الأطفال يتحركون لطفالهم الحرية الكاملة في مشاهدة التلفاز ظلًا منهم:
أ- أن الطفل يحتاج أن يثبت شخصيته عبر خياراته
ب- أن البرامج معدة خصيصًا لتناسب مع حاجات الأطفال
ث- أن التلفاز هو وسيلة اللهو الوحيدة التي يسهل تأميتها للطفل
ج- (ب و ث)

27- ما هي دوافع الطفل لمشاهدة التلفاز؟
أ- تجذبه الصورة المتحركة الناطقة أكثر من الكتاب
ب- تجذبه القنوات والبرامج المتعددة
ث- تجذبه الثقافة السهلة المتناول
ج- كل ما ذكر أعلاه

28- ما هي نتائج المشاهدة السلبية للتلفزيون؟
أ- تنهي الأطفال عن درسهم
ب- تشجع الأهل على محاورة أولادهم
ث- لا تعلم الأطفال إلا العنف
ج- تؤخر نطق الأولاد وتدمر على كلامهم
29- تأثير شاشة التلفاز على الناس يشبه تأثير ......... عليهم
   أ- الإنترنت
   ب- السينما
   ت- الألعاب الإلكترونية
   ث- الهاتف الخلوي

30- ضع (ضع) العبارة الأنسب مكان الفراغين:
   للمقالة مقدمة تطرح فيها القضية طرحاً سريعاً..... بجري الانتقال إلى صلب المقالة ......... تذكر إجمالاً الأسباب و النتائج و الحلول.
   أ- بعد ذلك - حين
   ب- ثم - أين
   ت- ثم - حيث
   ث- بعد ذلك - كذلك
تقييم نص "العيان" لأحمد أمين

إقرأ النص جيدًا ثم أجب عن الأسئلة التالية:

1- تستطيع أن تبدل الضمير في كلمة "ملاحظاتها" التي وردت في آخر الفقرة الأولى بالكلمة التالية:
   - المتينة
   - جريدة الاثنين
   - الانكليزية

2- عبارة "توقفت الصلاة بيننا" تعني:
   - زادت
   - اشتقت
   - نقصت
   - (أو ب)

3- الحقل المعجمي الأكثر شيوعا يدور حول موضوع:
   - الرسم
   - تعليم اللغة الانكليزية
   - التربية
   - (أو ب)

4- نفهم من عبارة "تنكر أنك شاب";
   - يذكر أن تعيش كالصغير
   - تنكر أن تعيش حياة الشباب
   - لا تتصرف كشاب
   - لا تتصرف كالصغير

5- أي عبارة ليست مرادفة لعبارة: "لي مكتب النفاس";
   - منقبض الصدر
   - ينطيقي فلبي على حزن عميق
   - ابتكيت بالحياة

6- المبدأ الأول الذي وضعته المعلمة للشاب هو:
   - أصرف حياتك بين لغة تتعلمهما و دروس تحضرها
7- يرتبط عنوان النص ارتباطاً وثيقاً 
أ- بالفقرة الأولى 
ب- بالفقرة الثانية 
ت- بالفقرة الثالثة 
ث- بالفقرة الرابعة

8- ضع (ضعي) هذه العبارات حسب تسلسلها في النص 
أ- لا أرى شيئاً جديداً في الغرفة 
ب- لاحظت في عينان 
ت- تعرفت على سيدة انكليزية 
ث- تدرست اللغة الانكليزية بجنيهين

9- دل على الجملة التي يختلف توجيهها المعنوي (معناها) عن الجمل الأخرى: 
أ- أنحرك حركة الشيوخ 
ب- أمشي بجلال ووقار 
ت- أرادتني أن أنبه للحياة 
ث- رأتني مكتتب النفس و منفيض الصدر

10- من هو المسؤول برأيك عن مشكلة الكاتب؟ 
أ- التربية العتيقة 
ب- التربية الحديثة 
ت- انشغال الكاتب بدروسه 
ث- انشغال السيدة الانكليزية بالرسم والتعليم

11- يعتبر هذا النص من النوع الأدبي التالي: 
أ- المقابلة الصحافية 
ب- الرسالة 
ت- السيرة الذاتية 
ث- أدب الرحلة
12- هل وصف الكاتب انطباعه عن السيدة الإنجليزية في:
أ. القسم الأول من النص
ب. القسم الثاني من النص
ت. القسم الثالث من النص
ث. كل النص

13- هل أظهر الكاتب إعجابه بالسيدة الإنجليزية:
أ. بطريقة غير مباشرة
ب. عبر وصف شكلها الخارجي
ت. عبر وصف تصرفاتها
ث. كل ما ذُكر أعلاه

14- هل في هذه الجملة على الكلمتين المستخدمتين بمعنى مجازي:
"رأيت في عيني مغمضة، فقالت: أليس لك عيني فنية؟"
أ. عين - مغمضة
ب. عين - عين
ت. مغمضة - مغمضة

15- من هم الأشخاص المعنويون بمشكلة العيان؟
أ. الكاتب و السيدة الإنجليزية
ب. الكاتب و بنات رئيس الوزراء
ت. الكاتب و أسرته

16- ذكر الكاتب أن السيدة الإنجليزية رأت له عينًا مغمضة لأنها شاهدته:
أ. لا يتفتت إلى جمال الأزهار
ب. لا يرى الإنسان بين الأشياء
ت. لا يعرف أن يرسم
ث. (أو ب)

17- ما هي برأيك نتيجة هذه الصلة الوثيقة بين الكاتب و السيدة الإنجليزية؟
18-تأثير تعليم الفنون واللغات يشبه تأثير ............... على الإنسان.

أ- الدرس والحفظ
ب- الانتاج والثقافة
t- البهجة و السعادة
ث- الموسيقى والرقص

19-ضع (ضع) العبارة مناسبة مكان الفراغين:

"لو كنت أن تكتب سيرتك الذاتية، ... تقول؟ ليتكم تركز على الوقائع والأحداث الخاصة، ... للتدرب الزمني." 

أ- فماذا - وفقًا
ب- لماذا - وفقًا
t- لماذا - حسب
ث- لماذا - حسب

20-ضع (ضع) الرقم المناسب أمام العيوب التالية:

عيوب جسدية 1 = عيوب نفسية 2 = عيوب نيبية

الحول..... الحسد.....
البخل..... الحمي.....
الجيتن..... العصا.....
العرج..... البك.....
الخدر.....
<table>
<thead>
<tr>
<th>المرحلة التدريجية</th>
<th>المرحلة وضع الظروف</th>
<th>المرحلة تحليل الأفكار الرئيسية</th>
<th>المرحلة القراءة مرحلة واتخاذ حلول للكلمات</th>
<th>المرحلة التوقعات</th>
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<tbody>
<tr>
<td>الفريق أعضاء يقوم بمسؤولياتهم على أتم وجه</td>
<td></td>
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<td>الفريق يقوم بمؤازرة جمهوره</td>
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<tr>
<td>الفريق يستطيع التصرف في اعتماده للأزمن</td>
<td></td>
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</tr>
<tr>
<td>يحترم كل ميديح رأي الآخر ويطلب المساعدة إذا احتاج إليها</td>
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<td>دائما</td>
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<tr>
<td>معظم الوقت</td>
<td></td>
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<td></td>
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<tr>
<td>من وقت لآخر</td>
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<tr>
<td>أبدا</td>
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</tbody>
</table>
Questionnaire:

Please answer this questionnaire with sincerity. Check the answer that is most appropriate to you. Please do not skip any question. Thank you for your help.

Personal information:

- You are an Arabic teacher in grade ............
- How many years have you been teaching this grade level? ......................
- Do you consider yourself:
  - A novice teacher □
  - A teacher with some experience □
  - An experienced teacher □
- Do you have a TD? ...............  
- Other diplomas related to education ..................................................

---------------------------------

1. Do you think that the students in grade 7 can read Arabic books independently?  
Always □  Frequently □  Occasionally □  Seldom □  Never □

2. Do students in grade 7 choose books appropriate to their grade level when they visit the school library?  
Always □  Frequently □  Occasionally □  Seldom □  Never □

3. Do you think that parents encourage their children to read books in Arabic?  
Always □  Frequently □  Occasionally □  Seldom □  Never □

4. Do you prefer teaching students reading comprehension while the class is organized in groups?  
Always □  Frequently □  Occasionally □  Seldom □  Never □

5. If a reading comprehension strategy is successfully applied in another language, can it be applicable in Arabic language?
6. The 7th grade students prefer reading series of books written by a specific author, like Emily Nasrallah or Nazek Yared.

7. Shadowing students when choosing books in Arabic might increase their interest in reading books at their own grade level.

8. Regular visits to the library might encourage students to read more books in Arabic.

9. Objective tests (multiple choice or true and false tests) in reading comprehension can yield effective and reliable results.

10. The students use the dictionary during reading comprehension classes.

Thank you
## Observation checklist for implementing the CSR

<table>
<thead>
<tr>
<th>Target behavior</th>
<th>Group1</th>
<th>Group2</th>
<th>Group3</th>
<th>Group4</th>
<th>Group5</th>
<th>Group6</th>
</tr>
</thead>
<tbody>
<tr>
<td>All members are on task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>There is 90% engagement</td>
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<tr>
<td>Taking roles effectively</td>
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<td>Explaining to each others</td>
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<td>Using dictionaries judiciously</td>
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<tr>
<td>Keeping noise under acceptable level</td>
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<tr>
<td>Finishing on time</td>
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<tr>
<td>Apologizing for a negative behavior</td>
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<tr>
<td>Showing concern and seriousness towards their work</td>
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</tr>
</tbody>
</table>

**Ratings:**
1 = Very satisfactory  
2 = Satisfactory  
3 = Acceptable but need prompts and reminders  
4 = Unacceptable, need warnings
**Project in education**
Pretest scores May 24 2007 / Post-test June 18 2007

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>Pre-test scores</th>
<th>Post-test scores</th>
<th>Control group</th>
<th>Pre-test scores</th>
<th>Post-test scores</th>
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</table>
القراءة التعاونية

الأهداف:
1. مساعدة الطالب على القراءة باستقلالية.
2. مساعدة الطالب على إيجاد رسائل سهلة وعملية لتنزيل الصعوبات التي يواجهها أثناء القراءة.
3. تشجيع الطالب الذي يجد صعوبة في القراءة وفهم على المطالعة وفهم.
4. التشجيع على المشاركة والتعاون بين الطلاب.
5. تعزيز ثقة الطالب بنفسه.

طريقة التطبيق:

1. المرحلة الأولى:
   - يكتب أعضاء الفريق توقعاتهم حول النص الموجود أمامهم.
   - يستمدون هذه التوقعات من عنوان النص، وصوره المرفقة به، وكذلك من شكل النص ونوعه.

2. المرحلة الثانية:
   - يقرأ أعضاء الفريق النص المقرر، وذلك بصوت مسموع وسرعة معتدلة.
   - يتنبئ الجميع المتابعة.
   - عندما يصل القارئ إلى كلمة أو عبارة أو جملة صعبة الفهم يقول: "كلانك"، ثم "الخبير" بالكلانك يطرح وسائل المساعدة لحل المشكلة، فيقترح على فريقه:
     - إعادة قراءة ما قبل "الكلانك"، وما بعدها.

3. المرحلة الثالثة:
   - يستخرج أعضاء الفريق الفكرة الرئيسة من النص.
   - ثم يستخرجون الفكرة الرئيسة لكل فقرة.
   - أخيراً يكتبون ملخصاً للنص لا يتجاوز ثلاثة أسطر.

4. المرحلة الرابعة:
   - يكتب أعضاء الفريق أسئلة حول النص تساعد الطالب على تعميق التفكير.
   - يطرحون الموضوع المطروح وتتشارك الرفاق الآخرين به.
   - يضع المعلم نقاط تقييم كل سؤال.
توزيع المهام في الفريق الواحد:

1. المسؤول:
   - هو المسؤول عن تطبيق استراتيجية "القراءة التعاونية".
   - هو الذي يطلب من كل طالب أن يقرأ قسمًا من النص، ويصحح القراءة.
   - هو الذي يبدي رفاهه إلى الخطوة التالية التي يجب اتباعها.
   - هو الذي يلجأ إلى طلب المساعدة من المعلمة.

2. خبير ال"كلانك":
   - الخبير "بالكلانك" هو الذي يطرح وسائل المساعدة لحل المشكلة، فيقترح على فريقه:
     - إعادة قراءة ما قبل "الكلانك" و ما بعدها.
     - الاستعانة بقاموس المرادفات.
     - الاستعانة بقاموس الصف.
     - اللجوء إلى المعلمة في حال مواجهة صعوبة قصوى.

3. المشجع:
   - هو الذي يشجع أعضاء الفريق على المثابرة.
   - هو الذي يبني على الطالب المجتهد.
   - هو الذي يشجع الجميع على المشاركة بفعالية.
   - هو الذي يعطي النصائح لتحسين أداء الفريق.

4. الناطق باسم الفريق و ضابط الوقت:
   - هو الذي يساعد في تلخيص النص.
   - هو الذي يدعو رفاقه على وضع أسئلة "ذكية" حول النص.
   - هو الذي يقدم النص أمام الصف.
   - هو الذي يضبط الوقت ويشرّع المسؤول بضرورة الانتقال إلى المرحلة التالية.
The semi structured interview

Who: the Arabic teacher of grade 7 classes, sections A and D.

How: I took an appointment on Wednesday, April 25, 2007 at 2:00 o’clock in the teachers’ lounge.

How long: 12 minutes.

Question 1:

According to your experience in teaching Arabic language, do you think that all grade seven students can read independently Arabic books at their grade level? Why? Why not?

Answer 1:

No, I am sure that they do not (pointing to me). First of all,

(Voice shaking) they are used to have their parents interfering and naturally they do not take the initiative. Another thing, the Arabic language includes difficulty- (hesitating, her voice shaking) so they need help, they need someone to encourage them to read – (making signs with her hand). They need someone to tell them to read Arabic books like in other languages, otherwise, no one takes a book in Arabic and reads – we never see this. Did I answer your question?

Question 2:

Do you know if there is a series of Arabic books that your seventh graders might like to read?

Can you name it or name the author/ authors of the series?

Answer 2:

I noticed that Emily Nasrallah’s books are in students’ hands and even Nazek Yared’s books– (very enthusiastic, using hand gestures) and I think that it corresponds to their age level, and they are encouraged to read the story- (without stopping) you know the story of the cat Zico, the older students still remember it! Many students loved reading the story! To know this you have to look at older students, what they still like to read.
Question 3:
Which one, in your opinion is better in teaching students reading comprehension; group work or individual work?

Answer 3:
I feel that the individual work is better (she seemed to think before she answered) - because they distract each other, one student catches faster....

(Hesitating) – Another speaks without stopping – no, I think that individual reading is better for comprehension.

Question 4:
Do you know a way to encourage your seven graders to read independently at least two Arabic books per months? Or have you heard of a strategy that worked in another language and might be applicable to Arabic language?

Answer 4:
(She seemed undecided) I have not heard of a way but I heard of changing the style of the book. The style of the books in Arabic is repulsive to students, the books in other languages are more attractive, and their style is funny and entertaining while the books in Arabic are not. I have been teaching this class level for two years and if I do not ask the students to read they will not! No, I do not know any strategy, I do not know, do you know of one? (Pointing to me and turning her lips in disbelief).

Question 5:
Can you think of a way to monitor your seventh graders reading habits by accompanying them regularly to the school library and helping them choose Arabic books they like? How many times per month, in your opinion, they should visit the library? And how many times do you take them?
Answer 5:

As for helping our students to choose books, we have trained them to look at the back page of the cover and read the preview, or try to choose an author they like, or choose an attractive title. I know that they hesitate a lot before choosing a book, I told them to look at the back cover, or to skim through the book. They judge the book by looking at it once and discarding it. And I think (hesitating and looking at another teacher....) I think they should visit the library minimum two times per month, yes at least two times. I do not have specific hours for the library, (ererrr......) the students go to the library during recess.

Categorizing the data:

1. Students choosing their own books
2. Visiting the school library regularly
3. Learning about the students' favorite authors
4. Involving parents in monitoring their kids' readings
5. Learning about effective strategies in teaching reading comprehension
القراءة التعاونية

أعضاء الفريق:

عنوان النص:

التوقعات:

1.
2.
3.
4.

الكلات:

1.
2.
3.
4.

الفكرة الرئيسية في النص:

الفكرة الرئيسية للفقرة الأولى:
الفكرة الرئيسية للفقرة الثانية:
الفكرة الرئيسية للفقرة الثالثة:
الفكرة الرئيسية للفقرة الرابعة:
الفكرة الرئيسية للفقرة الخامسة:

الملخص:

الأسئلة:

1.
2.
3.
تعليمات للمعلّمات:

مرحلة التقدّم والمشاركة:

عند الانتهاء من وضع الأسئلة (المرحلة الأخيرة من القراءة التعاونيّة)، يتقدم الناطق باسم كل فريق بمشاركة رفاقه بما يلي:

- عنوان النصّ و موضوعه العام (الفكرة الرئيسة)
- ملخص النصّ
- السؤال أو الأسئلة التي وضعها الفريق

في هذه الأثناء يطلب المعلم من فريق آخر (قرأ النصّ ذاته) الإجابة عن هذه الأسئلة.
- يقيّم المعلم الأسئلة ويحدد قيمة السؤال النقدية (أو عدد النقاط الذي سجلها الفريق).

ما هو السؤال الأفضل الذي يستحق القيمة الأعلى؟

- السؤال الذي يدل على ثقافة التلميذ.
- السؤال الذي يربط موضوع النص بمعلومات درسها التلميذ سابقاً أو اطلع عليها في الماضي.
- السؤال الذي يربط موضوع النص بأمور قد تحصل في المستقبل.
- السؤال الذي يعزز عن عمق في التفكير والتحليل.
- السؤال الذي يستخدم عن غاية الكاتب من كتابة النصّ.
Table 1
A Contrastive Analysis of English and Arabic (Negative Transfers)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orthography</strong></td>
<td><strong>Orthography</strong></td>
</tr>
<tr>
<td>1. Letter forms remain the same regardless of placement in the word.</td>
<td>Letter forms take on a different shape based on placement in the word—initial, medial, or end.</td>
</tr>
<tr>
<td>2. Each letter has a distinctive shape.</td>
<td>Many letters are similarly shaped.</td>
</tr>
<tr>
<td>3. Many phonemes are represented by multiletter graphemes.</td>
<td>One letter equals one phoneme.</td>
</tr>
<tr>
<td>4. It has unpredictable phoneme—grapheme patterns—deep orthography.</td>
<td>It has predictable phoneme—grapheme correspondence when vowels are present—shallow orthography. When vowels are not attached to letters, Arabic is considered to have a deep orthography.</td>
</tr>
<tr>
<td>5. Vowelling system remains constant from childhood to adulthood.</td>
<td>Short vowels are present in works written for children, the Qur'an, and poetry; however, short vowels are omitted in all other works intended for adult audiences.</td>
</tr>
<tr>
<td>6. Vowels are letters of the alphabet. One vowel letter, however, represents multiple vowel phonemes.</td>
<td>Short vowels are diacritical marks attached to consonants; for this reason, some linguists consider Arabic to be a syllabic rather than an alphabetic language. Long vowels are expressed in Arabic by using letters; however, each letter represents a single long vowel phoneme. When vowels are present, there are no homophones in Arabic. When vowels are omitted, some words with different meanings are spelled identically.</td>
</tr>
<tr>
<td>7. It contains many heterographic homophones (same pronunciation, different spelling, and different meaning) such as sale and sail.</td>
<td>Three and four combinations are converted to hundreds of variations on the root by complex use of morphemes through a pervasive use of derivations including tense, gender, person, and number, as well as meaning. Infixed are numerous. This is termed the trilateral/quadrilateral-root model.</td>
</tr>
<tr>
<td>8. Though bound and free morphemes are present in English, the system is much simpler than the Arabic morphological system. Infixed are not present.</td>
<td>All Arabic countries have two forms of Arabic: formal (Fusha), also called Modern Standard Arabic (MSA), and colloquial (Aamiyya), also called Non-Standard Arabic (NSA). Furthermore, NSA varies from nation to nation. NSA can also vary within the same country by geographic regions. It is written from right to left.</td>
</tr>
</tbody>
</table>

**Concepts of print**

1. Although English includes dialects and the concept of standard and nonstandard English, the variation between dialects is minimal.
2. It is written from left to right.

**Syntax**

1. All sentences contain a verb.
2. Contains verbs for to be and to have.
3. Tenses of regular verbs are indicated by suffixes or by helping verbs.
4. It has articles a, an, and the.

Noun sentences do not contain a verb (e.g., God great).
It has no verbs for to have and to be.
Tenses are indicated by the addition of suffixes to a single root.
It has one article, al- (close in meaning to the), but no articles similar to a or an.