

Al- Mustansiriyah University

College of Basic Education

***The Effect of Using Pairs Check Technique on Learners' Achievement in
Reading comprehension***

key words (The Effect, Technique, Achievement)

A Paper By

Assist. Instr.

Hiba Rasheed Jabboori

2014

Abstract

Reading comprehension is considered one of the most important EFL skills as it is a mean of communication .It plays an important role in EFL learning process.

Due to the importance of reading comprehension skill there is a need to find out new techniques to develop this skill. One of these techniques is Pairs Check which is one of cooperative learning strategies .

Hence, the present study aims at empirically finding out the effect of using Pairs Check as a new technique on learners' achievement in learning comprehension.

For the sake of fulfilling the study aim, it is hypothesized that there is no statistically significant difference between the achievement mean score of the learners who are taught reading comprehension by using pairs check technique and that of the learners who taught reading comprehension by the traditional technique .

The sample of the study is two sections composed of 80 students randomly chosen from Al- Yarmuk secondary school for girls. one of them was randomly selected to be the experimental group and the other to be the control group .

To fulfill the aim of the present study an experiment was designed using 'the posttest –only control group ' experimental design.

The instrument of this study is an achievement test composed of 20 items . the test was submitted to a jury of specialists to ensure its face validity. Then the test was administered to the selected sample.

The data of the test are statistically analyzed by using t-test formula for two independent sample. It is found out that there is a statistically significant difference between the experimental and control groups in favour of the experimental group.

1. Introduction

1.1 Problem of The Study

Reading comprehension (henceforth RC) is regarded as one of the most important English foreign language skills because it represents the ability to receive and interpret a written message and associate meanings in order to produce an adequate and accurate response.

Cripe and Vetter (2011: 3) believe that RC is a significant skill that involves the ability to understand something. McInerney and Etten (2005: 45) state that RC can be best understood as the process in which meaning is constructed from a text. It is primarily involved cognitive processes.

Through the researcher's contact with instructors and specialists in teaching English as a foreign language as well as EFL learners, she has concluded that those learners have lots of difficulties in performing the RC skill. Al-Rufai (1981: 57) believes that Iraqi readers focus on identifying each word in the text separately, i.e. they are word by word readers, therefore the meaning of what they read is blurred. Wagner et al., (2009: 22) add that the cause of RC difficulties is individual differences among learners in comprehension skills. For instance how quickly they learn to read, how readily to comprehend what they read and how easy it is for them to hunt the information.

In fact, there is a need to experiment with new techniques that proved effective in improving and activating RC skill. Academy Publisher (2012: online) declares that change is important and necessary for today's learners to be creative learners, i.e. using new techniques instead of the traditional ones in language learning.

One of these techniques is Pairs Check (henceforth PC) which is one of Kagan co-operative learning techniques. It involves learners alternately solving a task in pairs and teams. They first answer one or two questions as a pair then check their answers with their teammates.

Candler (2013: online) believes that "all students benefit from helping and coaching each other. Students who have difficulty often learn more easily from other students who have mastered a skill. Students who have mastered a skill are more likely to retain their knowledge after teaching it to someone else".

Gorgon (2008: online) adds that using PC gives students the opportunity to discuss their thoughts loudly and this leads to automatic correction, clarity and increases understanding and retention of the material.

Hence, the present study intends to shed light on the effect of using PC as a new technique on improving learners' achievement in RC.

1.2 Aim of the Study

The present study aims at empirically investigating the effect of using PC on learners' achievement in RC.

1.3 Hypothesis

To achieve the study aim, the following null hypothesis is postulated: there is no statistically significant difference between the achievement mean score of the learners who are taught RC by the PC and that of the learners who are taught RC by the traditional technique.

1.4 limits

The present study is limited to:

1. The female learners of the fourth grade of the preparatory schools in Baghdad during the academic year 2013- 2014.
2. The selected RC material taken from the Iraq Opportunities Book 8 (2013).

1.5 Definition of Basic Terms

1.5.1 Effect

Simpson and Weiner (1989: 78) define it as "some thing accomplished, caused or produced; a result, consequence correlative with cause".

According to Good (1973: 195) it means "the influence of the experimental factor under controlled conditions on the control variable

The researcher defines the term "effect" as the learners' achievement in as a consequence of applying the experimental variable (PC) under controlled conditions.

1.5.2 Pairs Check

Teams of four work in pairs on a set of exercises. The first member works on a problem, while the second member coaches. Then the second member works on a problem, while the first member coaches. Pairs then check their answers with members of the same team. After all problems, inconsistencies, etc. are solved, the process is repeated for subsequent exercises (The Scientific Reasoning Research Institute (2014: online).

The operational definition: Pairs check is a cooperative learning strategy. That involves partners coaching each other on a worksheet or text problem and checking notes for completeness and accuracy. It is also called Pairs coach.

1.5.3 Technique

Technique is a process manipulation, or procedure required in any art, study, activity, or production or it is an instructional procedure designed to relate to the learner the material being presented in order to facilitate learning.

The operational definition: it is the instructional tool which is used in the learning environment to ease and support the teaching method specially, and learning process generally.

1.5.4 Achievement

Achievement in language learning refers to how much of a language study or programme someone has learned with reference to a particular course of instruction (Richard and Schmidt, 2002: 7).

The operational definition: Achievement is the quantity of RC knowledge that fourth preparatory female pupils gain in the experiment period measured by an achievement test.

1.5.5 Reading Comprehension

RC can be defined as the linguistic process of reconstructing the intended message of a text by translating its lexical and grammatical information into meaning units that can be integrated with the readers' knowledge and cognitive structures (Harris and Hodges, 1982: 266).

The operational definition: RC is the learner's ability to realize and interpret a written text and understand the message that its author wants to convey.

2.Theoretical Background

2.1 Pairs Check

Pairs check is one of Kagan cooperative learning structures or strategies. It is also called Pairs Coach and Rally Coach. Bookman et al. (2001: online) define it as:

a way to structure pair work on mastery-oriented worksheet. Students work in teams of four with two sets of partners. The worksheet is set up with problems presented in pairs. The first person in each partnership does the first problem with the pair partner serving as coach and offering exaggerated praise. After the first problem is done, partners change roles. After each pair of problems, teams of four check each work and if they agree, give a team cheer or hand shake.

Harington (2012: online) describes the first student in the pair as a performer or the solver and the second student as a coach who observes carefully, gives feedback and gives positive knowledge. Then the partners alternate roles for the second problem or question. After that check and compare responses to the first two problems with another pairs within their team to see if they agree.

Academy Publisher (2012: online) declares that PC has four basic elements. These are: 1) positive interdependence occurs when gains of individual or teams are positively correlated; 2) Individual accountability is observed when all students in a group of help accountable for doing a share of the work and for the mastery of the material to be learned; 3) Equal participation is noticed when each member of group is afforded equal shares of responsibility ; and 4) simulations interaction is allowed when class time is designed to allow many student interactions during the period (ibid).

Kagan publishing (online) adds that PC involves number of social skills such as coaching, patience, requesting and offering help between learners,

offering and accepting exaggerated praise, the noise level is appropriate and giving and accepting constructive criticism. On her part Candler (online) believes that many students face difficulty in the task part which involves waiting for the other teammate to complete a row of questions. So teacher should teach students to wait patiently in a non- disruptive manner and change the pairs or offer help if one set always finishes first.

2.1.1 PC Steps

In fact, PC involves specific steps to be done. Alberta(6) (2008: online) states that before starting with the PC steps, teacher should take into his or her consideration the students level, strengths, and abilities in organizing student groupings. He (ibid) adds that the success of the group is a result of the fact that each group member is responsible for some part of the task. In addition students roles should be rotated to give them the chance to experience each role over time.

Generally, the PC steps include:

1. Teacher chooses pairs of students.
2. Poses a set of problems or questions.
3. Partner A answer the first question whereas partner B coaches and praises. When they agree on thanswer they move to to the next question.
4. Partners alternate their roles, i.e. partner B answers the next question while partner A acts as coach. They agree on the answer or the solution.
5. After every two questions, the pair check their answers with another pair and all four students discuss to agree on the answers of the first two questions.
6. Pairs repeat steps until all questions are answered.

(see Andrews Education (online) and Candler (2013:online))

2.1.2 Advantages of PC

PC as a technique has a lot of advantages in both language teaching and learning. According to Alberta Education (2008: online) PC is a helpful way for the students in self correction before marking work as a class, developing their language skills by practising these skills and supporting each other in the

process. Candler(2013:online) states that a high degree of accuracy will gain by the frequent team checks.

However, using this technique regularly students become more efficient and skilled at practising the language. They become more confident, their motivation also increases and they can manage without regular teacher's supervision. Students learn how to learn and gradually take responsibility for their own learning (Gorgon, 2008: online). Academic Cuesta (2004: online) adds that it is important to help students to learn how to listen to other students, analyze and interpret what they have, how to ask questions and answer, and how to communicate effectively to each other. This, of course, will lead to create real life situations in the classrooms.

Li and Lam (2013: online) believe that using this type of cooperative learning is important to increase students' cognitive, psychological and social performance by exploiting their various abilities and to face the problem of individual differences. According to Colorado (2007: online) this way is useful for EFL students because it encourage them to participate to solve problems, stay on a task, depend on each other in a positive way, share their thoughts and knowledge, give and accept feedback from peers and reinforce friendships among divers groups of students.

Academy Publisher (2012: online) declares that PC have number of advantages including :

1. Greater language use and greater comprehensible input. In PC students can work together to complete the groups' task effectively because they adjust their speech to the level of their partner, encourage and support each other in language use, create natural context and real life situations .
2. PC offers appropriate environment for EFL learners. It is frightening situation for students to speak out in front of the class. However, it is easy for them to talk and discuss their thoughts with supportive teammate.
3. It enhances positive interaction between students and motivation to read, speak, write and listen for better understanding. It strengths both individual and the community.

4. It enhances and develops number of behavioural and social skills such as: coaching, patience, listening for and respecting each other and giving and accepting constructive criticism.

2.2 Reading Comprehension

Grellet (1988: 3) defines RC as the process of gaining specific information from a written material as efficiently as possible. Harris (1980 : 266) says that RC is the "linguistic process of reconstructing the message of a text by translating its lexical and grammatical information into meaning units that can be integrated with the reader's knowledge and cognitive structure". Lipka and Siegel (2012: online) describe RC as a tent which leans on three pillars. These are the readers, the text and factors associated with the activity of reading.

According to Westwood (2008: 31) RC means a pragmatic thinking operations in which readers intentionally constructs meaning to create a deeper understanding of concepts and information presented in the text. National Center for Learning Disabilities (2014: online) describes RC as a complex cognitive process that involves a number of components all working together in a synchronous and automatic way. On his part, Flood (1984: 273) describes reading and comprehension in a consequent way, i.e. "if learners can decode letters of words and name those words, they have made a good start, but they have not read until they can understand what those strings of words mean"(ibid).

In fact, reading comprehension skill involves a number of sub-skills.

1. Realizing the meaning of words and words grouping in the context;
2. Recognizing structural clues and comprehending structural patterns;
3. Comprehending the meaning of sentence or any complete sequence of words;
4. Perceiving relationships and sequence of ideas;
5. Comprehending paragraphs and longer units of prose and selecting the main idea;
6. Reading between the lines and drawing conclusions;
7. Scanning and drawing for specific information;

8. Reading critically, quickly and with ease, and adopting a flexible approach and varying the reading strategies being applied according to the type of reading material used.

2.2.1 Reading Comprehension Levels

RC levels have been classified in many different ways. Some authors classify them into three levels, these are literal (on the line), interpretive in inferential (between the lines), and evaluative or critical (beyond the lines). Some of them classify them into four levels, these are: literal, interpretive, critical, and creative. The rest, on the other hand, classify them into five levels, these are: literal, reorganization, inference, evaluative, and appreciative.

2.2.1 literal level: what is actually stated in the passage, i.e. Surface understanding only. Tests in this category are objective tests dealing with true / false, multiple choice and fill-in-the blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

2.2.2 Interpretive level: what is implied or meant, rather than what is actually stated. Reading between the lines to determine what is meant by what is stated. Tests in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how

2.2.3 Applied (critical) level: taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. In this level we are analyzing or synthesizing information and applying it to other information.

2.2.4 Creative level : creative level demands divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels.

2.2.5 appreciation level: it deals with psychological and aesthetic impact of the selection on the reader. The reader should be emotionally sensitive to the work and to have reaction to the value of its psychological and aesthetic elements.

(see Academic Cuesta (2004:online) and Sherwinutshell (2011:online))

Chapter 3

3 . Procedures

3 . 1 Population and Sample:

The population of the study is female pupils of the fourth preparatory grade /scientific branch in the secondary schools for girls in baghdad city for the academic year 2013- 2014.

Due to the difficult security circumstances of the country, AL –Yarmuk Preparatory School for girls in AL- Yarmuk , Directorate General of Education in AL- Karkh 3 ,was intertionally chosen.

In this school there were 128 forth scientific graders in three sections. Two intact sections were randomly selected .In the same way, section B with 42 pupils was randomly chosen to be the experimental group and section A with 41 pupils to be the control group. After excluding all the repeaters, the total number of the sample was 80 pupil, 40 in each group .

3.2 Equivalence of the Sample:

To ensure the experimental validity of the experiment, the researcher has equalized the two groups (experimental and control) in some important variables which may influence the dependent variable (achievement) and these variables are; the age of the students, the final marks in English of the third intermediate gradeand the subjects' intelligence level.

t- test statistics for the variable of the subjects' ages

| Group | No. | X | S2 | df | t-value | | Level of significance |
|-------|-----|---------|--------|----|----------|-------|-----------------------|
| | | | | | computed | Table | |
| Exp. | 40 | 151.475 | 19.228 | 78 | 0.377 | 1.980 | 0.05 |
| Con. | 40 | 151.1 | 20.448 | | | | |

t- test statistics for the variable of the subjects' scores in English in third grade exam

| <i>Group</i> | <i>No.</i> | <i>X</i> | <i>S2</i> | <i>Df</i> | <i>t-value</i> | | <i>Level of significance</i> |
|--------------|------------|---------------|----------------|-----------|-----------------|--------------|------------------------------|
| | | | | | <i>computed</i> | <i>table</i> | |
| <i>Exp.</i> | 40 | 56.575 | 294.67 | 78 | 0.755 | 1.980 | 0.05 |
| <i>Con.</i> | 40 | 53.75 | 265.625 | | | | |

t- test statistics for the variable of the subjects' Intelligence Level

| <i>Group</i> | <i>No.</i> | <i>X</i> | <i>S2</i> | <i>df</i> | <i>t-value</i> | | <i>Level of significance</i> |
|--------------|------------|---------------|---------------|-----------|-----------------|--------------|------------------------------|
| | | | | | <i>computed</i> | <i>table</i> | |
| <i>Exp.</i> | 40 | 24.05 | 73.994 | 78 | 0.301 | 1.980 | 0.05 |
| <i>Con.</i> | 40 | 24.625 | 71.927 | | | | |

3.3 Experimental Design

Christensen (1980:158) points out that the design of the experiment should be a suitable and appropriate one because of its importance in determining the possibility of obtaining valid, objective, and accurate answers to research questions. According to Meyers and Grossen(1978:163), the design of any atudy is virtually dictated by its problems and conditions under which it is implemented.

In order to attain the aim of the present study, the researcher adopted "the posttest-only control group design" in which two groups are randomly chosen. This design can be depicted as follows:

Experimental group – independent variable (PC) – posttest

Control group _____ posttest

(Campbell and Stanley,1963:25)

In this design, only the experimental group receives the independent variable and then both groups of subjects are measured on the dependent variable. The scores on the dependent variable are then compared and if the experimental group's scores are found to be significantly higher than those of the control group, the difference is attributed to the independent variable.

In this study, the experimental group is the group that is taught RC by using PC, whereas the control group is the one that is taught RC by using the traditional technique.

3.4 The Instrument (*The Achievement Test*)

The instrument of the study is an achievement test which has been constructed by the researcher herself . The test aimed at measuring pupils' achievement in RC. The test items constructed in the light of the behavioural objectives of the material.

The test in its initial version consists of 20 items based on two passages taken from Interchange/ Student's Book (Richards et al., 2005). Various techniques are used in this test; for instance, filling in the blanks, giving short answers, true /false questions and multiple –choice.(see Appendix 1).

In order to ensure the validity and suitability of the achievement test, its items were exposed to a jury of experts*. After discussing the items with the jury members, the researcher took their comments, directions and modifications into consideration.

After checking the validity of the test, a pilot administration was carried out on 20th of January 2013. The test was given to 40 pupils taken from the same school (Section C).The purpose of the pilot administration was to estimate the time required for the examinees to finish the test, to analyze the test items, i.e. identify the discriminatory power and difficulty level, and to find out the reliability of the test. It was found that the testing time ranged between 60 and 90 minutes.

After scoring the pilot test papers , the researcher calculated the difficulty level of the test items and their discriminatory power. the difficulty level was less than 0.80 and the discriminatory power was more than 0.30. So the difficulty level and discriminatory power of the test items are satisfactory.

The researcher used Kuder_ Richardson formula 20 to estimate the test reliability which is 0.78. It indicates that the test is reliable.

3.5 Instructional Material:

The instructional material was composed of eight texts taken from the prescribed *textbook Iraq Opportunities (Book 8)* and they are:

1. Eco-protest: magazine interview.
2. Life on Alpha: magazine article.
3. Ramadhan: autobiography extract.
4. Wedding: Internet page.
5. Seasonal Festivals: British information.
6. A material World: profile of an ex-millionaire.
7. Adverst: advertisement.
8. Virtual Reality: websites

3.6 Instruction

Instruction started on 18 November, 2013. It lasted for two months. In fact, the researcher herself taught the experimental and the control groups to control the teacher variable in the experiment. One lesson per week was

*The jury members are:-

1. Asst. Prof. Dr.A.J. Darwesh (College of Basic Education, Al-Mustansiriyah University).
2. Asst. Prof. Dr Abbas Jassim Al-Dujaly (College of Basic Education, Al-Mustansiriyah University).
3. Asst. Prof. Dr. Dhuha Attallah Hassan (College of Basic Education, Al-Mustansiriyah University).
4. Asst. Prof. Saad Salal (College of Basic Education, Al-Mustansiriyah University).
5. Instr. Dr. Ridha Ghanim (College of Basic Education, Al-Mustansiriyah University).
6. Instr. Afrah Munshed (College of Basic Education, Al-Mustansiriyah University).
7. Instr. Muntaha Sabar (College of Basic Education, Al-Mustansiriyah University)

devoted to teach RC skill for each group. The texts introduced for the experimental and control groups were unified. The researcher presented one text per lesson. The control group was was taught RC by using the traditional method, i.e. giving a general idea about the text, reading the text, explaining it and clarifying the meaning of difficult vocabulary; then pupils read it silently and answered the questions of the text. The same steps were followed in teaching the experimental group, in addition to the independent variable(PC), i.e. the researcher gave the pupils the questions of the text and asked them to follow the steps of PC technique to answer these questions.(see 2.2 earlier).

3.7 The Final Administration of The Test And Scoring Scheme

At the end of the teaching period and after ensuring the test validity and reliability, the pupils of both groups were administered the post achievement test on 27th of January 2013 and it lasted about 90 minutes. The total score of the test is 100 scores distributed as shown in Appendix 1.

4 . Results, Conclusions, Recommendations and Suggestions

4.1 Presentation

In order to attain the aim of the study and its null hypothesis the researcher compared the mean score of the experimental group (82.670) and that of the control group (68.925). Using t-test for two independent samples, It is found out that the computed t- value is 6. 031 which is greater than the critical t- value (1.980) under 78 degrees of freedom at 0.05 level of significance. Indeed, this indicates that there is a statistically significant difference between the two groups in favour of the experimental group. So the null hypothesis is rejected.

Table 1 The t –test statistics for the achievement post test

| Group | S | mean | No | Df | t value | |
|--------------|---------|--------|----|----|------------|------------|
| Experimental | 93.567 | 82.675 | 40 | 78 | tablulated | calculated |
| Control | 114.319 | 68.925 | 40 | 78 | 6.031 | 1.980 |

4.2 Interpretation

Depending on the results of the present study (which are mentioned in 4.1), the researcher finds that using PC by EFL teachers as a new technique is useful in facilitating the RC skill and increasing the pupils' practice and training in this skill. This can be attributed to a number of factors:

1. PC encourages all pupils to participate in an active way.
2. By using PC, pupils have an opportunity to discuss their thought processes and this may lead to automatic correction and clarity.
3. Pupils find solutions without the teacher and this, of course, promotes greater pupil-faculty and pupil-pupil interaction.
4. The discussion which occurs between the pupils increases understanding and retention of the RC process. Pupils actually get time to think about, to talk about, and process information.
5. PC promotes equal participation, creates a positive environment for learning and improves attendance.
6. All pupils benefit from helping and coaching each other, i.e. the pupil with high level can help the pupil with low level and, at the same time, reinforce his knowledge.
7. PC adds a sense of trust to the pupil to actually answer the questions.
8. Enjoyment of interaction and relevancy of content tends to encourage pupils to master the content and create positive feeling towards language.

4.3 Conclusions:

On the basis of the present study, and the researcher's own observation during the present investigation, the following conclusions are drawing:

1. Emperically, using PC as a new technique in teaching the RC skill has an effective and positive influence on learners' achievement in it.
2. Exploiting PC in teaching RC motivates the learners and activates their interaction with the text, which is reflected in their performance in the RC tasks and exercises.

3. PC offers appropriate atmosphere for the learners as they can work together effectively and learn from,listen to and respect each other. In this way learners stay on a task.

4. Since RC is an active and complex skill that involves a number of sub-skills, PC can be used to facilitate these skills.

5. Supplying EFL teachers with new techniques of teaching RC such as PC helps them to facilitate this skill for the learners. In PC the teacher is no longer a supervisor but becomes a resource center and advisor for the learners.

4.5 Recommendations

On the basis of the results of the present study which are considered as a scientific evidence, and its conclusions, the researcher recommends the following:

1. Using PC as a new and effective technique in teaching the RC skill to improve and develop learners' performance in it.

2. Concentrating on RC as an important EFL skill in achieving EFL fluency and accuracy.

3. Drawing EFL teachers' attention to the important role of Kagan cooperative structures, specially PC.

4. Intensifying EFL learners' practice in RC to improve their ability in EFL in general and RC skill in particular.

5. Motivating learners to interact with the RC skill by using new techniques such as PC.

5.5 Suggestions

In the light of the findings of the present study , the following studies are suggested :

1. A similar study can be conducted for examining the effect of using PC in other academic stages ; i.e., intermediate stage and college level.

2. A similar study can be carried out to investigate the effect of using PC on listening comprehension.

3. A similar study is proposed to find out the effectiveness of PC on RC for male learners.

Bibliography

Academic Cuesta Education. (2004). **Levels of Comprehension**. Retrieved on 26 /10/2013 from <https://academic.cuesta.edu/academic/as/303.HTM>.

Alberta Education. (2008). **Cooperative Learning Strategies**. Canada.

Retrieved on 28 /10/2013 from <https://education.alberta.ca/media/904583/app15.pdf>.

Al- Rufai, M.(1981)"The Effect of Reading Components on the Acquisition of Literary Appreciation and Criticism". **IDELTI Journal**, No. 19, pp 46.

Barret, Thomas C.A. (1974). **Taxonomy of Comprehension**. Lexington, Mass. Ginn and Company.

Bookman B., J. Valenti, S. Latourelle, and L. Maitland .(2001). **Pairs Check**, Retrieved on 28 /10/2013 from https://opas.ous.edu/committees/resources/Research_papers/15Comm_only_used_Techniques.pdf

Campbell, Donald T. and Julian C. Stanley. (1963). **Experimental and Quasi-Experimental Designs for Research**. Boston: Houghton Mifflin Company.

Candler, Laura.(2013). **Kagan Cooperative Learning**. Retrieved on 28/10/2013 from <https://www.kaganonline.com/catalog/contents/BCDDPairsCheck.Pdf>

Christensen, Larry B. (1980). **Experimental Methodology**. 2nd ed. Boston: Allyn and Bacon, Inc.

Colorado, Colorin. (2007). **Cooperative Learning** . Retrieved on 28 /10/2013 from <https://www.colorincolorado.org/index.php?langswitch=en>

Cripe, Jennifer .(2011). **Reading Comprehension Activities**. Westminer: Teacher Created Resource.

- Cushebery, Donald C. (1971). **Reading Improvement in The Elementary School**. 4th ed. New York: Parker Publishing, Inc.
- Flood, James. (1984). **Promoting Reading Comprehension**. New York: International Reading Association.
- Fry Edward. (1965). **Teaching Faster Reading: A Manual**. Cambridge: Cambridge University Press.
- Good, Carter V. (1973). **Dictionary of Education**. 3rd ed. New York: McGraw-Hill, Book Company.
- Gorgon, Aneta. (2008). **Advantages and Disadvantages of Pair Work and Group Work**. Retrieved on 28 /10/2013 from http://portal.gim-nt.com/index2.php?option=com_content&do_pdf
- Grellet, F. (1988). **Developing Reading Skills: A Practical Guide To Reading Comprehension Exercises**. Cambridge: Cambridge University Press.
- Harrington, Dick. (2011). **Pairs Check**. Wasdworth. Retrieved on 28 /10/2013 from <http://ycinstitutes.wikispaces.com>
- Harris, Sipay. (1980). **How to Increase Reding Ability**. Cambridge: Cambridge University Press.
- Harris, Theodore L. and Richards E. Hodeges. (1982). **A Dictionary and Related Terms**. New York : Delaware.
- Heaton, L. A. and J. M. Ure. (1963). **English Sounds And Spellings Tests**. **London**: Oxford University Press.
- Kagan publishing.(2013). **Kagan Strategy: Rally Coach***
http://www.usd416.org/pages/uploaded_files/Rally_Coach.pdf
- Kaschak, Michael P.; John L.; Coyle, Jaquiline M. And Sell, Andrea. (2009). "Language and Body" In Richard K. Wagner, Christopher Schatschneider Phythian-Sence.(eds) **Beyond Decoding: The Behavioral and Biological Foundatios of Reading Comprehension**. New York: Guilford Press.pp3-27.

- Kingston, Albert. (1961). **A Conceptual Model of Reading Comprehension**. London: Longman Group Ltd.
- Li , M. P. and B.H. Lam. (2013). **What Is Cooperative Learning**. The Hong Kong Institute Of Education. Retrieved on 28 /10/2013 from <http://www.ied.edu.hk/aclass/>.
- Lipka, Orly and S.Siegel.(2012). **Reading And Writing**. Retrived on 1/12/2014 from Virtual Iraqi Library from <http://link.springer.com/Sempertool.dk/article/10.1007/s11145-011-9309-8>.
- Mcinerney, Dinnis, Etten, Shawn. (2005). **Focus on Curriculum**. New York: Information Age Publishing,Inc.
- The National Center for Learning Disabilities. (2014). **Reading Comprehension**. Retrieved on 2/10/2014 from <http://www.ncl.org>.
- Richards, J., J. Platt and H. Webber. (1985). **Longman Dictionary of Applied Linguistics**. London: Longman.
- Richards, Jack C. , Jonathan Hull and Susan Proctor. (2005). **Interchange**. 3rd ed. Cambridge: Cambridge University Press.
- Richards, Jack C. And Schmidt, Rechar. (2002).**Longman DictionaryOf Language Teaching & AppliedLinguistics**.3rd ed. UK: Pearson EducationLimited.
- The Scientific Reasoning Research Institute. (2014). **Pairs Check**. University of Massachusetts Amherst. Retrieved on 8/2/ 2014 from <http://www.srri.umass.edu/topics/collaborative-group-techniques>.
- Simpson, J. A. And E.S. Weiner. (1989). **The Oxford English Dictionary**, 2nd ed. London: Oxford University Press.
- Smith, Frank. (1978). Understanding Reading: A Psycholinguistics Analysis of Reading And Learning to Read. New York: Holt, Rinehart and Winston.
- Westwood, Peter.(2008). **Reading and Writing Dificulties**. ACER Press.

Appendix 1

The Achievement Test

Cell Phone Etiquette

What do you do in a situation like this? Many people find cell phones useful in their day-to-day lives. But we've all sat next to someone talking too loudly on a cell phone. You may want to tell the loudmouth to end the conversation, but let the management take care of noisy customers.

You can only control your own behavior. Here are a few rules: Off means off! Respect the rules of restaurants and other public places. If a sign says "turn off cell phones, don't use your phone. Keep Private Conversations Private! Speak softly and for a short time. Try to move away from other people.

Q1/ Read the article. Then complete the summary with information from the article. (25 m.)

Many people talk too1..... on cell phones. While you.....2..... control their behavior, you can follow a few simple rules. For example: turn3..... your phone in public places, speak4..... on phone calls, and5..... take a phone call in a movie theater.

Q2/ Check () the statements the writer would probably agree with. (25 m.)

- 1- You should never use a cell phone in public.
- 2- Cell phone users are very rude people.
- 3- Turn off your cell phone if someone asks you to.
- 4- You should challenge people who talk too loudly on cell phone.
- 5- It's **OK** to talk on the phone while driving a car

- 6- You can use a cell phone in public if you speak quietly.
- 7- Don't shout into the phone.
- 8- Stand close to other people when you are using a cell phone.
- 9- You can take calls in a theater or at the movies.
- 10-respect the rules of restaurant and other public places.

The Wrld`s Online Marketplace – eBay !

Do you like shopping online ? Do you like finding a bargain or a good buy ?Then eBay is for you. eBay is The World`s Online Marketplace. It`s a place to buy and sell almost anything .With over 18 million members, eBay is more popular than any other shopping site on the Internet.

People trade millions of different things on eBay`s web site: from car to electronics to musical instruments .Here`s how it works: A member puts an advertisement for an item on the web site. Other members bid, or offer money, for the item. Then person who bids the most money gets to buy the item.Then the seller sends the item to the buyer.

"Selling on eBay is easy,"says Mike Stacks.He`s the owner of company that sells used computers.And he adds,"I make friends on eBay. I think it`s a very friendly place."But some people don`t like it. "I think the traditional way to is better,"says Jenny Feng,a student."I want to touch things – not see a picture of them."

But whether you like it or not, eBay is here to stay. There are now eBay users in the United States,Europe,Latin America,China,and many other countries. Soon, people may be able to shop on eBay anywhere in the world.

Q1/ Read the article.Then answer these questions. (25 m.)

- a. How many people use eBay?
- b. What do people think about Ebay?
- c. How do you sell items on eBay?

d. What is eBay?

e. What can you buy and sell on eBay?

Q2/ Find these statements in the article. Which are true "T" ? Which are false " F"? (25 m.)

1- eBay is a place to buy and sell almost anything.

2- Selling on eBay is defficult.

3- One can make friends on eBay .

4- It is more popular than any other shopping site.

5- Mike Stacks says "The traditional wayto shop is better".

الخلاصة

الاستيعاب القرائي واحد من اهم مهارات اللغة الانكليزية لغة اجنبية بوصفة وسيلة اتصال. ونتيجة لاهمية مهارة الاستيعاب القرائي هناك حاجة للبحث عن اساليب جديدة لتطوير تلك المهارة. ويعد اسلوب تدقيق الأزواج والتي هي واحدة من اساليب التعلم التعاوني واحدة من هذه الاساليب.

تهدف الدراسة الحالية الى البحث تجريبيا عن اثر استخدام اسلوب تدقيق الأزواج في تحصيل المتعلمين في الاستيعاب القرائي.

ولتحقيق هدف الدراسة وضعت الفرضية الصفرية التالية:

(لايوجد فرق ذو دلالة احصائية عند مستوى دلالة ٠.٠٥ بين متوسط درجات طالبات المجموعة التجريبية الاتي يدرسن الاستيعاب القرائي باستخدام اسلوب تدقيق الأزواج وبين متوسط درجات طالبات المجموعة الضابطة الاتي يدرسن وفق الطريقة المعتادة في تدريس الاستيعاب القرائي.

تكونت عينة البحث من ٨٠ طالبة توزعت بين مجموعتين بواقع ٤٠ طالبة في المجموعة التجريبية و ٤٠ طالبة في المجموعة الضابطة وقد اختيرت بطريقة عشوائية من اعدادية اليرموك للبنات للعام الدراسي ٢٠١٣-٢٠١٤ .

ولتحقيق هدف الدراسة الحالية صممت تجربة من نوع (اختبار بعدي فقط لمجموعتين ضابطة وتجريبية).

صممت الباحثة اختبارا تحصيليا مكونا من ٢٠ فقرة وتحقق صدق الاختبار من خلال عرضه على لجنة من الخبراء ثم طبق الاختبار على عينة الدراسة .

حلت بيانات الاختبار احصائيا باستخدام معادلة الاختبار التائي لعينتين مستقلتين . ووجد ان هناك فرق دال احصائيا بين المجموعتين التجريبية والضابطة وان المجموعة التجريبية افضل من المجموعة الضابطة في مهارة الاستيعاب القرائي.

اثر استخدام اسلوب تدقيق الازواج في تحصيل المتعلمين في الاستيعاب القرائي
الكلمات المفتاحية (التاثير ، الاسلوب ، التواصل)

قدم من قبل:

م.م هبة رشيد جبوري

٢٠١٥