

## المنهج التشاركي في تدريس استيعاب القراءة

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## Participatory Approach in Teaching Reading Comprehension

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### الملخص:

أصبحت اللغة الإنجليزية من أقوى اللغات في العالم ومن أكثر اللغات انتشارًا، واستخدمتها غالبية المجتمعات العالمية كأداة للتواصل. ولاكتساب هذه اللغة يجب ان تكون بداية المتعلمين بأربع المهارات الأساسية وهي: التحدث، والقراءة، والكتابة، والاستماع.

القراءة هي واحدة من أعظم الطرق وأكثرها شمولاً للتعرف على العلوم والمجالات الأخرى. بدأ الباحثون في دراسة جميع البدائل المحتملة في محاولة لتعزيز الاستيعاب القرائي، وزيادة مشاركة الطلاب، ومساعدة الطلاب في تطوير قدراتهم على الاستيعاب القرائي. كما بحثوا في كيفية تأثير محتوى القراءة على الفهم من أجل تحسين الفهم وجعل القراءة أكثر قابلية للتطبيق في الحياة اليومية. هدفت الدراسة إلى التحقق من تأثير القراءة التفاعلية على تنمية الفهم القرائي وإنشاء إطار من شأنه أن يساعد الطلاب في تصور المنهج التشاركي لتعليم الفهم القرائي والذي يعتمد على نظرية التعلم التشاركي (تأخذ إطار العمل شكل استراتيجيات تعليم وتعلم تعاونية تتضمن منتدى، ورؤية، وتفاعل، ومهمة).

وقد تناول هذا البحث أسلوب التدريس - مدخل التدريس التشاركي - وتطبيقه على تعليم الفهم القرائي الذي هو جزء من المهارات الأربع. استنادًا إلى تدريس اللغة التشاركي، يعود محتوى المادة إلى السياقات الاجتماعية التي لا تشمل القضايا الاجتماعية والسياسية فحسب، بل تشمل أيضًا الأهداف الأكاديمية والشخصية للطلاب.

أجريت الدراسة بالمدرسة المتوسطة بمدينة طبرق. تكونت العينة من (36) طالبًا، تم تقسيمهم إلى مجموعتين، بواقع (18) طالبًا لكل مجموعة، وتم تطبيق النظرية على إحدى المجموعتين. بناءً على الاستبيان لكل من الطلاب والمعلمين ونتائج التحليل الإحصائي للاستبيان. والنتيجة تظهر أن؛ لا توجد فروق ذات دلالة إحصائية بين استخدام التعلم التشاركي في تدريس الفهم

القرائي وتحصيل المستوى التعليمي لطلبة المرحلة المتوسطة في هذه المدرسة. لدى الطلاب في كلا المجموعتين اتجاه إيجابي تجاه استخدام الطريقة التقليدية وتطبيق نظريه التعليم التشاركي. وتفسير ذلك أن كلتا الطريقتين فعالتان في تحسين مهارة الفهم القرائي لدى طلاب المرحلة الإعدادية. **الكلمات الدالة:** نهج اللغة التشاركي، منهج التعلم التشاركي ، تعليم اللغة الإنجليزية كلغة، غريب الاستيعاب القرائي، الفهم القرائي.

## Abstract

English language became one of the most powerful languages in the world and one of the most commonly spoken languages, and the majority of global communities utilized it as a communication tool. To acquire these language learners should start with four skills: speaking, reading, writing, and listening.

Reading is one of the greatest and most thorough methods to learn science and other fields. The researchers began investigating all potential alternatives in an effort to enhance reading comprehension, raise student engagement, and assist students in developing their reading comprehension abilities. They also looked at how reading content impacts understanding in order to improve comprehension and make reading more applicable to daily life. The goal of the study was to ascertain the impact of interactive reading on the development of reading comprehension and to create a framework that would aid students in conceptualizing the participatory approach to teach reading comprehension, which is based on participatory learning theory (PLA). This framework took the form of a collaborative teaching and learning strategy that included a forum, insight, interaction, and task.

This paper studied a method of teaching –Participatory Teaching Approach– and apply it on teaching reading comprehension which is a part of the four skills. Based on participatory language teaching, the content of the material goes back to social contexts involving not only sociopolitical issues, but also students’ academic and personal goals.

The study was conducted at middle –school in Tobruk. The sample consisted of (36) students, divided into two groups, with (18) students for each group, and the theory was applied into one of the two groups. Based on the questionnaire for both students and teachers and the results of the statistical analysis of the questionnaire. The result shows that; there are no statistically significant differences between the use of participatory learning in teaching reading comprehension and the achievement of the educational level of middle–school students in this school. Students in both groups have positive attitude towards the use of the traditional way and the PLA.

And the explanation for that are both ways are effective in improving reading comprehension skill for middle–class students.

**Key words:** PLA (*Participatory learning Approach*) – Reading Comprehension .PTA(*participatory Teaching Approach*),EFL( *English as forgien language*) .teaching Reading Comprehension.

## Introduction

Participatory language teaching theory is a method of teaching which doesn’t much vary from other kinds of communicative teaching. This method focuses on social culture process and collective empowerment. Participatory language teaching is concerned with critical pedagogy that is established by Paulo Freire (1998), that dialectical relationship between students and teachers can be accomplished. He also emphasized the rules of interaction and negotiation for meaning in language learning and he explained how this interaction is very crucial in building up

student's personality by having a good position in his/her society in the future. Actually, based on participatory language teaching, the content of the material goes back to social contexts involving not only sociopolitical issues, but also students' academic and personal goals.

According to Amato, Richard and Patricia, (2010), the empowerment of Participatory language teaching method is in the relationship and interaction between students and teachers. This interaction is connected to three important principles which are (initiation/response/feedback).

The reason that gives this method great strength is that it always brings the issues that affect students' lives and believes where students have personal investment. Many classrooms are already using this method because it has many advantages to students and teachers at the same time. One of the most positive advantages is as students and teachers work together there will be mutual respect between them. In addition, as teachers and students work together, that can be very useful in making a solid relationship by creating a good method of communication. This method of communication can help students in building their personality and self-confidence by giving them chances to interact through giving their opinion and sharing their ideas. In the other hand, this method doesn't use the traditional strategies in teaching vocabulary and grammar, but it rather tries to create an environment where the teacher values students' ideas and their prior experiences. In other word, teachers and their students contribute the curriculum development together. In addition, students will have sort of responsibility for their own learning through planning, doing researches, decision making, exploration and reflective thinking that will increase their knowledge about certain issues. Making a lot of reading can help students increase their interest in establishing their academic goals and language proficiency.

### **1.2 The Research Questions**

1. How may EFL teachers use PA to enhance reading comprehension by using problem solving task?
2. How do students of English as foreign language react when the collaborative language method is used in reading comprehension classes?
3. How PLA influence the way that reading is taught?

### **1.3 The objectives of the study**

The main objective of the study is to identify the problem that the EFL Libyan middle-class students encounter in reading and also to ensure that the use of participatory approaches could influence the achievement of EFL on reading comprehension and explain the best ways to employ various methods. Additionally, to investigate the students and teachers' perception toward the use of social interaction in improving the students' interest in the participatory learning approach in teaching reading comprehension for middle school students. And also, to explore the effect of using PLA in improving reading comprehension for middle-class students.

### **2.1 Literature Review**

The theoretical foundations and the historical development of participatory approach: Participatory approach is an approach to organizing classroom activities into academic and social learning experiences. It differs from group work, and it has been described as "structuring positive interdependence". Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds

(Neda, R. R, S, and A, 2017). Ross and Smyth,1995 describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks.

However, it wasn't until 1937 when researchers May and Doob (1937) found that people who cooperate and work together to achieve shared goals, were more successful in attaining outcomes, than those who strived independently to complete the same goals. Furthermore, they found that independent achievers had a greater likelihood of displaying competitive behaviors. Philosophers and psychologists in the 1930s and 40's such as John Dewey, Kurt Lewin, and Morton Deutsch also influenced the cooperative learning theory practiced today (Sharan, 2010).

The importance of participatory reading stands out as a strategy for learning a language because it gives students the chance to make clear reading comprehension outputs, use all the language resources they know, and get feedback from their group members and the teacher on how to make the outputs clear. In a participatory approach to second language teaching and learning, students actively engage in their own learning process and collaborate with others (Cobb, 1994; Greeno, 1998) to achieve their goals. In addition, collaborative learning has been shown to encourage the growth of student interdependence (Bruffee, 1999), responsibility (Totten, Sills, Digby, & Russ, 1991), interpersonal skills (Rymes, 1997), and cognitive and critical thinking skills (Johnson & Johnson, 1986).

The participatory approach's theoretical underpinnings and historical progression: A participatory method divides classroom activities into social and intellectual learning opportunities. It has been called "shaping positive dependency" and differs from group work. The need to work together in groups to perform activities in support of academic objectives. Students who learn collaboratively make use of one another's resources and abilities, as opposed to individual learning, which can be competitive in nature (asking one another for information, assessing one another's ideas, overseeing one another's work, etc.

Learners Attitudes Toward Participatory Approach: PA is an effective teaching method wherein small groups of students, each with students of varying levels of ability, use a variety of learning activities to enhance their comprehension of a subject. Each team member is accountable for not only what is taught, but also for assisting other team members in their learning, creating a successful team atmosphere. Students work on the task from start to finish until each group member has fully understood and finished it. They collaborate as a group in order to benefit from one another's efforts; they share a shared destiny, cooperate, and take pride in the accomplishments of the group.

Group objectives in collaborative learning foster what is referred to as constructive interdependence. When students think they can only succeed academically if other students in their cooperative group also succeed, they have positive dependency ,Johnson and Johnson, 1986. Positive interdependence necessitates personal responsibility. For prizes, grades, and recognition, cooperative groups collaborate. Reviewers of cooperative learning generally concur that personal responsibility and constructive interdependence are crucial elements for cooperative learning to succeed (Slavin, 1989).

The fundamental distinction between cooperative learning and traditional group work is that in cooperative learning, group activity is deliberately managed, planned, and assessed while in traditional group work; students are instructed to work in groups without any consideration for group functioning (Jacobs, 1997; Johnson & Johnson, 1994). Teachers can adopt and adapt instructional methods and structures to improve the effectiveness of group work by fostering an environment that can support interactive learning (Abrami et al, 1995).

Collaborative strategic reading was the term used to describe the participatory reading strategy. The researcher chose the phrase "participatory reading strategy" since it is more frequently used in the context of the Arab world. For because it allows students to produce clear reading comprehension outputs, use all of their language resources, and receive feedback from their group members and the teacher on how to make the outputs clearer, participatory reading is crucial as an approach to learning a language. Moreover, it provides a new, more social approach to learning to read and aims to connect reading with other language skills like speaking, participatory learning groups help students become more aware of their active engagement.

Teaching reading is insufficient to identify fundamental skills and abilities, pay attention, and develop students, according to members of linguistic academies, professors at universities that prioritize linguistic and educational studies, Arabic language supervisors, teachers, and researchers who work to improve Arabic language education. Most students place more emphasis on recognizing letters and words and saying them aloud than on developing the skills required for reading, we discover a glaring deficit in these abilities among pupils.

### **3.1 Methodology**

#### **Procedures**

The study was conducted at a middle school in Libya. The participants in this study are Libyan middle school students and in order to the validity of the experiment, the paper selected learners with the same level of English proficiency which is low–intermediate. Arabic is their first language, and English is taught as a foreign language. Learners usually spend about six years learning English for 45 minutes a day as a subject. They've been learning English since elementary school. Total participants were about twenty students aged between thirteen and fourteen years old. The participants of this study were chosen randomly among 40 students. The teachers in this school use a traditional way of teaching where the class is teacher–centered only and there is no role for the students in the teaching process; they only receive knowledge from their teachers.

This research examines how EFL teachers use participatory strategies to enhance reading comprehension by using problem solving. And also, how those learners' responses to the use of PLA in reading comprehension class. All of the students have the same level of English. The researcher divided them into two groups and every group has ten students. The first is the control group, which will be taught reading comprehension in the traditional way. The teacher read and translated the passage, then let the students read. After that, they answered the questions together.

The second group is the experimental group, where the teacher will use PLA strategies in the reading class. The students will engage in the process of teaching and learning. First step: the teacher will show the students a short video about the topic, and then the students will be asked orally about their background based on that video. After that, the teacher will give the students time to read the passage aloud, have a discussion about the topic, and relate it to their lives by giving examples. Finally, the teacher will give the students a test with some questions about the previous passage. Both groups will be tested on the same passage they already had. And also, a questionnaire will be used by both groups to see which way of teaching the students prefer. And another questionnaire will be given to teachers to see their opinions and perceptions about using PLA in their classes.

#### **3.2 Data analysis**

Based on the procedure of the research both groups, experimental and the control group, had given questionnaire consists of six questions.

**A–The experimental group** consists of fourteen middle school students; on the first question, thirteen students between fourteen agreed and only one disagreed with the statement, which asked whether students were able to summarize the text after reading it or not. The second question asked Ss if they were able to read quickly through the text. Seven students agreed and seven disagreed with the questions. The third question asked Ss if the text was easy to understand or not. There were twelve Ss who agreed, and only two students disagreed with the statement. For the fourth question, which asked students whether they could relate the text to their real lives or not, thirteen students agreed, and only one student disagreed with the statement. The fifth question asked Ss if they gained more than three new words from the text. Twelve Ss agreed, and two Ss disagreed with the statement. The last question asked Ss if they liked the way of teaching that the teacher used or not. All students agreed with the statement.

**b– The control group** consists of sixteen students. In the first question, thirteen Ss out of sixteen Ss agreed with the statement. Three students disagreed with the statement, which asked whether students were able to summarize the text after reading it or not.

The second question asked Ss if they were able to read quickly through the text. Eleven Ss agreed and five of them disagreed. The third question asked Ss if the text was easy to understand or not. There were thirteen Ss who agreed and three Ss who disagreed with the statement. For the fourth question, which asked students whether they could relate the text to their real lives or not, Seven Ss agreed, and nine of them disagreed with the statement. The fifth question asked Ss if they gained more than three new words from the text. Eight Ss agreed, one S didn't answer the question, and seven Ss disagreed with the statement. The last question asked Ss if they liked the way of teaching that the teacher used or not; thirteen Ss agreed, one S had no answer, and two students disagreed with the statement.

**From the teacher perspective**, the questionnaire consisted of four questions, whose answers were based on the teacher's observations of the class. The first question asked the teachers if most students were engaged in the process of reading. The teacher who used the PLA answered with "yes"; all students were engaged, in contrast to the teacher who used the traditional way and answered with "no." Not all Ss were engaged. The second question asked the teacher if the student was able to answer the after-reading questions easily. The answer was "yes" for both teachers.

The third question asked if the students could summarize the text in their own words, and the teacher answered with "yes". In contrast with the other teacher, who answered with "no," Ss were not able to give a summary of the text.

The last question was about whether most students could read the text quickly without or with few mistakes. Both teachers answered with "yes". It was easy for SS to read the text quickly.

**3.3 Statistical analysis:** The sample of the study is middle school students their age between 14 and 15 years old; all of them are girls at Al-Musharsar School, one of the best middle schools in the city of Tobruk, and the sample consisted of 36 females, divided into two groups, with 18 females for each group, and the theory was applied to one of the two groups.

**3.4 Constancy**, to ensure the stability of the questionnaire, the researchers tested it using Cronbach's alpha method, and the stability rate was 0.55. Thus, the stability is acceptable, and the researchers made sure of its validity and sufficiency for the purpose for which it was designed.

**Statistical method:**

Arithmetic mean

- ✓ Standard Deviation
- ✓ Repetition
- ✓ Percentages
- ✓ T Test

**Average score scale**

Degree level	Range
weak	0.01 to 0.66
average	0.67 to 1.33
high	1.34 to 2

**Table (1):** shows the ratio, frequency, arithmetic averages, standard deviations, and degree for the first group (the theory has been applied to it).

SCORE	deviation	The mean	Disagree		Agree		العبارة	
			%	K	%	K		
High	0.383	1.83	%16.7	3	%83.3	15	Item 1 = N 18	
High	0.514	1.50	%50	9	%50	9	Item 2 = N 18	
High	0.383	1.83	%16.7	3	%83.3	15	Item 3 = N 18	
High	0.235	1.94	%5.6	1	%94.4	17	Item 4 = N 18	
High	0.383	1.83	%16.7	3	%83.3	15	Item 5 = N 18	
High	0.323	1.88	%11	2	%89	16	Item 6 = N 18	
High	<b>0.370</b>	<b>1.80</b>	<b>TOTAL</b>					

The previous table shows that the arithmetic means of the first group to which the theory was applied ranged between 1.50 – 1.94, a general mean of 1.80, and standard deviations between (0.323 – 0.514), which is high.

The explanation for this is that the students of the first group have positive attitude towards the use of participatory approach in reading comprehension class.

**Second table:** Shows the ratio, frequency, arithmetic mean, standard deviations, and score for the second group (the theory was not applied to it).

**Table (2):**

Score	deviation	The mean	Disagree		Agree		العبارة
			%	K	%	K	
High	0.427	1.77	%22.2	4	%77.8	14	Item 1 = N 18

High	0.485	1.66	%33.3	6	%66.7	12	Item 2 = N 18
High	0.383	1.83	%16.7	3	%83.3	15	Item 3 = N 18
High	0.501	1.38	%61	11	%39	7	Item 4 = N 18
High	0.501	1.61	%39	7	%61	11	Item 5 = N 18
High	0.323	1.88	%11	2	%89	16	Item 6 = N 18
High	<b>0.436</b>	<b>1.69</b>	<b>Total</b>				

The previous table shows that the arithmetic means of the second group, to which the theory was not applied, ranged between 1.38 – 1.88, a general mean of 1.69, and standard deviations between (0.323 – 0.501), which is high.

The explanation for this is that; the students of the second group also positive attitude towards the use of the traditional way in teaching reading comprehension.

- There are no statistically significant differences between the use of participatory learning in English language teaching and the achievement of reading comprehension in the middle– school students between two groups that are the subject of the study at this school.

By applying the Independent Samples Test to identify the differences between the two study samples of the two groups of middle school students, the following table shows that:

**Table (3):**

statistical significance	Sig	value T	degree of freedom	deviation	The group mean	Groups
Not statistically significant	0.112	1.63	34	0.257	1.80	The first: The theory was applied = N 18
				0.130	1.69	Second: The theory is not applied = N 18

The table shows the differences between the two groups and the T value is 1.63 at 34 degrees of freedom and the level of significance is 0.112, and thus it is not statistically significant, and therefore there are no statistically significant differences between the use of participatory learning in English language teaching and the achievement of the educational level of middle–school students in this school.

And the explanation for that are both ways are effective in improving reading comprehension skill for middle–class students.

### 3.5 Discussion of the results.

The results of the study shows that both ways are effective in improving reading comprehension skill for middle–class students. Using participatory teaching approach would more effective in teaching speaking. Participatory language teaching approach is one of the best methods for teaching a language in a communicative style. However, it works with some subjects than others. It gives students the opportunity to communicate in the target language effectively, especially when they discuss issues that matter to them or things that they believe in. In addition, since students take responsibility of their own learning, they will reach their academic goals more easily. Moreover, it's would be more conducive to activate the classroom atmosphere and help Ss to participate orally in



the class. That is, PLA would be more effective in speaking class than reading. More specifically, the influence of using PLA on students' performance in comprehension the reading and the influence of the traditional method in teaching reading comprehension are the same.

It is, therefore, recommended that reading comprehension could be taught either with PLA or the traditional method, both of them is effective. Also, teachers should consider students' individual differences in teaching reading comprehension when using PLA. That is, some students prefer to keep silent and listen to the teacher rather than take a part in the class which may lead to poor educational development.

### 3.6 Conclusion

Based on participatory language teaching, the content of the material goes back to social contexts involving not only sociopolitical issues, but also students' academic and personal goals as Pain et al,2017described a participatory method as "a collection of ideas and procedures for originating, developing, conducting, analyzing, and acting on a piece of research" in 2011. the participatory approach would suggest that there are no specific techniques that should be used for research or instruction, but rather that methods are chosen as and when they are required Pain et al., 2007 and they should be in line with students. Many of EFL classes used this approach in teaching speaking but it rarely used in reading classes.

Reading skill is the interaction process between the writer and reader in many ways. Using inferring, predicting, summarizing, questioning, and drawing conclusions is needed in the process of reading which makes it possible to use this approach in teaching reading.

The aim of this study was identify the problem that the EFL Libyan middle– class students encounter in reading and also to ensure that the use of participatory approaches could influence the achievement of EFL on reading comprehension. Moreover, to explore the effect of using PLA in improving reading comprehension skill for middle– class students instead of using traditional way of teaching.

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