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APPENDIX A

OFFICIAL CONSENT FORM (ENGLISH VERSION)

For the sake of the Protection of Human Subjects participating in this study

Informed Consent Form - October 2016

Title: THE EFFECTIVENESS OF USING ‘LEARNING TOGETHER
INSTRUCTION’ IN IMPROVING READING COMPREHENSION AMONG EFL
UNDERGRADUATES IN THE KINGDOM OF SAUDI ARABIA

Researcher: Mustafa Mohammed Sadek Elsayed, PhD candidate, Islamic Science
University of Malaysia, Malaysia

Background and Purpose: This research study explores using learning together
strategy to improve undergraduate EFL students’ reading comprehension.

Procedure: The researcher invites you to help him learn more about exploring using
learning together strategy to improve your reading comprehension by participating in
this study. You will be asked to take two reading comprehension assessment tests,
pre-test and post-test, and two questionnaires, two times and participate in semi-
structured interviews and focus group interviews over the course of the first semester
of the academic year 2016/2017.

Benefits: As a participant in this study, you will be given an opportunity through
questionnaires and interviews to personally evaluate and critically think about the
efficacy of using learning together strategy to improve your reading comprehension.
Because the test will be offered two times over the course of the first semester of the
academic year 2016/2017, you can chart your own progress in reading
comprehension.

Voluntary participation and Withdrawal: Participation in this study is completely
voluntary. You can withdraw at any time and you have the right to refuse to
participate. Your responses on all parts of the study will remain strictly confidential.
Agreeing or not agreeing to participate in this study has no effect on your course
marks or grades.

Contact Person: The researcher appreciates your willingness to participate in this
study. Feel free to contact Mustafa Mohammed Sadek Elsayed (0591819895), or
email mustafasadek2000@gmail.com if you have any questions or comments about
this study throughout the semester. The researcher will give you a copy of this consent
form to keep. If you are willing to volunteer for this research, please sign below.

Signature of Student -----Date -----

Signature of Researcher -----Date -----

APPENDIX B

OFFICIAL CONSENT FORM (ARABIC VERSION)

استمارة الموافقة الرسمية (النسخة العربية)
من أجل حماية حقوق الأفراد المشاركين في الدراسة
نموذج اقرار بالموافقة

أكتوبر 2016

العنوان: فاعلية التدريس باستخدام استراتيجيات التعلم معاً في تنمية الاستيعاب القرائي لدى طلاب اللغة الانجليزية
كلغة اجنبية بالمرحلة الجامعية في المملكة العربية السعودية
الباحث: مصطفى محمد صادق السيد، طالب دكتوراه، جامعة العلوم الإسلامية الماليزية، ماليزيا
الخلفية والغرض:

يناقش مشروع هذا البحث استخدام استراتيجيات التعلم معاً في تنمية الاستيعاب القرائي لدى طلاب اللغة الانجليزية
كلغة اجنبية بالمرحلة الجامعية في المملكة العربية السعودية
الإجراء:

يرجو الباحث منك المساعدة في استكشاف المزيد عن استخدام استراتيجيات التعلم معاً في تنمية الاستيعاب القرائي
من خلال المشاركة في هذه الدراسة. سوف يطلب منك أن تأخذ اختبارين لتقييم الاستيعاب القرائي، اختبار قبلي
واختبار بعدي، و الاجابة على أسئلة استبانتين، مرتين قبل المعالجة وبعد المعالجة والمشاركة في مقابلات بعديّة
على مدار الفصل الدراسي الأول من العام الدراسي 2016 / 2017.
الفوائد:

كمشارك في هذه الدراسة، ستمنح الفرصة من خلال الاستبانات والمقابلات لتقييم شخصياً وتفكر نقدياً في فعالية
استخدام استراتيجيات التعلم معاً في تنمية استيعابك القرائي. سيمكنك إجراء الاختبار مرتين على مدار الفصل
الدراسي الأول من العام الدراسي 2016/2017، من تتع تقدمك في الاستيعاب القرائي .

المشاركة التطوعية والانسحاب:

المشاركة في هذه الدراسة تطوعية تماماً. حيث يمكنك الانسحاب في أي وقت ولك الحق في رفض المشاركة.
سوف تبقى اجاباتك على جميع أدوات هذه الدراسة في سرية تامة. الموافقة أو عدم الموافقة على المشاركة في
هذه الدراسة ليس له أي تأثير على درجاتك أو معدلك أو دراستك.
الشخص الذي يمكنك التواصل معه:

يقدر الباحث رغبتك في المشاركة في هذه الدراسة. لا تتردد في الاتصال ب مصطفى محمد صادق السيد على
جوال رقم 0591819895 أو البريد الإلكتروني mustafasadek2000@gmail.com إذا كان لديك أي أسئلة
أو تعليقات حول هذه الدراسة طوال الفصل الدراسي. الباحث سوف يعطيك نسخة من هذا النموذج للاحتفاظ بها.
إذا كنت على استعداد للتطوع بالمشاركة في هذا البحث، يرجى التوقيع أدناه.

التاريخ

توقيع الطالب

التاريخ

توقيع الباحث

APPENDIX C

READING COMPREHENSION IDENTICAL PRE POST-TEST

Read this passage and answer questions 1-8 on the following pages.

Reading A

(1) Everyone knows the advantages of using e-mail. It's much faster than ordinary mail, much cheaper than the telephone, and easier than trying to meet someone in person. However, it is not always good to use e-mail at work. Some companies are limiting the use of e-mail in their offices for several reasons. Along with the many benefits of e-mail, there seem to be some negative points too.

(2) One reason is that e-mail is only one-way. You send out your message and then you have to wait for an answer. This is not a problem if you send a message that does not require a response. In this type of situation, you may only need to know that the message was received. However, if the message is more complicated or requires a quick response, e-mail is not so good. It's not a favorable method of communication, for example, if you need to make a decision or a plan. It can take many mail exchanges and a lot of time to decide something by e-mail. In that case, it's better to talk on the phone. Or, if you're in the same building, you should go meet in person, at which time you could also take a little walk and get to know each other better.

(3) There is another problem with e-mail: In general, you don't get much information from the message. You have only the words themselves. This doesn't matter if the message only contains objective information, such as facts, or if the included information is not that important. But it might cause trouble if the message is about something important. In an e-mail, it is hard to tell much about the person who sent the message. You have no idea what she was thinking or feeling, so you may put your own feelings into the message. This can sometimes lead to communication breakdowns in a company.

(4) In England, psychologists did some research about using e-mail at work. They studied the effect that the contents of e-mails had on workers' blood pressure. The psychologists measured the blood pressure of the workers while they were opening their e-mail. They found that certain kinds of messages made blood pressure go up. It went up if the messages seemed angry or negative or if they were from the boss. It went up the highest when the messages were both negative and from the boss.

(5) The psychologists said that people should be careful how they use e-mail at work. This is especially true for the people with top jobs in a company. Their messages can easily hurt or upset people. They should never send important news by e-mail. They should always meet face to face with the person. Then everyone will be able to better understand each other. This will hopefully foster a more relaxed and enjoyable workplace.

1. According to the passage, which one of these items is NOT a benefit of e-mail?

- (1) It costs less money than other types of communication.
- (2) It is more convenient than arranging a meeting with someone directly.

(3) Companies have e-mail so it is perfect for most business situations.

(4) E-mails are usually quicker than other ways of sending messages.

2. According to paragraphs (2) and (3), in what situation should an e-mail be sent?

(1) when a boss wants to explain a complicated new rule to the workers

(2) when a worker wants to exchange ideas with a co-worker

(3) when a boss wants to inform a meeting with no reply necessary

(4) when a co-worker wants to explain why she was angry at the last meeting

3. The word “breakdowns” in line 23 is closest in meaning to:

(1) failures

(2) systems

(3) origins

(4) exchanges

4. What is the author’s main point in paragraph (3)?

(1) Although e-mails are useful to send basic information, they sometimes cause problems when feelings are included.

(2) If feelings are expressed clearly in an e-mail, there will be no problem in communication.

(3) E-mails are good for sending clear information as well as emotional information.

(4) E-mails should not be used in businesses, because they can lead to problems with communication.

5. Which of the following sentences is closest in meaning to the sentence in lines 22-23?

(1) When reading an e-mail, you imagine how the writer is feeling, but you sometimes may make mistakes.

(2) There is no way to know how the writer was feeling when she wrote the e-mail, so it is necessary to imagine how she felt.

(3) Your feelings mean a lot, so you should think of your own emotions when reading an e-mail.

(4) People should not think about emotions when they are reading e-mails.

6. According to the passage, who wanted to learn about the effects of e-mail on workers?

- (1) bosses
- (2) workers
- (3) psychologists
- (4) secretaries

7. The word “foster” in the last line of the passage is closest in meaning to:

- (1) take
- (2) end
- (3) create
- (4) change

8. What is the main idea of the passage?

- (1) If companies used e-mails more often, there would be fewer problems with e-mail.
- (2) Sometimes, when people read e-mails, changes in their blood pressure happen.
- (3) Many people think e-mails are useful, but they may sometimes cause problems.
- (4) High level business people should be careful when they use e-mails.

Read this passage and answer questions 9-16 on the following pages.

Reading B

(1) The human body is a complex machine that allows us to function as living creatures. After we are brought into this world, our bodies grow and transform in response to our environment, diet, and habits. The body is composed of many organ systems and parts that work together to allow us to breathe, move, talk and digest food all at the same time. Usually, we are unaware of what is happening in our bodies. We usually only notice our bodies when we get sick.

(2) Many people do not take enough care of their complex machines, engaging in behavior like smoking, drinking too much alcohol, or eating junk food that can damage their bodies. Stress can also cause health problems. People who worry a lot

often do not get enough sleep or eat properly, leading to many health complications. We also damage our bodies by playing sports or having accidents. A recent survey in the U.K. found that 14 percent of people had visited an emergency room or a hospital clinic in the previous three months with injuries or poisonings. Clinic patients were also treated for many other medical problems—from bad cuts and broken bones to serious illnesses that required extensive surgery.

(3) Just like any machine, different body parts sometimes deteriorate from old age. In fact, a study in the U.S. found that 60 to 70 percent of all patients in emergency rooms were considered elderly, aged 75 or over. Fortunately, older people who suffer from an illness or injury can now receive treatment to help extend their lives.

(4) Due to the increase in the population of elderly people, the scientific study of them is now one of the fastest growing areas of medicine. It is now quite common for elderly people with damaged joints, for example, to have surgery to replace the problematic joint with a new one made of plastic or metal.

(5) As with any machine, the better you take care of it, the longer it will last. Of course, the best way to take care of your amazing machine is to eat the right foods, exercise regularly, and get plenty of sleep.

9. What is the author's main point in paragraph (2)?

- (1) No matter how much we try to be healthy, some illnesses cannot be prevented.
- (2) In order to live a healthy life, people have to manage stress better.
- (3) Injuries or poisonings account for a large number of physical problems in people.
- (4) There is a large number of people who live in an unhealthy way.

10. Which of the following items is mentioned in paragraph (2)?

- (1) Playing sports will help protect a person's body against damage.
- (2) Fourteen percent of the clinic patients had to undergo surgery.
- (3) Some of the clinic patients needed an operation due to serious disease.
- (4) Stress at work does not affect whether we sleep well or not.

11. In paragraph (2), what does the term, "complex machines" mean?

- (1) brains
- (2) families
- (3) behaviors

(4) bodies

12. Which of the following sentences is closest in meaning to the sentence in lines 10-11?

- (1) Worrysome people almost always suffer from sicknesses caused by poor diets.
- (2) Stress affects people's behavior which in turn, damages their physical well-being.
- (3) Health problems usually start with poor sleeping and eating habits.
- (4) Physical illnesses are directly caused by worry from poor sleeping habits.

13. What is NOT mentioned in paragraphs (3)-(4)?

- (1) Elderly people made up more than half of the clinic patients in hospitals.
- (2) Plastic or metal is used for artificial joints in modern medicine.
- (3) The parts of the human body can be changed like in a machine.
- (4) The study of the elderly has led to great advances in medical technology.

14. What does the word, "deteriorate" refer to in paragraph (3)?

- (1) strengthen
- (2) change quickly
- (3) get worse
- (4) die slowly

15. What can be inferred from reading paragraph (4)?

- (1) Science will find solutions to future health problems in old people.
- (2) Even if we do not take care of our bodies, doctors can help make us feel better.
- (3) There are few problems with the elderly that have not been solved by technology.
- (4) The number of elderly people will probably continue to grow.

16. What is the main idea of this passage?

- (1) Smoking, eating junk food, and drinking alcohol hurt our bodies for a long time.

- (2) Playing sports can lead to injuries that can cause pain in your body later in life.
- (3) To live a healthy life, we must treat our bodies like quality machines.
- (4) Physical problems can happen anytime, so we have to live healthy lives now.

Read this passage and answer questions 17-24 on the following pages.

Reading C

(1) It is generally well known that in a number of particularly dangerous parts of the world, for example the Middle East and the India/Pakistan border region, there are countries which either possess, or have the technology to produce, nuclear weapons. It is also worth remembering, however, that the country which has more nuclear weapons than any other, the United States, is the only power to have used nuclear weapons against people.

(2) Nuclear weapons were first developed in the United States during the Second World War, to be used against Germany. However, by the time the first bombs were ready for use, the war with Germany had ended. As a result, the decision was made to use the weapons against Japan instead. Unfortunately, Hiroshima and Nagasaki have suffered the consequences of this decision to the present day.

(3) The real reasons why bombs were dropped on two heavily-populated cities are not altogether clear. A number of people in 1944 and early 1945 argued that the use of nuclear weapons would be unnecessary, since American Intelligence was aware that some of the most powerful and influential people in Japan had already realized that the war was lost, and wanted to negotiate a Japanese surrender. It was also argued that, since Japan has few natural resources, a blockade by the American navy would force it to surrender within a few weeks, and the use of nuclear weapons would thus prove unnecessary. If a demonstration of force was required to end the war, a bomb could be dropped over an unpopulated area like a desert, in front of Japanese observers, or over an area of low population inside Japan, such as a forest. Opting for this course of action might minimize the loss of further lives on all sides, while the power of nuclear weapons would still be adequately demonstrated.

(4) All of these arguments were rejected, however, and the general consensus was that the quickest way to end the fighting would be to use nuclear weapons against centers of population inside Japan. In fact, one of the more likely reasons why this decision was reached seems quite shocking to us now.

(5) Some of the leading scientists in the world had collaborated to develop nuclear weapons, and this development had resulted in a number of major advances in technology and scientific knowledge. As a result, a lot of normal, intelligent people wanted to see nuclear weapons used; they wanted to see just how destructive this new invention could be. It no doubt turned out to be even more 'effective' than they had imagined.

17. Which of the following is closest in meaning to the last sentence of paragraph (2)?

- (1) The cities of Hiroshima and Nagasaki were badly damaged when they were bombed.
- (2) Hiroshima and Nagasaki suffered because Japan would not agree to end the war.
- (3) The awful effects of dropping nuclear bombs on these cities can still be felt.
- (4) The end of the war with Germany meant that Hiroshima and Nagasaki would suffer.

18. According to paragraph (3), a blockade would have been successful because:

- (1) Japan has to import most of its natural resources like coal and steel.
- (2) Japan would not be powerful enough to beat a blockade.
- (3) an attack would probably destroy Japanese resources within weeks.
- (4) the Americans could defeat Japan's navy without much trouble.

19. What is the main idea of paragraph (3)?

- (1) Some people suggested reasons not to drop nuclear bombs on Japan.
- (2) The U.S. should have decided not to drop the nuclear bombs on Japan.
- (3) The Americans did not want to use the nuclear bombs but they had to.
- (4) Dropping the bombs in places with fewer people would have been better.

20. Which of the following does “a demonstration in force” in paragraph (3) refer to:

- (1) a show of strength
- (2) a full attack
- (3) a parade of weapons
- (4) a meeting between the armies

21. In paragraph (5), “collaborated” is closest in meaning to:

- (1) argued about
- (2) decided

- (3) worked together
- (4) held conferences

22. In the last sentence of paragraph (5), it can be inferred that:

- (1) he agrees with the decision to use nuclear weapons against Japan.
- (2) he thinks the decision to drop nuclear bombs on Japanese cities was wrong.
- (3) nuclear weapons worked much better than the scientists probably expected.
- (4) the weapons were effective because Japan surrendered soon after their use.

23. Which of the following is NOT stated in paragraphs (1) and (2)?

- (1) America's first choice was to use nuclear weapons on Japan.
- (2) The effects of the nuclear bombs can still be felt today.
- (3) Germany was not bombed because they surrendered early.
- (4) Today, the danger of nuclear weapons exists in many countries.

24. What is the author's main point in the passage?

- (1) World War II was a terrible waste of human life and resources.
- (2) Nuclear weapons were first developed in the U.S. but all countries must accept responsibility for their use.
- (3) Human curiosity may have been one of the main reasons nuclear weapons were used on Japan.
- (4) It was a matter of being unlucky that Japan was bombed during World War II.

Answers to Identical Reading Comprehension Pre-Post-Tests

Question No.	Answer	Question No.	Answer	Question No.	Answer
1	3	9	4	17	4
2	3	10	3	18	1
3	1	11	4	19	1
4	1	12	2	20	1
5	1	13	1	21	3
6	3	14	3	22	2
7	3	15	1	23	1
8	3	16	3	24	3

APPENDIX D
COOPERATIVE LEARNING OBSERVATION FORM

Date: _____ Session: _____

Topic: _____

Rating Scale: (1 = Inadequate, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent)

Group No.	Group 1	Group 2	Group 3	Group 4	Group 5
Cooperative Learning Elements					
1. Positive Interdependence					
2. Individual Accountability					
3. Group Processing					
4. Social Skills					
5. Face to face Promotive Interaction					

Definitions

Definitions taken from Johnson & Johnson ("Overview", n.d.)

Positive Interdependence:

Team members are connected with each other; individual members cannot succeed unless each member completes their task. Work completed by individuals is beneficial to the entire team; teamwork benefits each individual.

Examples:

- Group acknowledgement and commitment to complete specific goals
- Positive relationship dynamics among team members
- Team works together to progress in achieving a specific task outcome

Individual Accountability:

Each individual is accountable for a specific task and completes their task. Individuals are responsible for their contribution to the group.

Examples:

- Individual participation by group members
- Expectations set by group members for individual contributions

Group Processing:

Group takes time to discuss progress on goal achievement. Group reflects on how well they are working together.

Examples:

- Group pauses to evaluate team efforts
- Group makes decisions on specific actions to continue or change

Social Skills:

Individual group members use skills that assist in creating a positive group dynamic. Members coordinate efforts in order to achieve mutual goals. These skills include decision making, trust building, acceptance and support of each other, communication, and conflict management skills.

Examples:

- Use of eye contact while talking to group members
- Respecting ideas of group members

Face to face promotive interaction

Individual group members assist each other to achieve and complete tasks in order to accomplish a specific goal. Group members encourage and help each other in an efficient and effect way that accomplishes a specific goal.

Examples:

- Group members provide feedback to each other
- Group members encourage others within the group
- Group members provide each other with resource

APPENDIX E

THE LEARNING TOGETHER STRATEGY SURVEY (ENGLISH VERSION)

Directions: Please indicate the extent to which you agree or disagree with each statement by encircling a number.

(5=strongly agree 4=agree 3=somewhat agree 2=disagree 1=strongly disagree)

	Compared with traditional lecture instruction,	1	2	3	4	5
1	learning together inspires me to more active learning.					
2	group discussion helps me grasp more key ideas from the text.					
3	group discussion reminds me of neglected key points in the text.					
4	group discussion helps me have more comprehensive understanding of the text.					
5	group discussion helps me determine the parts I don't really understand.					
6	group discussion helps me improve my exam scores.					
7	learning together helps me realize others' study methods that benefit me.					
8	learning together requires much more time to study.					
9	learning together brings more pleasure to study.					
10	I prefer learning together.					
11	learning together increases my classroom participation.					
12	learning together helps me share and help others which confirms my abilities.					
13	during learning together, I feel satisfied with the interactions with my partners.					

APPENDIX F

THE LEARNING TOGETHER STRATEGY SURVEY (ARABIC VERSION)

دراسة مسحية حول استراتيجيات التعلم معاً (النسخة العربية)

ارشادات: يرجى توضيح إلى أي مدى توافق أو لا توافق على كل عبارة من العبارات الآتية من خلال وضع دائرة على الرقم الذي يمثل وجهة نظرك.

(1- لا أوافق بشدة 2- لا أوافق 3- اوافق الى حد ما 4- اوافق 5- اوافق بشدة)

5	4	3	2	1	مقارنة مع التدريس التقليدي القائم على المحاضرة ،
					1 التعلم معاً يحفزني لتعلم أكثر نشاطاً.
					2 المناقشة الجماعية تساعدني على استيعاب افضل للأفكار الرئيسة للنص.
					3 المناقشة الجماعية تساعدني على تذكر افضل للأفكار الرئيسة المهمة في النص.
					4 المناقشة الجماعية تساعدني على فهم اشمل للأفكار الرئيسة للنص.
					5 المناقشة الجماعية تساعدني على تحديد الاجزاء التي لا افهمها جيداً في النص.
					6 المناقشة الجماعية تساعدني على تحسين درجاتي في الامتحان
					7 التعلم معاً يساعدني على التعرف على طرق الدراسة المفيدة التي يتبعها الآخرون
					8 التعلم معاً يتطلب المزيد من الوقت للدراسة.
					9 التعلم معاً يجلب المزيد من المتعة للدراسة.
					10 افضل التعلم معاً
					11 التعلم معاً يزيد من مشاركتي داخل حجرة الدراسة.
					12 التعلم معاً يساعدني على مشاركة ومساعدة الآخرين مما يعزز قدراتي.
					13 أثناء التعلم معاً، أشعر بالارتياح لتفاعلي مع زملائي.

APPENDIX G

SEMI-STRUCTURED INDIVIDUAL & FOCUS GROUP INTERVIEW QUESTIONS

(اسئلة المقابلات الفردية والجماعية)

1. Describe how your EFL reading comprehension instructor helps you work with others (when? for how long? how many times a week?). What's it like?

1. وصف كيف يساعدك محاضر مادة القراءة للفهم باللغة الانجليزية كلغة اجنبية على العمل مع الآخرين (متى؟ وكم من الوقت؟ وكم مرة في الاسبوع؟) وكيف يتم ذلك؟

2. When you work with a partner or group, how do you know what to do? How do you know who does what?

2. عند العمل مع شريك أو مجموعة، كيف يمكنك أن تعرف ما الواجب الذي عليك القيام به؟ وكيف تعرف من الذي يقوم بالواجبات الأخرى؟

3. Does working with a partner or group make your EFL reading comprehension learning easier or does it make it harder? How do you know?

3. هل العمل مع شريك أو مجموعة يجعل تعلم مادة القراءة للفهم باللغة الانجليزية كلغة اجنبية اسهل أو اصعب؟ كيف عرفت ذلك؟

4. Does working with a partner or group help you do better or worse in EFL reading comprehension? How do you know?

4. هل العمل مع شريك أو مجموعة يساعدك على الاداء بشكل أفضل أو أسوأ في تعلم مادة القراءة للفهم باللغة الانجليزية كلغة اجنبية؟ كيف عرفت ذلك؟

5. Do you enjoy learning EFL reading comprehension more or less when you work with a partner or group?

5. هل تستمتع بتعلم مادة القراءة للفهم باللغة الانجليزية كلغة اجنبية أكثر أو أقل عند العمل مع شريك أو مجموعة؟

6. Can learning together strategy be used in other school subject areas? Describe why or why not?

6. هل يمكن استخدام استراتيجية التعلم معاً في مجالات المواد الدراسية الأخرى؟ وصف لماذا أو لماذا لا؟

7. Describe how it feels working in EFL reading comprehension alone versus working in a group.

7. وصف شعورك بالعمل في مادة القراءة للفهم باللغة الانجليزية كلغة اجنبية بمفردك مقابل العمل في مجموعة.

8. If you were an EFL reading comprehension instructor, how would you organize your classroom so that students can learn the most they can?

8. إذا كنت محاضراً لمادة القراءة للفهم باللغة الانجليزية كلغة اجنبية، كيف ستنظم صفك حتى يتعلم الطلاب

أفضل ما يمكنهم؟