Using Fishbowl Strategy to Develop the Preparatory Stage Students' EFL Reading Comprehension Skills

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Abstract

The present study aimed at investigating the effect of using fishbowl strategy to develop the preparatory stage students' EFL reading comprehension skills. To achieve this aim, two instruments were used: (1) a reading comprehension skills checklist; and (2) a pre-post reading comprehension skills test. The current study adopted the quasi-experimental design. The participants of the study consisted of sixty students, at Bellamon and Al-Azzawi Preparatory/Secondary Institutes for Girls, Sinblaween, Al-Dakahlia. The participants were randomly assigned to two intact groups, one experimental group and one control group. Each group included thirty participants. The results indicated that there was a significant difference between the mean scores of the experimental group and the control group in their performance of the post administration of the reading comprehension test in favor of the experimental group. In addition, there was a significant difference between the mean scores of the experimental group in the pre and post administration of the reading comprehension test in favor of the post administration. The present study provided evidence that using fishbowl strategy through short stories, emails and report was effective in promoting the students' EFL reading comprehension skills. The study recommended using fishbowl strategy through short stories, emails and reports in teaching reading comprehension skills and other language skills.

Key words: Fishbowl Strategy, Reading Comprehension Skills, and EFL Students.

1- Introduction:

The world has become a global village where people compete to communicate and interact to make it a better place to live in. Furthermore, English as an international language has become an important medium of communication for persons who want to pursue their academic, business, health, social, or political careers and publish or share their accomplishments with the rest of the world. Reading is one skill that is very important in learning English besides other skills like writing, speaking

and listening. By reading so much, the reader can develop their ideas to write and has background knowledge about topic of listening.

Comprehension is reading with complete understanding of the passage. It makes the reader really know and understand what he/she is reading (Hudson, 2007) .(Koda (٢٠٠٧ ,stated that it is just a process which main goal is to form text meaning based on information. According to Yunitasari ,D (2015 ;(Marzban,A ;Alinejad,F ;(٢٠١٤) .Abdel- Aziz, F. (2012 ;(Elhadad ,N. (2012) reading comprehension has been developed through certain strategies.

Therefore, it is better to use cooperative learning which helps learners to study with more confidence .Cooperative learning as a form of active learning is a common title for a set of classroom teaching methods where students work in small groups to help one another study academic topics (Tan ,Sharan & Lee, 2006 .(Most of the teachers consider collaborative interaction useful for students because it encourages them to learn how to deal with each other's in and out of the classroom setting) Zarei &Gilani , .(٢٠١٢

Many strategies are used to teach English as a foreign language. The fishbowl strategy is one of the best strategies to combine the merits of big and small group discussion. Sanchez, (2010) states that the fishbowl strategy will deepen and extend students' understanding of reading comprehension. Dominicus, Yabarmase. (2013); YusnelviElza (2013) and Auzar (2016) applied the fishbowl strategy or technique to develop students' language skills. The researcher uses the fishbowl strategy to develop the reading comprehension skills for preparatory stage.

Reading Comprehension

Reading comprehension refers to the reading skills that a reader brings to the text. It is a basic skill for students including foreign language learners. Pinto (2009) shows that comprehension is a complex interactive process that includes using past experience to construct meaning responding to text. The development of student comprehension processes relies on a teacher's ability. Reading comprehension generates learning power that helps students know themselves and others better as well.

According to (Clarke, Truelove, Hulme, &Snowling, 2013; and Wong, 2011) reading comprehension is an important skill for learning in school and outside school. In everyday life, individuals need reading skills

to read and understand labels, directions, job application forms, and newspapers (Chatman, 2015). Besides, in order to achieve the students' ability in comprehending reading text, such as scan, descriptive, and predict next event.

Levels of Comprehension

Lynsky and Stillie ,٢٠٠٩) p. 43) divided the levels of reading comprehension into five main levels:

- **Literal level** in which students answer questions by direct reference to the passage. The answers of the questions are clearly stated in the text. This is not a difficult task but it is suitable for all learners.

- **Reorganization level** in which students collect, classify and organize information explicitly announced in the text, where the data is taken from many sources.

- **Inferential level** in which students discover information implicitly stated in a text. It requires thinking and deduction beyond the lines. It is called reading between lines. Students need to be trained more on it. In the same time it requires the use of specific language in idioms of vocabulary and structures as well. This level is suitable for frighten language students.

- **Evaluation level** in which students evaluate and interpret the writer's assumptions through the tone he/she employs, his/her opinion, and the attitude he/she adopts.

- **Appreciative level** in which students respond to a text with an awareness of its language and usage. It is a critical kind of reading which is suitable to advanced students as it needs respondents to analyze, comprehend, and issue judgments based on academic and universal passable standards.

Related Studies on Reading Comprehension

Bassiri's (٢٠١٢) study examined the effect of scaffolding on reading comprehension, motivation, and attitude in Iranian L2 classroom. The sample of this study was 34 preparatory learners of English which included males and females. They were randomly divided into two groups of scaffolding and non-scaffolding students. They received one semester of instruction (17 sessions .(The results of the study showed the initial predictions that scaffolding has a positive effect on students 'reading comprehension and motivation scores.

Babapour ,M ,.Ahangari ,S & .Ahour ,T (۲۰۱۸) conducted a study were to investigate the effect of two types of reading interventions, Collaborative Strategic Reading and Shadow Reading, on English as a Foreign Language learners 'reading comprehension across two proficiency levels. Sample of the study was selected from three intact intermediate classes and three intact elementary classes. The results of the study revealed that the effectiveness of shadow reading and collaborative strategic reading were to develop the reading comprehension skills for intermediate classes.

The Fishbowl Strategy

Active learning strategies can be considered one of the most contemporary trends in teaching students by working in small groups and helping each other. This is quite different from students 'learning alone. During cooperative learning activities students are held accountable for their contribution, participation and learning. Students were also provided incentives to work as team in teaching and learning from others. The best example for active and cooperative learning is Fishbowl strategy.

Fishbowl as a Collaborative Learning Strategy

Collaborative learning makes students learn more intensely to think about their benefit area and to apply variety of settings. There are many techniques available for collaboration. One of them is fishbowl strategy. The Fishbowl offers the class an opportunity to closely observe and learn about social interactions. One can use it in any content area.

The fishbowl strategy is a collaborative learning technique used in classrooms where group dynamics includes team performance and leadership style .The connect between group learners is fundamental . Learners of this strategy are allowed for a more deep discussion about a specific theme. It facilitates learning to set up a cooperative environment and focus on the manners applied by a group to work together more efficiently and effectively (Barkley, 2005.(

According to Big Dog & Little Dog's (2009 (Opitz ,Chris (2008) the fishbowl strategy can be used in any content area as it offers the class an opportunity to closely observe and learn about social interaction. The concept of Fishbowl strategy can be illustrated by the following figure:
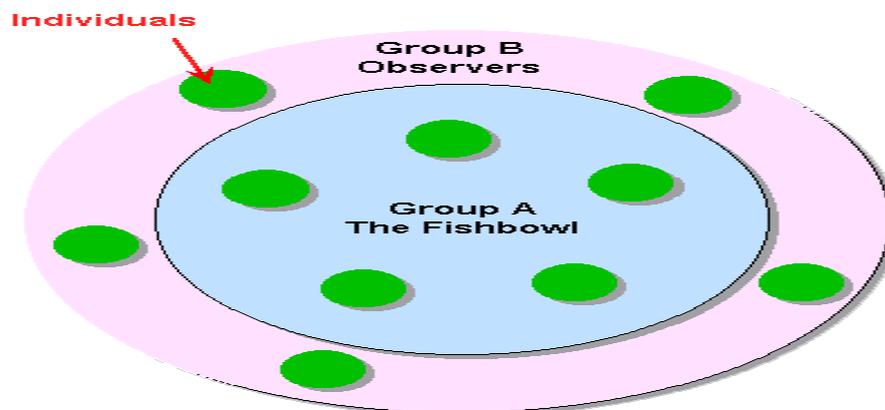
The arrangement of Fishbowl :(١) Figure

the fishbowl is a strategy which arranges discussion groups that include inside and outside circles. It is useful in the speaking class, makes it easy for the students to talk about a certain topic and allows them to listen and respond by asking and answering questions about reading comprehension skills. It is also an effective way to explore students 'reading comprehension skills by encouraging them to communicate during the activities.

Function of Fishbowl

Coverdell (2004) introduces two functions of the fishbowl strategy:

١.Fishbowl as a structured brainstorming

It means that the students who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment or ask a question. There are some rules that the teacher and the students consider before conducting the fishbowl strategy as brainstorming. The teacher should choose a specific topic. It should be a simple. It helps the students to be active participants during the lesson. There should be enough space between the inner and outer circle.

٢.Fishbowl as a group activity

It means that the students in the fishbowl technique are given a certain task to do, while the other students outside the fishbowl act as observers. To process the activity, the teacher asks the inner group to reflect on the group process, and ask the outer group to describe what they observed. The role of the teacher in this activity is an instructor. It means that the teacher gives the

inner and outer group a task that needs to be carried out .From this technique, they learn how to respect someone who is talking.

Advantages of Fishbowl Strategy

According to Sterling and Tohe ,(٢٠٠٨) Sanchez (2010), and Sumarsih and Berutu (٢٠١٣) the advantages of the fishbowl strategy can be stated as follows:

- Fishbowl is useful when using multicultural literature.
- It allows the teacher to know students' misconception and address them.
- It increases the learners' greater autonomy in classroom discussion.
- Learners in the outside circle of a fishbowl can observe how specific question, respond to, and make meaning of a text.
- Fishbowl deepens and provides learners' understanding in reading comprehension.
- It can provide effective teaching tools for modeling group process.
- Learners receive feedback from peers and teachers about their own participation whether it is too dominant or too quiet, and learners can use it in any content area.

Disadvantages of Fishbowl Strategy

According to Bruce & Wood (٢٠١٥) the dis advantages of the fishbowl strategy can be stated as follows:

- It can be a possible conflict among students, and it may present false information.
- It may be difficult for some learners to express themselves.
- It may make some learners feel uncomfortable being observed; it makes emotions stronger, and its observers cannot immediately respond.

Procedures and Steps of Fishbowl Strategy

Brozo (٢٠٠٧) mentioned the procedures of Fishbowl strategy as follows:

(١ Teacher determines a focus for class discussion.

(٢ Teacher asks students to turn to classmate and talk about their ideas and opinions.

3) Teacher tells students to take notes and gives them enough time to exchange idea and viewpoints.

4) Teacher illustrates the format and expectations of a fishbowl discussion.

5) Teacher asks for four or five volunteers to sit around a table or a cluster of desks in the middle of the room.

6) Teacher gets the discussion started by telling the discussant sitting in a group to talk among themselves about the ideas and opinions.

7) Teacher tells other students to listen to their classmates carefully while they get engaged in a small group discussion and take notes.

8) Teacher allows the learners to talk for 5 minutes. They get involved only if the discussion dies or to ensure that everyone is contributing and taking turns.

9) When the small group of volunteer discussant, teacher asks students to continue to the fishbowl process until all students have had opportunity to be inside the fishbowl.

Smulders et .al. (2004) showed that steps of fishbowl strategy as follows:

1. Preparation:
- To determine the educational aim of discussion to be related to targeted educational goals of reading comprehension lessons.
- To choose the discussion group 5-8 participants.
- To determine whether the fishbowl is open or closed and to inform the discussion group to leave empty seat for an observer to join the open fishbowl.
- To collect the observers in a circle around the discussion group and to inform students to write down notes, comments, and questions.
- To determine the leader and inform him of his role in making decisions and moving from an idea to another.
- To plan for the discussion according to the time of the lesson.

2. Applying:
- Starting a fishbowl discussion that lasts for 30 minutes.

- Asking questions and generating ideas by all to reach the main concepts of the topic.
- Using students' comments and answers that are written in the discussions.
- Varying in the questions levels to include all the students in the dialogue.
- Finishing the time, the observer group joins the discussion to get the final discussion.
- Introducing a summary of the main ideas in the discussion to make the evaluation easy.
- Linking between the present discussion and other topics.

3. Evaluation:

Bowman (2008) states that the ways of evaluating discussion are various as follows:

١. The empty seat in the open fishbowl can be used as a mean to evaluate the group.

٢. Every participant is given a mark according to the level of participation as follows:

- The opinion expressed in response to the question.
- Ability for extensive discussion among group members to the topic.
  3. Distributing the points which the observers get as follows:
- The fewest points go to those who write down their ideas accurately.

- Average points to those who give accurate answers to questions.

- Most points to those who give excellent answers to the questions which show his/her understanding to the content.
  4. One of the most effective ways of evaluation is to determine the number of points for each comment.

Related Studies on Fishbowl Strategy:

Dominicus ,Yabarmase (٢٠١٣) .aimed at improving students' speaking skills by using the fishbowl strategy. This research concentrated on the application of the fishbowl strategy to improve speaking ability of 30 students from the first grade of SMA Xaverius Ambon. At the end of the

implementation of the fishbowl, the researcher asked the students to fill in the questionnaire to know their perception towards the use of Fishbowl strategy. The result showed that the application of Fishbowl strategy was successful in developing the speaking skill.

Auzar's study (٢٠١٦) aimed at finding out the impact of the students ' reading comprehension of narrative text by using Fishbowl strategy. The researcher used a quasi-experimental design. The sample of the study was all tenth grades that consisted of 477 students. He collected the data from the pre- and post-test of the reading comprehension of narrative texts for the first year students at state senior high school 3 Mandau. He only took two groups: control and experimental. The writer used an independent sample t-test using SPSS. The result of the research shows that applying the fishbowl strategy is effective to improve students 'reading comprehension of narrative text.

Pilot Study

The pilot study was conducted at Al Ballamoon Institute for Girls, third year preparatory in Sinbillawin Sector ,Dakahlia Governorate; it was conducted to determine third year preparatory students 'level of reading comprehension skills. The sample of the study consisted of (28) girls. The researcher conducted one reading comprehension skills test .The reading comprehension test focused on four reading comprehension skills :namely reading for gist ,prediction ,reading for specific information and deducing meaning from context. The preparatory students are supposed to acquire them. The test included six questions. Each question measures a certain skill. The results are shown in the table below:

Table (1) Results of the Pilot Study Test

Percentage	Standard Deviation	Mean Score	'Students score	.Max score	.Min score	Skill score	Skills
7.14%	.31	.14	4	1	0	2	Reading for gist
35.71%	.42	.71	20	1.5	0	2	Prediction
30.36%	.94	1.21	34	3	0	4	Reading for specific Information
31.25%	.60	.63	17.5	2	0	2	Deducing meaning from context
26.96%	3.61	2.69	75.5	7.5	0	10	Total

Table (1) illustrates students' results in reading comprehension. It indicates that the participants' reading comprehension level was below

average as the percentage of their skill was 26.9%. The poor results of the participants may result from students' lack of training on reading comprehension questions, especially the ones that require deep understanding and higher thinking skills like prediction and reading for gist.

Statement of the Problem

Based on the literature review, researcher's experience and results of the pilot study, it is evident that students need to develop reading comprehension skills and teachers seem that they did not use new strategies sufficiently and appropriately, which in turn, may affect their EFL learning . The current study investigated the effectiveness of using the fishbowl strategy in improving EFL preparatory three pupils 'reading comprehension skills.

Questions of the Study:

This study attempts to answer the following questions:
1- What are EFL reading comprehension skills needed for the third year preparatory students to comprehend the reading passage in their prescribed language book?
2- What is the effectiveness of using the fishbowl strategy in improving of EFL preparatory three students' reading comprehension skills?

Purpose of the Study

This study aimed at:
1. Identifying the reading comprehension skills needed for preparatory stage students to comprehend the reading passages in their prescribed textbooks.
2. Improving the preparatory stage students' identified reading comprehension skills through using Fishbowl Strategy.

Definition of terms

Reading comprehension

According to Syatriana (2011) reading comprehension means the realization of what has been read. It is an active thinking process that includes comprehension skill, students' experience, organization of ideas, and previous knowledge. Comprehension involves understanding the vocabulary to show the relationship among words and concepts.

The current study defines reading comprehension skills as the ability to understand the vocabulary and sentences of the text and to realize its real meanings as a result of reaction between the reader and the text. This understanding may be direct, indirect, analytical, critical or creative.

Fishbowl Strategy

According to Risk (2017) fishbowl is a strategy which give the students the chance to talk confidently, give responses orally talk about certain topic and achieve certain goals.

The current study defined fishbowl as one of the cooperative learning strategies used to improve student's understanding to the text. It has two sections: inner circle and outer circle. The inner circle reads the text introduced by the teacher and tackles its words, sentences and meanings through discussing teacher's questions. The members of the group turn their roles to answer the suggested questions while the members of the outer circle notice accurately and listen carefully to the inner circle to get ideas of the reading text.

Method

Design of the study

The present study adopted the quasi-experimental research using one control group and an experimental group. A pre-post reading comprehension skills test was administered to both the control and the experimental groups to measure their level of reading comprehension. The control group was taught using the traditional way, whereas the experimental group was taught using fishbowl strategy by short stories, emails, and reports.

Instruments

The researcher designed the following instruments:
1. Reading comprehension skills checklist to identify the reading comprehension skills necessary for preparatory stage students.
2. Reading comprehension skills tests.

Hypotheses

The current study attempted to test the following hypotheses:
1- There are no statistically significant differences between the mean scores of the experimental group and those of the control group on the pre- administration of the reading comprehension test.

-٢There are statistically significant differences between the mean scores of the experimental group and those of the control group on the post administration of the reading comprehension test in favor of the experimental group.

٢-There are statistically significant differences between the mean score between the experimental group on the pre-post administration test in favor of the post administration.

Significance

The study was significant to:

1) Provide scaffolding training strategy to help improve pupils' reading comprehension skills,
2) Provide EFL teachers with a teachers' guide on how to teach using Fishbowl strategy,
3) Enrich literature related to Fishbowl strategy and reading comprehension.
4) Provide curriculum planners with a non- traditional way of practicing/ teaching lessons that may enhance teaching as a whole.

Delimitations

The current study was delimited to:

1. A sample of preparatory students at Al-Azhar, Al Ballamoon Preparatory Institute for Girls.
2. The strategy (Fishbowl).
3. Some reading comprehension skills needed for preparatory students to comprehend the reading passages in the prescribed text book.

Participants and Setting

The participants of the study were sixty students of third year preparatory stage pupils, at Bellamon and Al-Azzawi Preparatory/Secondary Institutes for Girls .The students were divided into two groups: an experimental and a control groups. Each one consisted of 30 students. Both the experimental and the control groups had the same age, experience and language proficiency. The study was implemented during the second semester of the academic year 2018/2019.

Testing the First Hypothesis

There are no statistically significant differences between the mean scores of the experimental group and those of the control group on the pre-administration of the reading comprehension test.

An independent sample t-test was used for calculating the mean score difference of the experimental and the control group on the reading comprehension pretest. The results are shown in table (2).

Table (2): T-test values of the control and experimental groups on the pre- administration of the reading comprehension skills test

Skills	Groups	N	Mean	Std. Deviation	T Value	Df	Sig
Skim the text for the gist	Experimental	30	1.17	0.928	٠٫٣٢١	٥٨	Not Sig
	Control	30	1.1	0.803			
Scan the text for specific information	Experimental	30	1.1	0.803	٠٫٩٩١	٥٨	Not Sig
	Control	30	0.9	0.759			
Recognize the pronoun reference	Experimental	30	1.17	0.791	٠٫٨٦٧	٥٨	Not Sig
	Control	30	1	0.695			
Literal comprehension	Experimental	30	3.37	1.938	٠٫٨٠٨	٥٨	Not Sig
	Control	30	3	1.554			
Deduce the meaning of un known words	Experimental	30	0.4	0.498	١٫٤٥٧	٥٨	Not Sig
	Control	30	0.6	0.563			
Identify cause and effect relationship	Experimental	30	0.9	0.803	١٫٢٢٩	٥٨	Not Sig
	Control	30	0.67	0.661			
Certain elements within the text	Experimental	30	0.53	0.507	١٫٢٣٨	٥٨	Not Sig
	Control	30	0.7	0.535			
Infe some values and trends	Experimental	30	0.6	0.621	١٫٥٣٣	٥٨	Not Sig
	Control	30	0.37	0.556			
Identifry explanations for ideas that are directly presented in the text	Experimental	30	0.87	0.681	٠٫٨٥١	٥٨	Not Sig
	Control	30	0.73	0.521			
Predict next events	Experimental	30	1.13	0.776	٠٫٨٢٨	٥٨	Not Sig
	Control	30	0.97	0.765			
Inferential Comprehension	Experimental	30	4.43	2.269	٠٫٦٧٤	٥٨	Not Sig
	Control	30	4.03	2.327			
Differentiate between main and secondary ideas	Experimental	30	0.67	0.802	٠٫٣٨٢	٥٨	Not Sig
	Control	30	0.73	0.521			
Discriminate between facts and opinions with the text	Experimental	30	0.87	0.860	١٫٤٦٩	٥٨	Not Sig
	Control	30	0.60	0.498			
Predict what follows from implicit information discovered	Experimental	30	0.37	0.490	٠٫٧٧٦	٥٨	Not Sig
	Control	30	0.47	0.507			
Draw logical conclusions from text information	Experimental	30	0.17	0.379	٠٫٦٣٧	٥٨	Not Sig
	Control	30	0.23	0.43			
Judge others' opinions	Experimental	30	0.70	0.837	٠٫٣٦١	٥٨	Not Sig
	Control	30	0.77	0.568			
Critical Comprehension	Experimental	30	2.90	2.869	٠٫١٠٨	٥٨	Not Sig
	Control	30	2.83	1.763			
Identify the writer opinions	Experimental	30	0.63	0.765	٠٫٣٨٣	٥٨	Not Sig
	Control	30	0.57	0.568			
Extract some results	Experimental	30	0.6	0.724	١٫٤٦٢	٥٨	Not Sig
	Control	30	0.37	0.490			
Assess the text's relevance to the topic	Experimental	30	0.53	0.730	٠٫٦١٧	٥٨	Not Sig
	Control	30	0.43	0.504			
Evaluation Comprehension	Experimental	30	1.77	1.478	١٫١٩	٥٨	Not Sig
	Control	30	1.37	1.098			
Anticipate events on the basis of certain hypotheses	Experimental	30	0.8	0.761	٠٫١٧٧	٥٨	Not Sig
	Control	30	0.83	0.699			
Suggest alternative solutions to problems highlighted in a topic or story	Experimental	30	0.33	0.661	١٫٣١٥	٥٨	Not Sig
	Control	30	.53	0.507			
Rearrange the events or paragraphs	Experimental	30	0.9	0.885	٠٫٦٠٩	٥٨	Not Sig
	Control	30	1.03	0.809			
Creative Comprehension	Experimental	30	2.03	1.847	٠٫٨٩٥	٥٨	Not Sig
	Control	30	٢٫٤	١٫٢٧٦			
Total	Experimental	30	14.5	8.697	٠٫٤٤٤	٥٨	Not Sig
	Control	30	13.63	6.212			

Results in table (2) shows that the highest mean scores are for the following skills, "Recognize the pronoun reference", "Scan the text for specific information", and "Rearrange the events or paragraphs". On the

other hand, the lowest mean score was the score of the sub skill of "Draw logical conclusions from text information", "Suggest alternative solutions to problems highlighted in a topic or story" and "Extract some results".
It is evident from table (2) that mean score and standard deviation for the
two groups were quite similar which demonstrated that there was no statistically significant difference between the experimental group and control group in all reading comprehension test skills in the pre-test as well as the test total score. The "t" values were not statistically significant at 0.05, which indicates the equivalent of the experimental and control groups in the reading comprehension skills.

Testing the Second Hypothesis

The second hypothesis was that "there are statistically significant differences at (α ≤ 0.05) between the mean scores of the control and the experimental groups on the post-administration of the reading comprehension skills test in favor of the experimental group . In order to test this hypothesis, the researcher applied "t" test on the independent groups to determine the significance of the differences between the mean scores of the control and the experimental groups on the post-application of the reading comprehension skills test, and this is shown in the following table:

Table (3): T-test results comparing the experimental and control groups on the post- administration of the reading comprehension skills test

Skills	Groups	N	Mean	Std. Deviation	T Value	Df	Sig
Skim the text for the gist	Experimental	٣٠	٢,٧٣	٠,٧٤	٥,٢٣٤	٥٨	٠,٠١
	Control	٣٠	١,٥٧	٠,٩٧١			
Scan the text for specific information	Experimental	٣٠	٢	٠,٠٣	٥,٨٨٧	٥٨	٠,٠١
	Control	٣٠	١,٣	٠,٦٥١			
Recognize the pronoun reference	Experimental	٣٠	١,٩٧	٠,١٨٣	٥,٠٥٩	٥٨	٠,٠١
	Control	٣٠	١,٣٣	٠,٦٦١			
Literal comprehension	Experimental	٣٠	٦,٧	٠,٧٩٤	٧,٧٢٦	٥٨	٠,٠١
	Control	٣٠	٤,٢	١,٥٨٤			
Deduce the meaning of un known words	Experimental	٣٠	٢,٤٧	٠,٥٠٧	٨,٠٥	٥٨	٠,٠١
	Control	٣٠	١,٢٧	٠,٦٤٠			
Identify cause and effect relationship	Experimental	٣٠	٢,٨٣	٠,٣٧٩	١٥,٥٠٣	٥٨	٠,٠١
	Control	٣٠	١	٠,٥٢٥			
Certain elements within the text	Experimental	٣٠	٢	٠,٠٢	٨,٦٠١	٥٨	٠,٠١
	Control	٣٠	١,١٧	٠,٥٣١			
Infer some values and trends	Experimental	٣٠	٢,٥٧	٠,٥٠٤	١١,٩٤٦	٥٨	٠,٠١
	Control	٣٠	١,٠٣	٠,٤٩٠			
Identify explanations for ideas that are directly presented in the text	Experimental	٣٠	٢,٥	٠,٥٠٩	٨,٨٦٨	٥٨	٠,٠١
	Control	٣٠	١,١٧	٠,٦٤٨			
Predict next events	Experimental	٣٠	٣,٣٧	٠,٦١٥	١٣,٦٩٨	٥٨	٠,٠١
	Control	٣٠	١,٢	٠,٦١٠			
Inferential Comprehension	Experimental	٣٠	١٥,٧٣	١,٢٨٥	٢٠,٠١٤	٥٨	٠,٠١
	Control	٣٠	٦,٨٣	٢,٠٧٩			
Differentiate between main and secondary ideas	Experimental	٣٠	٢,٦	٠,٤٩٨	٨,٢٥١	٥٨	٠,٠١
	Control	٣٠	١,٤	٠,٦٢١			

		٣٠				٥٨	٠,٠١
Discriminate between facts and opinions with the text	Experimental	٣٠	٢,٤٧	٠,٥٧١	٨,٢	٥٨	٠,٠١
	Control	٣٠	١,١	٠,٧١٢			
Predict what follows from implicit information discovered	Experimental	٣٠	٢	٠,٢١٣	١٠,٠١٦	٥٨	٠,٠١
	Control	٣٠	٠,٩٣	٠,٥٨٣			
Draw logical conclusions from text information	Experimental	٣٠	٣,١٣	٠,٥٠٧	١٥,٣١١	٥٨	٠,٠١
	Control	٣٠	٠,٨٣	٠,٦٤٨			
Judge others' opinions	Experimental	٣٠	٢,٥	٠,٥٠٩	٨,١٧٩	٥٨	٠,٠١
	Control	٣٠	١,٢٣	٠,٧٧٩			
Critical Comprehension	Experimental	٣٠	١٢,٧	١,٤٦٦	١٤,١٣٣	٥٨	٠,٠١
	Control	٣٠	٥,٥	٢,٣٧٤			
Identify the writer opinions	Experimental	٣٠	٢,٥	٠,٥٠٩	٩,٦٧٩	٥٨	٠,٠١
	Control	٣٠	١,١	٠,٦٠٧			
Extract some results	Experimental	٣٠	٣,١	٠,٧١٢	٩,٤٣٣	٥٨	٠,٠١
	Control	٣٠	١,٢٣	٠,٨١٧			
Assess the text's relevance to the topic	Experimental	٣٠	٢,٥٧	٠,٥٠٤	٨,٨٣٣	٥٨	٠,٠١
	Control	٣٠	١	٠,٨٣٠			
Evaluation Comprehension	Experimental	٣٠	٨,١٧	١,٣٩٢	١٢,١٨٧	٥٨	٠,٠١
	Control	٣٠	٣,٣٣	١,٦٦٨			
Anticipate events on the basis of certain hypotheses	Experimental	٣٠	٢,٣٣	٠,٤٧٩	٦,٩٩٨	٥٨	٠,٠١
	Control	٣٠	١,٣	٠,٦٥١			
Suggest alternative solutions to problems highlighted in a topic or story	Experimental	٣٠	٢,٥	٠,٦٣٠	٧,٥٤٩	٥٨	٠,٠١
	Control	٣٠	١,٠٧	٠,٨٢٨			
Rearrange the events or paragraphs	Experimental	٣٠	٢,٤٧	٠,٥٠٧	٨,٥٩٦	٥٨	٠,٠١
	Control	٣٠	١,١٣	٠,٦٨١			
Creative Comprehension	Experimental	٣٠	٧,٣	١,١٧٩	١٠,٨٩٧	٥٨	٠,٠١
	Control	٣٠	٣,٥	١,٥٠٣			
Total	Experimental	٣٠	٥٠,٦	٣,٨٥٦	١٧,٤٨٦	٥٨	٠,٠١
	Control	٣٠	٢٣,٣٧	٧,٦٠٩			

Results in table (٣) shows which the learners 'mean scores of reading comprehension sub-skills in the post-administration of the test increased. These results included which the higher means are for the post application of the reading comprehension test.

Testing the Third Hypothesis

Third hypothesis was that "there are statistically significant differences at (α ≤ 0.05) between the mean scores *of the post and pre administration of the experimental group in the reading comprehension skills test in favor of the post-administration".*

To test this hypothesis, T-test was applied on the dependent groups to determine the significance of the differences between the mean scores of the post-and pre-administration of the experimental group in the reading comprehension skills test and this is shown in the following table:

Table :(٤) T-values results comparing the mean scores of the students of the experimental group on the pre-post reading comprehension test

Skills	Measurement	N	Mean	Std. Deviation	T Value	D f	Sig
Skim the text for the gist	Pre	٣٠	١,١٧	٠,٩٢٨	٨,٨١٣	٢٩	٠,٠١
	Post	٣٠	٢,٧٢	٠,٧٥١			
Scan the text for specific information	Pre	٣٠	١,١	٠,٨٠٣	٦,١٣٩	٢٩	٠,٠١
	Post	٣٠	٢	٠,٠٣			
Recognize the pronoun reference	Pre	٣٠	١,١٧	٠,٧٩١	٥,٤٤٢	٢٩	٠,٠١
	Post	٣٠	١,٩٧	٠,١٨٣			
Literal comprehension	Pre	٣٠	٣,٣٧	١,٩٣٨	١٠,٤٤١	٢٩	٠,٠١
	Post	٣٠	٦,٧	٠,٧٩٤			
Deduce the meaning of un known words	Pre	٣٠	٠,٤	٠,٤٩٨	١٤,٤٢١	٢٩	٠,٠١
	Post	٣٠	٢,٤٧	٠,٥٠٧			
Identify cause and effect relationship	Pre	٣٠	٠,٩	٠,٨٠٣	١١,٢١٢	٢٩	٠,٠١
	Post	٣٠	٢,٨٣	٠,٣٧٩			
Certain elements within the text	Pre	٣٠	٠,٥٣	٠,٥٠٧	١٥,٨٣٢	٢٩	٠,٠١
	Post	٣٠	٢	٠,٠٢			
Infer some values and trends	Pre	٣٠	٠,٦	٠,٦٢١	١٤,٠٨٣	٢٩	٠,٠١
	Post	٣٠	٢,٥٧	٠,٥٠٤			
Identify explanations for ideas that are directly presented in the text	Pre	٣٠	٠,٨٧	٠,٦٨١	١١,٦٩٦	٢٩	٠,٠١
	Post	٣٠	٢,٥	٠,٥٠٩			
Predict next events	Pre	٣٠	١,١٣	٠,٧٧٦	١٤,٢٥١	٢٩	٠,٠١
	Post	٣٠	٣,٣٧	٠,٦١٥			
Inferential Comprehension	Pre	٣٠	٤,٤٣	٢,٢٦٩	٢٣,٩١١	٢٩	٠,٠١
	Post	٣٠	١٥,٧٣	١,٢٨٥			
Differentiate between main and secondary ideas	Pre	٣٠	٠,٦٧	٠,٨٠٢	١١,٢١٢	٢٩	٠,٠١
	Post	٣٠	٢,٦	٠,٤٩٨			
Discriminate between facts and opinions with the text	Pre	٣٠	٠,٨٧	٠,٨٦٠	٩,٤٠١	٢٩	٠,٠١
	Post	٣٠	٢,٤٧	٠,٥٧١			
Predict what follows from implicit information discovered	Pre	٣٠	٠,٣٧	٠,٤٩٠	١٨,٢٥٢	٢٩	٠,٠١
	Post	٣٠	٢	٠,٢٣١			
Draw logical conclusions from text information	Pre	٣٠	٠,١٧	٣٧٩.	٢٦,٤٢٤	٢٩	٠,٠١
	Post	٣٠	٣,١٣	٥٠.٧.			
Judge others' opinions	Pre	٣٠	٠,٧	٠,٨٣٧	١١,١١٩	٢٩	٠,٠١
	Post	٣٠	٢,٥	٠,٥٠٩			
Critical Comprehension	Pre	٣٠	٢,٩	٢,٨٦٩	١٧,٨٣١	٢٩	٠,٠١
	Post	٣٠	١٢,٧	١,٤٦٦			
Identify the writer opinions	Pre	٣٠	٠,٦٣	٠,٧٦٥	١٥,٠٠٤	٢٩	٠,٠١
	Post	٣٠	٢,٥	٠,٥٠٩			
Extract some results	Pre	٣٠	٠,٦	٠,٧٧٤	١٤,٦٠٣	٢٩	٠,٠١
	Post	٣٠	٣,١	٠,٧١٢			
Assess the text's relevance to the topic	Pre	٣٠	٠,٥٣	٠,٧٣	١٢,٥١٥	٢٩	٠,٠١
	Post	٣٠	٢,٥٧	٠,٥٠٤			
Evaluation Comprehension	Pre	٣٠	١,٧٧	١,٤٧٨	٢٢,٠٦٤	٢٩	٠,٠١
	Post	٣٠	٨,١٧	١,٣٩٢			
Anticipate events on the basis of certain hypotheses	Pre	٣٠	٠,٨	٠,٧٦١	١٠,٨٢٢	٢٩	٠,٠١
	Post	٣٠	٢,٣٣	٠,٤٧٩			
Suggest alternative solutions to problems highlighted in atopic or story	Pre	٣٠	٠,٣٣	٠,٦٦١	١٤,٩٩٤	٢٩	٠,٠١
	Post	٣٠	٢,٥	٠,٦٣			
Rearrange the events or paragraphs	Pre	٣٠	٠,٩٠	٠,٨٨٥	١١,٧٧٨	٢٩	٠,٠١
	Post	٣٠	٢,٤٧	٠,٥٠٧			
Creative Comprehension	Pre	٣٠	٢,٠٣	١,٨٤٧	٢٠,٤٢١	٢٩	٠,٠١
	Post	٣٠	٧,٣	١,١٧٩			
Total	Pre	٣٠	١٤,٥	٨,٦٩٧	٢٨,٨٠٣	٢٩	٠,٠١
	Post	٣٠	٥٠,٦	٣,٨٥٦			

Results in table (4) indicate that the mean score of the participants in the overall reading comprehension skills in the pre reading comprehension skills test is (14.5). On the other hand, their mean score in the overall reading comprehension skills of the post reading comprehension skills test is (50.6). These results indicate that the high mean is for the post results .So, it can also be noticed that t- value for the overall reading comprehension skills test is 28.803. This value is significant at 0.05 level in favor of the post administration of the reading comprehension skills test.

The results of the t-test proved to be consistent with the third hypothesis. It showed that there is a statistically significant difference between the mean scores of the participants in the experimental group on the pre and post reading comprehension skills test in the overall reading comprehension skills in favor of the post administration. These differences were significant at the level of 0.05.

Results of the study

According to the statistical results, the researcher could conclude that EFL third-year preparatory stage of students' reading comprehension skills have been improved. The experimental treatment (the fishbowl strategy with the use of reading comprehension skills) had a large effect on promoting the students' reading comprehension skills. Finally, activating students' fishbowl through using short stories, emails and reports as reading comprehension texts had a positive effect on developing their reading comprehension skills.

The study led to the following results:

-1 The mean scores of the students in the experimental group on the post-reading comprehension test in the overall reading comprehension skills were higher than their mean scores in the pretest.

-2 The mean scores of the students in the experimental group were higher than the mean scores of the control group on the overall reading comprehension skills posttest.

3- There was an increase in the mean score of each subskill of the reading comprehension skills posttest.

4- The highest mean scores were for the subskills of "Predict next events", "Draw logical conclusions from text information", and "Extract some results".

5- The lowest mean scores were for the subskills of "Recognize the pronoun reference", "Scan the text for specific information", "Certain elements within the text", and "Predict what follows from implicit information discovered".

6-The current study identified twenty very important reading comprehension skills appropriate to the third-year of preparatory stage.

Conclusions

The current study concluded that developing reading comprehension skills among preparatory stage students could be achieved via fishbowl strategy. It presented evidence that using short stories, emails, and reports as reading comprehension passages would possibly encourage their reading efficiently. The study results came in accordance with some previously mentioned studies.

It was obvious that the proposed applying the fishbowl strategy on group work (two circles: outer and inner) was fruitful in encouraging nearly all the students to participate in the reading process. This strategy was a good way to encourage the reluctant students in each group to participate and express about him with their participants. Although this strategy helped learners understand the reading passage better and answer the questions appropriately. It was also observable that the students liked the emails, reports, and short stories as reading comprehension texts. They felt at ease in using the fishbowl strategy and while answering the reading comprehension questions, and eventually they could improve their reading comprehension skills. In General, the current study concluded the following:

1- Both, the experimental group and the control group performances have improved at the end of the treatment, but the performance of the experimental group was much higher than that of the control group.

2- The mean score of the control group was less than that of the experimental group on the whole reading comprehension skills post-test.

3- Short stories, emails, and reports are rich materials for teaching reading comprehension skills.

4- The current study ascertains the large effect of using the fishbowl strategy on promoting reading comprehension skills. It also indicates the importance of using short stories, emails and reports as passages for reading comprehension in promoting the students' reading comprehension skills.

Recommendations

In light of the current study's results, the researcher suggests the following:

- Curriculum designers, EFL teachers and school administrators should include fishbowl strategy in EFL courses and textbooks to improve students' reading comprehension skills.
- Ministry of Education must provide EFL in-service teachers with training programs on using fishbowl strategy for developing students' reading comprehension skills.
- Researchers should focus on the importance of using fishbowl strategy to develop reading comprehension skills at preparatory stage.

Suggestions for Further Research

The study suggested the following further research:

- The effect of using the fishbowl strategy to develop preparatory stage students' EFL speaking skills.
- Using the fishbowl strategy in improving secondary EFL student's writing composition.
- The effects of using cooperative learning with the Fishbowl strategy to improve the secondary stage students' EFL grammar.
- Improving students' critical reading ability EFL in a mixed-ability class through the fishbowl strategy for secondary school.

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