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- 1) The present program can be adopted for teaching reading comprehension skills at the university stage to primary student teachers of English at the beginning of their academic study.
- 2) Reading comprehension instruction should be given more attention through systematic courses presented to EFL university students.
- 3) EFL Primary Grade Pupil in Egypt need to develop all levels of the reading comprehension skill. They should know how to evaluate the material presented to them and form opinion about it as well as other advanced critical skills.

5. Suggestions for further studies

In the light of the present study results, the following studies can be suggested:

- 1) Further research is needed to develop other language skills (listening, speaking and writing) using skill-based approach and direct instruction as the present study provided support to the effectiveness of the proposed skill-based instruction program in developing second year-primary student-teachers of English reading comprehension skills.
- 2) Further research is needed to explore the effectiveness of other skill-based instruction programs in the preparatory and secondary stages.
- 3) Other studies are needed to investigate the effectiveness of applying similar program over a longer period of time on students.
- 4) Similar programs also can be applied with different set of reading comprehension skills and with different sample.
- 5) More research is needed to overcome the different difficulties which face primary student-teachers in English especially in grammar and different language skills.

5.2. Conclusions

Based on the results of this study, the following conclusions can be made:

Based on the results of this study, the following conclusions can be made:

- 1) The present study provides evidence for the effectiveness of using a **value-based program** in developing **EFL reading comprehension of the Sixth Primary Grade Pupil in Egypt** . This is consistent with the results of this study and other studies which proved the effectiveness of **value-based programs**
- 2) Presenting chance for students to have guided and independent practice is useful. First, students need guidance and help which they gain in the guided practice from their partners and the instructor. Then independent practice also helps learners internalize what was taught and discover any troubles in applying it.
- 3) There is value in teaching each individual skill from the easiest parts to the more complicated ones and that was followed in the present study. The change in the teacher's role from an authoritarian to a discussion organizer, a facilitator, a guide and a language adviser allows students to share more responsibilities for their learning and become the centre of the learning process.
- 4) Presenting chance for students to have guided and independent practice is useful. First, students need guide and help which they gain in the guided practice from their partners and the instructor. Then independent practice also helps learners internalize what was taught and discover any troubles in applying it.
- 5) There is value in teaching each individual skill from the easiest parts to the more complicated ones and that was followed in the present study. Literal reading skills were presented first followed by inferential reading skills..
- 6) The change in the teacher's role from an authoritarian to a discussion organizer, a facilitator, a guide and a language adviser allows students to share more responsibilities for their learning and become the centre of the learning process.

5.3. Recommendations

In the light of the present study results, the following recommendations are made:

DISCUSSION OF RESULTS, CONCLUSION, AND SUGGESTIONS FOR Further RESEARCH

In the light of the significant results of the study, it can be concluded that the program proved to be effective in enhancing the experimental group students' reading comprehension skill in general and its sub-skills in particular

5.1. Discussion of the study results

In the light of the significant results of the study, it can be concluded that the program proved to be effective in enhancing the experimental group students' reading comprehension skill in general and its sub-skills in particular. This was clear in the support gained for the three hypotheses of the study as follows:

Firstly, the way the reading skills were presented to the student-throughout two units was effective. Dividing the reading comprehension skill into a number of sub-skills and presenting them one at a time in every lesson was artificial partition to focus on each skill.

Secondly, the value-based program helped in giving variety to the exercises presented to the student. They did not get bored from the repetition of many exercises focusing on one skill. **Value-based program** proved to increase students' motivation, involvement, and willingness to practice and to do the required activities.

Beginning every lesson with brainstorming questions followed by short and clear definition of the skill was very useful. It helped students to focus on the skill and to know its precise definition. Many students made use of this definition in differentiating between skills.

One of the main steps of every lesson was "modeling" which provided the students with an opportunity to see how to apply the skill. The researcher followed a thinking aloud procedure in modeling the different skills. Different exercises were presented by the researcher in which she explained every step taken to answer with a chance for learners to ask and clarify any point.

Thirdly, The program adopted different techniques in answering the exercises which added flexibility to the lessons. Students worked in pairs, groups and sometimes individually. These techniques were followed according to the nature of the exercise and the skill as well. Some skills required students to work individually while others offered learners the chance to work together with the researcher working as a facilitator who provoked students to cooperate effectively. They enjoyed working together.

students' literal skill on the posttest as compared to the pretest performance. The literal skill is composed of (7) skills their results are:

- The first skill result (Identifying word meaning) shows that the difference between the pre-test and post-test mean scores is not statistically significant at 0.01 level. t -value=1.70 and its significance is (0.96) which is not significant at 0.01 level. Effect size value is (0.54) which reveals that the growth in this sub-skill is medium.
- The second skill result (Determining the meaning of words in context) shows that there is statistically significant difference between the mean scores of the pre-test and post- test of the experimental group in this sub-skill in favor of the posttest since t -value was (3.60) and its significance level is (0.001) which is significant at 0.01 level. Effect size value is (1.15) which is considered large effect.

Table(-) shows, also, that there are statistically significant differences at 0.01 level between the mean scores of the pre-test and post- test of the experimental group in favor of the posttest since the t -values were (4.59) for the third skill (Understanding the relations within the sentence) and (2.97) for the forth skill (Understanding explicitly stated information). Both value are significant at 0.01 level. The effect size for both skills is (1.47) and (0.95) which is considered a large effect.

The fifth skill result (Skimming) shows that the difference between the pre-test and post-test mean scores is not statistically significant at 0.01 level. T -value=1.70 and its significance is (0.96) which is not significant at 0.01 level. Effect size value is (0.54) which reveals that the growth in this sub-skill is medium.

the sixth skill result that there are statistically significant differences at 0.01 level between the mean scores of the pre-test and post- test of the experimental group in favor of the posttest since the t -values were (4.59) for the third skill ((Scanning).

The seventh skill result (Dictionary work) shows that the difference between the pre-test and post-test mean scores is not statistically significant at 0.01 level . T -value=1.70 and its significance is (0.96) which is not significant at 0.01 level. Effect size value is (0.54) which reveals that the growth in this sub-skill is medium. This result proves that the proposed program had a large effect on the experimental group students' literal skill and its sub-skills – except for the first skill which had a medium effect size.

Therefore, it can be inferred that the proposed program had a large effect on the experimental group students’ overall reading comprehension skills

Results of the Second hypothesis:

"There are statistically significant differences between the mean scores of the experimental group on the pre-test and post-test in the literal reading comprehension skill and sub-skills in favor of the post- test".

To verify the validity of this hypothesis, paired samples t-test was used to compare the mean scores of the pre-test and post- test of the experimental group in overall literal skill and its sub-skills. The results of the t-test proved to be statistically consistent with the above stated hypothesis related to the literal skill in general but proved not to be significant in one of the sub-skills as shown in the following table and will be discussed later.

TABLE (8) T-TEST RESULTS OF THE PRE-TEST AND POST-TEST OF THE EXPERIMENTAL GROUP MEAN SCORES IN LITERAL READING SKILL AND ITS SUB-SKILLS.

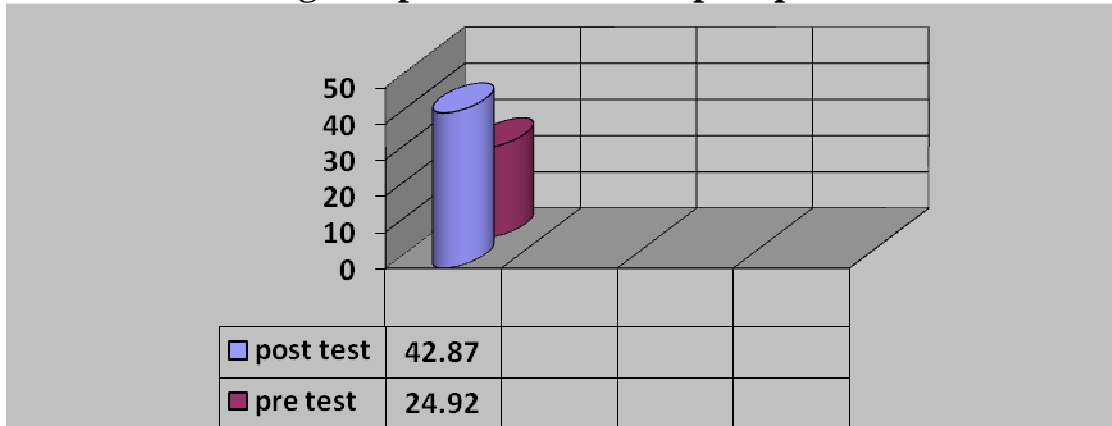
	Application	N	M	S.D.	T-value	D.F	Significance level	Effect size
Overall literal skill	Pre	40	7.05	1.39	4.00	39	(0.000) significant at 0.01 level	1.28 large
	Post	40	8.52	1.70		39		
Identifying word meaning.	Pre	40	1.47	0.64	1.70	39	(0.096) not significant at 0.01 level	0.54 medium
	Post	40	1.72	0.1		39		
Determining the meaning of words in context	Pre	40	2.22	0.80	3.60	39	(0.001) significant at 0.01 level	1.15 large
	Post	40	2.72	0.55		39		
Understanding the relations within the sentence	Pre	40	1.22	0.89	4.59	39	(0.000) significant at 0.01 level	1.47 large
	Post	40	1.97	0.86		39		
Understanding explicitly stated information	Pre	40	1.97	0.76	2.97	39	(0.005) significant at 0.01 level	0.95 large
	Post	40	2.47	0.67		39		
Skimming.	40	1.47	0.64	1.70	39	40	(0.096) not significant at 0.01 level	0.54 medium
	40	1.72	0.1		39	40		
Scanning	Pre	40	1.97	0.76	2.97	39	(0.001) significant at 0.01 level	1.15 large
	Post	40	2.47	0.67		39		
Dictionary work	40	1.47	0.64	1.70	39	40	(0.005) significant at 0.01 level	0.95 large
	40	1.72	0.1		39	40		

Table show that there is a statistically significant difference at 0.01 level between the mean scores of the pre-test and post- test of the experimental group in the literal reading skill (t value = 4.00) in favor of the post test.

In addition, the effect size value (1.28) shown in table (6) reveals that the proposed program had a large effect on the experimental group

of pretest and the posttest of the EFL reading comprehension skills in favor of

Figure (1) Results of differences between the mean scores of the reading comprehension skills pre- post test



In order to make sure that the results obtained from the t-test are reliable and to measure the effectiveness of the proposed program on students’ reading comprehension skills, the effect size of the proposed program on students’ reading comprehension skills, was calculated according to the following formula: (Khatab, 2010).

$$d = \frac{2t}{\sqrt{d.f.}}$$

Where d = the calculated effect size,

t = the estimated t value,

and $\sqrt{d.f.}$ = the square root of degrees of freedom.

The referential framework for identifying the effect size of t-value is as follows:

TABLE (7) effect size of the proposed program on students’ reading comprehension skills

<i>Effect size (d value)</i>	<i>Interpretation</i>
From 0.2 till less than 0.5	Small
From 0.5 till less than 0.8	Medium
0.8 or more	Large

As shown in table (5), the calculated effect size value of the proposed program on students’ overall reading comprehension is (4.8).

pupils to the program, its aim, **value-based education program** and the lesson plan that will be followed. The first unit presented literal skills (understanding explicitly stated information – understanding cohesion and relations within the sentence – skimming – scanning).

RESULTS OF THE STUDY

The current section presents the detailed results concerning verifying the hypotheses of the study and answering the questions.

4.1. Verifying hypotheses of the research

The first hypothesis:

In order to verify the first hypothesis stating that "There is a statistically significant difference between the mean scores of the experimental group on the pre-test and the post-test in their overall reading comprehension skills in favor of the post-test. The researcher used the following (t) formula (Morad, 2000, p .245)

$$t = \frac{M1 - M2}{\sqrt{\frac{sd1^2 + sd2^2}{N - 1}}}$$

Where:

- t = the calculated value of the difference between mean scores.
- M1 = the mean score of the post test.
- M2 = the mean scores of the pre test.
- Sd1 = standard deviations of the post test .
- Sd2 = standard deviations of the pre test .
- N = number of pair of students .

In order to verify this hypothesis, t-test for paired samples was used to compare the mean scores of the pre-post test the results of the t-test were statistically consistent with the hypothesis. See table (4.1) and figure (4)

Table (6) Independent sample t-test results of differences between the mean scores of the reading comprehension skills pre- post test

Application	N	M	S.D.	T-value	D.F.	Significance level	Effect size
Pre	40	24.92	5.9	15.27	39	(.000)	4.8
Post	40	42.87	4.63			Significant at 0.01 level	Large

It was shown that the post mean score was higher than the mean score of the pretest. The (t) calculated value (15.27) was significant, there was a statistically significant difference between the mean scores

- One mark for each multiple choice question measuring literal skills. The total score of the test was (30) marks.

The Value based program

The following is a description of the steps the researcher went through to design the current program in the light of value-based education program

Aims of the program:

The suggested program aims at developing the reading comprehension skills necessary for The Sixth Primary Grade Pupil in Egypt. Using **value-based education**. The reading comprehension skills included in the program were divided into two levels (literal skills).

Assumptions of the value-based education program:

Teachers in creating value-based learning are key persons in creating value-based learning environment that foster positive relationships to children with an aim of producing responsible and effective citizens. The program is designed in the light of the assumptions of value based education *programs* related to reading comprehension. Reading is an interactive process between the reader and the text. It is a complex skill which contains many sub-skills (literal and inferential). Skill-based instruction addresses general or overall language ability through specific skill instruction. Instruction in specific skills goes side by side with instruction designed to develop global language ability. The skills are presented broadly and with varied and variable applications, so that specific skills and global ability are developed simultaneously. The theory of learning according to value-based education is that the learning of complex behaviors such as language can be facilitated by breaking them down into small bits and hope that learners can put these pieces together when actually using them. value-based education is a systematic method for presenting material in small steps, pausing to check for student understanding and eliciting active and successful participation from all students .value-based education is a process of teaching, where the teacher (1) clearly shows, demonstrates, or models for students, (2) provides opportunities for students to use process, and (3) provides corrective feedback and monitoring to students. Value-based education means explaining the steps in a thought process that gives birth to comprehension.

Duration and content of the program

The program, consisting of 1 unit and 6 lessons, was taught over a period of about six weeks. The experimentation of the program started on the 2021. The first lesson was an introductory one aiming at introducing

to determine (a) the degree of importance of each skill, and (b) appropriateness of the skills suggested.

3.3.2. The EFL reading comprehension skills test

3.3.2.1. Objectives of the test:

A reading comprehension pre/post test was constructed and administered to the sample of the study by the researcher. It was used prior to the program and after it to make sure that any achievement is attributed to the program the students were exposed to. The test was used to investigate the effect of the value-based education program in developing reading comprehension of The Sixth Primary Grade Pupil in Egypt.

3.3.2.2. Description of the test:

The final version of the test contained 2 different passages with different topics at the same level of difficulty and length. Every passage was followed by 7 questions to measure the n chosen reading comprehension skills four literal reading. 14 questions to test the chosen literal skills (multiple choice questions) The first passage was about “ballooning”, the second about “dreams” The passages were at almost the same level of difficulty though they did not have the same length.

Content validity

To measure the test content validity, the first version of the test was submitted to six TEFL professors and lecturers to evaluate the test in terms of content appropriateness and the skills measured. Moreover, the jury members were asked to evaluate the test as a whole in terms of: (a) number of questions and appropriateness to the chosen skills, (b) suitability of the test to primary student-teachers of English, and (c) suitability of the test to measure the intended skills. The test proved to be mostly a valid one, as it proved to measure what it was intended to measure as stated by the jury.

Test reliability

The resulting reliability coefficient was found to be quite high (0.95). so reliability of the test was estimated.

3.3.2.7. Test administration:

The test contained 2 different passages and 14 questions to measure different reading comprehension skill. Each passage was followed by 7 questions to measure literal skills.

3.3.2.8. Scoring the test:

The researcher evaluated the test which covered all the identified reading comprehension skills as following:

Teachers: it provides them with suitable activities that help enhance their performances in EFL reading comprehension English language skills.

Students: Introduce **students** to "real world" situations and encourage them to participate effectively in EFL classes.

1.6. Hypotheses

1- There is a statistically significant difference between the mean scores of the experimental group on the pre-test and the post-test in their overall reading comprehension skills in favor of the posttest

2- There are statistically significant differences between the mean scores of the experimental group on the pre-test and post-test in the literal reading comprehension skill and sub-skills in favor of the post- test.

1.7. Delimitations of the Study

The present study was delimited to the following:

Participants: a sample of (40) pupils of The Sixth Grade primary school in Egypt; at El Zhouh school in Ismailia.

Managerial skills: Some Reading comprehension skills determined to be required for the sixth grade.

Time and place limit: The first semester of the academic year 2019-2020 at El Zhouh School in Ismailia.

Instruments of the research

The present study has two main Instruments:

6.3.1. The reading comprehension skill check list

The Aim of check list

The Aim of reading comprehension skill check list is to identify literal skills

Description of the checklist

The checklist focused on the EFL literal skills containing seven sub-skills as follows: -

- Identifying word meaning.
- Determining the meaning of words in context.
- Understanding the relations within the sentence.
- Understanding explicitly stated information.
- Skimming.
- Scanning.

Validity of the checklist:

The validity of the checklist was proven by submitting it to a panel of jury specialized in the field of curricula and methods of teaching English

5- Statement of the problem

The research problem can be identified in the sixth year primary pupils' lack of the necessary EFL reading comprehension skills which may be due to the regular teaching instruction used in the EFL classes. Therefore, this study attempted to investigate the effect using An English Value-Based Program to Enhance Reading Comprehension of the Sixth Primary Grade Pupil in Egypt

For the reasons mentioned above, it is clear that proposing a teaching model in which students are using more Reading Comprehension activities was necessary. So, using of a Value-Based Program to Enhance Reading Comprehension was necessary.

1.3. Research Questions

The present study attempts to provide answers to the following question: What is the effect of using a value-based program for developing the required EFL reading comprehension skills of The Sixth Primary Grade Pupil?

From this question, the following sub- questions emerged:

- 1- What are the EFL reading comprehension skills required for **the Sixth Primary Grade Pupil**?
- 2- To what extent will a value-based program develop the required EFL reading comprehension skills of **The Sixth Primary Grade Pupil** in Egypt?

1.4 Purposes the Study

The study aims to examine the effect of a value-based program on the development of the required EFL reading comprehension skills of the Sixth Primary Grade Pupil in Egypt

1.5. Significance of the Study

The current study results may be contributed practically in teaching English as a foreign language field through:

Curricula designers: Providing curricula designers with a list of EFL reading comprehension skills necessary for the Sixth Primary Grade Pupil in Egypt to be taken into considerations in planning and designing reading comprehension activities suitable for those pupils as well as in evaluating their reading comprehension performance. Also, it provides them with a possibility of enriching the curriculum with a variety of activities and tasks of reading comprehension texts reflecting the value-based

reading comprehension than the control group. Therefore, the result of this study confirmed that pre-reading activities and vocabulary pre-teaching can statistically improve the participants' reading comprehension ability. At the end of the (AKYOL 2014) it was found that some developments occurred regarding the participants' word recognition skills and reading aloud skills. It was concluded that for the development of the reading skills of the students having reading difficulty, construction of appropriate reading environment and implementation of enrichment reading programs can be effective. The finding of the study by (Dara, 2019) illustrated that lack of language knowledge and motivation were mostly carried out English reading problems; While student personality, learning methods and teacher personalities were the shadow behind the issues even though the Ministry of Education Youth and Sport had integrated this subject into the state curriculums for lower secondary to tertiary educations since 1993. To take more actions for challenges, investigation of this issue at lower secondary. School, additional root causes including family issues, English study time, learning and teaching materials, and library accesses were recommended for future research. Results of the study by (Shaimaa , 2019) revealed that EGRI program was effective in developing EFL evaluative and creative reading comprehension skills among preparatory stage pupils.

General conclusions

Reviewing the previous studies can be concluded that:

- Reading comprehension is considered an important skill for all language learners to develop. Many studies were conducted to improve it at different educational levels. Each of these studies concentrated on group of skills to treat and develop.
- Value -based education approach has proved to be effective in improving language learners reading comprehension skills
- Value -based education is also applied in teaching reading comprehension skills effectively (Amiri 2014 ; Omoto 2013 ; Kuk, 2013).
- It allows the instructor the freedom to use wide range of activities. and systematic and well-organized lesson plans.

constructivist approach to learning, but admitting at the same time that for both themselves and their students the traditional teaching style is more convenient. However, the majority of teachers believe that adherence to social constructivist learning principles yields better knowledge and practical skills. In primary school teachers' approach to learning and teaching the most important key point is the acquisition of knowledge and useful skills, implemented through cooperation and favorable learning environment.

Sukinah, (2014) showed that, based on the assessment, a module was then drafted. After that, the draft was examined regarding its feasibility through a focused-group discussion and a small-scale tryout to an elementary schools that adopts inclusive education. The result of this stage was a module draft which was used as a value learning model through storytelling and games. This model was set within seven (7) themes and was integrated to subjects taught in the elementary schools that conduct inclusive education. Lou, Y, (2015) the results in this study showed that: in the post-massification period, content-based English teaching could improve the level of motivation and English language ability of students in their English learning, but CBI was not suitable for poor English learners with no good foreign language (English) basis. Odundo, Amollo & Ganira (2017) indicated that Value Based Education (VBE) is an essential element that impacts moral, ethical, cultural, social and spiritual ideals necessary for holistic development of children. Providing an education on values at an early age ensures that children are directed by these ideologies throughout life. Research indicates that children who adopt values at an early age are confident, competent, independent, and exhibit harmonious social interactions throughout life time. Al Amrani, (2019) the results of both groups in each test were compared with each other. Then, the results of each group in the pre-test were compared with the results of the same group in the post-test. The general result is that both groups have made progress in improving comprehension and vocabulary capabilities in legal English.

2.4.2. Studies Related to Reading Comprehension

The second part deals with the relation between the reading comprehension skills.

Rasouli (2019) The result of this study revealed that the (experimental group who received the new treatment achieved higher proficiency in

Similarly, Reinders, and Balcikanli (2011) emphasized the need for a careful planned VBE program focusing on an interactive, integrative and knowledge based approach. Hence, employing value specific teaching and learning resources is crucial for mentoring children into productive future citizens. In support of this view, **Turker et al. (2016)** found out that when a sense of security and knowledge of the right and wrong is reinforced, the child learns honesty, and how to care for others, experience harmonious relationships and avoids conflict. Consequently, modelling positive values, integrating value education in all curricular and fostering values awareness among preschool children is vital for supporting VBE.

3.3. The Role of Teachers in CBI Lessons

The success of lessons in the learning of English is determined by the role played by the teachers. The teachers' role influence and direct the learners activities in relation to the context. According to Stryker and Leaver (1993), teachers play the following role during CBI lessons:

- (1) They must be knowledgeable in the subject matter and able to elicit that knowledge from their learners.
- (2) Teachers are responsible for selecting and adapting authentic materials for use in class.
- (3) Teachers must create truly learner-centered classroom.
- (4) Teachers must keep context and comprehensibility foremost in their planning and presentation.
- (5) Teachers must contextualize their lessons by using content as their point of departure.

4. Related studies

Due to the importance of VBE, many studies were conducted to identify its effect of developing reading comprehension skills

The first part includes studies in which value -based education approach is used to develop reading comprehension skills. Amiri (2014) indicated that there was a significant difference in the subjects' language learning orientation after treatment .Some suggestions and implications were put forward for the EFL/ESL teachers to consider. Omoto (2013) found out that teachers' ability to use CBI was low although the attitude was high. The teachers found value in CBI. However, they lacked proper understanding of the methods. Kukk (2013) **revealed that teachers' beliefs about traditional and constructivist teaching styles are somewhat contradictory, expressing on the one hand support to the**

Stage 4: writing the final copy: after making the needed corrections, students can write the final copy.

They need to empower students to choose what and how to read in ways which suit their own needs and purposes. Value based education creates a strong learning environment that enhances academic attainment and develops social relationship skills that last throughout life time.

3.Value based Education

When VBE is inclusive in schools, a general attitude to work responsively is established among children, and staff.

3.1. Definition of values

Value based education creates a strong learning environment that enhances academic attainment and develops social relationship skills that last throughout life time.

As a result, understanding of targeted values is achieved along with providing a positive focus for redirecting appropriate behavior among children. However, in instances where VBE is weak and distorted, **Klug (2014)** is of the opinion that commitment to build a democratic nation becomes uncertain which in turn disrupts smooth running of the society. However, deterioration of human values is rampant in schools exhibited through burning of schools, indiscipline, violent crimes, drug peddling, school dropout and sexual abuse Turker et al. (2016). As a consequence, decline in values creates a threat to future development of anycountry, its continued existence, respect and authority. To address this concern, there is a need to strengthen VBE in schools with an aim of helping children discover unique potential rather than entirely concentrating on acquisition of knowledge and skills competitive in the job market.

3.2. The role of Teachers in creating value-based learning

In a study on perceived social support and achievement of adolescents\Amiri (2014) observed that teachers with positive attitudes are more likely to respond favorably to developmentally appropriate practices while those with low efficacy find it difficult to maintain discipline among learners. In this regard, nurturing values to children require structured child-centered practices that enhance positive behavior such as self-control, honesty, fairness, compassion, and trust among children.

- Teach the learners how to write.
- Provide adequate and relevant experience of the written language.
- show the learners how the written language functions as a system of communication
- Teach the learners how to write different kinds of texts.
- Provide appropriate support.
- Use a variety of techniques and practice formats.
- Integrate writing with other skills.
- Make writing tasks realistic and relevant.
- and finally to be sympathetic.

Leki (2001) identified four stages of the writing process: (prewriting, planning, writing and revising drafts and the final copy).

Stage 1: prewriting: two steps should be focused on: choosing and narrowing a topic and brainstorming.

Prewriting (step 1) choosing and narrowing a topic:

When students are given a choice to write about a topic they like, they must narrow the topic to a particular aspect of that general topic. This means, the topic should not be too broad to write in one paragraph because it is impossible to cover a topic like "environment" in only one paragraph.

Prewriting (step 2) brainstorming:

Brainstorming means generating ideas that help students write more quickly on the topic they are interested in using three techniques: listing, free writing and clustering. Teachers should help students learn how to use each of them and decide which is the most productive one.

Stage 2: planning: students are asked to organize the ideas they generated by brainstorming.

Stage 3: writing and revising drafts: students are asked to write a draft or more till they produce a final copy. This can be done by: writing the first draft, revising content and organization, proofreading the second draft for grammar, spelling and punctuation marks.

- Identifying word meaning.
- Drawing inferences.
- Identifying the writer's technique and recognizing the mood of the passage.
- Finding answers to questions.
- Recognizing the script of a language.
- Deducing the meaning and use – of familiar lexical items.
- Understanding explicitly stated information.
- Understanding information when not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value of sentences.
- Understanding the relations within the sentence.
- Understanding relation between parts of text through lexical Cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in discourse.
- Identifying the main point of information in discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, an idea)
- Selective extraction of relevant points from a text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Trans-coding information to diagrammatic display

The present study benefits from the previous division of sub-skills in determining some reading comprehension skills at the literal for the primary student teachers of English.

To achieve a writing program, Byrne (1996) listed these guidelines for the teacher:

the reader's existing knowledge, the information suggested by the written material and the context of the reading situation

2.2. Importance of Reading Comprehension

today's world, increasing quantities of information are introduced to us through non-print media such as television, audio cassettes, and the computer, yet, despite these advances in the use of audio-visual media, reading remains the main avenue for acquiring information. **Rasouli, (2019)** points out that reading is the most important skill of all for most students of English throughout the world, and that we should deal with procedures and techniques for teaching students to decode meaning-lexical, structural and cultural from graphic symbols. **Thongyon, and Chiramanee (2011)** state that reading is one of the most important skills in English and other languages, as all experiences and information can be obtained through reading. Reading is also especially important for students, as it is a means of enlarging their information and helping them achieve progress in all subjects. The first and foremost job of school is to teach children to read. Teaching reading should enable almost every student to be able to read fluently, to reach high levels of comprehension ability and to enjoy and learn from reading. Most students who fail to learn to read are destined to fall farther and farther behind in the language learning process and are effectively prevented from capitalizing the power of education to improve and enrich their lives.

In summary, reading is a very important skill that should be developed in all the stages of education. Student-teachers in particular need to be good language readers not only because they depend mainly on reading in acquiring all the subject matters they study but also because their future work as teachers demands them to keep reading all the time. They need to know all the recent trends in the field of language learning and to improve their proficiency level all the time

2.3. Reading comprehension sub-skills

The ability to read is a complex skill which contains many sub-skills. Researchers like **Westwood (2008)** point out that while a number of skills taxonomies exist, there is little consensus concerning the content of the taxonomies or in the terminology used to describe them.

Below is a selection of some of the trials to classify reading skills. (**Goodman, 2007, p 65**) :

1. Introduction

The values incorporated in a value-based curriculum may include cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility, and freedom. The main purpose of holistic education is to prepare students to meet the challenges of living as well as academic study.

Education can be considered as a means to impart general and specific information; teaching skills and most importantly inculcate values. The present system of education is almost wholly geared to the first, a little to the second and only marginally to the third (Burra, 2007).

Of all the academic subjects, languages are the best means of communication. The students grasp the language easily and the teacher can integrate human values through curriculum.

Language teachers can successfully inculcate various values through their sessions. Language teaching has an infinite capacity for assimilating Values Education. Language cannot be taught in isolation, away from social situation, nor can values be imbibed sans practice. Using good meaningful values-based text with language learning can invariably make the learners sensitive human beings and conscientious citizens.(Turker et al. ,2016).

2. Reading comprehension

The focus of attention among educationalists concerned with reading first was "decoding"; whereas in the 1970s the focus of attention moved to reading comprehension because reading without comprehension means only decoding the letters in front of the reader without getting any meaning (**Westwood ,2008, p 76**) Reading as a form of language input has been considered as one of the most important skills in the area of language learning and teaching. The quality of comprehension is always relative to the reader's purpose. If the readers have known their purpose; they would understand the text. Reading is a highly personal matter and no one can pass judgment on an individual's comprehension unless one understands the individual's purpose. Reading comprehension as "making sense of the print is what reading is all about". Comprehension is the essential core or the meaningful practice that is required for a good method of language learning(**Rouhi and Negari, 2012, p 54**).**Grabe and Stoller 2011, p 24**) believe that reading comprehension as "The process of constructing meaning through the dynamic interaction among

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ABSTRACT

The aim of this study was to examine the effect an English value-based program to enhance reading comprehension of the sixth primary grade pupil in Egypt. In order to achieve this purpose (40) of the sixth primary grade pupils were selected to participate in the experiment. The experimental lasted for 3 months during the first term of the 2019-2020 academic year. To collect data, the researcher used a comprehension pre post test. The result revealed that:

Teaching by using the proposed program had a large effect size on sixth primary grade pupil reading comprehension. The results also proved that the proposed program had a large effect on the experimental group students' literal skill and its sub-skills – except for the first skill which had a medium effect size.

Key words: An English Value-Based Program- Reading Comprehension - Primary School Students -Egypt



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