
The effectiveness of a suggested strategy for developing english language critical reading skills among experimental primary school pupils

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The previous chapter included the results of the study and their interpretations. This chapter presents a summary of the study with recommendations and suggestions for further research.

5.2 Questions of the Study The present study attempted to answer the following questions:

- a) What are the critical reading skills required for sixth-year EFL pupils at experimental language schools?
- b) What are the bases of the suggested strategy that aims at developing these skills?
- c) To what extent is the suggested strategy (QtA-LC-DJ) effective on developing some critical reading skills among sixth-year EFL pupils at experimental language schools?

5.3 Scope of the Study

- The present study was limited to a sample of the sixth-year EFL pupils at Hasan Abu-Bakr Experimental Integrated Language School at Al-Quanater Al Khaireya during the academic year 2009-2010.
- It is also confined to some critical reading skills required for sixth-year EFL pupils.

5.4 Tools of the Study A critical reading test is prepared by the researcher to be pre-post administrated to the sample.

5.5 Procedures of the Study The present study went through the following procedures:

- a) Identifying critical reading skills required for EFL experimental sixth year pupils, this was carried through:
 - Reviewing the literature related to critical reading.
 - Preparing a list of critical reading skills required for EFL experimental sixth year pupils.
 - Submitting the list to a jury to verify its validity.
 - Modifying the list based on the jury's feedback.
- b) Designing the critical reading test as a tool for measuring critical reading skills identified in the previous procedure.
- c) Submitting the test to a jury to verify its validity.
- d) Modifying the test based on the jury's feedback.
- e) Identifying the bases of the suggested strategy that aims at developing critical reading skills. This was done through:
 - Reviewing the literature related to critical reading and different strategies used for developing it.
 - Identifying objectives, content, techniques and activities that are used in the strategy.
- f) Determining the effectiveness of the suggested strategy (QtA-LC-DJ) in developing some critical reading skills. This was achieved through:
 - Assigning the subjects of the study from sixth-year EFL pupils at Hasan Abu-Bakr Experimental Integrated Language School at Al-Quanater Al Khaireya during the academic year 2009-2010.
 - Applying the critical reading test as a pre-assessment to the sample of the study.
 - The data collected was quantitatively analyzed.
 - Applying the (QtA-LC-DJ) to the sample of the study.
 - Administering the critical reading test after the applying the strategy.
 - Tabulating data of the study and conducting statistical analysis for

them. • Interpreting the results of the study.g) Providing the recommendations and suggestions of the study.

5.6 Major Results of the study

The present study revealed the following main results: • There are statistically significant differences between the pre (28.63) and post (84.36) mean scores of the study sample in the overall critical reading skills in favor of post assessment. • There are statistically significant differences between the pre (.966) and post (7.55) mean scores of the study sample in 'recognizing the author's purpose' in favor of the post assessment. • There are statistically significant differences between the pre (1.80) and post (8.15) mean scores of the study sample in 'supporting claims with evidence' in favor of the post assessment. • There are statistically significant differences between the pre (1.86) and post (5.26) mean scores of the study sample in 'evaluating the theme and values' in favor of the post assessment. • There are statistically significant differences between the pre (1.63) and post (9.43) mean scores of the study sample in 'creating sensory image and mood' in favor of the post assessment. • There are statistically significant differences between the pre (3.43) and post (8.03) mean scores of the study sample in 'comparing and contrasting ideas' in favor of the post assessment. • There are statistically significant differences between the pre (2.05) and post (4.85) mean scores of the study sample in 'differentiating between fact and opinion' in favor of the post assessment. • There are statistically significant differences between the pre (6.81) and post (11.89) mean scores of the study sample in 'making prediction' in favor of the post assessment. • There are statistically significant differences between the pre (1.63) and post (7.16) mean scores of the study sample in 'recognizing feelings & point of views through the writer's tone' in favor of the post assessment. • There are statistically significant differences between the pre (.95) and post (5.53) mean scores of the study sample in 'making connections' in favor of the post assessment. • There are statistically significant differences between the pre (4.83) and post (10.93) mean scores of the study sample in 'using inference properly' in favor of the post assessment. • There are statistically significant differences between the pre (2.65) and post (5.65) mean scores of the study sample in 'identifying reasons to support interpretation' in favor of the post assessment.

5.7 Recommendations

Reflecting on the findings of this study, it is recommended that: • Providing EFL teachers in general and elementary EFL teachers in particular with more workshops and training opportunities in the area of critical reading skills and strategies; since thinking instruction can be taught and enhanced through training. • Teachers should emphasize the development of students' critical reading skills in the early educational stages. • Courses should be designed in a way that enhances learners' critical reading skills. • More attention should be paid to higher level thinking strategies that enhance reading critically. • The strategies used should have systematic procedures with clear objectives and guidelines. • The strategies used should familiarize EFL teachers with critical reading activities on an ongoing basis. • Providing a learning environment with varied activities and tasks to support critical reading. • The current assessment trend should incorporate some kinds of critical reading questions not merely questions focusing on rote memorization of facts.