Designing an Instructional Model According to Bales’s Theory and Testing Its Impact on Reading Comprehension and Developing University Students' Metacognitive and Communicative Skills

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Abstract
The problem of this study exemplifies the poor achievement of the prescribed population in reading comprehension which is attributed to the traditional method applied by teachers of English in the non departmental courses. Accordingly, the first aim of the current study is to design an instructional model in the light of Bales's social interaction theory to teach English Educational Texts. The second aim is to test the impact of the designed instructional model on reading comprehension and developing students' metacognition and interpersonal communication skills. Three null hypotheses have been set concerning this aim. The third aim is to find out the statistically significant correlation between the three independent variables.

The population includes all the second year students in the morning and evening classes in the Department of Education and Psychology/ College of Education/ University of Mosul for the academic year 2010-2011. Students in the morning classes have been chosen intentionally as a sample of the study. They have been divided into two groups. The experimental group includes 36 students: 23 males and 13 females. The control group includes 35 students: 16 males and 19 females. The sample as a whole consists of 71 students: 39 males and 32 females. Both groups were made equivalent in respect of all factors, except for the exposure to the independent variable. Three instruments have been prepared by the researcher and administered to the sample of the study, viz. reading comprehension test, metacognition test, and interpersonal communication skills scale. The results of the study revealed the impact of the DIM in improving the three dependent variables.

1. The Problem

English is one of the subjects that students study at the non-departmental courses in the College of Education/ University of Mosul. This subject includes a number of specialized English texts in Physics, History, Arabic, Psychology.. etc. followed by a number of related exercises. Traditionally, teachers are used to presenting a subject in the textbook and asking students to read either silently or loudly, and then students have to answer the questions that follow. Students, naturally, have no choice but to read even if they have no technical ways of how to read. Students do not know how to solve problems when dealing with difficult texts, because they lack background knowledge. They do not know how to work through their reading difficulties to get meaning from the reading texts. Most of the students get low marks in reading comprehension exercises, as the researcher had an access to the students' scores in English. The problem is due to the way they follow while reading. They read the text as if it consists of discrete elements. Students neither interact with the passage they read nor build relationships between
the terms in the text to build up the meaning, and then lead themselves toward reading comprehension. At college level, students build their distinct personalities, and the interaction within such a rich environment will surely affect the way they deal with each others. Apart from the basic necessities, college students need to be equipped with habits for good interpersonal communication skills, as this is what makes them happy and successful. In order to develop these habits, one needs first to acknowledge the fact that they need to improve communication skills from time to time. They need to take stock of the way they interact and the direction in which their work and personal relations are going.

2. Aims of the Study
The present study aims to,
1- design an instructional model, in the light of Bales social interaction theory to teach English Educational Texts to college classes,
2- test the impact of the designed instructional model (henceforth DIM) on,
   a- Students' achievement in reading comprehension (henceforth RC),
   b- developing students' metacognition skills (henceforth MSs), and
   c- developing students' interpersonal communication skills (henceforth ICSs),
3- find out the correlation between the dependent variables, after finishing the experiment, through answering the following questions:
   a- is there statistically significant correlation between students' reading comprehension and their metacognition skills?
   b- is there statistically significant correlation between students' reading comprehension and their interpersonal communication skills?
   c- is there statistically significant correlation between students' metacognition skills and their interpersonal communication skills?

3. Hypotheses of the Study
In the light of the second aim mentioned above, the following three null hypotheses are set:
1- There are no significant differences between the mean scores of students' achievement (in both the experimental group and the control group) in reading comprehension posttest due to the variables of gender, method and interaction between them.
2- There are no significant differences between the mean scores of students' achievement (in both the experimental group and the control group) in metacognition skills test due to the variables of gender, method and interaction between them.
3- There are no significant differences between the mean scores of students' achievement (in both the experimental group and the control
group) in interpersonal communication skills scale due to the variables of gender, method and interaction between them.

4. Limits of the Study
The current study is limited to:
1- Second year students at the University of Mosul/College of Education/Department of Education and Psychology for the academic year 2010/2011,
2- The subject of English educational texts,
3- The textbook entitled "The Third Skill" by Al-Kubaisy Amir Bneya (1990) is used in teaching the prescribed subject.

5. Definitions of Basic Terms
- Instructional Model
Joyce and Weil (2004:30) describe models of teaching as follows:
"A model of teaching is a plan or pattern that can be used to shape curriculum to design instructional materials".

Siddiqui (2007:7) describes models of teaching as "a plan or pattern that can be used to shape curricula, design instructional materials and to guide instruction in the classroom and other setting. The most important aim of any model of teaching is to improve the instruction effectiveness through an interactive atmosphere".

- Operational definition:
As for the purposes of the current study, instructional model can be defined operationally as: the whole teaching steps followed by the researcher, in the light of Bales' social interaction theory, in teaching English Educational Texts to the subjects of the experimental group.

- Reading Comprehension
Richard et al. (1985:238) define RC. as "the understanding that results from perceiving a written text. There are different types of reading comprehension distinguished according to the reader's purpose in reading: literal comprehension, inferential comprehension, critical comprehension and appreciative comprehension".

Snow (2002:11) defines RC. as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity or purpose for reading"

- Operational definition
Reading comprehension can be defined operationally as: the total score the subjects of the sample obtain in the light of their answers in a reading comprehension test.
- Metacognitive Skills

Flavell (1979:907) describes metacognition as follows: "metacognition refers to one's knowledge concerning one's own cognitive processes or any thing related to them, e.g., the learning-relevant properties of information or data".

Carole and Carole (2000:329) describe metacognition as "the knowledge or awareness of your own cognitive processes and the ability to monitor and control those processes".

- Operational definition

For the purpose of this study, MSs. is defined operationally as: the total score the subjects of the sample obtain in the light of their answers in a metacognition skill test.

- Communicative Skills

Barker (2006:12) states that "a communication skill is the process of creating shared understanding".

Hargie (2010:5) describes communication skills as "a process in which the individual implements a set of goal-directed, inter-related, situationally appropriate social behaviors, which are learned and controlled".

ICSs. can be seen (as concluded from the above definitions) as: all the aspects of personal interaction, contact, and communication between individuals or members of a group. Effective interpersonal communication depends on a variety of interpersonal skills including listening, asserting, influencing, persuading, empathizing, sensitivity, and diplomacy.

- Operational definition

Operationally, ICSs can be defined as: the total score the subjects of the sample obtain in the light of their answers on an ICSs scale.

6. Theoretical Framework of the Study

6.1. Social Interaction

Social interaction has been used differently. It is used as "a process", as it includes a category of activity which is stimulated by human beings' specific needs, such as the need of belonging to, the need for love, and the need for success and appreciation. It is also used as "a state" as it indicates the final result which fulfills those humanistic needs. Social interaction is used as a group of "traits"; sort of relatively permanent aptitude which characterizes the social behaviour of an individual. It is also used as "overt behaviour" as it includes the vocal expressions and body language. Besides, it is used as "covert behaviour"
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as it includes the basic mental processes such as perception, recall, thinking, imagination and the whole psychological processes (Pica et al, 1996: 426). Quoting Varonis (1985), Long (1996), and Pica et al (1996), social interaction depends on four basics:

a- Communication: No interaction takes place between two or more individuals without a communication. Communication assists in many ways in unifying thoughts and reaching the cooperative behaviour.

b- Expectation: It is an aptitude to respond to a specific stimulus. Expectation plays a fundamental role in social interaction as the human behaviour is formed according to his/her expectation of others’ response.

c- Perceive and Play the Role: Each individual has a role to play in the society which is manifested through his behaviour. The individual’s behaviour is interpreted through different social roles he takes part in. When interacting with others, he acquires the experience according to his social interaction.

d- Meaningful Symbols: Communication, expectation, and playing roles are done effectively by meaningful symbols common around the group such as language, restores, hand movements, etc. These ways will lead to common perceive and unify thoughts and aims among group individuals and they will think and perform in the same way. The importance of social interaction for learning has been clearly documented. Social interaction allows the learner to reflect and reconsider, get help and support, and participate in authentic problem solving (Brown & Duguid, 1989: 34).

Social interaction has a strong and lasting influence on the students’ lives. Researches indicate that social interaction with peers can make substantial contributions to individual’s intellectual development academic and behavioural functioning and skills acquisition (Ryan, 2000: 108).

6.2. Bales's Social Interaction Theory

Bales's theory is one of the most important theories of social interaction. Bales studied the stages and patterns of social interaction and determined the stages and general patterns in the experimental social attitudes. Bales (1950) determined those stages and patterns and he talked about the process of social interaction on the basis of his studies and observations.

Interaction process analysis is an observational method for the study of the social and emotional behaviour of individuals in small groups, their approach to problem solving, their roles and status structure, and changes in these over time. The method is sometimes treated as a
type of content analysis, because, like content analysis, it is employed to estimate the relative strength of various underlying determinants of overt behaviour. It is distinguished from content analysis, however, in that the observer abstracts from the content, in the ordinary sense of “what is talked about,” and focuses attention instead on the form of the behavior and the changing patterns of action and reaction among individuals by which the content is communicated (Bales, 1950:69).

According to Bales, social interaction deals with a subject or a problem, which members of community or group want to resolve. There are several steps which can be followed in order to reach a solution. Also there is a flexibility in understanding the problem, giving suggestion to solve it, evaluating each solution, and taking into consideration the member's opinion.

6.3. Reading Comprehension

Reading is a skill that a reader uses to search for world knowledge, understanding and entertainment. Moreover, reading is a matter of an interaction that involves the reader, the text, and the actual interaction between the reader and text (Aebersold & Field, 1997:97). While reading, readers use their past experiences, and call background knowledge. In turn, from doing this and from the text they read, they construct new experiences and acquire new knowledge. Readers have different schema and ways to apply their experiences to what they read, and these differences in experiences make some readers comprehend a text quicker and better than others.

As Clark and Graves (2005: 576) argue, the text itself is another factor in the reading process. There are various types of texts, and each one has a different style of writing, organization, pattern, syntax and grammar, vocabulary, cohesion, and purpose. It is the readers’ responsibility to know the differences between different texts in order to understand what the writer tries to convey. The text and the reader are two factors that are essential to the reading process. The reader reads the text to comprehend it. Therefore, the interaction between the text and the reader is, by itself, another vital factor in this process. Different readers may get different meanings from the same text. These differences are due to the differences in the readers' background knowledge, reading ability, aptitude, personal interest, classroom environment, and so on (ibid. 581).

6.4. Metacognition Thinking

Metacognition can be considered as a complex phenomena related to knowledge about the domain of cognition - consisting of all the mental activities connected with thinking, knowing, and remembering - and its regulation. The two concepts differ in that cognitive skills are those
required to complete certain tasks, whereas metacognitive skills are those that determine how the tasks are executed. Researchers assert that metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning (Livingston, 1997: 32).

Over the last two decades, psychologists and educators have recognized that metacognition has a great power for descriptions and explanations of the learning process. As an important aspect of the human experience, it plays a central role in successful learning, as it guides the individual throughout the process. It is often described as “thinking about thinking” and can be successfully used to help students learn how to learn. Furthermore, it shapes a person's beliefs about and attitudes toward learning which in turn affect his or her behaviour. It has been shown to have a direct bearing on language learning and researches have indicated that it can be taught to learners. Therefore, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control (Anderson, 2002; 2). Considering this fundamental role in education, prudent teachers should understand and employ the available information on metacognition and then design a curriculum and learning environments that reflect such insights.

6.5. Communication:

Communication is a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. The use of these processes is developmental and it transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur (Hartley, 1999:17). Communication is our window to basic literacy and academic excellence, reaching levels of excellence and accuracy of expression mandate mastery of formal English. These are the capabilities that cultivate the potential in each student and the possibilities for our future. Communication begins with language, the distinctive ability which has made possible the evolution of human society. With language any message, no matter how complex, can be conveyed between people over a limited distance - within a room or place of assembly, or across a short open space (Wood, 2009: 62).

Human spoken and written languages can be described as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word “language” is also used to refer to common properties of languages. Most human languages use
patterns of sound or gesture for symbols which enable communication with others around them. There are thousands of human languages, and these seem to share certain properties, even though many shared properties have exceptions. Wrench et al., (2008:31) state that communication can be seen as processes of information transmission governed by three levels of semiotic rules:

1. Syntactic (formal properties of signs and symbols),
2. Pragmatic (concerned with the relation between signs/expressions and their users)
3. Semantic (study of relationships between signs and symbols and what they represent).

Therefore, communication is social interaction where at least two interacting agents share a common set of signs and a common set of semiotic rules.

In general, communication is usually transferred by both verbal means and visual aid throughout the process. The receiver could be an individual person, a group of persons or even an audience. There are a few oral communication types: discussion, speeches, presentations, etc. However, often when you communicate face to face the body language and your voice tonality have a bigger impact than the actual words that you are saying. Rather, when conveying emotion, if body language, tone of voice, and words disagree, then body language and tone of voice will be believed more than words (Mehrabian, 1971:7). For example, a person saying “I’m delighted to meet you” while mumbling, hunched over, and looking away will be interpreted as insincere. You can notice that the content or the word that you are using is not the determining part of a good communication. The “how you say it” has a major impact on the receiver.

7. Methodology and Procedures

7.1. Constructing the Instructional Model

In the light of Bales social interaction theory, an instructional model has been designed by the researcher. This model aims at promoting students' RC, ICSs, and MSs. The teaching activities in this model are social interactive activities which include conversation, discussion and debate. Students are expected to interact primarily with each other rather than with the teacher. They should talk most of the time during the lecture. Correction of errors should be infrequent. Students should behave cooperatively rather than individually. Several roles are assumed for the lecturer in this model such as needs analyst, counselor, and group process manager. The lecturer determines and responds to learners' needs. This may be done informally through one-to-one sessions with students. The lecturer is expected to exemplify an effective communicator seeking to maximize speaker intension and hearer interpretation throughout
paraphrasing, confirming, and giving feedback. During an activity, the lecturer monitors and encourages the inclination to supply gaps in lexis grammar, and strategy. First, students should be divided randomly into four groups. Then, the lecturer starts teaching according to this model which demands six steps as follows:

1- Identification

The lecturer presents an instructional situation including an educational and psychological issue which demands debating and presenting opinions. The lecturer gives his students a chance to chat, put norms, and suggest thoughts to formulate the problem. According to the students' suggestions, the lecturer decides the problem, which will contain various thoughts to be investigated.

2- Evaluation

In this step, the lecturer identifies students’ feelings, willingness, and views concerning the problem to be investigated. This may be obtained through presenting a number of questions to be answered by the students.

3- Controlling

The lecturer directs students in small cooperative groups to answer the given questions. The answers may be obtained after students' debating with each other within each group. This may include some thoughts and suggestions concerning the problems.

4- Decision – Making

After the debate within each group, the leader presents the group’s decision concerning the problem: either to deal with or not to deal. Besides, the leader may present the group’s thoughts and suggestions to solve the problem if they decide to deal with.

5- Adjust of Tension

The lecturer attempts to treat the tension which arises among groups. He may state that this tension is natural and agreement may be obtained through discussion with the groups although their thoughts may be contrasted.

6- Integration

The lecturer directs the cooperative small groups to consult their textbooks, investigate the subject and argue about it. He may also ask them to divide the text among them, read it closely, point out the main thoughts and then write questions concerning the problem and related thoughts. The following suggestions may be given by the teacher to help students do so:

1. If a student encounters a vocabulary that he doesn’t know, one possible strategy to know its meaning is word analysis, e.g. dividing the word into its prefix and stem.
2. Students should pause occasionally while reading and ask themselves these questions:
   - What strategy am I using?
   - How well am I using this strategy?
   - What am I understanding?
   - What else could I do?
   Finally, the lecturer may ask the leader of each group to present the subject in front of other groups and ask them some questions. After finishing the debate, the lecturer summarizes the subject and points out the related thoughts cited by the groups in the preceding steps. He may also give feedback to his students when necessary.

7.2. The Experimental Design

This study adopts the "Experimental – Control Group Design; the pre-test post test Design" (Cohen et al, 2007: 276). This design presents the selection of the two groups intentionally; control group (henceforth CG) and experimental group (henceforth EG). Both groups are submitted to pre and posttests. The independent variable (DIM) is administered to the EG only. The students' scores, on the variables (RC.MSs and ICSs) that have been measured by post tests, are used to determine whether there is any significant difference between both groups.

7.3. Population

The target population of the study includes all the second – year students at the Department of Education and Psychology/ College of Education/ University of Mosul who have a course in English Educational Texts at morning and evening classes during the academic year 2010-2011. The total number of the students is 122 which includes 73 males and 49 females.

7.4. The Research Sample

Second-year students in the morning classes have been chosen as a sample of the study as they cover two groups A and B. Group A has been nominated randomly as the EG and group B as CG. The number of the students in the EG is 36 students: 23 males and 13 females. The number of the students in the CG is 35 students: 16 males and 19 females. The sample consists of 71 students after excluding 11 students from the two groups as they are failures in the second-year for the preceding year. Hence, the sample represents 58% of the population.

7.5. The Dependent Measures

The participants in the EG have been taught English educational texts according to the social interaction model. They are engaged in activities that let them speak freely, debate with each other, help each other and learn from each other. These activities help them improve their MSs in planning, monitoring and evaluating the reading texts. As a result, it may help them improve their comprehension. The mentioned activities also may help in improving their ICSs as they debate and converse with each other. As they notice each others' communication, they learn ICSs; learn what is good, and exclude what is unacceptable by others.
The participants' progress has been measured concerning three variables: achievement in RC, developing MSs, and developing ICSs. Hence, three instruments have been prepared by the researcher to carry out the set aims. The first is RC test for measuring participants' RC (appendix 1) which is administered to the participants at the end of the experiment in both conditions, (as the two groups are equivalent in their achievement in English educational texts for the preceding academic year). The second is MSs. (appendix 2) test which is administered to the participants at the beginning and at the end of the experiment in both conditions. The third is ICSs scale (appendix 3) which is administered to the participants at the beginning and at the end of the experiment in both conditions.

8. Results and Discussion

After finishing the application period of the DIM, and testing its impact on the dependent variables, viz. RC, MSs, and ICSs, three instruments have been administered to the study sample, i.e. RC test, MSs test and ICSs scale. The data will be analyzed statistically using ANOVA two way test for two independent samples. The results will be presented according to the three null hypotheses presented earlier as follows:

1- The First Null Hypothesis

To obtain the data related to this hypothesis, an RC test was administered to the two groups at the end of the experiment. The students' scores have been analyzed statistically to figure out whether or not the differences between the EG and the CG were statistically significant. Accordingly, the mean scores of the two groups are compared. The results are shown in Table 1:

<table>
<thead>
<tr>
<th>Group</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG</td>
<td>male</td>
<td>23</td>
<td>38.6087</td>
<td>4.30369</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>13</td>
<td>41.8462</td>
<td>5.19368</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>36</td>
<td>39.7778</td>
<td>4.83506</td>
</tr>
<tr>
<td>CG</td>
<td>male</td>
<td>16</td>
<td>30.6875</td>
<td>6.13969</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>19</td>
<td>35.8421</td>
<td>4.58576</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>35</td>
<td>33.4857</td>
<td>5.87803</td>
</tr>
</tbody>
</table>

Table 1: ANOVA Two Way Test for Students' Mean Scores in the RC Post Test.

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df.</th>
<th>Mean square</th>
<th>F value calculated</th>
<th>F value tabulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method</td>
<td>823.292</td>
<td>1</td>
<td>823.292</td>
<td>32.929 *</td>
<td>3.99 (0.05)</td>
</tr>
<tr>
<td>Gender</td>
<td>299.010</td>
<td>1</td>
<td>299.010</td>
<td>11.959 *</td>
<td>(1.67)</td>
</tr>
<tr>
<td>Method &amp; Gender</td>
<td>15.605</td>
<td>1</td>
<td>15.605</td>
<td>0.624</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>1675.134</td>
<td>67</td>
<td>25.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2813.041</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As shown in the table above, the F-calculated value for the differences between the mean scores of the two groups, concerning the variable of method (32.929) is significant as it is higher than the tabulated one 3.99. The significance is for the benefit of the EG as its mean score 39.7778 is higher than that of the CG which is 33.4857.

The F calculated value for the difference between the mean scores of the two groups, concerning the variable of gender (11.959) is also significant as it is higher than the tabulated one 3.99 at 0.05 level of significance and 1.67 degrees of freedom. The significance is for the benefit of female students at the EG as their mean score 41.8462 is higher than the others.

As for interaction between method and gender, the F calculated 0.624 is not significant as it is less than the tabulated one 3.99 at 0.05 level of significance and 1.67 degrees of freedom.

The results show that the EG made significantly better gains in the RC. This indicates the impact of the DIM on improving students' RC. The reason behind this result may be due to the steps and procedures of the DIM which is organized with regard to social interaction. Social interaction gives students freedom in thinking, exchanging thoughts and getting benefit from each other in interpreting the passage and comprehending it. This also shows the importance of social interaction in improving students' learning strategies.

The results also show that female students in the EG gained significant mean scores which are higher than the other gender groups. This indicates that female students were more affected by the DIM. This may be due to the fact that female students have more interest in their academic subjects than male students. They inclined to interact and to be more helpful, which enables them to learn from each other. This provides them with chances to learn more from each other.

As for the interaction between method and gender, the results do not show any significant differences. This indicates that there is no interaction between method and gender, concerning RC, which may have significant impact on students' achievements.

2- The Second Null Hypothesis

There are no significant differences between the mean scores of the students' performance in both the experimental and the control groups in the MSs. test due to the variables of gender, method and interaction between them.

To test this hypothesis, an MSs test was administered to the two groups at the beginning and at the end of the experiment. The differences between the two applications; i.e. pre and posttest, were analyzed statistically using ANOVA two way for two independent samples to see whether there is any significant difference between the mean scores of the two groups. The results are shown in Table 2:
Table 2: ANOVA Two Way Test for Students' Mean Scores in the MSs Test

<table>
<thead>
<tr>
<th>Group</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG.</td>
<td>male</td>
<td>23</td>
<td>5.3478</td>
<td>2.77339</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>13</td>
<td>8.7692</td>
<td>1.69085</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>36</td>
<td>6.5833</td>
<td>2.93136</td>
</tr>
<tr>
<td>CG.</td>
<td>male</td>
<td>16</td>
<td>2.5625</td>
<td>1.26326</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>19</td>
<td>2.5263</td>
<td>1.80642</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>35</td>
<td>2.5429</td>
<td>1.55947</td>
</tr>
</tbody>
</table>

ANOVA Results

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df.</th>
<th>Mean square</th>
<th>F value calculated</th>
<th>F value tabulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method</td>
<td>346.063</td>
<td>1</td>
<td>346.063</td>
<td>81.014 *</td>
<td>3.99 (0.05)</td>
</tr>
<tr>
<td>Gender</td>
<td>48.654</td>
<td>1</td>
<td>48.654</td>
<td>11.390 *</td>
<td>(1.67)</td>
</tr>
<tr>
<td>Method &amp; Gender</td>
<td>50.757</td>
<td>1</td>
<td>50.757</td>
<td>11.882 *</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>286.199</td>
<td>67</td>
<td></td>
<td>4.272</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>731.673</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the F calculated value (81.014), for the difference between mean scores of the two groups, concerning the variable of method, is significant as it is higher than the tabulated F at 0.05 level of significance and 1,67 degrees of freedom. The significance is for the benefit of the EG since its mean score 6.5833 is higher than that of the CG 2.5429.

The F calculated value for the differences between the mean score of the two groups, concerning the variable of gender (11.390) is also significant since it is higher than the tabulated F 3.99 at 0.05 level of significance and 1, 67 degrees of freedom. The significance is for the benefit of female students in the EG since their mean score 8.7692 is higher than that of the others.

Concerning the variable of interaction between method and gender with regard to MSs, the F calculated value 11.882 is significant as it is higher than the F tabulated value. The significance is for the benefit of the male and female students in the EG since their total mean score 6.5833 is higher than that of the CG 2.5429.

The results show the impact of the DIM on developing MSs since the EG gained mean scores higher than those of the CG in respect of this variable. This may be attributed to the fact that the DIM provides students with chances to organize their thoughts since the DIM has gradual steps which help them know how to plan, monitor and evaluate.

At the same time, students' interaction with their peers helps them acquire experiences and apply how to plan, monitor and evaluate the reading passage. So MSs could be developed through using the DIM. The
results also reveal how the female students in the EG were successful with regard to MSs. This indicates that female students get more benefit than male students as far as the DIM is concerned. This may be due to the fact that female students have more organized thoughts and they are more interactive with each other which leads them to acquire effective mental skills that improve their learning. The results also show that the interaction between method and gender is significant. This indicates that the female students get more benefit than male students as they studied English Educational Texts using the DIM. This has been asserted by the results of the first hypothesis which indicates that the female students in the EG are successful in the RC.

3- The Third Null Hypothesis

There are no significant differences between the mean scores of the students performance in both experimental and the control group in the ICSs scale due to the variables of gender, method and interaction between them.

To obtain the required data and test this hypothesis, the ICSs scale was applied to the participants at the beginning and the end of the experiment. The differences between students' scores of the two applications were analyzed statistically to point out any significant differences. The data were analyzed statistically using ANOVA two way test for two independent samples. The results are shown in Table 3 below:

| Table 3: ANOVA Two Way Test for Students' Mean Scores on the ICSs Scale |
|-----------------|-----------------|-----------------|-----------------|
| **Descriptive** | **Group** | **Gender** | **N** | **Mean** | **Std. Deviation** |
| **EG.** | | male | 23 | 18.6522 | 7.96931 |
| | | female | 13 | 15.0000 | 9.79796 |
| | | total | 36 | 17.3333 | 8.71780 |
| **CG.** | | male | 16 | 13.5000 | 9.19420 |
| | | female | 19 | 8.7368 | 7.85877 |
| | | total | 35 | 10.9143 | 8.70555 |
| **ANOVA Results** | **Source** | **Sum of Squares** | **df.** | **Mean square** | **F value calculated** | **F value tabulated** |
| | Method | 553.255 | 1 | 553.255 | 7.521 * | 3.99 (0.05) |
| | Gender | 300.671 | 1 | 300.671 | 4.087 * | 1.67 |
| | Method & Gender | 5.240 | 1 | 5.240 | 0.071 | |
| | Error | 4928.902 | 67 | 73.566 | |
| | Total | 5788.068 | 70 | | | |
It is obvious from Table 3 that there is significant difference concerning the method variable as F calculated 7.521 is higher than that of the F tabulated 3.99. The significance is for the benefit of the experimental group since its mean score 17.333 is higher than that of the control group 10.9143. It is also obvious that gender variable has significant difference as the F calculated 4.087 is higher than the F tabulated 3.99 at 0.05 level of significance and 1, 67 degrees of freedom. The significance is for the benefit of male students in the EG. As for the interaction between method and gender, there is no any significant difference since the F calculated 0.071 is less than F tabulated 3.99.

The results concerning ICSs indicate the impact of the DIM on developing the prescribed skills for students in the EG. These skills developed more for male students than female. The results also indicate that there is no interaction between method and gender concerning the ICSs. This result may be attributed to the fact that the DIM is based on social interaction. This social interaction provides the participants with chances to practise these skills practically, then focus on what is good and leave what is rejected by others. The DIM also makes students good listeners as they listen to others, hear what they say, analyze what they hear, then announce their acceptance or refusal concerning what they hear. They test themselves when they notice others' reaction to what they say or announce.

Male students were better than female students in practising ICSs. This may be attributed to the fact that male students have more social relations than female students which make them use these skills. Male students are more confident than female students. They talk fluently without timidity or shyness. This allows them to use, practise and develop their ICSs more than female students.

The third aim of the study investigates the correlation between the dependent variables after finishing the experiment. The purpose behind that is to be acquainted with the impact of the three dependent variables on one another and to see whether this impact is positive or negative. To answer the three questions mentioned within this aim, Pearson Coefficient Correlation between the three dependent variables, viz. RC, MSs, and ICSs, has been computed. The statistically significance of this correlation has been computed by using t-test. The results are shown in Table 4:

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>T value Calculated</th>
<th>T value Tabulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC &amp; MSs</td>
<td>0.502</td>
<td>3.386 *</td>
<td>2.0336</td>
</tr>
<tr>
<td>RC &amp; ICSs</td>
<td>0.656</td>
<td>5.063 *</td>
<td>(0.05)</td>
</tr>
<tr>
<td>MSs &amp; ICSs</td>
<td>0.513</td>
<td>3.489 *</td>
<td>34</td>
</tr>
</tbody>
</table>
Concerning the first question, "is there statistically significant correlation between students' RC. and their MSs.?", it is obvious, from the table above, that there is positive coefficient correlation between RC and MSs (as its value 0.502 is between 0 – 1), and it is significant since the t calculated value 3.386 is higher than the t tabulated 2.0336 at 0.05 level of significance and 34 degrees of freedom. This may be due to the fact that RC is a constructive process by which readers use both cognitive and metacognitive strategies to build their understanding of a text. MSs give students a chance to plan before reading, control their reading process, and evaluate it.

As for the second question, "is there statistically significant correlation between students' RC. and their ICSs.?", it has been found that there is positive coefficient correlation between RC and ICSs (as its value 0.656 is between 0 – 1), and it is significant since the t calculated value 5.063 is higher than the tabulated one. This may be attributed to the fact that reading is a process of interaction that involves the reader, the text, and the interaction between the reader and the text. On the other hand, communication is a process of exchanging thoughts and ideas. So, as the students' comprehension raises, their communication skills in different fields will be raised equally.

Concerning the third question, "is there statistically significant correlation between students' MSs. and their ICSs.?", it has been resulted that there is significant positive coefficient correlation between MSs and ICSs as the correlation is between (0 – 1) and the t calculated value 3.489 is higher than the tabulated value 2.0336. This may be attributed to the fact that MSs, including planning, monitoring, and evaluating, affect individuals' communication. As asserted by Wood's (2009:61), communication skills are an integral metacognitive strategy. So, as students' MSs develop, their ICSs will be also affected and developed.

9. Conclusions

The problem of this study exemplifies the poor achievement of the prescribed population in RC. The first purpose of the study was to design an instructional model to teach English Educational Texts to the participants to help them improve their RC. This aim was fulfilled through the DIM which was based on Bales's social interaction theory. The DIM was given to the jurors who assigned their agreement. To test the practical impact of the DIM, it was applied on the prescribed sample. The following are concluded:

1- Using the DIM has resulted in improving students' RC in the EG. Female subjects in the EG outperformed male subjects and those of the CG in RC, which can be considered as an outcome of MSs development.
2- The findings also show that the DIM has resulted in improving MSs of the subjects in the EG and for the benefit of female students.

3- The findings reveal the impact of the DIM in improving subjects' ICSs in the EG. Male students in the EG outperformed female students and those of the CG in ICSs, which can be attributed to the development of MSs.

4- It is obvious that through social interaction and conversation, with teacher facilitation and peer support, English learners draw on their previous knowledge and construct meaning from classroom discussion to understand English educational texts.

5- It has been concluded that there is significant positive coefficient correlation between the dependent variables; RC, MSs, and ICSs. This indicates that the three dependent variables are correlated and they affect each other.

6- In this study, the subjects in the EG were trained on how to deal with a reading passage according to definite steps. They learned to predict, generate questions, identify the main idea of a paragraph, clarify unclear words, phrases, or sentences and summarize their reading. These steps helped them overcome difficulties when reading texts as they planned and monitored their comprehension, and evaluated their planning and its outcomes.

7- From the findings, it can be seen that the subjects in the EG used MSs more frequently. The participants employed these skills more often after they studied through the DIM. Through planning, they organized their reading before actually getting into a text. While reading, they read with concentration to develop an awareness of the kind of problems that would occur and of the way to solve them. Finally, they evaluated their reading process. They checked whether their reading resulted in comprehending the text or needed to be adapted. When they did not understand the text, they reread the passage to clarify some key words and summarized the content to check their understanding. Some students consulted their friends in the group, used dictionaries, or consulted the teacher for cues. The development of MSs raised students' awareness of the reading task and improved their performance in RC.

8- The students in the EG worked in sub-groups. Each group included students of mixed abilities. By working in groups, the students learn from the other members by sharing and discussing and through peer tutoring. They regulated their own rules on the basis of what they had learnt from this social setting and internalized this knowledge. They engaged in a process of transformation through groups discussion. Social interaction in the DIM starts from the teacher as an expert and is directed to the students. Then through the working groups, it
transfers to student-to-student interaction. Through social interaction, teacher and peer support enhanced the actual ability of the subjects and facilitated the development of their potentials.

9- Learning takes place in a social context through interaction with others. Language and facial expression are the main source of maintaining communication. This DIM provides students with chances to communicate. Social interaction and group working assisted in encouraging oral interaction and developing social relations between students. ICSs increased their interactions with colleagues, and improved debate and argument among them. The teacher took a role in correcting students' communication skills through confirming the good ICSs and correcting what is not suitable. At the same time, students' open debate with each other and presenting their thoughts and discussing them with others within the group and with other groups, all that gave students chances to practise these skills.

10. Recommendations

On the basis of the above findings and conclusions, a number of recommendations may be given:

1- Since teachers' main task is to develop their students' ability to comprehend educational texts, they are recommended to work hard to leave the traditional models of teaching. Teachers are also recommended to give enough time to students to act freely and encourage them to ask and inquire.

2- Also, teachers of English should be trained to know how to use different models of teaching including the DIM.

3- As the DIM has been proved to be an effective teaching model, it is preferable for English language teachers to depend on it as one of the reliable models of teaching RC.

4- As the three dependent variables are correlated and they affect each other, teachers of English should train their students how, why and when to apply MSs when dealing with a reading passage.

5- As the findings reveal the impact of the DIM in improving subjects' ICSs, teachers of English should set part of the lesson to teach students ICSs and how to apply them.

6- As it is found that social interaction and group working assisted in encouraging oral interaction and developing social relations between students, time allotted to English classes should be increased to let students using foreign language.

7- Also, methods and models of teaching, which are based on social interaction and students' participation, should be included to a large extent in the programmes of teachers training.
References


Appendix 1

Reading Comprehension Test

Passage One:

Read the following passage carefully, then answer the questions that follow:

"Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education without examining it to see whether it is in fact suitable or not. Moreover, education should be free for all whether rich or poor, clever or stupid, black or white. By free education, one can solve all the problems of the society and build a perfect nation. Finally, we can say that all of us must be educated. This education should prepare the person for the job he can do best to build his country".

Q.1- Answer the following questions:

1) For what should education prepare students?
2) Why should education be free?
3) Why should the old way of education be estimated?
4) For what should we choose a system of education?
5) Suggest a title for the passage. (5 marks)

Q.2- Find words in the passage which mean the opposite of:

6) stop X -------------- 7) unreality X -------
8) wealthy X ------------ 9) worst X -----------
10) illiterate X ----------- (5 marks)
Q.3- Fill in the blanks with words taken from the passage above:
11) Most ------- can be solved by discussion.
12) The ------- of education is known to all the people in the world.
13) All we need is a free and democratic --------------.
14) This uniform is ----------- to you.
15) The student can't ----------- the lesson. (5 marks)

Q.4- Translate the following sentences into Arabic using your own style:
16) "Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life". (6 marks)

Q.5- Analyze these sentences according to Quirk's basic sentence patterns:
17) This education should prepare the person for the job.
18) Education is not an end. (4 marks)

Passage Two:
Read the following passage carefully, then answer the questions that follow:
"Creativity is the ability to invent or imagine something new. There are many ways of being creative and creativity can help us solve problems. These ways are:
Evolution of ideas: Car development is an example of this. If a car designer creates a more comfortable car, he builds on all changes made by designers in the past.
Putting ideas together can be combined to create a new idea. If you join the ideas of a computer and a network, you get the Internet.
Changing how we do things: Sometimes new ideas bring about a change to how we do things. In the past all surgical operations involved cutting the patient. But if you send a small tube with a camera in a person's body, you can treat him from the inside.
Finding a new use for things: If you look at something that exists, you can think of another use for it. For example the first plastic was developed for making balls, but now for photographic films.
Changing approach helps us find other solutions to the problem".

Q.1- Answer the following questions:
19) What does 'creativity' mean?
20) Mention the ways that can help us be creative?
21) May the thing have more than one use? Give an example.
22) Compare between the surgical operations in the past and nowadays?
23) How does the changing of an approach help us to be creative? (5 marks)
Q.2- Find words in the passage that are similar in meaning to the following words:
24) innovation ----------- 25) techniques-----------
26) novel --------------- 27) method ---------------
28) solve ---------------- (5 marks)

Q.3- State whether the following sentences are true or false:
29) Photographic films are made of plastic.
30) There is one direct approach to solve a problem.
31) Creativity is the innovation of something new.
32) You are creative if you still change your technique of doing something.
33) New ideas can be created from many ideas. (5 marks)

Q.4- Translate the following into Arabic using your own style:
34) "Sometimes new ideas bring about a change to how we do things. In the past all surgical operations involved cutting the patient. But if you send a small tube with a camera in a person's body, you can treat him from the inside" (6 marks)

Q.5- Analyze these sentences according to Quirk's basic sentence patterns:
35) Car designer creates a more comfortable one.
36) Creativity is the ability to invent something new. (4 marks)

Appendix 2
Metacognition Skills Test

Dear student;
If a related specialized text has been presented to you for reading, really, you will face three stages; before, while and after reading. So, what will you do when coming across these stages? below, are some of the related thoughts that you can do. Please, assign the most suitable one to you in each point.

- Stage One- Before Reading:
1. Before start reading the text;
   a. You think of some techniques to understand the text then you choose what is suitable to you.
   b. You scan the text and have a view about its organization.
   c. You have a thought about the text from its title.
2. To better understand the text;
   a. You re-read it several times.
   b. You read it as it is granted.
   c. You assign the main points in the text through the sub-titles.
3. To be able to understand the text;
   a. You always remember your previous related knowledge.
   b. You sometimes remember your previous related knowledge.
   c. You avoid connecting the text to your previous knowledge.
4. As you read the title;
   a. You avoid predicting the main thoughts in the text.
   b. You always predict the main thoughts in the text.
   c. You sometimes predict the main thoughts in the text.

5. To assign the main thoughts of the text;
   a. You have a look at the sub-titles and bold typed or underlined words and sentences.
   b. You avoid focusing on sub-titles and bold typed or underlined words and sentences.
   c. You divide the text into paragraphs.

6. When you focus on the title;
   a. You do not think of the practicality of the text.
   b. You always think of the real applications of the text.
   c. You sometimes think of the real application of the text.

7. To help yourself understanding the text.
   a. You prefer underlining the important words and sentences.
   b. You prefer writing notes as you read the text.
   c. You avoid writing notes or underlining the important words and sentences.

-Stage Two-While Reading:

8. If the text is difficult to be understood;
   a. You read it slowly to understand what you are about.
   b. You read in a hurry to understand the text.
   c. You re-read the text normally.

9. If you face difficulties when reading the text;
   a. You keep on reading the text.
   b. You write notes about the difficult points to re-focus on them.
   c. You change your style in reading.

10. While reading the text;
    a. You always test your comprehension through remembering the thoughts that you had read.
    b. You avoid testing your performance and progress in grasping the text.
    c. You sometimes attempt to test your comprehension while reading.

11. When you finish reading a paragraph;
    a. You always predict what you will read in the next paragraph.
    b. You avoid thinking of what you will read in the next paragraph.
    c. You sometimes think of what you will read in the next paragraph.

12. To best comprehend the text;
    a. You stop a while to remember what you have read.
    b. You re-read the text in a hurry.
    c. You go back to the beginning of the text to connect some related thoughts.
13. To assign the main thoughts while reading:
   a. You attempt to connect the main thoughts in your mind.
   b. You underline the sentences including the main thoughts.
   c. You write a question for each thought you read.

14. When losing your comprehension while reading the text:
   a. You re-read the text from the beginning.
   b. You attempt to remember the main thoughts, then keep on reading.
   c. You keep on reading.

-Stage Three – After Reading:

15. To be sure that you comprehend the text:
   a. You write questions and try to answer them.
   b. You avoid estimating your comprehension.
   c. You try to remember the main thoughts and write them in your own style.

16. After finishing the text:
   a. You do not try to analyze the text.
   b. You always try to analyze the text.
   c. You sometimes try to analyze the text.

17. To evaluate the text:
   a. You deduce practical applications for the information you attained.
   b. You argue with someone about the information to be concluded.
   c. You connect the concluded new information with your previous knowledge.

18. To give your own opinion about the text:
   a. You compare the title with the content.
   b. You compare the main thoughts with the thought you predict before start reading.
   c. You judge the style of organizing the text but not the main thoughts.

19. To evaluate the level of your comprehension:
   a. You write notes on the text.
   b. You summarize what you read in your own style.
   c. You combine the main sentences previously underlined.

20. If you discover that you don’t comprehend the text:
   a. You try to discover your faults and correct them.
   b. You re-read the text in the same way.
   c. You change your strategy of reading as it is not efficient.

21. To benefit from the text:
   a. You think of the practical application of the text.
   b. You do not want to benefit from the text.
   c. You debate with your colleagues about the main thoughts in the
### Appendix 3
Interpersonal Communication Skills Scale

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I show respect for people's ideas and feelings, even when I disagree</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>with them</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>While listening, I tend not to be distracted by things going on around</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>me (play with hair, watch, pen, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>While listening, I do not misinterpret people's words</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>I strive to understand other people and to be empathetic</td>
<td></td>
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<tr>
<td>5</td>
<td>I choose the right words that clearly express what I want to say</td>
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<td></td>
<td></td>
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<tr>
<td>6</td>
<td>I manage to express my ideas clearly</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>When I talk to someone, I put my self in his/her shoes</td>
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<tr>
<td>8</td>
<td>I find it easy to express my feelings to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>I tend to avoid discussing touching topics</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>I try to equalize my participation when conversing with others</td>
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<tr>
<td>11</td>
<td>I can warm up new conversation with small talk</td>
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<tr>
<td>12</td>
<td>I avoid ending a conversation that doesn't interest me</td>
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<tr>
<td>13</td>
<td>I use courtesy words and phrases (e.g. please, thank you, you're</td>
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<tr>
<td></td>
<td>welcome, I'm sorry, etc.)</td>
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<tr>
<td>14</td>
<td>When discussing a topic, I tend to focus on negative and positive</td>
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<tr>
<td></td>
<td>aspects</td>
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<td>15</td>
<td>I avoid making absolute judgments about people (e.g. she is always</td>
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<td></td>
<td>that way)</td>
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<tr>
<td>16</td>
<td>I can defend myself when I am being criticized</td>
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<tr>
<td>17</td>
<td>I use concrete examples when talking to others</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>When talking to people, I pay more attention to their body language</td>
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<tr>
<td></td>
<td>(e.g. facial expressions, hand movements, etc.)</td>
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<tr>
<td>19</td>
<td>I avoid disturbing others when conversing</td>
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<tr>
<td>20</td>
<td>When I first meet someone, I introduce myself with smile and offer</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>a handshake</td>
<td></td>
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<tr>
<td>21</td>
<td>I tend to calm up when dealing with someone I find intimidating</td>
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<tr>
<td>22</td>
<td>I make eye contact while conversing</td>
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<td></td>
<td></td>
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<tr>
<td>23</td>
<td>I use body language to express my feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I use head movements at all times while conversing</td>
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<tr>
<td>25</td>
<td>I use hedge expressions (e.g. as far as I know, I'm not sure, I may</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>be mistaken...etc.) when conversing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>