

**The Effectiveness of Mind Mapping
Technique for Developing Reading Skills
in EFL Preparatory School Stage**

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٢ **The Effectiveness of Mind Mapping Technique for Developing
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Introduction:

Reading and writing have a dynamic relation .Together both acts are one act, and yet each remains a separate act, at the same time. Literally, to write and read, we should give and take. Listening, speaking, reading, and writing, the four modes of language are inextricably related. (Xiao, 2008, p45).

Reading is a good device to increase systematic knowledge (syntactic and morphological) as well as schematic knowledge (encyclopedic, socio-cultural, topic, and genre). Intensive reading is useful in the language classroom to analyze grammatical features, to learn how discourse markers are used to connect parts of text, and to infer the meanings of new words and lexical items relying on the context. Teachers should become aware that writing is useful to their students only when this activity involves tasks that are realistic and relevant to students' lives (Brooks. 2000, p.34).

Over the last several decades, cognitive scientists have energetically investigated the extent to which such dimensions of background knowledge and responsiveness might explain individual differences in reading proficiency. As expected, children do contrast along such dimensions, both with each other -and with the demands of their texts (Ali, 2007, p 67). Also, as expected, instructional support of such knowledge and strategies generally does result in increases in the productivity of their reading (Pattisohn,

1 For The Requirements of the Doctor of Philosophy Degree – PhD In Education (Curriculum and Instruction) Teaching English as a Foreign Language – TEFL.

2006). Yet, research has also shown that as children's reading experience grows, these sorts of capabilities tend to grow alongside. That is, to the extent that children do read, they generally do learn new words, new meanings, new linguistic structures, and new modes of thought in course (Morgan & Kutieleh, 2007, p56)>

It has long been recognized that asking students to write words (not copy them) is a very effective approach to developing word recognition and reading skills (Adams, 1990, p87). For example, in the early steps of learning reading and writing, students select a sentence to write. The teacher then encourages each student to think about the spelling of each word and to write as much of the word as he or she can. Teacher support is offered only as needed in order to ensure that the students write the word accurately.

Mustafa, (1999, p45) mentioned ideas for dealing with the students who have difficulty with phonemic awareness. For children who are having difficulty with phonemic awareness (the conscious awareness that spoken words are composed of units called sounds and the ability to manipulate those sounds), the teacher draws a box for each of the sounds in the word. Children are guided to think about the number of sounds in a word and the letters that represent those sounds. For example, the teacher would draw three boxes for the word teach, grouping the ea and ch in separate boxes since in that word ea and ch represent single sounds.

Reading Skills

Ali, (2011, p30) mentioned that students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps

them to read quickly and accurately with comprehension. Students acquire vocabulary through exposure to rich language situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

There are several skills that fall into six categories: phonemic awareness, phonics, comprehension, vocabulary, spelling, and fluency, the researcher adapted the following model of reading skills, and he will benefit from it in using the technique:

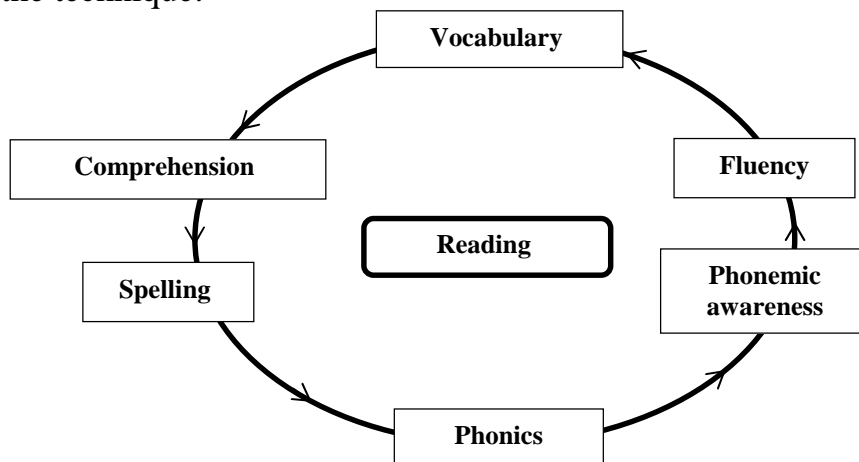


Figure (1)

Reading Skills. Cline, Johnston and King (2006, p, 6).

Phonemic awareness

Phonemic awareness is the ability to listen to, identify, and manipulate the individual sounds - phonemes in spoken words. Phonemic awareness instruction strengthens

students' ability to read words, which improves reading comprehension. Systematic phonics at the very beginning tends to produce generally better reading and spelling achievement than intrinsic phonics [phonics taught more gradually in the context of meaningful reading]. Phonemic awareness deals with the structure of sounds and words. Phonemic awareness is the understanding that words are made up of sounds which can be assembled in different ways to make different words. Once a child has phonemic awareness, he is aware that sounds are like building blocks that can be used to build all the different words (Goulandris & Snow, 2003; Gaskins & Gaskins, 2004; Graves & Watts, 2003; Hegazy, 2005; Hamer, 2007 & Hayati, 2009).

Phonics

Phonics is the understanding of how letters combine to make sounds and words. Phonics curriculum usually starts with teaching letters, slowly creating a working knowledge of the alphabet. Children learn the sounds of each letter by associating it with the word that starts with that sound. Phonics skills grow through reading activities, and students learn to distinguish between vowels and consonants and understand letter combinations such as blends and digraphs (Mayer, 2003 and Mohammed, 2009).

Fluency

Al-Tamimy and Munir, (2008) identified that fluency is the ability to read a text accurately and quickly. Helping children develop their fluency will improve their oral reading skills and allow them to read aloud with expression. Fluency is the bridge between word identification and comprehension. Fluent readers focus their attention on text meaning rather than decoding words. Helping students in recognizing the importance of punctuation marks and their uses will improve fluency. Developing fluency is essential in building text comprehension and oral language skills.

The National Reading Panel (2000) identified fluency as one of the five major components of reading that teachers must include in their instruction. According to the National Panel fluency is reading text with speed, accuracy, and expression. Meselhy (2009) extend the definition of fluency, to include the ability to comprehend the material being read.

Developing vocabulary

Developing vocabulary is essential for reading comprehension. Readers cannot make meaning of what they are reading without knowing what most of the words mean (Arani, 2004, p56). Children should learn the meanings of new words that are not necessarily part of their oral vocabulary. Knowing the word under developed involves:

- Being able to recognize it when heard
- Being familiar with its written form
- Recognizing its parts and being able to relate them to its meaning
- Knowing the particular meaning of the word.
- Understanding it in a given context
- Knowing the concept behind the word which will allow understanding in different contexts.
- Knowing that there are related words, such as overdeveloped, and backward.
- Being able to recognize typical collocations (Nation, 2001, p43).

Teaching Comprehension

Bachman (1995) added that teaching comprehension strategies that guide students as they read and write, allow for students to be more actively engaged with the text. Assessing students' prior knowledge, predicting, question generating and answering, summarization, retelling, modeling meta-cognitive strategies are all essential in building students' text comprehension. Reading in English

is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in your native language and English are basically the same (Silvestri, 2008, p23).

There are four types of reading skills used in English, skimming, scanning, extensive reading, and intensive reading. Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming. Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning. Also, teachers must develop a systematic reading style, like the SQR3 method and make adjustments to it, depending on priorities and purpose. The SQR3 steps include Survey, Question, Read, Recite, and Review (Beare, 2008,p89) .

Mind Mapping Technique:

Mind maps are visual frameworks such as figures, diagrams, or charts used to present structural knowledge spatially with the intention of empowering comprehension and learning .Mind maps are effective in terms of helping communicate information because they can clarify complex concepts into simple, meaningful displays so that learners can develop a holistic understanding of the content to be learnt. Teachers may use mind mapping technique at different stages of instruction for example during instruction to prepare students to approach new information

and clarify complex ideas, or after instruction to assess and reinforce learning and instruction.

Buzan (2002) states that a mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It is visual map of ideas, laid out in a radial format around a central thought and it involves a unique combination of imagery, colour and visual-spatial arrangement which is proven to significantly improve recall when compared to conventional methods of note-taking and learning by rote. It needs imagination and association to activate our brain in remembering something.

In Abdurrahman study (2008, p.153), “Mind mapping is the use of whole brains technique by using the visualization and other graphic infrastructure to make an impression”. Besides, mind mapping is one of techniques which can make the students more enjoyable and interesting in studying vocabulary.

According to Martin as translated into English (in Trianto, 2009,p.158) mind mapping is a concrete graphic illustration which indicates how a single concept related to other concept in the same categories. Mind mapping is a pattern which at least consists of picture, symbol and colour that will not just help the students to understand the vocabulary knowledge but also make the students feel good, enjoyable and attract their brain which at last leads them to have interest in mastery vocabulary knowledge. The Advantages of Using Mind Mapping Technique

In Abdurrahman, (2008,p.172) described that there are some advantages of using mind mapping technique, they are as follows;

1) **Flexible**

Explaining something can be easy without confusing in add the material based on the mind mapping. We can put

the label and category of something based on our own opinion anywhere in the mind mapping.

2) **Concentrate on the Topic**

Getting the subtopics what we talk about with focus on the main ideas easily. Keep focus on the keyword can help us to make it simple and it does not waste the time.

3) **Increasing Comprehension**

Using mind mapping can make easy in understanding the material. Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.

4) **Enjoyable**

Imagination and creativity are unlimited in using mind mapping, so it can be funny to learn. By using pictures and colours, it makes the brain enjoy and excited in thinking something what we want about the material.

Parts of Mind Mapping Technique

There are some parts of mind mapping (Windura, 2008,pp.77-86) namely; (1) central image, (2) key word, (3) basic ordering ideas, (4) branches, (4) colour and (5) picture.

1) **Central Image**

A central image has to describe the main idea of a mind mapping and put it on the centre of the paper. It is for activate the students' right brain, strengthen the students' memory and make the learning activity enjoyable.

2) **Key Word**

A key word is a word that can lead a sentence or event. Identifying a familiar word in one's own language or another language that sounds like the new word and using only one key word per line. It is as an urge to remember a lot of words for the students. It is strong noun or verb that creates image to trigger recall the memory.

3) Basic Ordering Ideas

Basic ordering ideas are the branches that collect sort information and it connected to the central topic that radiate out from the centre. Making basic ordering ideas which can direct our mind to make mind mapping and it need creativity that encourage the students to understand to the material. It is thick and thinner at the ends. It can be seen as headings for your topic and spread anywhere but do not become steep.

4) Branches

The branches should be curvy and in the same length as the words or pictures above it. These branches can be seen as sub headings. It is thinner branches and containing details.

5) Colour

Colour is a very good memory sign and it involves the right brain in learning for long term memory. Colours encourage creativity and help in memorization. Adding plenty of colours via branches, map background and images will add life to your mind map. It makes easier to comprehend and remember.

6) Picture

In mind mapping, pictures which can change or strengthen a key word that has been written before.

The Criteria of Making Mind Mapping Technique

Based on what Buzan (in Purwoko, 2005,p.20) states that the mind mapping uses colors and pictures to help constructing your imagination with your style in making mind mapping. Words or pictures which are in the curvy lines or branches will help the students' memory to make associations.

Furthermore Purwoko (2005, p.20) explains the steps below in how to make mind mapping, they are presented below;

- 1) Take a piece of white paper and it is in a landscape position.
- 2) Start by drawing a coloured image in the centre of the paper and write the key word with capital letters.
- 3) Choose a color and draw the main themes of the mind mapping on the thick branches radiating out from the central image.
- 4) Add other main themes branches around the map.
- 5) Make thick and colourful branches spanning out from your mind map.
- 6) Write basic ideas about the key word and still use the capital letters.
- 7) Add an image to all the main branches to represent each key theme and also use images to visualize every important key word on your map.
- 8) Let your mind mapping be as imaginative as possible.

The Theoretical Procedure of teaching reading through Mind Mapping:

In teaching mind mapping technique, Purwoko (2004,p.56) gives some direction, it is as follows;

Step 1: Make a central image in the centre of the paper.

Colour and add something interesting.

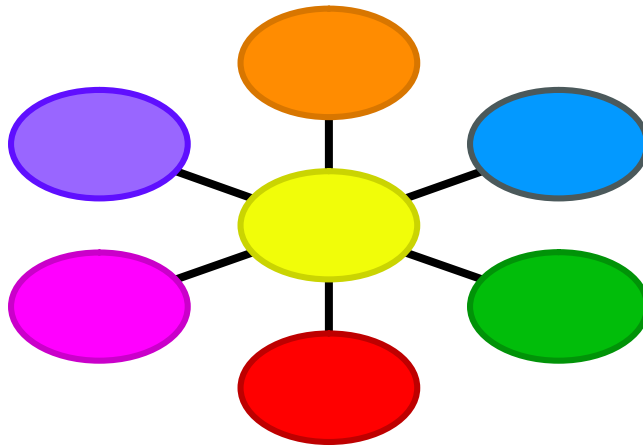
Step 2: Draw some basic ordering ideas, spread out from the central image.

Step 3: Thinking of all something interesting as much as possible and funny for you and it can be connected with the central image to give you the inspiration.

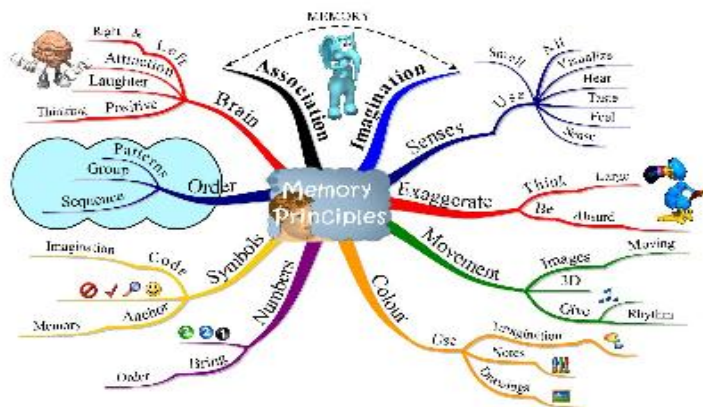
Step 4: Add some branches to the basic ordering ideas using symbols, pictures, and colours as much as possible.

Step 5: Thinking of the details which are interesting and it can encourage your curiosity. Add to your mind map.

Step 6: Continue it until you have adequate information for your mind map



To explore the effective technique for teaching reading, this study adopted mind mapping technique (1970) developed by Tony Buzan as a tool to represent the students’ understanding. Mind mapping is a graphical method of taking note by using words, pictures with color, and symbols which take a hierarchical or tree branch format with idea branching into their subsections. It can help poor readers to read more effectively because the format can show the relative importance of individual points and the way in which facts relate to one another as shown below:



The Researcher and Student's Roles in specific at the application of the Mind Mapping:

Procedure:

1- Objective:

- ✓ The researcher states the purpose of reading.
- ✓ He sets the stage of learning and guides students. Then he gives introduction about the topic they will read.
- ✓ He activates student's background knowledge about the topics.

2- Knowledge:

- ✓ The researcher with students begins to think about the text actively and gives what they know about the topic through (brainstorming), and then students make predictions about the text.
- ✓ Students identify reading skills so that they can master reading skills.

3-Question:

- ✓ The researcher gives students enough time to think, read, comprehend the text and practice writing tasks.
- ✓ He models the program and its steps.
- ✓ The researcher lets students to ask themselves and teach each other (Peer tutoring).
- ✓ Students read the texts and begin to apply the steps of the program.
- ✓ They ask, share, help and try to find unfamiliar words in the reading comprehension passages then perform tasks in reading and writing.

4- Activities

The researcher helps as a manager of the communicative activities through preparing them and organizing the students to do such activities, He also monitors the student's progress through these activities and

through the whole program. Students ask themselves about reading and writing passages.

5-Evaluation

- The teacher asks the students questions to determine their comprehension and to know to what extent they comprehend the passages and follow writing instructions to do practice and also makes attest to assess their performance. Students read the reading passages again and try to answer questions followed each passages.
- They interact with each other to detect their understanding.

Students listen to the teacher's feedback to check their comprehension of the passage and practice writing tasks. The following chapter will be devoted to the results of the hypotheses and discussion of results.

Terms of the Research

Mind Mapping

In Abdurrahman study (2008, p.153), "Mind mapping is the use of whole brains technique by using the visualization and other graphic infrastructure to make an impression". According to Martin as translated into English (in Trianto, 2009, p.158) mind mapping is a concrete graphic illustration which indicates how a single concept related to other concept in the same categories.

Operationally, mind mapping as "a technique which is used in teaching in the form of drawing a mind application with some branches from universal word as a keyword. It is one of the funny, interesting and motivating techniques to make a visualization of our mind".

Reading skills

According to Merriam-Webster's Collegiate Dictionary online (2010) :Reading skills are "the ability to recognize and understand ideas conveyed through visible actions or

images (as pictures or written words)".As the International Council for Adult Education (2010) "Reading skills are a complex set of abilities needed to understand and use the dominant symbol systems of a culture – alphabets, numbers, visual icons – for personal and community development. The nature of these abilities, and the demand for them, vary from one context to another.

Operationally, the researcher defines it as" deciphering a printed utterance through a variety of phonics and language cues and translating visual symbols into ideas usually into word sounds and spoken words".

Statement of the Problem

The problem of the research lies in the weakness of English language reading skills among Egyptian first year preparatory school students .Therefore, there is a need to develop these skills among those students. Thus, the present research is an attempt to develop English language reading skills among students of the preparatory stage using mind mapping technique.

Questions of the Research

The main question of this research is:

What is the effect of a mind mapping technique on developing some English Language Reading Skills at preparatory stage students?

The research attempts to answer the following sub-questions:

- 1-What are the EFL reading skills required for EFL preparatory school students?
- 2- To what extent do they master these skills?
- 3-What are the bases of a mind mapping technique for developing some English Language Reading Skills at preparatory stage students?

- 4- What is the effect of using a mind mapping technique on developing some English Language Reading Skills at preparatory stage students?

Significance of the Research:

The significance of the present research lies in:

1. Directing the attention of EFL teachers and learners towards the using of a mind mapping technique in developing reading skills.
2. Enriching teaching activities that improve reading skills through the designed worksheets.
3. Directing the attention of EFL curriculum designers to integrate both visual and verbal materials in an interacting way in order to develop reading skills and its role in learning English language.
4. Shedding the light on a mind mapping technique capacity and its role in learning English language.

Delimitations of the Research:

The research will be limited to the following:

1. A sample of EFL first year preparatory students at Kafr-Al_Sarem Preparatory School.
- 3- A mind mapping technique is limited for required for EFL first year preparatory students.
- 4- An English reading test by the researcher (used as pre-post).

Hypotheses of the Research

- 1- "There is statistically significant difference between the means of preparatory school schools scores on the pre-post application of the reading test in the overall reading skills in favor of the post application of the test".
- 2- "There is statistically significant difference between the means of the preparatory school students scores on the pre-post application of the reading test in "word recognition skills" in favor of the post application of the test."

3-"There is statistically significant difference between the means of the preparatory school students scores on the pre-post application of the reading test in "comprehension skills "in favor of the post application of the test."

Design of the Research:

This study is quasi -experimental, depended on the analytical and descriptive methods through reviewing the related literature and previous studies. The pre-posttest, experimental group design was adopted. One class (1/2) was assigned to be the experimental group researching the units of students Book (1, 2, 3, and 4) through the systematic approach, but through the normal steps suggested by the Ministry of Education Teacher's Guide.

The Participants:

This section presents the sample of the Research and the procedures of the experiment>

Instruments of the research

To achieve the purpose of the research, the following instruments were implemented:

- An EFL reading skills list.
- An English reading test by the researcher (used as pre-post).

The present research aimed at investigating "A mind mapping technique in Developing Some English Language Reading Skills at Preparatory Stage Students ". To determine the reading skills needed for first year preparatory school students, the researcher prepared lists of reading skills through reviewing the previous literature and related studies in the field of reading skills. The reading skills were arranged in a list. The one list was submitted to a jury of EFL staff members to:

- a) Determine the suitability of the suggested reading skills to preparatory stage students.

b) Add, omit or modify any other skills.

After modifying the list of reading skills according to the jury's opinions, a final form of the reading skills that are relevant to the first year preparatory stage students was applied.

Procedures of the experiment:

After preparing the tests, they were piloted. Then the experimentation phase was conducted as follows:

Time –duration of the Experiment:

The experiment lasted for two months and half (three sessions a week) in addition to test 1 and test 2 sessions. Each session lasted for one hour from 2:00 to 3:00 pm in the first semester of the academic year 2013-2014 from 7th October to 26th December.

Pre –testing

The test was administrated to the research sample on the 6th of October, 2013. In this phase, the researcher found that the students can not identify and deal with the reading skills so that they can not master all reading skills they face. This can be achieved through pre-reading activities.

Treatment

The Research Sample (N=40) worked with the researcher three sessions a week for two months and half .The sample attended all the sessions. In total, the time taken to the treatment was 32 hours. The sessions covered the units of students Book (1, 2, 3, 4, and 5) through the mind mapping technique., but through the normal steps suggested by the Ministry of Education Teacher's Guide covered specific language function and reading comprehension skills to be developed through a variety of activities.

Post- testing:

After the treatment, the test was administrated again to the research sample to asses the effectiveness of the mind

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mapping technique. It was applied on the 26th December 2013., the researcher found that the students were trained to identify and deal with the reading skills.

Results

The pre-post test was administered to them before implementing the mind mapping technique. The means, standard deviation and t-value of the group were computed

Table (1): Result of "t" test between pre-post test mean scores in the research sample in" overall reading skills.

The Skills	N	Application	Mean	Fd	S.D	T Test	Sig. (2-tailed)
Reading Skills	40	pre	12.050	39	1.6602	9.766	0.00
		post	16.663		1.5021		

Table [1] indicates that there are statistically significant differences between the means of the preparatory school students' scores on the pre-post application of the reading test in the overall reading skills in favor of the post application of the test where t-value is (9.766), which is significant at (0.00).

Table (2) shows the means scores of the experimental group in the pre/post-test in overall reading skills and Black Modified Gain Ratio.

Reading Skills	The pre mean	The post mean	Total Mark	Blake Ratio	Sig.
Word recognition	1.938	2.988	3	1.27	accepted
Comprehension	10.013	13.875	14	1.24	unaccepted
Overall Reading Skills	12.050	16.663	17	1.206	accepted

It is remarkable that Blake Ratio for word recognition, comprehension skills and overall reading skills is located between (1.2: 2) this is lead to a good effectiveness for the mind mapping in developing reading skills and its sub skills by comparing their results in pre-post test in favor of the post application of the test.

Figure (3) represents the difference between the pre-post test in the EFL reading skills.

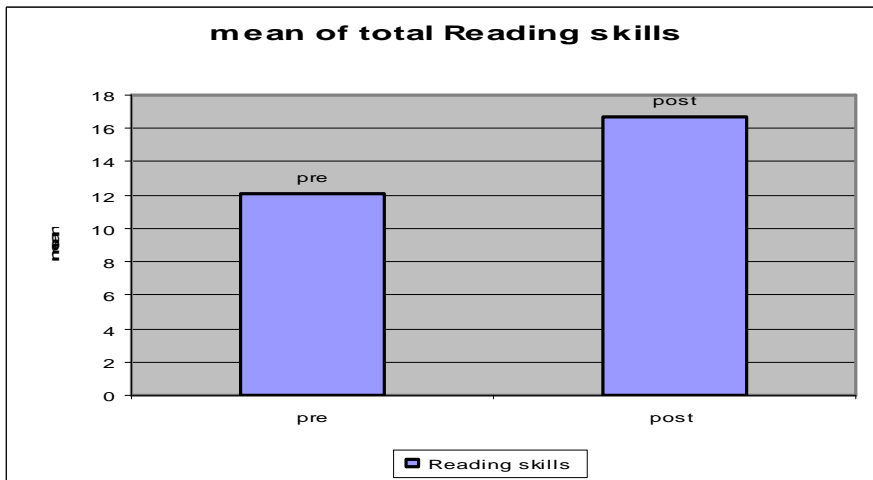


Figure (3): The mean scores of the experimental group students in the overall EFL reading skills.

Discussion:

Table (1) showed that the experimental group students achieved more improvements in their overall reading skills where t-value was significant at the level (0.00). This supported the first hypothesis statistically. These improvements were related to the use of the mind mapping technique.

This result is due to the activities used in the mind mapping technique such as brainstorming, drawing, discussion, using mind maps, and students' writings at homework used as a reading experience in the next session or writing after reading a written text (The technique of reading to writing or writing to reading), sharing ideas orally, visually portraying experiences, and dramatizing them. These activities helped students improve their EFL reading skills. While the students were performing tasks, the researcher went around them, monitored, guided them and provided positive feedback. Thus the mind mapping

technique helped the students master the EFL reading skills. This result was consistent with these studies :(Deesri, 2002; Singtui, 2008; Glive.2008; Schalkwyk,2008; Alan,M,2012).

The mind mapping technique focused on developing the students' EFL word recognition skills (Identifying the odd word easily and identifying the word from its structure part. This result is due to the thinking activities used in The mind mapping technique such as using mind maps, graphic organizers, portraying the experiences or ideas with a personal connection, asking open ended-questions and class discussions. These activities enlightened students' thinking and senses to convey ideas and support them with the relevant details. Also, the mind mapping technique activities stimulated free thinking or expression in a supportive environment focusing on the content more than the form through using students' experiences around them. They used a variety of contexts in a variety of genres such as a story, an e-mail, a diary ...etc. This gave them the chance to use the language in various ways and in various texts or contexts. This result was assured by the studies of (Marco, 2007; Clive, 2008; Ying, 2009 and Alan, 2012).As indicated in table [2], the experimental group students showed higher improvement in "comprehension skills" where the t-value was significant at the level (0.00). This supported the second hypothesis statistically.

The mind mapping technique focused on developing the students' EFL comprehension skills: (Answer thought questions, anticipate the outcome of the story and know how to skim, arrange the events logically of the story and organize information under sub-heading) through introducing activities and tasks to the students. Revision and edition were important steps of the mind mapping technique in which the researcher and students shared to revise and edit the text for the final copy. These activities

and tasks were modeled in front of the students. These results were consistent with the studies of (Deesri, 2002; Singtui, 2008; Glive. 2008; Schalkwyk, 2008; Alan,M ,2012).

As indicated in table [2], the experimental group students showed higher improvement in “comprehension skills” where the t-value was significant at the level (0.00). This supported the third hypothesis statistically.

After implementing the mind mapping technique, the students were able to present the content in well grammatical and correct sentences. The mind mapping technique dictation helped students modify and note the way of neat hand writing, punctuation and spelling. They might correct each other and help themselves edit and revise their dictation for the final copy. They read and reread the dictation many times to modify their language as possible as they could. The researcher acted as a facilitator and a guider giving his positive feedback almost the time. This proved the third hypothesis statistically. Finally, it was shown that the third hypotheses of the research were confirmed. Accordingly, the mind mapping technique is effective in developing some EFL reading skills among first grade preparatory students.

Conclusion and Recommendation:

Based on the analysis of the data gathered during this study, it can be concluded that, There is statistically significant difference between the means of preparatory school schools scores on the pre-post application of the reading test in the overall reading skills in favor of the post application of the test .so there was a significant difference between the students’ progress in the pretest than the post test for the post test. It is remarkable that Blake Ratio for word recognition, comprehension skills and overall reading skills is located between (1.2: 2) this is lead to a good effectiveness for the mind mapping in developing reading

skills and its sub skills by comparing their results in pre-post test in favor of the post application of the test. Considering the results obtained in this study and the previous discussions, there are several recommendations that the researcher would like to present.

1. Curriculum designers should make use of the mind mapping when designing English curricula.
2. Addressing the attention to the experiential learning which the mind mapping comes from in developing EFL reading skills, at the Egyptian context of primary and preparatory level.
3. Using approaches that focus on the integration between language skills especially reading and writing at the preparatory stage.
4. Relating the learners' life or personal experiences to the school through interaction between teacher and students inside the classroom. This assures the idea of "Language for Life".
5. Considering learners' needs, diversity, characteristics at each stage; for instance, first grade prep students like drawing, playing games, singing, doing action activities, moving in the class, role playing, and chalk talks and so on. In this stage, students' attitude to experience reading is through relating their senses to the outer world.
6. Focusing on activities that stimulate students' higher thinking skills e.g. analysis, synthesis, application, etc. not only recalling information.
7. EL teachers should emphasize the supportive environment including all students especially the struggling readers as they are due to the ineffective teacher's instruction.
8. EL teachers should put in consideration that students are the center and aim of teaching. It is advisable to balance between roles and student' roles. Theirs should be active student/ responsive teacher instruction.

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