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# *Using E- Mind Mapping Strategy in Developing EFL Preparatory Stage Students' Metacognitive Reading Skills*

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## Abstract

This study aimed at investigating the effect of E-mind mapping on Prep School Students' Metacognitive Reading Skills. To achieve the study aims, the researcher adopted the quasi-experimental approach on participants of (50) students at Abdel Wahab Elgohary Prep School. The participants were divided into two equivalent groups. Both groups were pretested to assure that they were equivalent. The experimental group was taught using E-mind mapping while the control one was taught by the regular method in the first term of the scholastic year 2019-2020. The experiment lasted for seven weeks in which the researcher implemented the study instruments to investigate the effect of E-mind mapping. The results were statistically analyzed by SPSS to be compared with the post-test results. The researcher used three instruments to collect data: 1) questionnaire to determine the most important Metacognitive Reading Skills, 2) a pre/post

Metacognitive Reading Skills test and 3) a metacognitive reading skills rubric to determine the students' metacognitive reading skills performance. The results revealed that there were statistically significant differences at ($\alpha = 0.05$) between the mean scores of the control group and those of the experimental one on the metacognitive reading skills posttest in favor of the experimental group. This positive result was attributed to the effect of using the E-mind mapping. According to the findings, the researcher recommends that the English Language teachers need to activate E-mind mapping approach throughout reading in order to develop the students' Metacognitive Reading Skills.

**Keywords** E-mind mapping, metacognitive reading skills

**المستخلص:**

هدفت الدراسة الحالية إلى الاستقصاء عن استخدام استراتيجية الخرائط الذهنية الالكترونية في تنمية مهارات القراءة ما وراء المعرفية لدي طلبة المرحلة الإعدادية. وتكونت عينة الدراسة من خمسين طالب في الصف الأول الاعدادي؛ حيث تم تقسيمهم إلى مجموعة تجريبية (خمسة وعشرون طالبا) ومجموعة ضابطة (خمسة وعشرون طالبا). وقد قامت الباحثة بتصميم اختبار القراءة ما وراء المعرفية؛ وقد تم تطبيق الاختبار القبلي للمجموعتين التجريبية والضابطة لمعرفة مستواهم قبل تطبيق الاستراتيجية. وقد تم تطبيق الاستراتيجية لطلبة المجموعة التجريبية في الفصل الدراسي الأول للعام الدراسي (٢٠١٩- ٢٠٢٠) واستمر لمدة سبعة أسابيع بمعدل جلستان في الأسبوع. وبنهاية التجربة العملية تم توزيع اختبار استخدام القراءة ما وراء المعرفية لكل من المجموعة الضابطة والتجريبية لمعرفة مدى الاختلاف في مهارات القراءة ما وراء المعرفية بعد تطبيق

الاستراتيجية. ولقد أوضحت النتائج ان استراتيجية الخرائط الذهنية الالكترونية فعالة في تنمية مهارات القراءة ما وراء المعرفية لطلاب المجموعة التجريبية.

**الكلمات المفتاحية:** الخرائط الذهنية الالكترونية – مهارات القراءة ما وراء المعرفية

## Introduction

Reading is a complex mental process of decoding symbols its aim is to construct or derive meaning from reading comprehension. It is the means of language communication and sharing ideas. In addition, reading is a multi - dimensional process which requires the arranging of different skills such as phonemic awareness, letter-sound correspondence and making use of prior knowledge. The main goal of reading is to gain a meaning from the written text.

Veenman et al. (2006) stated that learners display considerable variations in their metacognitive adequacy. Some learners can successfully use opportunities to acquire metacognitive knowledge, whereas some other learners cannot improve their proper metacognitive reading skills. Either they may not have the chance to do so, or they may not see the relevance of building such a set of knowledge and strategies. Because of the differences in learners' metacognitive knowledge, it is always significant to know a lot about the characteristics of the target learners to be trained.

As Fox (2009), noted a lot of readers struggle with reading due to the lack of competent reading skills, strategies, and metacognitive reading skills. These learners need to read a text

without interest or central prior knowledge. Moreover, they may fail to realize that reading as an active search for sematic meaning. Struggling readers may not monitor their reading to achieve comprehension. They may fail to use strategic steps to derive meaning, when there is a breakdown in comprehension. These learners may not change their strategy use with different kinds of text.

Struggling readers are learners with learning disabilities. These learners mostly struggle with reading comprehension when, it is connected directly to their academic success. Successful reading comprehension requires the capability to use implement strategies, decode words, and read fluently (Ozturk .N. 2015). But, learners with reading difficulties who are provided with targeted reading comprehension interventions can improve their comprehension. Hence, the need for explicit instruction in reading comprehension for learners with disabilities is clear (Maryann ,M. 2006).

According to Oxford (1990) a particular strategy can facilitate learning more efficiently. And according to Buzan &Buzan (2010) the human brain sporadically functions, hopping from topic to topic. Therefore, a multi-dimensional outline method is better to use than a linear outline one. This enables learners to transform their ideas in the form of free diagrams. This form is called mind mapping. Mind mapping was first introduced by Tony Buzan (1984) based on his research of the way the brain works. It is a thinking tool or a concept which illustrates how the brain functions various thoughts and pieces information that are related to each other (Buzan,2005;Davies,2011).

According to Kisicek, Boras, Bago (2010) designing educational subjects in and for the electronic environment with the help of information technology was a great chance to involve students in a creative learning system. According to Kotcherlakota, Zimmerman, & Berger (2013), "mind maps help students clarify their thinking and lay the foundation for in-depth expertise related to their research focus, review of the literature, and conceptual framework". And according to Dominik (2014), there are several advantages to mind mapping strategy, such as quickness, creativity, adaptation, easiness, management, stimulation and outlining. It essentially proves to be powerful in giving teachers a constant development in teaching due to visually colored branches that illustrate information (Jbeili 2013; Tungprapa, 2015). Mind mapping also helps learners to recognize a book in one clear sight and retrieve terms by relating them to curved lines and pictures (Buzan ,2000). There is a strong relation between the ways a learner educates and the way his senses operate, and a high amount of all sensory experience is visual (Avegerinou and Ericson 1997, 287). This matches with Fleming's model of learning styles categorized as auditory, visual, and kinesthetic learners (King 2007, 8). In a computerized mind mapping, all these three styles can be encountered. Hence, it help improving reading comprehension skills.

**Review of literature**

## Metacognitive Reading skills

Metacognitive reading skills have planning, monitoring, evaluating, leading to comprehension. While cognitive ones have memory, learning, problem solving, evaluation, reasoning, and decision making. Metacognitive skills lead to cognitive ones (Aksan& Kisac, 2009).

Planning strategies are employed before reading; an example of planning strategies is activating learners' prior knowledge to get prepared for reading. Also, previewing an image, title, heading, or subtitle can help readers understand the overview of the text. Readers may also preview the general idea in the text and its structure. Furthermore, setting the purpose for reading can also be classified as a planning strategy. (Almasi, 2003).

Monitoring strategies occur while reading. Some examples of monitoring strategies are comprehension of vocabulary, self-questioning, summarizing, and grasping the main idea of each paragraph (Israel, 2007). Readers may also concentrate on key information, determining which part of the passage can be emphasized or ignored based on the purpose of the activity is an illustration of monitoring strategies (Hudson, 2007).

Evaluating strategies are used after reading. For example, learners may think about how to apply what they have read to other situations, after reading a text. Metacognitive aware- learners know

some of the types of thinking that they do – finding evidence, generating ideas, etc. – but thinking is not necessarily planned.

## Stages of EFL reading instruction

Diaz-Rico (2013) pinpointed stages of EFL reading instruction as the following:

### a) The pre-reading Stage

Pre-reading tasks help the reader make predictions about the text he wants to read by eliminating possibilities that are unlikely. While pre-reading exercises, the student-reader has to see all tasks before reading the text. The exercises try to make the student-readers familiarize with the text, interest in the text they are going to read, create expectations and develop guessing skills. They are a way to prepare reader's prior knowledge by asking them to react to a sequence of statements, questions, or words correlated to the content of the material.

### b) The while-reading Stage

This stage purpose is to teach the student-readers to extract specific information while reading the text. It focuses on developing their reading skills through answering multi- level questions and high-order thinking ones.

### c) The post-reading Stage

This stage occurs after the reading has been done to make sure that the students understand what they have read, relate the text to their prior experience and integrate reading to other language skills. Here, exercises are more concerned with summing up the text content, investigation into the writer's ideas and may entail some sort of follow-up-task connected to the text.

Vicki (2012) displays that learners who have learned metacognitive skills can plan and monitor their comprehension, adapting and modifying their reading. Throughout this process, learners monitor the meaning they are constructing, and when the text doesn't meet their purpose they may shift to another text that fits their needs and helps them complete their assignment.

## Mind mapping and steps for making them

Buzan (2006) mentioned that a mind mapping is a powerful graphic tool which provides a universal key to unlock the potential of the brain. It is a visual map of ideas, laid out in a radial format around a central idea. It comprises a unique combination of pictures, colors and visual-spatial arrangement which is proven to improve recall when compared to traditional methods of note-taking and learning by rote. It demands imagination and association to activate the brain in remembering and memorizing. In teaching

with E-mind mapping technique, Buzan (2005) suggests some procedures, as follows:

**Step 1**: starting with the key concept, main idea or topic in the center of the page to allow the brain to spread in all directions and to freely express ideas.

**Step 2**: Using an image for the main idea to help learners concentrate on all associated thoughts.

**Step 3**: Using colors to encourage creative thinking and let learners cooperate with each other with fun, teacher gives any necessary suggestions and explanations

**Step 4**: Sub-ideas of main branches are connected to the main idea or picture and connect the third level of lines with the second, and so on to be easy for the brain to remember.

**Step 5:** Using curved lines because they are more attractive than the straight lines.

**Step 6:** writing one key word on each curved line in this way, the mind map is more flexible and powerful.

**Step 7:** Using or drawing pictures as possible because each picture conveys the meaning of a thousand words.

**Characteristics of E-mind maps:**

Mind mapping is a highly powerful tool of getting information in and out of the mind. It is a creative way of taking notes. It utilizes many images, colors, key words to introduce ideas and information in clear categories. It also uses connotation which facilitate the remembering of information because learners associate it with prior information. According to Buzan (1994), mind maps have four basic characteristics; these are:

a. The issue of attention is crystalized in a central image.

b. The main themes of the issue radiate from the central image as branches.

c. Branches include a key word printed on linked lines. Subjects of lesser importance are also represented as branches attached to a higher-level branches.

d. The branches form a linked nodal structure.

Kacafírková (2013) reported in his thesis, that there are four important features and characteristics of mind maps. They are:

1. Structure: it is clear that mind maps support non linearity and it is famous for the structure hierarchy.

2. Motivation: motivated students are more interested in the issue they learn and therefore they are willing to save their time to

learning activities, so mind mapping is a great way to increase their attention.

3. Personalization: mind mapping helps students arrange their thoughts based on their prior experience and feelings.

4. Creativity: They encourage creativity since they are associated to art. They revolve around using colors, pictures and symbols which allows students to think creatively. Based on the characteristics of mind maps, it can be concluded that if mind maps were used to the fullest in education especially in learning English, the results would be of great significance.

## Context of the problem

Being a teacher of English, the researcher has noticed that the sufficient interest was not given to EFL Metacognitive Reading Skills despite their great importance. To make sure that there is a problem, the researcher has reviewed previous studies related to the EFL Metacognitive Reading Skills confirmed that EFL students in prep schools in Egypt face a lot of difficulties while reading. The researcher also conducted a pilot study in which a metacognitive reading test was administered to the EFL first-year prep school students. The results of the pilot study disclosed that the level of the students was low and they were really inefficient in EFL metacognitive reading skills.

## Statement of the problem

Based on the aforementioned discussed, the problem of the study could be stated that the first-year preparatory school students lack some Metacognitive Reading Skills. Thus, the current research attempted to develop these skills through answering the following main question:

## Questions of the study

What is the effect of E-mind mapping strategy on Metacognitive Reading Skills for prep stage students?

From the above- mentioned question, the following sub-questions were derived:

1-What are the appropriate EFL Metacognitive Reading Skills needed for the first -year prep stage students?

2-To what extent do students successfully perform Metacognitive Reading Skills?

3-How can E-mind mapping strategy be used to develop first year preparatory stage students 'Metacognitive Reading Skills?

## Aims of the study

This study aimed at:

1- Developing the necessary Metacognitive Reading Skills of the EFL first-year prep school students.

2- Using E-mind mapping strategy in developing EFL first-year prep stage students' Metacognitive Reading Skills.

**Significance of the study**

This study was hoped to be of significance to:

1- The EFL first-year prep school students: It can give those students a chance to develop their Metacognitive Reading Skills.

2- EFL teachers of English: This study can help those teachers understand how to adopt the E-mind mapping strategy for improving EFL Metacognitive Reading Skills.

3- Curriculum developers and designers: This study can provide a model of E-mind mapping strategy to help in the instruction of EFL Metacognitive Reading Skills.

4- EFL researchers: This study can pave the way for other researchers to conduct further studies on the E-mind mapping strategy in the EFL context.

**Delimitations of the study**

The study was delimited to:

1-The participants were 50 prep stage students in Abd Elwahab Elgohary Preparatory School, Zagagig City, Sharkia Governorate, Egypt. It was implemented in the first semester of the academic year (2019– 2020).

2-The study was delimited to using an EFL Metacognitive Reading Skills test.

3-Developing some EFL Metacognitive Reading Skills which were approved by the jury members to be suitable to the participants.

4- E-mind mapping was used as a strategy.

**The instruments of the study**

Three instruments were used as follows:

- A questionnaire of metacognitive reading skills .
- A test of metacognitive reading skills.
- A Rubric of metacognitive reading test.

**Participants of the study**

The participants of the study were 50 first year prep stage students in Abdel Wahab Elgohary prep school, Zagazig, Sharkia governorate.

**Procedures of the study**

The current study adopted the following procedures:

1- Surveying literature and previous studies related to E-mind mapping strategy and EFL Metacognitive Reading Skills.

2- Preparing a list of EFL Metacognitive Reading Skills and consulting a number of experts to select the appropriate ones.

3- Constructing the pre-posttest of Metacognitive Reading Skills and submitting it to the jury members to identify its validity

4- Administering the EFL Metacognitive Reading Skills test to both groups to identify the students' real standard concerning the identified EFL Metacognitive Reading Skills.

5- Implementing the E-mind mapping strategy to the experimental group by the researcher; aiming at developing their EFL Metacognitive Reading Skills; while the control group received the regular instruction.

6- Administering the EFL Metacognitive Reading Skills test to both groups to investigate using the E-mind mapping strategy in developing the EFL Metacognitive Reading Skills.

7- Comparing the results of the control to experimental groups concerning the post administrations of the test and then analyzing them statistically.

8- Comparing the results of the pre to post administrations of the experimental group and analyzing them statistically.

9- Interpreting the results and discussing them.

10- Providing conclusions, recommendations and suggestions.

**Definition of terms**

After reviewing related literature and other previous studies, there are some terms used by the researcher. In order to make them

clear and to avoid misunderstanding, they are clarified as follows:

**E-Mind mapping strategy:**

Electronic mind maps are computer-generated mind maps that can represent complex information in an organized, easy-to-understand visual format. In addition, E- mind mapping is a powerful e-learning and organizational technique that can visually display main topics, subtopics, concepts, images and the interrelationships between them (Ruffini, 2008).

According to Buzan (2000) it is a visual tool which can be used to generate ideas, organize thinking, take notes, and develop concepts.

Operationally:

It is a strategy used by the first grade prep students in the experimental group in order to develop their Metacognitive Reading Skills using images, colors, gradient curves. It makes learning funny, interesting and motivating through making a visualization of the mind. These maps were designed using a special program: the (IMindMap), which was created by Tony Buzan. The researcher found this program on Buzan's official website for mental mapping. It can be downloaded from the website: www.thinkbuzan.com.

**Metacognitive Reading Skills:**

**Hartman (2001)** indicated that metacognitive reading skills are the ability to skim, activate relevant prior knowledge,

predict, self-question, comprehension monitor, Summarize, connect new material with prior knowledge.

Operationally, **Metacognitive Reading Skills are:-**

The skills which include activating relevant prior knowledge, constructing mental images, predicting, self-questioning, comprehension monitoring, summarizing and connecting new material with prior knowledge.

**Research hypotheses**

**Hypothesis1:**

It has been hypothesized that " There is statistically significant difference between the mean scores of the students in the experimental group and the control group in the post- test favoring the experimental group".one sample t-test was used as shown in (table 1 ).

**Table ( 1 )**
**Comparing both groups post metacognitive reading skills test results**

| Df | t-Value | Standard Deviation | Mean Scores | N | Measurement |
|---|---|---|---|---|---|
| 24 | 51.72 | 2.13 | 22.04 | 25 | **The experimental group** |
| | | 1.85 | 17.4 | 25 | **The control group** |

*Significant at (0.05)

Table (1) indicates that there is a statistically significant difference between the control and the experimental groups in favor of the later in the post administration of metacognitive

reading test, the mean scores of the experimental is higher than the mean scores of the control group, t-value being (51.72). It is significant at (0,05) level. So, the first hypothesis was validated.

**Hypothesis2:**

It has been hypothesized that" There are statistically significant difference between the mean scores of the experimental group at the post test and the pre-test for the post test.

A paired samples t-test was used to verify this hypothesis as shown in (table 2).

**Table (2)**

**Comparing the experimental group pre to post metacognitive reading test results**

| t-Value | df | Standard Deviation | Mean Scores | Number of Participants | Measurement |
|---|---|---|---|---|---|
| 22.96 | 24 | 2.072 | 7.72 | 25 | **Pre** |
| | | 2.13 | 22.04 | 25 | **Post** |

*Significant at (0.05)

Table (2) indicates that there is a statistically significant difference between the pre and the post test of experimental group in favor of the later in the metacognitive reading test, the mean scores of the post- test is higher than the mean scores of the pre-

test , t-value being is (22.96) significant at,0.05. So, the second hypothesis was validated.

**Hypothesis 3**

It has been hypothesized that" E mind mapping strategy is effective in developing metacognitive reading skills for EFL prep school students " Cohen's equation was used to verify this hypothesis as shown in (table 3 )

**Table ( 3 )**

**Results of Cohen's equation comparing the pre to post administrations of the experimental group.**

| Effect size | df | T. value | Standard Deviation | Mean | No | The Group |
|---|---|---|---|---|---|---|
| 0.62 | 24 | 22.96 | 2.072 | 7.72 | 25 | **The experimental group Pre – test** |
| | | | 2.13 | 22.04 | 25 | **The experimental group Post – test** |

Cohen's equation was used to verify the impact of the strategy. The impact was measured through the Cohen's equation:

As indicated in table (3 ), it is obvious that the final value of Cohen's equation for the experimental group, comparing its pre to the post administrations in the metacognitive reading test is (0.62) significant at (0.05). Based on that, it has been concluded that there is a positive effect of the E mind mapping strategy in developing metacognitive reading skills for students at the prep school.

**Discussion of the Results:**

The results of the present study show that the experimental group, taught through E-mind mapping strategy performed better than the control one in the post administration of Metacognitive Reading Skills, since there were statistically significant differences at (0, 05) between the mean scores of the experimental group and the control group in favor of the former.

**The study results**

1-The experimental group outperformed the control group in the EFL metacognitive Reading Skills.

2-The post administration exceeded the pre one of the EFL metacognitive Reading Skills.

3- E- mind mapping has a positive effect on improving the prep school students' Metacognitive Reading Skills.

## Conclusion

The results of the study proved that there is a statistically significant difference at (0.05) level between the mean scores of the pre- and post- measurements of the experimental group in the Metacognitive Reading Skills test in favor of the post-measurement. Also, there is a statistically significant difference at (0.05) level between the mean scores of the control and experimental groups in the post measurements of the Metacognitive Reading Skills test in favor of the experimental group. This result showed that the E- mind mapping has a positive effect on the participants 'Metacognitive Reading Skills. The students in the experimental group outperformed the students in the control group in the Metacognitive Reading Skills post- test results. This means that the E-mind mapping strategy contributed to an improvement in the students' Metacognitive Reading Skills. Based on the results obtained throughout the current study, it can be concluded that E-mind mapping strategy :-

1-Improved students 'Metacognitive Reading Skills as their test results show.

2-Enabled students to use their own background knowledge and experiences to make connections.

3-Increased the students' ability to judge the texts and express their thoughts.

4-Created a co-operative, motivating learning environment where students could learn without any kind of pressure or tension.

5-Considered the individual differences among learners.

6. Provided variety of techniques used in the lessons that were suitable for all ages and students and reduced students' boredom.

**Recommendations**

In light of the results of the current study, the following recommendations can be given:

1-Teachers should avoid acting as the center of the educational process and should avoid dominating the classroom activity. They should pass the responsibility to the students to manage their own learning and to build self-confidence and self-autonomy.

2- E- mind mapping stimulates creativity and helps students to understand ideas at higher levels of thinking than teaching through rote memorization alone.

٣-The use of E- mind mapping in the learning process encourages students to be more cooperative and active while reading.

4- Developing activities using E- mind mapping for each grade in basic education schools is a good idea that would positively affect the English teaching process in Egypt. E- mind mapping is a suitable implementation for Egyptian students (from the beginner level onwards).

5 - E- mind mapping creates an opportunity for collaboration as students need to work together throughout learning.

6- E- mind mapping takes into consideration the individual differences among students and they feel relaxed and motivated when using it. Teachers should be aware of their students' needs and abilities in order to include appropriate activities that go in harmony with students' abilities.

7-Applying E- mind mapping as an alternative to traditional way in teaching Metacognitive Reading Skills because it is proved to be faster and easier.

8-Encourage teachers to implement activities that require E- mind mapping visualization which activate and motivate students to learn.

9-Make training sessions on how to use E- mind mapping and build up the in teaching.

10- Encourage children to learn more words and use them in a professional way using E- mind mapping strategy.

**Suggestions for further research**

The following areas are suggested to further research

1- More researches are needed to provide effective strategies for developing the EFL metacognitive Reading Skills. That is because the area of research is, though important, still under research.

2- It will be of value if other researchers design in-service training programs for EFL teachers to help these teachers develop the Metacognitive Reading Skills among their students.

3- More researches are needed to investigate using mind mapping strategy in developing the EFL listening, speaking, grammar structures and vocabulary.

4- Future studies may be done to identify the relationship between mind mapping strategy and other psychological factors such as motivation, self-efficacy, anxiety, creativity and leaner's beliefs.

5- More researches are needed to adopt mind mapping strategy in teaching English as a foreign language for other categories of learners such as students with learning difficulties, visual impairments or hearing impairments.

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## Appendix A

## The final version of Metacognitive Reading Skills checklist

| Less important | important | Very important | The most important metacognitive reading sub-skills | Dimensions |
|---|---|---|---|---|
| | | | 1- Analyze sounds and images.<br>2- Activate their background knowledge.<br>3- Sit goals. | Planning |
| | | | 4- Guess meaning from context.<br>5-Recall information from memory.<br>6-Make associations between or | Monitoring |

| | | | | |
|---|---|---|---|---|
| | | | **comparing different pieces of information.**<br>**7-Monitor one's own comprehension of text.**<br>**8-Find the main idea.**<br>**9-Rearrange ideas discussed in the text.**<br>**10-Recognize words meaning.**<br>**11-Make skimming and scanning.** | |
| | | | **Form mapping 12- concepts.** | **Evaluation** |

## Appendix B

**EFL Metacognitive Reading Test**

**Name:……..**

**Score:…….25**

**Look at the picture and the passage then**:

**Habiba Marzouk achieves her dreams**

Habiba Marzouk is a **gymnast**. She is 18 and lives in Cairo with her family.

Habiba has a very **busy** life. She goes to school and she studies hard. In the evenings, she **trains** for five or six hours. She is a top gymnast in Africa and she wants to go to the Olympics.

Habiba's family always helps her. She eats healthy food so that she can stay strong. **Gymnastics** is a difficult sport but it makes her happy.

**Q.1 choose the correct answer(1mark):**

1-The text is talking about:

a -mathematics

b- Gymnastics

c-food

**Q.2 answer the following questions(4marks):-**

3-What is the main idea of the text?

1- What are the sub ideas of the text?

**Q.3.Read again and correct the underlined words (8 marks)**

5- Habiba is a teacher.

6- His family lives in Cairo.

7- She eats for five or six hours.

8- Gymnastics is an easy sport.

**Q.4- Read the text then:**

**(6 marks):**

9-Give a title for the passage.

10-Replace "Habiba Marzouk" with "Mohammed Salah" and make any required changes.

**Q.5: supply antonyms : (6 marks)**

| Antonyms | Words |
|---|---|
| | 23.happy |
| | 24.healthy |
| | 25.strong |

## Appendix C
## Metacognitive Reading Test Rubric

| Need improvement (1) | Satisfactory (2) | Good (3) | Excellent (4) | **Criteria** |
|---|---|---|---|---|
| Student doesn't make connection to the text | Students can talk about what text reminds of, but can't explain how it relates to the text. | Students can activate their background knowledge. | Students can activate and relate their background knowledge to the text, and sit all goals. | **Planning** |
| Student doesn't identify difficulties or problem areas. | Student can identify Difficulties, but doesn't | Students can identify some difficulties and | Students can identify all difficulties and take necessary | **Monitoring** |

| | | | | |
|---|---|---|---|---|
| | articulate need to solve Problem. | articulate need to solve Problem. | steps to solve Problem. | |
| Student can't take steps to evaluate results. | Student can summarize but can't draw conclusions. | Student can evaluate some productions, and draw conclusions. | Student can evaluate all results, form mapping concepts, draw conclusions, and summarize. | **Evaluation** |

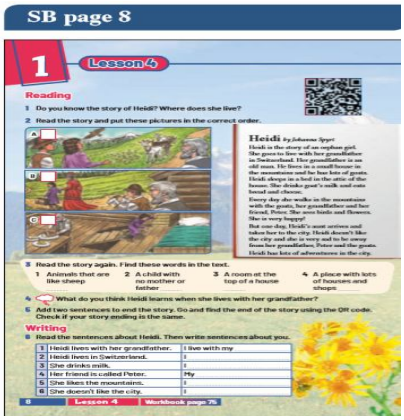
## Appendix D

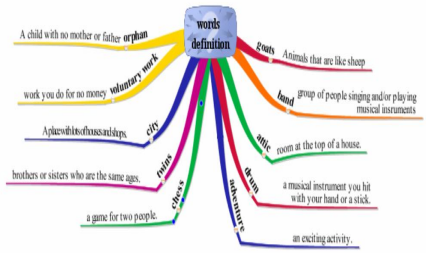
## Sample of a lesson plan

Class :1/1 Unit :1 Lesson (4)

S.B./page 8

| procedures | steps |
|---|---|
| At the end of this period, students are expected to:<br>Understand a text about the life of a girl.<br>Correct information about a text.<br>Read a short explanatory text.<br>Use context to confirm recognition and self-correct word understanding.<br>Use glossaries and beginner's dictionaries to determine or clarify the meaning of words and phrases.<br>Read a simple short story and express a basic and sub ideas about it.<br>Categorize vocabulary for things in a city and in the mountains | Objectives |

| | |
|---|---|
| E-mind map | Strategies |
| adventures, attic, city, goat, orphan | New vocabulary |
| T. greets the students. T. asks about the day/date.<br>T. checks homework, and revises the previously learnt vocabulary. | Warming up |
|  | Presentation |
| T. uses mind map software to make words definition and parts of speech mind maps with students. T. explains the content to ss. T. has them pronounce and spell words properly. T. asks them | Discussion<br>Whole class |

| | |
|---|---|
| to read words and identify their functions. They work in pairs asking and answering.<br>  <br><br>  <br> | Individual work |
| Students try to make their own mind maps electronically or on paper about parts of speech and word definition.<br><br>Rapid revision | Homework<br><br>Rounding up |