



Mohamed Khider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

## **MASTER THESIS**

Letters and Foreign Languages  
English Language  
Science of the language

---

Submitted and Defended by:

**HAZIL Zohra**

**The Use of Prior Knowledge Activation through  
Brainstorming to Enhance EFL Learner' Reading  
Comprehension:**

The Case Study of Third Year Pupils at Bachir Biskri Secondary School

---

**Board of Examiners:**

<b>Dr. Mehiri Ramdhan</b>	President	University of Biskra
<b>Dr. Benidir Samira</b>	Supervisor	University of Biskra
<b>Miss. Mansouri Amina</b>	Examiner	University of Biskra

**Academic Year: 2020-2021**

## **Declaration**

I, Zohra HAZIL, hereby declare that this dissertation is my own work and has never been submitted to any institution or a university for a degree.

This work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

### **Certified**

Miss **Zohra HAZIL**

Master Student, Section of English, Department of Foreign Languages

## Dedication

*All my praise and success is only by **Allah**, The most Merciful and Grateful*

*I dedicate this work to :*

*My parents, **Saleh** and **Messaouda Meridja** who light up my world.*

*To my brothers, **Aymen** and **Mohamed** who center the most important part of my life.*

*To all my relatives.*

*To My friends with whom I share memories those never die.*

*Also to the teachers of English at Bachir Biskri Secondary School.*

***Thank you all of being the best source of inspiration.***

## Acknowledgments

First and for most, my most gratitude goes to *Allah* for giving me the will, strength and health to complete this work.

Special thanks go to my supervisor Dr. **Benidir Samira** for her advice, help, patience, and guidance throughout this dissertation.

I am sincerely thankful to the honorable members of the jury who have accepted to give from their time to read and evaluate this humble work, namely Dr. **Mehiri Ramdhan** and Miss. **Mansouri Amina**.

I would like also to thank teachers of English and their students of third year at Bachir Biskri Secondary School for their voluntary participation in this research.

## Abstract

Reading is one of the four skills that can help learners to acquire easily and access freely different kinds of knowledge, information and ideas. This skill is a reflection of many interactions and operations that occurs between the readers' eye and brain to grasp the comprehension from what they read. This study was aimed to find out how to improve the students reading comprehension through the activation of their prior knowledge. We focused on brainstorming as important and effective strategy to realize better out coming results in enhancing reading comprehension. In the present study we hypothesizes that the use of brainstorming as technique for prior knowledge activation, it may enhance EFL learner' reading comprehension. We designed a classroom observation with the third year level of secondary school besides interviewing three teachers. This research was conducted by using classroom observation with teachers' interview as a main data collection tools to build this study. The method of analyzing data which was applied in this research was the qualitative method. We took the third year students of Bachir Biskri Secondary School as case study .Based on the findings stemming from classroom observation and teacher's interview, we conclude that the study's suggested hypothesis was validate and confirmed because the results were in favor of the research assumptions. So, Teachers and textbook designers are recommended to practice brainstorming as a prior knowledge activation technique to enhance EFL learner' in all learning tasks and specially in reading comprehension.

**Key words:** reading, reading comprehension, prior knowledge activation, brainstorming.

## List of abbreviations and acronyms

**&** : and

**EFL** : English as a foreign language .

**Et al.**: et alia (and others)

**Etc.**: et cetera ( means and so on)

**Fl** : Foreign language .

**i.e.**: id est (in other words)

**L1**: Mother tongue.

**KWL**: know, Want to know, Learned.

**QAR**: question Answer Relationship.

**RHD**: Random House Dictionary.

**R H**: Research hypothesis.

**R Q**: Research question.

**T**: Teacher.

**Vs** : versus (in contrast) .

## **List of appendices**

**Appendix One:** Classroom observation checklist.

**Appendix Two:** Teacher's sample of brainstorming.

**Appendix Three:** Another teacher's sample of brainstorming.

**Appendix Four:** Reading and reading comprehension activities.

**Appendix Five:** After reading.

**Appendix Six:** Teacher's interview.

**List of tables**

<b>Table 01:</b> Levels of Reading Comprehension .....	19
<b>Table 02:</b> The Difference between Personal Knowledge versus Public Knowledge .....	33



## List of figures and graphs

<b>Figure 01:</b> Dechant figure of reading models.....	14
<b>Figure 02:</b> The distinction among explicit, implicit and tacit knowledge.....	33
<b>Figure 03:</b> The model of prior knowledge.....	36
<b>Figure 04:</b> K W L chart.....	37

## Contents

Declaration.....	II
Dedication.....	III
Acknowledgements.....	IV
Abstract.....	V
List of abbreviations.....	Vi
List of appendices.....	VII
List of tables.....	VIII
List of figures and graphs.....	IX
Content .....	X

### General Introduction

Introduction.....	2
1. Statement of the problem .....	2
2. The Literature review.....	3
3. Research questions.....	4
4. Research hypothesis .....	4
5. Aims of the study.....	5
6. Research methodology .....	5
7. Significance of the study.....	7
8. Structure of the dissertation.....	7

### Chapter One: Reading and Reading Comprehension

Introduction.....	12
1.1 Definition of reading.....	12
1.2 Reading models.....	13
1.2.1 The bottom-up.....	14
1.2.2 The top down model.....	15
1.2.3 The interactive model.....	15
1.3 Three phases of reading process and its importance.....	16
1.3.1 Pre-reading.....	16
1.3.2 While-reading.....	17
1.3.3 Post-reading.....	17
1.4 Types of reading.....	17

1. 5	Definitions of reading comprehension.....	18
1.6	Levels of reading comprehension.....	19
1.6.1	Literal level.....	19
1.6.2	Inferential / Interpretive level.....	20
1.6.3	Applied level.....	20
1.7	Models of reading comprehension.....	20
1.8	Reading comprehension strategies.....	21
1.8.1	Skimming and scanning.....	21
1.8.2	Summarizing.....	21
1. 8.3	Making inferences.....	22
1.8.4	Predicting.....	22
1.8.5	Activation prior knowledge.....	22
1.9.	Factors that affect reading comprehension.....	22
1.10.	Techniques to improve reading comprehension.....	23
1.10 .1	Defining the purpose.....	23
1.10.2	Improving vocabulary.....	23
1.10.3	Asking questions.....	23
1.10.4	Free environment.....	23
1.10.5	Do not try to understand 100% the text.....	23
1.10.6	Break up the reading into smaller sections.....	24
1.10.7	Highlight the important points.....	24
1.11	Principles of teaching reading comprehension.....	24
	Conclusion.....	25

**Chapter Two: Prior Knowledge Activation through Brainstorming**

	Introduction .....	29
2.1	Knowledge definition.....	29
2. 2	Types of knowledge.....	30
2.3.1	Personal knowledge Vs Public knowledge.....	31
2.3.2	Explicit, Implicit and Tacit knowledge.....	31
2.4	Knowledge versus information.....	32
2.5	Knowledge versus experience .....	33
2.6	General overview about prior knowledge .....	33
2.7	Prior knowledge activation strategies .....	35

2.7.1	K W L strategy.....	35
2.7.2	Thieves strategy .....	36
2.7.3	Think pair share .....	37
2.7.4	Walk around survey.....	37
2.7.5	Context clues .....	37
2.7.6	Concept map .....	37
2.8	Brainstorming.....	38
2.9	History of brainstorming.....	38
2.10	Types of brainstorming.....	39
2.10.1	Group brainstorming and individual brainstorming.....	39
2.10.2	Structured brainstorming Vs unstructured of brainstorming.....	39
2.11	Techniques of brainstorming.....	39
2.12	Steps of brainstorming.....	40
	Conclusion.....	40

### **Chapter Three: Fieldwork and Data Analysis**

	Introduction .....	44
3.1	Classroom observation.....	44
3.1.1	Classroom observation procedure.....	44
3.1.2	Description of classroom observation checklist .....	45
3.1.3	Analysis of classroom observation.....	45
3.1.3.1	Section One: General classroom atmosphere .....	46
3.1.3.2	Section Two: Teaching material .....	46
3.1.3.3	Section three: Teacher's role.....	48
3.1.3.4	Section four: Pupil's role.....	50
3.1.3.5	Section five: The lesson .....	52
3.1.4	Discussion the findings of classroom observation .....	54
3.2	Teachers' Interview .....	54
3.2.1	Description of teacher's interview.....	60
3.2.2	Interpretation and analysis of the interview results .....	61
	Conclusion .....	61
	General recommendation.....	62
	General conclusion .....	64
	Limitations .....	65

List of references..... 66

Appendices

ملخص

# **General Introduction**

## **Introduction**

The four language skills, namely listening, speaking, writing and reading are closely interrelated. The last one which considered its comprehension is the pillar of developing the other skills. Initially, teaching materials contribute in the development and facilitation of teaching and learning process, in general and reading skill, in particular. Brainstorming seems to be the important tool for learners to improve their reading comprehension ability and for teachers as teaching technique to facilitate reading comprehension tasks without neglecting the learner's variety in the classroom.

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows which cannot be sufficient without brainstorming. Through this strategy, the learner becomes aware concerning what he knows about a given topic to read. It is not important to get a needed information at least the main one that can help them to generate the general idea.

### **1. Statement of the problem**

An observed problem is that the majority of EFL learners encounter problems in producing a full comprehension of a given text. At the first time, they start reading the text directly without using the right activation. Since the main task of encourage reading and develop reading comprehension is neglected in our education. Consequently, readers find difficulty to get the gist of the passage whereas strange terms and new text's information exist without using the right activation of student's stored knowledge. Moreover, since understanding a given text is the main aim of the teacher, in this case they start referring to their mother tongue to catch up ambiguous terms, they sometimes begin asking their classmates which can create a chaos in the classroom. In addition to this problem it leads them afterwards to give up instead of being motivated in their learning.

It is important to consider that English language –according to our case- is not our mother tongue to understand everything in a reading comprehension activities. The present study suggests the use of brainstorming as a technique to activate EFL reader's exist prior knowledge by the teacher and help themselves improving their

reading comprehension skill inside or outside a given classroom activities .Therefore, great number of student who were trained on this technique , they were more successful at generating and organizing ideas than others who are not .

## **2. The literature review**

EFL teachers are doing their best to come up with an idea or method that may help their learners to increase their level and do their work at ease during the reading comprehension activities .The previous studies have shown that training in brainstorming enhance EFL reader’s comprehension to a great extent. The findings complement those of the earlier studies and suggest that EFL teachers should consider developing brainstorming activities for the pre-reading stage in order to boost their student’s reading comprehension .

Labioud (2007) investigated in her work the degree of the impact of prior knowledge activation through the use of brainstorming as a technique to advance learners reading comprehension .She conducted an experimental design with different ways ‘t-test, comparison ,observation to see the results obtained are achieved or not .The results led to confirm that prior knowledge activation through brainstorming can increase reader’s comprehension .

Similarly, Sharafi (2016) , in her article ,identified that reading comprehension is flexible and ongoing cognitive and constructive process .One of the pre-reading methods is brainstorming technique that has a great impact on EFL learner’s reading comprehension .In her research , she investigated on the influence of brainstorming as pre-reading technique on Malaysian EFL learners. A language proficiency test was done with homogenized participants that were divided into controlled and experimental groups .A statistical comparison of the results indicated that brainstorming strategies have a positive significant effects on reading comprehension ability on the participants .

Furthermore, El haisoni (2017) , in his article under the title “Prior Knowledge in EFL Reading Comprehension: Native and Nonnative EFL Teachers' Perceptions, Classroom Strategies and Difficulties Encountered” .He mentioned the role of prior knowledge to native and non native teachers in addition to the difficulties



encountered when students activate their prior knowledge .The data were collected through questionnaire and classroom observation checklist .The findings showed that the brainstorming as a prior knowledge activation is important in text comprehension , besides the difficulties as low level of students and in reading in addition to limited linguistic competence .

### **3. Research questions**

This research seeks to answer the following research questions :

**RQ1** : Does the activation of prior knowledge through brainstorming help EFL learners to enhance their reading comprehension ability ?

**RQ2** : How does the learner brainstorm effectively during reading comprehension activities ?

**RQ3** : Is there any difference between student's performance before and after the application of brainstorming ?

### **4. Research hypothesis**

Based on the research questions, we propose the following research hypotheses:

**RH1** : Brainstorming has significant effect on developing EFL learners reading comprehension ability .

**RH2** : If the learner bases on brainstorm strategy , he /she will improve his /her ability in reading comprehension tasks .

**RH3** : There is a noticeable difference among student' performance in implementing this strategy.

## **5. Aims of the study**

### **General Aim:**

This accurate study aims to increase EFL learner' reading comprehension by sharing their ideas freely through the application of brainstorming as an activation of the prior knowledge in order to enhance their ability in reading comprehension activities .

### **Specific aims:**

- a) To develop EFL learners reading comprehension ability.
- b) To suggest various solutions that help teachers to work at ease when they are using this technique.
- c) To seek to raise teacher' and learner's awareness about its importance.
- d) To investigate the teachers' and learners' attitudes toward the use of brainstorming as well as managing learners' to better improve their reading comprehension.

## **6. Research methodology for this study**

### **6.1 The research approach**

The present study concerned with enhancing EFL leaner'reading comprehension through the application of brainstorming as technique to activate their prior knowledge. In order to tackle this work, we intend to adopt the descriptive method to collect and analyze data .This study aims to validate the suggested hypothesis seeking correlation between two variables; namely, the Prior knowledge activation through brainstorming is the independent variable, and reading comprehension as the dependent variable.

### **6.2 The research design**

This research study was designed for a case of study .

### **6.3 The data collection method and procedures**

For achieving our goal , we rely on the following tools which are selected to collect data . first classroom observation checklist , it will be used to collect deeper

insights on the teacher' and pupil' reactions and engagement through the application of this technique on different reading comprehension tasks .Also the teacher's interview for teachers of Bachir Biskri secondary school in order to know their opinions concerning the impact of brainstorming in enhancing EFL students with reading comprehension activities .

#### **6.4 Data analysis procedures**

Descriptive analysis methods were used to describe and analyze the obtained data .

#### **6.5 Population and sample**

##### **Population**

Since this study is concerned with the activation of prior knowledge through brainstorming for enhancing secondary school pupil's reading comprehension. The population will be represented with both third year literary stream branch "specially language stream class" and teachers of English at Bachir Biskri Secondary School, Sidi Okba

##### **Sample**

Accordingly, the current study deals with sample of (N=26) pupils out of the population of (101) third year secondary school language specially literary stream. Moreover , it deals with three teachers of English Secondary School of Bachir Biskri .

##### **The sampling technique**

A purposive sampling technique was used due to the fact that the students of third year with bachelor exam are introduced this technique is the most important to increase their reading comprehension level through the application of brainstorming .So, they were the most appropriate choice to work with.

## 7. Significance of the study

The present study highlights on the effectiveness of brainstorming in learning and teaching language .Additionally, the present study contributes in enhancing EFL learner's reading comprehension through the application of brainstorming to activate students prior knowledge. More specifically, the application of this strategy will be

- ✓ Drawing attention to the importance of brainstorming as an effective instrument for prior knowledge activation in teaching and learning career .
- ✓ Developing learner's language skills and take it as a task to practice it in their educational activities.
- ✓ Engaging learners and activating their prior knowledge .
- ✓ Ameliorating EFL learners' reading comprehension through the implementation of tasks that consist of prior knowledge activation through brainstorming.

## 8. Structure of the dissertation

This study is composed of two major parts: a theoretical background and the fieldwork. Moreover, it consists of three chapters, the first two chapters are devoted to the literature review and background of the study, whereas the last chapter is devoted to the practical data collection and analysis of the findings.

### Chapter one

This chapter is devoted to review the literature about reading and reading comprehension .It includes the definition of the two previous terms . Additionally, it identifies the reading models , types with three phases of reading and its importance .Also , this chapter spots the light on reading comprehension levels , strategies ,factors affecting and how to improve it. finally, it determines that different principles of teaching reading comprehension .

## **Chapter two**

The researcher defines the knowledge, its types with pointing out the difference between personal and public knowledge in addition to explicit , implicit and tacit knowledge. Then indicates the difference exist between knowledge with information and knowledge with experience, general over view about prior knowledge , multiple strategies of prior knowledge activation which depends on the need of the learner . The researcher also defines brainstorming , its history , its types , techniques and basic steps for an effective brainstorming .

## **Chapter three**

The last chapter devoted to analyze and discuss the data obtained from two data gathering tools ; namely , classroom observation with its findings description and teacher's interview with its deeply analysis .

# **Chapter One**

## **Chapter One: Reading and reading comprehension**

### Introduction

#### 1.1 Definition of reading

#### 1.2 Reading models

##### 1.2.1 The bottom-up

##### 1.2.2 The top down model

##### 1.2.3 The interactive model

#### 1.3 Three phases of reading process and its importance

##### 1.3.1 Pre-reading

##### 1.3.2 While-reading

##### 1.3.3 Post-reading

#### 1.4 Types of reading

#### 1.5 Definitions of reading comprehension

#### 1.6 Levels of reading comprehension

##### 1.6.1 Literal level

##### 1.6.2 Inferential / Interpretive level

##### 1.6.3 Applied level

#### 1.7 Models of reading comprehension

#### 1.8 Reading comprehension strategies

##### 1.8.1 Skimming and scanning

##### 1.8.2 Summarizing

##### 1.8.3 Making inferences

##### 1.8.4 Predicting

1.8.5 Activation prior knowledge

1.9 Factors that affect reading comprehension

1.10 Techniques to improve reading comprehension

1.10.1 Defining the purpose

1.10.2 Improving vocabulary

1.10.3 Asking questions

1.10.4 Free environment

1.10.5 Do not try to understand 100% the Text

1.10.6 Break up the reading into smaller sections

1.10.7 Highlight the important points

1.11 Principles of teaching reading comprehension

Conclusion



## **Introduction**

Reading is one of the most important skills that the learner needs to improve in order to learn a foreign language successfully because while reading the learner extracts new information or searches for ambiguous ones from what is written. However, in the case of reading; the learner is not supposed only to read and also to comprehend what is written which refers to reading comprehension.

In this chapter, the researcher tries to shed the light on the definition of the reading and reading comprehension with multiple reading models, and states the three phases of reading and its importance. In addition to the types of reading, the researcher indicates levels and different strategies of reading comprehension, factors that affect reading comprehension. The end of this chapter discusses techniques to improve reading comprehension with multiple principles to teach it.

### **1.1 Definition of reading**

Reading is considered to be an important skill that should be improved during the teaching and learning process. The essence of reading has many definitions because the majority of researchers from different fields has long been investigated it and defines it as the following.

According to Cline, Johnstone & King (2006, P.2) who defined reading as the following:

Reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

According to their definition above, reading is a process of decoding and understanding a given written text. It requires that translating the written symbols system into meaningful spoken words which refers to decoding. However understanding resolute by the meaning conveyed through the reading purposes, the content, and the type of the text without neglecting the intonation and

pronunciation in addition to pick up such information or ideas that can be understood through different reader's strategies .

Reading was regarded from different psycholinguistic point view. Goodman (1976) claims in his paper under the title "reading is psycholinguistic game ". In this paper, he denied that reading is precise process which requires a depth analysis of letters, words, different spelling patterns ...etc. Instead that, he viewed reading as a selective process in which the reader processes information to make decision during reading activities either accept , reject or refine the acquired information .

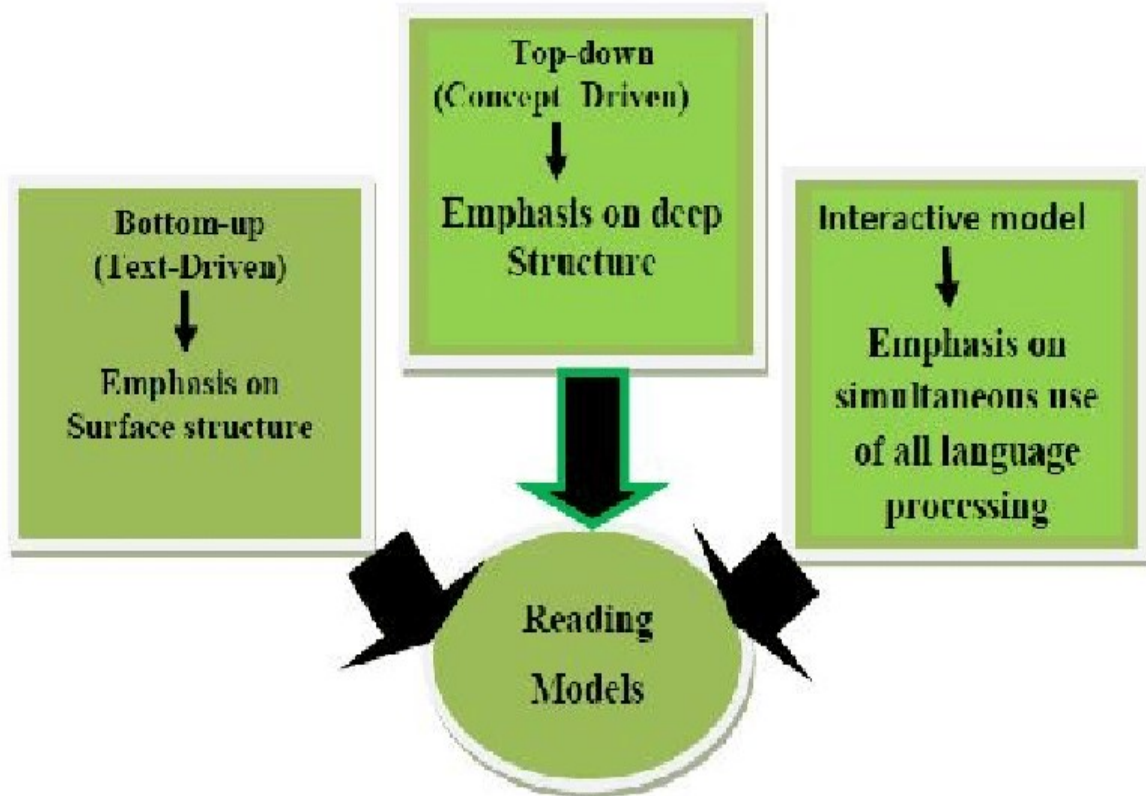
Redondo (1997) noted that a reader is the person who is able to process the text in a silent way in order to obtain, use and analyze information or to entertain him or herself. However , Day and Bamford (1998) claim that reading involves the reader to connect information from the written passage with previous knowledge to get a given meaningful understanding.

Furthermore, Rumptz (2003) has defined the term reading as a complex process which involves visual insights in recognition of printed letters, and then identification of these letters as a components of words, till the reader can interpret of the meaning of these words .

Reading touches a lot of things. It is not only about knowing the meaning of the words in the particular text . Reading also can be defined as the process of making interpretation through the following characteristics : purpose ,selection ,anticipation and comprehension .

## **1.2 Reading models**

"A reading model is theory of what is going on in the reader's eyes and mind during reading and comprehending (or miscomprehending) a text" Davies claimed (1995,p.59). Those reading models take much consideration from researchers and language practitioners for more explanation what occurs in reader's mind to explain this cognitive process. Those models explain and illustrate the process how the reader transform printed text to extract or to build meaning. According to theme those models of reading process are the following: bottom-up, top-down model and interactive models.



**Figure 01: Dechant (1991) Understanding and teaching reading. Reading Models**

### 1.2.1 The bottom-up

The term bottom-up gives the exact explanation how it works . It also known as part to whole model .Reading starts first with processing of the smallest linguistic unit then moves gradually to collect those unit together in order to recognize full comprehension of the higher unit . The reader identifies the most basic unit of the text likes the individual meaning or grammatical features in order to understand the whole part of reading .

According to Dechant (1991) who defined the bottom-up as the following:

the Bottom-up models operate on the principle that the written text is hierarchically organized (i.e., on the grapho-phonetic, phonemic, syllabic, morphemic, word, and sentence levels) and that the reader first processes the smallest linguistic unit, gradually compiling the smaller units to decipher and comprehend the higher units (e.g., sentence syntax).

As Dechant stated in his speech above that mentioned on the composition of the written text in addition to the reader first process sounds in speech then she /he moves gradually to understand letters, words until the sentence.

### **1.2.2 The top down model**

In contrast to the previous reading model as a bottom-up model, the top-down model represents that the reader as guessing conceptual meaning of a given reading material (text). Goodman (1971) described that model as “psycholinguistic guessing game”; which gives the sense that reader predicts the meaning of a given text based and spot the light on the assumption of the prior knowledge in order to understand it. This model can be applied to retrieve the meaning from the use of various activities which are the following interpretation, assumption, inference, general purpose or principle ideas. In addition Correl and Fisterhold (1981) proposed that reader’s prediction and prior knowledge are tools to predict the text; this model represented as the form of the general strategies (Block, 1986) or global strategies (Sheorey & Mokhtari, 2001)

The model proposes that reading as process of overlapping those cycles when the reader tries to predict the meaning, which are the following: optical, perception; syntactic and meaning construction. There are five processes which are employed in those cycles: recognition-initiation which refers to that the reader relies on recognition, anticipation and prediction to understand the meaning of visual input of written texts. The reader is supposed to check in order to confirm or disconfirm the original prediction of the information they read. In the case that even if prediction cannot be confirmed, the reader will move the following cycle which is the correction and finish with the final process after the reader completed the task.

### **1.2.3 The interactive model**

Rumelhart who is the theorist of interactive model (1977). He argued that the interactive model makes connection between the surface and deep structure system in order to build the meaning. He developed this model based on the assumption that the meaning of the passage was being the co construction of the writer’s text and reader’s interpretation, it requires interaction between the eyes on the text and reader’s mind which allows the interaction between the information in different stages.

Baddeley & Hitch (1974) spot the light on the temporary storage and how the information is processed .It plays a significant role in derivation the exact meaning from the text. This process needs to activate readers' prior knowledge from different sources and retrieve it from long term memory to derive the meaning of the text at the end. Their arguments support the idea that good readers interacted with the previous operation because of having higher working memory than poor readers.

Whereas Alderson stated that the combination between the bottom-up and top-down model are important in the process of reading because both can work similarly at the same time. However, the application of one of them is not enough to the reading process.

### **1.3 Three phases of reading process and its importance**

These three phases are the following: pre reading, while reading and post reading. Each one of them has its own important role and different activities for application because it plays an important part of language classroom .These phases are designed to achieve students' reading skill development and to activate students' existing knowledge.

#### **1.3.1 Pre-reading**

It is also known by warm-up, into, before reading; Activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Ibid: 16).

Before reading the text , students are supposed to draw general idea of what the text is going to read through the use of the following activities : visual aids , asking questions about the title or the author, brainstorming , classroom discussion , scanning for the structure and sharing existing knowledge. Those activities are preparing students for reading passage through the activation of their prior knowledge because it helps them and has a great effect on their comprehension .Also the reading task will become an easy task .

### 1.3.2 While-reading

During, through reading, this phase which supports students 'comprehension and form new expectation about the text in order to establish the building meaning and encourage them to be active readers in addition to promote a successful dialogue between the teacher and the learner or among the learners themselves . Such exercises might be included as guessing the meaning through the context clues .monitor comprehension as re-read if it is necessary, think-aloud . As Brown (1994) suggested the following as skimming, scanning, making connections, visualizing, inferring, synthesizing, predicting.

### 1.3.3 Post-reading

Also known with After, follow-up, beyond reading .In this phase the reader finishes reading passage , and he is supposed to check its comprehension either by the teacher or the learner himself or herself for deeper understanding of ideas and organize their information through the application of the following activities as : making judgment , act out or illustrate, connection to other text, restate in their own words, question answer relationship (QAR)...etc.

## 1.4 Types of reading

There are two main reason for reading which are reading for pleasure or reading for information .knowing the reason or purpose of reading will determine for readers which type of reading are suitable in order to facilitate the comprehension of a given reading text . Patel and Praveen (2008) indicate that there are common types of reading are the intensive reading, extensive Reading, aloud Reading and Silent Reading.

Firstly, intensive reading is used with the proposed shorten texts . This type of reading grammatical construction and unfamiliar words are intensively examined .Second, extensive reading is form of reading that learners are the text for general information; this type is considered to be for enjoyment or general reading skills development . Aloud reading or oral reading is reading by using loud voice . Ryburn (2002) this type of reading teds To test the pupils' knowledge of English words and phrases to evaluate whether they know how to pronounce them, how to phrase words as well as how to articulate clearly. Reading aloud is a form of test as well as a form

of practice. Finally, it is clear that silent reading trains the students to read without voice in order to concentrate their attention .

Morrison mentioned, “ Loud reading by students should be followed by silent reading.” Mehta focused on readers at the beginning of acquisition of reading skill should be initiated into the silent reading as early as possible.

### **1.5 Definitions of reading comprehension**

Zare-ee1 (2014, p.22), “Reading comprehension is essential to academic learning areas, to professional success, and to lifelong learning.” Many experts in different fields relay on the necessity of teaching reading comprehension .

The main goal of all reading instructions is ultimately targeted at helping a reader comprehend a given text. It is not necessary to understand all ideas which are presented during reading tasks, the comprehension of the main or the gist ones is enough.

Reading comprehension is proposed to account for the cognitive processes that allow a reader to collect information from a text and develop a comprehensive understanding of that text at various levels (Gernsbacher, 1997; Graesser et al., 1994; Kintsch, 1998; Myers & O'Brien, 1998; Zwaan et al., 1995).

kennedy (1991) viewed that the comprehension is an ability that the reader discovers , interprets and applies an existing knowledge which is gained from the experience to the current reading passage .

According to Harris & Hodges, 1995, p. 39) defined reading comprehension as :

Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message...

. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter,...that the content of the meaning is influenced by that person's prior knowledge and experience.

According to theme reading comprehension is the construction of the meaning .the reader brings something as an example information through reading comprehension ;whereas this information that the reader is already processed the construction of the meaning and actively involved to it .It is noticed that the construction of the interpretation or the comprehension are different from one reader to another one in the same text because the reader filters the text according to their own background knowledge ,biases and other predispositions that affect during the interpretation of the text .

According to Olson and Diller (1982) reading comprehension is the identification of needed skills in order to understand and practice the information contained in a text

According to Pressley & Afflerbach (1995) comprehension is the ability of readers to get meaning from text. How does this happen? By asking good readers to think aloud as they read, researchers have determined that these readers actively coordinate a number of conscious processes before, during, and after reading .

## 1.6 Levels of reading comprehension

Many experts agree that understanding reading texts generally includes three main levels of comprehension which are the following :

Level One Literal Level	Level Two Interpretive Level	Level Three Applied Level
-Getting the Information -Reproducing what is found/heard in the text.	-Integrating information and making inferences - Seeing the relationship between the ideas found in the literal Level.	-Using information from the text to construct knowledge (express opinions and form new ideas based on information in text)

**Table 01: Levels of Reading Comprehension (Adapted from Vacca and Vacca, 1986).**

### 1.6.1 Literal level

The reader at this level is supposed to deal with what is actually stated as example facts, details. The reader is not necessary to understand their full meaning.



He/She involves only the surface understanding because the reader is not obliged to understand the gist of the paragraph since she/he has the ability to memorize the information or in other words little interpretation is needed.

### **1.6.2 Inferential / Interpretive level**

It is referred to an interpretative reading or reading between the lines. At this level, readers are attempting to understand the author's deeper meaning during the reading passage, paragraph. It is supposed to already memorized certain facts or extra details at the literal level and now they are going to see the implications of the author's words to make inferences .

### **1.6.3 Applied level**

This level refers to read beyond the lines .According to the Centre for Canadian Language (2015) , this level involves using information from the text to construct knowledge . Chandler (2014) concerns itself with why does the author say what he or she says. This high level of comprehension requires the reader to use some external criteria from his or her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations.

## **1.7 Models of reading comprehension**

According to different experts in the field who are proposed three models to facilitate for a reader the interpretation and to get full comprehension: Listening comprehension and decoding model, the construction-integration model, and situation model.

Listening comprehension and decoding model which refers to how the learner could recognize and comprehend the speech and pronounce well during reading .This model was raised in discussion as a result for those who have problem in comprehension even if they read in aloud.

Situation model is the main ones among those proposed models. Kintech (1988) this model refers to what occurs in the mind as mental representation of the reading passage context .In addition to including multi aspects as space, time, causation, intentionality (or goals), and characters and objects (Graesser A. C., Singer, M., & Trabasso, T. (1994); Zwaan & Radvansky, 1998).

Construction- integration model was proposed and strained by Kintsch and his colleagues Dijk & Kintsch( 1988) .This model highlights the importance of the two phases which are : the construction and the integration .The reader constructs propositions based on the activation of all relevant and even irrelevant that are related to the reading context either being words and sentences to be integrated with propositions from what is coming in the text .

## **1.8 Reading comprehension strategies**

Readers are constructing meaning through the following key comprehension strategies which are described below:

### **1.8.1 Skimming and scanning**

Skimming refers to quick reading to grasp the general idea that is presented which will be new information or met before during previous readings. However; Scanning is a technique that the reader tends to find basic information without reading a whole text as example: overlook for the title, pictures, table of contents ....etc

### **1.8.2 Summarizing**

It requires the readers to identify what is important and reformulate it into their own words which can improve their memory for what is read. Wormeli (2005) a reading comprehension strategy consists of four steps: review the passage, evaluate the paragraph, answer with a paraphrase, and determine a passage summary. Summarization can be considered quite mystifying and puzzling to students who are not familiar with the strategy. The student must be able to process the ideas of the passage and consider how they are related to one another (Friend, 2000).

### **1.8.3 Making inferences**

The author does not always provide a clear or explicit description of the information . As a result, the readers are supposed to understand those hidden meaning “read between the lines “. The ability to make inferences from given information in a text and from background information has been described as the heart

of the reading process (Anderson & Pearson, 1984). A recent literature review by Kispal (2008) supports that making inferences as a critical comprehension skill.

#### **1.8.4 Predicting**

Extract the meaning from the text through prediction. Good readers tend to make connection between existing prior experience to new information to grasp the meaning from what they read as example from the title or authors name (according to his/ her field) can use it to predict what they are going to read.

#### **1.8.5 Activation prior knowledge**

Activating background knowledge or prior knowledge comes from life experiences, either real or vicarious (Knuth and James, 1991). This knowledge that comes from real life or often requires from reading, movies, discussions or other indirect ways which can increase background knowledge. In fact, reading is one of the most important ways that pupils to build prior knowledge (Marzano, 2004). This strategy it happens when reader preview the text before reading, reflection on the writer, noting the information on the marginal gloss or other visual aids.

### **1.9 Factors that affect reading comprehension**

According to experts in language science field as Chen (2001) there are many factors which may have great effect on the learner's reading comprehension in reading activity such as reader's language ability, emotional factors. Bartlett (1932) and Rumelhart (1981) have stated that the influence of the prior experience of the reader during the interpretation of the reading passage. As well as Anderson and Gipe (1983), Adams and Collins (1977) added the effects correlation of the cultural background on the reading comprehension. According to Perfetti (2002) who introduced other factors that may affect reading comprehension which are vocabulary and word knowledge. He stated that the identification of words is essential for understanding sentences and he suggested that reading skills are supported by knowledge of words which are including an orthography, phonology, morphology and meaning.

## **1.10 Techniques to improve reading comprehension**

Developing reading comprehension skill is important for learners not only in their academic careers, but also in their personal and professional life .The following tips are some effective ways to practice in reading comprehension in order to become a stronger and more efficient:

### **1.10.1 Defining the purpose**

Determine the purpose before starts reading will keep one's focus on what is important and classifying relevant information that can help the reader to pick up the what is necessary.

### **1.10.2 Improving vocabulary**

Understanding the words in the reading passage is important element to get reading comprehension at ease .The following are proposed examples that can help readers to improve this skill: checking dictionary whenever meet the unfamiliar word, reading as much possible , creating word association ...etc .

### **1.10.3 Asking questions**

It helps readers to clarify what they are reading through asking a relevant questions in order to monitor their comprehension as an example why did they say that ?why am I reading this ?what do they mean by that ?

### **1.10.4 Free Environment**

Concentration is the key element to preserve a good comprehension tasks . It is important to focus on only what you read, not to what happen around you .

### **1.10.5 Do not try to understand 100% the text**

It tends to grasp the main ideas that the writer tries to convey during reading . The reader tries to make pauses then summarizes what are the writer's main ideas then put it into their own words to clarify the idea. The teacher is supposed to give practical guidance to learners step by step to reach at least a correct comprehension.

### 1.10.6 Break up the reading into smaller sections

This strategy gives you better chances to get full and main ideas that are looking for during reading long books or challenging texts as an example.

### 1.10.7 Highlight the important points

Highlighting key concepts and ideas to attract reader's attention or to identify what are the most important ones to read them later on. Another way should spot the light on it is writing notes on the margins is considered to be another way to help readers to remember and understand what are the main points that are discussed in that page.

## 1.11 Principles of teaching reading comprehension

Teaching reading comprehension is an activity demands that the teacher plays an important role to guide learners, facilitate this process and give them different tasks to learn from whatever they read through the application of the following principles which are proposed by harmer (2002):

**Principle 01:** reading is not passive skill as knowing which part that the reader stressed on it , focusing material , connecting to author's ideas .

**Principle 02:** Students need to be engaged and interested in the reading passage to benefit from it .

**Principle 03:** Student should be encouraged to get the gist of the passage and take into consideration not only the language and also responding the message to achieve personal engagement of the students.

**Principle 04:** Prediction through hints of the text to get across with their expectation to predict what is coming .

**Principle 05:** Making g relation between the task and the topic , it can be more exciting and challenging to the students if the topic is good and beneficial for them .

## **Conclusion**

Reading is more than pronouncing the printed word. It is considered to be the bridge to access the knowledge through different materials are being books , academic journals or magazines .To get the definite of definition the reading is an impossible because of the variety definitions according to the expert's fields they belong to. Mainly this chapter highlighted on the definition of this skill with its three models , phases ,types .More over this chapter discussed also reading comprehension as a main element , its levels and models , different strategy that can be sufficient and helpful for the readers need . It also mentioned factors that can affected reading comprehension, technique to improve it and principles to take into consideration to teach reading comprehension .To conclude that , reading comprehension can be effective only if the right prior knowledge activation occurs through the use of the right technique which are going to be the main discussion to the next chapter

## **Chapter Two**

## **Chapter Two: Prior Knowledge Activation through Brainstorming**

### Introduction

#### 2.1 Knowledge definition

#### 2.2 Types of knowledge

##### 2.3.1 Personal knowledge Vs Public knowledge

##### 2.3.2 Explicit, Implicit and Tacit knowledge

#### 2.4 Knowledge versus information

#### 2.5 Knowledge versus experience

#### 2.6 General overview about Prior knowledge

#### 2.7 Prior knowledge activation strategies

##### 2.7.1 K W L strategy

##### 2.7.2 Thieves strategy

##### 2.7.3 Think pair share

##### 2.7.4 Walk around survey

##### 2.7.5 Context clues

##### 2.7.6 Concept map

#### 2.8 Brainstorming

#### 2.9 History of brainstorming

#### 2.10 Types of brainstorming

##### 2.10.1 Group brainstorming and Individual brainstorming

##### 2.10.2 Structured brainstorming Vs Unstructured of brainstorming

#### 2.11 Techniques of brainstorming



## 2.12 Steps of brainstorming

Conclusion

## Introduction

It is easier to learn something new when we depend on prior experience or information. Students frequently find difficulties in learning in general and in reading specially. Many experts found that the prior knowledge activation is very beneficial and is considered to be critical step in the learning process and a major factor in reading comprehension to develop language learners academic career because learners can do better in the learning process when they utilize what they already know.

In this chapter we are going to discuss the prior knowledge activation through brainstorming .We tackle definition of knowledge and its types. The difference between personal and public knowledge in addition to explicit, implicit and tacit knowledge. The researcher indicates the difference between knowledge, information and experience .Also; we are going to explore different prior knowledge activation strategies .We spot the light on the brainstorming strategy, its history and who is its discoverer with mentioning the differences that exist among its types, techniques and different steps for well application of brainstorming.

### 2.1 Knowledge definition

The Concise Oxford English Dictionary (2006) defines knowledge as the consciousness of the familiar issues as words , information , actions which gained by experience . Whereas the Cambridge International Dictionary of English (2002,p.787) defined knowledge as an "understanding of or information about a subject which has been obtained by experience or study and which is either in a person's mind or possessed by people generally"

According to Random House Dictionary (RHD) defines knowledge as Familiarity or Conversance with a particular subject or branch of learning .In addition to the this dictionary which gives multiple definitions of this term as the following are Enlightenment, Information, Understanding, Discernment, Comprehension, Judgment, Wisdom, Lore, and Science.

The term knowledge has its root from Greek "gnosis" which take the same meaning of recognize .in other terms learners or readers in general process in their mind experiences , analyze it and gives it the appropriate form that we can easily identify later on .In the same realm which proves that there is strong relation between prior

knowledge and recognize in other words we recognize information or experiences and bring the last ones in the form of prior knowledge .

Bell (1979,p.101) gives a comprehensive definition of knowledge as follows:

Knowledge is an organized set of statement of fact or ideas, presenting a reasoned judgment or an experimental result, which is transmitted to others through some communication medium in some systematic form. Knowledge consists of new judgments (Research and Scholarship) or presentation of older judgments as exemplified in text books, teaching and learning and collected as library and archival material.

As it mentioned above, knowledge is an organization of facts, ideas which are presented in the form of judgment, results in the experiment, which can be transmitted through different means of communication.

According to Cambridge dictionary which defines the knowledge as the things that someone already knows, for example the knowledge which someone has when they start a course of study and which can later be compared with what they know when they have finished.

## **2. 2 Types of knowledge**

According to Krathwohl (2002), knowledge can be classified into four types as the following factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge.

The first one is known by the declarative knowledge which includes terminology, specific facts and technical vocabulary. Also, conceptual knowledge focuses mainly on the categories, principles, models as adding 's' to make plural form . In addition to procedural knowledge takes the declarative one additional step, using those initial concepts to solve a problem or learn an implicit task that was otherwise unknown (Garner, 1990; Brezillon & Pomerol, 1999; Taylor, Cordeiro, & Chrispeels, 2009) . the last one, metacognitive knowledge which Flavell (1979) linked metacognitive experiences to metacognitive knowledge and consider the metacognitive experiences is the trigger of this type of knowledge .Which the last one refers to

knowledge about cognition in general and it includes the general strategies that can be helpful in different tasks .

The first two types of knowledge deal mainly with “knowledge of what”, whereas the last types constitutes the “knowledge of how”. Similarly, the factual and conceptual knowledge deals with “low level knowledge”; however, procedural and metacognitive knowledge deals with “high level knowledge”.

Braun and Foshay (1983) mentioned another type of knowledge which is the situational knowledge which deals mainly with situation as it appears in particular domain .the problem in this type of knowledge enable the solver to transfer relevant features out of the problem statement and if necessary add extract information in the statement.

### 2.3 Personal knowledge Vs Public knowledge

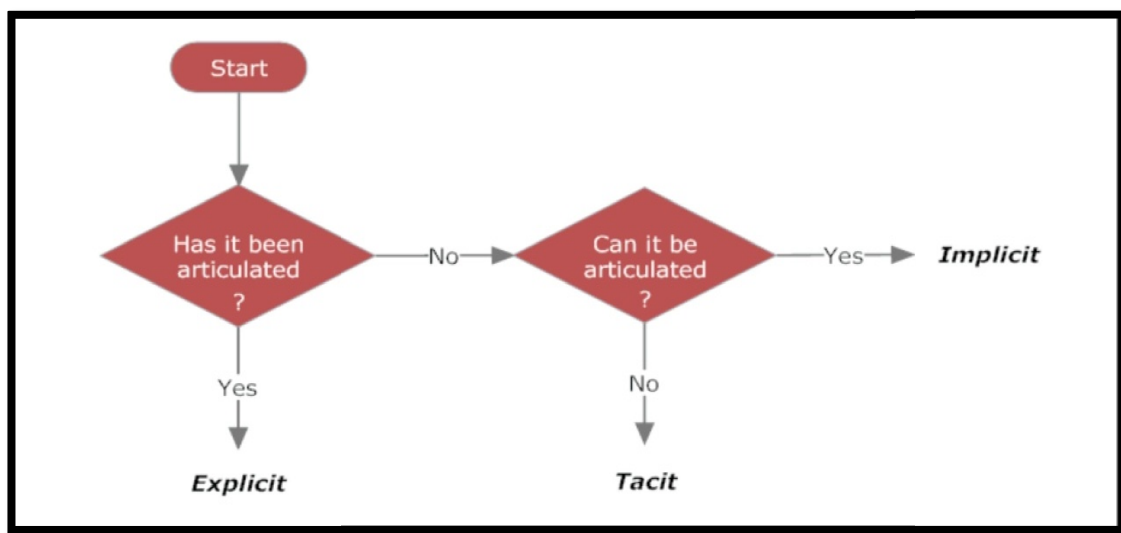
Broadly speaking Knowledge is divided into two categories personal knowledge which is also known by private knowledge, whereas public knowledge is known as social knowledge.

Personal knowledge	Public knowledge
-What do I know only.	-What do others know
-Refers to the knowledge of the individual.	-Refers to the knowledge shared collectively by a society.
- It is available only through communication.	- It is available to all members of the society.
-It takes personal vision on the world though personal experience.	-Shared knowledge can exceed the cultures, and generations.
- Examples from real life.	- Examples from different sources.

**Table 02: The Difference between Personal Knowledge versus Public Knowledge.**

#### 2.3.2 Explicit, Implicit and Tacit Knowledge

The common three types are The explicit knowledge (Documented information),implicit knowledge(Applied information) and tacit knowledge (Understood information) .Those types of information are working together to make it clear for learners how we pass, learn and grow the different information among each other.



**Figure 02: The distinction among explicit, implicit and tacit knowledge (Nickols, F. W. (2000)**

Explicit knowledge as it shows in the figure 02 which refers to the knowledge which has been easily articulated, recorded, communicated. In the case we process, organize, structure and interpret the data, the result is going to get explicit knowledge. For example data sheets, research reports. It is the easiest to pass because it is written down and accessible.

Tacit knowledge which refers to the knowledge that cannot be articulated and embedded in the human mind includes personal wisdom, experience, insights, intuition. As Polanyi (1997) mentioned that “We know more than we can tell.”

Polanyi stated that an example of tacit knowledge being able to recognize a person’s face but being only vaguely able to describe how that is done.

The previous two types namely explicit and tacit knowledge, are sometimes used as synonyms, implicit takes the meaning of which is hidden but is not explicitly said.

According to Ellis (1994) defined the Implicit knowledge as the acquisition of the new things through processes which take place naturally without knowing that learning takes place or in other words learning through this type is naturally and automatic process.

## 2.4 Knowledge versus Information

Information is a collection set of data that is processed in a well designed and meaningful way to make it useful to the given assignment. However the

knowledge is the combination of those information, different experiences and insights that helps the individual.

Information is purified data whereas the knowledge is useful information. Understanding is the main outcomes of the knowledge and comprehension for the information. All information is not necessarily knowledge nevertheless all knowledge is absolute information. during reading passages or in the conversation, answering the questions who, what, where and when are referring to the information but in the case giving more details about how and why which refers to knowledge. information alone is sufficient to make prediction, for theme knowledge is possible. Information grasps comprehension of the facts and figures. Unlike, knowledge leads to the understanding of the subject.

## **2.5 Knowledge versus Experience**

There is slight difference between the two terms. knowledge emphasizes on theory whereas the experience emphasizes on practice and stresses on the application of knowledge over period of time.

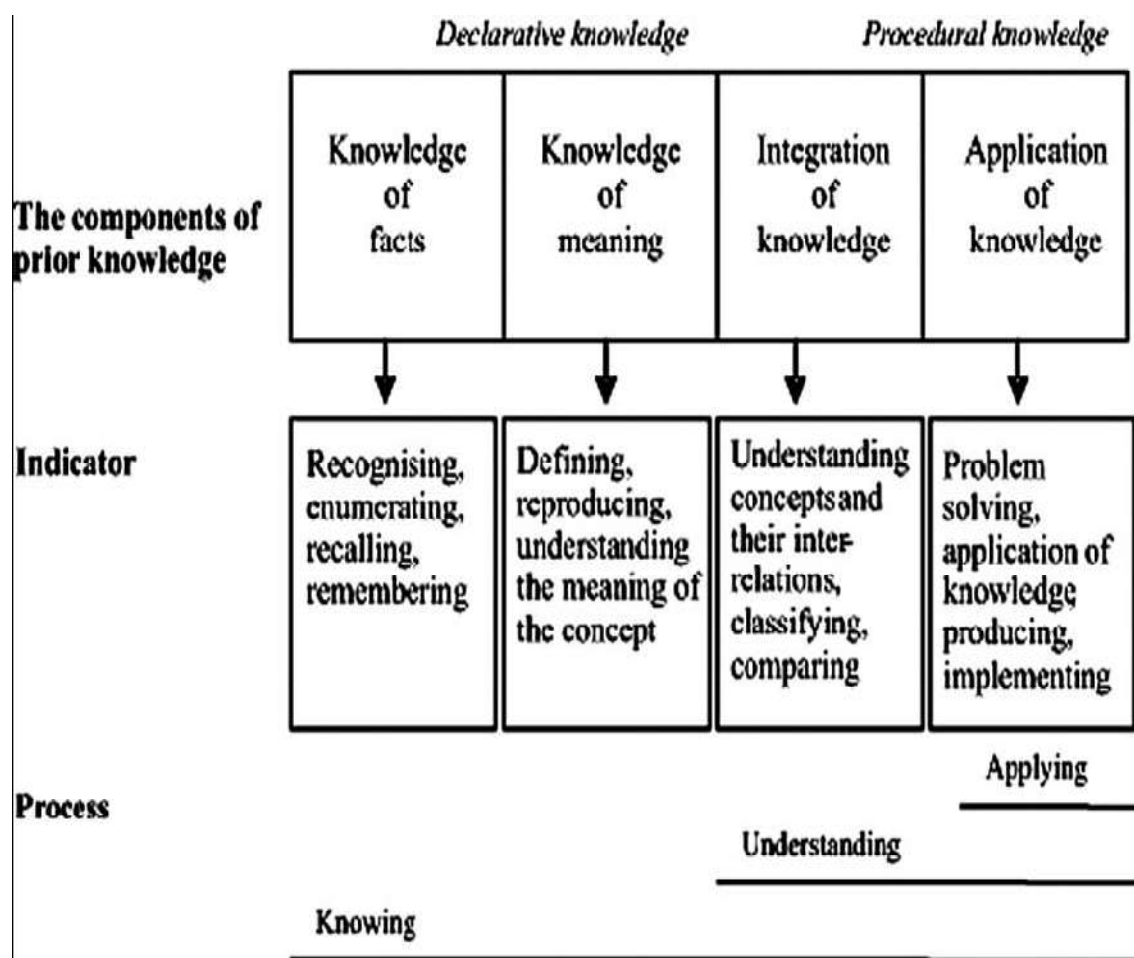
According to Wilson (2015) in her article under the title “The Inextricable Connection between Knowledge and Experience” who mentioned that knowledge and experience are similar to one another more than the difference. According to her definition of knowledge is information and skills acquired through experience or education. Similarly, experience is defined as the knowledge or skill acquired by a period of practical experience of something.

## **2.6 General overview about prior knowledge**

What we already know about the topic before going in depth refers to prior knowledge because it is considered as the trigger to what already exist in our brain as hearing something about the topic or experienced before something similar to it. The most example here we may not have clear idea the exact meaning of the prior knowledge as a one word but at the same time we know what does it mean prior (before) and knowledge. Our brain here is trying to connect those elements to make meaningful connection to the word that we already know.

Psychologists in different fields improve that the prior knowledge has great effect and importance role played in learning process as well as in students achievement .According to Hailikari ,Katajavuori and Yläne (2008) mentioned that the amount and quality of prior knowledge influences in positive way on both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills.

Assessing the prior knowledge depend on the difference between the different types of knowledge and which type of one is being assessed because of the differences more than the similarities that exist .



**Figure 03. The model of prior knowledge. (Copyright 2007. Hailikari, Nevgi & Lindblom-Yläne.)**

This model presented three parts : the components of prior knowledge ,their indicators and classification from knowing to understanding till applying .In the first level the prior knowledge model makes a clear distinction between declarative and procedural knowledge as mentioned before in the types of knowledge with their

components . In the second one mentioned each component with their indicators. At the last part demonstrates the range of understanding from knowing to applying knowledge.

## 2.7 Prior knowledge activation strategies

Activating prior knowledge is the most important starting point for the learners to make the connection to what grasp as new ideas, concepts, and it helps the teacher through giving an idea about what the learners already know and what they still need to know. The most commonly used strategies to activate prior knowledge are the following:

### 2.7.1 K W L strategy

This strategy was developed by Ogle (1986) which is among one of the commonly prior knowledge activation strategies. It argued to unit prior knowledge and leaning at the same aim .**K W L** strategy is an acronym which **K** stands for Know , **W** for Want to know and **L** for Learned .Students according to this strategy are supposed to activate their knowledge about all what they know , write down what want to know and to learn about a given subject or reading passage at the end .

Name: _____		<b>KWL Chart!</b>		Topic: _____
<p><b>K</b> What I already know about my topic!</p>	<p><b>W</b> What I want to know about my topic!</p>	<p><b>L</b> What I learned about my topic!</p>		

**Figure 04: K W L Chart (Miller and Veatch, 2011)**

According to the figure 04 ,it contains three columns . At the beginning of the lesson, this paper prepares in advance to first deals what you know , read before , heard or experience about the text's topic .The second column is the continuity of pre-reading



, noting what want to know . The previous two columns are supposed to fill in advance .Where as the last column returns at the end to sum up or record what they learned and Compare what you've written in the "learned column to what you wrote in the "want-to-know" column to see the richness of this strategy .

### 2.7.2 Thieves strategy

Another strategy that helps learners in reading comprehension .Thives strategy allows the readers to make preview on the text structure and how it organized. This strategy is very useful in previewing chapters and it is effective in improving comprehension on what you read. Manz (2002) states that this strategy includes seven steps in order to achieve the purpose of providing readers necessary knowledge before start reading and to activate their schemata

THIEVES; every single acronym tends special meaning , and from those steps readers still what necessary :

1. **T** for title : it provides the gist of the passage that most of the readers skip it .some questions can the students ask while looking at the title : what do already know about the topic ? what does the title present ? what is the title's message ?.

2. **H** for heading : it helps readers to identify the specific topics covered. the following are among the questions that they can ask : What information does this heading tell me? How does this heading let me know the reading about?

3. **I** for introduction : the introduction sometimes state the goals and objectives of the chapter which may come after the title and heading . The following are Some questions that students may ask when looking the introduction: Is the introduction marked or do I have to locate it? Does the first paragraph introduce the chapter? What important information will I find in the introduction?

4. **E** for every first sentence in the paragraph : at the beginning of any paragraph we find the topic sentence through it the students get the idea of the information that will contain in this paragraph.

5. **V** for visual and vocabulary : those considered as aids .is there any picture ,citation or key word on the margins ? what can I understand from it ? do I know the meanings of the words in boldface?

6. **E** for the end of the chapter , article : read the end of the chapter that can help you to answer question and even make summery . Through the following question: How does the author finish the writing? What questions will I be asked to answer? .

7. **S** for summary: at the end of the application of this strategy, they are supposed to make summery through asking the following question: What do I understand and recall in the summary?

### **2.7.3 Think pair share**

In order to achieve student engagement on the topic .The teacher tends to create different levels of questions that are related to the topic discussion .Then s/he groups them into pairs form to think together and sharing what do they already know .After that the teacher gives them time to think at least 3 to 5 mn and write down their individual thoughts in the think section on the sheet of paper “think par share” .Then they form groups to share their individual thoughts after summarizing their ideas in the “pair” section .At the end , they choose major ides to write down in the "Share" section of their worksheet.

### **2.7.4 Walk around survey**

The teacher through this technique is aiming to activate learners their knowledge through conversation and movement .In this activity students are given the topic to discuss read or write about it, then start moving around the class to ask others about this topic. During this conversation student will share what they have know and already learned about it, students return to their seat and complete the Survey Summary.

### **2.7.5 Context clues**

The teacher reads a story with omitted words. Those omitted words are placed on index cards and are given to the students. While the teacher is reading the story, the students focus on the comprehension of the story. When the teacher stops at a blank. The students have to listen and think of a word that makes sense and sounds right in the sentence.

### **2.7.6 Concept map**

It was developed by Novak (1977) is tool that help learners to examine their prior knowledge before learning new things take place. It is a multifunctional tool that

can the learner use it in summarizing ,facilitating the learning process, assessment , briefer introduction to the new topics or lessons in addition to help the teacher as well as the student to make connection to their prior knowledge in a visual design .

## **2.8 Brainstorming**

Brainstorming has different meaning according to different fields of the experts . It considered being a casual discussion for new ideas whereas others pretend that brainstorming as universal treatment of solving problems through creative techniques. It is process of solving problems and getting solutions through the collection of ideas from groups either, the later either are accepted or rejected.

According to Webster’s new World College Dictionary “Brainstorming is the unrestrained offering of ideas or suggestions by all members of a committee, conference, etc. in an effort to find a solution to a problem, generate fresh ideas...etc.

It is creative activity that encourages people to feel comfortable and share their opinion freely through putting focus around the central aspects of the topic which can grow their ambition for learning and discovering new ideas .The learning process can be improved through this technique because it helps learners to improve the processes of lateral, analytical and critical thinking. According to many experts in this field confirmed that brainstorming can improve the student's reading, writing and comprehension skills.

## **2.9 History of brainstorming**

Osborn (1938) is the father of this technique. He created this process when he was a head of company, they were using brain storming sessions which attempts to solve specific problems or to develop new ones because at that time he was frustrated by the employees who cannot develop or create new ideas individually.

Because of that problem, he started making group thinking sessions. The participants named under the title “brainstorm sessions” after that named the use “the brain to storm”. After the creation, he started explaining this technique from different perspectives with the publication of the books among them are : "How to Think Up" in 1942, he explained his method in the 1948 book Your Creative Power in chapter 33, "How to Organize a Squad to Create Ideas".

According to Osborn (1979) credited the origin of the process to Hindu teachers in India, who have used the method of Prai- (outside yourself) Barshana (question) for

over 400 years .Osborn mentioned that during such a session, there is no discussion ,no criticism; evaluation of ideas takes place at later meetings of the same group.

## **2.10 Types of brainstorming**

### **2.10.1 Group brainstorming and Individual brainstorming**

Group brainstorming helps people to activate their mind to flow their ideas since in this group there is no criticism for their ideas in addition, they can establish closer and effective relationship with colleagues during the application of this technique. The opposite of the first type is an individual brainstorming which involves brainstorming only by his/herself. It is known that the ideas with the individual brainstorming can flow wider and better. During the learning process, this type of brainstorming tends to be an effective way of producing ideas , analyzing critically the meaning and its comprehension .

### **2.10.2 Structured brainstorming Vs Unstructured of brainstorming**

Members of the group will sit together on the circle form , the participants will generate their ideas one after the other with encouraging them to volunteer their inputs freely without any criticism or judgment form others .However ; in an unstructured brainstorming , its members can sit in any place in a circle form , at the classroom , there is no order responses . The participants are guided by certain rules that their ideas must follow in order to make their work orderly and evenly distributed.

## **2.11 Techniques of brainstorming**

There are several techniques that can be applied during the activation of prior knowledge through brainstorming which are the following: listing; clustering; outlining; free writing .

Listing is useful technique that learners or even teachers list possible topics and sublist whatever related to the topic, things they could say about it or particular words. This technique tends to Let the ideas' practicionaire flow, write down every idea that comes to their mind without crossing anything out .In addition to, practicionaire do not pay attention to spelling mistakes or grammar .the main goal is to write down as possible ideas .

Cluster diagrams ,spider map ,mind map ; those terms are used interchangeably to cluster the brainstorming ideas .The students write down the topic in the middle of the paper then completing with subtopics or even ideas .The presentation of this technique can be through the form of branches ,arrows , grouping , bullets .

Outlining involves grouping the brainstorming ideas into similar topics or themes. There are two types of outlines: an outline for prewriting to group those topics or themes into categories and a formal outline as a final product.

Free writing which allows the student starts writing any thing comes to their mind without stopping or editing thoughts. Afterward, he pick out what is important to write down even if the ideas do not come to his mind, try to write until new idea come to the mind of the student .

## **2.12 Steps of brainstorming**

Every step of the following are important for a good brainstorming which are presented as the following .The facilitator starts with selecting the members with the number no less of 5 members and no more than 20 members .Then s/he Introduces the topic or the problem that is going to brainstorm about it either orally or written . Inviting the participants to brainstorm ideas or possible suggestions in the form of words or short sentences with refusing any comments that are out of the topic with mentioning that all ideas are accepted . After that the facilitator gives them enough time to brainstorm better ideas with appreciation of all ideas that are presented. Then starts record what others brainstorm in different forms as on cards , chart paper , writing on the board . Before start recording, the facilitator should mention the objectives at the beginning.

## **Conclusion**

To conclude that, activating the background knowledge through brainstorming is considered to be one of effective techniques that can help learners to increase their reading comprehension .This may be reached through implementing the right activation .Henceforth , this chapter tries to present an over view about knowledge and prior knowledge .Moreover ,definition of brainstorming , its history , different types of brainstorming , techniques and steps of brainstorming .

# **Chapter Three**

## **Chapter Three: Fieldwork and Data Analysis**

Introduction

### **3.1 Classroom observation**

3.1.1 Classroom observation procedure

3.1.2 Description of classroom observation checklist

3.1.3 Analysis of classroom observation:

Section one: General classroom atmosphere

Section two: Teaching material

Section three: Teacher's role

Section four: Pupil's role

Section five: The lesson

3.1.4 Discussion the findings of classroom observation

### **3.2 Teachers' Interview**

3.2.1 Description of teachers' interview

3.2.2 Interpretation and summary of the interview results

Conclusion

## **Introduction**

The current chapter presents the field work of this study which was conducted to investigate the use of prior knowledge as technique in order to activate the students prior knowledge Through Brainstorming to Enhance EFL Learner' Reading Comprehension . The descriptive study has been adopted in order to collect and analyze data. Accordingly, The data collection tools to carry out the study consists of the classroom observation with teacher's interview .The present chapter attempts to gather the needed data in order to investigate the main research question . Also it tends to analyze and discuss the obtained results and use the findings to avail and validate the research hypothesis.

### **3.1 Classroom observation**

In order to reach the thoroughness of the obtained data, the researcher undertaken a non-participant classroom observation. This data collection aims to investigate how the teacher uses brainstorming as technique to activate students prior knowledge in reading comprehension tasks as well as exploring the engagement of those students during classroom tasks .Additionally , we believed that non-participant classroom observation can guarantee the opportunity of being an eyewitness of how brainstorming is implemented in secondary school classes and highlighting its effectiveness in enhancing EFL learners reading comprehension .

#### **3.1.1 Classroom observation procedure**

The classroom observation was conducted on April 20<sup>th</sup>, 21<sup>st</sup> and 2021<sup>st</sup> at Bachir Biskri Secondary School, Sidi Okba. The researcher attended four sessions with third year students specially language stream classes. The two sessions were headed by the same teacher at the same level .The devoted time of each session is one 1h30mn which was divided into two consecutive sessions because of the corona virus. Each group consisted about 26 students.

#### **3.1.2 Description of classroom observation checklist**

The classroom observation sheet contains five sections : general classroom atmosphere , the teaching material used , the teachers s' role , the pupils' role, design and style of the lesson. The first two sections are devoted for description of the classroom mood , physical setting , smoothness of the atmosphere and capture the



different materials used . The teachers s' role and the pupils' role sections determine in details the exact role that is designed to the teacher and her pupils during the lesson as well as the role of the pupils that take great part in the components of the lesson without forgetting the various behaviors and emotions of the teacher and learner that displays along the session(s).The last section is designed to see the structure and effectiveness of the presented lesson.

Besides, we have included some comments and remarks concerning the observation. As far as the checklist format, it contains items on which the observer ticks based on whether they are observed, fairly observed or not observed. Furthermore, the observer can add more details and comments in the appropriate column if it necessary.

### **3.1.3 Analysis of classroom observation:**

#### **3.1.3.1 Section One: General classroom atmosphere**

**Statement one: The physical setting is suitable for learners to achieve the learning tasks.**

This statement provides different pictures of setting forms according to the different suitable reading tasks. At the beginning of the session brainstorming was implemented in reading comprehension task. The teacher allowed her pupils to be flexible and making (U) desk organization in order to communicate, carry out the task in cooperation form and allow the teacher to move easily during the explanation.

It was also noted down that teacher moved around her students and bringing to theme pictures with different questions to examine their prior knowledge about it ( see appendix two / three ) at the same time she gave them the opportunity to use the variety of other learning materials to facilitate such given task .

However , since reading tasks required the ordinary physical setting i.e the formal one , the teacher asked them to make that form and started to prepare themselves for the following parts of the lesson .

**Statement two: Comfortable and safe learning atmosphere.**

Teacher' main job is to create an environment that is safe, comfortable which can maximize the opportunity for all students to learn. If the students are learning in a place where the feel calm, safe, comfortable and structured learning atmosphere as we

see it in our schools, the effective learning will take place. If the previous characteristics are not available, it will create behavioral troubles or being bored instead of making them engaged in activities as preparing projects or other different works to meet their need.

**Statement three: Classroom atmosphere is positive.**

It was observed that both teachers and learners were friendly and the sense of humor created a positive classroom atmosphere without anxiety or frustration or which enable learners to share ideas successfully, to make comments or to participate naturally throughout the tasks. Furthermore, she created a sense of community and belonging. The students were feeling that the teacher is the person who urged them to learn through different strategies, not who made them fearing or threatening person.

**3.1.3.2 Section two: Teaching material**

**Statement one: Sufficient teaching materials are used .**

Some educators assume that any kind of topic can be introduced through the use of brainstorming as it was observed, she used it with the topic of “child labour” whereas the other teacher introduces the same topic with video recording .The same teaching task can be introduced with different teaching material as brainstorming through pictures with multiple questions, different types of maps in addition to the different audiovisual aids.

**Statement two: The main characteristics of the materials used.**

The teacher used those previous teaching materials to achieve the desired teaching and learning process .However , the materials are examples from the real life as it done with the topic “ethics in business” to facilitate the difference and memorize the information easily (see the appendix three ) .It seems to be appropriate and meet the students need as it observed .Also it was observed that the material used is well designed during the lesson preparation , whereas in the explanation seems to be an effective because of the students interaction.

**3.1.3.3 Section three: Teacher’s role**

**Statement one: The teacher is well prepared for the class.**

The major aim of the teacher in the classroom is to transfer the information and to facilitate grasping those information easily from the students .It was observed that the teacher is very active in the explanation and make the classroom interaction

effective .Whenever the student wanted to ask questions or more clarification in ambiguous points to remind or comprehend, she replied directly with arguments from the book, personal experience or the use of dictionary.

**Statement two: The teacher has good classroom presence.**

It was observed that, there is a strong relation between the teacher and her pupils. When she starts speaking, all the students seem to be attentive to her speech. In group form, she gives the supervision and monitoring them for any extra help. Also she prompts actions to address poor behavior in a right way. She uses in teaching instructions the paralinguistic features as body language, gestures, pointing out or voice tone in English language.

**Statement Three: The teacher uses error correction and feedback.**

We have observed that during three phases of the lesson, the teacher presented the topic about of the task using mind mapping , she asked her pupils to activate their existing knowledge and bring all information they know about the topic .Pupils started answering, the correct answers were written on the board whereas the wrong ones were corrected through self or other correction's feedback .Also , during the reading passage , the students are making self correction or the teacher immediately corrected her pupils' mistakes.

**Statement four: The teacher encourages and prepares learners to make further research on the topic as prior knowledge activation.**

The main objective of the application of brainstorming is to activate learner's prior knowledge with the opportunity to enhance their reading comprehension inside and even outside of classroom context. Before she started the reading tasks, she encouraged them to use this technique with appropriate strategy for good preparation and for more clarification during further research to get the correct answer during classroom conversation. Furthermore, the teacher did her best to perform different tasks in English language in a due time to meet the learners' need.

**Statement five: The teacher gives an equal opportunities to participate and to think.**

It was observed that, in all sessions with different modules as French, Spanish ...etc , all teachers appreciate participation and giving time to think in order to make them involved , collaborated , shared and reported the task answers. The teacher treated all her pupils equally to manage motivation to those who have lower level in the language or the shy ones in a various types of tasks that can meet their

learning styles. In addition, she encouraged them to take part in the task .It was observed, she invited the whole class for their comments to participate and share thoughts whereas all students are invited not only particular group of pupils, the whole class participated and shared views.

### **3.1.3.4 Section four: Pupils' role**

#### **Statement one: Students ask questions.**

We have observed that, during reading comprehension tasks, whenever pupils find difficulties, they started asking the teacher for more clarification to make it clear for them to complete the task .

#### **Statement Two : Pupils make prediction .**

It was observed that, pupils'prediction was extracted from their life experience or learning environment. when the teacher presented to them pictures about "child labour " whereas in other session about different mobiles "Ethics in Business" , they started guessing in some forms of words , meaningful sentences , making peer comments , providing their life examples whenever required . It was strongly observed that their participation despite repeated attempts was hindered during classroom observation. Especially when the task is irrelevant or lower level of English vocabulary to few of students .Nevertheless, most of them tried to perform this type of task effectively. However, after reading the text (appendix four) before they started reading comprehension activities (appendix five), the students tried to make their interpretation about the whole reading passage as a comprehension assessment from the teacher.

#### **Statement Three : The students try to grasp the meaning of the unknown words from the context through the use of dictionary .**

Using dictionary in the learning process is an indication of students autonomy and active learning. In classroom activities during reading comprehension tasks and even during prior knowledge activation through brainstorming is implemented , most of learners extract the pocket dictionary from the bag , being monolingual or bilingual dictionary . However, they find difficult, unknown words or looking for more explanation and even pronunciation, they automatically referred to it. This technique tends to enrich their vocabulary with right meaning and pronunciation.

As in appendix three, the teacher asks the students to fill the table in order to make the difference between genuine and counterfeit products in terms of quality, price, safety and lifespan. This task needs a pocket dictionary to understand the meaning of the words as demands from the teacher then they can complete the table easily.

**Statement four: Pupils use L1 or L2.**

We have observed using L1 in the classroom is forbidden during learning classroom tasks. The teacher facilitates the activities much can to enable the students to understand them and to be helpful for them to use FL with error correction. However, the teacher praised those who answer in English language as trigger for others to do the same action. Learners are preparing the task through the use of Arabic language, besides the main objective of the task content is solve it and answer it in English language. Therefore, learners use L1 to answer as key words form, in conversation or negotiation with the teacher was noted down.

**Statement five : Pupils are being involved in classroom activities.**

The teacher, in the process of designing the lesson, did her best to create an environment full of competition and participation with different learning styles. Some of the students seem to be uninvolved because of being shy or mentally involved whereas others are showing willingness to participate and being involved in classroom activities. Unclear the students who are naturally dynamic and behaviorally active in different tasks, even if they do not have answers, they think and speak simultaneously.

As we know, in all class, there are different learners with different learning styles, it was observed that, the excellent ones speak English and answer all questions whereas some of the learners are being reluctant to speak and even to participate or answer the activity. The last ones, they are not involved at all.

**Statement Six: Students make further research about current reading task.**

The teacher asks her students to prepare in advance the reading task or make further research about it to acquire and share extra information. This action raised learners curiosity, interest to read and explore the task content. If the task is closely related to their prior knowledge either related to learning or experience, it will become easy for them to make extra research about it, to select the relevant information and to attain the task objective.

**Statement seven: Pupils use technology.**

Bringing technology as mobiles or tablets was forbidden for pupils in the Algerian schools. It was not observed using this technique in the classroom whereas at home, it is more beneficial to use this technique in learning process specially it helps them to support their learning style, contact the teacher and their classmates for help and share the knowledge.

**Statement eight: Pupils organize on pair/ group work.**

The teacher designed the lesson according to different tasks with different students forms either pair or group work in order to facilitate teaching and learning tasks, enable their learner's to share information and interact throughout the task. In sessions were applying brainstorming to activate their prior knowledge ,we have observed that group work was strongly emphasized and highly elaborated by the teacher and her pupils , pair work was fairly observed , where as the individual work was planned to be done at home as homework or preparing for the coming lesson .

Pupils maintained simple conversation were starting working on group work during classroom tasks , brainstorming for prior activation , which indicates the great effect of this group form during this classroom task .however , it was observed that most of pupils- talk with their mother tongue which this action is forbidden in the classroom .Only few of them talked in English language.

After the opening phase of the lesson and reading activity, the teacher asked them to answer the reading comprehension activities through working individually (see appendix four) . It was observed that individual work was applied according to the teacher instruction because they were attentive to the instructions and tasks .This work form is important to assess their comprehension.

### **3.1.3.5 Section five : the lesson**

**Statement one: Aims and objectives are clearly defined to meet the students need.**

The aim and objectives are crucial elements for preparing an effective lesson which is going to meet the student need. In fact each task of the lesson has its main objective. The teacher did not explicitly identify the learning goals of each task; however, the learners can extract it through what is required from them.

For instance, in one session , the task objective designed from the teacher before reading was setting learners in context/ build the necessary knowledge to

understand the text through the use of different pictures and questions. The second task “as you read” the main objective is to skim throughout the text .The following tasks after reading are to enrich their vocabulary/ to learn new ones and through answering different question that help readers to read for specific information .These detailed objectives were designed in the lesson’s plan sheet guided the teacher to ensure careful learning progress .

However, it was noticed that the global objective of that lesson was at the end of the session” learners will able to read with comprehension a newspaper article about “child labour“. Therefore, the teacher could assess her pupils learning outcomes to check whether or not they are aware about this topic and their comprehension.

**Statement two: The presence of three phases of the lesson with different strategies.**

According to experts, the three phases of the lesson are problem –solving structure in order to promote a required and meaningful match learning by the right activation of the prior knowledge.

It was observed that before the teacher started the lesson, the teacher tends to determine what they already know about the title are written on the board “Child Labour “ with presenting different pictures about it And it was observed also in the session under the title of “ethics in business”. The students started guessing and expressing what they already know by English language whereas some of them with Arabic language which the teacher prompts this action with refusal to speak Arabic language .

At the second phase , the teacher asks learners to read the text (see appendix four ) then started answering different tasks with writing the definition , synonym and opposite of the unfamiliar words on the left board .

At the end and after completing the reading comprehension tasks , the content was deduced by her pupils through summing up what they saw in the class or writing paragraph about it in addition to that summary can be helpful for writing paragraph with sample (see appendix five ) or those who are preparing the project of the current unit’s topic .

**Statement three: Variety of activities are used.**

We have observed that the classroom tasks covered different activities .For instance , in one session , third year students are asked to conduct conversation in a

group form to describe the front pictures which the teacher printed to theme different pictures that fit the same topic in order to answer the teachers questions after that. In addition to that matching the words into their definition .Also , in another session , the students start answering question with mentioning the difference between the two products “ethics in business” and finishing with reading the text and different questions as the following : true /false ,identifying the paragraph are mentioned , synonyms and opposites ,asking underlined words, complete the table with “verb, noun, adjective”, filling the gaps. Additionally, people were exposed to pick up examples from their real life situation . This kind of tasks seek to develop and enhance learner’s reading comprehension and activating their prior knowledge through brainstorming as mentioned in the previous tasks.

**Statement four: Time management is respected.**

Each task was designed in the lesson has its careful time management to achieve the lesson’s objective. The teacher timed all the tasks to complete in a given time session. However, there are always exceptions .Some peoples are asking for extra time to complete their requirement or outside demands that exposed on the teacher from other teacher or the administration.

**Statement five: The lesson is reviewed at the end.**

At the first part of the lesson ,the teacher tries to explore the task topic with her peoples as mentioned before .Therefore , at the end of the last part of the lesson , it can be concluded by the pupils themselves through repeating what did they see , teacher’s summery or as homework through writing paragraph.

### **3.1.4 Discussion the findings of classroom observation**

Through the analysis of classroom observation, we have obtained valuable data that spots the light on different crucial classroom observation elements . During the observation of brainstorming to activate EFL learners prior knowledge and its analysis to see the effect in enhancing their reading comprehension .

First of all, we have observed that, the teacher uses prior knowledge activation techniques as brainstorming in the form of pictures, different types of questions , multiple forms of maps as mind mapping , audiovisual aids ....etc. The application of the those methods are either to facilitate and transform the information, pupils trying to elicit their interpretation in addition to guide their imagination about the following reading passage in order to check cross with correct



reading comprehension passage . It was observed that presenting those pre-reading tasks through different pictures and mind mapping with asking variety of question's type in opening phase may triggered pupils' thinking and grabbed their attention .

Due to the variety of classroom activities , it was noted down that the majority of learners were involved in discussion of classroom conversation and present their answers weather they are correct or wrong .It was observed that several pupils do their best to activate their previous experience to explore the needed task .Therefore , the more prior knowledge exist , the more classroom participation is higher .Whereas in the second phase, it was observed that the variety of activities are applied as the following : WH questions , yes/no question , form noun /adjective / adverb out of the verb , filling the gaps , matching , extract grammar rules , vocabulary exploitation ...etc.

The teacher and pupils 'role were observed that the use of dictionary for explanation, pronunciation in addition to the error correction as a part of learning process. Moreover , the observed pupils tend to organize different format of setting according to the task required under the supervision and monitoring of the teacher .

In the organization of the group format , it noted down that the majority of learners interacted through their mother tongue , whilst few of them communicated in the target language "being English ".Whereas the teacher encouraged them to use the English language as medium of learning and instruction because the Arabic is forbidden as using technology "mobile " in the classroom .

The observation of teacher's role in the three phases of the lesson with different tasks are presented and strategies are used for activation , she stressed on the use of English .Besides on the different levels of students , she tends to use body language or get help from other pupils to maintain the task who are always dynamic to the activities that explicitly explained .

To conclude that, from the analysis of observed classroom elements findings , it can be inferred that the teacher was interested in the application of brainstorming as technique to activate her learners prior knowledge. It can be deduced that , the findings was anticipated the proposed research hypothesis and that brainstorming as technique to activate prior knowledge in order to enhance EFL learners reading comprehension .

## 3.2 Teachers' Interview

### 3.2.1 Description of the teacher's interview

This interview was addressed to English teachers in Bachir Biskri High School. They were interviewed face to face technique in the form of structured interview. One of the teachers teaches language stream classes while the two others teach literary stream classes. The reason behind conducting this interview is to collect data concerning the application of brainstorming as technique to activate students prior knowledge in order to enhance their reading comprehension skills. In addition, it was conducted at Bachir Biskri High School to make the interview more comfortable, realistic and share thoughts about if there are any problems, difficulties and determine the importance of prior knowledge activation through the application of brainstorming in order to foster reading comprehension from the both sides teachers and students. Also we use the interview to gain more information which could not be gained through classroom observation.

#### Question 01: General information

##### Teacher's experience:

Teacher 01: 04 years.

Teacher 02: 05 years.

Teacher 03: 11 years.

The question tends to illustrate general information of the teachers academic background. As far as the academic degree(s) obtained by the teachers of Bachir Biskri High School, the three are hold Bachelor's with Magister degree(s), only the second teacher was graduated from a higher school for teachers. As it was reported in the interview, the three teachers have been teaching English for four, five and eleven years. However, the teaching experience of our interviewees, it is sufficient to provides us with valuable responses.

#### Question 02: Describe your typical teaching technique?

T 01 claimed that :” *I sometimes tend to use flipped classroom according to the topic discussion which I asked them to prepare the topic or make further researcher to make it clear for theme and can answer the question at ease*” .( Teacher's emphasis)

**T 02** pointed out :“ *I emphasize on visual teaching techniques it means that I focus on the white board since I believe that any foreign language should to be taught in written form*” .

**T 03** stated that:” *I use flipped classroom with all classes like brainstorming or group discussion .*”

According to the interviewees ‘answers, we deduce that all of them are using the same teaching techniques with different styles to exchange the information at ease which depends on the task requirements and the purpose according to the need of their learners . According to the teachers (1) and (3) who are focusing on the flipped classroom as preparing the topic or making further research in addition to brainstorming or group discussion . Whereas the second one focuses on the whiteboard in the classroom with different learning styles to feet their need.

**Question 03: What kind of learning styles do you have in your classroom?**

**T 01** stated that:

*“There is difference between the learners even in their learning styles, most of them like to learn through visual aids “*

According to **T 02**, *most of my students like learning through visual style likes brain map, cly games where as others focus on auditory style .*

**T 03** pointed out that:

*“It differs from class to another. There are visual learners, auditory. Few of them prefer to read and to write”.*

From their experience and teaching career, we deduce that in the same class ,there are different learning styles .As the first two teachers claim that most of their learners prefer on visual aids like writing on the board, pictures , drawing maps or auditory ones like recordings , videos ...etc. For the third teacher is mentioned another style which prefer to read and to write.

**Question04: How do you conceive ‘reading comprehension’?**

For instance **T 01** expressed her opinion as the following:

*“As I know , reading comprehension refers to the interpretation of what am I read” .*

According to **T 02**: *“for me , reading comprehension means interpreting a reading passage in a form of answering a set of questions which leads to producing paragraphs “.*

For **T 03**: *“reading comprehension is a starting point , it can help more students to get information , understand grammar and also prepare them for written production tasks.”*

This question aims to determine their point of view about reading comprehension .According to the interviewees responses reading comprehension is the interpretation of the reading passage .Also the second one confirms the speech of the first teacher with determining in a form of answering set of questions .Whereas the third one mention the importance of the reading comprehension to the students who claims that it can help students of getting information , understanding grammar and also preparing theme for written production .

**Question05: What does it mean brainstorming to you as an English teacher?**

**T 01**: *“According to my previous knowledge .It was discovered by Osborne which means that storm of ideas .”*

**T 02**: *“It means that jotting down ideas and all what we have in our mind to help us organize those ideas in a form of writing.”*

**T 03**: *“brainstorming is a process in which you introduce any lesson specially in reading and writing .students can take a good ideas that can help me as a teacher and for others as classmates (learning new things).”*

This question aims to determine their point of view about brainstorming. As the first teacher who already knows who is its discover and defines it as storm of ideas which takes the form giving multiple suggested ideas within the context of finding solution of the problem Whereas teacher (1) and (2)determine the brainstorming as a process occurs in the mind which can help them as teachers and even for their learners to come up with new ideas in form of writing .

**Question 06: Do you use the brainstorming strategy in teaching Reading comprehension activities?**

**T 01** asserted that:

*“Yes, I do it always specially at the beginning of each unit or before the reading tasks .”*

**The T02 and T 03** pointed the same idea as the following:

**T 02:** *Yes, I do it all the time “.*

**T03:** *“Yes, I do it according to the required reading tasks.”*

According to the interviewees' answers , we deduce that all of those teachers use this technique because it is quite significant in terms of increasing teachers and even learners' knowledge .Teacher (03) claims that she does it according to the required reading task. It means that if the text is unknown before hand to them, she sets them on the context to build the necessary knowledge to understand the reading passage and its reading comprehension activities or asks them to make it as further research .

**Question 07: Do you include it in your lesson plans before as a teaching technique ?**

The following teachers stated examples as the following:

**T 01** stated that :

*“ I use it with child labour through pictures a kind of introductory discussion to activate their general mood of knowledge needed.”*

**T 02** stated that :

*“I use brainstorming with reading passage which talks about counterfeiting. This provides insight for my learners through giving real life examples.”*

**T 03** stated that :

*“ Recently I used it with the reading task about child labour and it was really effective through presenting the topic in recording video .”*

In doing so, teachers definitely agree about the importance of this technique to enhance their pupils reading comprehension through exploiting different strategies to activate their prior knowledge in which they are similar to some extent to presenting pictures (teacher 1) , asking questions , giving real life examples as (teacher 2) ,pre –reading tasks and even through audio visual aids (teacher 3) .

**Question 08 : Describe a challenging situation you faced as a teacher of English during the use of this technique ?**

**T 01** believed that:

*“The problem is the number of students and the time of each session“.*

**T02** advocated that:

*“Most ones are related to the text that students do not have any prior knowledge about it.”*

**T 03** stated that:

*“It is hard to use it with students who do not have any idea about the required knowledge specially scientific topics with literary stream.”*

To be clear, this question is asked to determine the obstacles faced by the teacher which can prevent her in the use of this technique .We sum up responses as the following: good time management and positive classroom atmosphere are among the important factors that should be taken into consideration in the application of brainstorming .Also the poor knowledge will hinder their ability to access freely the needed information to such needed tasks.

**Qu09: Name other strategies to motivate students in reading comprehension activities during the learning process?**

**T 01** pointed out for instance:

*“So , there are numerous strategies to motivate students in reading comprehension activities during the learning process as clues to guess the meaning , pictures , competition among the students” .*

**T 02** stated that :

*“As example based on the exemplification , explanation from real life situation” .*

**T 03** added that :

*“ Students can motivate if we use videos or songs or if we are talking about something that are really interested in it “.*

Teachers definitely agree about employing certain strategies to motivate their pupils prior knowledge ;they are to some extent using similar strategies as clues, giving examples , the use of brainstorming , pre-reading tasks , audio visual aids ,

illustration like pictures .the variance of strategies proved that the awareness of teachers about the importance of activating pupils' prior existing knowledge and gave the learners opportunity to comprehend the reading passage easily .

**Qu10: How do you determine if your students are engaged in reading comprehension activities through new topics?**

**T 01 stated that:**

*“For them is not easy to make your students well engaged. According to their English level , I should prepare theme in advance to make them more engaged as well as active to classroom discussion” .*

According to **T 02:**

*“In order to avoid this difficulties I give them a help or I asked them to prepare before.”*

**T 03**claimed that:

*“With practices before about the use of brainstorming in reading comprehension , students can require some knowledge about this technique and how to deal with it “.*

The data collection regarding this question indicates that the level of students and the amount of their background information are important element to make the students more engaged and even active to different classroom discussion as the first teacher mentioned. In addition the other two teachers agree with her and claimed that we should prepare our students in advance for achieving better results.

**Qu11:How do you describe the application of this technique to your lesson plan and among your students ?**

**T 01** explained that:

*“Its application is not easy for us because of the time; I should complete my teaching tasks in a given time, and for my pupils because of their levels “ .*

**T 02** added that:

*“The application of brainstorming is not rely easy in reading comprehension, the teacher faced some difficulties to apply it while students are also not easily matched with the lesson “.*

**T03** mentioned that:

*“ it is not something easy especially with our students and even in the preparation of the lesson but through the time we can make it less difficult to us as teachers and to our students because of its great effects specially in reading new topics.”*

According to the interviewees responses, It is a challenging task to apply this technique; however, because of its importance, they cannot neglect or replace it by another strategy .

### **3.2.2 Interpretation and analysis of the interview results**

Based on the interviewees answers, the data provided by the teachers are the most important answers which help us in interpreting and analyzing the results of structured interview .The three teachers hold different degrees with teaching experience.

The obtained data reveals that the majority of interviewed teachers display a great and important interest toward brainstorming as a technique for prior knowledge activation. Moreover, most of them employ this technique in their lessons' plans with different topics .They underline the significance of implementing it as a way of delivering study materials for improving their reading comprehension .They highlight on the idea of the advanced preparation to the following reading tasks.

Its application is not easy task for them as teachers because of session's time or students' language level besides the learners being motivated or not in addition to their existing prior knowledge .More practically, the interviewees' responses define reading comprehension and brainstorming according to their point of view .

The findings obtained from the analysis of this data gathering tool display positive perceptions and attitudes toward the great effects of brainstorming on the improvement of EFL learner's reading comprehension. They addressed its importance as being useful and helpful for the students English studies to make this study as a “*scaffolding*” to them .They consider that its practice promotes their language level which improves their reading comprehension if the right prior knowledge is activated.

## **Conclusion**

Basically, the present chapter is an attempt to discuss the field work 's part of this research study . According to the results obtained from the analysis of the data collection, we relied on two different data collection instruments which were



classroom observation and teacher's interview . Ultimately, classroom observation was carried out for the sake of determining how this technique is used as activation to the learners prior knowledge, and spotting the light on the application of this technique to enhance their reading comprehension .The results of these technique were analyzed and interpreted in a descriptive way. It had been affirmed that brainstorming is an effective strategy in activation reader's prior knowledge thus improving their reading comprehension activities. Moreover, the teacher's interview was done at the end of the session at Bachir Biskri Secondary School to obtain real information and to gain the real insights into the implementation of brainstorming as a prior knowledge activation strategy to enhance EFL learners reading comprehension. This tool was carried out for the sake of determining how the activation of prior knowledge is used through brainstorming through their views perceptions and attitudes towards this technique. Therefore, all the results are obtained from this investigation revealed and affirmed that brainstorming as a technique activates prior knowledge and contributes in enhancing EFL learners' reading comprehension .

### **General Recommendation**

Based on the findings stemming from classroom observation and teacher's interview ,we attempt to propose several pedagogical recommendations that might be helpful in implementing brainstorming as a prior knowledge activation technique to enhance EFL learners reading comprehension .We suggest a number of recommendations that can be drawn as the following :

#### **Recommendation for teachers**

- Targeting to teachers as the pillar of developing students performance and rising their awareness about the importance of using this strategy in teaching and learning different aspects of language.
- Teachers teaching style should correspond to this technique to attract the learners attention and make them active in the different teaching tasks.
- Teachers should evaluate their learners need to help them through the application of this technique
- Teachers should be encouraged to teach their students through this technique to enhance teaching and learning process.
- Since brainstorming is new to the learners, teachers must devote time for explaining in advance the importance of this technique for better reading comprehension results.
- Teachers are advised to do their best in the application of this activation technique and even training to upgrade their teaching strategies.

#### **Recommendation for students**

- Students should be encouraged to apply this technique in such learning activities.
- Students should rely on this technique as a tool or source that can be supportive in developing their reading comprehension.
- Students should maximize the use of brainstorming not only to increase reading comprehension and also to develop their learning progress.

#### **Recommendation for textbook designers**

- ✓ Taking into attention this study from textbook designers to suggest it and apply this teaching and even as a learning strategy while curriculum preparation with particular interest which is enhancing EFL learners reading comprehension.

- ✓ Textbook designers are asked to plan seminars or training sessions about brainstorming as an activation of prior knowledge to increase EFL learners reading comprehension.
- ✓ Textbook designers should consider this study to be applicable within the other courses of English teaching and learning.

## General conclusion

Apparently, the rationale of conducting this study is to enhance and develop EFL learners reading comprehension through brainstorming as a teaching technique for prior knowledge activation. Thus the main aim was to explore the effectiveness of applying this technique in the teaching and learning process. The present research investigation consists of three chapters, the first two chapters are concerned with theoretical part and literature review of the research study, whereas the least chapter is devoted to the practical part of the study.

Within the spectrum of this study, the major concern of the first chapter is to provide a comprehensible output about reading and reading comprehension. This chapter was designed to make distinction among main clues which relate to reading. Through this chapter was aimed to help teachers and even learners to improve reading and reading comprehension and provide them with levels, models and the main strategies that can help foster their reading comprehension. The second chapter is devoted for the prior knowledge activation through brainstorming. It sheds the light on the overview of prior knowledge activation with different strategies. It focuses on types techniques, and steps to brainstorm effectively.

As far as the third chapter, it is devoted for the field work in which we discuss, analyze and draw conclusion about the data obtained from the following data collection tools; namely, classroom observation checklist, teacher's interview. A descriptive study was conducted to validate and confirm the raised hypothesis.

First, the classroom observation was held in Bashir Biskri Secondary School in Sidi Okba, Biskra. It was conducted with the third year classes with the same teacher. It was carried out in four sessions. Those sessions were devoted to observe the teacher's application of prior knowledge activation through brainstorming, and to explore the learner's reaction to this type of teaching.

Eventually, the teacher's interview was held on the same school. It was carried out at the end of the session to determine the teacher's insight, attitude, perception and their evaluation about its application.

In summation, through the description, analysis and discussion of the data obtained, the findings confirmed the validity of the study's questions and hypothesis which assumes that if the teacher activates prior knowledge through brainstorming, it will enhance EFL learners' reading comprehension.

### **Limitation of study**

During the conduction of the current study which focuses on the contribution of brainstorming as teaching technique as an activation of prior knowledge in order to enhance EFL learners reading comprehension, the researcher has encountered a number of constraints and limitations which have affected the ongoing of this study. The major limitation is the time of the session (45 mn) is not enough to complete the lesson on the classroom observation in addition to the lack of time to complete easily the current study. Also another limitation is number of the students of language stream class which does not exceed 26 students because of the corona virus and the preventive measures which opted to divide the class into two groups in addition to the absence of the second group. Also, the validity of the responses used in this study was limited to the honesty of the teachers and the students.

## References

- 501 Reading Comprehension Questions. (2014). Learning Express (NY).
- Abu-Rabia, S. (1998). Social and cognitive factors influencing the reading comprehension of Arab students learning Hebrew as a second language in Israel. *Journal of Research in Reading*, 21(3), 201–212. <https://doi.org/10.1111/1467-9817.00057>.
- Al-Darayseh, A. M. A. (2014). The Impact of Using Explicit/Implicit Vocabulary Teaching Strategies on Improving Students' Vocabulary and Reading Comprehension. *Theory and Practice in Language Studies*, 4(6). <https://doi.org/10.4304/tpls.4.6.1109-1118>
- A. Diugwu, I. (2011). Building Competitive Advantage of Small and Medium Sized Enterprises through Knowledge Acquisition and Sharing. *KCA Journal of Business Management*, 3(3), 102–120. <https://doi.org/10.4314/kjbm.v3i3.72098>
- Alhaisoni, E. (2017). Prior Knowledge in EFL Reading Comprehension: Native and Nonnative EFL Teachers' Perceptions, Classroom Strategies and Difficulties Encountered. *International Journal on Studies in English Language and Literature*, 5(1). <https://doi.org/10.20431/2347-3134.0501004>
- Alshehri, M. (2014, December). *Improving reading comprehension for Saudi Students by using the Reading Aloud Strategy*. State University of New York at Fredonia Fredonia, New York. <http://hdl.handle.net/20.500.12648/266>
- Austin, L.B. and Shore, B.M. (1995). Using concept mapping for assessment in physics. *Physics Education* 30 (1): 41-45.

Bakken, R., & Dobbs, J. (2016). The relevance of four types of knowledge for leader preparation in radically different settings: Reflections on data from a case study in Qatar and teaching at a United States military academy. *Journal of Interdisciplinary Leadership*, 2(2), 17–23.

Boothe, K., & Stringer, M. D. (1999, September 16). *What is a bottom-up reading model?* [Http://Www.171english.Cn](http://www.171english.cn).

<http://www.171english.cn/html/literacyterms/WhatIsABottomUpReadingModel.htm>.

Brassel, D and Timohty, R. (2008). *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach: Shell Education.

Bozena Kwiatkowska-White. (2012, August). *UNDERSTANDING READING COMPREHENSION PERFORMANCE IN HIGH SCHOOL STUDENTS* (dissertation submitted to the Faculty of Education in conformity with the requirements for the degree of Doctor of Philosophy).  
[https://qspace.library.queensu.ca/bitstream/handle/1974/7395/Kwiatkowska-White\\_Bozena\\_201208\\_Ph.D..pdf?sequence=1](https://qspace.library.queensu.ca/bitstream/handle/1974/7395/Kwiatkowska-White_Bozena_201208_Ph.D..pdf?sequence=1)

Campbell, L. M., & Campbell, B. (2008). *Mindful Learning: 101 Proven Strategies for Student and Teacher Success* (2nd ed.). Corwin.

CHAPTER II REVIEW OF RELATED LITERATURE - Repository Unja

<https://repository.unja.ac.id/6825/6/BAB%20II.pdf>

Davoudi, M., & Moghadam, H. R. H. (2015). Critical Review of the Models of Reading Comprehension with a Focus on Situation Models. *International Journal of Linguistics*, 7(5), 172. <https://doi.org/10.5296/ijl.v7i5.8357>

- Elly, P. (2010). Comprehension Question and the Whole issue of Checking Understanding. Turkish: *Longman Asia ELT*.
- Fraze, V. U. A. D. (2012). *By Vicki Urquhart and Dana Fraze - Teaching Reading in the Content Areas: If Not Me, Then Who?, 3rd (3rd Edition) (2012-07-16) [Paperback]*. Association for Supervision & Curri.
- Goodman, K.S. (1976). Reading: *A Psycholinguistic Guessing Game*. Retrieved March 4, 2012, from [https://uascentral.uas.alaska.edu/onlinelib / Fall-2007/ED674-JD1/Goodman\\_article.pdf](https://uascentral.uas.alaska.edu/onlinelib/Fall-2007/ED674-JD1/Goodman_article.pdf).
- Fan, Y. C. (2010). The Effect of Comprehension Strategy Instruction on EFL Learners' Reading Comprehension. *Asian Social Science*, 6(8).  
<https://doi.org/10.5539/ass.v6n8p19>
- Feinberg, M., & Nemeth, C. (2008). The “Rules” of Brainstorming: An Impediment to Creativity? *Institute for Research on Labor and Employment*, 167–08.  
<http://repositories.cdlib.org/iir/iirwps/iirwps>
- Ghabanchi, Z., & Behrooznia, S. (2014). The Impact of Brainstorming on Reading Comprehension and Critical Thinking Ability of EFL Learners. *Procedia - Social and Behavioral Sciences*, 98, 513–521.
- Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, 6(4), 126–135.  
<https://doi.org/10.1080/19388076709556976>
- Hailikari, T. (2014). Assessing university students' prior knowledge. *Research Gate*.  
Published. <https://www.researchgate.net/publication/47931378>



- Hailikari, T., Katajavuori, N., & Lindblom-Ylänne, S. (2008). The Relevance of Prior Knowledge in Learning and Instructional Design. *American Journal of Pharmaceutical Education*, 72(5), 113. <https://doi.org/10.5688/aj7205113>
- Harmer, J. (1998). *How to teach English*. Pearson Education Limited. (07 ed.).  
longman.
- Hattan, C., Singer, L. M., Loughlin, S., & Alexander, P. A. (2015). Prior Knowledge Activation in Design and in Practice. *Literacy Research: Theory, Method, and Practice*, 64(1), 478–497. <https://doi.org/10.1177/2381336915617603>
- Isaksen, Scott G. (1998). A Review of Brainstroming Research: Six Critical Issues for Inquiry. New York (Monograph) retrieved 25 Oct. 2011 from <http://cpsb.com/resources/downloads/public/302-Brainstorm.pdf>
- Jasimuddin, S. M., & Zhang, Z. (2009). The symbiosis mechanism for effective knowledge transfer. *Journal of the Operational Research Society*, 60(5), 706–716. <https://doi.org/10.1057/palgrave.jors.2602613>
- Jong, T., & Ferguson-Hessler, M. G. (1996). Types and qualities of knowledge. *Educational Psychologist*, 31(2), 105–113. [https://doi.org/10.1207/s15326985ep3102\\_2](https://doi.org/10.1207/s15326985ep3102_2)
- Khataee, E. (2019). The Effect of THIEVES Strategy on EFL Learners' Reading Comprehension. *International Journal of Instruction*, 12(2), 667–682.
- Kirby, J. R. (2007). Reading Comprehension: Its Nature and Development. *CANADIAN LANGUAGE & LITERACY RESEARCH NETWORK*, 1–18. <http://www.literacyencyclopedia.ca>
- Kumbhar, K. N. (2018). Brainstorming technique: Innovative Quality Management Tool for Library. *Research Gate*. Published. <https://www.researchgate.net/publication/325594636>

L. Roit EdD, M. (2018). EFFECTIVE TEACHING STRATEGIES FOR IMPROVING READING COMPREHENSION IN K-3 STUDENTS. *Open Court Reading*, 4–15.

Levels of Reading Comprehension (Adapted from Vacca and Vacca, 1986. Content Area Reading, 2nd Ed. Little, Brown and Co).

LELI SARI. (2017). *Improving Reading Comprehension Through Directed Reading Thinking Activity (DRTA) Strategy for The Eight Grade Students of SMP Negeri 17 Medan*. Faculty of Tarbiyah and Teachers' Training. <http://repository.uinsu.ac.id>

LEVELS OF COMPREHENSION AND QUESTION TYPES. (2015). *Centre for Canadian Language Benchmarks*. Published.

Lewis, A., & Thompson, A. (2010). Activating Strategies, Distilled. *Laurel School District & Cape Henlopen School District*. Published. <https://www.wssd.k12.pa.us>

Micky min. (2021, June 11). *UNIT 4 KNOWLEDGE: DEFINITION, TYPES, NATURE, PROPERTIES AND SCOPE* [Video]. YouTube. <https://www.youtube.com>

Miñoza<sup>1</sup>, M. V., & Montero, M. A. (2019). READING COMPREHENSION LEVEL AMONG INTERMEDIATE LEARNERS. *Sci.Int.(Lahore)*, 31(3), 561–568. <https://www.researchgate.net/publication/334535374>

Nickols, F. W. (2000). The knowledge in knowledge management. In Cortada, J.W. & Woods, J.A. (Eds) *The knowledge management yearbook 2000-2001* (pp. 12-21). Boston, MA: Butterworth-Heinemann.

Novak, J.D. & Wandersee, J.D., (Eds.), (1990). Perspectives on concept mapping. *Journal of Research in Science Teaching*, 20 (10); Special Issue.

- Owo, W. J., Idode, V. O., & Ikwut, E. F. (2016). Validity of Brainstorming Strategy on Students' Prior Knowledge and Academic Performance in Chemistry in Selected Secondary Schools in South-South Nigeria. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*, 24(01), 113–130. <http://asrjetsjournal.org/>
- Perfetti, C., & Stafura, J. (2013). Word Knowledge in a Theory of Reading Comprehension. *Scientific Studies of Reading*, 18(1), 22–37. <https://doi.org/10.1080/10888438.2013.827687>
- Prathomwat, S. (2019). Bottom-up vs Top-down Model: The Perception of Reading Strategies among Thai University Students. *Journal of Language Teaching and Research*, 10(3), 454–460. <https://doi.org/10.17507/jltr.1003.07>
- PUTMAN, V. L., & PAULUS, P. B. (2009). Brainstorming, Brainstorming Rules and Decision Making. *The Journal of Creative Behavior*, 43(1), 29–40. <https://doi.org/10.1002/j.2162-6057.2009.tb01304.x>
- READING COMPREHENSION AND READING STRATEGIES (No. 53). (2005, December). <http://www2.uwstout.edu>
- Sanford, K .L., "Factors that Affect the Reading Comprehension of Secondary Students with Disabilities" (2015). Doctoral Dissertations. 125. <http://repository.usfca.edu/diss/125>
- Seloua Yakhelef. (2016, June). *The Role of Prior Knowledge Activation (Schema) in Enhancing EFL Learners' Reading Comprehension*. Mohamed Kheider of Biskra University. <http://archives.univ-biskra.dz>
- Shafer, R. E. (1981). Prior Knowledge and Prediction in Reading. *Reading Horizons: A Journal of Literacy and Language Arts*, 21(3).
- Sharafi-N,M., Raftari, S., Ismail, S., & Eng, L. S. (2016a). Prior Knowledge Activation through Brainstorming to Enhance Malaysian EFL Learners'

- Reading Comprehension. *International Journal of Linguistics*, 8(2), 187.  
<https://doi.org/10.5296/ijl.v8i2.9397>
- Shi, Y., Wang, J., Wang, J., & Qu, Y. (2016). A Prior Knowledge-Based Method to Derivate High-Resolution Leaf Area Index Maps with Limited Field Measurements. *Remote Sensing*, 9(1), 13. <https://doi.org/10.3390/rs9010013>
- Suraprajit, P. (2019). Bottom-up vs Top-down Model: The Perception of Reading Strategies among Thai University Students. *Journal of Language Teaching and Research*, 10(3), 454. <https://doi.org/10.17507/jltr.1003.07>
- Syamsiah, N., Rafli, Z., & Ridwan, S. (2018). Self – Questioning Strategy on Reading Comprehension Process. *Advances in Social Science, Education and Humanities Research*, 267, 133–139.
- Toprak, E. L., & Almacioğlu, G. (2009a). Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners. *Journal of Language and Linguistic Studies*, 05(01).
- Toprak, E. L., & Almacioğlu, G. (2009b). Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners. *Journal of Language and Linguistic Studies*, 5(1), 21–38.
- Wayne, H. “Three Phases of Effective Brainstorming”.  
<https://www.memphisdailynews.com/news/2016/feb/17/three-phasesof-effective-brainstorming/>
- Tul, M. A. ’. R. I. F. A. (2007). Reading Comprehension: Definitions, Research, and Considerations. In M. A. ’. R. I. F. A. tul (Ed.), *Reading Comprehension* (pp. 1–14). <https://independent.academia.edu/>

UNC-ChapelHillWritingCenter

(<http://writingcenter.unc.edu/handouts/brainstorming/>); Purdue University Online Writing Lab (<https://owl.english.purdue.edu/owl/>); The University of Nevada's Writing Center (<http://writingcenter.unlv.edu/writing/1>); *The Allyn & Bacon Guide to Writing*, 5th ed. (Ramage, Bean, and Johnson)

Wang, Z. (2019). Decoding and Reading Comprehension: A Test of the Decoding Threshold Hypothesis. *Journal of Educational Psychology*. Published. <https://doi.org/10.1037/edu0000302>

“What is brainstorming and how is it helpful?”. ImindQ Help Page <https://www.imindq.com/uses/brainstorming>

William, C., & Thomas J, L. M. (n.d.). *Increasing Comprehension by Activating Prior Knowledge*. ERIC Digests. <https://www.eric.ed.gov>.

Wilson, L. (2015, January 21). *The Inextricable Connection between Knowledge and Experience*. Scholar Blogs. <https://scholarblogs.emory.edu>

Yuksel, I. (2012). Activating students' Prior Knowledge: The Core Strategies. *World Applied Sciences Journal*, 20(8), 1197–1201. <https://doi.org/10.5829/idosi.wasj.2012.20.08.473>

Zhaowen, S. (2016). Influence of Cognitive Factors on the Process of Readers' Reading Comprehension. *Cross-Cultural Communication*, 12(11), 21–26. <https://doi.org/10.3968/8971>

# **Appendices**

## Appendix one : Classroom observation

Teacher :.....

Observer :.....

Class Observed :.....

Number of Pupils .....

Date :.....

Time :.....

School:.....

Topic :.....



**Rating Scales :      A : Observed      B : Fairly Observed      C:Not Observed**


<b>Classroom elements</b>			
<b>Section one: General classroom atmosphere</b>	A	B	C
1- The physical setting is suitable for learners to achieve the learning tasks.			
2- Comfortable and safe learning atmosphere .			
3- Classroom atmosphere is positive.			
<b>Section two : The teaching material</b>			
1- Sufficient teaching materials are used .			
2- The main characteristics of the materials used.			
<b>Section three : Teacher's role</b>			
1- The teacher is well prepared for the class..			
2- The teacher has good classroom presence.			
3- The teacher uses error correction and feedback.			
4- The teacher encourages and prepares learners to make further research on the topic as a prior knowledge activation.			
5- The teacher gives an equal opportunities to participate and to think.			
<b>Section four : Pupils' role</b>			





## Appendix two: Teacher's example of brainstorming

1  2 

3 

Questions :

- 1- What do picture 1 and 2 represent? Where are they?
- 2- What about the third one?
- 3- Compare between the first two pictures and the 3<sup>rd</sup> one.

Expected answers :


**Appendix three : Another teacher's example of brainstorming**

UNIT 6 : ETHICS IN BUSINESS

**BEFORE READING**

1/ Look at the following picture, which phone is original, and which one is copied

Synonyms:



Synonyms:

## Appendix four : Reading and reading comprehension activities

### Part One: Reading

#### A. Comprehension

Read the text carefully then do the following activities:

#### Imitating Property is Theft

A counterfeit is something that is forged, copied with the purpose of **defrauding** or **deceiving**. To most people, counterfeiting is only related to money. Yet, we can find imitations in medicines, mobile phones, food and drink. These products are imitated to such perfection that it is difficult to make a difference between genuine and fake **ones**.

Counterfeiting has many consequences. A study conducted in 2000 by the Centre for Economics and Business research indicated that EU lost a lot of jobs as a result of the counterfeiting of clothing, cosmetics, toys, sports equipment and medicines. Since counterfeiters don't pay taxes, EU government lost lot of revenues. The loss in profitability is so big that many companies launch advertisement campaigns against counterfeiting to save **their** future.

Since brands are too expensive, consumers are obliged to buy counterfeits to satisfy their needs. These consumers know well that they must not buy imitated products since they are characterized by their lower quality and lack of safety standards. And yet consumers, especially **those** with low incomes, feel that they have to purchase them, for, as the old proverb indicates "necessity knows no law". Thus, companies had better reduce the prices of their brands to solve the problem of counterfeiting.

Adapted from the book

1. Say whether the following statements are true or false.

- a) A counterfeit is something genuine.....**F**.....
- b) Counterfeiting didn't touch the field of medicine.....**F**.....
- c) Counterfeiting affects the country's economy.....**T**.....
- d) Counterfeits are of a low quality.....**T**.....

2. Identify the paragraph in which the following ideas are mentioned.

- a- Counterfeiting has become a worldwide practice.....
- b- Consumers with a low salary buy imitations...**§ 3**.....
- c- Lowering the price of goods is better than advertising against counterfeiting...**§ 3**.....
- d- Counterfeiting caused a large loss of revenue to the European Union...**§ 2**.....

3. Answer the following questions according to the text.

a) Why is it difficult to distinguish between imitations and genuine products?  
 ....because.....

b) Did counterfeiting touch the field of medicine?  
 ....Yes...it...did.....

c) What are the three major consequences of counterfeiting in the European Union?  
 .....

4. Find who or what the underlined words refer to in the text.

a) ones (§1) ..... b) their (§2) ..... c) those (§3).....

B. Text Exploration

1. Find in the text words or phrases that are closest in meaning to the following.

a) Fake = ..... (§1) b) ~~imitate~~ = ..... (§3) c) ~~profitable~~ = ..... (§3)

2. Ask questions which the underlined words answer.

a- Counterfeiting has become a global phenomenon  
 what ~~it~~ has become a global phenomenon?

b- The EU has lost 17.120 jobs as a result of counterfeiting.  
 how much The EU has lost as a result of counterfeiting?

c- Consumers are obliged to buy counterfeits to satisfy their needs.  
 why are consumers obliged to buy counterfeits?

d- Genuine brands are too expensive.  
 .....

3. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	To corrupt	corruption	corrupt
	to counterfeit	counterfeiter counterfeiting	counterfeit
	To imitate	imitating imitation	imitated
	to profit	profitability	profitable

4. Fill in each gap with the appropriate word from the list given.

illnesses -endanger- accidents- fake- boycotted-original

In the markets and shops, the consumers get access to 5 ~~fake~~ original products.  
 The former are expensive and the latter are 3..... Unfortunately, such goods can 4..... the  
 health of people. They cause 5..... and 6..... Therefore, it's high time people  
7..... products.

## Appendix Five : After Reading

Homework Assignment  
After you read

Rubric : Writing development

Topic : The latest study shows that about 150 million children between 4-14 years old are engaged in child labour under hazardous conditions.

Write a composition in which you talk about the reason, consequences and solutions to child labour.

### Essay outline

Introduction

Paragraph 01 : What is child labour ?

.....  
.....

Body

Paragraph 02 : Causes of child labour

Topic sentence: .....

Supporting sentences : .....

.....

Concluding sentence : .....

Paragraph 03 : Consequences of child labour

Topic sentence: .....

Supporting sentences : .....

.....

Concluding sentence : .....

Conclusion

Paragraph 04: Suggested solutions to stop child labour

To conclude, to sum up .....

.....

**Appendix six : Teacher's interview**

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohamed Khider University of Biskra**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**  
**Division of English**

**An Interview for Teachers at Bachir Biskri Secondary School**

*This interview is conducted to investigate teacher's affective use of brainstorming as teaching to activate students prior knowledge in different reading comprehension tasks to enhance EFL learner's reading comprehension tasks.*

**Thank you for your time , effort and collaboration**

**Researcher's Name**

Hazil Zohra

**Supervised by**

Dr. BENIDIR Samira

**2020-2021**

Date :.....  
Name of the school:.....  
Name of the teacher :.....  
Class N:.....

**Qu01: General information.**

A: teacher's gender.....

B: teacher's experience:.....years

**Qu 01: Describe your typical teaching technique?**

.....  
.....  
.....  
.....

**Qu03: What kind of learning styles do you have in your classroom?**

.....  
.....  
.....  
.....

**Qu04 : How do you conceive 'reading comprehension' ?**

.....  
.....  
.....  
.....

**Qu05: what does it mean brainstorming to you as an English teacher ?**

.....  
.....  
.....  
.....

**Qu06: Do You use the brainstorming strategy in teaching Reading comprehension activities?**

.....  
.....  
.....  
.....

**Qu 07: Do you include it in your lesson plans before as a teaching technique?**

.....  
.....  
.....  
.....

**Qu08 : Describe a challenging situation you faced as a teacher of English during the application of this technique ?**

.....  
.....



.....  
.....

**Qu09: Name other strategies to motivate students in reading comprehension activities during the learning process?**

.....  
.....  
.....  
.....

**Qu10: How do you determine if your students are engaged in reading comprehension activities through reading new topics ?**

.....  
.....  
.....  
.....

**Qu11:How do you describe the application of this technique to your lesson plan and among your students ?**

.....  
.....  
.....  
.....

## ملخص

تهدف هذه الدراسة إلى الكشف عن أهمية تنشيط المعارف المكتسبة مسبقا من خلال العصف الذهني لتعزيز قدرة تلاميذ الذين يدرسون اللغة الانجليزية كلغة أجنبية في فهم النص مع كل الأنشطة المدرجة للقراءة . لبلوغ هذا الهدف أخذنا طلبة السنة الثالثة ثانوي بثانوية بشير بسكري خاصة شعبة اللغات كعينة لهذه الدراسة من بين كل طلبة شعبة الآداب . الحضور لمراقبة الحصة و استجواب 03 أساتذة كأدوات أساسية لهذا البحث العلمي ، ونتائج جاءت في صالح الفرضية لنتبث أهمية العصف الذهني كإستراتيجية فعالة لتنشيط المعارف المكتسبة مسبقا من أجل تقوية قدرة تلاميذ في فهم النص مع مختلف الأنشطة المدرجة للقراءة.

الكلمات الأساسية : القراءة ، تنشيط ، المعارف ، المكتسبة ، العصف الذهني، فهم المدرجة للقراءة .