

***The Effect Of Using Balanced Literacy Approach in English Teaching on
Developing Some Reading and Writing Skills for Prep School Pupils***

By

Eman Abd Elmonsif Ali

Dr. Mukhtar Abdel Fattah Abdel Maksoud

**Professor of EFL Curriculum and Instruction . Faculty of
Education . Beni Suez University**

هدفت الدراسة الحالية إلى معرفة أثر استخدام المدخل المتوازن في تدريس في اللغة الإنجليزية على تنمية بعض مهارات القراءة والكتابة لدى تلاميذ المرحلة الإعدادية ، ولتحقيق هذه الغاية؛ قامت الباحثة باستخدام اختبار تشخيصي و قائمة تحتوي على مهارات القراءة وأخرى تحتوي على مهارات الكتابة ، بالإضافة إلى ما سبق، فقد استخدمت الباحثة الكتاب المدرسي ، وبعض النصوص الخارجية ، واختبار قبلي بعدي و تتلخص مشكلة الدراسة في ضعف أداء معظم تلاميذ المرحلة الإعدادية في مهارات بعض مهارات القراءة و الكتابة . تكونت عينة البحث من ٣٠ تلميذة من تلميذات الصف الأول بالمرحلة الإعدادية تم اختيارهم عشوائياً. أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى (٠.٠١) بين متوسطي درجات المجموعة التجريبية في الاختبار القبلي لمهارات القراءة والكتابة لصالح الاختبار البعدي. كما أظهرت النتائج أن المدخل المتوازن أثر بشكل إيجابي على أداء المجموعة التجريبية في الاختبار البعدي. وفي ضوء النتائج قدمت الباحثة بعض المقترحات التربوية لمزيد من الدراسات.

الكلمات الدالة:- المدخل المتوازن - القراءة - الكتابة - المرحلة الإعدادية .

According to Cadena (2006:14) Reading is the process that we use to gather information for some purpose . it is a way of interacting with

text constructing meaning based on previous information , knowledge and experiences .

According to Millrood (2001: 134) writing is a communicative skill to send, store and retrieve messages with the help of written symbols. Writing can be persuasive , expressive, informative , and poetic. By the type of writing , the writer concentrates either on one's own feelings and thoughts or on the subject matter of the written piece, on the reader .

Balanced Literacy Approach provides pupils the opportunities to contribute in several reading and writing activities to help them to communicate effectively by combining ideas from phonics and the whole language approach . Balanced literacy approach helps the teachers to work with the classroom environment and social interaction among the pupils. Because of these topics were not covered in the current study due to resources in the school and the lack of time . In addition , There are components of balanced literacy approach that must be covered the majority of classrooms especially with young learners who are not developing their writing and reading abilities . Huertas (2017:18-50)

Problem of the Study

The study problem is the pupils have poor reading and writing skills. The pupils in first grade at prep school have not sufficient opportunities to practice on reading and writing skills. This reveals weakness of pupils performance in reading and writing skills . So, the researcher tries to handle with this problem and develops the pupils' level in some of reading and writing skills by implementing of balanced literacy approach.

Questions of the study

This study tries to answer the following questions:

- 1- what is the effect of using balanced literacy approach on developing some of reading skills to first grade at prep school pupils ?
- 2- what is the effect of using balanced literacy approach on developing some of writing skills to first grade at prep school pupils ?
- 3- What is the effect of using balanced literacy approach on developing some of reading and writing skills to first grade at prep school pupils ?

Hypotheses of the study

To answer these questions , the following hypotheses were formulated:

- 1- There is statistically significant difference at level of (0.01) between scores of the experimental group in pre-post measurement of some of reading skills on each of the six skills for first year prep school pupils in favor of the post measurement.
- 2- There is statistically significant difference at level of (0.01) between scores of the experimental group in pre-post measurement of some of writing skills on each of the six sub skills for first year prep school pupils in favor of the post measurement.
- 3- There is statistically significant difference at level of (0.01) between scores of the experimental group in pre-post measurement of some of reading and writing skills for first year prep school pupils in favor of the post measurement.

Variables of the study

Independent variable: balanced literacy approach.

Dependent variables : some reading skills for first prep school pupils .
some writing skills for first prep school pupils .

Objectives of the study

According to the problem stated above , this study mainly aims to :

- 1- Identify the effect of balanced literacy approach on developing some of reading skills to first grade at prep school pupils.
- 2- Identify the effect of balanced literacy approach on developing some of writing skills to first grade at prep school pupils.

Significance of the study

This study may prove to be significant to the following people concerned with EFL teaching and learning:

- 1-English language teachers: it helps them to identify effective strategies of balanced literacy approach in enhancing reading and writing skills for pupils and providing them lists of writing and reading skills ; that are appropriate to prep school pupils.
- 2-English language learners: it helps them to develop their abilities in reading and writing in groups and independently. It also provides pupils opportunities to deal with many reading texts supplied from an external sources.
- 3-English language researchers : Pave the way to future studies about how to use balanced literacy approach to develop speaking and listening for students in different educational stages.

4-English language supervisors and the decision makers: it draws their attention to the importance of using balanced literacy approach for developing some of reading and writing skills.

Delimitations of the study

1-The sample of this study is (30 pupils) in first grade at prep school in Ayaat Administration , Giza Governorate were named(an experimental group).

2- The study was limited to teaching the English language textbook (New Hello) , units 7,8,9,10,11,and12 and related reviews from internet related to the textbook units .

3-The allocated time for teaching the target units in second term 2021 for 3 months .

4-The following reading skills

1.Scanning

2. Inferring word meaning

3.Summarize

4.Pronoun reference

5. Skimming

6.Background knowledge

5-The following writing skills

1. Cohesion

2. Coherence

3.Imagination

4.Creating

5.Criticism

6.

Comparing

6-Reading & Writing Course .

Review of Literature

Using Balanced Literacy Approach on Developing Reading Skills

Babb-Brown (2016) wrote a thesis about balanced literacy and reading its title "Examining Corrective Instruction with the Balanced Literacy Framework and Middle School Students' Academic Achievement in Reading" .This study examine the effect of using balanced literacy and its impact on seventh-and eighth grade students ' reading skills . Participants were seventh and eighth graders, a total of 300 students were receiving the components of the balanced literacy for reading instruction. To collect data the researcher used DEA Test one was administered by classroom teachers in August 2015 and Test three in February 2016.The researcher used the archived 2014-2015 NTC TELL NCTWC survey data. A summary of the results of this survey is available to the public on the NCTWC website. This study evaluated how balanced literacy effected on students' DE pre and post

reading scores. The results showed great effect on pupils' reading levels by using balanced literacy approach .

Kaczanowski (2008) wrote a thesis that discussed the effect of balanced literacy on reading that titled "Using Balanced Literacy to Improve Literacy Instruction". This thesis was implemented to meet individual needs of students through balanced literacy .The researcher's goal summarized in teaching students the strategies to be help them to be successful independent readers , enrich their reading ability levels , and motivate them to read outside classroom. The participants of this research have ten students of fifth grade class in suburban intermediate school . Many procedures were implemented to extract the effectiveness of components of balanced literacy on teaching reading as Developmental Reading Assessment , Student Survey ,Adios Falcon , Book It and Read Across American ,Skills Block and Guided Reading , Independent Reading Observation , Individual Conferences, Home Connection . According the data, students who received the balanced literacy instruction performed a lot better on the assignments than other students who did not. The researcher was surprised of what extend balanced literacy was effective for all students . The researcher mentioned that balanced literacy instruction was a major factor in helping students to understand the reading strategies, retain information, and learn the concepts ,while students who didn't receive balanced literacy failed two of three assignments.

In 2014 Luh Sri Dani wrote a thesis that titled "Improving Writing Skill Through Guided Writing of The Eighth Grade Students of SMPN 2 Selat in Academic Year 2013/2014". This study aimed to examine the effect of the implementation of guided writing in improving writing skill and to know the students' motivation and interest in following teaching learning process of writing through guided writing. The sample of this study collected from 27 students from eighth grade students of SMPN 2 Selat in academic year 2013/2014 . The tools of this study were Questionnaire , Data Collection , Data Analysis , Success Indicator , and Test . The finding of this study concluded that the implementation of guided writing could improve writing skill for eighth grade students of SMPN 2 Selat in academic year 2013/2014.The result of this study explained that in teaching writing by applying guided writing provided significant improvement to the students' writing skill. This study indicated that the

students were motivated in learning writing through guided writing and they became more creative and active in teaching writing skills.

Research Participants

(n=30) first-year-prep school pupils participated in the study. They were from Al Salam prep schools at Ayaat Educational Administrations at Giza Governorate.

Research Method

The quasi-experimental approach, pre – post treatment one group(an experimental group) was used. It took 3 months to complete the experiment.

Instruments and Materials of the Research

The researcher prepared a checklist of reading skills, a checklist of writing skills ,a questionnaire in addition to a diagnostic test. The researcher also prepared a pre-posttest, the reading-writing course and satisfaction questionnaire.

Pre - Post Test

Goals of Pre - Post Test

The objectives of the pre post test were determined based on the (6) needed and missing reading skills in addition to (6) needed writing sub skills for testing . The goals of the test were to:

1. Scan specific information.
2. Identify pronoun references.
3. Activate pupils' background knowledge about the topics.
4. Skim general ideas.
5. Infer the word meaning.
6. Summarize the passage in a shortened form.
7. Create new writing texts/patterns.
8. Imagine new situations in the light of what they read and what they know.
9. Write cohesive paragraph.
10. Criticize what they read.
11. Write cohesion paragraph.
12. Compare between what they read and what they know.

Description of Pre-Post Test

The pre / posttest consisted of (n= 53) questions and all of them are obligatory. The types of the questions were fill the chart , wh questions and long answer questions . The number of pages was five (5). The test was of (120) marks. The test covered the pupils' weakness points in

reading and writing skills were twelve (12) skills which reflected by the results of the diagnostic test.

Questions of Pre - Post Test

The questions of pre / post test were selected to cover the most needed skills in which the experimental group had the lowest marks and had the weakness points in the light of the results of the diagnostic test. The pupils of the experimental group had low scores in six reading skills which were: scanning , summarizing, skimming, pronoun references, and background knowledge . They also had low marks in six writing skills that were: cohesion, coherence , creating , comparing , imagination , and criticism .

Some important points were taken into consideration during constructing the pre post test that were: pupils' interests , grades are suitable to the questions, appropriate level of difficulty, and the moderate number of the questions.

Pre - Post Test Instructions

Once the researcher got the jury members agreement on the test, she should take into consideration their suggestions of adding or removing . The participants were asked to answer all the questions. They have to answer the questions during the indicated test duration.

Sources of Constructing Pre - Post Test

The researcher used on-line web sites that appropriate to pupils in first grade at prep stage to construct the pre post test.

<https://www.coolkidfacts.com/history-of-money/>

<https://www.coolkidfacts.com/queen-facts-for-kids/>

<https://easyscienceforkids.com/grace-hopper/>

<https://kids.nationalgeographic.com/animals/mammals/giant-panda/>

Steps of Constructing the Pre - Post Test

The pre post test was constructed by the following procedures .

1. The researcher administered a diagnostic test to specify the most needed reading and writing skills for pupils at first stage at prep school.
2. A suitable questions and content that suit the pupils' needed skills were selected with the help of educational web sites.
3. The researcher scored the questions according to the level of questions difficulty and the importance of skills.
4. The pre post test was presented to the jury members.

5. The jury members were agreed on the test and it was edited according to their suggestions .

Analysis of Pre- Post Test Items

The researcher followed the following steps in order to check pre post test validity and reliability .

Validity of Pre - Post Test

A. The Content Validity

The researcher introduced the pre post test to the jury members in order to check its validity . The jury members consisted of seven (n=7) professors, two (n=2) supervisors . The jury members' opinions were helpful in validating and standardizing the pre post test. The pre-posttest consisted of (n= 53) questions covering six reading skills and six writing skills. It was applied on the pilot group that had the same characteristics of the randomly selected group (experimental group) to embed test validity.

B. Internal Consistency of Pre post Test

The agreement and consistency of the pre post test can be found obviously in each item of the skill and the total score of each skill . Besides , it can be found in every single skill and the total score of the test.

Reliability of Pre - Post Test

In order to ensure the reliability of the pre post test , it can be applied on the pilot group contained (n= 30) pupils in first year at prep stage pupils . The researcher actually tested and retested the same test on pupils to make sure of the test reliability.

A. Testing and Retesting the Pilot Group

The researcher managed the test on the pilot group and she retested it after twenty five (25) days on the same pilot group . This repetition showed a large correlation between the test and its repetition was showed according to the results. Person correlation coefficient was (0.84) thus; the value was statistically significant and indicated a high reliability.

Scoring Pre - Post Test

The Pre post test consisted of (n=53) questions in which each skills had (n=4 to 6) questions. The total score was (120) marks. In order to be statistically manipulated, the scores were collected and recorded.

Piloting Pre-Post Test

The researcher applied the piloting test to make certain that the expected time duration of applying the test was appropriate and the test

was valid . She determined (75) minutes as an expected time to the test which was applied on the pilot group . According to the piloting test hitches she found , that she needed to change the test duration from (75) minutes to (90) minutes. This procedure was an essential and important for test reliability and validity . In order to Guarantee test suitability , the researcher deleted and added some items of the test .

Steps of Piloting Pre - Post Test

The researcher followed the following steps in order to make certain of the suitability of the predictable duration of the test .

1. Applying the test on pilot group.
2. The predictable time of the pilot test was (75) minutes but after piloting the test it was (90) minutes.
3. The researcher edited some items by adding and deleting other items.

Answer of the First Question

1- What is the effect of using balanced literacy approach on developing some of reading skills to first grade at prep school pupils?

2- What is the effect of using balanced literacy approach on developing some of writing skills to first grade at prep school pupils ?

3- What is the effect of using balanced literacy approach on developing some of reading and writing skills to first grade at prep school pupils ?

The following steps were followed in order to answer this question:

1. The researcher prepared a reading comprehension checklist. The jury specified 10 sub-skills.
2. In the light of the checklist, the researcher administered a diagnostic test. Results showed that the pupils had difficulty in the following reading sub – skills:

1. Pronoun reference.
2. Summarizing.
3. Scanning.
4. Skimming.
5. Background knowledge.
6. Word meaning.

The First Hypothesis

To researcher hypothesized the following hypothesis:

There is a statistically significant difference at the level of (0.01) between the mean scores of the experimental group in pre and post measurement of some of reading skills in favor of the post measurement.

**Table (1)
Paired Samples Statistics (reading skills)**

	Mean	N	Std. Deviation	Std. Error Mean
Skill 1 pre_scanning	5.33	30	1.373	.251
post_scanning	8.37	30	1.771	.323
Skill 2 pre_skimming	5.87	30	1.833	.335
post_skimming	8.20	30	1.690	.309
Skill 3 pre_pronoun	1.47	30	1.479	.270
post_pronoun	4.20	30	2.058	.376
Skill 4 pre_summarizing	3.97	30	2.251	.411
post_summarizing	7.30	30	2.602	.475
Skill 5 pre_inferring	2.67	30	.606	.111
post_inferring	5.00	30	1.857	.339
Skill 6 pre_background	2.73	30	1.081	.197
post_background	4.83	30	1.315	.240
Total pre_reading	22.03	30	5.654	1.032
post_reading	37.90	30	7.402	1.351

Table (2)
Paired Samples Statistics (reading skills)

		Skilled Differences			t	df	Sig. (2tailed)	Effect size
		Mean	Std. Deviation	Std. Error Mean				
Skill 1	pre_scanning post_scanning	3.033	1.033	.189	16.078	29	.01	0.8991 31
Skill 2	pre_skimming post_skimming	2.333	.884	.161	14.456	29	.01	0.8781 39
Skill 3	pre_pronoun post_pronoun	2.733	.980	.179	15.272	29	.01	0.8894 12
Skill 4	pre_summarizing post_summarizing	3.333	.884	.161	20.651	29	.01	0.9363 29
Skill 5	pre_inferring post_inferring	2.333	1.626	.297	7.860	29	.01	0.6805 45

	g							
Skill 6	pre_backgrou nd post_backgrou nd	2.100	.607	.111	18.936	29	.01	0.9251 75
Total	pre_reading post_reading	15.867	2.801	.511	31.030	29	.01	0.9707 62

Discussion of the Results of the First Hypothesis

1. Scanning

The table above shows that the mean of the experimental group in pre test is 5.33 and the mean in post test is 8.37. t value was 16.078. The standard deviation of the experimental group in pre test 1.373 and the post test 1.771 . The effect size is (0.899) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

2. Skimming.

The table above illustrates that the mean of the experimental group in pretest is (5.87) and the mean in posttest is (8.20). t value was (14.456). The standard deviation of the experimental group in pretest (1.833) and the posttest (1.690) . The effect size is (0.878) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

3. Pronoun reference

The table above indicates that the mean of the experimental group in pretest is (1.47) and the mean in posttest is (4.20). t value was (15.272). The standard deviation of the experimental group in pretest (1.479) and the posttest (2.058) . The effect size is (0.889) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

4. Summarizing

The table above indicates that the mean of the experimental group in pretest is (3.97) and the mean in posttest is (7.30). t value was (20.651). The standard deviation of the experimental group in pretest (2.251) and the posttest (2.602) . The effect size is (0.936) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

5. Inferring word meaning

The table above indicates that the mean of the experimental group in pretest is (2.67) and the mean in posttest is (5.00). t value was (7.860).

The standard deviation of the experimental group in pretest (0.606) and the posttest (1.857) . The effect size is (0. 681) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

6. Background knowledge

The table above illustrates that the mean of the experimental group in pretest is (2.73) and the mean in posttest is (4.83). t value was(18.936). The standard deviation of the experimental group in pretest (1.081) and the posttest (1.315) . The effect size is (0. 925) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment.

7. Reading Comprehension Skills as a Whole

As shown in the table, the mean of the experimental group in pretest is (22.03) and the mean in posttest is (37.90). t value was(31.030). The standard deviation of the experimental group in pretest (5.654) and the posttest (7.402) . The effect size is (0. 971) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment.

Answer of the Second Question

The second question was stated as follows:

What is the effect of using balanced literacy approach on developing some of writing skills to first grade at prep school pupils ?
The following steps were followed in order to answer this question:

1. The researcher prepared writing skills checklist. The jury specified 10 sub-skills.
2. In the light of the checklist, the researcher administered a diagnostic test. Results showed that the pupils had difficulty in the following reading sub – skills:
 1. cohesion.
 2. Coherence.
 3. Imagination.
 4. Creating.
 5. Criticism.
 6. Comparing.

Answer of the Second Hypothesis

The researcher hypothesized the following hypothesis:

There is a statistically significant difference at the level of (0.01) between the mean scores of the experimental group in pre and post measurement of some of writing skills in favor of the post measurement.

Table (3)
Paired Samples Statistics (writing skills)

	Mean	N	Std. Deviation	Std. Error Mean
Skill 1 pre_cohesion	1.57	30	1.194	.218
post_cohesion	4.43	30	1.813	.331
Skill 2 pre_coherence	2.67	30	1.668	.305
post_coherence	5.47	30	2.330	.425
Skill 3 pre_comparing	2.33	30	.922	.168
post_comparing	5.20	30	1.584	.289
Skill 4 pre_creating	2.20	30	1.901	.347
post_creating	4.53	30	2.583	.472
Skill 5 pre_criticism	2.63	30	.850	.155
post_criticism	5.23	30	1.695	.310
Skill 6 pre_imagination	3.83	30	1.683	.307
post_imagination	7.23	30	2.417	.441
Total pre_writing	15.23	30	4.523	.826
post_writing	32.10	30	6.261	1.143

Table (4)
Paired Samples Test (writing skills)

		Skilled Differences			t	df	Sig. (2tailed)	Effect size
		Mean	Std. Deviation	Std. Error Mean				
Skill 1	pre_cohesion post_cohesion	2.867	1.008	.184	15.577	29	.01	0.893242
Skill 2	pre_coherence post_coherence	2.800	.961	.176	15.953	29	.01	0.897707

	herence							
Skil l 3	pre_com paring post_co mparing	2.867	1.167	.213	13.459	29	.01	0.862
Skil l 4	pre_crea ting post_cre ating	2.333	1.093	.200	11.689	29	.01	0.824914
Skil l 5	pre_criti cism post_crit icism	2.600	1.248	.228	11.407	29	.01	0.817747
Skil l 6	pre_ima gination post_im agination	3.400	1.404	.256	13.260	29	.01	0.858418
Tot al	pre_writ ing post_wri ting	16.86 7	2.713	.495	34.051	29	.01	0.975599

Discussion of the Results of the Second Hypothesis

1. Cohesion

The table above shows that the mean of the experimental group in pre test is (1.57) and the mean in post test is (4.43). t value was(15.577). The standard deviation of the experimental group in pre test (1.194) and the post test (1.813) . The effect size is (0.893) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

2. Coherence

The table above illustrates that the mean of the experimental group in pretest is (2.67) and the mean in posttest is (5.47). t value was(15.953). The standard deviation of the experimental group in pretest (1.668) and the posttest (2.330) . The effect size is (0.898) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

3. Comparing

The table above indicates that the mean of the experimental group in pretest is (2.33) and the mean in posttest is (5.20). t value was(13.459).

The standard deviation of the experimental group in pretest (0.922) and the posttest (1.584) . The effect size is (0.862) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

4. Creating

The table above indicates that the mean of the experimental group in pretest is (2.20) and the mean in posttest is (4.53). t value was(11.689). The standard deviation of the experimental group in pretest (1.901) and the posttest (2.583) . The effect size is (0.825) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

5. Criticism

The table above shows that the mean of the experimental group in pretest is (2.63) and the mean in posttest is (5.23). t value was(11.407). The standard deviation of the experimental group in pretest (0.850) and the posttest (1.695) . The effect size is (0. 818) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment .

6. Imagination

The table above illustrates that the mean of the experimental group in pretest is (3.83) and the mean in posttest is (7.23). t value was(13.260). The standard deviation of the experimental group in pretest (1.683) and the posttest (2.417) . The effect size is (0. 859) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment.

7. Writing Skills as a Whole

As shown in the table, the mean of the experimental group in pretest is (15.23) and the mean in posttest is (32.10). t value was(34.051). The standard deviation of the experimental group in pretest (4.523) and the posttest (6.261) . The effect size is (0. 976) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment.

Answer of the Third Question

The third question was stated as follows:

What is the effect of using balanced literacy approach on developing some of reading and writing skills to first grade at prep school pupils ?

The Third Hypothesis

The researcher hypothesized the following hypothesis:

There is a statistically significant difference at the level of (0.01) between the mean scores of the experimental group in pre and post measurement of the reading and writing skills in favor of the post measurement.

**Table (5)
Paired Samples Statistics (reading and writing total score)**

		Mean	N	Std. Deviation	Std. Error Mean
reading and writing total score	pre	37.2667	30	9.20619	1.68081
	post	70.0000	30	12.36792	2.25806

**Table (6)
Paired Samples Test (reading and writing total score)**

	Paired Differences			t	df	Sig. (2-tailed)	Effect size
	Mean	Std. Deviation	Std. Error Mean				
reading and writing total score pre - post	32.73333	4.42511	.80791	40.516	29	.01	0.9826

Discussion of the Results of the Third Hypothesis

The table above indicates that the mean of the experimental group in pretest is (37.2667) and the mean in posttest is (70.0000). t value was(40.516). The standard deviation of the experimental group in pretest (9.20619) and the posttest (12.36792) . The effect size is (0.9826) which shows that there is a strongly significant difference between the mean of scores on the pre and the post treatment in favor of the post treatment.

Commentary

The previous results assured the study questions and hypotheses. It proved that the experimental group performance was much better and developed on the post test. Thus, using balanced literacy approach and its related strategies had a great effect on developing pupils' reading and writing skills .

Main Findings

The researcher used t.test to realize the effectiveness of using balanced literacy approach and its related strategies had a great effect on developing pupils' reading and writing skills . Results revealed the effect of using these strategies as there was a significant difference between the mean scores of the experimental group on the post test.

Recommendations

The researcher offers a number of recommendations in accordance with the findings of the study. These recommendations should be taken into account by:

Faculties of Education

1. Those responsible for English department in faculties of education should be aware of the importance of reading and writing skills.
2. English department should carefully provide undergraduate students with suitable and appropriate reading and writing courses.
3. EFL undergraduate students should have adequate time for practicing reading and writing.
4. New and modern reading and writing strategies should be used.
5. Providing an interactive atmosphere is very vital especially enabling students to contact with fluent readers and writers as much as possible.

EFL Teachers:

1. Specifying adequate time for daily reading and writing .
2. More reading on new implementing balanced literacy approach strategies to learn how to efficiently teach reading and writing exercises.
3. Divide the class into group in order to be able to implement balanced literacy approach strategies in reading and writing.
4. Guide and direct pupils to suitable websites that related to topics .
5. Providing an interactive educational atmosphere.
6. Teachers should be trained on using multi balanced literacy approach teaching methods specifically those of teaching reading and writing.

6. Teachers should encourage pupils to lifelong readers and writers and never stop learning.

Pedagogical Implications

The study suggests some pedagogical implications that should be taken into account while applying the course on EFL pupils at middle school , Some of these are:

1. More care should be taken for balanced literacy approach generally and its reading and writing strategies in particular.
2. Using balanced literacy approach strategies is very important while learning reading and writing.
3. Learners' interests and needs should be taken into consideration while learning.
4. The course materials and instruments should be suitable for learners' comprehension levels and abilities.
5. It is important to adapt an interactive atmosphere while implementing the course.

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