The Role of Print-rich Classroom Environment in Teaching EFL at Sudanese Basic Schools

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ABSTRACT

The aim of this study is to discuss the role of print–rich classroom environment in teaching and learning English as a foreign language effectively at Sudanese basic schools. The study explains how a print-rich environment can make a classroom a literate and attractive place. The study hypothesized that print–rich classroom environment encourages students to acquire literacy skills. It increases learners' exposure to the language, expands teachers' and students' creativity, and makes the classroom a motivating learning place.

The main tool used for data collection was a questionnaire for basic school English language teachers (30 teachers 15 males , 15females) . The findings have shown that print- rich classroom environment has great impacts on learning and teaching English Language, because such environment provides encouragement , motivation and an opportunity for students to interact with language throughout the day.

المستخلص:

تهدف هذه الدراسة إلى مناقشة دور البيئة الصفية الغنية بالوسائل التعليمية المطبوعة في تدريس وتعلم اللغة الإنجليزية كلغة أجنبية بصورة فعالة. كما تتناول الدراسة كيفية جعل بيئة الصف بيئة تعليمية جاذبة.

افترضت الدراسة أن البيئة الغنية بالمطبوعات تشجع الطلاب على اكتساب المهارات اللغوية، كالقراءة والكتابة بصورة أسرع . كما أنها تتيح التفاعل مع اللغة أثناء و بعد وأيضاً تزيد من تعرض الطالب للغة و تساعد في خلق بيئة معرفيه جاذبة ومحفزة.

جمعت البيانات عن طريق الاستبيان لفئة من معلمي اللغة الإنجليزية بمرحلة الأساس (٣٠ معلماً– ١٥معلماً و ١٥ معلمة) وأظهرت نتائج هذه الدراسة أن البيئة الصفية الغنية بالمطبوعات تلعب دوراً مهماً في تدريس وتعلم اللغة الإنجليزية . لأن مثل هذه البيئة توفر التشجيع والتحفيز وتتيح الفرصة للطلاب للتفاعل مع اللغة على مدار اليوم.

INTRODUCTION

1.0. Introduction

In this study the researcher investigating the role of print – rich classroom   environment in learning and teaching English language at basic schools. Environment plays great role   in learning. People can learn a lot from the environment. Looking around as travel to school in the morning one can see how people are surrounded by writing. There is writing on the tickets, advertisements, news papers, buses, trains, road signs, food labels, bags, T.V, No cinemas in the Sudan , official documents, travel posters   notices in two languages, and even writing on people's clothes, etc. Many children are brought up in an environment full of print . These early experiences with reading and writing paved the way to learning literacy skills . They help children learn what reading and writing are used for and may also learn the concept of word, letter and sentence .When children learn English in school these basic concepts about print will transfer directly to the foreign language as only the sir name Carl (1981:11) states " One of the concern of the psychologist is the effect of one learning task on a subsequent one . This V.tense to the hypothesis of transfer , which Ellis old Ref refers to as the most important concept in the theory of practice of education . Learning of task A will affect subsequent learning of task B. For example, learning to speak will affect learning of writing wise like   environment V. tense learners to practice one skill at one time which V. tense learning of another skill at another time .

Cameron (1991:15) says "Help your pupils acquire literacy skills by surrounding them with various forms of written English ". This indicate that seeing various forms of written English around will help children acquire literacy skills (reading ,writing, etc) . Therefore it is essential to create such an environment in school classrooms so as to promote literacy learning .

A print-rich classroom environment is the one that is full of printed media , such as books ,magazines, charts,.. etc in which reading and writing are used for a wide variety of authentic , every day purposes . It is the setting that stimulates students to participate in language and literacy activities in their daily lives. However, are this study discusses why such print –rich classroom environment in which children are surrounded with letters , words , texts,.. etc, is important in learning and teaching of language in general and EFL in particular . Print rich helps young learners develop reading skills faster .In addition, it   increases students vocabulary ,enhances students' memory and encourages acquisition of information and knowledge's supports the children's language learning once they have left the classroom. The study explains how to create print rich environment by permanent displaying of independent students' writing, functional   print   used   for   classroom communication, charts that support literacy, co-created print used as instructional tools   in addition to classroom libraries, which enable learners to use the language not only during the class but also through out the day .

The study sheds light on how such a print rich environment motivates   and encourages students to take part in the many learning experiences provided at school. So the important question for a teacher to ask himself/herself is whether his/her classroom environment promotes literacy. Moreover, the study provides some ideas and suggestions that can be utilized to make classroom a place full of print which creates not only an exciting, interesting environment, but also inviting, motivating , stimulating and stress-free, positive literate environment .

The study provides some information about the findings of some of the previous studies conducted over the past thirty years which have provided convincing and strong evidence that the quality of classroom physical environment in schools is a significant determinant of student learning comes out (Fraser 1994: 1999) .

1. Statement of the problem

Language is learnt through exposure .The presence of an exciting and inviting literate classroom environment encourages students to have sufficient on affective exposure to the language and positive attitude to learning. So a print –rich classroom environment plays an essential role in learning a language. The absence of such an environment may delay language learning. In school classrooms there should be examples of permanent displaying of print on the walls, a classroom libraries, and many other literacy tools so as to promote literacy learning, increase exposure and make learning and teaching more effective

1.2 The Objectives of the study

The objectives of this study are to**.** To discuss the role of print rich classroom environment in teaching and learning English language. To provide some ideas and suggestions that can be used to make classroom a literate

place full of print, and to explain the teachers' and parent role in establishing a print- rich classroom environment .

1.3 The Hypotheses of the Study

a. Print- rich classroom environment encourages students to acquire literacy skills such as reading and writing .

b. It increases learners' exposure to the language .

c. Expands students' creativity, imagination and stimulate learners' prediction and thought .

1.4 The Significance of the Study

The study investigates the role of print –rich classroom environment in teaching and learning English as a foreign language. It tackles the main components of print –rich classroom environment and explains how such environment helps students acquire literacy skills. It provides teachers with useful techniques and strategies which can be used to make teaching and learning more effective.

The findings of this study may contribute to the process of teaching English in basic schools as well as secondary schools and promote literacy learning.

1.5 . The Limitation of the Study

The study focuses on the basic level , grade five , six , seven ,and eight . It also concentrates on the printed media that are almost syllabus related and displayed permanently in the classroom .

2.0 The Advantages of print –rich Classroom Environment in Language Learning and Teaching

Print rich environment classroom refers to a room that has a variety of print permanently displayed. It includes books, students writing, magazines, charts, labels, posters, poems, original stories, students' generated books ,picture stories. .etc. It is an environment that encourages young learners to read and write independently. It is accepted as a fact that environment plays a central role in successful learning and behavior especially among young learners. According to Beverley Esther(2009:24) print rich environment creates an experience for learning to read the material such as books, magazines, charts. Ecological psychology as found in the early work of Barker (1968) has operationally defined and examined the significance of the environment in a variety of behavioral setting such as shops, classrooms, offices. Classroom environment, like other behavioral settings have been shown to elicit highly predictable patterns of behavior (Barker 1987).

The literacy rich environment provides students with opportunities to interact with print. For example, in picture story, learners can work in pairs, each learner receives one half of a picture story and the learners are required to put the story together by describing their picture to each other, this will give them chance to communicate and interact with each other. Linton and Ralph (2006 : 440) state that "Interaction provides opportunities for learning and interaction itself is learning". Having different types of

print in the classroom and using them for ongoing classroom activities will encourage students to look at print in positive ways. Displayed print of different types will help students understand how print is a functional part of their every day life.

A lot of studies have been carried out to investigate the role of print – rich classroom environment in language learning out comes, Specific researches focus on early literacy development have revealed the powerful impact of access to literacy tools and environment influences both internal external on young learners literacy learning (Elly 1992; Goodman 1986; Neuman and Roskos 2001; Chall, Jacobs and Baldwins 1990; Bowman 2003). Much emphasis of late studies have concentrated on the need to classroom print rich by flooding them with books and other literacy tools. This increases students exposure to the language as well as encouraging independent learning, enriching and extending literacy program in addition to saving time and energy in planning process .Print rich classroom environment helps students make connections between information they know and the new information given to them in the form of writing .

Wolfersberger etal.(2001:1) state that "Educators are well aware of the fact that environment influences learning and in particular, that classroom environment influences literacy development. Some studies provide evidence of the importance of print –rich environments in primary and elementary classrooms Other studies connect print –rich environment to   students achievement .

2-1 Creating a Print-rich Classroom Environment

According to the Journal of Literacy research; Environmental Profile (2001 :4) "print –rich classroom offers a wealth of opportunities for students to practice literacy habits and skills such as reading which is the major avenue to learning and must be mastered at school as well as speaking". While the arrangement of a classroom is often viewed as a back drop for teaching and learning with careful attention and preparation. Teachers can create

a classroom environment   that meaningfully supports an instructional program and students learning by preparing materials together as a group with their students . Working as group creates sense of co-operation as well as expands learners' creativity. Since young learners are imaginative and creative teachers should think about giving them the opportunity to draw, colour, make things , write stories …….etc . New ideas will emerge while working. Shari Ostrow Scher (1991:6) states that " print rich environment is particularly invaluable for students who come from homes without rich print opportunities " .

2.1.0 Materials That Support Literacy

Creating an exciting and stimulating classroom environment is very essential for learning process to take place. Physical environment is crucial to develop literacy growth for young learners. Studies have indicated that written language used for labels and signs in the natural environment enhances reading strategies for students. There are a lot of materials that can be brought in to classroom for display and for teaching with. They support children learning once they have left the classroom .

Charts that support literacy such as days of the week, months of the year, colour charts with pictures and names of different colors, animals charts, with pictures of animals and their names, alphabets charts, numbers charts, grammar charts for advanced students ... etc are good examples of materials that can be displayed in the classroom .

2.1.1 Functional Print Used for Classroom Communication

Functional print is the print that learners see around the classroom . They use them to gain information about routines, procedures and schedules. Signs communicating information are important source of print and serve as reading materials. One source that can be used is the daily schedules posted in the classroom not only make it easy for students to understand how the learning day is mapped out, but also it allows for conversation to occur when the need for schedule changes arises. Teachers can

discuss and use classroom print with students to make certain it is noticed and used daily. Valuable classroom wall space need to be preserved for a wide variety of literacy materials that contribute to students learning and make the dull corners and walls bright and attractive. There are some examples of charts to promote classroom communication such as daily schedule, classroom rules (1. 2. 3 Stop, which means stop talking – keep your classroom clean) students attendance charts calendar , weather chart.

Shari Ostrow (1991 : 7) suggests the following functional print :

A . Book Choice : Place books according to difficulty on three different shelves. Label one *hard*. the next *Harder*, and the third *hardest*. This assists learners in their choices.

B . Book Bag Fun : Give children sheet to write down what they are reading ,what they want to read next and what their favorite book has been so far **.** They can decorate a large bag and write their names on the bag front . The books they have named are placed inside.

C. The Star of the Week Chart : Photographs are wonderful tools to assist in the creation of print rich environment. Young children are ego-centric so photos are the perfect vehicle for capitalizing on this developmental truth .The teacher can place a photo of a child on a poster or a board each week. Then tell children to write what they like about the star of the week.

   As functional print is used, teachers must be certain that it is authentic and often reviewed . For example having labels is meaningless unless the teacher often calls the students attention to the labels and plays games with them .

2.1.2 Co- Created Print Used as Instructional Tools

     One way to make a classroom a place full of print is to display print created by teachers and students This print becomes meaningful when the teacher uses the print as instructional tool. Using displayed charts or co- constructed work the teachers can review and revisit lessons and charts can be used as reference for independent student work . Displaying students work give them a

sense of achievement ,pride and ownership . Findings from a study conducted by Morrow (1990) has indicated that classroom with greater facilitations enhance literary behaviors. As diverse needs and skills of the students they teach, teachers should ensure that each student is represented in their classroom design .

2.1.3 Organizing and using Word Wall

Defines word wall as " a list of words that have been discussed in the class by teachers or learners and displayed on the wall ". Learning new words and imprinting them into long – term memory is important for learners to be able to read successfully. Teachers should display word wall systematically so as to support success in reading and writing . A word wall can be organized by having letters of the alphabet in order in a row along the top and under each letter there should be a list of frequently used words beginning with that letter. Commonly, teachers and students will create a word wall together adding new words as it needed. Students should be encouraged to read , copy and use the words from the word walls whenever they are writing . The word wall is a powerful tool Because it helps students write some words quickly and easily while they are composing a text and broaden and deepen word knowledge as well as develop and maintain an awareness, interest and motivation for learning new words (Scot and Nagy .2004) .

According to Scher (1999 :9) teachers can follow the following principles when building and using the word wall :

A. Word wall should be build over time with shared ownership between teachers and students .

B. Words are harvested from rich language contexts .

C. Words wall should be kept as simple and neat as possible .

D. Words on the wall should be visible to every one .

E. What to build and when to add is based on students ' need .

F. The use of walls as helpful reference must be modeled .

In order for the word wall to be meaningful it must be used . It can be to referred:

- During students writing as a tool for them .
- During guided reading lessons .
- During interactive writing so that learners can use word wall words as they build more complex writing using chunks they know .

2.1.4 Classroom Libraries

An important component of print – rich environment is a classroom library that contains a wide variety of texts , picture books , story books , magazines ...... etc . It is well known that reading is essential to success in human society and cornerstone for young learners' success in school . Classroom library provides a good opportunity to practice reading .Researchers have found that having a lot of books in the class library is the most important factor in students motivation to read (Pachtman and Wilson 2006) . Snow and et al (1998) recommended that children access early childhood environment that promotes language and literacy growth plays role in overcoming reading difficulties .

Classroom library enables learners to have daily opportunity to choose books they want to read and reread independently or with their friends.   It is essential if students are to enjoy immediate access to literature . Researches have shown that the more children have access to books the more they will read and be better readers . An organized , attractive , inviting classroom library promote good reading behavior and habits .

Displaying books on open shelves with colours that are visible invites students' interest. The books can be organized by theme , author , reading   level ...... etc . Classroom should include miscellaneous literacy materials that are   used in every day life (Goodman and Bird 1991).

It doesn't take a lot of time to create inviting classroom library , however it does mean that administrators and teachers have to find creative ways to support classroom libraries for example they can use local materials . The library should contain multicultural

varieties of books particularly for students who learn English as a foreign language .

2.1.5 Environmental Print That can be Brought into Classroom

Environmental print is the print that people see around them . It is the print found in commercial signs , labels ….etc . Young learners can usually read due to the pictures , colours , or shape that surround the written words .

Shari Ostrow Scher (1991 : 6) suggests the following ideas regarding the use of environmental print in classroom :

A. puzzle Fun : Take a common cereal box or biscuits carton . Cut out the front of the box . Make it in to puzzle by cutting it into a variety of shapes . Place the puzzle pieces in a box of the same cereal or biscuits . This activity can reinforce a student's understanding of environmental print or add new words to learners' reading vocabulary .

B. My Favorite Words : Have young learners work with their parents to collect some favorite food boxes and labels . Have children bring them in to school and read their words to their friends . These can be collected in individual students folder . children take their environmental print words and make a book and they can be encouraged to read their books to their classmates .

C.ABC Book : Students may work together to make ABC book of environmental print cooperatively or individually . They may bring in authentic items from home or use pictures from a magazines to find examples of environmental print for each letter of the alphabet.

2.2.0 The Teachers' and parents' Role in Setting up a Print-Rich Classroom Environment

Julie Ashworth . (jet Feb. 1991:16) suggests that making charts, posters, flash cards, word wall, classroom schedule …..... etc is regarded as teachers' job . However the teachers' main role is to encourage all attempts at reading , writing and speaking , allowing students of varying abilities to experience the different functions and use of literacy activities provided by available classroom print . Lynne Cameron (2003:21) says that " young

learners learn best by doing so they should be involved in preparing materials for display; such activities are regarded as an environment in which growth of skills of foreign language takes place ". Teachers should tell students that their work will be read by others so neat presentation is important . This will create a sense of competition among the learners . The teachers should teach students how to use the materials in their environment to promote interest and use of literacy materials throughout the classroom (Gunn , Simon, Kameenui 1995) Moreover teachers have to make students' work for display looks good, correct their mistakes and explain to students the techniques of making their own displays such as displays should be simple, clear, written in perfect language, titles should be large and attractive .... etc Lynne Cameron (2003). Teachers can be trained to design and implement print rich classroom environments when information about the design of space, amount, utility, types and arrangement of literacy tools are made available to them (Taylor and et al 1986, Neuman and Roskos 1997) . A literacy rich environment accompanied by explicit instruction in phonemic awareness, word recognition and comprehension strategies will help develop children literacy learning. Liebling (1998: 17) states that " Explicit instruction implies a clear and systematic approach in which teachers model skills and strategies, explain differences, establish and show purposes and guide students in literacy learning ".

Parents also play great role in establishing a print rich environment at school as well as at home. Mirrison (1995 :510) defines family involvement as a process of helping families use their abilities to benefit themselves and their children. The parents should support English as medium of communication at home by speaking and reading to their children in English such as reading words on food labels, TV, places….. etc. Thomas (2008 : 8) states that "children copy the behaviour of people whose actions they value and wish to emulate " .

3. METHODOLOGY

In this part the researcher is going to give some information about the population, sample, data collection as well as procedure of the study .

3.0 Subjects

The population of the study is Sudanese English language teachers in basic schools.

3.1 Sample

The sample of the study is 30 English teachers , 15 males 15 females (White Nile State , Rabak and Kosti localities).

3.2 Data Collection

The researcher used a questionnaire as a main tool for collecting the data needed to investigate the role of print rich classroom environment in teaching English at basic schools. The questionnaire consisted of ten questions (yes /no questions).

4.1- Data analysis and Discussion

Table (1):

Participants	Total Number	Yes	No	Percentage	
				Yes	**No**
Males	15	14	1	93.3 %	6.7 %
Females	15	15	0	100 %	0 %
Male & Females	**30**	**29**	**1**	**97 %**	**3 %**

A. With reference to **table (1)**: The earl y experience with reading and writing such as writing on TV, advertisements , bags , people's clothes   road signs … etc paved the way for children to learn literacy skills (reading and writing).

*Male teachers***:** Fourteen responded yes and one responded no. The percentage is ninety three point three percent for yes and six point seven percent for no.

*Female teache***rs** : All responded yes. The percentage is hundred percent for yes and zero percent for no.

*Males and female***s:** Twenty nine participants have positive attitude towards the investigated issue and one have negative attitude. The percentage is ninety seven percent for yes and three percent for no.

Table (2):

Participants	Total Number	Yes	No	Percentage	
Males	15	15	0	**Yes**	**No**
				100%	0 %
Females	15	15	0	100 %	0 %
Male & Females	**30**	**30**	**0**	**100 %**	**0 %**

B. With reference **to table** (**2**): classroom physical environment plays an important role in learning and teaching English as a foreign language .

Male teachers : All males responded **yes .** The percentage is hundred percent for yes and zero for no .

Female teachers : Fifteen female teachers have positive attitude towards the issue under investigation . The percentage is hundred percent for yes and zero percent for no .

Males and females : All the participants (thirty) have positive response . This means that hundred percent of the teachers agreed with the statement . The percentage is zero for no .

Table (3)

Participants	Total Number	Yes	No	Percentage	
				Yes	**No**
Males	15	13	2	86.3 %	13.7 %
Females	15	14	1	93.3 %	6.7%
Males & Females	**30**	**27**	**3**	**90 %**	**10 %**

C. Regarding the statement in **table (3)**: print rich classroom environment is the one that is full of printed media such as books charts, poster, magazines … etc .

Male teachers : Thirteen teachers agreed with the statement and two disagreed with it .The percentage is eighty six point three percent for yes and thirteen point seven for no.

Female teachers **:** Fourteen responded yes and one responded no . The percentage is ninety three point three percent for yes and six point seven percent for no. .

Males and females : Twenty seven participants have positive attitude towards the statement and three have negative attitude .The percentage is ninety percent for yes and ten percent for no .

Table (4):

Participants	Total Number	Yes	No	Percentage	
				Yes	**No**
Males	15	14	1	93.3 %	6.7 %
Females	15	15	0	100 %	0 %
Males &Females	**30**	**29**	**1**	**%97**	**3 %**

D. Referring to **table (4)**: print rich classroom increases students vocabulary:

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Male teachers : Fourteen responded yes and one responded no . The percentage is ninety three point three percent for yes and six point seven percent for no..

Female teachers : Fifteen teachers responded yes and no teacher responded no . The percentage is hundred percent for yes and zero percent for no .

Males and females: Twenty nine participants have positive attitude towards the statement and one have negative attitude .The percentage is ninety seven percent for yes and three percent for no.

Table (5):

Participants	Total Number	Yes	No	Percentage	
				Yes	**No**
Males	15	13	2	86.7 %	13.3 %
Females	15	11	4	73.3 %	26.7 %
Males &Females	**30**	**24**	**6**	**76.6%**	**23.4 %**

E. With reference to **table (5)** : print classroom environment helps learners develop reading skills faster **.**

Male teachers : Thirteen teachers agreed with the statement and two disagreed with it. The percentage is eighty six point seven percent for yes and thirteen point three percent for no.

Female teachers : Eleven teachers responded yes and four teachers responded no . The percentage is seventy three point three percent for yes and twenty six point seven percent for no .

Males and females : Twenty four participants have positive attitude towards the statement and six have negative attitude .The percentage is seventy six point six percent for yes and twenty three point four percent for no .

Table (6):

Participants	Total Number	Yes	No	Percentage	
				Yes	**No**
Males	15	8	7	66.6 %	33.4 %
Females	15	12	3	80 %	20 %
Males &Females	**30**	**20**	**10**	**66.6**	**33.4%**

F. Regarding **table (6)** : classroom physical environment is a significant determinant of students learning outcomes .

Male teachers : Eight teachers agreed with the statement and seven disagreed with it. The percentage is sixty six point six percent for yes and thirty three point four percent for no.

Female teachers : Twelve teachers responded yes and three teachers responded no . The percentage is eighty percent for yes and twenty percent for no .

Males and females : Twenty participants have positive attitude towards the statement and ten h 22 negative attitude .The percentage is sixty six point six percent for yes and thirty three point four percent for no .

Table (7):

Participants	Total Number	Yes	No	Percentage	
				Yes	**No**
Males	15	13	2	86.7 %	13.3 %
Females	15	13	2	86.7 %	13.3 %
Males &Females	**30**	**26**	**4**	**86.7 %**	**13.3 %**

G. With reference to **table (7)** , the printed media that displayed in classroom not only creates a literate environment but also exciting , attractive and motivating one .

*Male teachers :*Thirteen teachers agreed with the statement and two disagreed with it. The percentage is eighty six point seven percent for yes and thirteen point three percent for no.

Female teachers : Thirteen teachers agreed with the statement and two disagreed with it. The percentage is eighty six point seven percent for yes and thirteen point three percent for no.

Males and females : Twenty six participants have positive attitude towards the statement and four   have negative attitude . The percentage is eighty six point seven percent for yes and thirteen point three percent for no

Table (8):

Participants	Total Number	Yes	No	Percentage	
				Yes	**No**
Males	15	13	2	86.7 %	13.3 %
Females	15	13	2	86.7 %	13.3 %
Males &Females	**30**	**26**	**4**	**86.7 %**	**13.3 %**

H. Regarding **table (8) ,** creating a print rich classroom environment expands students' creativity and imagination .

*Male teachers :*Thirteen teachers agreed with the statement and two disagreed with it. The percentage is eighty six point seven percent for yes and thirteen point three percent for no.

Female teachers : Thirteen teachers agreed with the statement and two disagreed with it. The percentage is eighty six point seven percent for yes and thirteen point three percent for no.

Males and females : Twenty six participants have positive attitude towards the statement and four   have negative attitude . The percentage is eighty six point seven percent for yes and thirteen point three percent for no.

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Table (9):

Participants	Total Number	Yes	No	Percentage	
				Yes	No
Males	15	5	10	33.3 %	66.7 %
Females	15	7	8	46.7 %	53.3 %
Males & Females	**30**	**12**	**18**	**40 %**	**60 %**

I. Referring **to table (9**), classrooms in basic schools have print – rich environment .

*Male teachers :*five teachers agreed with the statement and ten disagreed with it. The percentage is thirty three point three percent for yes and sixty six point seven percent for no.

Female teachers : seven teachers agreed with the statement and eight disagreed with it. The percentage is forty six point seven percent for yes and fifty three point three percent for no.

Males and females : Twelve participants have positive attitude towards the statement and eighteen have negative attitude . The percentage is forty percent for yes and sixty percent for no.

Table (10):

Participants	Total Number	Yes	No	Percentage	
				Yes	No
Males	15	14	1	93.3 %	6.7 %
Females	15	15	0	100 %	0 %
Males & Females	**30**	**29**	**1**	**97 %**	**3 %**

J . With reference to **table (10)** , teachers need support , encouragement and knowledge that are essential for creating print - rich classroom environment .

Male teachers **:** Fourteen responded yes and one responded no . The percentage is ninety three point three percent for yes and six point seven percent for no.

Female teachers **:** All responded yes. The percentage is hundred percent for yes and zero percent for no .

Males and females **:** Twenty nine participants have positive attitude towards the investigated issue and one have negative attitude. The percentage is ninety seven percent for yes and three percent for no.

4.2 Findings:

The analysis of the data collected about the role of the print rich classroom environment in teaching English as a foreign language in basic schools indicates that the majority of the teachers believe that early experiences with external environmental reading and writing such as writing on tickets, advertisements, bags, TV, food labels , peoples' clothes … etc paved the way to literacy learning . They also think that print rich classroom environment plays an essential role in learning and teaching English because it helps learners develop reading and writing skills faster in addition to it increases students vocabulary, encourages learners to interact with language throughout the day. Moreover it creates a literate, motivating and attractive environment .Creating material for display expands learners' imagination, thoughts as well as creativity. Teachers are in of need support and encouragement. Teachers' awareness of the importance of print rich environment in teaching should be raised. However at present the majority of classrooms in basic schools lack such environment.

5 . CONCLUSION & RECOMMENDATIONS

5.0 Conclusion

According to the results (table 1.2 .3 …etc) all the hypotheses about the role of print - rich environment in teaching English at basic schools are accepted. Environment plays an essential role in learning and teaching English language to young learners particularly at basic schools .Print-rich classroom

environment serves as a means to build basic skills necessary for literacy development. Moreover it motivates students to acquire reading and writing skills faster. Surrounding learners with a variety of printed materials which are informative and attractive make the classroom an interesting , inviting , stimulating and a literate place. Teachers play a significant role in establishing a print rich classroom environment by displaying co- created charts, students writing , books, magazines, … etc and encouraging them to use these tools through out the day.

A lot of researches have revealed the powerful impact of access to literacy tools and environmental influences, both internal and external to classroom on young learners literacy learning. print –rich environment helps learners be conscious of phonemic awareness, words, sentences particularly when students read aloud to each other.

However the results also have shown that the majority of the basic schools suffer from the absence of such environment due to either teachers ignorance of the environmental role print –rich classroom plays in teaching and learning or lack of support and encouragement.

5.1 Recommendations

The researchers recommend the following points which will help a lot in improving teaching and learning of English language at basic schools as well as secondary schools .

1- Administrators, supervisors, teachers and other educational decision makers should have preparations of implementation of print –rich classroom environment program in basic schools .

2- Teachers should be provided with adequate knowledge about the importance of print rich classroom environment in teaching.

3- Teachers should be given financial and technical support to enable them to create a literate and stimulating, motivating classrooms environment   .

4 - Parents' awareness of the importance of print rich environment should be raised. They also have to know that home with print -rich

environment has greater impact on learners' literacy achievement than school related factors. Parents and community should be involved in carrying out this task.

5- Teachers should adopt the new teaching and learning methods and techniques which emphasize the importance of print – rich environment.

6- Teachers should view themselves as life long learners and continually exert efforts to improve their performance.

7- Students should be made aware of the significance of the printed media displayed in the classroom in improving their English.

8- Teachers should provide a variety of materials that are relevant to syllabus and students' life for display.

9 - Classroom must be a print –rich environment with presence of teachers' and students' created charts, books, magazines, posters … etc.

10 - Classroom schedule must be written in English so that students can learn through active involvement.

11- Students can be exposed to print in many external environments not only just in the classroom such as taking them on print walk (banks, companies, offices, stations, Universities, ... etc) since they love the idea of going out side the classroom to discover new words. They can write these words then the teacher can ask about them later.

12- Students should be encouraged to watch educational programs on TV and make use of English they see in the streets such as advertisements, English on people's clothes, vehicles… etc especially those in two languages.

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