

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC  
RESEARCH

ABOU BEKR BELKAID University  
- TLEMCEM-



Faculty of letters and languages  
Department of English

*Exploring EFL Learners' Reading Difficulties in the  
Algerian Context : Case of First Year "Ahmed  
BEY" Secondary School Pupils of Oudjlida  
-TLEMCEM-*

Dissertation submitted to the department of English as a partial fulfillment of the requirement  
of the master's degree in didactics and assessment in English language education

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## ***Declaration of Research***

I, BENGUEDDA ibtissem. Fatima Zohra confirms that the work for the following dissertation entitled "Exploring EFL Learners' Reading Difficulties in the Algerian Context : case of 1st year 'Ahmed Bay' secondary school pupils of Oudjlida, Tlemcen" was solely undertaken by myself and that no help was provided from other sources as those allowed. All chapters that use quotes or describe an argument or concept developed by another author have been referenced, including all secondary literature used, to show that this material has been adopted to support my dissertation.

Signature

# *Dedication*

In the name of ALLAH

First and foremost, most thanks to Allah for giving me strength to  
realize this work

I dedicate my work to my father, mother and sisters who always support me

To my grandmothers who always wish me day and night success

And special dedication to all my friends and the rest of the family who encourage  
me

## *Acknowledgments*

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*Deepest gratitude is expressed to the board of examiners: Ms. ILES Yamina and Dr. BOUKLIKHA-GRAIA Wassila for accepting to evaluate and comment on this modest work. I would like to express my thanks to my former teacher of English Mrs. BOUSEKAYA and first year pupils at 'Ahmed BEY' secondary school for accepting to be a part of the investigation. Finally, I owe my deepest gratitude to my family, for their support and understanding*

## Abstract

Through the reading skill, pupils develop successful language learning, however, this skill needs practice since it is considered as a complex one which leads pupils to face problems while reading. For this reason, this research work was chosen in order to explore reading difficulties faced by First Year ‘Ahmed BEY’ Secondary school pupils who belong to the scientific stream, identify causes which create a gap in EFL pupils’ reading comprehension skill, and observe the way both learning and teaching processes tackle the reading skill. In this way, a triangulation of instruments; a questionnaire, an interview and a classroom observation, have been implemented for the sake of validity and reliability of data collection in quantitative and qualitative research. Thus, the results obtained from the three instruments expose that lack of reading and types of texts are the major causes of hindering pupils’ reading comprehension where majority of EFL pupils suffer in understanding ambiguous and new words, yet, minorities even suffer in pronouncing words and understanding grammar. In this way, it is suggested some innovative ideas for the sake of pupils’ motivation, this lies in recommending text- selection and the use of internet, providing advises to both EFL teachers and pupils, and suggesting the implementation of extensive reading in classroom as the key concept toward learning English successfully.

## Table of Contents

Declaration of Research.....	I
Dedication .....	II
Acknowledgements.....	III
Abstract.....	IV
Table of Contents.....	V
List of Abbreviation.....	VIII
List of Tables.....	IX
List of Figures.....	X
<b>General introduction.....</b>	<b>1</b>
<b>Chapter one      Reading skill: Literature Review</b>	
1.1. Introduction.....	6
1.2. Reading Definitions.....	6
1.3. Reading Strategies.....	7
1.3.1. Elaboration Strategies.....	11
1.3.2. Organization Strategies.....	11
1.3.3. Memorization Strategies .....	11
1.3.4. Control Strategies.....	12
1.4 Types of Reading Skill.....	12
1.4.1 Intensive Reading.....	13
1.4.2 Extensive Reading.....	14
1.5 Approaches to Reading Process.....	14
1.5.1. Bottom up Process.....	15
1.5.2. Top down Process.....	15
1.5.3. Interactive Model of Reading Process.....	15
1.6 Teaching Reading Comprehension.....	16
1.6.1 Pre-reading Phase.....	15
1.6.2 while-reading Phase.....	17
1.6.3 Post-reading Phase.....	18
1.7 Integration of Skills to Reading.....	18

1.7.1 Reading and Listening.....	19
1.7.2 Reading and Writing .....	19
1.7.3 Reading and Speaking.....	20
1.8 Factors Affecting EFL Learners’ reading Comprehension.....	20
1.9 Conclusion.....	22

**Chapter two: Situational Analysis and Research Design**

2.1. Introduction.....	25
2.2. ELT Situation in Algeria.....	25
2.3. The Educational Context.....	28
2.4 The Purpose of the Study.....	28
2.5. An Overview of the Problem.....	29
2.6. Sample Population.....	29
2.6.1.Pupils’ Profile.....	29
2.6.2. Teachers’ Profile.....	29
2.7. Research Instruments.....	30
2.7.1. Description of a Questionnaire.....	30
2.7.2. Description of an Interview.....	32
2.7.3. Description of a Classroom Observation.....	34
2.8. An Overview about First Year Textbook.....	35
2.9. The Use of Triangulation.....	36
2.10. Data Analysis.....	37
2.10.1. Qualitative Data Analysis.....	37
2.10.2. Quantitative Data Analysis.....	37
2.11. Conclusion.....	38

**Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation**

3.1. Introduction.....	42
3.2. Data Analysis, Interpretation and Discussion.....	42
3.2.1 Pupils’ Questionnaire Analysis and Interpretation.....	42
A. Pupils’ Questionnaire analysis.....	42
B. Interpretation of Pupils’ Questionnaire.....	48



3.2.2. Teachers' Interview Analysis and interpretation.....	49
A. Teachers' interview Analysis .....	49
B. Interpretation of Teachers' Interview.....	54
3.2.3. Classroom Observation Results.....	54
3.2.4 Discussion of the Main Findings.....	57
3.3 Recommandations and Solutions.....	58
3.4. Conclusion.....	62
<b>General Conclusion.....</b>	<b>63</b>
<b>Bibliography.....</b>	<b>66</b>
<b>Appendices.....</b>	<b>70</b>
Appendix (A).....	71
Appendix (B).....	75
Appendix (C ).....	76

## **List of Abbreviation**

**GTM:** Grammar Translation Method

**DM:** Direct Method

**CLT:** Communicative Language Teaching

**CBA:** Competency Based Approach

**ELT:** English Language Teaching

**EFL:** English as a Foreign Language

## List of Tables

<b>Table 1.1</b> Distinction between Good and Poor Reader.....	8
<b>Table 1.2</b> Flexible Strategies Applied by Good Readers.....	9
<b>Table 2.1</b> Streaming in ‘Ahmed BEY’ Secondary School.....	28
<b>Table 2.2</b> Advantages and Disadvantages of a questionnaire.....	31
<b>Table 2.3</b> Advantages and Disadvantages of an Interview .....	33
<b>Table 2.4</b> Advantages and Disadvantages of Observation.....	34
<b>Table 2.5</b> Qualitative and Quantitative Characteristics in Research .....	38
<b>Table 3.1</b> Goals of Pupils’ Reading .....	45
<b>Table 3.2</b> Skills of EFL Pupils in Reading.....	48
<b>Table 3.3</b> pre- , while and after Reading Strategies.....	50
<b>Table 3.4</b> Suggestions for Enhancing EFL Pupils’ Reading Comprehension.....	60

## List of Figures

<b>Graph 3.1</b> : The Most Important skill to learn languages.....	43
<b>Graph 3.2</b> : Pupils' Awareness of reading in English,Arabic and French .....	44
<b>Graph 3.3</b> : Materials in Reading.....	45
<b>Chart 3.1</b> : Pupils' Attitude toward Learning English .....	46
<b>Graph 3.4</b> : Hindrences of Reading Comprehension.....	47
<b>Chart 3.2</b> : The Importance of Reading .....	48
<b>Chart 3.3</b> : EFL Pupils' Difficulties while Reading .....	51
<b>Chart 3.4</b> : Causes of Pupils' Problems in Reading .....	52

General introduction

## General Introduction

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Today's global language refers to English as a means to overcome boundaries among nations. Consequently, Algeria is one of the countries which embrace English with blessing since it plays an important role in all domains. In this way, the ministry of education in Algeria attempts to deliver a good education to the extent that it designs EFL textbooks which underlies the requirement of Competency based Approach to fit pupils' needs in learning the English language successfully, along with listening, speaking, reading and writing skills.

It is often recommended for EFL pupils to read as much as they can in order to develop the English language learning. Reading is one of the basic skills of language which develops pupils' faculty in speaking, writing and listening successfully. However, its importance depends on pupils' capacity of understanding the meaning behind the interrelated component in encoding the message. It has been noticed through numerous research that even if reading makes pupils fluent in English, they are exposed to some difficulties which hinder their way of comprehension. In this regard, the research is conducted according to these following research questions

- 1) - What are the difficulties that EFL pupils seem to encounter in reading?
- 2) - Why do EFL pupils see reading as a complex task to understand?
- 3) - What are the factors that motivate EFL pupils to read?

This is why, the research questions lead us to test our assumption based on formulating the following hypotheses

- 1) - Most of the difficulties that EFL pupils seem to encounter are at the level of understanding and interpreting ambiguous and new words.
- 2) - EFL learners consider reading as a complex task to understand may be because of lack of practice and cultural differences.

## General Introduction

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3) - Most of EFL pupils like simple and short texts which are related to their level of understanding.

Therefore, the research work presents an exploratory case study which deals with exploring the difficulties faced by EFL pupils in reading, identifying why they encounter such problems and how both learning and teaching processes tackle the reading skill. In this way, the data are collected in a series of designed questions, even more, followed with a series of observed events targeting first year pupils and teachers at Ahmed Bay secondary school.

This dissertation encompasses three chapters. The initial chapter relies on defining the reading skill from distinct perspectives. Then, it offers strategies, types and approaches not only to teach the reading skill but also to overcome difficulties faced by pupils in reading. Finally, it integrates the whole language skills for learning languages successfully and it show the most common difficulties occur several time in hindering pupils' reading comprehension.

The second chapter presents situational analysis and research design which introduces the way the research is conducted through the use of different instruments for the sake of collecting reliable and valid data. It provides a historical evolution of ELT in Algeria, the purpose of study, and an overview of the problem. In addition, It reviews the most appropriate instruments used in this field of research including questionnaire, interview and observation, along with the description of how these tools function according to the type (structured research) being used and the aim of questions being raised. Furthermore, it offers information about 'Ahmed BEY' secondary school where the research was conducted and it introduces the sample population of five EFL teachers and twenty four EFL pupils who participate in this research.

The third chapter offers two parts of studying first data analysis, interpretation and discussion of the main findings. Then, it suggests some novel ideas for the sake of helping EFL pupils in developing the reading skill and promoting comprehension.

# Chapter one



## *Chapter One*

### **Reading Skill: Literature Review**

#### **1.1 Introduction**

#### **1.2 Definitions of reading**

#### **1.3 Reading strategies**

##### **1.3.1 Elaboration strategies**

##### **1.3.2 Memorization strategies**

##### **1.3.3 Organization strategies**

##### **1.3.4 Control strategies**

#### **1.4 types of reading skill**

##### **1.4.1 Intensive Reading**

##### **1.4.2 Extensive Reading**

#### **1.5 Approaches to Reading process**

##### **1.5.2 Bottom up Model**

##### **1.5.2 Top down Model**

##### **1.5.3 Interactive Model**

#### **1.6 Teaching Reading Comprehension**

##### **1.6.1 Pre-reading Phase**

##### **1.6.2 While-reading Phase**

##### **1.6.3 Post-reading Phase**

#### **1.7 Integration of skills to Reading**

##### **1.7.1 Reading and Listening**

##### **1.7.2 Reading and Writing**

##### **1.7.3 Reading and Speaking**

#### **1.8 Factors Affecting EFL Learners' Reading Comprehension**

#### **1.9 Conclusion**

## 1.1. Introduction

The initial chapter is meant to reveal a theoretical review of reading as one of the most highlighted skills in language acquisition. Initially, it shows distinct perspective in defining reading, along with skimming, scanning, close reading, summarizing, elaboration, organization, memorization, and control as skills and strategies to improve learners' comprehension. Besides, it sheds a fresh light on two main types of reading i.e. intensive and extensive reading; each one includes strategies in which the pupils are supposed to promote higher thinking skill. Moreover, this chapter incorporates bottom up, top down and interactive approaches to reading process depending on the complexity level of text and offers methods accompanied with listening, writing and speaking skill in teaching reading skill that contributes to increase comprehension and overcome difficulties the students face during the reading session.

## 1.2. Reading Definitions

Many researchers consider reading as a key concept that leads to successful language learning. This concept attempts to develop the faculty of learner to listen comprehensively and speak and write fluently. In improving this faculty, Dubin (1982) notes that *“Reading is a multifaceted, complex skill made up of a number of psychological, physical and social elements. Just as there are many aspects to effective mature reading (125).”* This strong homogeneity works together as a challenge for readers to exceed his current ‘level of comprehension’ and embrace another world where his/her thinking process changes in terms of language features as well as the way its people think. To make it clear, the readers ought to use their minds when they their eyes recognize the written passage.

In doing so, the novel view of Reading such us Roit (2012) considers reading as a ‘highly strategic process’ (p2) which opposes ‘reading as a product’. As for The former, widdowson (1975) defines reading as an act: *“Not a reaction to a text but rather as an interaction between the writer and the reader mediate through the text”* (174). In the same line of thought, Goodman says that *“The writer encodes thought to*

*language and the reader decodes language into thought.*” (Goodman, 1975,12). In other word, this process pays more attention on what readers do when they approach a text. In this way, they may use their background knowledge, control their reading, make prediction, make inferences, ask question and summarize and organize the main ideas of the text and so on. These are combined in order to solve problem related to the text. However, the latter (reading as a product) is a traditional way of teaching reading; it mainly focuses on the text structure and meaning.

All in all, comprehension is mainly the core of the reading task in which the effective reader employs strategies as keys to look behind the structure and see the hidden meaning of the text.

### **1.3. Reading Strategies:**

Generally speaking, comprehension is denoted as a pillar of the entire reading process, without it, the field of reading remains pointless. This core is raised together with strategies and skills to make students aware of what they are reading. Reading strategies and skills, in one way, are used to clarify the ambiguity found in a text. In another way, psychologically speaking, these two terms are characterized differently. In detail, Afflerbach asserts that

*Children in elementary school, especially when reading instruction focuses on constructing meaning, learn to find main ideas, to skim, and to reread first as deliberate actions and, with practice, later accomplish the same actions with less effort and awareness. In this view of learning, deliberate reading strategies often become fluent reading skills.*

(2008,368)

Strategies are newly adopted with a special intention and purpose by reader himself to deal with problems while reading. For example, when the text looks ambiguous and unclear to the reader, in this case, he may ask questions or read again for making a sense. Here, the reader is conscious of what he is doing and what actions he is taking.

However, as the reader became fluent in reading and habituate to use the same strategies frequently, in this case, strategies can be skills.

Barnett (1988) views reading strategies as “*the mental operations involved when readers approach a text effectively to make sense of what they read.*” (150). the question, in such case, is what characterizes the good reader from the poor one. In this way, the good reader knows and implements numbers of tactics than the poor does. In another way, Cook discriminate the two characters in a shape of a table

Proficient or mature reader	Poor or immature reader
Before reading	
<ul style="list-style-type: none"> <li>• Activating prior knowledge.</li> <li>• Understanding tasks and set a purpose.</li> <li>• Choose appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Start reading without preparation.</li> <li>• Reading without knowing why.</li> <li>• Read without considering how to approach a material.</li> </ul>
During reading	
<ul style="list-style-type: none"> <li>• Focus attention, anticipate and predict.</li> <li>• Use fix-up strategies when lack of understanding occurs.</li> <li>• Use contextual analysis to understand new terms.</li> <li>• Use text structure to assist comprehension.</li> <li>• Organize and integrate new information.</li> <li>• Self-monitor comprehension by: Knowing comprehension is occurring and knowing</li> </ul>	<ul style="list-style-type: none"> <li>• Read to get done.</li> <li>• Are easily distracted.</li> <li>• Do not know what to do when lack of understanding occurs.</li> <li>• Do not recognize important vocabulary.</li> <li>• Do not see any organization.</li> <li>• Add on, rather than integrate, new information.</li> <li>• Do not realize they do not understand.</li> </ul>

what is being understood.	
After reading	
<ul style="list-style-type: none"> <li>• Reflect on what was.</li> <li>• Read summarize major ideas.</li> <li>• Feel success is result of effort</li> <li>• Seek additional information from outside sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Feel success is a result of luck.</li> <li>• Stop reading and thinking.</li> </ul>

**Table 1.1: A Distinction between Good and Poor Reader (Cook,1990, p116)**

Broadly, reading strategies are limitless and flexible tactics the student employs depending on the kind of the text at hand. Among of these, there are skimming (i.e. a rapid way of reading a text purposely to know the whole idea), scanning (i.e. a rapid way of reading a text where the reader' purpose is to detect a specific idea) and careful reading (i.e. a detailed reading technique the reader use focusing on grammar, vocabulary, and comprehension). Furthermore, Belmekki (2008: 273) draws a list of plenty reading strategies

Type of strategies	Reading strategies	Definition
	1- Resourcing	Using written sources for more comprehensionlike dictionary, encyclopedias, titles, subtitles, illustration etc.
	2- Summarizing	Making mental, oral or written summary of information gained through reading like keeping meaning in mind while reading.
	3- Deduction	Applying rules to understand or produce language, using linguistic knowledge, identifying grammatical category of words

		for example.
	4- Imagery	Using visual images ( either mental or actual) To understand or remember new information, or to make a mental representation of a problem, i.e. associating ideas.
	5- Auditory representation	Playing back in one's mind the sound of a word, phrase or fact in order to assist comprehension.
	6- Elaboration	Relating new information with the prior one.
	7- Transfer	Using what is known about L1 to assist comprehension in L1 or L3.
	8- Inferring	Using information in the text to guess meaning, predict outcomes or complete the missing part.
	9- Translation	Using L1 and L2 to assist comprehension.
	10- Repetition	Overt practice and silent rehearsal
	11- skipping	Ignoring unknown or unnecessary words; ignoring details irrelevant to reading purpose, extracting key words
	12- re-reading	Reading again previous misunderstood or important parts of the text.
	13- using cognates	Recognizing words that have the same meaning as the difficult one in the same paragraph or sentence recognize word that have the same meaning in another language.
	14- Anticipate information to come.	Making hypothesis about possible meaning.

**The table 1.2: Flexible Strategies Applied by the Good Reader**

In addition to the above mentioned techniques, Roe (2011), Brevik and Gunnulfsen (2012) categorize four other beneficial strategies for pupils. These include elaboration, memorization, organization, and control strategies.

### 1.3.1. Elaboration Strategies

Again Elaboration strategy is a scaffolding step used in pre-reading while reading and post reading, it requires from the reader to integrate his background knowledge that he previously acquires with the newly acquired knowledge from the text. Moreover, the teacher role in this phase is to activate the student's prior knowledge by using 'thinking aloud strategy', 'collaborative group work discussion', 'asking question', 'note taking', 'summarizing' and 'visual aids involvement (i.e. pictures, data show)'. This list makes students understand the text better when they open a discussion about the ideas included in class.

### 1.3.2. Organization Strategies

Organization strategies are beneficial for organizing the new knowledge; it focuses on the text structure where the reader is required to connect the main idea with the supportive ideas. For instance, Roe (2011) says that "*being able to close the students' eyes and the content of the text in their minds will improve the textual understanding, especially when the text portrays people or events.*" (97). In other words, as the reader listen to his/her mates reading the text, the ideas are shaped in his/her mind so he take notes and organize them in a shape of diagrams.

### 1.3.3. Memorization Strategies

Memorization strategies are also useful techniques where the information of the text sticks in the minds of the students for long time. Brevik and Gunnulfsen (2012) "*Memorization strategies give a so-called "superficial" understanding, and should therefore be combined with other strategies in order for pupils to have a deeper understanding of what they read.*" (66) This includes other strategies such as

elaboration and organization strategies so as to make a transition between what s/he knew and what s/he gets while reading.

#### 1.3.4. Control Strategies

Control strategy is an assessment for all student to back and forth their reading in order to check if they have learnt and understood something. This strategy is called a meta-cognitive strategy since it belongs to the reader himself who keeps repeating, checking and stopping to see if reading reflects in his mind.

In gross, comprehension is the ultimate goal for each reader who extensively strives to make a sense of the text in which he uses keys and methods for a deeper understanding, yet in intensive reading, it is the role of teacher who guides his students to learn to read by using strategies and skills for a variety of goals including vocabulary, grammar and concepts. In this way, Macalister (2011) affirms that " *The teaching versus practicing reading distinction is an important one, for intensive reading should teach learners how to read (164).*" This leads us to say that the teacher's question ought to be " *how does today's teaching make tomorrow's text easier?*" (Nation, 2009,26) in other word, it is the teacher role to encourage, help and show the way for students to read and prepare them to practice this task.

#### 1.4. Types of Reading Skill

Reading plays an important role in language teaching and learning, it is probably considered as a skill in its own right. Goodman (1973) believes that reading can be learnt as a tool or for the purpose of communication. This means that reading has two facets intensive and extensive reading. Additionally, Brown makes a clear distinction between these two types which can be explained in the following lines

*Intensive reading calls attention to grammatical forms, discourse makers, and other surface structure details for purpose of understanding literal meaning implication and rhetorical relationships. Extensive reading is carried out to achieve a general understanding of the text.*

(1989, 283)



This tends to introduce the way these two type function in reading where the formal is used to teach learners to read for multiple tasks, whereas the latter, focuses on comprehension as the main goal for the student to approach.

### 1.4.1. Intensive Reading

It refers to the teacher's supervision and instruction of making student read comprehensively inside the classroom. For Instance, Nation (2009:27) mentions eight characteristic of intensive reading including

- 1- this type seeks for students to comprehend the text being at hand
- 2- It focuses on “*sound-spelling relationship*” where students learn the way to pronounce and the way to spell words.
- 3- It focuses on learning the most important words and how it functions.
- 4- Learning in detail the most complex grammar points.
- 5- Learning how ideas are related to one another in the text by learning the act of each conjunction used between sentences or paragraphs.
- 6- It focuses on the type of information is in the text
- 7- It focuses on the purpose behind the use of vocabulary, grammar characteristics, ideas and the type of information which are encoded together in the text.
- 8- It provides students with strategies such as guessing, using dictionary and so on.

In contrast, this type of reading is complex since it sometimes does not train student to learn to read for promoting comprehension, instead it is used for specific purposes. Macalister (2011) clearly states that “ *A criticism of this type of intensive reading activity with its heavy reliance on comprehension questions is that it does not in fact teach reading(161).*” This means that this type can be used for the sake of ‘text for linguistic object’, or ‘text as vehicle for information’ William (1986:45), in order to teach language such as vocabulary and grammar that enable students to reach specific task such as lexical and syntax information of the text, to further progress in language

learning, and to achieve profound understanding where it remains no obstacle for students to stop reading.

Reading intensively in class is insufficient for students to develop this skill overnight where they just read with the teacher guidance and instruction. However, students need to practice reading outside the classroom as much as possible to foster reading fluency. In this way intensive reading should be followed with extensive one as a complementary task.

#### **1.4.2 Extensive Reading**

There has been different definition concerning this term, extensive reading, is first used by Hedge (2003) to represent skimming and scanning whereas the other scholars relate it to large texts. Unlike the intensive reading, this type refers to learner's autonomy in selecting his own material and read it at their own pace. Day and Bamford (1998) has documented that the benefit of this term lies in: "*developing the positive attitude toward reading in second language, including motivation to read more, increasing reading fluency, gaining vocabulary, improving the writing skill in the second language.*" (143). In brief, this means that through extensive reading learners acquire language easily.

This type has special concern and value since it depends on learners' self-orientation on selecting materials to read for pleasure without interruption and it is not difficult as intensive reading, yet some beginners need suggestions from teacher to select texts, books, and so on to discuss and share their ideas in class.

In relation with intensive reading, teacher may use different approaches either bottom up, top down or both processes interchangeably and simultaneously according to the purposes being set.

#### **1.5. Approaches to Reading Process**

Reading instruction has moved forward with the so-called nowadays interactive process which allows the teacher to strike the balance between top-down and bottom up processes "*depending on the type of text as well as on the reader's background*

*knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading”* (Aebersold,1997,p 18). This model provides an opportunity for students to be involved in learning process.

### **1.5.1. Bottom Up Process**

The bottom up is a hierarchical process where the reader goes through phases so as to perceive information based on the features of the text. i.e., Grabe (2011) mentions that reading was traditionally “*as mechanical process in which the reader decodes the ongoing text letter by letter, word by word, sentence by sentence.*”(89) In addition, this model is ‘an outside in’ process based on the idea that the meaning exists only in the text where the reader interprets without adding into account his/her previous knowledge.

### **1.5.2. Top-Down Process**

Unlike the bottom up process, the top down process refers to the reader who has an active role in making the passage he reads clear. In the same context, Grabe (2011) describes the role of the reader as someone who “*directs the eyes to the most likely place to find the relevant information*”. (89) This process sees meaning as a prior procedure over grammar structure where the reader’s intention and skill is to know the information of the text through reading the title or looking at pictures.

### **1.5.3. Interactive Model of Reading Process**

The interactive reading is a hybrid process which tends to interrelate both processes the top down and the bottom up. Grabe (2011) illustrates that

*The word recognition and syntactic parsing strategies need to be fast and automatic, and both of these processes contribute to the comprehension of the text; that context and background knowledge need to be strong supports for both of these lower level processes; and that predictions and inferencing work to improve the efficiency of word-recognition processes.*

(2011, 89)

This means that the dynamic reader should derive the meaning from diverse types of information when interacting with the text.

All in all bottoms up, top down and interactive models of reading are ways of teaching student to learn to read where the former start processing from text features to recognize smallest feature which is capable of changing the meaning in a word combination to comprehension unlike bottom up, the top down starts from making a sense to the text before analyzing every details of its features. However, nowadays instruction focusing more on interactive as an effective model that works on both processes top down and bottom up which depends on the reader's and the text knowledge.

### **1.6. Teaching Reading Comprehension**

It has been stated that teaching students to read comprehensively is a hard task and demands much effort to perform it effectively. The key to teach reading comprehension lies in how much the teacher is effective. In this context, he should often engage students in selecting reading authentic materials; books, magazines, newspaper; which reflects their level and tackles the real life context. Nuttall states that "*Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.*"(1996,172). This may intrinsically draw the students' intention to bring their experience to the show and further their comprehension. In addition to this, time programming for classroom reading session is really appropriate for students to create a good atmosphere. I.e. The teacher monitors collaborative groups; each one shares his reading with discussing, thinking, raising questions and so on.

However, poor readers finds difficulties in conquering the text and constructing its meaning, the objective of Reading instruction is to help readers to become an expert and strategic readers. To teach reading strategies, requires from the teacher to assist three phases; pre-reading, during-reading, and post-reading activities. In this line of thought Koda claims that

Pre-reading strategies mainly assist in the activation of prior knowledge relevant to the text to be read; during reading strategies mainly aid main idea detection through inferences and cross-referencing; and post reading strategies comprise activities for reviewing and pondering text content.

(2004, 207)

Broadly, before during and after reading are essential phases in the process of reading comprehension where the teacher first helps pupils to brainstorm or produce ideas with raising two questions to make pupils aware of the topic later. Then, he/she lets them read line by line and think about the author message using their background knowledge and assumption. Finally, he/she ask them to summarize the most important point cited in the text.

### **1.6.1. Pre-Reading Phase**

Pre-reading is a warm up stage which provides students with an introduction to the topic where teacher engages them to guess the content of the text. Its importance lies in enhancing student interest about a text.

In this stage, the teacher uncovers some problem solving procedures to introduce the topic and make the task clear for students later by selecting the most difficult items which work as keys related to the content in order for the student to predict what comes while reading. Ferri (2009) asserts that “*activating and building prior knowledge helps ESL (English as a Second Language) students learn content, and suggests strategies such as brainstorming or discussion, using both visuals and graphic organizers*”. This means that students brainstorm, make assumptions and think of the title, or pictures of the text, then list notes using diagrams. For example, they cluster words or concepts related to the topic using bubbles or they use T diagram to classify two different items.

### **1.6.2. While-Reading Phase**

During reading is an interaction between the reader and the text where the teacher engages both top down process and bottom up simultaneously. This stage aims at developing students' aptitude to approach a text by introducing them to linguistic items and trying to bring back what they know about the topic. What is more, the teacher role during this stage requires from the students to read the text in a silent manner, in the same moment, s/he asks them to answer questions or compare and classify what they already know, in addition to what they will explore in reading the text using, for example, 'Venn diagram'. Then, s/he gives the voice for volunteers to read aloud while the remains have to listen consciously and carefully. This activity makes the students encounter new words meaning, absorb grammar and reduce the fact that they find difficulties. Finally, the teacher instructs the students to skim to and scan to track the purpose of the writer and build an understanding

### 1.6.3. Post-Reading Phase

This stage provides an opportunity both for student to assess their understanding and for teacher to see if the reading task reaches his objectives; among of these, there are text comprehension, word recognition and grammar knowledge. Besides, Haller (2000) designs many activities concerning this stage, there are matching exercises, cloze exercises, cut-up sentences, and comprehension question. In addition, readers are sometimes asked to summarize including his previous knowledge with the current one.

### 1.7. Integration of Skills to Reading

Integrated skills approach is an inter-disciplinary trend in teaching and learning the target language, it tends to link more than one or two skills. Although listening, reading, speaking and writing are independent and diverse from one another, Brown (2001) refers to them as "*production and perception are quite simply two sides of the same coin; one cannot split the coin in two.*"(234) This means that the language teacher often cannot teach one skill without immersing the other skill. For example, the student speaks and writes when he has vocabulary filter and comprehension ability from reading and listening. In addition, Oxford (2001) states that integrating the whole language In EFL classroom, the learners are exposed to authentic setting and this

challenge them to interact in natural way. Above all, the instruction is not often for academic purposes such as grammar and rhetoric features rather its reason can enhance the learners' communicative competence in Second or Foreign language.

The creative teacher should rehearse student on practicing all skills together, in order for the student to not be bored. In some context, as stated by Grellet (1981), it is crucial thing to chain various skills in performing reading activities. For instance, although the course of Reading requires time and it is sometimes neglected in textbooks or course design, the instructor may probably involve listening ability to understand what is read. Thus, directing students to discuss on their reading where they employ oral and aural skill to work on their pronunciation, syntax and social use of the target language. Finally, s/he asks them to summarize or restate their reading in written form.

### **1.7.1. Reading and Listening**

In learning a second language or a foreign language, reading and listening are considered as receptive skills in which learner begin with absorb, receive and understanding new items. Additionally, reading is connected with listening as Temperly justify in his saying "*student learn to segment oral message and then they try to recognize these grouping in graphic form.*" (1978,213). While they share the same characteristic, Dubin and Olshtain (1987) state that the two requires interpretative skill as essential aspect in communication. Together with this, if the learners have the control over comprehending words, sentences, the whole subject and script, later they communicate in written or oral form.

### **1.7.2. Reading and Writing**

Reading and writing are recommended to be taught at the same time since they share much in common. These two skills need subject, purpose, message to be transmitted, convincement, author and audience. As Jeanetre and Moseley state in the preface of their book

*...today the idea of integrating writing and reading instruction is gaining increased acceptance because research has indicated its theoretical validity and teachers have discovered its pedagogical effectiveness. Instructors of both writing and reading have in many cases already begun to offer integrated instruction that allows students to view writing and reading in the same rhetorical context.*

(1985,7).

Besides, Reading reinforces writing where the teacher encourages students to read before they write these works as a worm up to feed their mind with much information about the content, grammar structure and skills of convincement and the subject and so on.

### **1.7.3. Reading and Speaking**

Reading as receptive skill influences positively student's competence in producing meaningful sentences according to a certain context. In other words, Hymes (1972) recommends four dimensions in order for students to communicate orally. '*Grammatical competence*' is the capacity of learning phonology features, vocabulary, word and sentence formation, '*sociolinguistic competence*'; the ability to interact with rules social meaning, '*discourse competence*'; the competency of speaking cohesively and coherently, '*strategic competence*'; the ability to overcome difficulties that lead to communication breakdown. In continuing with this context, through reading learners are exposed to grammar and vocabulary features and master how these elements fit together in building sentences. Furthermore, extensive reading provides students with the opportunity to speak about what they read in connected with the new information of the text to enhance understanding.

### **1.8. Factors Affecting EFL Learners' Reading Comprehension**

Current study of reading task unveil various aspects hinder reading comprehension of EFL learners. Grabb (2000) raises a crucial enquiry about reasons behind learner facing problem of fluency while they have had basic decoding skill. She



labels a number of “barriers” which are limited to vocabulary and lack of schematic knowledge (i.e. what the learner knows about the topic make his expectation about he will find in the text). In other words, fluency is important skill which involves the student’s ability to read smoothly, along with word recognition and reading comprehension. Lack of adequate vocabulary in a context is a failure for poor reader to understand a text. For instance, polysemous words frustrate poor reader as in the word ‘reflect’ which means either to mirror, think or to express something. In this way, the exposure to more readings help student to recognize the word depending on the context.

Beside, Background knowledge is very necessary skill which helps reader to make inferences about the clue of text. Non strategic reader starts reading without making prediction, he does not think critically when he is done and he is unaware of his reading. Lack of background knowledge can be either due the fact of being unfamiliar with the text or unskilled in activating what he already knows.

Although translation is psychologically considered as “*a fifth skill to be practiced within the language classroom, alongside reading, listening, speaking and writing in the two languages independently* (Pym, 2013, p3), it sometimes insufficient for a beginner as he use word by word translation to comprehend a text. In this context, using translation in reading task means the process of rendering a text from the source or original language into his mother tongue language, with respect to grammatical and lexical competence in socio-cultural references of the two distinct languages. In contrast, Grabe (2011) mentions that “*in almost all cases, L2 students will have some difficulties framing assumption presented in L2 texts when these texts make use of cultural assumptions that the L2 students do not share*”. (53) This means that the unqualified translator cannot convey the message to his mother tongue, unless he makes a balance of these two languages. For example, the equivalent to the idiom ‘likes a bull in china shop’ in French is ‘*comme un chien dans un jeu de quilles*’. This is used when someone is extremely clumsy. In fact, word for word or literal translation in isolation sometimes hinder comprehension and the learner will find difficulties in obtaining the meaning of idioms and proverb.

### 1.9. Conclusion

This chapter is purely theoretical where it showed the perspective of scholars define reading and retrieves some resources shedding light on effective strategies used inside and outside classroom, during pre-reading, while and post-reading. It also includes reading approaches and types. Then, it focuses on the idea of using integrative skills to reading task that works on language development. This chapter will pave the way to describe the plan of the research.

# Chapter Two

## *Chapter Two*

### **Situational Analysis and Research Design**

#### **2.1. Introduction**

#### **2.2. ELT Situation in Algeria**

#### **2.3. The Educational Context**

#### **2.4. The Purpose of the Study**

#### **2.5. An Overview of the Problem**

#### **2.6. Sample Profile**

##### **2.6.1. Learners' profile**

##### **2.6.2. Teachers' Profile**

#### **2.7. Instruments of the Research**

##### **2.7.1. Description of a Questionnaire**

##### **2.7.2. Description of an Interview**

##### **2.7.3. Description of a Classroom Observation**

#### **2.8. An Overview about the 1<sup>st</sup> year Textbook**

#### **2.9. The Use of Triangulation**

#### **2.10. Data Analysis**

##### **2.10.1. Qualitative Analysis**

##### **2.10.2. Quantitative Analysis**

#### **2.11. Conclusion**

## 2.1. Introduction

The second chapter is about a situational analysis and research design which describes the plan of the research including the ELT situation in Algeria, together with mentioning the use of different methods and approaches to teach languages. Moreover, it provides an idea about the purpose of the study, an overview of the problem and the instruments that is used in the research. Furthermore, it describes the purpose of using each instrument, it describes the type of each one which is structured and how the inquiries and statements of questionnaire, interview and observation have been formed. Thus, it gives an overview about the sample collected that are pupils' and teachers' profile and the textbook they use in class. Finally, it defines the use of triangulation and data analysis.

## 2.2. ELT Situation in Algeria

The educational system of Algeria tends to teach three essential languages including Arabic as the first language, French as the first foreign language and English as the second foreign one. The ranking use of these languages lies in; first Arabic is instructed for five years in primary, four years in middle and three years in secondary school. French is instructed for about ten years that is, three years in the primary, four years in middle school and three years in the secondary school. Whereas, English is instructed for four years in middle school and three year at secondary school level. Other than, Germany and Spanish are also considered as foreign languages that are taught in secondary school, typically foreign languages stream for about two years.

In contrast to other languages that represent a minority of its speakers, English has become a worldwide means of communication since it geographically embodies a huge area of its speakers, furthermore, it plays an important role in all domains either at scientific, economic, educational level and so on. Algeria is aware of its importance as a consequence of this; the use of it grows at a great rate. In the same line of thought Al-Mutawa and Kailani believe that

English holds an eminent place in most of the Arab countries owing to the traditional relationship maintained with the English-speaking world. There are extensive commercial, cultural and other interdependent activities with the United Kingdom and the United States. This results in a favourable attitude towards the language and consequently a strong drive to learn it. This status has recently been enhanced by the rapid growth of science and technology.

(1989:3)

The major goal of the Algerian system of education is to maintain a successful way of learning and teaching foreign languages. In this way, the ELT history of Algeria has shown an ambition in introducing various approaches and methods that generally aim at teaching foreign languages and has a special attention in teaching the English language.

Among the methods that were first introduced, is Grammar Translation Method (GTM) which is mainly load the learners up with grammatical rules and glossary list of both languages so as they learn them by heart in order to apply them in rendering a passage directly from the native into the target language. Alexander (1967) compares the language learner “*as a pianist who used to learn rules about piano but cannot play piano*” (p vii). I.e., grammar translation method sheds the light more on the students’ language knowledge instead of the way they use this knowledge in particular situation.

However, this has been rejected because it pays no attention to the way meaning is interpreted; this has lead to the introduction of the Direct Method (DM). It gains an effective impression in Algeria till these days, in which the student learns a language directly through meaningful situations using object like pen and demonstrate abstract ideas with examples, synonyms and antonyms without calling into a count translation.

Within the globalization process, the Direct Method paves the way to teach the language in a communicative way. Communicative Language Teaching is derived from communicative competence of Hymes who defines it as “*what a person needs to know in order to communicate effectively in culturally significant situations.*”

(1974,75). in this way, the learners should be competent in processing and practicing his knowledge about the target language regarding to the homogeneity of it grammar and vocabulary in it context meaning. Although Algeria implements this earlier, EFL students learn to communicate only in class and this does not support them environmentally outside their class.

Algeria moves forward with the implementation of the competency based approach, in short is CBA, which proves students' aptitudes as autonomous and active learners. Moreover, It focuses more on the way learning should be done by a means of associating students with skills and strategies to execute a certain task. The teacher, for example, asks his/ her students to do a research where s/he provides them with steps like setting the topic, the purpose of the choosing the topic, setting questions or outlines as goals to start their research and setting also the type of research either descriptive, expository, or explanatory and so on and s/he can assist them with material like books or web retrieved documents on net. This method is theoretical, yet students should practice following the steps which are given by the teacher to conduct the research.

In brief, various methods have been adopted in Algeria in the field of learning foreign languages, early learning was based on Grammar and Translation Activities, however, this method was poorly treated since it gives the priority to teacher over learners and written form over the oral one. Besides, translation was not properly used since student memorized vocabulary and grammar rules of both languages. In some cases, translation may be incorrect since both languages have different culture which is found in proverb and idiomatic expression, here the students cannot translate word by word, but he should know the equivalent meaning in both languages. Nevertheless, within the Direct Method, Communicative Approach and Competency Based Approach thought has changed to focus more on the way students interpret the meaning as they read or listen and the way learning should be done by using strategies and skills.

### 2.3. The Educational Context

The research has been conducted in Ahmed bay which is recently established school since September 2016. It is located in Oudjlida which is a small district in Tlemcen. Ahmed bay secondary school encompasses different branches within each academic year

secondary education year	The streams
1 <sup>st</sup> year	Scientific and literary stream
2 <sup>nd</sup> year	scientific, mathematics, foreign languages, literature and philosophy stream
3 <sup>rd</sup> year	Scientific, foreign languages, and philosophy stream

**Table 2.1: Streaming in ‘Ahmed BEY’ Secondary School**

### 2.4. The Purpose of the Study

it has been planned that the research would take place in the English Department, yet the reading skill does not exist anymore as a module since the license, Master and Doctorate system (or LMD) evades all over the Algerian universities in 2003-2004 and changes the way teaching used to be in classical system. However, within the LMD system, the education turns to be students’ task, nowadays, as an autonomous learner that takes reading as an activity for enjoyment and for comprehension. Instead reading skill in other academic services such as middle and secondary school is a part of curriculum and it is imposed on student to read in class. In doing so, the purpose of this research is to observe how ELT classroom tackle reading as a task of its own right and it asks student in written and teachers are orally speaking about the difficulties that hinder the emergence of reading comprehension that the student faces as he read and the reasons that cause these problems.



## **2.5. An Overview of the Problem**

Reading comprehension is an essential task in teaching foreign languages in order to motivate students to learn to read gradually they acquire the language. However, in EFL classroom learning, reading becomes an obstacle and a hindrance for learners to get access to comprehension and acquisition, this will be accompanied with the causes, the reasons that create these obstacles and the way to cure these obstacles.

## **2.6. Sample Profile**

The sample population is the most important aspect for collecting data. in this way, the research aim at studying the case of first year scientific pupils of secondary school, along with selecting five EFL teachers who have an experience in teaching reading skill

### **2.6.1. Pupils' Profile**

The questionnaire is delivered to first year secondary students who belong to the scientific stream. The choice falls on this group for the reason that pupils are still learning to read in English and another reason is that English language receives a great deal of attention from scientific field on the international scale. In addition, the age of pupils ranges between fifteen to seventeen and claim that they are learning English from either five or seven years.

### **2.6.2. Teachers' Profile**

The conducted research includes five experienced teacher in which three of them hold bachelor degree while others have master degree in teaching English. All these five teachers have a face to face meeting conversation which demonstrates their ongoing experience in the ranges of five to twenty years teaching English in two different schools following the instruction of the Competency Based approach.

## 2.7. Instruments of the Research

The research tends to attain accurate data where it hold at the first year pupils of secondary school that is named Ahmed bay in which twenty four students responds on a set of questions in a written form. Although the questionnaire has been written in English language, these questions are orally explained in Arabic because some students cannot understand the English language very well. In addition to this, interview has been chosen as second tool so as to collect a valid data where it asks five female teachers orally about the problems and their causes that occur during the reading sessions. Moreover, classroom observation is added because it *“helps to reduce the uncertain of interpretation and confirm the findings by triangulate my research methods.”* (Sham, 2009: 12).The research is advocated with observation as a triangular instrument in order to check and enrich data.

### 2.7.1. Description of Questionnaire

Questionnaire happens to be the first tool that is mostly used in the present day as long as it provides the research with qualitative and quantitative data and it is an easy tool to design and interpret. In this way, Cohen defines questionnaire as

*“a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyze.”*

(2007, 376)

It is a means of gathering an in-depth amount of information in which a chosen group feels free to answer a series of questions in a written form about a specific topic. The implementation of questionnaire offers advantages and disadvantages aspect in field research depending on the designing of questionnaire. In this way, Furaji makes a table of two columns introducing advantages and disadvantages of questionnaire

Advantages	Disadvantages
<p>The data gathered is standardized and therefore, easy to analyze.</p> <ul style="list-style-type: none"> <li>- Data can be gathered quickly from a large number of respondents.</li> <li>- It is possible to compare your results with similar surveys used in other institutions.</li> <li>- Respondents can answer anonymously, which may produce more honest answers.</li> <li>- Online surveys are relatively inexpensive.</li> <li>- One person can administer the entire process if they have the necessary skills</li> </ul>	<p>Responses may be inaccurate, especially through misinterpretation of questions in self-completing questionnaires.</p> <ul style="list-style-type: none"> <li>- A reasonable sample size is needed before the responses can be used to represent the population as a whole.</li> <li>- Response rates can be poor; people may lack the motivation to complete or return the questionnaire. Consequently, some sort of incentive may have to be included, for example, a drawing for a prize.</li> <li>- The complexity of designing, producing, distributing, and analyzing the questionnaires may make them expensive and time consuming.</li> <li>- Quantitative data (i.e., research that produces numbers and percentages, etc.) may not be enough to answer the questions you are seeking to answer in your research. More in-depth interviews or focus groups may be needed.</li> </ul>

**Table 2.2: Advantages and Disadvantages of a Questionnaire ( Furaji, 2012, p 81)**

The questionnaire is constructed of two sorts of inquiries, including mixed questions multiple choice questions

- Mixed questions require from the pupils to reply by yes or no, yet these sort of questions need justification to the reason of choosing one answer.
- Multiple choice questions are formed with optional answers that permit the participant to select one or more answers.

Besides, questionnaire is addressed to pupils for the reason that they know what are their lacks and wants. This tool is designed including three sections, the first one gives general information about their age and to which stream they belong, the second one is for having an idea about their interest in learning languages especially English. While the third one intends to uncover specifically EFL pupils' hindrances of reading comprehension, causes in which the problems emerges and the way students find solution to this problem.

For further explanation, the second section includes five questions where each one is in order and sequenced with the next one. The purpose of the first (1) question is to know which part of language the pupils prefers the most and the results of this inquiry can be evidence to the second and the third one. The second (2) question is devoted to individuals themselves as pupils who express their thought toward reading in one or more than one language, while the third (3) one tend to know the purpose of pupils in reading. In addition to this, the fourth (4)one shows the kind of material which pupils like to use which is either textbook or other materials that is used outside the context of education. Moving to specific, the fifth one asks students if pupils like to read in English where s/he is required to justify his or her answer. This last question leads us to the point of our study. The third section encompasses four questions in which it first (1) tends to discover the kinds of difficulties pupils face when they read in English, second (2) clarifies the preceding question and uncovers the causes which triggers this problems to emerge during the reading section, third (3) indicates the way pupils accomplish his task of reading when they do not understand, while the fourth (4) and the last is formed purposely to know if pupils' belief about reading as a way of acquiring a language.

### **2.7.2. Description of the Interview**

Interview is a way of thoroughly exchanging information with a small sample, even more; it is an interaction that takes place with different manner. I.e. Cohen et al (2007:349) say that "*the interview is flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken, and heard*". moreover,

Richards (2001:61) differentiates between interview and questionnaire as “*Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups.*” Although interview consumes time, it is used to get knowledge, attitudes, and opinions from an experienced group about specific subject. In like manner, this tool is employed to carry out three objectives that the research aims to reach. In the first place, it intends to collect data from EFL teachers since they are aware of their students’ problems and weaknesses.

Moreover, the type of interview the researcher use, is structured one which requires from the interviewer to prepare a plan earlier including a set of questions so that it enables him/her to explain and discuss with the interviewee. In addition to this type, it tends collect both quantitative and qualitative data. This tool is designed to provide the researcher with beneficial information, yet there are some disadvantages that prevent the researcher to implement it in the field of research. Furaji elaborates a table in two columns describing the advantages and the disadvantages of interview

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>➤ It is useful to obtain detailed information about personal feelings, perceptions, and opinions.</li> <li>➤ More detailed questions are allowed, which usually achieve a high response rate.</li> <li>➤ Ambiguities can be clarified and incomplete answers followed up.</li> </ul>	<ul style="list-style-type: none"> <li>➤ It can be very time-consuming: setting up, interviewing, transcribing, analyzing, feedback, reporting.</li> <li>➤ It can be costly.</li> <li>➤ It is not used for a large number of people.</li> <li>➤ Different interviewers may understand and transcribe interviews in different ways.</li> </ul>

**Table 2.3 Advantages and Disadvantages of an Interview (Furaji, 2012,79)**

That is to say, the first question (1) aims at having an idea about the teachers' view of the reading skill. The second question (2) speaks about reading out of the classroom context and tends to know if the teachers allow pupils to discuss some topics in class. However, the third one (3) is about reading inside the classroom context where it asks about the time of teaching reading.

In addition to the third inquiry, the fourth one (4) about pupils' motivation in class either it can be mentioned from the material used or the type of the text and so on. Moreover, the fifth inquiry wants to know from teachers the type of problem pupils faces in class. Then, the sixth one aims to explain the previous question by asking the causes behind these problems. While the (8) one asks about the role of teachers in class, the (9), the (10) and the (11) questions ask about the strategies used by teachers to train their pupils in class. Whereas, the twelfth (12) and the last question is used to assess pupils and see if they have improved in reading, or can speak and write properly in English.

### 2.7.3 Description of the Classroom Observation

Observation is a way of gathering data through watching people attitudes and behavior or events and setting. Observation has a special value in data collection, Cohen et al (2007:397) claim that "*it offer an investigator to gather live data from naturally occurring social situations.*" It allows the researcher obtain and elicit information via attending a series of events.

Although the use of observation is time consuming, it allows the researcher to attain deep information according to the objectives cited in the checklist. Furaji makes a table of two columns where she introduce advantages and disadvantages of observation

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>➤ Easy, efficient.</li> <li>➤ Don't have to be trained to use it.</li> <li>➤ Several observers can gather the</li> </ul>	<p>"Closed" in nature, can only observe what is stated in the checklist. - Limited to "presence" or "absence" of</p>

<p>same information to check for reliability.</p> <ul style="list-style-type: none"> <li>➤ Focus on many behaviors at one time.</li> <li>➤ - Useful for curriculum planning for individuals.</li> <li>➤ Data gathered can be highly reliable.</li> <li>➤ Allows you to directly see what people do rather than relying on what people say they did.</li> </ul>	<p>behavior.</p> <ul style="list-style-type: none"> <li>- Lack of information about the quality and duration of behavior and a description.</li> <li>- Under most circumstances, observational data are more expensive to obtain than other survey data. The observer has to wait, doing nothing, between observation events. The unproductive time increases the cost.</li> </ul>
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**Table 2.4 Advantages and Disadvantages of Observation ( Furaji, 2012, 83)**

The type of observation used in this research is, structured observation where the items are systematically set in order and in a form of schedule with the date and the time duration. In this way, the observation took place in three sessions where each one encompassed one to three or four hours in order to accomplish the objectives of reading session. In that moments, the results had been collected by following the procedures of the observation checklist which is divided into eight parts including teacher's methods either teacher or students centered, the approach that the teacher follow (i.e. competency based approach or CBA), students interaction either working individually, in pairs or collaboratively in groups to do tasks, motivation, strategies of reading, enjoyment and instructions such as engaging students in reading activities, students and teacher questions and answers.

## **2.8. An Overview about the 1<sup>st</sup> Year Textbook**

The teaching material is arranged to fulfill the needs of a certain group taking into consideration their age and level of education. For instance, the so called, At The Crossroads, is dedicated for the EFL first year high school pupils since 2005 in which its publishers assert (2005:8) that this book reflects the students' level since they have

already been exposed to learn with the competency based approach for four years in middle school.

The 1<sup>st</sup> year either literary or scientific stream share “at the crossroads textbook.” It encompasses five units namely ‘getting through’, ‘once upon a time’, ‘our finding show’, ‘eureka!’, and ‘back to nature’ that are basically restricted to twenty hours. In addition to this, each unit has four sequences; Listening and Speaking, Reading and Writing, for Developing the language Skills, and the last covers ‘*write it out*’ and ‘*work it out*’ rubrics, the former helps the learner to consolidate and extend their writing skill while The latter provide students with the opportunity to express their abilities in solving problems.

In addition to these sequences, the unit includes ‘*stop and consider*’ section where it trains students on the basis of grammar, syntactic and phonological rules that are briefly mentioned in the first two sequences. Finally, ‘*Project workshop*’ and ‘*check your progress*’ are the last two sections that come after ‘*stop and consider*’ in which the first request the students to work either individually, in pairs, or in group on a project to refresh skills that are acquired earlier. Yet, the second aims at testing pupils in a summative way.

To conclude, this book is designed for the benefit of providing students with skills and engaging them to communicate meaningfully both in oral and written discourse in English language.

## **2.9. The Use of Triangulation**

Triangulation is the employment of various methods which aim at checking the accuracy of the findings information in which Creswell and Miller 2000 claim that triangulation is “*A validity procedure where researchers search for convergence among multiple and different sources of information to form themes of categories in a study*” (p.126). It searches for similarities data from distinct research instruments which symbolize both quantitative and qualitative data. In this way, Garard says that the advantages of using more than one or two methods are



*Various reasons have been advanced for the use of combined methods triangulation, including increasing the concurrent, convergent and construct validity of research, the ability to enhance the trustworthiness of an analysis by a fuller, more rounded account, reducing bias, compensating for the weakness of one method through the strength of another, and in testing hypotheses.*

(2004,43)

Besides, we use triangulation to provide the research with wealthy data that are collected from students' questionnaire, teachers' interview teachers and classroom observation. To sum up triangulation assist the researcher to verify and seek for more data that has been unrevealed in some resources.

### **2.10. Data Analysis:**

It is an important step the researcher goes through when he reports the research findings. This can be analyzed either qualitatively or quantitatively depending on the type of data is being used in research.

#### **2.10.1. Qualitative Data Analysis**

Qualitative data analysis requires from the researcher to portray information that is collected from the selected group in a form of paragraph. Cohen says that this type "*involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.*" (2007, 461) this means that the researcher should have skills to explain data by summarizing and classifying every response on the basis of its content. The researcher, in such situation, should know either the views of the participants indicate similarities or difference.

#### **2.10.2. Quantitative Data Analysis**

This type of analysis represents numerical information which determines the number of the participants who choose the same answer from close ended and multiple choice

questions. Marczyk (2005:17) sees it as “involves *studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics*”. In addition, this data is based on measuring the research instrument and sample information including numbers and percentages that will be demonstrated through graphic like bare graph and pie.

The Open University offers a summary on the differences features between qualitative and quantitative analysis in a form of a table of tree column.

	Qualitative research	Quantitative research
Type of knowledge	Subjective	Objective
Aim	Exploratory and observational	Generalisable and testing
Characteristic	Flexible	Fixed and controlled
	Contextual portrayal	Independent and dependent variables
	Dynamic, continuous view of change	Pre- and post-measurement of change.
Sampling	Purposeful	Random
Data collection	Semi-structured or unstructured	Structured
Nature of data	Narratives, quotations, descriptions	Numbers, statistics
	Value uniqueness, particularity	Replication
Analysis	Thematic	Statistical

**Table 2.5. Qualitative and Quantitative Characteristics**

### 2.11. Conclusion

The second chapter sets a plan to be followed in order to collect information from three tools which are interview, questionnaire and classroom observation and describes each element alone with it type which is a structured one which collect both qualitative and quantitative data analysis. Besides, this section speaks about the approaches and

the methods that have been adopted to teach English in Algeria for a long time. This chapter opens the door to the practical one which analyzes, interprets the data and gives solution of the each problem and inquiry in reading.

# Chapter Three

## *Chapter Three*

### **Data Analysis, Interpretation, Discussion and Recommendation**

#### **3.1 Introduction**

#### **3.2. Data Analysis, Interpretation, Discussion**

##### **3.2.1 Pupils' Questionnaire Analysis and Interpretation**

###### **A. Pupils' Questionnaire Analysis**

###### **B. Pupils' Questionnaire Interpretation**

##### **3.2.2 Teachers' Interview Analysis and Interpretation**

###### **A. Teachers' Interview Analysis**

###### **B. Teachers' Interview Interpretation**

##### **3.2.3. Classroom Observation Result**

##### **3.3.4. Discussion of the Main Findings**

#### **3.4 Recommendation and Solution**

#### **3.5 Conclusion**

### **3.1. Introduction**

The third chapter is a practical work which is divided into two parts. The first part tends to implement the plan that is set in situational analysis and research design. This part analyzes pupils' questionnaire and teachers' interview quantitatively and qualitatively and describes the way the reading skill is tackled in classroom in each session along with the behavior of teacher and the pupils. In addition to the analysis of questionnaire, interview and observation, this part interprets the data of each tool alone and discusses the main findings. As for the second part, it recommends solutions for pupils to get a rid of their problem in reading comprehension.

### **3.2. Data Analysis, Interpretation and Discussion**

This section attempts to report data collected from pupils' questionnaire, teachers' interview and classroom observation.

#### **3.2.1. Pupils' Questionnaire Analysis and Interpretation**

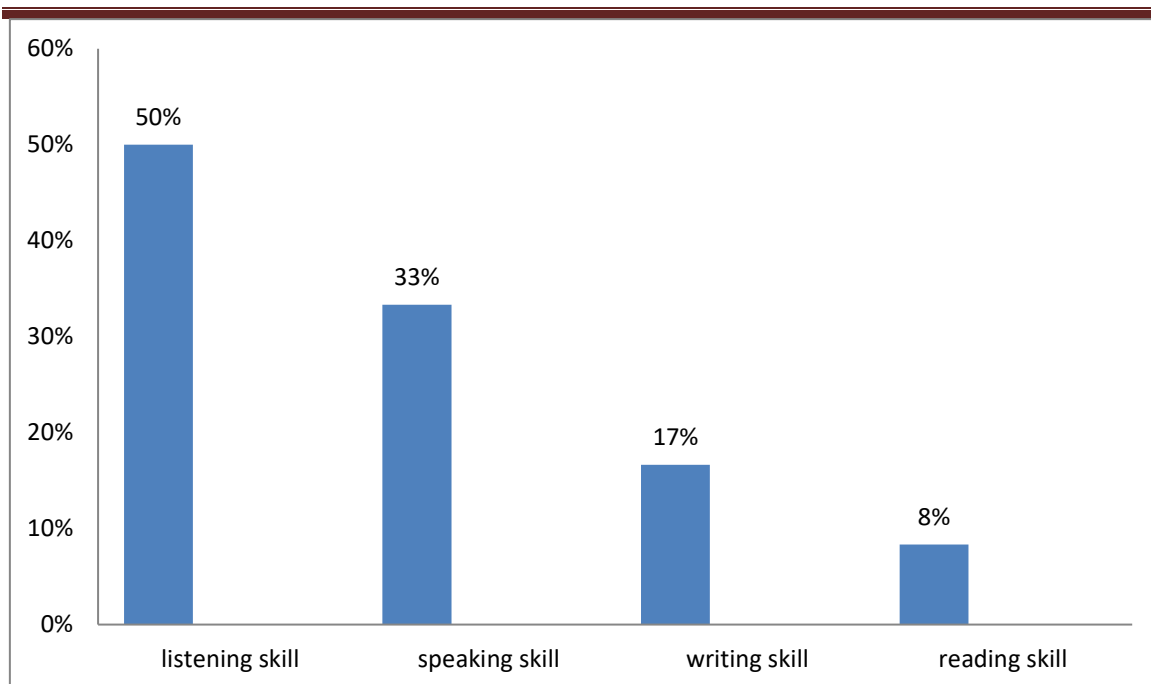
As mentioned previously, questionnaire attempts to reports both qualitative and quantitative information of first year secondary school scientific stream pupils at Ahmed Bay.

##### **A. Pupils' Questionnaire Analysis**

**Question 1:** which skill do you best prefer?

The aim behind this question shed the light on the best skill allows pupils to develop their ability in learning language successfully. The majority of pupils (50%) claim that they like listening to movies and music. while (33,33%) of pupils develop their language through speaking while minorities (8,33%) choose to read and (16,66%) like writing. As illustrated bellow

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

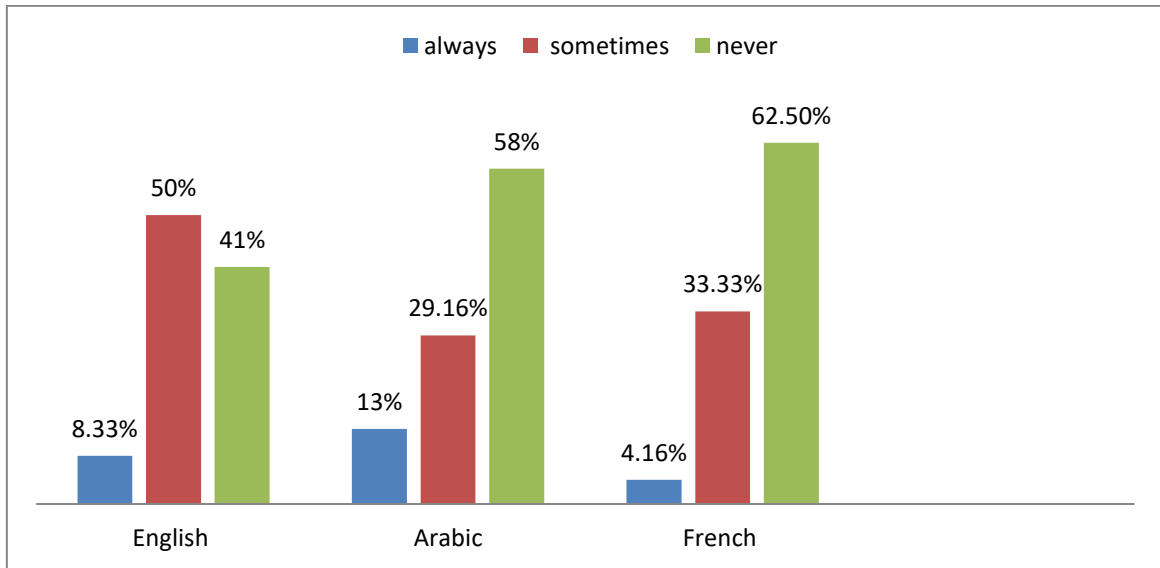


**Graph 3.1:** The Most Important Skill to Learn Languages

**Question 2:** which language/ languages do you prefer to read?

The main purpose behind posing this question is, though these languages remain low coefficient in scientific stream education, the researcher needs to know pupils' desire and prospective of developing this/these language(s). In this way, the data is illustrated in a shape of bar graph below

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation



Graph 3.2 Pupils’ Awareness of Reading in English, Arabic and French

Overall, the bar graphs shows that English gains the largest parts of its readers in which it marks almost fifty percent of pupils occasionally read in English. Unlike, over the same percentage refuse reading in both Arabic and French. Many justify their answers by saying that “I prefer reading in both Arabic and English language because Arabic is our mother tongue and simple language and English is global language.” In addition to this, some claim that they read in French and English to travel around the world while few respond that they read in one language simply because they like it.

#### Question 3: what is your purpose of reading?

The table below shows that (12,5%) of pupils see reading as their habit and leisure for pleasure time whereas, the same (12,5%) of pupils purposely read for enhancing their listening comprehension, speaking and writing skill. While (25%) of pupils read to fulfill their goals and aims toward the program requirements and (50%) of pupils read to have knowledge of a certain topic. for better illustration, the evidence is displayed in the table below



**Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation**

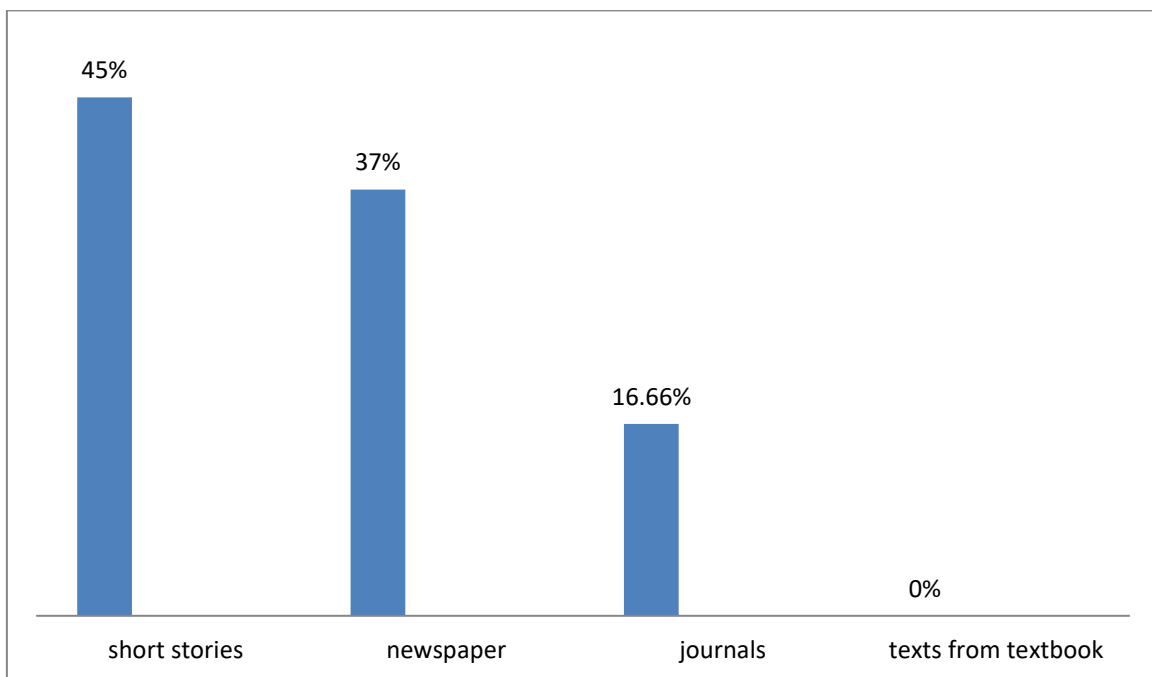
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The purpose of reading	Relative Frequency	Absolute Frequency
1- Hobby	3	12,5%
2- For developing the language skills	3	12,5%
3- For gaining knowledge	12	50%
4- For academic purposes	6	25%

**Table 3.1** Goals of Pupils' Reading

**Question 4** what kind of material do you use?

The question goals are to know whether pupils opt to read classroom teaching material or other materials. The data reveals that the majority of (45,83%) are interested in reading short stories while 37,5% of the participants like newspaper, the rest 16,66% of them prefer journals and non of the respondents intend to reading from the textbooks. In different way, the beneath bar give a better illustration of the findings



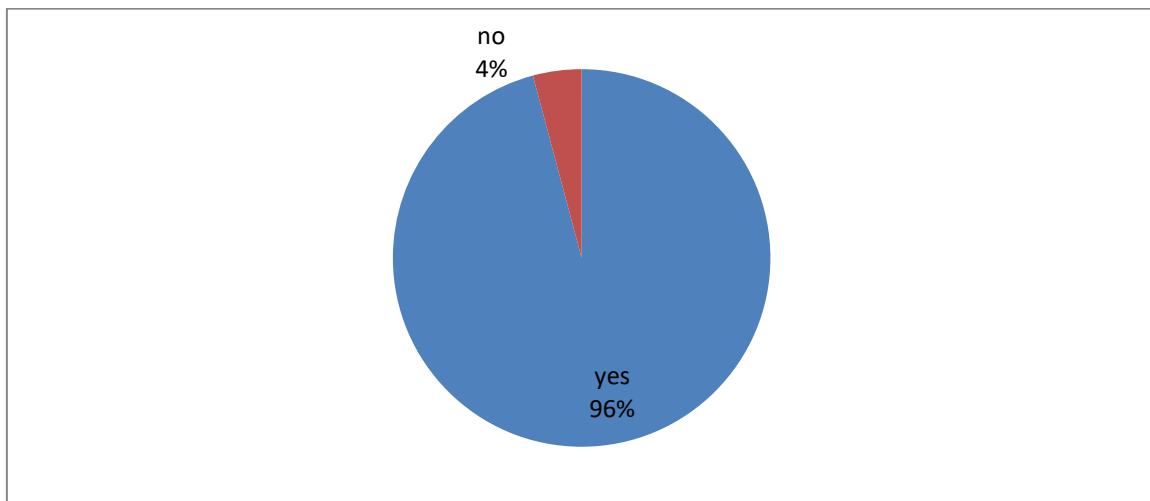
**Graph 3.3:** Materials in Reading

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

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**Question 5:** do you enjoy learning English?

This kind of question attempts to cover some the aspect of motivation and desire that the pupils bear towards learning the second foreign language. To do so, it reveals that almost all the participants (95,83%) respond with yes, either because of extrinsic motivation since it is the global language or they intrinsically like the way their teacher performs, whereas the remains (4,16%) oppose the idea of studying English language. for better illustration, the results are displayed in a form of pie chart below

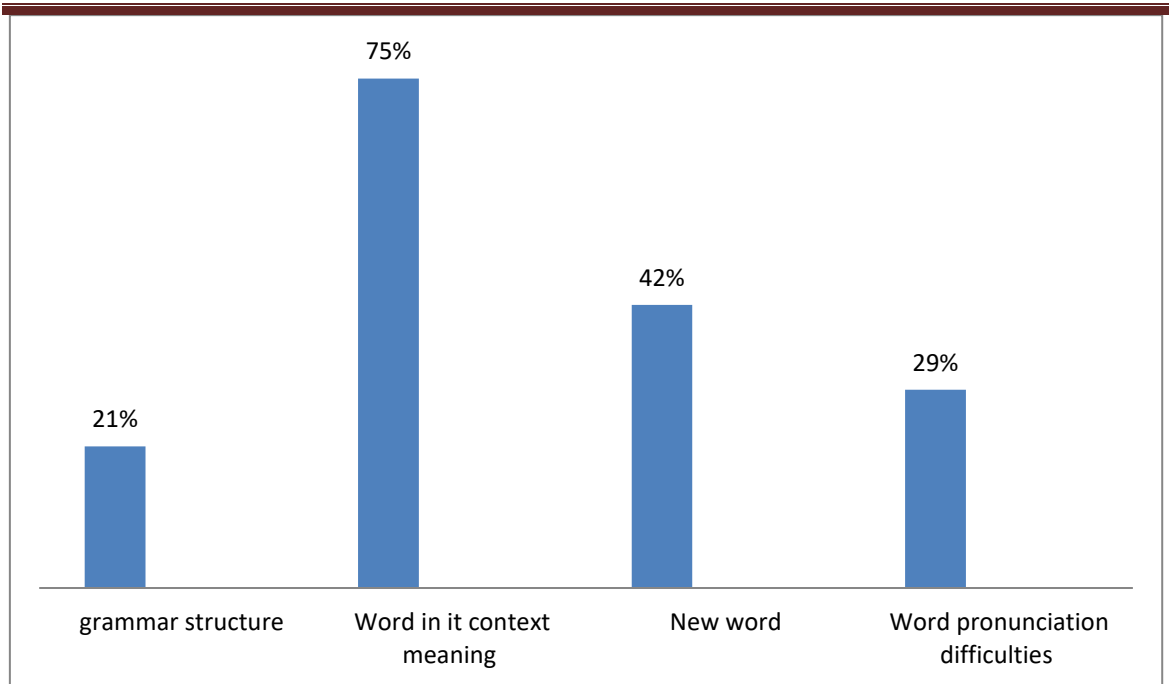


**Chart 3.1:** Pupils' Attitude toward Learning English

**Question 5:** what are the problems that hinder your comprehension during reading?

This question does not restrict pupils to choose only one answer in a case they encounter more problems in decoding a text. Approximately the whole (75%) cannot understand the text which has words that contain lot of meaning, almost a half 41,66% have problem when they come cross a new word, while 29,16% have problem with pronouncing words and 20,16% have a problem with grammar structure. In different way, the graph below shows better illustration

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation



**Graph 3.4:** Hindrances of Reading Comprehension

**Question 6:** why do you find difficulties in understanding the text?

This question intends to know the reason why pupils struggle to invade the text easily. half of the participants (58,33%) claim that the reason that negatively affect their reading comprehension is, they don't read a lot, (25%) reading a text is a challenge since the message is encoded with word meaning and its features that goes hand in hand, the remaining 16,66% percents state that they have problem with the aspect of writing such as expository, argumentative and so on.

**Question 7:** what do pupils do when they do not understand?

This question attempts to shed light on two kinds of reader who belong to either the so-called strategic reader or poor one. To do so, 33,33 % of participants solve their reading problems with translating from English to either Arabic or French and 20,83% stop reading while 29,16% keep reading and 12,5% read again and use the dictionary simultaneously. The below table explains better the result

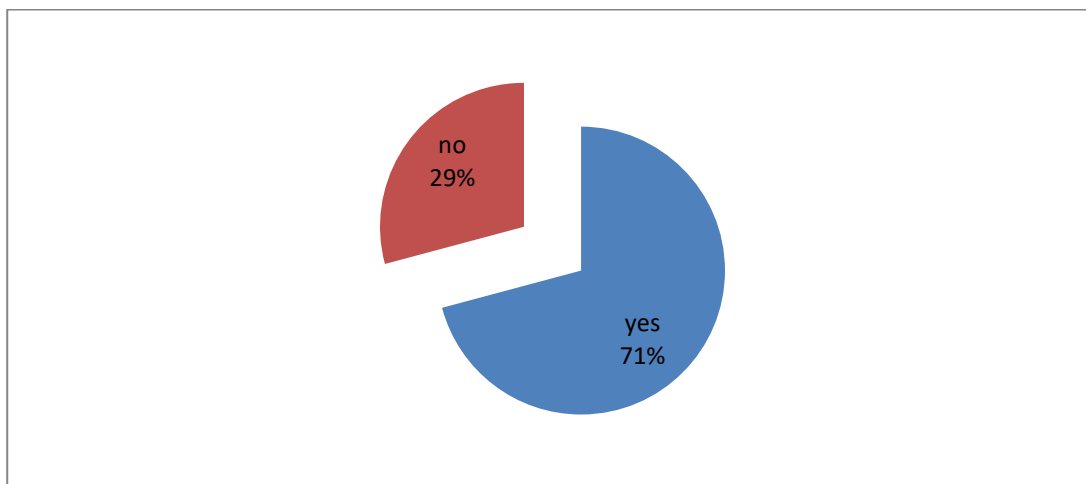
### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

Strategies of reading	Percentages
The only solution is “I translate in Arabic/ French”	33,33%
I stop reading	20,83%
I keep reading	29,16%
Those who have more than one solution	
I re-read and use dictionary	12,5%

**Table 3.2:** The Skills of EFL Pupils in Reading

**Question 8:** do you think that the reading skill helps you in listening, writing and speaking skill?

This inquiry holds a belief that every EFL students has formed about this topic where 70,16 % of the participants hold the belief that reading assist them in acquiring the English language skill, except 29% say that reading does not help them.



**Chart 3.2:** The Importance of Reading

#### **B. Interpretation of Pupils’ Questionnaire**

Data collected from pupils’ questionnaire deduce that EFL pupils believe in the benefice of reading since half of them prefer reading short stories either for pleasure or learning language successfully while others read journal and newspapers in order

### **Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation**

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to have knowledge and fulfill goals in academic purposes. However, they encounter a lot of problems which interrupt their comprehension while reading in English.

The results come to conclusion that EFL pupils face problem at the level of misunderstanding. i.e., it is hardly ever to recognize ambiguous and new word in a specific context meaning. While few pupils even have problems at level of pronunciation and grammatical analysis. These kinds of difficulties could emerge for specific reasons. In effect, pupils' answers disclose that there are many reasons behind the emergence of difficulties in reading comprehension, yet the main reason is lack of practice

Although EFL pupils seen reading as a complex task to understand, the results reveal that almost poor readers solve their reading problems with translation of texts from English into Arabic or French. Yet, minorities mentions that their solution is to read again and search for the most difficult word in the dictionary whereas, few pupils continually read without paying attention to the difficult word and pronunciation.

#### **3.2.2 .Teachers' Interview Analysis and Interpretation**

The interview which is administered to five EFL teachers tends to process both qualitative and quantitative analysis.

##### **A. Teachers' interview Analysis**

**Question one** according to you how do you view the reading skill?

All the EFL teachers prefer reading because, two teachers say that reading is one of the four language skills where learners should be able to understand and interpret the whole meaning of a text or a written passage. Secondly, two others demonstrate the benefice of this rubric as a way of learning pronunciation, building sentences, enriching the students' vocabulary. Besides, the fifth teacher says that reading makes learners literate and more familiar with any topic.

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

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**Question two:** do you sometimes give your students the opportunity to select a text and discuss it in class?

The data show that 80% of teachers say no because, On the one hand, one teacher says it is hardly ever for her to ask her learners to read texts since it is witnessed that most of the Algerian students are careless about this skill. Even more, second teachers say that students are unable to choose a text either because they do not have time or they do not know which text is better for them to choose. On the other hand, the third one say those students must read according to the syllabus and theme of the unit. While the fourth one says that it is rarely where she adopts texts which are simple and follow the students' level and have the same objective and theme of the curriculum.

However, twenty percents of the participants are with classroom discussion technique where pupils open a debate depend on what have been read.

**Question three:** how much time do you spend in reading skill?

All the respondents refer to the curriculum, syllabus, activities objectives as well as the level of the learners and their stream. For example, if it is first year class, it varies from three to four hours per a week along with pre, while and after reading.

**Question four:** are your learners motivated to read in class?

All teachers say that not all students seem motivated in class especially when the text is too long and difficult. In addition, one teacher add that EFL pupils from Islamic background usually does not embrace others culture and they do not want to understand it either i.e, the topic includes Hinduism, Christian and Jewish culture. however, another teacher says that the fact reading aloud technique is not implemented in competency based approach to avoid the negative effect of mispronunciation factor on pupils and that make them motivated to read keep reading silently with reflection. However, they suggest that pupils are motivated in class only if teachers

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

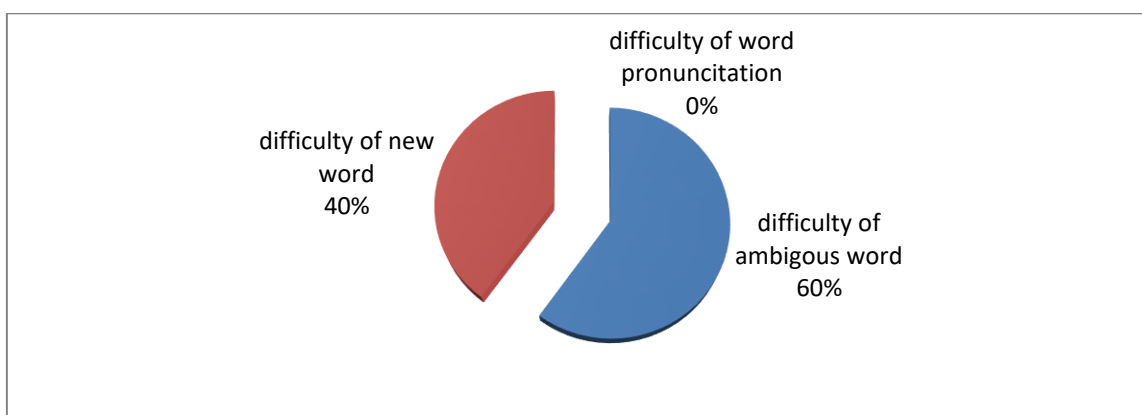
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- Asking question to trigger students' comprehension.
- Rewarding them with adding extra marks.
- Teachers' Selection of texts
- Simplifying the reading task by including visual aids like data show and pictures.
- The accessibility of text which has easy and correct English.
- Training them on performing some strategies which make an easy task on students and became gradually good readers.

Besides, most of them add that they suggest and advise pupils on reading some short stories which have imaginary and attractive plots at the same time. Moreover, some provide them with proverbs which have the equivalent meaning as in Arabic.

**Question five** as an experienced teacher, what kind of difficulties EFL students are exposed to when they read?

The data shows that 60 % of the participants claim that students have problem with word that contains verity of meaning while 40 % say that student cannot stand the meaning of new word in the text where they stop reading and became unmotivated.

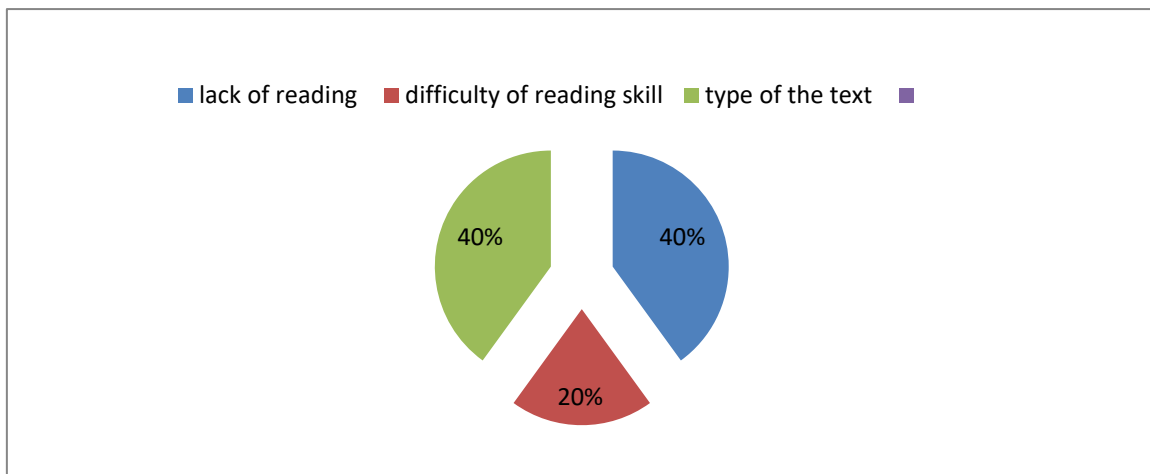


**Chart 3.3:** EFL Pupils' Difficulties While Reading

One teacher adds that word pronunciation can be a problem and cause stress for pupils mainly when teacher ask her/his pupils to read aloud in class. However, this may not be students' problem since reading aloud technique is not implemented in classroom.

**Question six** what is the reason behind the emergence of students' difficulties?

The present question reveals that forty percent of teachers believe that pupils' lack reading represents a barrier that threaten their proficiency in reading while the other forty percent indicate that the difficulty of reading skill itself causes a hindrance for pupils, yet the rest 20 % states that the type of texts (i.e, expository text) is one of the most causes of students problem in reading.



**Chart 3.4:** Causes of Pupils' Problems in Reading

Some add that pupils have problem in understanding the text includes cultural context of the English language, and the fact that pupils lack of reading is, because of matter of fact in our society (i.e. Algeria) where most of pupils hate reading.

**Question eight** what is your role toward pupils' failure while reading?

All teachers say that they follow competency based approach in class where they explain, help, and facilitate the task on students. However, they advice and encourage pupils to read at home for overcoming reading problem.

**Question nine** what strategies do you often teach in pre-reading?

All EFL teachers answer that they use visual aids like pictures and videos to brainstorm the topic. What is more, two teachers add that they ask a lot of questions in other to make students aware of the topic.

**Question ten:** which strategies do you teach during reading?



### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

All teachers usually train their students via using silent reading technique and answer comprehension questions both reference and inferences one. While two others teachers add that they ask them to use dictionaries, gestures or elicit key words from the text, explain or give their synonyms which are simpler.

**Question eleven** what are the strategies included after reading?

All teachers claim that there are two strategies in post reading that basically concerns either to re-ordering sentences or filling the blanks.

The answers obtained from question nine, ten and eleven are reviewed in the following table

Pre- reading strategies	While reading strategies	After reading strategies
<ul style="list-style-type: none"> <li>• The use of visual aids</li> <li>• Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Silent reading and Answering comprehension questions.</li> <li>• The use of the dictionary.</li> <li>• The use of gestures.</li> <li>• Elicit words</li> </ul>	<ul style="list-style-type: none"> <li>• Re-ordering sentences</li> <li>• Filling the blanks</li> </ul>

**Table 3.3** Pre-, While and After Reading Strategies

**Question twelve** do teachers think that students benefit from the reading sessions?

The answers obtained from this reveals that 80 % agree that students benefit more from reading session especially when students use vocabulary that they learnt, on their writing and speaking. And 20 % disagrees that not all of students are motivated to learn in reading session and that is obvious on their speaking and writing. In addition to this, the reading skill is always followed by writing where students use vocabulary and organize their writing cohesively and coherently.

## **B. Interpretation of Teachers' Interview**

Results received from EFL teachers' interview shows that reading is an important skill for both language and knowledge acquisition, though this process have an impact on EFL pupils' difficulties in reading for many reasons.

The data obtained from EFL teachers reveals that pupils face serious problems in reading sessions. In fact, teachers claim that the main problem repeated all the time is, when pupils come cross ambiguous word in which they do not know which meaning writer referring to according to the context used in the text. Teachers' answers justify that problems mainly emerge because of the lack of reading and the type of the text. However, the role of teacher re-compensates pupils' problems by advising them to practice reading, providing them with simple and short text, using videos and picture, asking questions, advising them by using the dictionary, eliciting or skimming the most difficult word.

Although EFL pupils have a lack at the level of vocabulary, the results lead us to know that EFL teachers play pivotal role in creating motivational atmosphere along with methods they follow and the act they take in front of pupils.

### **3.2.3. Classroom Observation Results**

Classroom observation took place in three sessions where each one encompassed one to three or four hours in order to accomplish the objectives of reading session. In that moments, the results had been collected by following the procedures of the observation checklist which is divided into eight parts including teacher's methods either teacher or students centered, the approach that the teacher follow (i.e. competency based approach or CBA), students interaction either working individually, in pairs or collaboratively in groups to do tasks, motivation, strategies of reading, enjoyment and instructions such as engaging students in reading activities, students and teacher questions and answers.

### **Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation**

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The first session of observation was held on Monday, March 12<sup>th</sup> 2018, from, 13:30 to 15:30 with the first year secondary school scientific stream class which includes twenty four students.

Pupils had received pre-reading period for about fifteen minutes where they had initially followed the instruction to open the textbook page 144, unit three which was ‘Back to Nature’ on sequence two; reading and writing, and the text entitled “Chemical at War against Man”. In this moment, the teacher created a motivational atmosphere in class where pupils seemed curious and gradually attempted to know the general idea of the topic through looking at pictures being at hand vis a vis they were picking the right answer that referred to each picture. Then, they draw a conclusion that these two pictures presented one thing which was the causes and the consequences of pollution. In other word, this phase took place as a warm up to trigger pupils knowledge about what coming up while reading.

However, half an hour passed to move to while reading in which some pupils looked noisy and unlikely to read the text saliently, either because it is difficult to get access to the meaning or it by nature that they do not like to read. The teacher, in this case, skimmed four words to be matched with their definitions in order to facilitate the task on pupils to know the main idea of the text. After a while she asked volunteers to read the text loudly for once where five pupils wanted to read and the majority were listening, yet, after each mispronounced word the teacher corrected them and encouraged pupils by saying ‘keep reading.’ As well as after each paragraph which was read, she explained and asked simple questions about the text while some pupils were looking for specific answers, but only seven pupils participate to tell the answers.

About One hour and half ago, teacher highlighted the most important grammar point that was in the text; cause and consequence. Although the activity number three was written on page 146, teacher wrote it on the board where she added some sentences that were related to the pupils’ daily life situation, so that they can understand the aim behind it. After joining these sentences pupils had induced that these sentences needed connectors which were the cause and the consequence.

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

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A continuous session to the previous one; reading and writing sequence, was on Wednesday, March 14<sup>th</sup> 2018 which started from 13:30 to 14:30 within the same group and the same teacher, yet there were twenty-two students attending in the classroom. It was for the post-reading phase, the teacher moved around and explained quickly the rule of the following task page 147 which was ‘*Write it out*’ rubric. This task was included in post-reading phases which asked pupils to complete the blanks with information written in the box above to get two coherent paragraphs as well as it summarized what pupils get while reading. During this phase few pupils were working on it while the rest seemed unmotivated to do it.

The second session took place on Monday, April 9<sup>th</sup> 2018 from 13:30 to 14:30 fourth sequence consolidation and extension, part one ‘write it out’. The text was entitled renewable energies.

This phase had four pictures and it required from pupils to read the text saliently and answer the questions. In this moment, pupils were reading the text in a silent manner while the teacher brought her note book and moved around to watch over who was working while pupils were asking the teacher about some words meaning like the difference between ‘*sun rise*’ and ‘*sun rays*’. While ago, those who were always active, were ready to answer the questions where it led the teacher to ask for more pupils to tell the answer loudly. In this phase seven pupils participated; two failed, yet five pupils answered the questions correctly.

The third session was on Monday, April 16<sup>th</sup> 2018 from 13:30 to 15:30, unit four and sequence reading and writing.

In pre-reading page 114, pupils tried to match pictures with their names where someone said that this task was easy. The teacher asked a lot of questions in order to activate students’ background, even more she tried to make students participate by rewarding them. After all pupils concluded that these pictures represent one thing which is the development of communication. After that, some pupils had guessed by ranking the items which came first.

### **Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation**

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The majority of pupils seemed curious about the guessing activity where they were looking for specific words and numbers on the written essay, page 115. After that they tried to tick for one title of the text by looking at bold type. From there on, some pupils read carefully and saliently while the teacher wrote some ideas to be matched in relation to each paragraph. In this way, four pupils matched them successfully where someone tried to understand the difference between two invents while one of his mate reply using his prior knowledge. Moving to questions of comprehension, six pupils participate where two them fail to answer but the remains four get the answer correctly.

The next session was on Wednesday April 18<sup>th</sup> 2018 from 13:30 to 14:30 which was continuous session to the previews one. This phase was called discovering the language. Some pupils read paragraph one and two to know the expression of however that link between these two paragraphs. After a while the teacher asked them to match between sentences using a connector where three participate in this task. After that pupils wrote a note about concession connectors like although and however.

The next session was on Monday 23<sup>rd</sup> 2018 from 13: 30 to 14:30 which was a continuous one to reading and writing sequences. In the Post reading phase, some pupils had re-ordered the sentences in which it summarized and reminded pupils what they read in the previous phase.

Classroom observation is planned for over four sessions to see the different ways of teaching and learning the reading skill. Unfortunately, this tool takes place in three sessions and this due to some reasons. The time was limited; the exams were in the corner and the program had finished, in addition, the rubric of reading usually includes one text in each unit along with the writing rubric which goes hand in hand, so this process varies between one to four hours.

#### **3.2.4 Discussion of the Main Findings**

The data received from pupils' questionnaire, teachers' interview and classroom observation sessions come to the conclusion that EFL pupils improve their English

### **Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation**

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language learning after reading sessions. However, this skill cannot be developed overnight while it needs practice to overcome difficulties with comprehension.

Based on the results obtained from questionnaire, interview and classroom observation proves the convergence of the first hypotheses which says that most of EFL pupils have reading difficulties at the level of understanding and misinterpretation ambiguous and new words. In addition to some EFL pupils add that even grammatical and pronunciation problems hinder their comprehension. In this way, observation classroom sessions reveal the reason behind teaching grammar and pronunciation aspect within the reading comprehension skill is, to make pupils aware of grammar function in paragraphs and sentences context.

Besides, the three tools mention that the emergence of EFL pupils' difficulties in reading lays in the lack of reading as a major cause of miscomprehension gap. This concludes that the second hypothesis shows convergence since most of EFL pupils do not practice. In addition to this, it is noticed from classroom observation session and teachers' interview reveals that the type of the text is also one of the most reasons why pupils have problem in getting access to the text message and meaning.

Furthermore, the third hypotheses also prove convergence where some EFL teachers' interview mentions that EFL pupils are motivated to read accessible and short texts and stories. However, when texts are difficult in term of accessibility comprehension, EFL teachers and classroom observation sessions shows that role of teacher take the share of lions in creating good atmosphere and activating pupils' background knowledge, along with exhibiting pictures.

#### **3.3. Recommendation and Solutions**

The second part presents a proposal practice where the researcher reviews the role of EFL teachers who take into consideration the needs, level, interest, and background knowledge of pupils when they select texts, in relation with the relevance, content, and the authenticity as features of the text.

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

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For further information, Arias (2007) mentions in his book *'selecting reading materials wisely'* pupils and texts are relevant to one another. Initially, there are four interconnected appearances to relate to pupils' features in text-selection, for instance, teachers first ought to choose materials or texts that reflect the level of pupils because *"asking the students to read material that goes beyond their might be counterproductive since learners may feel that they are simply incapable of reading in the target language."* (Arias, 2007, 133) Even if the texts are complex, the duty of the teacher is to choose the most known topics in their society such as politics, tourism and so on and makes the task easier on their pupils with activities and questions to caught their interest and have them familiar with the topic.

Second, when the texts are clear or difficult, they yet look familiar to pupils; this leaves a positive impression and effect on pupils and makes them interested to learn more about the subject. Third, if there is a *"mismatch between students' expectations in regards to their needs and interests can result in students' frustration, which might imply failure on a reading course."*( Arias, 2007,135) instead, as teachers recognize pupil's interest, they should also shed the light on assessing pupils in order to discover their needs in reading comprehension and help them with innovative ideas and tactics for making pupils ready to face obstacles and problems alone, Likewise, texts *"should be related to real world reading purposes."*(Arias, 2007,137) . Fourth, teachers should know the background knowledge of pupils as an essential feature in reading comprehension where they ask pupils what topics draw your attention.

In relation to this, teachers ought to select authentic texts away from textbooks material; these texts do not only include linguistic aspect but rather, deals with world issues like fashion, weather, politic and the culture side of the language. Besides, Arias speaks about five included aspect in authentic material, these are

- Students need to be able to comprehend real life language.
- Teachers can take advantage of the grammatical aspects found in the texts.
- Students will be prepared to read any type of text.

### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

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- We can provide the students with different strategies to ensure a better comprehension.
- It is better to simplify the reading process, rather than the text.

(2007, 141)

The selection of authentic texts are beneficial for acquiring the English language where pupils obtain background knowledge in linguistic and have information of what is happening in their society.

What is more, since teachers analyze pupils and the text requirements, they should set new activities so that pupils feel satisfied. This means that final step teachers take, is to recommend new activities and techniques which break the routines of everyday teaching and learning reading comprehension in English language, along with, more innovative thought like the use of technology in the classroom context. This step is explained within the needs of pupils in a table of two columns.

Pupils' needs	Expectations
<ul style="list-style-type: none"> <li>• Difficulties in pronunciation:               <ol style="list-style-type: none"> <li>1. Difficult words</li> <li>2. It is confusing to understand and voice out homophones which sounds the same and written and differently</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Most of EFL pupils like listening; Improving English pronunciation by listening to videos. The use of video that have the same theme and title as the text.</li> <li>➤ Using dictionary to check words transcription and meaning.</li> <li>➤ Reading aloud needs to be developed at home or alone since makes pupils embarrassed and anxious at home.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils' should avoid translation technique because</li> </ul>	1. HOW? 1. Pupils need to guess words in it



### Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation

<p>it sometimes cannot provide them with meaning. In this way, they should start thinking in English</p>	<p>proper context.</p> <ol style="list-style-type: none"> <li>2. Skimming and scanning</li> <li>3. They should make inferences and assumption, especially, when the theme or the title of the text is hidden, The pupils task is to look at the detail and use background knowledge to know the title of the text</li> </ol>
<p>• Ambiguous words:  <b>Homonyms</b> have multiple meaning words.  <b>Homophones</b> are words that sound alike, yet they have different spelling and meaning.  <b>Homographs</b> have same spelling, different pronunciation and meaning.</p>	<ul style="list-style-type: none"> <li>➤ Lexical Field</li> <li>➤ The implementation of Crosswords puzzle helps pupils to improve vocabulary.</li> <li>➤ Keep reading.</li> <li>➤ Guessing the meaning from the context.</li> <li>➤ Using the dictionary.</li> <li>➤ Using a variety of word meanings in proper sentences within the use of real life contexts.</li> </ul>
<p>2. Grammar structure</p>	<ul style="list-style-type: none"> <li>➤ Re-order words/ combining words</li> </ul>

**Table 3.4:** Suggestions for Enhancing Pupils’ Reading Comprehension

A further recommendation is the implementation of the Extensive Reading in the classroom context. This is the key to success where it fits all EFL pupils’ needs, for instance, it increases their reading speed with an accurate pronunciation as well as it improves their grammatical knowledge and enlarges their vocabulary. Moreover, it enhances pupils’ speaking and writing skill and makes them aware of the subject. In this way, the benefit of applying this type in the classroom context lies in creating higher level of motivation where pupils read any interesting topic

### **Chapter Three: Data Analysis, Interpretation, Discussion and Recommendation**

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with pleasure to keep reading and overcome difficulties. In addition to motivation, it provides pupils with an opportunity to work in groups. Then, they select effective material and topics about sport, tourism, culture and so on. And after a long time reading, they hold a classroom debate or conversation.

#### **3.4. Conclusion**

The third chapter provides practical analysis of pupils' questionnaire, teachers' interview and classroom observation sessions. In fact, the main findings reveal that most of first year EFL pupils who belong to scientific stream encounter problem of misunderstanding words that seem ambiguous and new to them. Whereas, minorities do not even have a basic level on grammar and pronunciation in which they threaten and prevent them from understanding the meaning of the text. This led us to provide some innovative ideas needed in the context of teaching and learning the English language.

# General Conclusion

## General Conclusion

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Reading is one of the best examples of and the most recommended skill for successful language learning as it also provides the learner with a basic source of knowledge either at the level of grammar, vocabulary or topic knowledge. The aim of this research is to explore what difficulties impede pupils' reading comprehension, the reason why difficulties emerge in reading and observe how pupils or teacher succeed in dealing with the obstacles to reading comprehension.

This extended essay tackled three divided chapters where the first one attempts to summarize scholars' contributions toward the reading skill. This indicates comprehension as the core point in reading skill, along with strategies that help readers to derive meaning from background knowledge about the topic as well as the components used in relation to the context meaning of the text. In addition, this chapter covers the way reading comprehension should be taught, together with both top down and bottom up processes in order to allow pupils to listen comprehensively and write and speak fluently. However, the second chapter deals with work plan being stated as an introductory work to the following chapter such as describing the triangular methods; questionnaire, interview and classroom observation, along with having an idea about pupils' and teachers' profile and the textbook being used in first year secondary school. Nevertheless, the third one attempt to implement what has been said in the second chapter like analyzing and interpreting the results of pupils' questionnaire, teachers' interview and classroom observation sessions in order to discuss the main results with reference to hypotheses, and it also tries to introduce some innovative ideas and suggestions for the sake of pupils' motivation toward reading.

The current results uncover that first year 'Ahmed BEY' EFL secondary school scientific stream pupils lack of vocabulary where they suffer a lot at level of understanding ambiguous and new words, and minorities even suffer at the level of pronunciation and grammar. This happens because of pupils' lack of reading. As it seen in the teachers' interview, pupils' questionnaire and classroom observation

## General Conclusion

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analysis, motivation plays an important role in selecting materials especially short stories and short, familiar and accessible texts. Furthermore, pre-reading activities and teachers' contribution to activate pupils' background knowledge via asking questions, it stimulates pupils' curiosity to know and read more about the topic. Over and above that, the teacher who creates a debate with pupils, encourage pupils to read more outside the classroom context. For this reason, it is suggested the implementation of text- selection in detail, along with its requirements and aims to meet pupils' wants and lacks. In addition to recommendation, it is provided some innovative ideas, advice for both EFL teachers and pupils and the implementation of extensive reading for the sake of developing pupils' fluency in reading, speaking and writing.

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# Appendices

Pupils' Questionnaire

Dear pupils,

This questionnaire intends to gather information about reading skill and its complexity that impedes the learning process and the way it is taught in class. To do so, I need your cooperation to answer the following questions either in English, French, or in Arabic.

*Rubric One: General Information about Pupils*

- Gender:                                      female                                       male
- Age:
- Your Branch of study in secondary school:
- How long have you been studying English language?

5 years                       6 years                       7 years                       more

*Rubric Two: Pupils' Preference*

1. Which of the following skills do you like the most?

Speaking skill

Writing skill

Listening skill

Reading skill

Why?.....  
 .....  
 .....

2. Do you read in: (color the circle)

- |                                 |                                 |                                 |  |
|---------------------------------|---------------------------------|---------------------------------|--|
| <input type="radio"/> English   | <input type="radio"/> French    | <input type="radio"/> Arabic    | <input type="radio"/> other languages... |
| <input type="radio"/> Always    | <input type="radio"/> Always    | <input type="radio"/> Always    | <input type="radio"/> always             |
| <input type="radio"/> Sometimes | <input type="radio"/> Sometimes | <input type="radio"/> Sometimes | <input type="radio"/> sometimes          |
| <input type="radio"/> Never     | <input type="radio"/> Never     | <input type="radio"/> Never     | <input type="radio"/> never              |

Why?.....  
 .....

3. For what purpose do you read?

- I like it for pleasure
- For developing the listening, speaking and writing skill
- For academic purposes.
- For gaining knowledge

If there are any other purposes, please list them .....

.....

.....

.....

4. What type of material does you like the most?

- Short stories
- Journals
- Newspaper
- Texts from textbooks

5. Do you like learning English?

- Yes  no

Why?.....

.....  
.....

*Rubric Three: Pupils' Reading Difficulties*

1. What are the difficulties do you face when you read in English?

-Word that have a lot of meaning

-New word

-Grammar structure

-Difficulty in pronouncing words

Any other difficulties, please write them.....

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

2. What is the cause behind reading difficulties?

Lack of reading

The complexity of reading skill itself

Type of the text

Any other categories, please write them.....

.....  
.....

3. If you don't understand, what do you do?

I read again

I use the dictionary

I keep reading

I stop reading

I translate in Arabic/ French

Any other techniques?.....

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

4. Do you think that the reading skill helps you in writing, speaking and listening comprehension?

Yes                       somehow                       no

How? Any suggestion.....

.....  
.....

Thank you for your collaboration

## Teachers' interview

1)- How long have you been teaching the English language?

2) - According to you how do you view the reading skill?

3) - From Time to time do you ask your pupils to choose texts to read and discuss them in class?

4) -how much time do you spend in reading?

5) - are your pupils motivated in class?

No

yess

6)-As an experienced teacher, what kind of difficulties are pupils exposed to when they read?

Ambiguous words

New word

Difficulty in Pronunciation

7) -Do you know reasons why these difficulties emerge?

Lack of reading

Type of text

The difficulty of reading itself

Any others, please specify

8)-To overcome reading difficulties, what is your role toward pupils?

9)-What are the strategies do you train your pupils in pre-reading?

10)-What are the strategies do you train your pupils while reading?

11)-What are the strategies do you train your pupils after reading?

12) - Do you see any progress in term of fluency in reading, writing and speaking after a long reading session?

No

yes

How?

**Classroom Observation Grid**

	Indicators	tick	cross
Teacher methods	Teacher centred Student centred		
The approach	The cultural approach Language approach Personal growth approach Combination Others		
Student's interaction	-Work collaboratively to do tasks Work in pairs In small groups Individually		
Motivation	Class attentive, quite and no motivation Encouragement, praise, thanks Students' partial or full participation		
Strategies	Reading silently Reading Aloud Questions for pre-reading While reading Post reading		
Enjoyment	Demonstrates enthusiasm with the subject matter Students' interaction with the text, classmate and teacher		
Instructions	Engage students in reading activities Have student attempt to match story with their lives Explain, repeat difficult words and student question and Students' questions/ answers Teachers' questions/ answers		
Teaching material	Using modern resources Authentic/ modified/handouts/ activities Textbooks		
Other things			