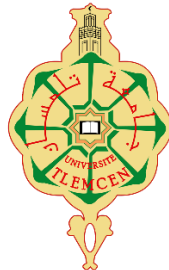


People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

University of Tlemcen



Faculty of Letters and Languages

Department of English

Teaching Reading to Young Learners

**Case of English as a Foreign Language in
Primary Education in Tlemcen**

Dissertation submitted to the department of English as a partial fulfillment for the requirement of the master's degree in Didactics

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Dedications

First and foremost , praise be to my Almighty Allah Who gave me strength, patience and fortitude to fulfill this research study.

I would like to dedicate to my beloved parents , may Allah keep them for me. To my dear husband , my sweet daughters, I should not forget my dear sisters , my deceased father- in-law , may Allah rest his soul and my mother-in-law.

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I am indebted to my supervisor, *Pr.Hadjoui Ghouti* who paved me the way to undertake this research work and to look forward.

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Abstract

Algeria knew a total transformation in language policy as English was introduced at the level of primary education (third grade). The research work studied the instruction of foreign language skills for young learners and mainly reading skill, the difficulty as well encountered by primary school English teachers in teaching reading skill in particular. It attempted to seek for young learners' failure in reading. The investigation relied on one research instrument, a questionnaire designed and delivered on line to sixteen primary school English teachers for the collection of data which was analyzed both quantitatively and qualitatively .The results revealed that young learners have indeed a great difficulty in decoding English words mainly because they are not able to recognize the relationship between letters and sounds in addition to some extra reasons mentioned in the third chapter. On the basis of these results , various suggestions and recommendations were provided to improve young learners' reading skill and to ease the task to primary school English teachers among which :more practice and repetition on the board ,extra hours devoted for English language , less crowded classrooms in addition to the 'necessary' teaching materials.

General Introduction

English is widely used around the world in computers and all other technological equipment. It is considered the global language of business, science, and communication.

The English language has approximately 400 million native speakers worldwide, however, it is also the single most popular second language.

It plays a pivotal role in our lives for a multitude of reasons. It facilitates global communication, grants access to information , empowers educational and career opportunities ,enriches our understanding of cultures , and fosters personal growth and confidence.

Accordingly, English language teaching is of great importance in today's globalized world and it would be probably urgent to have an overall mastery of as well as a rigorous learning. In fact , the teaching of English to young learners has demonstrated an outstanding growth over the last 20 years or more . New initiatives have been made to enhance foreign language instruction both globally and nationally. In this respect , the Algerian President decided in summer 2022 to adopt the English language starting with the primary level. Indeed , English (the foreign language) has been implemented in

Algerian primary schools at the level of the third year. English instruction has necessitated a massive recruitment of graduated students and the creation of specialized pre-service and in- service training programs.

Teaching young learners differs from teaching adolescents or adults since they have unique physical and behavioral traits , as well as distinctive learning styles.

In foreign language teaching , reading is regarded as the most crucial skill and the basic literary component in public education , it is probably the most challenging skill to instruct especially to young learners as it requires the acquisition of some significant aspects .

In this vein , the importance of the present research work is to unfold the difficulties novice teachers encounter when teaching the four language skills and more precisely reading skill .

Thus, the purpose of this inquiry is to investigate the various difficulties of primary school English teachers in instructing young learners reading skill and the main reasons that hinder them to acquire this skill.

Therefore, using Tlemcen primary school English teachers as a case study , the following research question serves as a basis for the current study.

Is it more difficult for primary school English teachers to teach the reading skill than the other skill?

The following hypothesis has been suggested as a potential means of providing answers to these questions:

The reading skill is the most challenging skill to teach to young learners.

In fact , the researcher's willingness to fulfill the stated goals necessitated to undertake an exploratory case study with sixteen primary school English teachers in Tlemcen city . This study will collect both quantitative and qualitative data , including a questionnaire designed and delivered to this category of teachers.

This research work is structured into tow chapters, the first one is divided into parts. The primary one is devoted to a literature review of reading, its main aspects, its importance and the text types for kids. The second part involves the inclusion of English in Algerian primary schools ,the importance of the English classes, the characteristics of young learners and a broad exploration of the learning/ teaching framework in primary schools focusing on the teaching of the foreign language skills and for the most part reading.

The second chapter represents the practical part of the study including gathering and analyzing data , drawn from one research tool , a questionnaire . The objective of the findings was namely , to reveal the difficulties primary school English teachers encounter in instructing young learners reading skill. As a result, the chapter will be concluded with some suggestion to improve young learners' teaching /learning outcome in general and reading in particular.

Chapter one

Chapter one:

Literature review about Reading

1.1 Introduction

Reading is one of the important skills in English and it is the window of the world , through reading , people can get more knowledge and information form books , magazines , newspapers and others.

Reading is the **important** subject to be taught and the most complex one . Thus , how reading is defined.

1.2 Definition of Reading

Reading is the act of processing a text in order to extract meaning. To learn to read , children have to develop fluent word reading and language comprehension (**Gough & Tunmer**) 1986. It is in fact the ability that pertain to a person's capacity to read, comprehend and decode written language and texts.

In other words , reading is the cognitive process that involves decoding symbols to reach meaning . It is an active process ,, constructing meaning of words and aims at helping the reader to direct information towards a goal and focuses their attention .

What is reading according to famous scholars

Nanan(2003:68) “ reading is fluent process to eraders combining information from a text and own background knowledge to build meaning”

According to Anderson(2007:99) states: “reading is process of understanding of implied in a text and looking at the ideas contained in the written word”.

According to Harmer(1983: 153) “ reading is an exercise dominated by the eyes and the brain”. It means readers not only read the text but also understand the meaning of written text being read”.

Gray says: “Reading is a form of experience , reading brings us contact with the minds of great authors , with the written account of their experiences , their recorded lives and the advancement made by them in various fields”.

1.3 Aspects of Reading

Reading is indeed one of the most significant skills . It does not come naturally , it is a learning journey .

Teaching students to read is arguably one of the most important functions of the teaching profession . The ability to read for comprehension , opens up an entire world of possibilities and opportunities for children to discover new world and learn new concepts.

Crucial aspects have to be taken into consideration by the teacher when teaching reading to young learners .

1.2.1 Decoding

It is the process of translating printed (written) words into speech.

Decoding denotes the use of phonics , or the correlation between letters and sounds . Important concepts are phonemes , the smallest unit of sounds in a language.

It is a vital reading skill that acts as a foundation for other skills learned through the use of phonics.

Children also need to be able to connect individual sounds to letters , so that they can piece them all together and sound out the full word.

As a matter of fact, if children cannot decode , they will not be able to reach fluency , vocabulary and then meaning. It goes through three important steps

1. Segment the word into individual letters , group of letters , say each sound separately
2. Use phonics knowledge to work out how each of letters (group of letters sound)
3. Blend the sound together to form the word

1.2.2 Fluency

This is another crucial aspect in reading . It is highly related to comprehension . Fluency in reading entails accuracy , speed and expression . Fluent readers can do this because they do not have problems with word recognition . Thus they can focus on the meaning of the text.

Recent research reveals that fluency also depends on the ability to group words appropriately during reading.

This means fluent readers recognize words quickly , but also know where to place emphasis or pause during reading.

Moreover, fluent readers automatically understand which words they are reading in the text, they are able to read phrases and add proper intonation when needed.

As such, their reading becomes smooth and expressive . In fact, fluency builds a bridge between word recognition and comprehension . It allows learners to emphasize on what the text is saying . They are able to make connections between they are reading and their own background knowledge . Therefore, they are able to concentrate on comprehension.

1.2.4 Vocabulary

Vocabulary refers to the number of words that a person knows, one either has a large or small vocabulary . It is indeed the collection of words known by the individual or by a large group of people . It may also mean the body of specialized terms in a field of study or activity.

Vocabulary plays a considerable role in reading instruction, as it is essential for reading comprehension and fluency.

Effective vocabulary involves explicit and systematic teaching of words. It is part and parcel of the reading instruction; as beginners children use the words they have heard to make sense of the words they see in print.

Several studies have shown that good readers have a good vocabulary knowledge. In order to understand a text, readers need to know the meaning of individual words . They construct an understanding of the text by assembling and making a sense of the words in contexts.

This is important for children who are developing oral proficiency , as well as for native speakers of a language.

In later reading development , when students read to learn , they need to learn new vocabulary in order to get new knowledge of particular subject matter.

As a matter of fact, vocabulary is crucial to reading comprehension.

1.4 Conclusion

In the light of what was stated , reading is the most challenging skill to be taught , since it requires the acquisition of these vital aspects , and more importantly decoding , as learners will not be able to attain fluency and vocabulary if they d prove their inability to decode.

.5 Implementation of English as a Second Foreign Language in Primary Education in Algeria

1.5.1 Introduction

The interest of learning English has increased to such an extent that it is considered to be a global language. New initiatives have been made to enhance foreign language instruction both globally and nationally.

In fact, Algeria has experienced reform of the educational system in 2022 ,English as a second foreign language has been implemented in the Algerian primary schools at the level of the third year.

1.5.2 Inclusion of English in the Primary Education curriculum

The president's official resolution to introduce English as a second foreign language in 2022 for both political and educational reasons ; obliged the government to take urgent measures to ensure a quality of education to young learners .

The rapidity of this reform involves many ulterior motives regarding France and the French language , the language of the former colonial power . When Algerian children went back to primary schools of their third year in September 2022 ,they discovered disconcerting of program. For in addition to French which they started learning at the point in their school curriculum .

Algeria is moving further away from its francophone history by introducing instruction in English in primary schools. The country is trying to improve academic and professional opportunities.

Furthermore, President Tebboune directed the creation of a new specialty in the higher education sector that will focus on training English language teachers for primary

schools . This new program is set to commence as of the 2023_2024 school year and is expected to provide a much needed boost to the quality of English language education in primary schools.

In addition to this , the President emphasized the importance of accelerating the recruitment process for holders of Magister and doctorate degrees , as suggested by the Ministry of Higher Education . This will ensure that the necessary expertise is available to maintain the implementation of these new initiatives.

1.5.3 Importance of English Classes for Primary School Pupils

English language skills are a crucial part of child's education , and catering them with a sound foundation in English classes during their primary school years is vital .

There is an evidence to show that if a child starts learning a language before the age of ten , he will be quite able to achieve native fluency which is nearly impossible to attain when being adult. How can young learners benefit from English classes for primary schools?

1.5.3.1 Building Strong Communication Skills

One of the primary objectives of English language education for primary school pupils is to help them to develop substantial communication skills. Effective communication is essential in all aspects of life , and starting early ensures that children can not only express themselves clearly but develop the sense of self-confidence as well.

1.5.3.2 Enhancing Reading and Writing Proficiency

English classes introduce learners to the world of reading and writing . Through reading distinctive texts and writing assignments, pupils expand their vocabulary, improve their comprehension , and develop their writing skills that will be required for lifelong learning.

1.5.3.3 Fostering Critical Thinking

Studying English involves analyzing texts , making inferences , and drawing conclusions. These cognitive processes enhance critical thinking in young learners . They will be able to evaluate , to give their own opinion, which is vital in their academic and personal development.

1.5.3.4 Encouraging Creativity

English classes enable young learners to unfold their creativity and imagination . They can express themselves freely .It helps them to discover their unique voices and develop lifelong love for literature and storytelling.

1.5.3.5 Preparing for Future Success

Strong English language skills are so necessary for future success , both academically and professionally . As children progress through their education , proficiency in English becomes increasingly important . It paves the way to higher education opportunities and future career prospect.

1.5.3.6 Promoting Multilingualism

In today's globalized world , being multilingual is a valuable asset . English is often considered the international language of communication , and proficiency in English allows students to connect with people from different cultures and backgrounds , widening their horizons.

1.5.3.7 Building Confidence and Self-Esteem

As children improve their English skills, they become more confident when participating in class discussions , presentation , and other activities .This boost in self-esteem can have a positive impact on their overall academic performance and personal growth.

1.5.4 Characteristics of Young Learners

Young minds are endowed with idiosyncratic features that distinguish them from adolescent or adult learners

Early studies of second or foreign language learning argued that there was a “critical period”(Lenneberg ,1967;Penfield&Robert,1959), or a “critical “ or “sensitive period “ (Oyama, 1976), prior to puberty in which children could acquire native-like proficiency in a foreign language

Moreover, young children , especially those aged nine and ten , learn differently from older children , adolescents and adults in the following ways:

They **respond to meaning** even if they do not understand individual words.

They often **learn indirectly** rather than directly i.e they take the information from all sides , learning from everything around them rather than only focusing on the precise topic **physical world to convey meaning.**

Their understanding comes not just explanation , but also from what they see and hear, and more significantly , have a chance to touch and interact with. They are as well able to work and learn from others.

They find abstract concepts such as grammar rules difficult to grasp. They **learn better through concrete things rather than abstract concepts.**

They have a **limited attention span** ;unless activities are extremely engaging , they can get easily bored , losing interest after ten minutes or so as proved scientifically

They **ask questions** all the time . They are very **active and imaginative.**

They **enjoy imitating** and are **skillful in listening** accurately and **mimicking** what they have heard.

1.5.5 Teaching /Learning Framework

There are **six learning sequences** along the 3rd Year Primary Education . Each sequence includes **2 sections**. Each **section** requires **3 hours over a period of 2 weeks**.

1.5.5.1 Section Layout:

The section is the basic component of a sequence . It includes **4 sessions** of 45 minutes each .

Session1	I Sing &Have FUN	10mn	
	I Listen & Repeat	35mn	
Session2	I Read & Discover	45mn	
Session3	I Read & Write	45mn	
Session4	I Play Roles	45mn	

Section Layout

1.5.5.2 Section Components

Hear a word before you can say it

Say a word before you can read it

Read a word before you can write it

The learners go through each section as follows

Session1: I Sing and Have Fun & Listen and Repeat

I Sing and Have Fun 10mn

It is the inaugurating activity of any session and it should be purposeful. Learners need to listen to different phonemes in English and replicate them so that they can store them in their minds afterwards.

Songs are valuable pedagogical instruments that must be carefully selected to the teaching/ learning sequence . They should contain the target vocabulary and sounds of the section . Not only increase learners' enjoyment of learning a foreign language but also keeps them motivated.

Indeed, songs play a vital role in improving their listening skills and pronunciation. Songs can be useful tools in the learning of vocabulary, sentence structure, and sentence patterns.

It can be illustrated by the song “*Fingers Family*”

Daddy finger, daddy finger

Where are you

Here I am, here I am.

How do you do

Mommy finger, mommy finger.

Where are you ?

Here I am, here I am.

How do you do?

Brother finger, brother finger

Where are you?

Here I am, here I am.

How do you do?

Sister finger , sister finger

Where are you?

Here I am , here I am

How do you do?

The song above is supposed to be the opening activity of sequence 1 in which learners may identify their family members. It is reinforced by flashcards stuck on the board displaying the family members: father, mother, brother and sister

Singing the song, (do not expect perfection), children have the opportunity to guess vocabulary related to the target topic as well as improving their pronunciation .

I Listen & Repeat (Oral Comprehension)

It is probably the very first skills that young learners may acquire when learning a foreign language , and as it was stated earlier (**hear a word before you say it**).

This session's main objective lies on improving the listening skill of young learners ,their pronunciation and the learning of new vocabulary related to the topic . Throughout this session ,the teacher uses topic appropriate visual aids (video, realia , pictures, ect...)

words or phrases using his voice or plays the audio and the learners repeat. The teacher may ask simple questions that require short answers to ensure understanding **without reference to any written form.**

1.5.6 Procedures Used in Teaching Reading Skill

As it was mentioned earlier , our principal concern in this thesis is the teaching of reading to young learners .

There is one session devoted to reading to 3rd year pupils which is “*Read & Discover* “; and tow sessions for 4th year pupils “*Read & Discover*” and “*Read & Enjoy* “

Reading is one of the most crucial skills . It does not come naturally ; it is a learning journey.

The primary step towards becoming a fluent reader is matching the sounds of spoken English with individual letters or group of letters . This process is called **phonics** . Reading can be developed and acquired through fun and word games especially for this age range.

There are five **key components of reading** for every child

Phonemic Awareness: is the ability to hear ; identify and manipulate these individual units of sound (oral practice)

Phonics : is the process of matching the sounds of spoken English with individual letters . It is referred to as **the alphabetic principle**

Fluency: is recognizing the words in a text rapidly and accurately and using phrasing and emphasis in a way that makes what is read sound like spoken language.

Vocabulary: the more words learners know , the better they become at reading and understanding the text

Reading comprehension; is the culmination of the reading process and the ultimate goal of learning to read . The purpose of mastery of each of the previous skills is to enable comprehension.

The objective of ‘ **I Read & Discover** is to focus on the target **phonics** in the section using **decoding strategies**.

Learners discover how letters are pronounced in a context

This significant aspect in reading should go the following steps

Segmentation: Young learners put their fingers under the word and move from the left to the right . They separate the sounds in the word to recognize individual sounds and guess the relationship between letters and spoken sounds (phonics) and create phonemic awareness , stressing the beginning and the ending sounds.

Blending : Young learners put the sounds together in a word , giving particular attention to vowels in this stage .

1.5.7 Problems Encountered by Novice Teachers When Teaching Reading

There is a wide number of words in the English language that do not follow the rules of spelling . Decoding these words can be very difficult. In this light , teaching reading and more precisely decoding to young learners becomes a quite hard task for novice teachers. Pupils have not only decode and blend but recognize the relationship between **graphemes** and **phonemes**.

EXAMPLES

The words ‘**watch**’ and ‘**dog**’ are pronounced similarly with the same vowel sound /D/ , though they are spelt with different vowels , the former with ‘a’ and the latter with ‘o’

In other words , the same vowel is uttered differently when being blended with other letters.

Moreover , the consonant ‘c’ is pronounced ‘k’ in several words like ‘car’ , composition , cute ...etc. .

The letter ‘g’ is pronounced /g/as far as it is blended with ‘a’ like ‘garage’.

As a matter of fact, this outright delink between graphemes and phonemes hardens the task to teachers who should make young learners get those exceptions.

Chapter two

Chapter Two

Research Methodology and Data Analysis

2.1 Introduction

In response to what has been stated in the previous chapter, this research work intent first and foremost to explore the major difficulties novice teachers encounter when teaching foreign language skills, not least English as foreign language, and especially the reading skill to young learners in Algerian primary schools.

In this part, the data collected from the selected sample population will be analyzed and discussed both quantitatively and qualitatively so that to confirm or refute the suggested hypothesis stated in the General Introduction.

In the light of what we has been mentioned earlier, the present chapter attempts to investigate the most important factors that hinder kids to cope with a crucial aspect in reading which is decoding, leading to a partial failure of teachers main objectives in the reading sessions. To attain this goal, a questionnaire was designed and administered to sixteen teachers in primary schools, The questionnaire in question comprises mostly open-ended questions.

2.2 Research Methods and Design

The research design is a structure within which a research is conducted. It constitutes the blue print (detailed description of a plan) for the collection , measurement and analysis of data. It helps the investigator obtain answers to research problems and issues related to the research work. This represents the outline of the present research work.

According to Gay and Airasian (2000) *“A design is general strategy for conducting a research study”*. Kothari (1988) posits that *“Decisions regarding what? Where? When? How much ?by what? Means concerning an inquiry or a research study constitutes research design “*

2.2.1 Type of Research

This research work is a case study closely relating to the teaching of the reading skill to young learners in Algerian primary schools: case of English as a foreign language. Sixteen EFL teachers contributed, so to speak, to the making of the present study.

Accordingly, a case study is a thorough analysis of a particular case in real - life world. It can focus almost any person, group, company, event, ideology, or behaviour. The selected sample would serve as a representative sample of the overall population..

In his book *The Art of Case Studies*, Robert E. Stake (1995) defines case study as ***“the study of particularity and complexity of a single case, coming to understand its activity within important circumstance***

2.2.2 Sample Population

A sample is the specific group that the researchers gather data from. The size of the sample is always less than the total size of the population. Sampling received different definitions by major authors . It has been defined as ***“the process of selecting a smaller group of participants to tell us essentially what a larger population might tell us if we asked every member of the larger population the same question”***.

In the light of what was mentioned, the sample population of the present research work are novice teachers in charge of teaching English in primary schools in the area of Tlemcen.

2.2.2.1 Teachers’ Profile

As stated above, the research informants selected for this case study are novice teachers of English. They are sixteen, 15 female and one male who were selected for the purpose of the present study. Their age varies from 36 to 50. They all have the B.A in English (belonging to the classical system). They are divided into two parts , those who have a two- years experience in teaching, and those who s have just a one-year experience.

2.2.3 Data Collection Instruments

Data collection can be defined as the gathering of data about a specific topic research from a sample population using questionnaire, interviews, observations, or other tools. In fact, for the sake of collecting data, the researcher used a unique research instrument: the questionnaire. The questionnaire in question was designed and administrated online to more than twenty teachers, however, only sixteen have responded.

2.2.3.1 Teachers’ Questionnaire

By definition, a questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect quantitative or qualitative information.

According to Brown (2001: 6) ***“the questionnaire are written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers selecting from among existing answers.”*** Questionnaires may include three types of question ; close-ended , open- ended and multiple-choice questions. In fact, the close- ended and the multiple- choice questions provide quantitative data, while open-ended questions supply qualitative information.

2.2.3.2 Design of Teachers’ Questionnaire

The questionnaire is designed to investigate the difficulties in teaching foreign language skills to young learners and more precisely the reading skill. It comprises nineteen questions.

The researcher opted mostly for open-ended questions that require full answers in addition to the respondents' own point of view vis-à-vis the research topic.

The present questionnaire contains nineteen questions divided into multiple-choice and open-ended questions. The answers were sent online. The obtained results were analyzed both quantitatively and qualitatively. The questions are closely related to the following sub-topics:

Question One: Teachers' experience in teaching

Question Two: Foreign language skills

Question Three: The most difficult skill to teach

Question Four: Teachers' opinion of the strategies put forward by educationalists to teach the reading skill.

Question Five: Teachers' opinion about teaching reading, if it is in fact the hardest skill to teach to young learners through giving justifications.

Question Six: The most difficult aspects to teach in reading, whether decoding, fluency, vocabulary

Question Seven: How teachers can reach their objectives in "*Read and Discover*" session

Question Eight: Young learners' interaction in reading sessions.

Question Nine: Revealing the techniques used by teachers to attain better reading outcomes.

Question Ten: How young learners manage to decode the target word at the end of the session for 3rd PS level.

Question Eleven: How to make pupils succeed read a sentence successfully and fluently at the end of the session.

Question Twelve: Does the "*Read and Enjoy*" session foster pupils reading abilities.

Question Thirteen: Identification of major factors hindering pupils development in reading.

Question Fourteen: Teachers' main objective in reading; if two sessions per week are enough to reach the stated goal.

Question Fifteen: Teachers' assessment in reading ; if it is based on decoding or fluency.

Question Sixteen: Teachers' emphasis on fluency, whether they focus on fluency or not.

Question seventeen: Confirmation of young learners success or failure in reading the written form when removing flashcards.

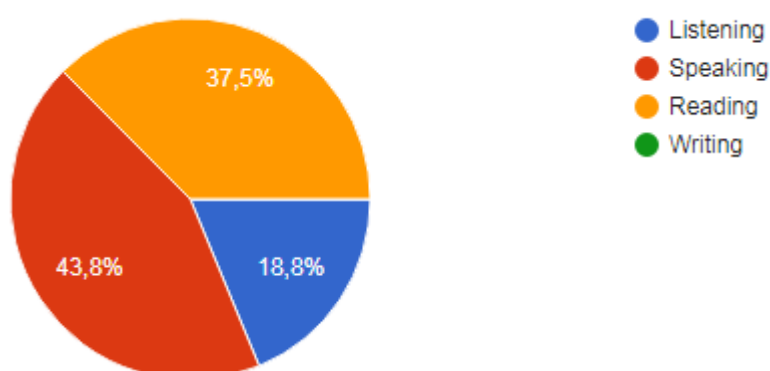
Question Eighteen: Provision of arguments from the respondents about young learners failure in reading more particularly.

Question Nineteen: Making suggestions from the respondents for better reading outcome.

2.2.4 Data Analysis

The questions above will be discussed and analyzed separately.

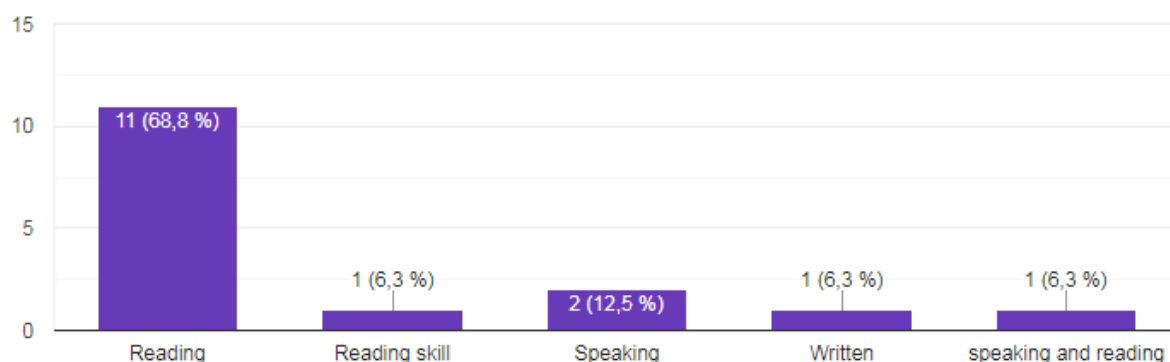
1. According to you , which is the most important skill to teach ?



Pie chart2.1 : the m

The pie above shows that 43% of teachers opt for the importance of the speaking skill and 37.5% opt for the reading skill.

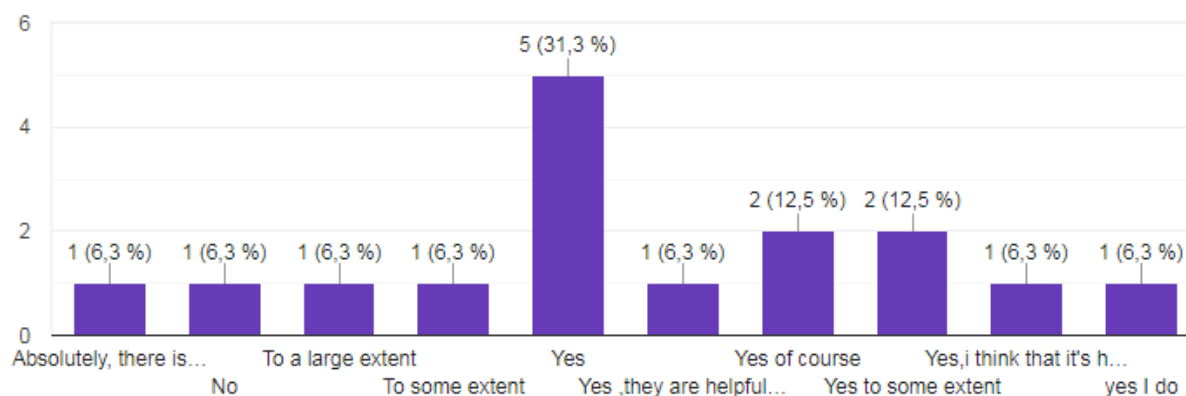
3.Which skill is the hardest to teach?



Pie chart 2.2 : Teachers' point of view about the hardest skill to teach

The pie chart shows that 68% of teachers agree that reading is in fact the most difficult skill to to young learners.

4 . Do you think that the set of strategies put forward by educationalists are helpful to develop the reading skill?



Pie chart 2.3 : Teachers' opinion about the efficiency of strategies for teaching reading

The chart above reveals that 31.3% of teachers are for those strategies.

5. Do you think reading is the most difficult skill to teach to young learners learners ? Justify your answer.

Yes, mainly beacause of the French language impact

Yes since they are not familiar with this language

Yes since learners are not familiar with it (pronunciation , sound)

Yes , because they are young minds and they have difficulty to speak and pronounce words and sentences correctly in addition to shyness and fear

Many of them find difficulties in memorizing sounds

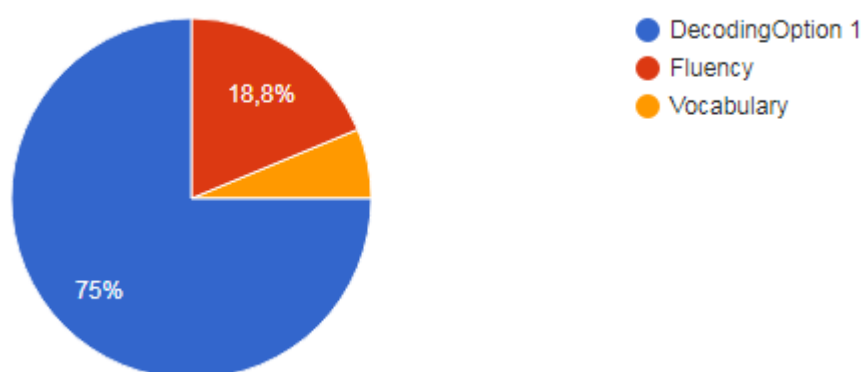
Yes,I do espitially English since it has lot of différents sounds

Not really

Yes because the english language has 44 sounds and many words have almost the same prononciation so the young learner may be confused how to read a word

Among the best arguments I received as far as this question is concerned that young learners have not to recognize letters but their sounds as well , in addition to this , the English language has 44 sounds and many words have almost the same meaning.

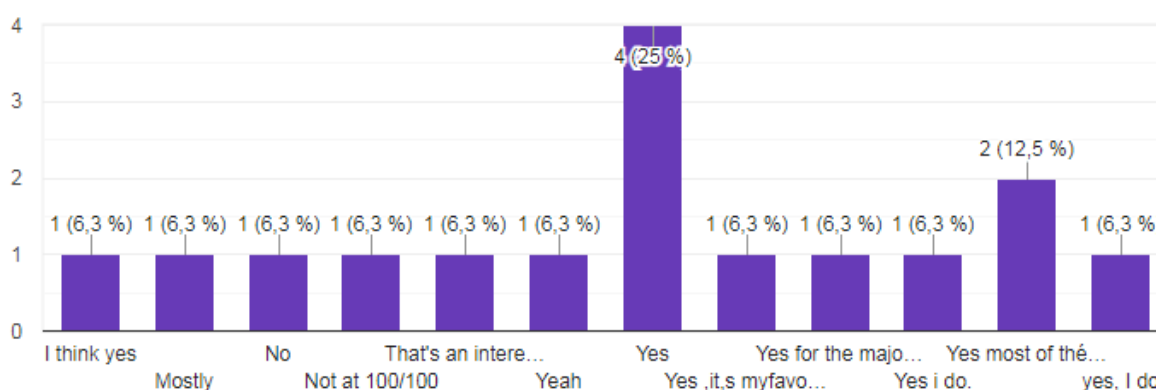
6. According to you, what is/are the most difficult aspect(s) to teach to young learners in reading?



Pie chart 2.4 Teachers' opinion about the most difficult aspect to teach to young learners in reading.

As it is shown in the above pie chart , 75% of the informants encounter some difficulties with young learners mostly in decoding

7. Do you often reach your objective in "Read and Discover"session



2.5 Pie chart : Teachers' attainment of their main objective

This question aims to explore the teachers' success in reaching their main objective in reading sessions. It shows that only 25% of the respondents achieved their goals.

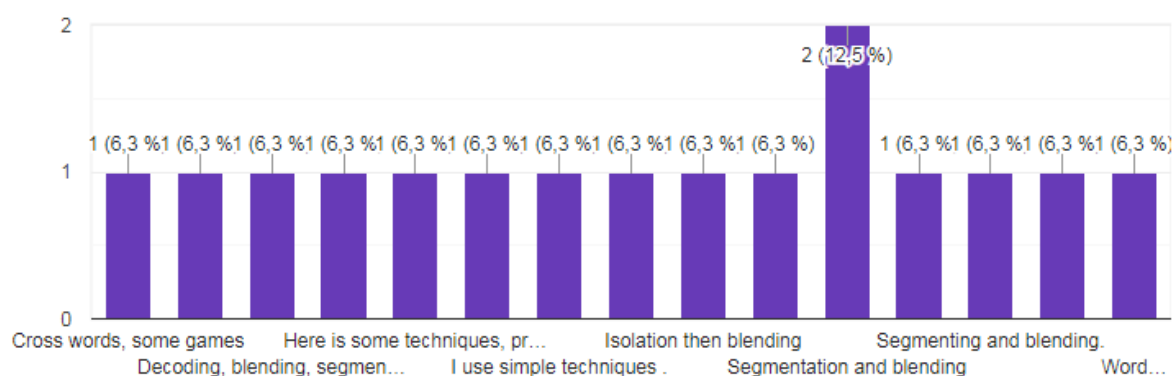
8. Do learners interact with you in that session or you notice better interactions in the remaining sessions?

In other sessions
Yes they did and I Always rely on them to provide me with examples
Not reallyt
Yes ,they do.
In that session
Yes , they did and may provid me with right answers from previous lessons
Yes they do
Yes they interact and they know that there IS a New sound they have to find
They interact

This purpose of this question is if the informants notice better interactions in other sessions (other skills) more than reading sessions.

The responses considerably inform that young learners interact better with their teachers in the remaining sessions

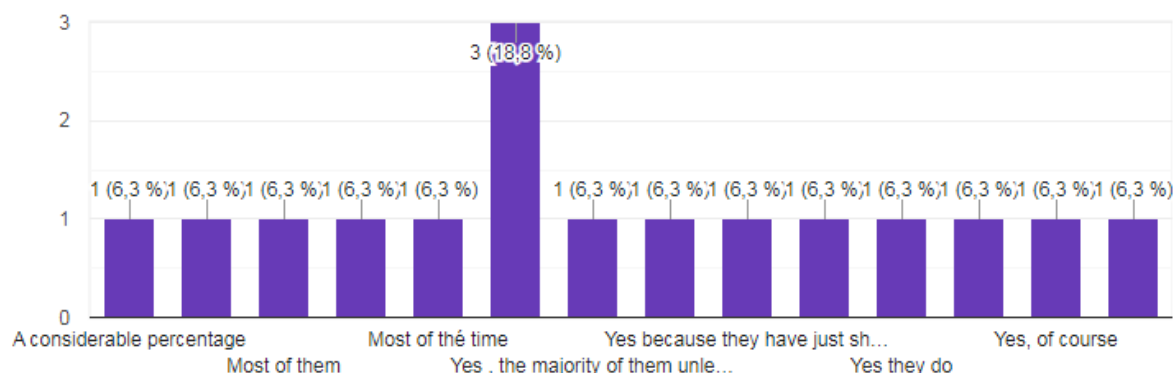
9. Which techniques do you use to have better reading outcome?



Pie chart 2.6 : Teachers' techniques when teaching the reading skill

As it is mentioned in the pie chart above, there is a substantial use of *segmentation* (ask young learners to break down the target word into individual sounds and then to blend them so that to read the whole word).

10. Do 3rd year pupils manage to decode the target word at the end of the sessions?

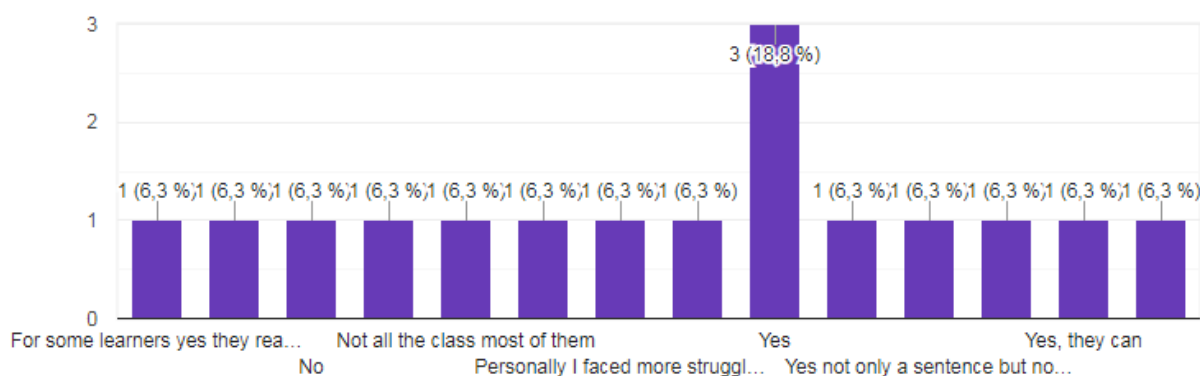


Pie chart2.7: Young learners' success or failure in decoding the target word.

This question aims mainly at scrutinizing young learners' ability or inability to decode the target word.

The pie chart above shows that 18% of young learners are able to decode.

11. Do 4th - year pupils succeed to read a sentence fluently at the end of the session?



Pie chart 2.8: 4th year pupils' success or failure in reading a sentence fluently at the end of the session.

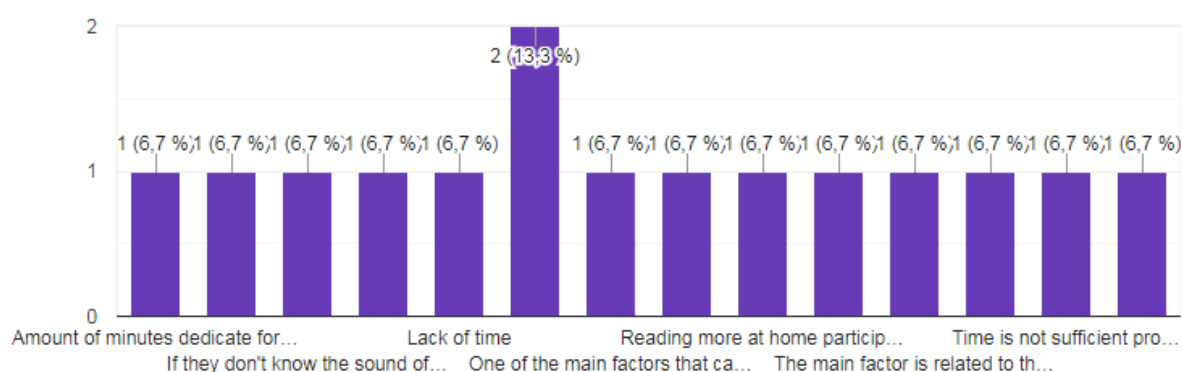
Similarly, the pie chart reveals clearly that young learners in their second year of English can hardly read a sentence. Most of them read it with great difficulty.

12. Does the session “*Read and Enjoy*” devised to 4th year pupils foster their reading abilities?

Yeah
No its wast of time
Its wast of time
Yes ,but it,s not enough they need more time or sessions to reach the target
Yes
Personally I find it a wast of Time so I préfered to work on their weaknesses
At a certain levelk
Yes it IS helpful because they memorize vocabulary
A lot

The majority of the teachers’ answers confirm the uselessness of this session to 4th year pupils as it does not enhance their reading abilities.

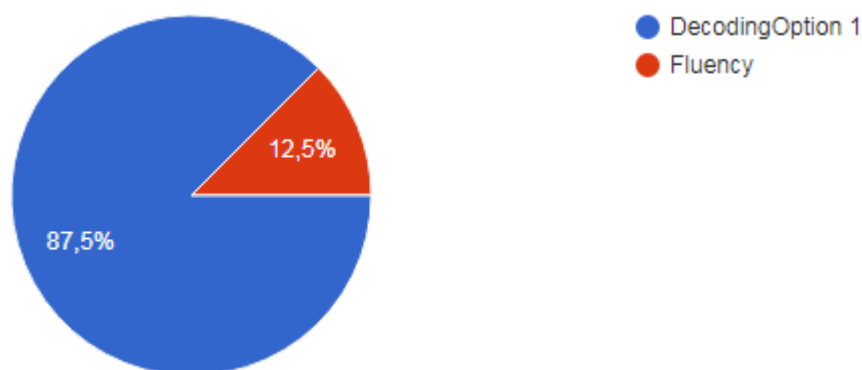
13. According to you, what is the main factor that hinders pupils’ development in reading?



Pie chart 2.9 Examining the main factor that impedes young learners to develop in reading

Most of respondent agree that time devoted for the English language is not sufficient and thus teachers need extra hours, as it is mentioned in the chart above.

14. How do you assess your learners in reading?



Pie chart 2.10: Teachers' assessment in reading

87.5% of the informants greatly focus on decoding when assessing young learners. Therefore there is a very little consideration on fluency.

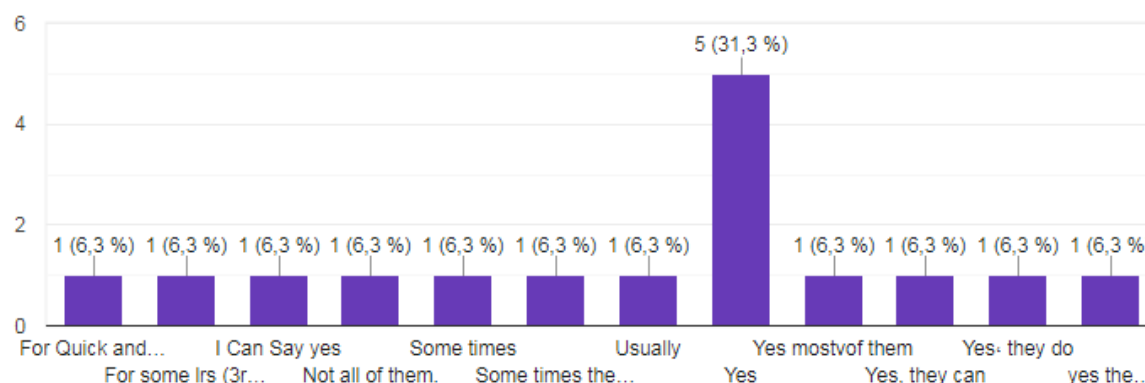
15. Do you emphasize on fluency at this level?

No , we focus on connection not on perfection
No because fluency
No because they still learning a couple of sounds
No ,because they
No decoding and vocabulary memorization
No AT all since they are not familiar to this language and fluency Comes with listening which relies on thé teacher in this level
No, they are biginners
No i emphasize on decoding because they are steel learning sounds if i emphasize on fluency many sounds won't be acquired

The purpose of this question is to explore the teachers' consideration towards a crucial aspect in reading which is *fluency*

However, most of responses are negative, that is to say , that this aspect is not taken into consideration when teaching reading to young learners.

16. When you remove flashcards and let only the written form, do they succeed in identifying the word?



Pie chart 2.11 : Young learners' success or failure in identifying the target word on the board as far as flashcards are removed

The pie chart above displays that only 31% of young learners can succeed to read the target word correctly on the board

17.In your opinion, why do learners fail in reading more particularly?

Lack of practice

Language interference

If they don't grasp well the different sounds in the English language

As I said before they have to grasp sounds well more than letters

Because of the lack of pronunciation and how to join letters to get a correct word blending and even also how to differentiate between English and French

Need daily practice

They fail if they did not grasp the difference between a letter and a sound

Less practice because of insufficient time

I read and write of 3rd year IS so important for Reading skill later .teacher have to give importance to this

According to the responses obtained, the vast majority of the informants deduce that young learners are not able to acquire the sounds of letters as the English language has many exceptions.

In fact, the lack of phonemic awareness at this level make young learners fail in reading.

18. What are your valuable suggestions for better learning outcome?

More patience, extra hours for English in primary school

M'y suggestions are for better english learning are easing the program ,increase time.

Repetition and an additional session thrice a week

Through m'y short expérience in teaching I make sure m'y learners be able to use What they learnt and avoid using arabic

Try to read at home.

For both levels to start the session by revising sounds especially consonant sounds and to be patient

More practice by adding at least one session for each level

My suggestions are: set aside time to read each day
Set reading goals

According to the teachers' answers, suggestions stand for adding extra hours in English ,more practice of reading ,adding to that , less crowded classrooms in the primary level. More suggestions will be discussed.

2.2.5 Discussion of the Main Results

According to the data gathered from EFL teachers in primary schools, it is highly confirmed that this category of teachers encounter difficulties in teaching foreign language skills to young learners , and more particularly the reading skill which represents the main issue to tackle in this research work.

The results suggest that teachers find it quite hard to teach reading to young learners because:

- They are not able to decode words at the end of the session due to the lack of the phonemic awareness, i.e. pupils cannot recognize all the sounds related to a given letter.
- 3rd PS pupils (first year of English) can hardly read a word fluently on the board at the end of the session.
- Furthermore, a vast majority of 4th pupils (second year of English) read a short passage on their books with great difficulties, thus, it impedes teachers from reaching their main aim in reading sessions.

- Time allocated for the English language is insufficient (1h 30 per week), in addition to the high number of pupils in the classroom (overcrowded classrooms / more than 40 pupils).
- Significant lack of necessary materials and non-effectiveness of the strategies put forward by experts.
- The English language is still considered as a foreign language; it has not a social status compared to the French language.

To conclude, teaching foreign language skills and chiefly reading skill is not such an easy task for novice teachers as it was highly confirmed by the participants. Reading sessions devoted for young learners in primary Algerian schools did not achieve the expected results. In this regard, some important suggestions are supplied by the teachers for better reading outcome.

2.2.6 Suggestions

Among the most reasonable suggestions proposed by the teachers:

- Introduce one foreign language at the in the primary level. In other words, English should not be taught simultaneously with French so that to prevent the interference between the two languages.
- Create a real mood for each skill and especially the reading skill.
- More strategies have to be established.
- Extra hours for English at the primary level.
- For both levels, starting the session by revising sounds, with a particular emphasis on vowel sounds.
- Set reading goals and preview the text you read.
- More practice in reading, more activities about decoding.
- Provide explicit instructions, promote active engagement and encourage independent reading.
- To reduce the number of pupils to enable them to study in U shape for better teaching /learning outcome.

2.7 Conclusion

The present chapter is devoted to the quantitative and qualitative analysis of data which were collected through a questionnaire delivered to primary school teachers in Tlemcen. The findings obtained from the study confirm that teachers encounter some difficulties in teaching foreign language skills to young learners and more particularly reading skill as it is considered as the most complex skill, it requires the acquisition of some crucial aspects which are decoding, fluency and vocabulary. As a matter of fact, young minds fail mainly in decoding because of the lack of phonemic awareness. Moreover, they are not acquainted to such a foreign accent which is very often mingled with French, this language is widely used in the Algerian society.

The results also show that the reading sessions devised for young learners are not so appropriate to reach the intended goal. In fact, the vast majority of 3rd year pupils are not able to read a word correctly and a good number of 4th year pupils can hardly read a sentence fluently.

General Conclusion

General Conclusion

With the rise of globalization and technological advancement, it is likely that English will continue to spread. In fact, the English language plays a vital role in our lives as it helps break the barriers of communication, it is the main language for studying any subject all over the world. It is currently the language of science, technology and internet. Learning the English language opens up a world of opportunities for personal and professional growth.

In the light of what has been mentioned , Algeria is moving further away from its Francophile history by introducing instruction in English in primary schools. President Abdelmadjid Tebboune announced indeed in the midst of summer holidays, that the authorities would add English to the primary school syllabus starting from the academic year 2022_2023.

Teachers were massively recruited to take in charge the teaching of this second foreign language to young minds. Thereupon, learning a foreign language requires the mastery of the four language skills, listening, speaking, reading and writing.

Learning to read is an important educational goal which enables us to gain new knowledge and to do everything that are part and parcel of today's modern life. In foreign language teaching, reading is deemed as the foremost skill and the most challenging to inculcate.

Accordingly, the purpose of present inquiry is to confirm or reject the suggested hypotheses, the difficulty novice teachers encounter when teaching young learners reading skill. To give an answer to the problematic, is it harder for English primary teachers to teach the reading skill than the other skills?

The study is based on one research instrument, a questionnaire of 19 questions designed and delivered to English primary teachers. It was explored quantitatively and qualitatively. One of the salient findings to emerge from this research work is that teachers, actually, find a great difficulty in instructing reading to young learners

As a matter of fact, according to the teachers' responses, young learners fail especially in decoding (a fundamental reading aspect) as they are not able to recognize all the sounds of letters .It is really hard for young learners to guess the relationship between graphemes and phonemes of a foreign language .Therefore, reading sessions devised for young learners in both levels are not so useful to attain teachers' major objective.

As a result, young learners in the primary school arrive with great difficulty to decode a target word of a given session on the board (for 3rd year pupils) ; and can hardly read a short sentence (for 4th pupils) as it was largely noticed by the informants.

This educational study strives to answer the research question mentioned above. In fact, the findings that were extracted from data analysis confirm the unique hypothesis stated by the researcher. English primary teachers in Algeria struggle to instruct young learners foreign language skills, and more specifically reading skill.

On the other hand, it is worth mentioning that because of time constraint which impeded the researcher to involve classroom observation which is a significant research tool in the educational inquiry. Adding to that a humble collaboration on the part of English primary teachers (target population), not all of them responded to the questions, the researcher is not totally satisfied with her results

All in all, it is fair to mention that this research work does not cover the whole primary level , it is a tiny attempt to seek for a current and thorny issue , teaching English language skills to young learners broadly and reading skill narrowly.

It may be recommended that further research will be undertaken in this recent movement which is the introduction of English in the Algerian primary schools and the teaching of foreign language skills to young learner, by selecting another skill or integrating them all together.

Finally, it may be said that the implementation of English as a foreign language in the Algerian primary schools and the teaching of foreign language skills to young learners is an outstanding field of educational inquiry to sustain the status of the English language in Algeria as well as for a better teaching/ learning outcome.

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APPENDICES

APPENDICES

Appendix: Teachers' questionnaire

This questionnaire is a part of a research study. It investigates the difficulties in teaching foreign language skills, and more precisely reading skill. Would you like please to answer the following questions and thank you in advance for your collaboration.

1. According to you , which is the most important skill to teach?
_listening
_speaking
_reading
_writing
2. Which skill is the hardest to teach?
.....
3. Do you think that set of strategies put forward by educationalists are helpful to develop reading skill?
.....
4.Do you think that reading is the most difficult skill to teach? Justify your answer.
.....
.....
4. According to you what is /are the most difficult aspect(s) to teach in reading?
_Decoding
_ fluency
_ vocabulary
5. Do you often reach your objective in “*Read and Discover*” session?
.....
.....
6. Do learners interact with you in that session or you notice better interactions in the remaining sessions?
.....
7.Which techniques do you use to have better reading outcome in that session?
.....
.....
8. Do 3rd year pupils manage to decode the target word at the end of the session?
.....
.....
9. Do 4th year pupils succeed to read a sentence fluently at the end of the session?
.....
.....

10. Does the session “*Read and Enjoy*” devised to 4th year pupils foster their reading abilities?

.....
.....

11. According to you what is the main factor that hinders pupils’ development in reading?

.....
.....

12. Do you think that two sessions per week are enough to reach the stated objective?

.....
....

13. How do you assess your learners in reading?

_decoding

Fluency

14. Do you emphasize on fluency at this level? Justify .

.....

15. When you remove flashcards and let only the written form, do you succeed in identifying the word?

.....
...

16. In your opinion, why do learners fail in reading more particularly?

.....
...

17. What are your valuable suggestions for better learning outcome?

.....
.....