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Investigating Reading Comprehension Difficulties Using Third Year Middle School Coursebook: The Case of Third Year Middle Schools learners in Sidi Khaled, Biskra

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

This modest work is dedicated to:

My dearest mother

To my lovely wife

To my family and friends for their
encouragement and continued support
throughout the duration of this project.
Your words of support kept me going even
when the task seemed overwhelming.

Acknowledgements

Abstract

Although, reading is considered as a significant skill that everyone needs to possess and exercise, most of EFL learners have many reading issues. The main purpose of this study is to investigate the reading comprehension difficulties that third year middle school learners often encounter with the use of their coursebook reading materials. The aim is to identify their weakness and strengths and how their coursebook texts affect their comprehension process. A teachers' questionnaire has been used as research instruments which are addressed, respectively, to third-year middle school teachers at Sidi Khaled city. The results of the study show that most of the learners have difficulties in reading comprehension at the level of words, text genres as well as the selected materials. This study offers guidance to ESL teachers to select more appropriate reading texts based on the pupils' preferred genre and content.

List of Acronyms and Abbreviations

CBA: Competency Based Approach

EFL: English as a Foreign Language

ENS: Ecole Normale Supérieure

ESL: English as a Second Language

ELT: English Language Teaching

ICTs: Information and Communication Technologies

KWL: what I Know, what I Want to learn, what I Learned

L2: Second language

MBEYT: My Book of English Year Three

NA: Needs Analysis

SGC: Second Generation Coursebook

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General Introduction

Introduction

As English continues to spread, not only as a global language but also as the language of science and advanced research, reading in English has become a critical skill in terms of learning and academic career success. Cook (2001:165) highlights the importance of English in scientific inquiry, as he views English as "*a requirement for scientific writing and reading: few scientists can make a proper contribution to their field without having access to English.*". Therefore, the development of reading skill is gaining a significant importance in the field of English as a Foreign Language.

Because of the world-wide changes and the rapid development of technology, teaching and learning English in Algeria has witnessed developments at the level of many aspects. Major reforms and changes in the second generation coursebooks and teaching approaches were made by the Algerian educational system.

Since, textbooks remain a major source of teaching/learning English in Algeria,its development merits serious consideration because an inappropriate choice may waste funds and time.

1. Statement of the Problem

Despite the importance of the reading skill and the reforms on the second generation course books, EFL learners still encounter a number of difficulties in reading comprehension skill. This study aims to investigate reading difficulties of English as foreign language young learners. More specifically, the research aims to shed more light on reading achievement and reading processes of young learners' development of reading comprehension skill in English as L2 in state school settings in Algeria, the focus being on deficiencies in reading comprehension and on individual and contextual factors determining success in reading.

In an attempt to cope with the worldwide changes, Algeria launched in 2016 educational reforms and textbooks namely the Competency–based Approach and the Second Generation Coursebooks to dispel the shortcomings and weaknesses of the former syllabi and textbooks. After few years of the Second Generation Coursebooks implementation, moans and groans grew out of dissatisfaction with those existing coursebooks which do not seem to rise to teachers, parents and even learners expectations.

Since the coursebook is the unique aid used by both teachers and learners in our classrooms, the present research attempts to investigate the strengths and weaknesses of those new generation coursebooks reading materials in reading comprehension instruction.

2. Research Questions

Many questions on the surface are raised in this research in attempt to seek answers. The variety of questions is just for the sake of diversity and not for answering them all. Certain questions are posed to guide this research. They are listed as follows:

1) To what extend do English textbooks reading materials reflect the needs of Algerian middle school pupils?
2) Does the nature of the text affect students' understanding?
3) Which problems our third-year middle school pupils often face when reading a piece of discourse?
4) What might be the suggestions to improve our pupils' reading comprehension achievement?

3. Research Hypotheses

For this reason, the following hypotheses have been formulated:

1. We hypothesize that if the reading materials are well selected, the learners' reading comprehension process is enhanced.
2. We presuppose that if texts are selected based on the learners' interests and needs, EFL learners' motivation, autonomy and active-learning in reading comprehension will be enhanced.

4. Aims of the Study

The general aim of the study is to check whether or not third year middle school learners' comprehension can be fostered through well careful selection of the reading materials. As far as the specific aims, this study aims to:

*Provide teachers with useful strategies and framework to implement in teaching reading comprehension.

*Provide teachers with the required criterions for the selection of appropriate reading materials.

*Make teachers aware of the factors that affect reading comprehension process.

*Provide teachers with useful strategies that learners need to comprehend while reading

5. Research Methodology

The current study aims at investigating the importance of text selection on EFL learners' reading comprehension. Thus, this study aims to validate the suggested hypothesis seeking correlation between two variables; namely, the use of third year middle school coursebook texts as an independent variable and learners' reading comprehension as the dependent variable.

5.1 Sample and Population

Since the study is concerned with Sidi Khaled third year middle school learners and the use of coursebook texts, the population will be presented by third year middle school teachers in Sidi Khaled city, Biskra. Accordingly, the current study deals with a sample of (N=15) teachers out of a population of (25) third year middle school teachers of English in Sidi Khaled city of Biskra.

5.2 Data Collection Tools

The data collection tool which was selected to gather data was a questionnaire .It will be administered to third year middle school teachers of English to gather more reliable data about the use of coursebook reading materials and text selection in reading comprehension.

6. Literature Review

Many scholars and theorist, who are interested in the field of education especially effective teaching, provide teachers with different strategies to facilitate teaching reading comprehension task. In this sense, Shea and Roberts (2016) stressed the important skills and strategies that EFL learners should possess such as to distinguish between key ideas and essential details. Another important fact that reader connects his prior knowledge and

life experiences with the content of the reading material. Other remarkable comprehension strategies as Hoyt (2009) sates are visualizing, making connections, questioning, predicting, monitoring, and summarizing.

Teaching reading comprehension requires strategic procedure and special techniques such as pre-teaching vocabulary. This techniques aim at facilitating comprehension of a given text through presenting the key words in pre reading stages. Second techniques is to activate the learners prior knowledge too allow them predict the coming ideas of a text.

In the coming sections will reveal the findings of our research collecting data methods as well as analyzing the answers to identify the different problems that learners face during reading comprehension tasks. Our main purpose is to find out the reasons behind EFL learners' comprehension difficulties, and the obstacles that teachers may encounter as well.

7. Significance of the Study

In Algeria there have been no studies so far concerning evaluating the provided reading materials in third year middle school second generation coursebook as well as how learners perceive them. Research in this field is needed so that learners' individual interests and needs could be effectively met in coursebook texts.

The present research study attempts to highlight the advantages that EFL text selection may enhance the reading comprehension process. Additionally, the present study contributes to improving EFL learners' involvement and motivation to read.

8. Structure of the Dissertation

The research study is presented in three chapters in addition to an introduction and a general conclusion. The first two chapters form the theoretical framework of the thesis whereas the third chapter constitutes the practical side.

8.1. Chapter One

Chapter one, "Reading Comprehension", tries to provide a comprehensive view related to reading and reading comprehension. First, a distinction is made between the two concepts reading and reading comprehension then different views on reading models and

skills. The chapter also provides detailed strategies in the teaching of reading comprehension as well as on the different factors that affect the success of teaching reading comprehension. The chapter ends with reading comprehension difficulties in L2.

8.2. Chapter Two

Chapter two: "General Overview about Coursebook". This chapter is devoted to review literature about the language materials development, textbook use, content, and the development principles of coursebooks. Additionally, it identifies the major factors that affect the selection of reading materials. Finally, it determines the roles assigned to teachers during reading comprehension classroom tasks.

8.2.3. Chapter Three

Chapter Three: "Data Analysis and Discussion of Results" is devoted to analyze and discuss the data obtained from the teachers' questionnaire. In addition, it offers some recommendations and suggestions for both teachers and pupils.

9. Limitations of the Study

The research is not without limitations; the following limitations need to be recognized. Due to quarantine situation caused by COVID 19 pandemic, the research study relied mostly on teachers' questionnaire.

Chapter One

Theoretical Background about Reading Comprehension Difficulties

Introduction

Reading is one of the most fundamental skills which involve the interaction of many sub-skills and strategies .Teaching reading to young learners is one of the essential things that help them for the rest of their academic career.

This chapter is undertaken so as to provide as thorough as possible an overview on reading and reading comprehension. The chapter offers definitions of 'reading' from different points of views followed by the teaching of reading comprehension from different aspects and models. The chapter also shed some lights on the various strategies and phases of reading comprehension process. As a last step, the chapter will tackle EFL reading comprehension difficulties and ends with some helpful techniques as solutions.

1.1.Definition of Reading

Reading is defined as an interactive process in which readers interacts with the written language to reconstruct the encoded   message of the writer (Kelly 2007). Dechant (2006) see reading as incomplete process unless comprehension is attained. The critical element here is that the reader reconstructs the message encoded in the written language. In other words, it is getting meaning from a printed message. Moreover, it is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before, during and after reading. In this sense, Goodman (1973, p. 162) states that the learner: "interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved".

Reading is an active task which requires both the readers' mental and experimental inputs to comprehend the written message. To highlight the significance of reading comprehension, Rivers (1981 , p. 147) states that "reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's which are knowledge of the language".

The essential skill in reading is getting meaning from a printed message. As a mark of endorsement, Caroll (2009) agrees that reading involves the following:

•Knowledge of the language to be read

- ability to separate words into component sounds

- ability to recognize and discriminate the letters of the alphabet

- understanding of the correspondence between letters and sounds

- ability to recognize printed words from a variety of cues

- ability to comprehend text etc.

Carol (2009) suggests that getting the meaning from a written message is the essential skill in reading .Therefore, reading for him involves the following:

- Knowledge of the language to be read

- Ability to separate words into component sounds

- Ability to recognize and discriminate the letters of the alphabet

- Understanding of the correspondence between letters and sounds

- Ability to recognize printed words from a variety of cues

- Ability to comprehend text

1.2. Reading Comprehension as a Process

Reading is not just a single act but it is a process in which a direct attention to reading skills is required to improve the students to become good readers. Five skills to be activated for powerful reading are suggested by Darrow and Howes (1960: 61): word recognition, word meaning, comprehension, interpretation, and selection of materials for reading

The activation of the word recognition skill plays the role of meaning and word-form clues identification as well as phonetic and structural analysis. The word meaning skill represented in some abilities such as the ability to use dictionary and context clues. Comprehension skill includes: thoughts, getting main ideas, reproducing, directions and assimilating ideas. Skill of interpretation which is needed for making predicting outcomes, making distinctions, making comparison and drawing conclusions.

Moreover, reading is the production of both writer and reader communication of emotions and though .The writer encodes ideas in the printed page to the reader who try to understand them. In this process, decoding and comprehension are involved.(Burns, Roe, Ross: 1984).

1.3.   Objectives of Reading

Without reading comprehension skill, learners are not able to meet with efficiency and success. Therefore, the main goal is to help students develop the skills, knowledge, and strategies they must possess. The followings are some of the basic objectives that can be applied in the classroom:

- Identifying main ideas

- Locatinging specific information in a passage

- Distinguishing fact from fiction

- Determining the meaning of words

- Identifying supporting detail in a passage

- Comparing and contrast ideas

- Using graphic sources to help interpret reading

- Making generalization and draw conclusion from passage

- Identifying purpose of text

- Summarizing a passage

1.4.   Reading Models

Davies (1995, p. 59) defines reading model as a "theory of what is going on in the reader's eyes and mind during reading and comprehending (or miscomprehending) a text". In this sense, the reading behavior is explained and predicted by these models of reading that play a basic role in the building of the reading instruction .These three main models of reading are: bottom-up, top-down and the interactive model which is the complete one and

consists of both bottom-up and top-down processes. In this sense, Richards (1990, p. 77) views reading as: "an integration of top-down processes that utilize background knowledge and schema, as well as bottom-up processes that are primarily text or data driven."

1.4.1. The Bottom-up Model

The emphasis of bottom-up model is on the printed or written text. In other words, it is decoding and putting what is seen in the text into sounds. In this regard, Nunan, (1991, p. 64) says:

These letters or graphemes are matched with the phonemes of the language. Theses phonemes, the minimal units of meaning in the sound system of Language are blended together to form words. The derivation of meaning is thus the end of process in which language is translated from one represent action to another.

This model of reading focuses on phonemes such as recognizing and identifying features of letters .In this model of reading, learner combines letters. Therefore, students become familiar with spelling patterns. In other words, phonics are seen as the core of the bottom up model. Learners then become familiar with sounds and spelling patterns then move to sentences and finally move on to understand letters, words and long sentences.

1.4.2. The top-down model

Unlike the bottom-up model, top-down model does not focus on decoding and phonics. Instead, the brain and the reader are the center of understanding. In other words, the reader uses his experiences and background knowledge to help him read and make sense of texts. This model encourages learners to read books and make sense of grammar and text clues to understand unknown words. In other words, top-down model allows the combination of both learners knowledge with text. Teachers then are supposed to give learners some prompts and tips to guide them to use their knowledge about the topic to overcome the unknown words or ideas.

1.4.3. The Interactive Reading Model

The interactive reading model ensures the interaction of both models simultaneously through the reading process. In other words, meaning is built through a

combination of surface structure with deep structure system i.e. (bot tom-up model of reading with top-down aspects of reading). Carrell and Eisterhold, (1983, p. 557) view:

> The data that are needed to instantiate, or fill out, the schemata become available through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader's conceptual expectations. Bottom-up processing ensures that the listeners/readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data.

To sum up, the interactive reading model focuses on both reader and text and their interaction all together and in the same time in the process of reading.

1.5. Reading Skills

People read to get information presented in written discourses or charts and diagrams, others read to get fun or to get pleasure. Therefore many techniques and strategies exist in reading comprehension: skimming, scanning, careful-reading and predicting. Phan, (2006, p. 01)states that "The strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, and separating main ideas from supporting ideas."

1.5.1. Skimming

Skimming is a common technique in which the purpose is to get the main ideas of the reading selection (Leo, 1994).In skimming, wished information is found quickly. In other words, readers rapidly move eyes over a text without carefully reading to get the main ideas. They only use the clues that are in the book to get the needed information. Readers may also pay attention to phrases or underlined words or phrases and to names, dates, and numbers while reading very quickly. In sum, skimming is to read more in less time.

1.5.2. Scanning

Unlike skimming which aim is to get the most important information and ideas of a text, scanning main purpose is to look for details, facts, numbers, and specific bits of information that are in the text (Leo, 1994). Readers scan the text to locate specific information without following the linearity of the passage.

1.5.3. Careful Reading

Careful reading or reading for detail is probably the most commonly used reading strategy. In this strategy, slow and careful reading is required in which readers pay close attention to all the details and to read the whole text for the sake of comparing information with his prior knowledge. Since the aim is to get detailed information, the speed in this type of reading is slower than in skimming.

1.6. Teaching Reading Comprehension

One of the main objectives of the Competency Bases Approach in Algeria is the ability to interact with written texts. In this sense, Coady (1979) views reading as an interaction process between thought and language. Therefore, three main factors are I involved in the process: (1) conceptual abilities, (2) background knowledge, and (3) a variety of strategies such as: activating background knowledge, drawing inferences, making predictions, asking questions and summarizing. The whole combines to solve comprehension problems. Trabasso and Bouchard, (2002, p. 186).inform:

> Being strategic is not a skill that can be taught by drill; it is a method of approaching reading and reading instruction. Much more is required than knowing a strategy; becoming strategic calls for coordinating individual strategies. This coordinating involves altering, adjusting, modifying, testing, and shifting tactics as is fitting, until a reading comprehension problem is solved.

To sum up, any reading class consists of sets of reading materials, vocabulary and grammatical exercises. In more specific words, class activities for reading that goes in stages hand in hand with reading: pre-reading activities, during/while reading activities, and post.

1.6.1. Pre-reading stage

During the pre-reading stage, the topic and type of the text are introduced. Harmer (1991, p. 188) clarifies this by saying:

> We will not get students to interact properly with spoken and written materials unless we ensure that their desire to read or listen has been awakened. Especially whether subject matter of the texts may not be immediately appealing to them we have the responsibility to make students interested and to encourage them to tackle the text with positive anticipation.

The aim of this stage is to raise the learners awareness and make them more Involved by raising their interest before reading through several techniques to activate the learners background knowledge. In this phase, teachers may:

a. Show visual aids such as pictures to learners to encourage them to guess and predict the topic:

b. Ask questions about the predicted topics from general to more specific

c. Prepare learners for the topic and what they know about it.

d. Use leading questions to get vocabularies that may appear in the text.

In other words; pre- reading phase is motivating and facilitating due to the use of visual aids which help learners understand the reading material as well as attract their attentions.as a result, a clear feedback about what learners know and do not know about the topic is gained.

1.6.2. While/during-reading stage

During this stage, the teacher invites the learners to read the written passage silently to check their prior predictions and guesses. Richards, (1990,p. 87) views that while reading stage "as an integration of top-down processes that utilize background knowledge and schema, as well as bottom up processes that are primarily text or data driven."

Teacher guides readers to maximize their interactions to a text through performing several activities while they read. Greenwood (1981) states that while reading includes: (a)

identifying the main idea, (b) finding details in a text, (c) following a sequence, (d) inferring from the text, (e) recognizing the discourse patterns. In this stage, teachers

a. Develop the student's comprehension of the writer' purpose.
b. Develop the student's linguistic knowledge.
c. Make the student recognize the meaning of unfamiliar words.
d. Develop conscious reading
e. Teach the student how to skim and scan.

1.6.3. Post reading stage

During this phase, a set of instructional activities are performed by learners after a reading task to enable teachers to check their learners understanding of the topics. In post reading, students do post-questions, feedback, group and whole class discussions (Tierney and Cunningham, 1984).

Moreover, Sudiana (1996) suggests effective instructional questions for the sake of the learners' high skill development. It is the final and essential phase in which teachers evaluate their learners' comprehension and production. Activities in this phase can also be in the form of class or group discussions and suggestions or even critics to the author ideas

1.7. Factors Affecting Success in L2 Reading

For reading comprehension development, teachers should be aware of the factors that influence the learners reading skill. Some of these factors are individual such as age, personality, gender, learning styles and prior knowledge. Others are contextual such as teacher qualifications, teaching approaches, availability of teaching materials and so on.

1.7.1. Individual factor

Individual factors such as age gender reading strategies personality and learner's beliefs are known to influence the L2 learners reading comprehension. 10 categories of factors that may affect L2 reading achievement are presented in table (1.1.)

Individual Factors
•Age

•Gender

• Motivation - Integrative - Instrumental Cognitive style
 	
  - Field-dependent — Field-independent
 	
   - Global — Particular
 	
  - Holistic — Analytic
 	
  - Deductive — Inductive
 	
  - Focus on meaning — Focus on form

• Reading strategies
 	
  - Metacognitive
 	
  - Cognitive
 	
  - Social-affective

• Aptitude
 	
  - Phonemic coding ability
 	
  - Inductive language learning ability
 	
  - Grammatical sensitivity
 	
  - Associative memory capacity

• Personality
 	
  - Anxious — Self-confident
 	
  - Risk-avoiding — Risk-taking
 	
  - Shy — Adventuresome
 	
  - Introverted — Extroverted
 	
  - Inner-directed — Other-directed
 	
  - Reflective — Impulsive
 	
  - Imaginative — Uninquisitive
 	
  - Creative — Uncreative
 	
  - Empathetic — Insensitive to others
 	
  - Tolerant of ambiguity — Closure-oriented

• Attitude
• Preferences

• Self-confidence	
• Motivation	
- Integrative	
- Instrumental	

Table 1.1: Individual factors affecting reading outcomes (based on Saville-Troike, 2006)

1.7.2 Contextual factors

Learning environment both in and out of school, teaching method, home support, parents, availability of reading material, using the internet and playing computer games in L2 are contextual factors may play an essential role in early foreign language learning (Djigunović, 2013, p. 160). Contextual factors are shown in table (1.2.)

School level contextual factors	Out-of-school contextual factors
grade curriculum	out-of-school English classes

school profile:
 	
   - availability of teaching materials
 	
   - availability of reference books
 	
   -L2 (English) books
 	
   - authentic books for children in English
 	
   - children's dictionaries
 	
   - equipment – technology
	exposure to English:
	
	   - foreign TV programs (series, shows)
	
	   - foreign films - foreign cartoons (cable TV)
	
	   - the internet (reading material, videos, video games, music in English)
	
	   - music in English

teacher qualifications	interacting with English-speaking people
teacher attitudes	reading English storybooks or comics
teaching approaches	using dictionaries
classroom exposure to English	parents' support (practicing, explaining, checking homework)
classroom processes and activities	siblings' support (practicing, explaining,

	checking homework)
classroom arrangement	

Table1.2: Contextual factors affecting reading outcomes

1.8.   Reading and Reading Comprehension Difficulties in L2 Reading

This section explores reading and reading comprehension difficulties and the reasons behind them in EFL early reading development. Therefore, a distinction is made between general reading difficulties and specific reading difficulties. In this sense, reading difficulties are made at two levels: word level and text level, i.e. oral reading difficulties and reading comprehension difficulties.

1.8.1.   Oral reading/decoding difficulties

Oral difficulties, which are made at word level, are related to decoding and word identification skills. It includes problems in automatic recall and using phonic knowledge. (Westwood, 2008).Decoding difficulties such as confusion between letters and what they represent, ignoring punctuations while reading, slow reading are some of its signs.

1.8.2.   Comprehension difficulties

To read with understanding, learners recognize words by decoding them. In this sense, reading comprehension development depends on the success of decoding process. On the other hand, learners with low decoding skill find it difficult to understand. Some signs of comprehension difficulties involve the inability to connect ideas in a passage, confusion about the meaning of words and sentences, lack of concentration during reading.

Conclusion

To conclude, the current chapter attempted to yield a general overview of reading comprehension skill. Additionally, it attempted to provide different definitions of reading

process, models, skills and strategies. Moreover, this chapter provided the stages and phases that teachers should go through during reading comprehension sessions as well as the important factors that affect reading comprehension success. Finally, the chapter reviewed some of the common difficulties in reading comprehension that EFL learners often face.

Chapter Two

A General Overview about Coursebook

Introduction

The importance of coursebook is unquestionable because no teaching seems to be complete without relevant coursebook. The upcoming chapter tries to shed light on the teaching materials or textbooks. At first, it tries to provide a comprehensive view related to coursebook and its development principles. This will be followed by coursebook content with more focus on texts and text selection. As a last step, factors affecting the successfulness of a text are tackled.

2.1. Definition of Coursebook

Coursebook is considered by the Longman Dictionary of Contemporary English (2011) as the British synonym of the word textbook". The Oxford Advanced Learner's Dictionary (2000, p. 479) defines textbook as "A book that teaches a particular subject and that is used especially in schools and colleges....".Therefore, coursebook is used to present a particular field of knowledge through didactic and pedagogical presentation Stray (1993).In this sense, coursebook, for Tomlinson (2011, p. xi) is "A textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course"

2.2. Coursebook Use

Coursebook is viewed as a source for presentation materials, activities for learners practice, vocabulary, grammar, pronunciation and communicative interaction Cunningsworth (1995). **Ur** (1996) views that coursebook provides both teachers and learners with guidance within a structured framework to follow. They are time saving, economic, light and easy to carry, and an opportunity for learners to learn independently. Hutchinson and Torres (1994, p. 315) contend that "... No teaching-learning situation, it seems, is complete until it has its relevant textbook". In this sense, coursebooks pay a vital role in teaching-learning context. In addition, Sheldon (1988,p. 237) claims that coursebooks are not only "the visible heart of any ELT program" but are also accredited by students as more effective than teacher-generated or "in-house" materials.

On the other side, coursebooks are viewed not so important. Allwright (1981, p. 9) states that: "...the management of language learning is far too complex to be satisfactorily

catered for by a pre-packaged set of decisions embodied in teaching materials". For Allwright, coursebook cannot meet with the learners' differences, learning styles, and requirements of every classroom since the emphasis is placed on linguistic items rather than opportunities for acquisition and learning.

Coursebooks remain indispensible in the teaching learning context despite the aforementioned drawbacks; it is just that they need to be carefully handled by textbook writers, teachers and learners.

2.3. Coursebook Development Principles

Seguin (1989, p. 23) states that "coursebooks must correspond to curricula so far as objectives, content and methodology of instruction of each subject are concerned. A textbook usually corresponds to the syllabus of a discipline, the objectives of which can serve as titles or sub-titles of different chapters of the book". Textbooks, accordingly, have to reflect the guidelines and indications in curricula and syllabi.

Therefore, Tomlinson (1998, 2003 and 2008)   maintains that coursebook development underlying principals have to:

1) To impact through novelty, attractive presentation and appealing content
2) To supply a wide range of texts and activities so as to, positively, influence the target learners,
3) To be relevant to learners‟ needs,
4) To raise learners‟ consciousness to the represented culture
5) To initiate a response to the target culture
6) To engage learners in contextualized tasks that induce meaningful communication and lead towards effective outputs of language
7) To present learners with authentic texts
8) To promote the receptive skills through thought provoking texts
9) To encourage learners indulge in extensive listening and reading of relevant, motivating, and engaging texts
10) To create opportunities that help learners acquire production skills
11) To ensure a personal participation of learners in an unthreatening environment

12) To engage learners in cognitive and affective activities

13) To encourage learners gain confidence through difficult but achievable tasks

14) To promote higher order skills

15) To be learner-centered and discovery-based

Coursebooks should provide a variety of communicative activities and authentic texts. They are authentic materials with real contexts that enable learners to communicate effectively using language (Tomlinson 2011).

2.4. Coursebook Content

Tomlinson (2011) views that coursebook content "usually includes work on grammar, vocabulary, pronunciation , functions and the skills of reading, writing, listening and speaking" (p. xi).Coursebook should be a helpful mean of acquiring a communicative and linguistic competence as well as an open window on the culture of the target language.

2.5. Texts

The successfulness use of texts relies on some factors among them the learner's level, interests, background as well as the relevance and authenticity of the reading materials. Shahidullah (1995, p. 96) states: "Students" present linguistic level, and the level of their content and cultural schemata have to be taken into consideration in selecting texts for them."

Day (1994) lists seven factors that determine the effectiveness of the selected passages.

1. Interest

2. Exploitability

　　1) Readability

　　2) Topic

　　3) Political appropriateness

　　4) Cultural suitability

　　5) Appearance

　　　　a. Layout

b. Type size and font

2.5.1. Text Selection

Text selection for any ESL/EFL class is not an easy task. It requires thoughtful process in which both teachers and learners are actively involved to adopt appropriate reading materials for the class. According to Richard R. Day (1994, p. 20), "One of the more complex tasks facing the English as a foreign language (EFL) reading teacher is the selection of appropriate reading passages". Therefore, more time and analyses are devoted to the selection process taking into an account all the aspects that affect the relevance and appropriateness of the reading materials.

2.5.2. Factors Affecting the Successfulness of a Text

Reading is not interesting and valuable unless a variety of appropriate texts are selected carefully. Teachers tend take into account all the factors that might affect the appropriateness of the selected reading materials. Some of these factors are related to the students: the students' level, interests, needs, and background knowledge. Other factors are related to the text itself: content, relevance and authenticity.

2.5.2.1. Students ' Level

The level of the student has a great influence on text selection .In this sense, the more teachers are aware of their students level the more appropriate texts are selected .On the contrary, selecting texts beyond the learners level would be counterproductive.Learners then may be incapable of reading the selected text. Shahidullah (1995, p. 226) states that "Students' present linguistic level, and the level of their content and cultural schemata have to be taken into consideration in selecting texts for them." A solution to this problem might be with text simplification by teachers to make them more accessible for the learners. Teachers might also simplify the reading process by providing a variety of techniques to facilitate the reading comprehension process.

2.5.2.2. Students ' Interests

Another factor that teachers should be aware of is the students' interests. The ESL/EFL selected reading materials should meet with students' interests. In this sense, It is viewed that the first step for material selection is to find material that the students are

likely to be interested in. For Lotherington (1988), the selected texts are perceived by the learners as difficult or boring if it is not interesting no matter how easy or difficult they are. Teachers therefor, should carry out an analysis and assessment to find out their students' interests and needs. Learners might be asked directly or through survey and interviews about their favorite topics or even suggest topics.

Savage and Mooney (1979, p. 31) maintain that

> If we are truly interested in what we are reading, we will likely comprehend it better than if we could not care about the topic. Interest or motivation is an important factor in determining how hard readers will work at trying to understand what they read.

2.5.2.3. Students ' Background Knowledge

Students' background knowledge is another significant factor that effects the text selection for EFL reading class. Since any learning process starts from what learners already know, teachers should be aware of their students' background knowledge. In this sense, Smith (1988, p. 179) maintains that "background knowledge is an important part of the students' ability to read and understand a particular text." In other words, teachers who are more familiar with their Students' background knowledge are more likely to select appropriate reading materials for them.

To sum up, reading comprehension process is significantly affected by the issue of learners' background knowledge .teachers then, should either give the students the background knowledge along with the reading material or help them acquire it by their own means.

2.5.2.4. Relevance

Considering the text itself, in the matter of topics and types, plays a critical role in selecting relevant reading materials. EFL classroom relevant text is determined by its relevance for the students' professional lives. For this reason, learners should be involved in the reading selection process. Teachers can determine how appropriate the texts are by considering whether they are relevant to the students or not.

To sum up, relevant reading materials are selected for the student's real world reading purposes. The purpose is to lead students to learn something new from the texts.

2.5.2.5. Content

Many researchers agrees that content is the most important criterion for the ESL reading material selection .They maintain that the successfulness of the reading process is determined by how the content is interesting for the students .Students are likely to make more efforts to comprehend complex texts if they are interesting.

To select texts with appropriate contents, teachers should take into account their students' interests and needs. This might be done by asking students about their preferable topics or even by bringing their own materials to the class.

2.5.2.6. Authenticity

Text authenticity is regarded as another important criterion for the selection of reading materials for the ESL/EFL class. Lee (1995, p. 324) considers that " A text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader". Cunningsworth (1984, p. 72) states that authentic material:

1) Provide proper representation of the linguistic forms occurring in a particular text.
2) Heighten the learners" awareness of grammar in real use.
3) Train the learners to deal with real English without feeling inhibited.
4) Promote the learners" confidence and motivation and, therefore, their overall learning performance is promoted.

2.5.2.7. Teacher' role

The teacher is considered as the most important key factor affecting learning comprehension strategies. In 1997 the National Commission on Teaching and America's Future stated, "It is recognized that good teachers are the most important element in learning. The single most important strategy for achieving America's education goals is to recruit, prepare and support excellent teachers for every school. Therefore, considerable knowledge and skills are required to teach reading comprehension to diverse learners.

Therefore, teachers should use considerable knowledge to guide and motivate each student effectively.

Another important role of teachers is to enjoy and encourage their learners' improvements in order to help them believe in their own capabilities (Charles, 1989).As a result, high expectations for every learner is raised. Learners are more likely to engage in a task if (a) they feel capable, (b) they believe the task has potential value or purpose and use for them, (c) they are free from anxiety, (d) and demonstrations are given by someone they like, trust, respect, admire, and would like to emulate (Cambourne, 1995).

According to Feuerstein and Schcolnik (1995), extensive reading is reading for the purpose of sheer enjoyment therefore, teachers should motivate their learners to read more especially in the area of extensive reading. Feuerstein and Schcolnik state:(1995, p. 11)

> Extensive reading is very important. Some claim that it is the most important activity in the acquisition 8 of reading comprehension. One learns reading by reading and, the more one reads the better reader one becomes. Readers who enjoy reading read faster and have fewer problems than those who don't. As a result, they also read more. Since they read more, their comprehension 'improves and their enjoyment increases.

Another important aspect is the allocated time to be spent on teaching as The Reading/Language Arts Framework for California Public School (1999) recommended a minimum of two and one half hours daily at primary level. During this allocated time teachers may support comprehension learning as Pearson and Johnson (1972, p. 19) state in:

1) The way they prepare students for reading.
2) The kind of materials they select for classroom instruction.
3) The kind of questions they ask.
4) The kind of modeling behavior they provide.
5) The kind of feedback they give.
6) The kind of incentives and reinforces they use.
7) The kind of atmosphere they establish for taking risks.

Effective teachers plan, use and teach a variety of methods and strategies in order to provide a balance between skills instruction and authentic learning experiences. Learners also learn strategies to sustain reading at early grades as stated by Fountas and Pinnel (2001), they are solving words, monitoring and correcting, gathering, predicting, maintaining fluency, and adjusting (see Table 2.1)

Strategies	Manifestations
Solving Words	Using a variety of strategies to decode, and understand the meaning of individual words as they are read.
Monitoring and Correcting	Continually checking to see if it sounds right, looks right, and makes sense.
Gathering	Finding and connecting information from print.
Predicting	Anticipating, from what is already known, or what will happen next.
Maintaining Fluency	Using accurate and expressive reading to enhance meaning.
Adjusting	Reading differently for varied purposes and texts-.

Table 2.1. Strategies for Sustaining Reading

In addition, teachers should provide their students with the necessary skills and strategies to deepen their understanding of a given reading material as Keene and Zimmerman (1997) discussed them in table (2.2)

Strategy	Student Outcome
Connect the known to the new	Students must be able to connect what they already know (schema) to new textual experiences. They are able to do this by making text-to-self, text-to-text, and text-toworld connections.
Determine Importance	Students must be able to decide what is important at a whole text level, the sentence level, and the word level. They must make judgments and evaluations about what are the crucial parts of the text; what is the information that they must take from it.
Delve deeper with questions	Students must become aware of the questions that they have about the text before, during and after reading. They must use their questions to clarify meaning, spotlight the author's intent, style, or content, and focus attention on the key elements of the text.
Use sensory images	Students must understand that images are created in the mind as they read. The images may change through discussion or in response to shared images. These images are keys to a personal comprehension of the text.
Draw inferences in the text	Students must create their own interpretation of text. They must draw on their relevant prior knowledge to draw conclusions, make predictions, and judgments regarding the text

Synthesize	Students must be able to determine key ideas and themes from a text. They must be able to recall, retell, and recombine these key ideas and themes and relate them to prior knowledge for an ever-changing understanding. They must also be able to share what they have read and learned in a logical and coherent manner

Table 2.2 Strategies for Comprehension

Conclusion

This theoretical chapter attempts to define coursebook, its use and development principals, and shedding light on its different contents especially the reading materials. It also strives to focus on the importance of text selection and factors affecting the successfulness of texts. Finally and in more details, this chapter provides insights about the teacher role especially in the teaching of comprehension strategies.

Reading comprehension skill is fundamental in language acquisition .For this purpose, the next chapter will present a case study, which will deal with some difficulties that an EFL learner encounter while performing a reading task .

Chapter Three

Data Analysis and Discussion of Results

Chapter Three: Data Analysis and Discussion of Results

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Chapter Three: Data Analysis and Discussion of Results

Introduction

The current chapter presents the fieldwork of this study. To begin, a descriptive study has been adopted in order to collect and analyze data. Accordingly, the data collection tool used in this study is the teachers' questionnaire. This data collection tool is conceptualized on the basis of the theoretical part of this research study. The present chapter is an attempt to gather data in order to investigate the main research question. Additionally, it seeks to analyze and discuss the obtained results and use the findings to avail and validate the research hypothesis stating that text selection promotes the learners' reading comprehension process.

3.1 Teachers' Questionnaire

The major purpose behind conducting teachers' questionnaire is to gather data about the various opinions and attitudes of Sidi Khaled middle school teachers of English about reading comprehension difficulties using 3MS 2nd generation coursebooks.

3.1.1 Description of Teachers' Questionnaire

The present questionnaire is designed for teachers using 3MS coursebook reading materials in teaching reading comprehension. More specifically, it is administered to 15 teachers who teach English at Sidi Khaled middle schools in Biskra. The questions included in this questionnaire are either closed-ended or open-ended. First, in close-ended questions teachers are supposed to provide a 'YES' or 'NO' answer, to choose from among a list of options, or to indicate the frequency of occurrence of a particular behavior. Furthermore, open-ended questions consist of both clarification sub-questions such as "please, explain" and "please, provide an example", and other questions that require teachers to answer an open-ended question or a statement. These questions can provide the opportunity to obtain more insightful responses and diminish ambiguity. Finally, this questionnaire consists of (23) questions distributed over four sections: General Information, Learners' Preferences, Coursebook materials, and reading comprehension difficulties.

3.1.1.1 Section One: General Information

This section is devoted mainly to gather data about the participants' background and personal information. It contains data about their age, educational and professional qualifications and experience as well as their beliefs and attitudes toward teaching reading comprehension.

3.1.1.2 Section Two: Learner's Preferences

This section is devoted to gather data about the participant's learners' preferred skills and interests in general.

3.1.1.3 Section Three: Coursebook

This section is concerned with coursebook. It contains data related to reading materials such as coursebook skills distribution, texts, topics, appropriate vocabularies, and contexts.

3.1.1.4 Section Four: Reading Comprehension Difficulties.

Last section is devoted generally to common reading comprehension difficulties, reasons behind them and both learners and teachers strategies to overcome them. In addition, the section provides data about teachers' role in adopting and adapting extra reading materials and their additions as suggestions to improve the reading comprehension process.

3.1.2 Administration of Teachers' Questionnaire

The current questionnaire has been handed to fifteen middle school teachers of English in Sidi Kkaled, Biskra. All teachers demonstrated their collaboration by providing us with valuable responses. The latter serve our study in that they capture the teachers' perceptions, views, and attitudes towards the use of 3MS coursebook reading materials and how that affect the success of the learner's reading comprehension.

3.1.3. Analysis of the Teachers' Questionnaire

3.1.3.1. Section One: General Information

Would you specify?

Item 1.Your Age

Option	Respondents	Percentage
a. Under 30	6	40%
b. Between 30 and 40	9	60%
c. Above 40	0	0%
Total	15	100%

Table 3.1: Teachers' Age

60% of our respondents are aged between 30 and 40 years old while 40% of them are under the age of 30.It quite remarkable as Figure3.1 bellow shows that 0% ,aged above 40, respond to this Questionnaire.
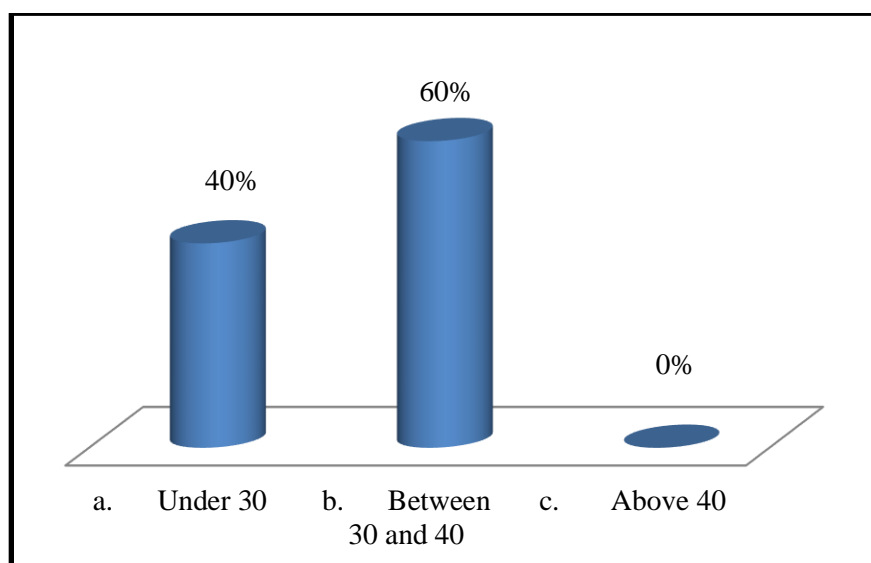
Graph 3.1: Teachers' Age

Item 2. Degree from

Option	Respondents	Percentage
a. University	10	67%
b. Institut Technologique de l'Education (I.T.E)	0	0%
c. Ecole Normal Supérieure (ENS)	5	33%
Total	15	100%

Table 3.2: Teachers' Degree

The majority of the teachers who answered this questionnaire graduated from the university; 67 % .This is mainly due to the fact that the Technological Institutes of Education (I.T.E) shut down in the 90 s .The other 33% of them are ENS trained teachers from ENS training schools which form and train future middle and secondary schools teachers of English.
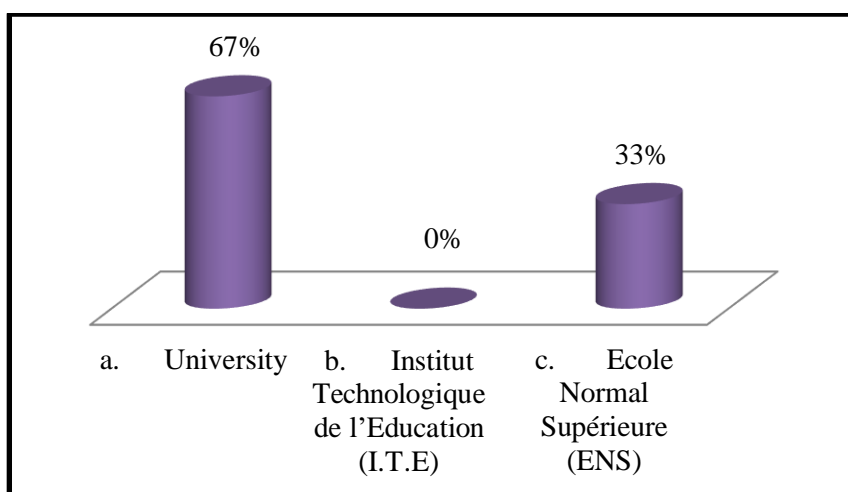
Graph 3.2: Teachers' Degree

Item 3. Teachers' Experience

Option	Respondents	Percentage
a. Less than 10 years	9	60%
b. Between 10 and 15 years	6	40%

c. More than 15 years	0	0%
Total	15	100%

Table 3.3: Teachers' Experience

It is clearly shown that 60% of our respondents have been teaching for less than 10 years while the other 40% have an experience between 10 and 15 years. Teachers' experience in teaching helps them give insightful answers but unfortunately as mentioned before the more teachers are aged the less are interested in answering such questionnaires.
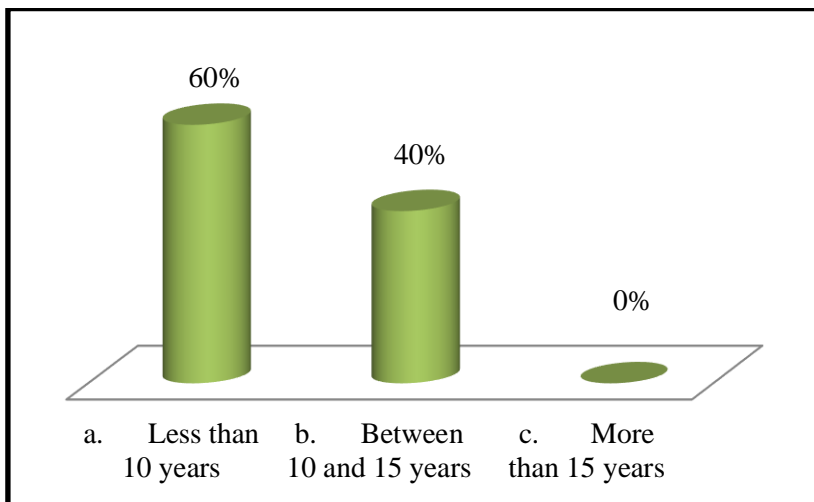
Graph 3.3: Teachers' Experience

Item 4. Have you received any training on teaching reading?

Option	Respondents	Percentage
a. Yes	12	80%
b. No	3	20%
Total	15	100%

Table 3.4: Teachers' Training on Teaching Reading

36
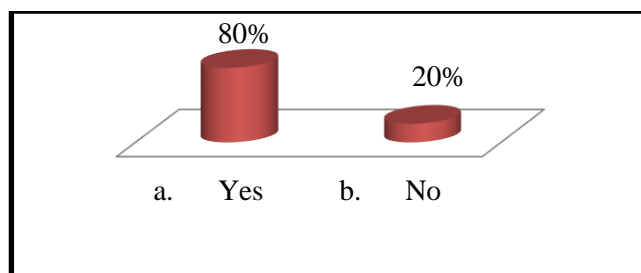
Graph 3.4: Teachers' Training on Teaching Reading

The majority of the teachers who answered this question 80% of them seem they received training on teaching reading comprehension either from their universities or inspectors. The other 20% of them declared that they didn't receive any kind of instructions on this kind of lessons.

How does that affect your teaching of reading?

The answers of this question are reported in the form of notes:

The majority answers were:

- Hinder the proper implementation of teaching reading techniques and as a result learner's performance.
- Following a clear methodology in teaching reading helps learners get familiar with the different kinds of activities and procedures.
- This makes me avoid many wrong things i used to do in teaching reading
- For me it was helpful in the matter of time organization
- Making the process of teaching and learning pass easily.

The other teachers claimed that they:

- Didn't receive any training
- Received only theoretical training as they said "Everything was in papers!"

The purpose of asking this question is to know whether teachers had a chance of training or they just rely on their own beliefs. This question also aims at finding out how strategic is their teaching of the reading comprehension sessions.

Item 5.How do you find the teaching of reading in general?

"Teaching reading comprehension is a hard task" is what is claimed by the majority of teachers as 60% of our respondent teachers find it difficult to teach reading comprehension sessions. In contrary, 40% of respondents state that teaching reading is neither difficult nor a hard task .Both respondent seem to have many reasons and justifications behind their beliefs.

Option	Respondents	Percentage
a. An easy task	6	40%
b. A hard task	9	60%
Total	15	100%

Table 3.5: Teachers' Opinion towards Teaching Reading in General
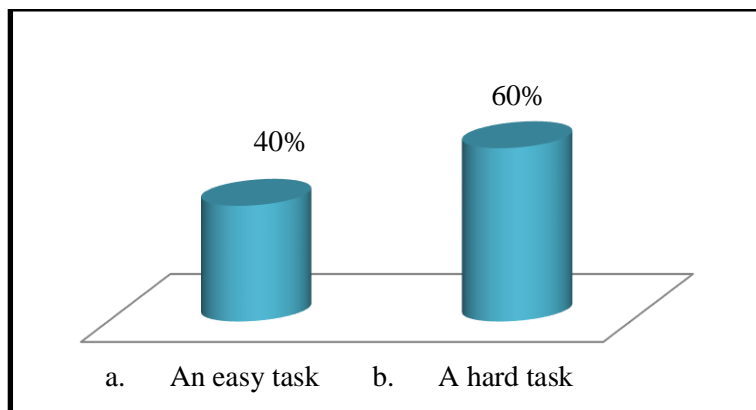
Graph 3.5: Teachers' Opinion towards Teaching Reading in General

Justify your answer, please

a) For "An easy task"

- To my opinion teaching reading is not as hard as teaching grammar as an example because it depends on reading the input and doing the tasks one after the other, so it doesn't need much thinking to answer these tasks
- Learners love reading
- Following the steps according to our training methods
- An easy task with good texts, a very hard one with irrelevant ones
- Teacher's role is just to monitor pupils while they read and just guide them in doing the written tasks.

b) For "A hard task"

- Learners are not always capable of deciphering the texts of the coursebook because of difficult vocabulary and the texts length.
- Concerning the new book of 3MS, it's so difficult to teach learners reading using it. The vocabulary and the length of texts are above the learners' level.
- Students do not focus. Students lack concentration in classroom.
- Due to students' lack of vocabulary.
- Teaching learners how to read, comprehend, and sorting out the needed information is a very hard task.

On the contrary, 60% of respondent teachers who are with the difficulty of teaching gave more strategic and reasonable justifications. The majority claimed that the all coursebook texts are difficult and lenthy.Others believed that learners lack concentration during reading due to class environment.

Teachers who said "teaching is an easy task" gave simple and clear justifications such as the learners' interests in reading .Others believe that every learner centered lesson is likely to be easier in teaching because the teacher role is just to monitor and guide.

3.1.3.2. Section Two: The Pupils' Preferences

Item 6. What is your learners' preferable skill (s)? (You can choose more than one answer)

Option	Respondents	Percentage
a. Listening	4	27%
b. Speaking	1	7%
c. Reading	1	7%
d. Writing	1	7%
e. More than one skill	8	52%
Total	15	100%

Table 3.6: Learners' Preferable Skill(s)
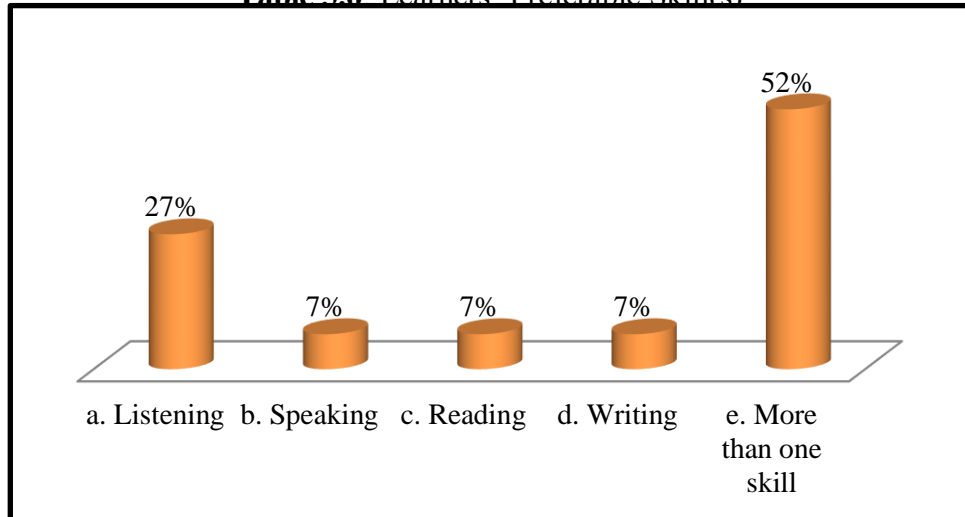
Graph 3.6: Learners' Preferable Skill(s)

According to you, why?

a) For "Listening"

- They love listening to audio tapes presented by native speakers.
- They find it more interesting and less boring especially if it's with tape recording.
- Because hearing a native speaker is unfamiliar to them
- Interesting with fun

b) For "Speaking"

- Social feature

c) For "Writing"

- More important

The participants support their learner's preferences in listening skill rather than other skills with justifications related to their own interests and how interesting is listening to native speakers records. For them it is something new with fun.7% learners seem to prefer writing or reading just because it is more important as they think.

When participant teachers were asked about their learners preferable skills, the majority state that learners prefer listening skills over writing and reading. 27% of respondents preferred listening while only 7% of participants like speaking, reading or

writing. Our participants selected reading and writing last, maybe because they have difficulties in performing such skills or they are less motivated in.

Item 7.How good are your learners in reading comprehension?

The majority of participant teachers (53%) and (27%) believe that their learner's level in reading comprehension is just fair and very poor. Only 13% of respondent teachers think that their learners are good in reading.

Option	Respondents	Percentage
a. Very poor	1	7%
b. Poor	4	27%
c. Fair	8	53%
d. Good	2	13
e. Very good	0	0%
Total	15	100%

Table 3.7: Learners' Level in Reading Comprehension
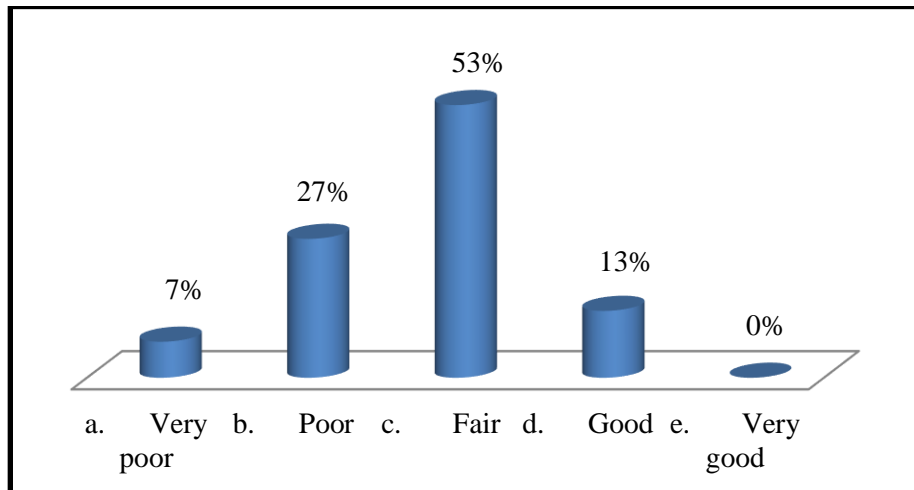
Graph 3.7: Learners' Level in Reading Comprehension

3.1.3.3. Section Three: Coursebook

Item 8.Is there a balance in the distribution of the four skills?

Option	Respondents	Percentage
a. Yes	8	53%
b. No	7	47%
Total	15	100%

Table 3.8: The Existence of the Balance in the Distribution of the Four Skills

25% of respondents view that there is a balance in the distribution of the four skill: listening, speaking, reading and writing while 47% of them view the opposite and that 3MS coursebook focus on listening skills more than reading.
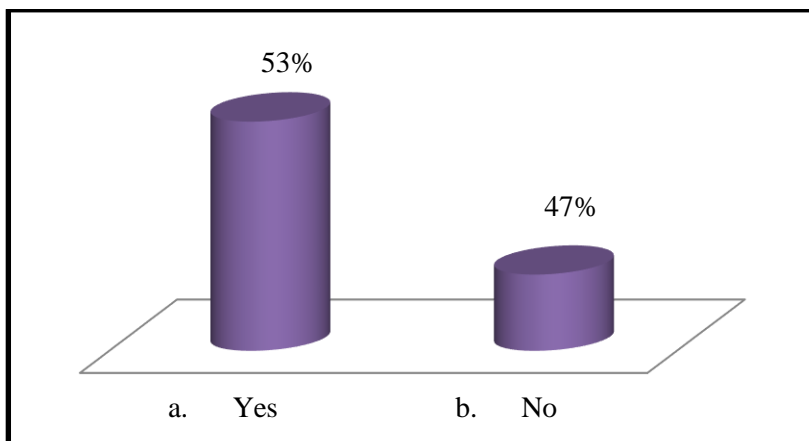
Graph 3.8: The Existence of the Balance in the Distribution of the Four Skills

Item 9. What kind(s) of materials in the coursebook do your learners prefer to read?

Option	Respondents	Percentage
a. Letters and emails	9	60%
b. Articles	0	0%
c. Stories	6	40%
d. Advertisements leaflets	0	0%
Total	15	100%

Table 3.9: Learners' Preferable Textbook's materials to Read

In this section, the most frequent types of materials in 3MS coursebooks are given to teachers to find out which types the learners prefer most.60% of learners seem to prefer letters and emails maybe because of its simple form while 40% of them prefer stories.

Neither articles nor advertisement leaflets gain any interest from any correspondent.
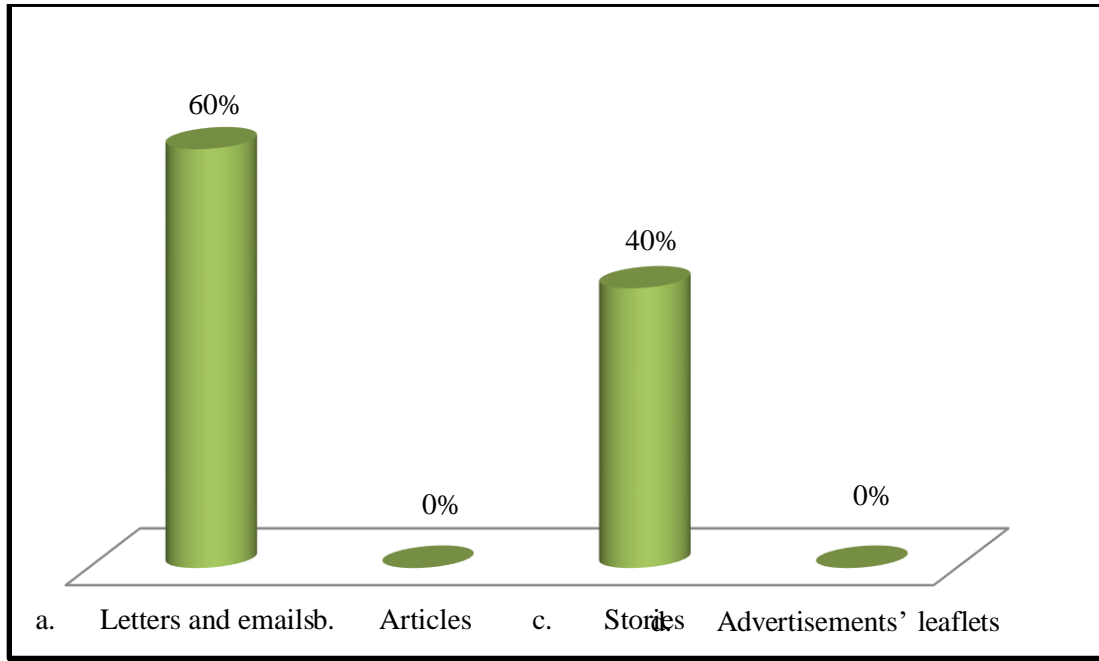
Graph 3.9: Learners' Preferable Textbook's materials to Read

Item 10. Does third year textbook cover a variety of reading topics?

Option	Respondents	Percentage
a. Yes	9	60%
b. No	6	40%
Total	15	100%

Table 3.10: Teachers' Responses about Whether Third-Year Textbook Cover a Variety of Reading Topics or Not
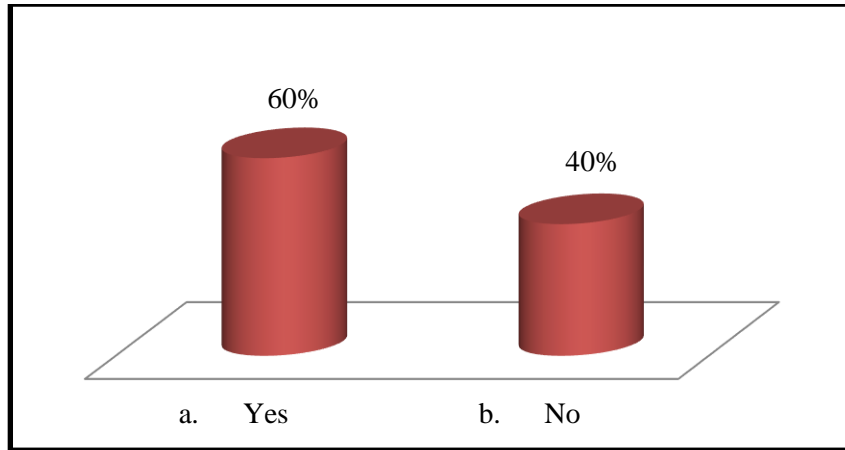
Graph 3.10: Teachers' Responses about Whether Third-Year Textbook Cover a Variety of Reading Topics or Not

Item 11.Which topics in the textbook do your learners like to read most?

After answering the question of reading topics variety, the participants were asked to mention the most preferable topics for their learners in the 3MS coursebook. Their answers were:

- Lifestyle in the past /
- Famous people (biographies of inventors)
- Endangered animals
- My interests (sport activities, leisure activities)
- Friendly emails

It is clearly mentioned that learners tend to prefer personal topics such as their interests in sports and leisure activities as well as lifestyles in past and present. The reason behind this may be because they like what is real life subject rather than fiction or scientific ones.

Item 12. Is the number of new words suitable for your learners' level?

Option	Respondents	Percentage
a. Yes	6	40%

b. No		
	9	60%
Total	15	100%

Table 3.11: Teachers' Responses about Whether the Number of New   Words Suitable for Your Learners' Level or Not
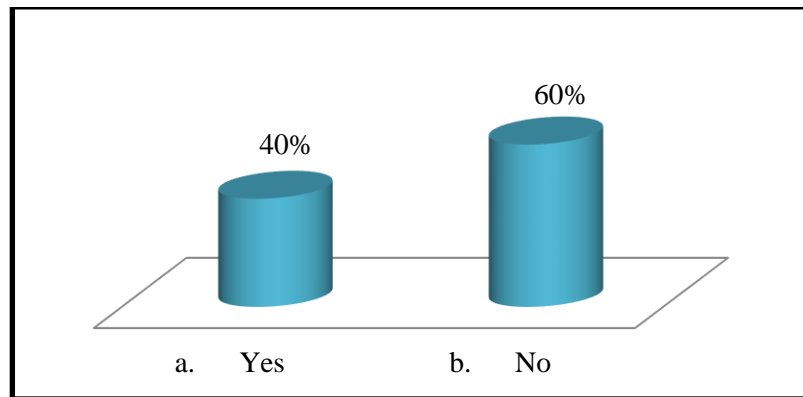
Graph 3.11: Teachers' Responses about Whether the Number of New Words Suitable for Your Learners' Level or Not

60% of teachers, who respond to this question, believe that the new vocabularies in in3MS coursebooks are not suitable for their learners. The majority of respondents who claimed that their learners 'level in reading is poor and very poor because of the difficulty of texts and vocabulary The rest 40% see that the new words are suitable.

If no why?

Teachers who claim that the new vocabularies are not suitable for learners provide some reasonable justifications such as:

- Too much vocabulary to grasp in limited time.
- So many new and difficult words. Texts are hardly read
- The number of words is very large compared with the poor level of learners
- Learners feel depressed because of the big number of new words.

From these respondents' justifications, it is clearly shown that all of them agree on the difficulty and the big number of vocabulary.

Item 13. Are words presented in appropriate contexts?

Option	Respondents	Percentage
a. Yes	11	73%
b. No	4	27%
Total	15	100%

Table 3.12: The Presentation of Words in Appropriate Contexts
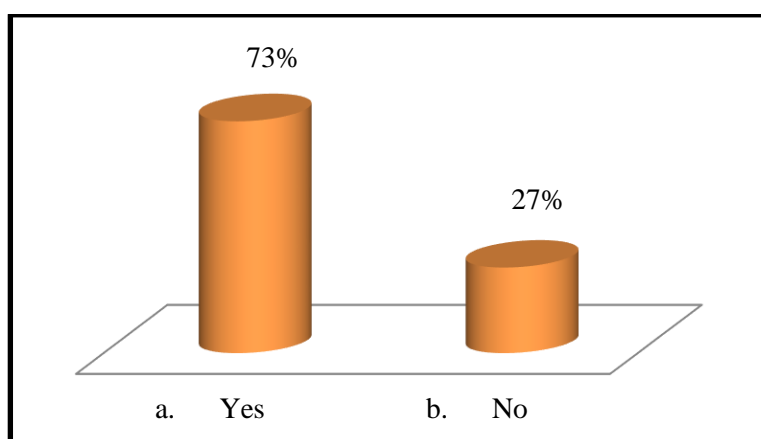
Graph 3.12: The Presentation of Words in Appropriate Contexts

73% of respondent teachers seem to consider the contexts where words are presented as appropriate whereas 27% of them claim the opposite.

If 'no', please say why?

The rest 27% respondents provide valuable reasons behind their view .they view that contexts used in 3Ms coursebook are not appropriate because:

- The words are presented in complicated texts for them to understand
- The problem is in the context itself
- Book three contains hard contexts in which pupils can't comprehend.

Respondents, who believe that contexts are inappropriate, view that if contexts are too difficult, learners will not be able to understand the new words. They believe that appropriate contexts help learners guess the new vocabularies.

Item 14.Are new structures and vocabulary relevant and lead to the desired objectives?

Option	Respondents	Percentage
a. Yes	9	60%
b. No	6	40%
Total	15	100%

Table 3.13: The Relevance of New Structures and Vocabulary to the Desired Objectives
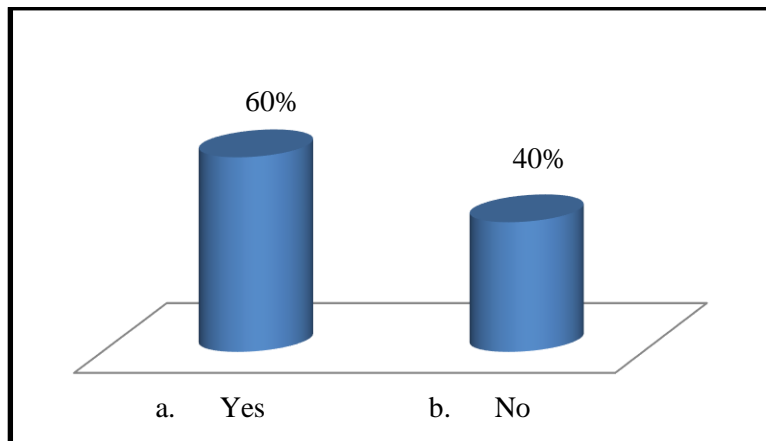
Graph 3.13: The Relevance of New Structures and Vocabulary to the Desired Objectives

3.1.3.4. Section Four: The Pupils' Reading Comprehension Difficulties

Item 15.What are the difficulties that your learners often face during reading comprehension session?

Option	Respondents	Percentage
a. Yes	9	60%
b. No	6	40%
Total	15	100%

Table 3.14: Learners' Difficulties during Reading Comprehension Session

73% of respondent teachers state that their learners encounter all the difficulties mentioned above. With all these difficulties, reading comprehension seems far away from achieving its goal.13% of respondents state that learners are unable to connect ideas in a passage maybe because they do not concentrate. The rest 7% view that their learners do not link prior knowledge with present read one.
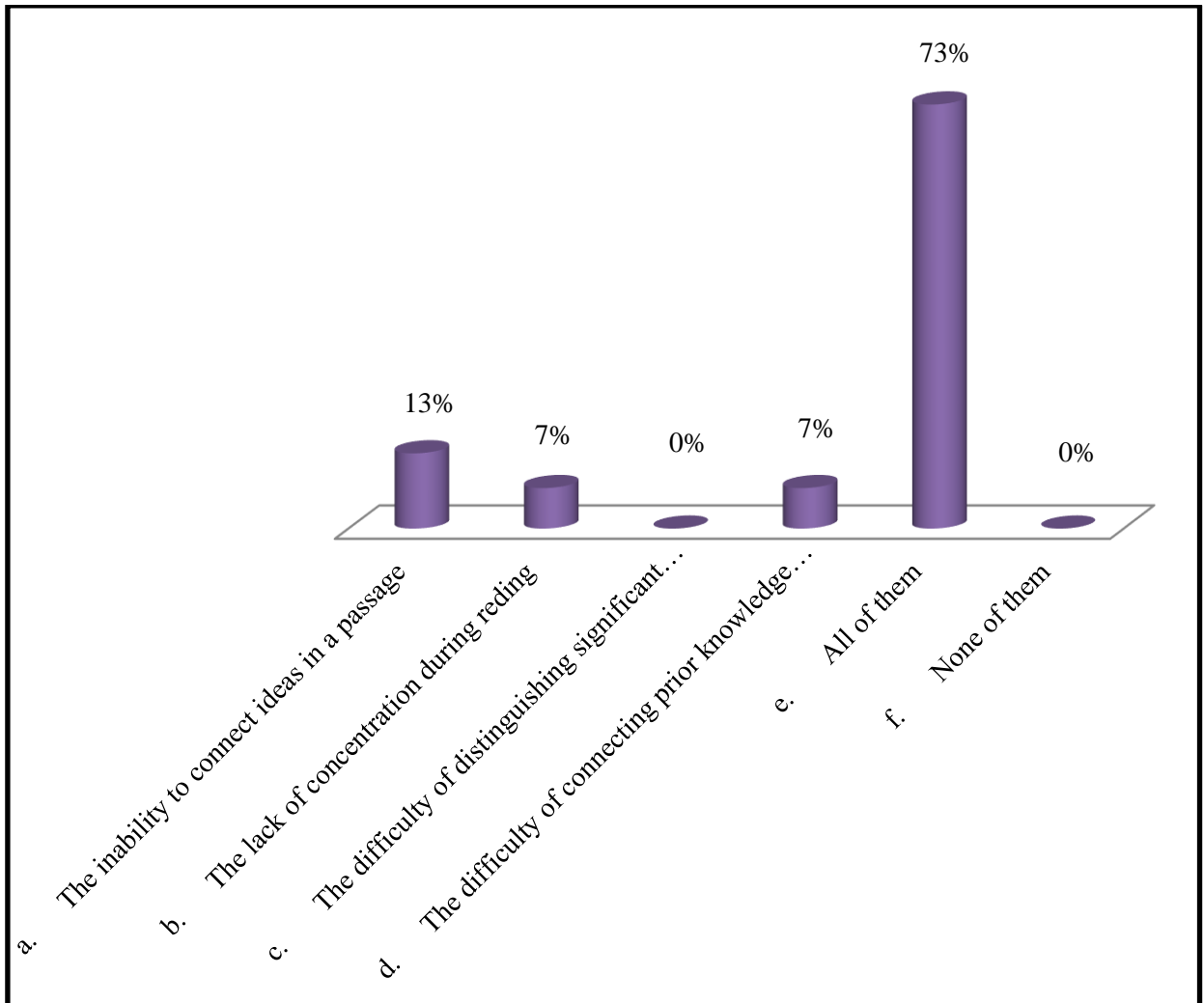
Graph 3.14: Learners' Difficulties during Reading Comprehension Session

Others, please specify

When respondents were asked to add other difficulties their learners often face, they listed the following:

- Sometimes they read but in the same time they do not link words with their meaning even they know the vocabulary

- 70% to 80% of the learners i taught through the years find difficulties in understanding the passage as well as questions.

- They are unable to understand what they read

Though the majority respondents state that their learners encounter all the mentioned above difficulties, some add other valuable ones such as the inability to link the word with its meaning even they know the vocabulary.

Item 15.Causes behind learners' difficulties in reading comprehension

Option	Respondents	Percentage
a. Literacy i.e. inability to read what is written-knowledge of letters	0	0%
b. The limited number of vocabulary and basic grammar	1	7%
c. The difficulty of the kind of texts	1	7%
d. The inability to predict meaning from range of cues	1	7%
e. Environmental causes in classroom and home	1	7%
f. All of them	0	0%
g. More than one answer	11	52%
Total	15	100%

Table 3.15: Causes behind Learners' Reading Comprehension Difficulties
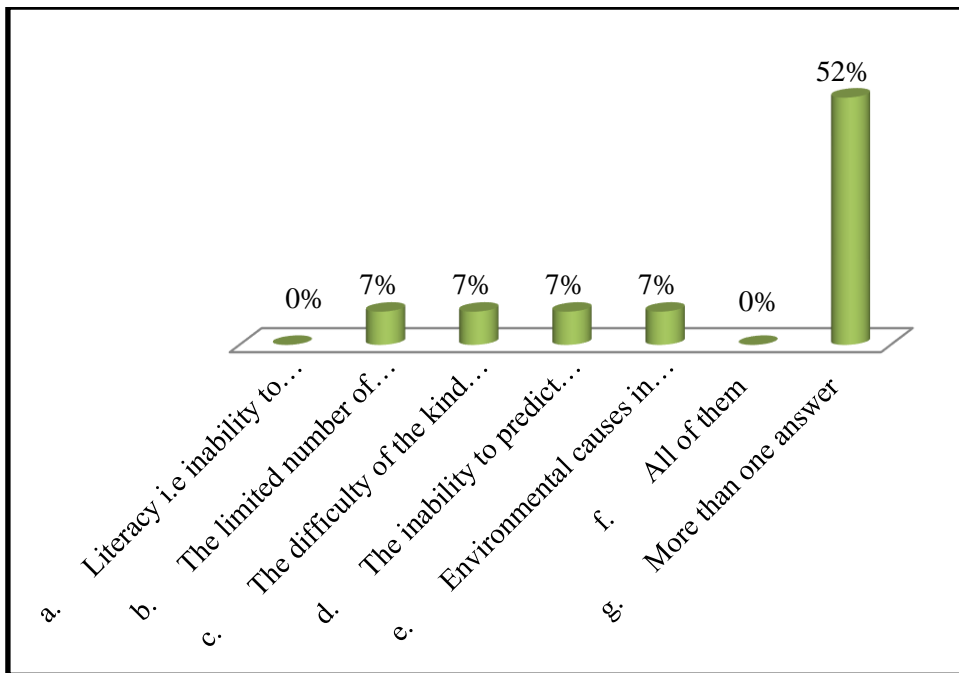
Graph 3.15: Causes behind Learners' Reading Comprehension Difficulties

Others, please specify

After giving the respondents a set of predicable reasons behind the learners' difficulties, the majority of them (52%) state that learner's difficulty in reading comprehension is caused by all these reasons. Others even keep focusing on reasons related to text and vocabularies difficulty. No one of respondents claim that their learners' comprehension difficulties are because of literacy.

Our respondents were asked to add if possible other causes behind the learners' difficulties in comprehending reading materials. They added:

- Inability to link words
- The irrelevant reading materials
- The lack of motivating and interesting texts
- The difficulty of texts and length
- Most of the learners if not all of them rely on their Arabic tongue and expect the teacher to translate everything into Arabic.
- They are not interested

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Our respondents added so many valuable causes that most of them are related to students' level and interests as well as text relevance and appropriateness.

Item 16. Is the time devoted for the reading session sufficient?

Since teachers are supposed to teach reading comprehension lesson in one session i.e.in one hour, 67% of respondents believe that time devoted for teaching reading comprehension is not sufficient. The reasons bellow is too much convincing that only 30% of them consider it sufficient.

Option	Percentage	Percentage
a. Yes	5	33%
b. No	10	67%
Total	15	100%

Table 3.16: Time Sufficiency for Reading Session
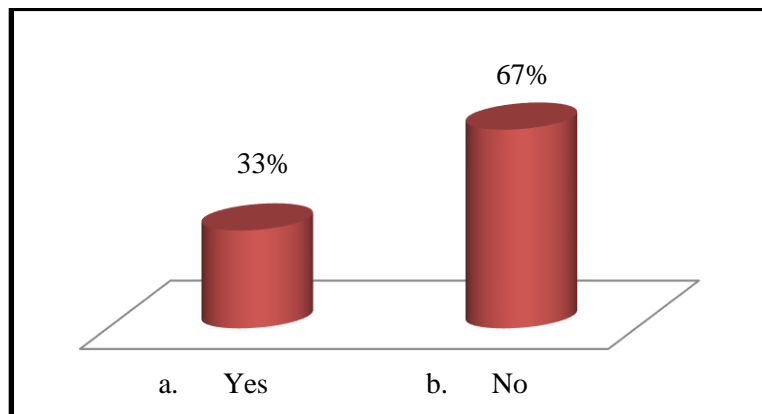
Graph 3.16: Time Sufficiency for Reading Session

Why?

As the majority of respondents stated that time is not sufficient for reading comprehension, so many convincing reasons behind their belief are mentioned in this list:

- Only few students have the opportunity to read.
- Little time devoted for many tasks and activities.
- One hour is not sufficient to complete all the phases of teaching reading comprehension especially post reading phase.

- A session or two at the end of each sequence is not enough. Reading is so important in learning languages
- Reading lengthy texts twice may cost about 20 minutes. Sometimes I find myself obliged to divide the reading sessions into two hours or even more for the sake of covering all the questions related to the reading session.
- Sometimes the text is too long and it contain difficult vocabulary

From these respondents' suggestions and strong arguments, it seems they are strategic in teaching reading comprehension. For them following the relevant techniques and phases of teaching reading comprehension requires more than an hour. Another strong argument is that when texts are difficult and lengthy, not all learners will have time to read. Some respondents even suggested more time for reading since dividing a lesson into two sessions is considered less pedagogical.

Item 17. Do you think that text selection can have an effect on reading comprehension achievement?

Option	Respondents	Percentage
a. Yes	12	80%
b. No	3	20%
Total	15	100%

Table 3.17: Text Selection and Its Effect on Pupils' Reading Comprehension Achievement
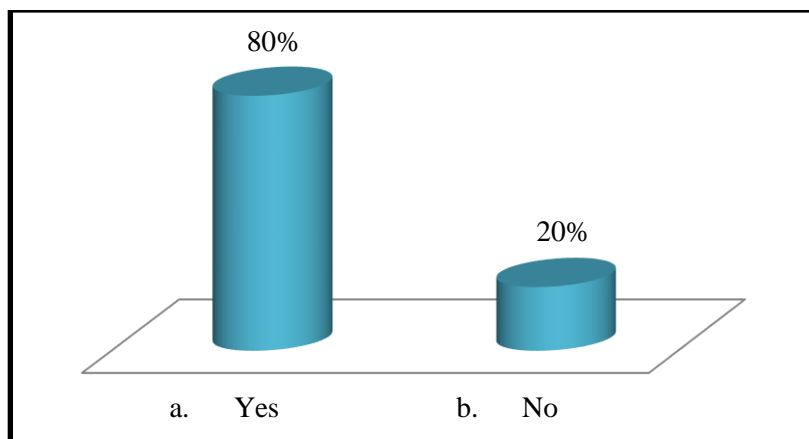
Graph 3.17: Text Selection and Its Effect on Pupils' Reading Comprehension Achievement

80% of respondent teachers believe that text selection affect reading comprehension. Their opinion is not surprising if to consider their previous beliefs about 3MS coursebooks texts difficulty, length, and topics.

Please say how?

Our respondents provided their claim with so convincing arguments about text selection significant role in the teaching of reading comprehension process. Some disadvantages of text selection for them are listed below:

- Selecting texts according to learner's preferences leads to achieving the reading objectives
- It can either motivate them or hinders their motivation
- Selecting texts that are relevant and interesting influences the learners learning
- Selecting texts which are suitable to learners' level and needs makes them motivated and thus improves their reading achievement
- If texts are relevant, pupils read and understand

Item 18. When your learners read a text and do not understand, they tend to: (You may choose more than one answer)

Option	Percentage	Percentage
a. **Translate to Arabic**	5	33%
b. **Use a dictionary**	4	27%
c. **Carry on reading without understanding**	2	13%
d. **Stop reading**	4	27%
Total	15	100%

Table 3.18: Learners' Strategies When They Do Not Understand the Text
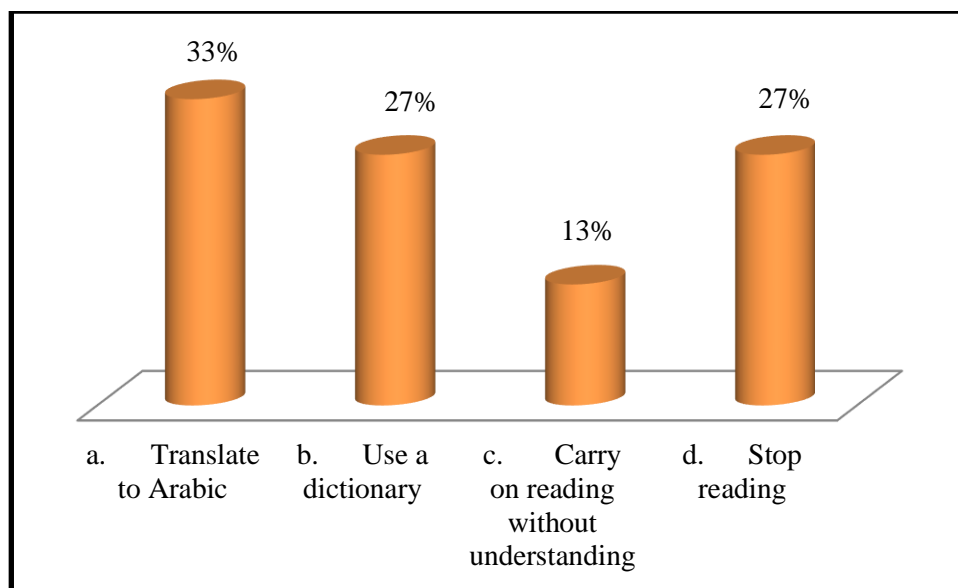
Graph 3.18: Learners' Strategies When They Do Not Understand the Text

In this section of questionnaire, participant teachers were asked about what their learners do if they do not understand a text.33% of respondents state that learners tend to translate into Arabic. Maybe because they totally rely on Arabic in understanding French language too. 27% of respondents noticed that learners use dictionaries. Another remarkable respond is that 27% usually stop reading if they do not comprehend.

Others, please specify

Our participant teachers provided us with other learners' behavior in class such as:

- They ask teacher to explain the words by example or gestures.
- Some of my learners would gaze at me as a sign of not being able to understand what everything is about!
- They complain directly.

One remarkable comment is that learners complain. Complaining is usually an act of dissatisfaction of someone who did his best but gain nothing. Some learners seem to try to read but cannot understand.

Item 19. According to you, which of the following factors that affects pupils' reading comprehension using coursebook texts the most?

Option	Respondents	Percentage
a. Pupils' interest	4	26%
b. Pupils' motivation to read	6	40%
c. Pupils' linguistic competence	3	20%
d. Text genre	1	7%
e. Text structure	0	0%
f. The degree of texts vocabulary difficulty	1	7%
Total	15	100%

Table 3.19: Factors That Affecting Pupils' Reading Comprehension of Textbook Texts the most.
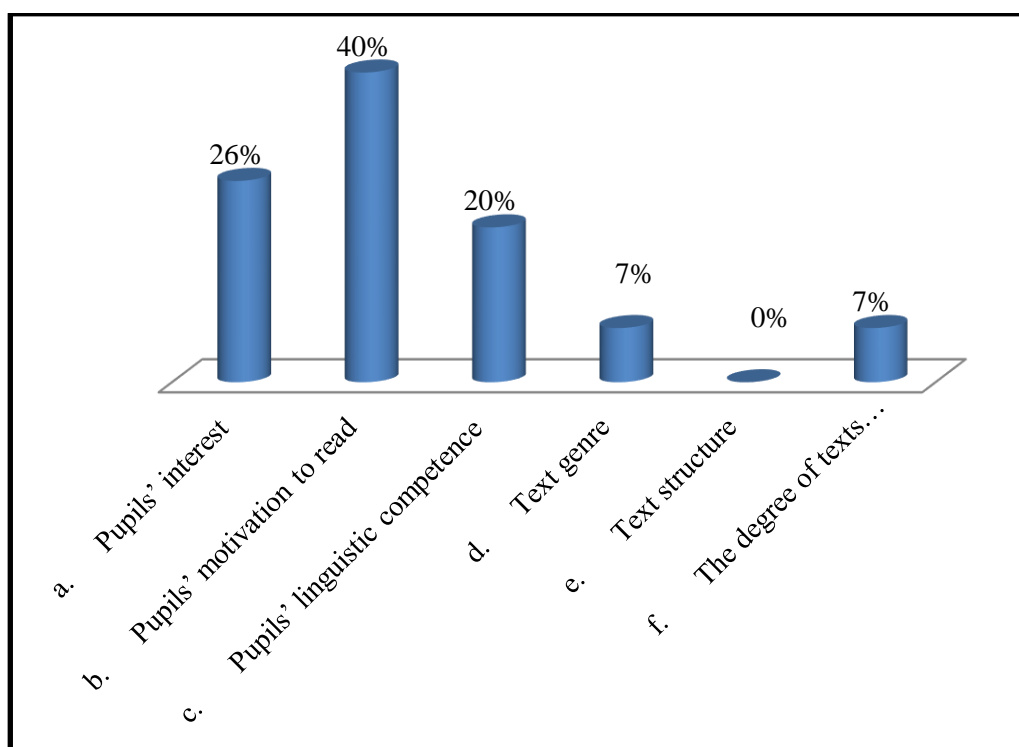
Graph 3.19: Factors That Affecting Pupils' Reading Comprehension of Textbook Texts the most.

When our respondents are asked about the main factors that affect the reading comprehension process, the majority claimed that they are: pupils' motivation and interest.

40% of respondents believe that their learners are not motivated in reading in general.26% of them viewed that learners are not interested in the coursebooks reading materials.

Item 20. How can you help your learners when they do not understand while reading a text?

The purpose behind this question is to find out whether teachers try using some techniques to help their learners or not. Another purpose it to get as much as possible of the teaching strategies they tend to use in such situations. Our respondents seem to be so helpful and provide us with valuable techniques based on their experiences. Some their techniques are below:

- Explain what is vague for them using body language rather than using the mother tongue.
- Ask for peer tutoring.
- Check the difficulty and the relevance of the material first.
- Bringing the learners dictionaries from the school library or showing them pictures that are related to the topic.
- Using pictures, body language.
- Try finding other interesting texts.
- Simplify the text and guidance.
- The first phase has to facilitate the new vocabulary word but while reading we try to explain words.

One of the interesting procedures is that teachers tend to find another reading material.it is a wise act to avoid some many difficulties and obstacles during the reading sessions. Another smart technique is to facilitate the difficult words before they start the while reading stage usually at pre-reading stage. Some teachers tend to simplify the coursebook texts so they meet with their learner's level.

Item 21. How would you describe the reading materials "texts" in the coursebook?

Option	Respondents	Percentage
a. Reliable	0	0%

b. **Relevant**	4	27%
c. **Interesting**	0	0%
d. **Complex**	8	53%
e. **Irrelevant**	3	20%
Total	15	100%

Table 3.21: Teachers' Description of the Reading Materials "Texts" in the Coursebook
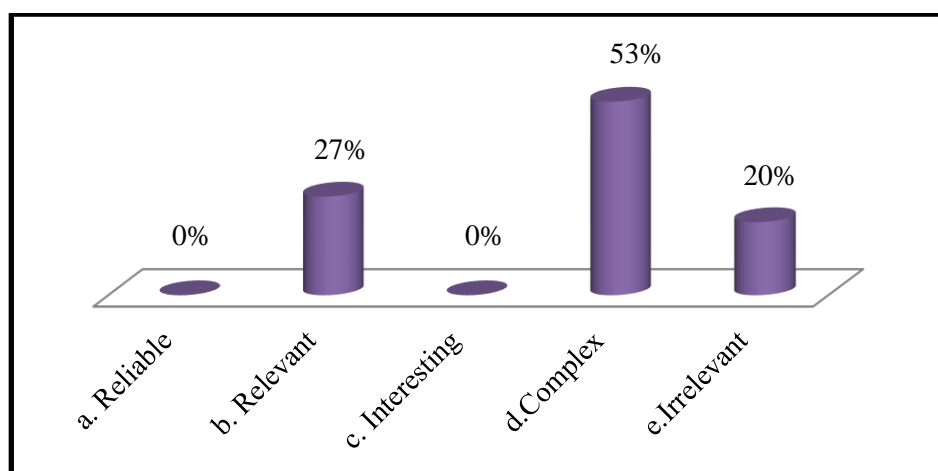
Graph 3.21: Teachers' Description of the Reading Materials "Texts" in the Coursebook

Our respondents were asked about how 3MS coursebooks are reliable, relevant, interesting, or complex or irrelevant.0% of respondents believed that coursebooks texts are neither reliable nor interesting. The majority (53%) view that texts provided by the coursebook are complex while 20% of them view that text are irrelevant.

Item 22. Do you use extra reading materials rather than the course book?

Option	**Respondents**	**Percentage**
a. **Yes**	13	87%
b. **No**	2	13%
Total	15	100%

Table 3.22: Teachers' Use of Extra Reading Materials rather than the Course Book
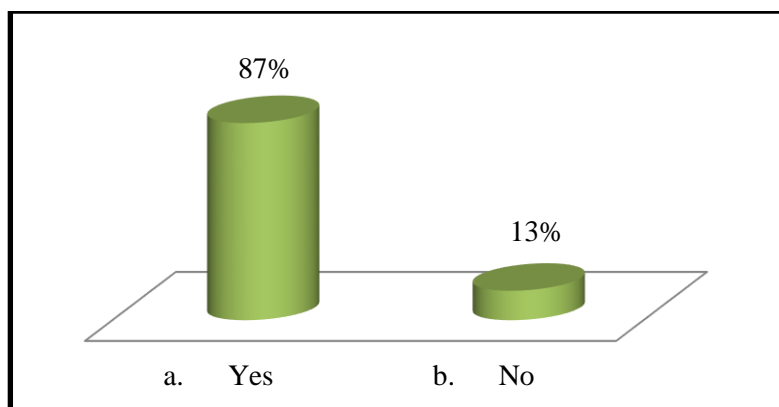
Figure 3.22: Teachers' Use of Extra Reading Materials rather than the Course Book

It is not surprising that 87% of participant teachers rely on extra reading materials outside the coursebook since the majority believe on the complexity of the coursebooks texts as mentioned before. Moreover, if texts are neither interesting nor reliable, first procedure is to select another material.

If yes, please mention some of your reliable sources

The 87% of participant teachers who rely on extra materials were asked to mention their resources. The purpose of this question is to see if they are aware of the process of adopting other sources or not. Here are some their sources:

- Adapt texts of the coursebook.
- Websites and teachers groups provide much better reading materials than the ones in coursebook
- Short texts or novels ,books or stories
- Teachers blogs give good materials to overcome weakness in textbooks
- From internet and reliable course books like headway elementary from oxford
- Press article from well-respected newspapers.

One striking sources that teachers mainly rely on is facebook groups. It seems that teachers tend to help and seek help from each other in selecting appropriate texts for their learners. Teachers also seem to know that adopting extra texts is not an easy task since they need to respect the syllabus objectives. Other teachers try adapting the coursebook reading materials and simplify them.

Item 23.What can you add as a suggestion to improve learners' reading comprehension achievement?

Lastly, our participant teachers were asked to suggest any thing that may help in the reading comprehension process. These are some of their suggestions:

- Teachers should base their teaching objectives on what interests and motivates learners
- Reading materials should be selected carefully to ensure the learners motivation
- Learners who deals with material which are higher than their level and far from their interests never read or try to understand.
- Read much more books
- Taking in consideration their level and environment
- I would definitely suggest teaching English in primary school. That would absolutely help.

It is clearly shown that the majority of the suggestions have to do with the learners' level, interests, motivation and environment. The four factors seem to have a great impact in improving the teaching of reading comprehension.

3.1.4 Discussion of the Findings of Teachers' Questionnaire

The 23 item questionnaire has been developed around four main sections (general information, learners' preferences, coursebook and reading difficulties) .It has been handed to 15 middle school teachers in Sidi Khaled city. The majority of our participants are aged between 30 and 40 while 30% of them are under the age of thirty.0% of teachers aged above 40 have responded to this questionnaire due to the fact that old teachers are likely to be less motivated in contributing in such research studies.

The majority of the teachers who answered this questionnaire graduated from the university. This is mainly due to the fact that the Technological Institutes of Education (I.T.E) shut down in the 90 s.33% of the participants are ENS training teachers .They are still in limited number because these schools recommend high criterions to join them.

The majority of our participants spent less than 15 years teaching. Experience in teaching generally results in fruitful opinions and critical views about learners and

coursebooks. Experienced teachers are likely to know better than novice teachers.40% of our participants have been teaching for about 10 to 15 years .They are neither very experienced nor novice while the majority have less than 10 years experience while no one more than 15 years experience teachers have contributed in this study.

The majority of teachers received training on teaching reading comprehension either from their universities or inspectors. Teachers usually receive such kind of training in ENS training schools or in seminars by their inspectors. Most of participants clearly stated that what they receive as training on teaching reading comprehension was very helpful. They stated that those training help them become more strategic and avoid many wrong practices such as reading loudly during while reading phase. One of the benefits of being strategic in teaching, as they mentioned, is to help learners get familiar with the reading techniques and types of tasks as well as to organize time for each task.

The rest of teachers declared that they didn't receive any kind of instructions on this kind of lessons. Some add a complaint that all what usually receive as training from their inspectors is merely theoretical. The act of complaining is a sign that teachers usually encounter with difficulties in teaching. They need special practical training to overcome both teaching/learning difficulties.

The majority of respondent teachers claims that teaching reading comprehension is a hard task and provided reasonable justifications for their belief. They claimed that all 3MS coursebook texts are difficult and lengthy (see appendix 2, 3, and4). In addition, the hardest task for teachers is to teach learners the different required strategies for comprehending. Other teachers believed that learners lack concentration during reading due to class environment and low concentrations. In contrary, 40% of respondents state that teaching reading is an easy task. The reason behind their belief is that learners interact directly with texts and teacher's role is just to monitor and guide the companion tasks. Some correspondents believe that it is hard to teach reading comprehension because of the irrelevant texts and not the teaching process.

As for the learners' preferable skills, the majority of participants preferred more than one skill in attempt to refer to listening and speaking session. Learners tend to love what is authentic and new such as listening to audio tapes of native speakers. Learners prefer authentic texts because they are real life material. In this sense, Lee (1995, p. 324)

considers that "A text is usually regarded as textually authentic if it is not written for teaching purposes, but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader" .In middle school especially at the early years, listening and speaking is mainly repetition of real like conversations that learners act them out usually in pairs. Listening and speaking is considered for them as fun. As for reading and writing, only few respondents seem to prefer reading or writing just because they are important for them.

The majority of participant teachers believe that their learner's level in reading comprehension is between fair and very poor. Teachers who are less active and motivated are likely to rely on the present new 2nd generation coursebook texts which seem to lack all the relevancy criterions. Only few respondent teachers think that their learners are good in reading may be because of their efforts on teaching, adapting and adopting techniques.

The majority of the surveyed teachers of 3MS classes (53%) unveiled that there is a balance in the distribution of the four skills. The other 47% of participants seem to be more logical and state that there is no balance in the skills distribution. Their argument is that only one reading session is devoted in each sequence i.e. one or two sessions in a whole semester.3MS 2nd generation coursebook provide only one text in each sequence with 5 tasks. For listening and speaking, it provides 3 sessions with 64 tasks in each file. As for the other skills such as writing, only one session is programed in each sequence. The maximum of the writing sessions is 1 or 2 in whole semester.

3MS coursebook provides different genres and texts .Almost all teachers claim that their learners prefer reading" letters and emails" due to the fact that" letters and emails" are more real life type of materials that learners enjoy and can produce similar ones unlike writing articles or stories. 40% of teachers claim that their pupils prefer stories. Although 3MS new coursebook does not contain any stories, teachers, based on their experiences, believe that learners enjoy reading stories either for fun or comprehension purposes.

For Lotherington (1988), the selected texts are perceived by the learners as difficult or boring if it is not interesting no matter how easy or difficult they are. The majority of respondents mention that 3ms coursebook contains various topics .It is known that the more coursebook provide various reading topics, the more learners become interested and motivated. Various topics allow teachers to select the most suitable materials for their

learners. As far as the most preferable topics for learners in the 3MS coursebook, it was mentioned that learners tend to prefer personal topics such as their interests in sports and leisure activities as well as lifestyles in past and present. The reason behind this may be because they like what is real life subject rather than fiction or scientific ones.

The majority of teachers believe that the new vocabularies in 3MS coursebook are not suitable for their learners.It was claimed before when our respondents were asked about their learners' level in reading comprehension that (53%) + (27%) of the teachers' learners are poor and very poor .Our respondents provide some justifications behind their belief and most of them seem to agree on the difficulty and the big number of vocabulary. Relevant texts are the ones with many frequent and already known words but few new ones. One of the respondents mentions that the big number of new vocabularies in a text may make the learners feel depressed.

Almost all respondent teachers seem to consider that 3MS coursebook provides appropriate contexts for the new presented words. The rest 27% respondents view that contexts used in the coursebook are not appropriate because contexts themselves are too difficult that learners cannot understand. The implemented approach (CBA) in Algeria ensures and insists on teaching any part of language within meaningful contexts. Appropriate contexts help learners guess and predict the new vocabularies as well as produce language within similar contexts.

To ask our participants about their leaners' difficulties they often encounter during reading comprehension, we provide them with a set of common difficulties. The majority respondent teachers state that their learners face all the mentioned difficulties such as the inability to connect ideas in a passage, lack of concentration and most importantly to link prior knowledge with present one as 7% of them mentioned. Half of participants state that learner's difficulty in reading comprehension is caused by so many reasons such as: irrelevant reading materials, the difficulty of texts and length and the lack of interests and motivation in reading.

Allocated time for reading comprehension is of great importance as almost all teachers claim that an hour is not sufficient to teach reading comprehension lesson. The Reading/Language Arts Framework for California Public School (1999) recommended a minimum of two and one half hours daily at primary level. Enough allocated time ensures

equal chances to learners to either read or perform tasks. Reading comprehension lessons require specific procedures and phases that should be respected.

The majority of teachers claim that text selection has a great effect on comprehension. The participant teachers seem to be aware of the importance of text selection and provide so many justifications for their belief. Richard R. Day (1994, p. 20) states that "One of the more complex tasks facing the English as a foreign language (EFL) reading teacher is the selection of appropriate reading passages". In this sense, teachers' hard task is to be aware of all the students' factors such as level, interests, needs, and background knowledge and find relevant materials that meet with them.

When, our teachers were asked about what factors affect most, the majority believed in the learners' lack of motivation and pupils' interests. In this sense, Savage and Mooney (1979) states that **"If we are truly interested in what we are reading, we will likely comprehend it better than if we could not care about the topic".**

Third year middle school present coursebook texts are considered complex and beyond the learners level by most of our participants (see appendix 2, 3, and 4). In this sense, the learners' level factor is neglected. Shahidullah (1995, p. 96: 226) states that "Students" present linguistic level, and the level of their content and cultural schemata have to be taken into consideration in selecting texts for them.".Therefore, teachers' role is to select material that are relevant in the matter of learners level either by adapting new texts or adopting already existing ones in the coursebook.

Conclusion

Basically, the present chapter is an attempt to discuss the fieldwork of the present research study. The used data collection tool in this study is the teachers'questionnaire which was administered to fifteen (15) middle school teachers of English at Sidi Khaled middle schools in Biskra. The findings showed that third year middle school learners encounter a number of difficulties in reading comprehension with the use of the present new generation coursebooks. The results reveal that EFL teachers related the learners' reading comprehension difficulties mainly to the irrelevant coursebook reading materials in matter of text and vocabularies selection. In addition, the chapter presents some

suggestions and solutions for teachers to overcome reading comprehension difficulties related to text selection and how to adapt and adopt relevant reading materials for learners.

General Conclusion

General Conclusion

This research study attempts to investigate reading comprehension difficulties that EFL learners encounter with the use of the present second generation coursebooks. The present research investigation consists of three (03) chapters. The first two chapters are concerned with the theoretical part and literature review of the research study, whereas the last chapter is devoted to the practical part.

More specifically, the first chapter is concerned with reading comprehension difficulties among EFL learners. In this chapter, we attempted to spot light on different reading difficulties especially in comprehension. The aim was to give as much as possible reliable literature review about oral reading, comprehension, reading strategies and applications in classroom.

As for the second chapter, the main concern was on third year middle school coursebook. More specifically, provided reading materials in the coursebook. The chapter revealed theoretical background of coursebook use and development principals as well as agreements and disagreements on coursebook use and how texts are selected for the purpose of reading.

The third chapter is devoted to the fieldwork in which we endeavored to analyze, synthesize, discuss, and draw conclusions about the data obtained from our data collection tool. The teachers' questionnaire was administered to middle school teachers of English (15 teachers) in Sidi Khaled city in Biskra.

In summation, through the analysis and discussion of the data obtained, the findings confirmed the validity of the study's main hypothesis, which assumes that if teachers select appropriate reading materials, learners reading comprehension will be improved.

General Recommendations

This section proposes some suggested practical remedial recommendations for teachers and learners as well as coursebook designers for obtaining better reading comprehension achievement.

For teachers

Teachers should be aware of their learner's level and needs. In this sense, Papaefthymiou – Lytra (1993: 94) states that:

> **Foreign language teachers, therefore, must be flexible enough and sensitive enough to respond well to the individual learning preferences, interests and needs of their learners in terms of materials, techniques classroom methodology and teacher talk. After all, language learning is not a monolithic process since not all personality and environmental factors can be kept under control in a foreign language situation.**

* The teacher should provide learners with suitable reading materials taking into account the students' interests and the proficiency level.

* teachers should provide their learners with appropriate required comprehension strategies depending on learning styles and learners" needs as Nuttal (1982), states that the reading teacher has first, to provide the students with appropriate texts, and second, to use activities which focus the students' interests.

*Teachers should adapt more appropriate texts for their learners if coursebook materials do not meet with their needs and interests.

* Teachers should provide their pupils with their real-life situations engaging tasks.

* Teachers should be aware of the factors that may affect the successfulness of the selected materials for reading.

For pupils

*EFL learners should be equipped with different strategies and abilities such as linking prior knowledge with present ones. Skillful learners are the ones who comprehend words that they have never come across before as Nagy et.al, (1994: 46) states that: "*skilled readers depend not just on knowing a large number of words, but also on being able to deal effectively with new ones*."

*EFL learners have to regard reading as a long-life learning process. They should be aware of reading as an important life purpose and not just a classroom activity.

*Learners have to recognize the importance of being engaged in real like situation when interact with authentic reading materials and to benefit from all the linguistic and cultural knowledge

For coursebook designers

*The time allocated to teach reading comprehension in middle school classes should be revised so that teachers can respect all the tasks, and the required procedures in teaching reading comprehension.

*3MS course book materials should be revised so that texts become more relevant and meet with the learners' interests and needs.

*The number of the reading comprehension sessions in 3MS program should be revised

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Appendices

Appendix One: Teachers' Questionnaire

Dear Fellow Teachers,

This questionnaire is part of a research work. It aims at investigating the reading comprehension difficulties among third year middle school learners using the second generation textbooks you are using or have used, namely My Book of English Middle School Year Three.

You are kindly requested to contribute to this study, so please tick ☐ the appropriate box or give full statements when necessary.

I. General information

1. Age

Under 30

Between 30 and 40

Above 40

2. Degree from

University

Institut Technologique de l'éducation (I.T.E)

 Ecole Normale Supérieure (ENS)

3. Teachingexperience

Less than 10 years

 Between 10 and 15 years

More than 15 years

4. Have you received any training on teaching reading comprehension?

Yes   No

5. How does that affect your teaching reading comprehension?
……………………………………………………………………………………………
…………………………………………………………………………………………….

6. How do you find the teaching of reading in general?

……

……

II.<u>The student's preferences</u>

1. What is your learners' favorite skill(s)? (You can choose more than one answer)

     a. Listening   ☐

     b. Speaking   ☐

     c. Reading   ☐

     d. Writing   ☐

According to you, why?...

……………………………………………………………………………………………………

2. How good are your learners in reading comprehension?

a) Very poor ☐   b) poor ☐   c) fair ☐   good ☐   very good ☐

III.<u>Textbook</u>

<u>A.Skills</u>

1. Is there a balance in the distribution of the four skills?

     a. Yes   ☐   b. No   ☐

<u>B.Reading Topics</u>

1-What Kind(s) of materials in the textbook do your learners prefer to read?

     a. Letters and emails   ☐

     b. Articles   ☐

     c. Stories   ☐

     d. Advertisements leaflets   ☐

2. Does third year textbook cover a variety of reading topics?

Yes ▭   No ▭

3. Which reading topics in the textbook do your learners like most?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

<u>C. Vocabulary and Structure</u>

1. Is the number of new words suitable for your learners' level?

Yes ▭   No ▭

2. If 'no', why?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

3. Are words presented in appropriate contexts?

Yes ▭   No ▭

If 'no', please why?

………………………………………………………………………………………………

………………………………………………………………………………………………

……………

4. Are new structures and vocabulary relevant and leading to the desired objectives?

Yes ▭   No ▭

<u>5. The students' reading comprehension difficulties</u>

1-What are the difficulties that your learners often face when reading?

a.The inability to recognize the type of text ▭

b.The inability to understand the new words and structures ▭

c.The inability to conduct comprehension activities ▭

d.All of them ▭

2-What are the causes behind these difficulties? (You can choose more than one answer)

a.The lack of time ▭

bThe lack of the learners' interest ▭

c.The difficulty of the kind of texts ▭

d.Texts length difficulty ▭

▭

e.Teachers competency

Others, specify …………………………………………………………………………

3-Is the time devoted for the reading session sufficient?

Yes ☐

No ☐

Why? …………………………………………………………………………………

4. Do you think that text selection can have an effect on reading comprehension achievement?

Yes ☐   No   ☐

How?..
....

5- When your learners read a text and do not understand, they tend to: (You can choose more than one answer)

a. Translate to Arabic   ☐

b. Use a dictionary   ☐

c. Carry on reading without understanding ☐

 d. Stop reading   ☐

 Others, please specify…………………………………………………….

6. How can you help your learners when they do not understand while reading a text?

……………………………………………………………………………………

4. How would you describe the reading materials texts in the course book?

a. Reliable   ☐

b. Relevant   ☐

c. Interesting   ☐

d. Complex   ☐

e. Irrelevant   ☐

7. Do you use extra reading materials rather than the course book?

    Yes   ☐   No   ☐

If yes please mention some of your reliablesources…………………………………………………………………………
…..………………………………………………………………………………………
……………….

8. What can you   add as a suggestion to improve learners' reading comprehension achievement?

…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………………….

                                          Thank you for your collaboration

Appendix Two: A Sample of Reading Comprehension Text

I read and do.

Task 1. I read text (1) and complete the bibliographical notes.

Bibliographical Notes

- Title: ....
- Author: ....
- Source: ....
- Date of publication: ....
- Type of text:
  - ☐ descriptive ☐ narrative
- Type of document:
  - ☐ blog page
  - ☐ excerpt from a book
  - ☐ press article

Task 2. I read text (1) again and answer the questions.

1. How many paragraphs are there in the text?
2. What or who do the bold words in the text refer to?
3. How long ago did the writer visit Setif?
4. Did the writer like Setif? Justify your answer.
5. What did Setif use to be in the Roman period?
6. What did Setif use to be in the time of el-Bekri and in the Turkish period?
7. What was Setif like in 1871?
8. What kind of dwellings did the "Arabs" use to live in?
9. What did the children use to do in the open-air museum?
10. Suggest a title to the text.

TEXT 1

After a ten-hour journey in a wagonette drawn by three mules, **I** was glad to see the town of Setif standing on bare hills in the middle of a plain. No habitations were near, save a few Arab tents and gourbis. On entering **the town**, my eyes were refreshed by the pretty gardens and boulevards of Setif, which is still, as **it** used to be in the time of the Romans, a military station of great importance. There are about 3,000 French soldiers in the garrison of the town, **today** (...) The open-air museum, in which are really interesting relics, is on the common promenade, and the children amuse themselves knocking off the noses and the fingers of the statues.

Under the Romans, Setif was called Sitifis Colonia, and was the capital of Sitifia Mauritania. In the Middle Ages, Arab traveller El-Bekri described the cotton plantations and corn-fields that used to flourish in this plain. But under the Turkish Government **it** decayed and **its** agriculture vanished (...) An important Arab market is still held **there** every Sunday, at which 8,000 natives attend.

Adapted from:
C. S. Vereker, *Scenes in the Sunny South*, Longmans, Green & Co., London, 1871

Adopted from My Book of English Year Three (2016:73)

Appendix Two: A Sample of Reading Comprehension Text

Task 2. I read text (2) and fill in the "Bibliographical Notes". Then, I answer the questions in the "Reading Notes".

Bibliographical Notes

- Title: ....
- Author: ....
- Source: ....
- Date of publication: ....
- Type of document:
  - ☐ blog page
  - ☐ excerpt from a book
  - ☐ web article

Reading Notes

1. Give another title to the text.
2. What or who do the words in bold type refer to in the text?
3. Can you guess the meaning of the two underlined opposites in § (3)?
4. Is the 1st paragraph argumentative or narrative? Why?
5. Is there any descriptive paragraph in the text? Explain.
6. Why is the Saharan cheetah listed as a critically endangered species?
7. What does the author think about the future of the Saharan cheetah?

Task 3. I complete the Saharan cheetah's profile.

PROFILE

Common Name: ....
Scientific Name: ....

In Search of the Elusive Saharan Cheetah

Sarah Durant, Zoological Society of London.
January 28, 2015

I am travelling through the magnificent red mountains and sandy plains in the Hoggar National Park in south central Algeria, with **my** PhD students, Farid Belbachir and Amel Belbachir-Bazi. We're setting up the first surveys of cheetahs here.

The Saharan cheetah is classed as a separate subspecies – *Acinonyx jubatus hecki*. It is a carnivorous mammal with an average lifespan of 10-12 years. **It** has a more ""doglike" face with a pointed muzzle and sharp facial features compared with its sub-Saharan relatives – **who** appear distinctly round-faced and thick necked in comparison.

Surveying these immense landscapes is not an easy job. **We** used 40 camera traps, each 10km apart, to cover a total area of 2,600km2. After 2-3 months, we were successful in capturing 32 precious photographs suggesting that the Saharan cheetah were also likely to be nocturnal, unlike their largely diurnal sub-Saharan cousins.

There has been a dramatic decline in Saharan wildlife over the course of the 20th century. **Today**, only 250 Saharan cheetah are thought to remain, and the subspecies is listed as Critically Endangered by IUCN. The future of the Saharan cheetah hangs in the balance. Surely **we** will lose something of

Adopted from My Book of English Year Three (2016:140)

Appendix Three: A Sample of Reading Comprehension Text

Task 2. I read texts (1 and 2) and answer the questions.

1. How many paragraphs are there in each text?

2. Which topic(s) do texts 1 and 2 discuss and develop?

3. What or who do the bold words in texts 1 and 2 refer to?

4. Is the word "camera" of English origin?

5. Which tense is dominant in text 1 and why? Which one is dominant in text 2 and why?

6. Do texts 1 and 2 refer to the same historical period? Justify your answer.

7. Suggest a title to each text.

(i.e. the study of light and sight).

Adapted from:
Paul Valley, "How Islamic Inventors Changed the World"
The Independent, 11 march 2006

TEXT 2

Many modern surgical instruments are of exactly the same design as **those** devised in the 10th century by a Muslim surgeon and physician called al-Zahrawi (936–1013). **His** scalpels (small knives), bone saws (used for cutting), forceps (with two long parts used for picking up and holding things), scissors and many of the 200 instruments he devised are recognisable to a modern surgeon.

It was he **who** discovered that catgut used for internal stitches dissolves away naturally (a discovery he made when his monkey ate **his** lute strings) and that **it** can be also used to make medicine capsules.

Adapted from:
Paul Valley, "How Islamic Inventors Changed the World"
The Independent, 11 march 2006

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Adopted from My Book of English Year Three (2016:140)

Appendix Four: A Sample of Reading Comprehension Text

Task 4. I read text (2) and complete the bibliographical notes.

Bibliographical Notes

- Title: ....
- Author: ....
- Source: ....
- Date of publication: ....
- Type of text:
  ☐ descriptive ☐ narrative
- Type of document:
  ☐ web page
  ☐ press article
  ☐ excerpt from a book

Task 5. I read text (2) again and answer the questions.

1. How many paragraphs are there in the text?

2. What or who do the bold words in the text refer to?

3. How long ago did the writer visit Constantine?

4. What was the Arab town of Constantine like in 1871?

5. What were the gandouras made of?

6. Who used to wear these gandouras?

7. What were shoes and slippers (rihyia or babouche) made of?

8. Did the writer like the town of Constantine? Justify your

TEXT 2

I never saw any place the position of which struck **me** as so magnificent as that of Constantine. It is built on a high plateau, round which rushes a rapid river, called the Rhumel. **It** is called by the Arabs 'Belad-el-Haoua' (the City of the Air).

Constantine is divided into two distinct towns, of which I need not say that the Arab is the only one which is interesting. The streets are excessively narrow; the different trades live each in **their** separate quarters. There is one for shoemakers, another for workers in leather, another for jewellers, and so on for bakers, butchers, and all other trades (...)

We walked through a narrow passage just behind our hotel (Hotel d'Orient), and came into a court, round which were a number of little rooms in which were squatted the weavers of burnouses and haiks. It is estimated that more than thirty thousand burnouses and sixty thousand haiks are annually woven in Constantine alone. The dearest and most beautiful are the gandouras, which are a mixture of silk and wool; **they** are only worn by the higher classes (...)

Leaving the burnous court, we walked on to the shoe bazaar, where every description of bright-coloured leather shoe and slipper (rihyia or babouche) was being embroidered. It is impossible to describe in words the beauty of these Eastern bazaars.

Adapted from:

Lady Herbert, *A Search after Sunshine,*

Adopted from My Book of English Year Three (2016:74)