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BOUSSOUAR Chaima

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**An investigation into the challenges facing Algerian EFL teachers
when using the Know, Want, Learned strategy:
A case study of secondary school Algerian EFL teachers**

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Language

Board of Examiners:

Mr. BACHAR Maamar	Biskra	Chairperson
Dr. SEGNI Laamri	Biskra	Examiner
Mr. AMRAOUI Khaled	Biskra	Examiner
Dr. AMRATE Moustafa	Biskra	Supervisor

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Declaration

I, Chaima BOUSSOUAR, hereby declare that this work has been composed solely by myself, and that it has never been submitted for any other degree or professional qualification. For the academic year 2020/2021, This study was conducted and completed at Sidi Okba, Biskra, Algeria.

Certified.

Ms. BOUSSOUAR Chaima

Master student, English Language Branch, Science of the Language

Dedications

I dedicate this modest work to:

*My dearest mother Merzaka DJELLAL who always supported me through
life and my education.*

To my father Bachir BOUSSOUAR

To my Brothers:

Okba, Hamza, And Othman

To my sisters:

Manel, and Wided

To all who encouraged me to get my master's degree

Thank you

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Abstract

The study reported in this thesis represent an attempt to explore the extent to which high school Algerian EFL teachers employ the Know, Want-to-know, and Learned reading strategy (KWL), and the factors affecting their use of the strategy. The study took a descriptive approach and employed a mixed-methods approach for data collection. 50 high school Algerian EFL teachers completed a semi-structured questionnaire that explored their use of the KWL strategy and their opinions about the factors affecting their use of the strategy. Using Microsoft Excel, descriptive statistics were calculated for the quantitative items, and thematic coding was employed with the qualitative data. the major results evidently exhibited that almost half of the Algerian high school teachers don't make use of the KWL strategy in their reading activities. The findings also revealed that the teachers face challenges related, but not limited, to: Background knowledge, Limited time, Learners' level of the language, Type of materials. This study highlights the difficulties that are overlooked when it comes to using the KWL strategy in improving learners' reading comprehension.

Keywords: *Know, Want-to-know, and Learned reading strategy (KWL), English as a Foreign Language, EFL teachers, reading, factors.*

List of abbreviations and acronyms

KWL: Know, Want, Learned

EFL: English as a Foreign Language

VIS: Visual information store

MSQ: Multiple choice question

PhD: Doctor of Philosophy

MA: Master of Arts

BA: Baccalaureate

TEFL: Teaching English as a Foreign language

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GENERAL INTRODUCTION

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1. Background of the study

The reading comprehension skill is significant in increasing the satisfaction and adequacy of reading and making a difference not only academically, but also professionally and personally. Without comprehension, reading may be a disappointing, futile process. Thus, improving this skill is crucial, and one of the many strategies that both learners and teachers may use is the "Know, Want, Learned." Strategy that motivates learners to read more, and increase their curiosity towards both academic and nonacademic domains.

Despite the apparent and irrefutable positive effect the KWL strategy has on learners, Algerian EFL teachers face difficulties when it comes to using the strategy due to many factors related to multiple aspects, including but not limited to the linguistic, pedagogical, and cultural aspects.

2. Statement of the problem

According to previous studies, the KWL strategy has been proven to develop learners' reading comprehension achievement, and motivate them to further reading and searching. Yet these studies strictly focused on the learners' side of the strategy's implementation, and neglected the difficulties teachers face when using this strategy.

Thus, this research seeks to answer the arising question 'what are the challenges facing Algerian EFL teachers when using the KWL reading strategy'. From this general question, the two following secondary research questions are inferred:

1. To what extent do Algerian EFL teachers use the KWL strategy?
 - a. To what extent are Algerian EFL teachers familiar with the KWL strategy?
 - b. To what extent are Algerian EFL teachers aware of the importance of the KWL strategy?

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2. What are the difficulties Algerian EFL teachers face when using the KWL strategy?

3. Research methodology

The study was a descriptive study that employed a mixed-methods data collection approach. It took place at the level of Algerian secondary schools, with 50 EFL teachers from 24 wilayas as the sample. Collecting data was through semi-structured questionnaire that was distributed both online and by hand to teachers. The data was analyzed using Microsoft Excel, through an inductive approach.

4. Main results

After the analysis of the collected data, results evidentially showed that Algerian EFL teachers of secondary school were familiar of the KWL strategy and its importance, however, only 42% of them used it. Their use is affected by various factors which the results has proven to be related to Background knowledge, Limited time, Lack of vocabulary, Interest/ motivation, Learners' level of the language, Student-teacher interaction, Type of materials, Crowded classes, and Use other strategies.

5. Implications

This study aimed at discovering the factors affecting Algerian EFL teachers of secondary school level's use the KWL strategy. This study serves in raising teachers' awareness of the conceivable challenges facing the usage of the KWL strategy. This would assist Algerian EFL teachers (and other EFL teachers in similar context) predict and avoid these issues and challenges, which in return saves time and effort on teachers and help them in developing and assessing their learners' achievements easily.

6. Limitations of the study

Despite the evident results this study revealed, there were multiple limitations that the researcher faced. Firstly, the use tendency of teachers for the strategy as many of which did not use it. Secondly, the sample size was only 50 participants, which leads to the third limitation which was the lack of teachers' voluntary participation to answer the questionnaire and the refusal to be recorded for the designed interview, due to being overworked during the pandemic and Ramadan. Finally, lack of references concerning the area of teachers' use of this strategy was one of the study's limitations.

CHAPTER ONE LITERATURE

REVIEW

1. READING COMPREHENSION

1.1. Definition of reading

Reading is a crucial yet complex skill that permits learners to expand their common knowledge and lexicon. It is not the mere ability of fluency when exposed to written materials, but the ability of decoding and extracting meaning from a written text as well. Shaw (1959) declares that reading is a communicative operation in which the reader is “*thinking with the author, absorbing his ideas*” (p.8). However, recent denotations underscore the individual interpretation of writings (Carrell et al., 1988; Grabe, 2009). Another definition that considers the reader’s individuality is Lundahl’s (1998) who assumes that constructing meaning out of a text is “*an active process*” that entails the reader to view the text from different angles on ground of their previously stored knowledge.

While Koda (2007) characterizes reading as a process of building meaning from visually encoded data, she adds that reading requires making links between a language and its writing system. Moreover, Likewise, Rosenblatt (1985) states that the reader’s background knowledge is the foundation to constructing understanding of the text. as she claimed, reading is a demanding practice that needs a diversity of essential items to comprehend the meaning of the text, in her words reading is: “*an event involving a particular text, happening at a particular time, under particular circumstances, in a particular social and cultural setting, and as part of the ongoing life of the individual and the group.*”

This active process depends on the ability of an author to convey meaning through words, and the reader’s ability to excerpt meaning from them. For effective reading, the reader must persistently link what they know about the material with the

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words that the author has composed. Grabe, 2009 proposed another definition that advocates a list of processes for reading arranged as a/an:

1. Rapid process
2. Efficient process
3. Comprehending process
4. Interactive process
5. Strategic process
6. Flexible process
7. Purposeful process
8. Evaluative process
9. Learning process
10. Linguistic process

1.2. Purpose of reading

similar to other language aptitude, reading has numerous purposes. Likewise, Grabe and Stoller (2002), in “Teaching and Researching Reading” book, stated that while reading we go through a fast, unconscious process of making choices for the purpose of reading, and they clarify that there are multiple purposes of reading:

1.2.1. Reading to search for simple information and reading to skim

According to Grabe and Stoller (2002) reading to search typically entails checking the content for a particular word, a particular item of information, or a number of expressions. Similarly, reading to skim is utilizing certain strategies to find valuable information in content, then using comprehension aptitudes to induce a common idea about the content.

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1.2.2. Reading to learn from texts

It mostly occurs in academic and vocational settings where learners are anticipated to comprehend an expansive sum of data from the text. It requires the reader's capacity to recall fundamental and supporting ideas of the text, construct an organized outline of the text, and relate it to their background knowledge. Reading to learn is deemed a slower procedure of reading compared to the other processes since it requires recollecting information. (Grabe and Stoller, 2002).

1.2.3. Reading to integrate information, write and critique texts

This purpose, as claimed by Grabe and Stoller (2002), calls for critical assessment of the data being studied, so that the reader can choose what data to merge and how to merge it for their aim.

1.2.4. Reading for general comprehension

This purpose is the elementary purpose of reading however the foremost complex one. It demands rapid treatment of the text and the capability to derive the overall meaning from the central ideas of the text in a brief span of time. This process is faster and less demanding and nearly automatic for a fluent local speaker and more intricate and slower for second language learners. (Grabe and Stoller, 2002).

1.3. Process of reading

Alderson (2000) specifies that the reading process is active, changeable, and different for the same reader on the same script at a different time or purpose. After analyzing the process of reading, Gray (1960) has found that there are four main aspects of the reading process that portray "a psychologically coherent unit": word perception, comprehension, reaction to what is read, and fusion of new and old ideas. He clarifies that the reading process starts with word recognition of the written information and after that making a connection between written information and articulation and forming

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thoughts based on what you read that leads to understanding and comprehending the full information that has been studied. After forming meaning from the written content, the reader begins responding consciously with the notions and links it with other things that he read and becomes able to build new ideas and data; in other words, the reader relates old information with the material he is reading and shapes new one from it.

1.4. Product of reading

The product of reading is an outcome of the process of reading. Gray (1961) distinguishes between reading 'the lines', reading 'between the lines' and reading 'beyond the lines'. The first level corresponds to the literal meaning of the text, the second to inferred meanings and the last one to readers' critical evaluation of text" (As cited in Burchiellaro, 2016.p13); meaning that diverse products can infer from a single reading process. according to Alderson (2000) the reason behind these diverse interpretations and the change of attitude towards the same content between readers goes back to the readers' potentials to convert and interpret written materials into certain information and it is the readers' role to grant that possibility a genuine and substantial interpretation.

1.5. Reading models

Consistent with Khaokaew, (2012) reading models made a great impact on the way reading is instructed as well as our general understanding of reading. Although there are numerous models of reading, reading analysts classify them into three main categories: the bottom-up, the top-down, the interactive model.

1.5.1. The bottom-up model

It is a progressive process of steps that readers perform unconsciously beginning from recognizing and perceiving smallest units of the text, words, then clauses, then sentences, up until the perception of the complete text. Gough claims that when reading

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a content, the character register will be changed into abstract phonemic representations, which will be utilized to search the mental vocabulary. He states that word recognition occurs earlier to comprehension (Hudson, 2007, p. 35). as reported by Grabe (2009), bottom-up models customarily portray reading as an automatic process in which the reader interprets the continuous content letter-by-letter, word-byword, and sentence-by-sentence. This automatic processing deciphers the data within the content piece-by-piece with small obstructions from the reader's background knowledge. Rumelhart (1977) criticized the bottom-up model for not considering the different other variables relating to reading comprehension. for instance, the reader's background knowledge seems to play no part within the bottom-up process and the role of the reader as an active member is not considered. Rumelhart states that this model is a linear model in which the comprehension process goes only in one direction. This does not permit for interaction in the reading process between the lower and higher-level stages of data processing.

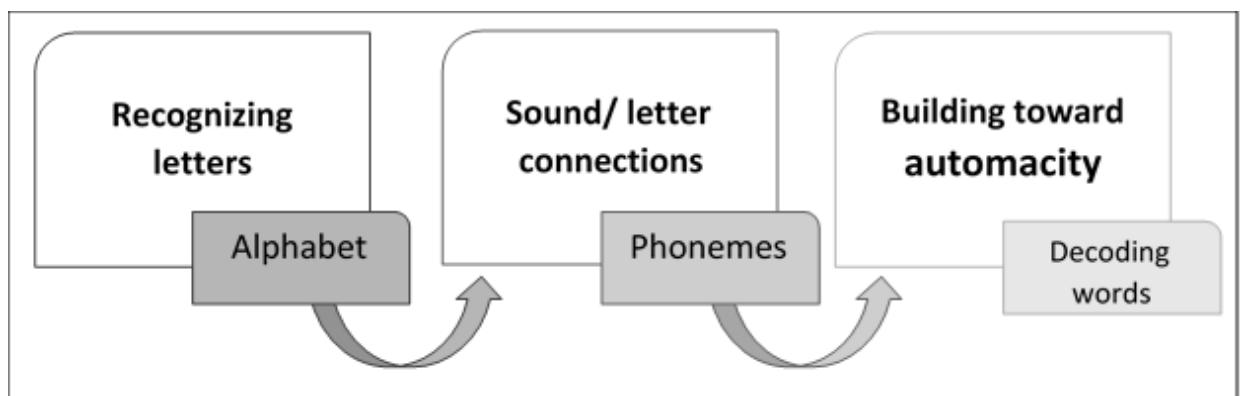


Figure 1.1. Relationship between components of bottom-up reading (Tustin, 2003)

1.5.2. Top-down Model

also known as the reader-based model is a process in which the readers utilize their intellect and knowledge to comprehend a text. the reader's background knowledge about the content of the text plays a vital part in comprehending and processing the text. Goodman (1967) was an advocate of the top-down model which was created within the

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structure of psycholinguistic theories, he clarifies that The top-down model centers on a higher level of reading, and building the meaning of a text through a combination of reading techniques such as predicting, making deductions and relating data in the content to background knowledge, and pays less consideration to the decoding of letters and words. the top-down model takes into account the critical part played by the reader in utilizing his intelligence and prior knowledge to comprehend new data within the reading process.

1.5.3. The interactive model

also called the balanced model is a model suggested by Rumelhart (1977, 1980) and later developed by Kintsch (2004). it combines both the bottom up and the top-down models and is a reaction to the criticism of the former models. Goodman clarifies that “An interactive model is one which uses print as input and has meaning as output. But the reader provides input, too, and the reader, interacting with the text, is selective in using just as little of the cues from the text as necessary to construct meaning” (as cited in Brown, 1998),

Moreover, Rumelhart (1977) states that reading comprehension in this model is not the data that the text provides alone, but the outcome of the reader's interpretation and his forming of information from the text. according to Carrell & Eisterhold, (1983) readers handle reading by first deciphering the linguistic items within the content (bottom-up processing), and second relating this data to what is by-far known about the world (top-down processing).

Brown (1998) declares that the interactive theory of reading centers on both the cognitive processing of the smallest units (letters, words, word meaning, sentence structure...), and the reader’s background knowledge and its significance.

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To conclude, the interactive model of reading offers a mixture of the past models as well as an enhancement of their shortcomings since it incorporates the part of the content, the reader, and their interaction.

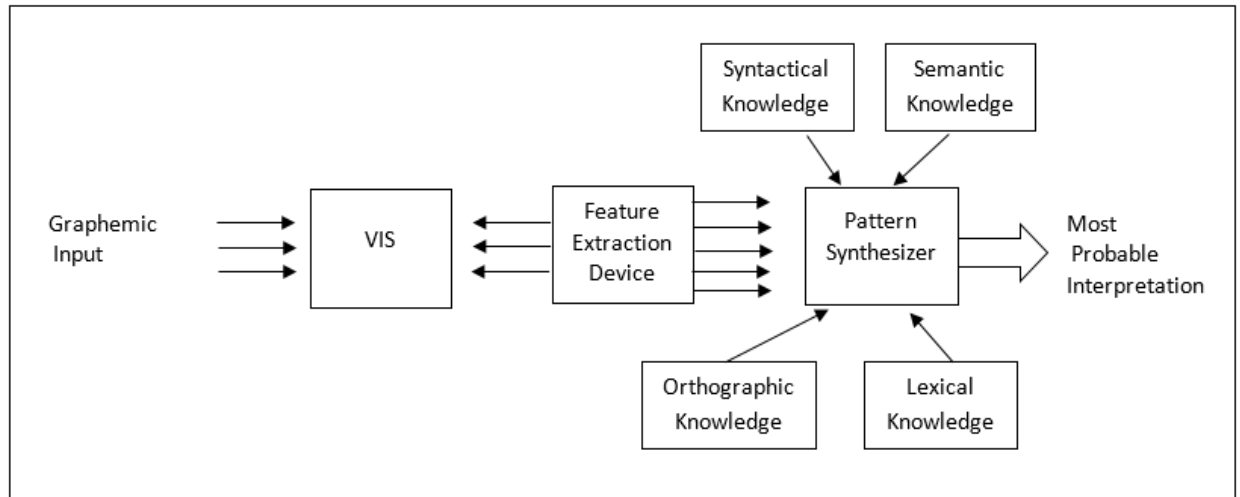


Figure 1.2. Interactive model of reading (Rumelhart, 1977)

The figure illustrates the assumption that graphemic information enters the system and is registered in a visual information store (VIS). A feature extraction device is then assumed to operate on this information, extracting the critical features from the VIS. These features serve as the sensory input to a pattern synthesizer. In addition to this sensory information, the pattern synthesizer has available non-sensory information about the orthographic structure of the language (including information about the probability of various strings of characters), information about lexical items in the language, information about the syntactic possibilities (and probabilities), information about the semantics of the language, and information about the current contextual situation (pragmatic information). The pattern synthesizer, then, uses all of this information to produce a “most probable interpretation” of the graphemic input. (Rumelhart, 1977, p. 732).

1.6. Reading skills

Hudson, (2007) describes skills as automatized strategies, and classifies them into four groups, named word-attack skills, comprehension skills, fluency skills and critical reading skills.

1.6.1. Word-attack skills

It is also alluded to as ‘decoding skills’ and concurring to Hudson (2007) are “*skills that are needed to transfer the orthographic symbols into language*” P.80. These abilities incorporate the capacity to recognize distinctive angles of the text like syllables, word boundaries, upper- and lower-case letters, etc.

1.6.2. Comprehension Skills

Hudson identifies comprehension skills as abilities where the reader employs his prior and background information to grasp the text. concurring to him this skill can be “*grammatical competence, knowledge of how the language is built up, apply metacognitive knowledge, etc.*” (2007, p.80)

1.6.3. Fluency skills

Hudson (2007) defines it as the capacity to read larger sequences of a content without being “*interrupted*”. These “*interruptions*” usually happen because a reader has to spell difficult words or because he does not Apprehend certain words or parts of text and reads it again. These interferences result in slow and disconnected reading. according to Hudson a fluent reader reads fast, is able to recognize words and letter groups quickly, and has a broad lexicon.

1.6.4. Critical Reading Skills

it means the capacity to “*analyze, synthesize and evaluate what is read*” (Hudson, 2007, p. 80). These aptitudes, as per Hudson, incorporate identifying arguments, the capacity to debate advantages and disadvantages, noticing the cause-and-effect, etc.

1.7. What is a good reader?

There has been an abundance of inquire about good and poor reader characteristics. A good reader is a Fluent reader, as Allington (1983) noted “*A lack of fluency in oral reading is often noted as a characteristic of poor readers*”(p. 556). Fluent reading is often considered as being synonymous with three perspectives, specifically, the ability to read writings with precision, appropriate rate, and prosody.

Carrell (1998) contends that in order for an effective reader to find and understand inclination in writings, they must be able to activate prior information and effectively use their accessible schema, have solid reading aptitudes and separate between both thinking styles and text styles. As for Gillett et al., “*effective reading means reading purposefully, efficiently, interactively and critically*”. (2009, p. 60).

While Pang (2008) has integrated this inquire and came up with a profile that matches the good reader. He perceives three distinctive measurements of reading: language knowledge and processing capacity, cognitive capacity, and metacognitive strategic competence.

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Table 1.1. A profile of a good reader. Adapted from Margrethe H. Bakke (2010, p. 28)

Dimensions	Characteristics
Language knowledge and processing ability	<ul style="list-style-type: none">• Automatic and rapid word recognition• Automatic syntactic parsing and semantic proposition formation• Reasonable size of vocabulary ranging from 10,000 to 100,000• Awareness of text type and discourse organization
Cognitive ability	<ul style="list-style-type: none">• Good store of cognitive strategies• Ready access to variety of purposeful strategies• Higher and proficient use of strategies• Effective use of prior knowledge• Supportive use of mother tongue in L2
Metacognitive strategic competence	<ul style="list-style-type: none">• Good knowledge of cognition• Competence in monitoring comprehension process• Competence in evaluating and regulating strategy use to achieve maximum comprehension

1.8. Importance of reading for EFL learners

Reading is a complex skill and undoubtedly the most important skill for second language learners to master in academic contexts. Since reading is a complex process, Grabe (1991) sought to understand and clarify the fluent reading process by analyzing the process into a group of component aptitudes, which are six areas:

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1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring (p. 379).

As for teaching reading Hedge (2003) states that any English language reading course includes learning goals for:

1. being able to read a wide variety of texts.
2. building knowledge of the language.
3. building schematic knowledge.
4. being able to adapt the reading style based on the reading purpose. (i.e. proper use of reading strategies)
5. developing an awareness of the written text's structure.
6. having a critical viewpoint to the contents of the text.

Extensive reading is also very important in teaching and learning for EFL learners, because it is one of the approaches that intended to use reading as pleasure, thus, students will enjoy reading beside improving their abilities in the language. Accordingly, Day and Bamford (2002) believe that extensive reading encourages reading fluency and boosts reading speed.

While Salameh (2017) investigated the impact of extensive reading on different elements of EFL reading attitudes, and the results shown that extensive reading can enhance students' reading speed, writing skill, and increase student's motivation.

1.9. Reading comprehension

the different definitions attributed to reading comprehension have all emphasized the significance of understanding the composed text. As reported by Pressley (2006, p.35), “reading comprehension is about getting the meaning out of the text”. Likewise, Snow (2002), describes it as “*The process of simultaneously extracting and constructing meaning through interaction, and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading*” (p. 7). Similarly, Snow states that “*Comprehension entails three elements:*

- *The reader who is doing the comprehending*
- *The text that is to be comprehended*
- *The activity in which comprehension is a part.*” P.180

In this process, learners can acquire and construct meaning through reader interaction and engagement with the written text. Therefore, the completion of reading comprehension requires the active participation of readers, the existence of the text, the feasibility of the activity, and the social background (Chisamba, 2014).

Vacca et al. (2006) regard reading comprehension as “*one of the essential components of an effective reading program*” (2006, p. 289). They emphasize the role of teachers in developing students' comprehension ability, by giving reading instructions and instructions on comprehension strategies. In return, the reader must prove that he can re-express the content of the text by writing sentences or paragraphs as answers to understanding questions or by writing text summaries as indication of understanding (Swan, 1988).

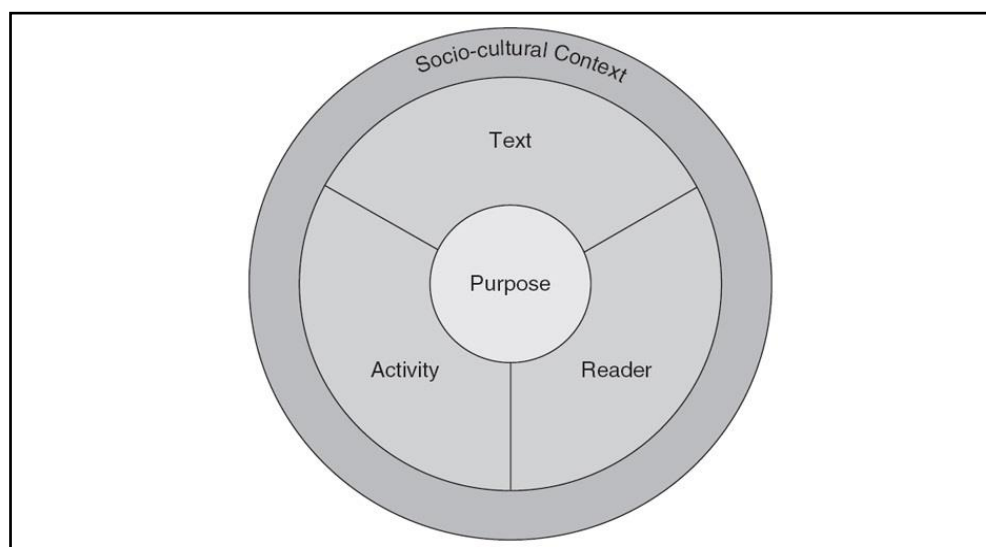


Figure 1.3. Variables that affect reading performance (snow, 2002)

There are different components that influence learner's reading comprehension and make it distinctive from one reader to another. Koda (2007) clarifies that there are various variables that affect learners' reading comprehension. Some of these variables are vocabulary knowledge, prior knowledge, metacognitive information, and reading strategies. Trehearne and Doctorow (2005) stated that learners' reading viewpoints, beneficial teaching on comprehension methods, versatility, text form, awareness of multiple reading comprehension strategies can influence learners' reading. In general, successful reading comprehension needs distinctive reading skills.

1.10. Critical components of reading comprehension

To master reading fluency, readers must consider the five elements of reading comprehension that are vital to forge a talented reader. These elements incorporate phonics, phonemic awareness, vocabulary, fluency, and reading comprehension.

1.10.1. Phonics

Phonics is making an association between sounds and signs. Concurring to Rasinski et al. (2010) Phonics alludes to the relationship between sound and spelling patterns which a reader utilizes to interpret words. Pressly (2006) clarifies that phonics instruction centers on the sounds created by both vowels and consonants and mixing of

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these sounds by also paying consideration to root words, which suggests that without phonics, words are basically a collection of arbitrary letters.

1.10.2. Phonemic awareness

The phonemic awareness is the capacity to listen to and control the sounds in spoken words and understanding that spoken words and syllables are made of groupings of discourse sounds; meaning, phonemic awareness is constructed by learning sounds (phonemes), syllables, and words. Beech (1989) states that phonemic awareness is the capacity to recognize particular phonemes in a word. He included that there is a solid relationship between phonemic awareness and reading issues, which is a critical ability that must be learned in early stages for skilled reading.

1.10.3. Vocabulary

knowledge of words as well as their meaning is crucial for successful reading comprehension. According to Perfetti et al. (1996) vocabulary knowledge when associated with domain knowledge joins the reader to the content, and forms a deduction -based depiction of the situation. This means when learners interact with diverse written materials in several subject areas, they learn new words from multiple fields.

1.10.4. Fluency

Fluency is the capacity to speak effectively, sensibly, rapidly and without having to halt or stop often. According to Denton et al. (2007), there is a solid relationship between reading fluency and reading comprehension. Fluency permits readers to expand the gap between identifying a word and grasping its meaning. Fluency happens when a reader expands their phonemic awareness, phonics aptitudes, and lexicon at the early stages of learning to read.

1.10.5. Reading comprehension

The center point of comprehension is that the reader must go past the recognition of the meaning of each word; he ought to read between the lines and what is past the surface. Smith (1971) states “*meaning is not directly represented in the surface structure of language ... readers must bring meaning –deep structure– to what they read, employing their prior knowledge of the topic and the language of the text*” (p. 23).

Snow (2002) adds that “*the process of simultaneously extracting and involvement with written language consists of three elements: the reader, the text and the activity or the purpose of reading*” (p.7). She underlined three elements of reading comprehension, which are: the reader, who is carrying out the comprehension depending on his capacities and knowledge. The text: the material to be comprehended. And the activity: in which comprehension is a part including the purposes, processes and results. These three components have an interrelation, which lead to a successful understanding of the reading sections.

1.11. Reading Comprehension Difficulties

EFL learners have difficulties when reading mainly in understanding vocabulary. This issue is apparent in words that have similar lexical forms, for example phonetically similar words like 'good' and 'could'. Or morphologically similar words as in the words *craft* and *draft*. This similarity in lexical forms can cause readers to confuse the meaning of words even if they are familiar with them.

Another difficulty that EFL readers suffer from is words with multiple implications. As the word "fine" which means "high quality, "thin" and "payment for a violation". Another case is the word "past" that can mean either "previous", "beyond", or "along/ by". The issue with this multiplicity is the reader's knowledge of only one meaning which can result in false interpretation of sentences.

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Idioms and proverbs are another challenge EFL learners face, because they are distinct from the learner's culture. Thus, he is going to translate them word by word. For instance, the proverb: "*No man is an island*" which means "*human cannot live isolated from others and need to be part of a community to thrive*". If the reader translates it word by word, the real meaning is misinterpreted.

Besides, inadequate lexicon leads to numerous deterrents in reading comprehension since lexis plays a critical role for effective reading. When the learner has a wide lexicon, he will not have trouble understanding the entire content, and this comes from regular reading, i.e. the more a learner reads, the more he enriches his vocabulary.

1.12. Reading Comprehension Strategies

Baker and Brown (1984) specified reading strategies as the deliberate and cognitive actions that learners make when they read to help them build and maintain meaning. Some of the foremost and commonly used strategies are:

1.12.1. Prediction

This strategy entails the reader's ability to acquire meaning from a text depending on hints in the text. Duffy (2009) asserts that good readers expect meaning. They do this by foreseeing what they think is going to happen in the selection and by amending their expectations while they read. Good readers employ prediction as a way to link their existing knowledge to additional information from a content to obtain meaning.

1.12.2. Visualizing

This strategy includes the readers' capacity create mental images of a content to form a clear apprehension of occurrences they encounter while reading. Duffy (2009)

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asserts that good readers respond to the text they read, especially narrative text, by creating pictures images in their minds.

In narrative texts, readers visualize characters, setting or activities within the plot to understand the occurrences. It is also applicable to expository text in which readers create an image to assist them remember theoretical terms, names or visualize steps in a procedure or stages in an event. Pressley (1976) claims that readers who visualize awhile reading are more proficient in recollecting what they have read than those who do not visualize.

1.12.3. Skimming

Skimming allows the reader to read more in a short period of time. It refers to searching for the main ideas. Grellet (1981) explains that skimming is *“quickly running one’s eyes over a text to get the gist of it”*(p. 4). skimming a text reduces the readers’ overall understanding in a manner that he only reads what is important to him.

1.12.4. Scanning

Grellet (1981) defines scanning as rapidly going through the content looking for particular information. In this strategy, the reader already knows what they are trying to find therefore, key words are the suitable tool to make looking for data easier. As Scrivener (2005) clarifies *“the way that a reader finds those details involves processing the whole text, moving his eyes quickly over the whole page, searching for key words or clues for the textual layout”* (p. 5).

1.12.5. Summarizing

Summarizing is the way a reader takes bigger selections of a content and decrease them to their fundamentals: the center, the key ideas, the most focuses that are worth noticing and recollecting. Diamond, Gutlohn and Honig (2000) emphasize on the significance of summarizing strategy because it empowers readers to be mindful of

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content organization, of what is critical in a content, of how ideas are related, additionally be able to remember content rapidly.

Besides, Hulun et al. (2011) consider that summarizing is not only a retelling of the content, learners have to be competent to analyze occurrences, understand lexicon, and disregard unnecessary data. They see summarizing as one of the foremost challenging procedures to be instructed. According to them, teaching readers to summarize entails clear presentation and thinking out loud and much practice by the students with input from the teacher.

1.12.6. Inference

Duffy asserts that Inferring is the capacity to “read between the lines” or to induce the meaning a creator suggests but does not declare directly. writers do not constantly give full clarifications of what they compose about. however, they often give clues that readers may utilize to derive inferences that relates the text information to their previous knowledge.

1.13. Assessing Reading Comprehension

Assessing reading comprehension is not a simple assignment for teaches. Yet, we can accomplish this difficult assignment through utilizing different tests for evaluating the extent of understanding and information processing. There are various evaluating methods, we may mention:

1.13.1. Short Answers

This strategy is used as an element of a course after the reading exercises, where the learner is asked to answer a particular comprehension brief question.

1.13.2. Matching and Ordering Tasks

This strategy is commonly utilized to estimate lexicon importance, and it is utilized as an alternative to multiple-choice questions or filling-in-the-blank models. As

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Brown (2003) states that at this particular level of reading, the test-takers' errand is basically to reply accurately, which makes matching a suitable format. He too incorporates that learners appreciate the activities of word ordering and gathering them into a coherent section or story.

1.13.3. The Cloze Test

It is additionally known as gap-filling which is an accommodating procedure to measure learners' comprehension. Hence, Hughes (2003) claims that gap filling is also the premise for what has been called 'summary cloze'. In this method, a reading section is summarized by the tester, and then gaps are left in the summary for the candidate to complete. However, test takers can provide new words or a combination other than what is required.

1.13.4. Multiple Choice Question (MCQ)

MSQ exercises are usually used after reading, as pointed out by Hughes (2003) "*the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives*" (p.143). this practice had been criticized for being imprecise because readers depend intensely on speculating.

1.13.5. Summary tasks

In this task, the learners are asked to summarize the initial content into short passage and incorporating the learner's viewpoints and supporting ideas. As Brown (2003) claims that summarizing requires a rundown or new overview of the content, while responding inquires the readers to supply his/her own opinion.

1.13.6. The KWL strategy as an assessment tool

The KWL strategy can be considered as an assessment tool for teachers to monitor and evaluate learners' levels of comprehension. Ogle (1986) informed that teachers kept the worksheets of students from the beginning of the year and compared

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them to more later worksheets, and found that learners were more able to elicit their own prior knowledge and articulate better writing.

Backman (2006:79) indicates that KWL technique is a good strategy because it enables the teacher to assess students' background knowledge and interests before the lecture. Afterward, it helps instructors to evaluate the content material that are learned. KWL technique represents as a class activity or an individual basis. The KWL technique can be completed in the first language or with illustrations, if students have limited English proficiency. (as cited in Kadhim, 2019).

Additionally, it assists learners in assessing their own learning process. the KWL and self-assessment support each other on increasing student learning independence. (as cited in Widiartini, Ni K 2019, p. 281).

2. THE KWL STRATEGY

2.1. Definition of the KWL strategy

The KWL strategy infers its title from its activities, they are Knowing, Wanting, and Learning. Donna Ogle commenced this strategy in 1986. Ogle's KWL strategy is a form of schema matching that elicits students to ask the question: 'what do I know about this topic?' before they read the material and 'what do I want to know?', and it imposes on students two other questions after reading: 'what did I learn?' and 'what do I still need to learn?'. It is considered a flexible lesson design that can be applied to any non-fiction material that students already have some prior knowledge and background about.

According to McKnight (2010), "*the KWL strategy is a three-column chart that captures the before, during, and after stages of reading*" (p.16), she further elaborates that in the K column students write what they already know about the topic before they

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begin reading, in the W column they ask questions about what they want to know about the topic, and in the L column students write what they learned after reading the text.

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

Figure 1.4. The KWL chart

2.2. Procedures of the K-W-L strategy

Bos & Vaughn (2002) notes that the KWL strategy comprises of three fundamental steps representative of the cognitive/metacognitive steps that students utilize as they use this strategy:

1. Accessing what they Know
2. Determining what they Want to learn
3. Recalling what they Learned

Ogle (1986) created an easy worksheet for students to fill out amid the reading–thinking process

2.2.1. Know

Voughn and Bos (2015) clarify that Amid the Know step the teacher and students engage in a discourse to help students think about what they already know about the topic of the text. the teacher encourages the students to brainstorm all the information they know about the topic, then the relevant information is written in the K

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column of the KWL chart (**Figure 1.4**). Jones (2007) includes that the reason behind the K column in the chart is to have students recall information they already know, as a hook to which new information can be linked.

2.2.2. Want

In the W column, students can independently list a few questions that they are inquisitive about. for example, the text is about volcanoes, they write what they want to learn about them (How do volcanoes erupt? / how do they form? / Where are the most active volcanoes?). Once students complete composing their questions, teachers can provide them with the text to read, and vary the assignment such as pair or group work.

2.2.3. Learned

Students can fill out the L column by answering their previous questions after they complete reading. In case of remaining unanswered questions, teachers instruct students to do further reading to fulfill their curiosity. The concept that *'if you cannot explain it simply, you don't understand its meaning'* is very important for efficient reading comprehension, students can test their comprehension of the text by retelling what they have read orally, or through drawing a graphic, a mind-map, etc.

2.3. Advantages of using the K-W-L strategy (review of related literature)

Numerous studies have examined the efficiency of the KWL strategy in teaching reading comprehension on non-fiction texts. Of the studies that used one group pretest-posttest design was Hadrian Priangga Puti (2015) that aimed to improve the reading comprehension ability on hortatory exposition texts of the 25 undergraduate students from Accounting Department of University of Muhammadiyah Purwokerto. The quantitative data was collected through pre- and post-tests, and was analyzed using a t-test in SPSS. The results showed that students' reading comprehension ability was growing more consistently by the end.

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Another study was by Usman, Fata, and Pratiwi (2019) which used a quantitative method to investigate the effectivity of this strategy. Conducted at SMPN 2 Kejuruan Muda, Aceh Tamiang District, with 26 students. The data was analyzed using t-test. The study revealed that there was an improvement from the pre-test to the posttest and that the students developed better reading comprehension skill using the KWL strategy.

Also, the study by Maulida and Gani (2015) that was approached quantitatively, particularly through an experimental method. The population of this study was the first-grade students at college in Banda Aceh, Indonesia, while the sample of this study was VII-9 class which comprised of 30 students chosen randomly. The data was obtained using a test, and analyzed using repeated measures T-test. findings indicated that teaching reading using KWL had a positive effect on students' reading comprehension.

Meanwhile, Rakhmawati (2015)'s quantitative research was conducted as a population research, because all the members of the population were taken as a sample, which consisted of 41 students of XI IPA class, second grade students of SMA Muhammadiyah 2 Metro. The Data was collected using pre-test and post-test in the form of multiple choices. the data was analyzed using Paired Sample T-test. Inferring from the analysis that the KWL strategy is effective in teaching reading comprehension.

While other studies used two-group experimental design. Such Riswanto, et al. (2014)'s study that had the population of eighth-grade students of college in Palembang, Indonesia, with a sample of 40 students and two groups, each of which included 20 students. The data was collected using multiple choice test, and analyzed using t-test formula. The findings showed that KWL strategy was effective on the experimental group, and its effectiveness was shown by the result of the Stepwise Regression formula

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that indicated its contribution on students' reading comprehension achievement was 70.5%.

Similarly, Tran Thi Thanh Dieu (2015)'s work that hypothesized that the K-W-L method would help passive Vietnamese students improve their reading comprehension skill. the sample was 30 students randomly divided into two groups of 15 each. The data was collected through a lesson planning reflection sheet, Cloze and Multiple-choice tests, videotape, colleagues' observation and criticizing, and filled questionnaire for survey research. The collected data was analyzed by using Microsoft Excel. As a result, the research has proved the positive effect of the treatment.

Likewise, Irfan (2020) whose main research objective was to discover a notable difference of reading comprehension between the students who are taught by using KWL Strategy and students who are taught by using the DRTA (Direct, Reading, Thinking, Action) method in the first semester of English Education Department at UIN Alauddin University. the total sample was 40 students and two groups, each of which had 20 students. Using Quasi-experimental method with pre-test and post-test design. The data was collected by academic reading test. The outcome of the analysis prevailed that there was a remarkable improvement of the students who were presented the KWL Strategy's reading comprehension in academic reading.

Also, Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan (2015) research that utilized two groups from fifth semester students of English department, Faculty of Education of HKBP Nommensen University Medan. Their data was analyzed using t-test formula and it was found that students who were taught by applying KWL achievements were higher than those who were taught without it.

Furthermore, Hamdan (2014) whose sample was from a private school and a public school of Jordanian Males tenth graders, with all the public school students as the

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experimental group, and the private school students the control group. The experimental group was taught using the KWL-Plus strategy, while the control group was taught using conventional reading strategies. data was collected by pre and posttests. the Data was analyzed using mean scores, standard deviation, t-test and covariance. The findings indicated that the experimental group scored higher on the reading comprehension post-tests than their peers in the control group.

Additionally, this strategy carries many advantages (Abraham, 2005, 125) (Bahloul, 2004, 185), including:

1. Supporting the idea of the focus on student-centered learning rather than the teacher-centered learning.
2. Helping the teacher to achieve advanced steps to enhance classroom learning environment.
3. The teacher can enable students to tackle any topic irrespective of the degree of difficulty through reactivating their prior knowledge and raising their curiosity.
4. Students can report and command their own learning. Hence, the role of the teacher is to attribute their success in their self-learning based on their exerted efforts.
5. It can be used at all stages of education and learning materials. process.

(as cited in Al Tamimi 2017)

2.4. Problems in using the K-W-L strategy

The disadvantages of this strategy are in its mechanism. According to Shelly, et al. (1997) even though it can be applied in different ways, this strategy is best applied repeatedly both in group setting and individually. Because merely introducing the strategy will have little impact on learners' reading comprehension.

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Another problem Shelly, et al. (1997) discussed arises from students' lack of background knowledge about the topic. Since the KWL strategy entails students to make connection between their prior knowledge and new knowledge to construct meaning.

Highlighting the Gap:

Despite all the research and on the KWL strategy and its effectivity, the area that remains under-explored is the teachers' difficulties when using it. More specifically Algerian EFL teachers, and the challenges they encounter during implementing this strategy. Therefore, this research seeks to identify and examine those obstacles, and attempts to give recommendations and solutions on how to solve them, in order to develop learners' reading comprehension skill.

To address these claims, the research asks the following questions:

1. To what extent do Algerian EFL teachers use the KWL strategy?
 - 1.1. To what extent are Algerian EFL teachers familiar with the KWL strategy?
 - 1.2. To what extent are Algerian EFL teachers aware of the importance of the KWL strategy?
2. What are the difficulties Algerian EFL teachers face when using the KWL strategy?

CHAPTER TWO RESEARCH METHODOLOGY

Introduction

Learners who master the reading comprehension skill are able to communicate more effectively, since reading comprehension is important for learning the other skills (speaking, listening and writing). Despite that, most students have poor reading comprehension skills and cannot derive meaning from texts. Therefore, the KWL strategy has been proven to be effective in developing this skill. Yet the challenges that teachers face while implementing this strategy are overlooked. Thus, this chapter presents the methodology used in researching these challenges.

To answer the previous research questions an exploratory research was conducted. For the purpose of investigating these problems, and endeavoring to provide suggestions and solutions on how to resolve them.

2.1. Context and participants

The study for this research took place in secondary schools of Algeria. This exact level was chosen because the Know, Want, Learned (KWL) strategy is beneficial for both the teachers and learners more than the other levels.

Teachers of secondary school participated in this study whose' first language is Arabic. And their place of residence varied from 24 wilaya, including Algiers, Ouargla, and Biskra. Their age ranged from 23 to 55, while their age mean is 32. Whereas their overall English language level ranges from upper-intermediate to advanced. and the gender of the participants was mostly females, with 70%, and the rest males.

As for their teaching qualification, most of the participants had a Postgraduate degree, While the rest were Undergraduate.

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Table 2.1. Teaching qualification frequency

Qualification		Frequency	Percentage
Post	MA in English studies	24	48%
graduate	Teachers' Training College	6	12%
	PhD in English studies	3	6%
Under	BA (License/ bac +3) in English studies	14	28%
graduate	Magister (bac + 4) in English studies	3	6%
Total		50	100%

Their field of study varied, yet the most notable field was Science of the languages.

Table 2.2. Field of study frequency

Field	Frequency
Science of the languages (Linguistics)	16
TEFL (Teaching English as a Foreign language)	8
Literature and civilization	8
Didactics	7
Both (Linguistics + Literature and civilization)	6
Applied linguistics	1
Translation	1
English for tourism	1
Sociolinguistics and Gender Studies	1
Assessment and Testing in English Language Teaching	1
Total	50

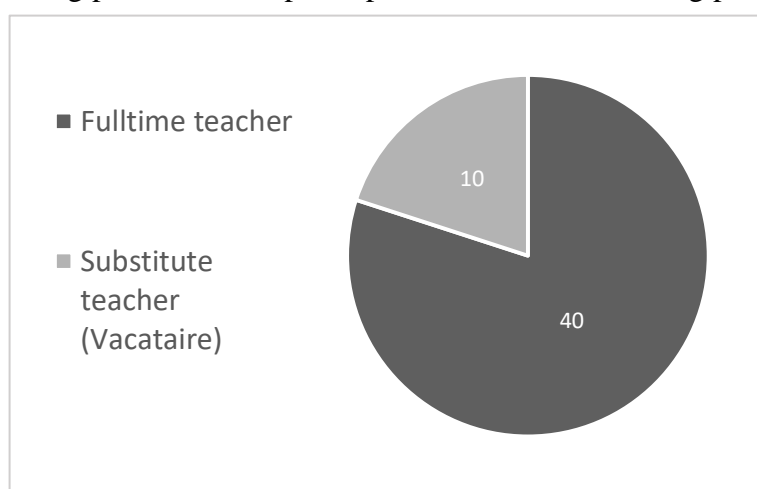
FACTORS AFFECTING TEACHERS' KWL STRATEGY USE

Their years of graduation were vastly different, as the following table demonstrates:

Table 2.3. Year of Graduation

Mean	Range	Mode	Minimum	Maximum	Median
2010,66	33	2020	1998	2021	2010

The teaching position of the participants was as the following pie chart shows:



Graph 2.1. Teaching Position

The teaching experience varied vastly. The following table represents that variety:

Table 2.4. Teaching Experience

Mean	Range	Mode	max	min	median	Std. deviation
9,3632	32,84	4	33	2 months	9	8,945327007

2.2. Data collection tools

The data collection tools used in this study are semi-structured questionnaires. The first part of the questionnaire focused on the profile information of the participant, from their age, gender, years of experience, year of graduation, field of study, teaching qualifications, to their position of teaching. While the second part concentrated on first

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the familiarity, second the awareness, third the use, and last the difficulties of using the KWL strategy for teachers.

This tool was used because it provides teachers' insights about the challenges they face when using the KWL strategy. Questionnaires also allow a relatively large number of participants to give feedback more quickly than other tools, as Dornyei (2007: 101) states: "*The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible*"

2.3. Data analysis

Most of the collected data is Qualitative, thus a thematic analysis is conducted to derive meaning from the participants' open-ended answers. An inductive approach is chosen to analyze the data. The first step is to be familiarized with the data, by reading the questionnaires' answers and taking notes. The second step is coding the data by highlighting phrases or sentences of the semi-structured surveys, and coming up with shortened labels or "codes" to depict their content. The third step is to generate themes by recognizing patterns among the already-produced codes, and begin proposing themes. The fourth step is reviewing themes and making sure that our themes are useful and precisely represent the data. The step before last is defining and naming themes, through defining precisely what is meant by each theme and figuring out how it assists in understanding the data. The last step is writing up the analysis through first tending to each theme in turn. Depicting how frequently the themes come up and what they mean, including illustrations from the data as prove. Then clarifying the main outcomes and presenting how the analysis has replied to our investigation.

As for the quantitative data, it is transformed from words to numbers. Utilizing descriptive statistics, which gives a rundown of the data and incorporate measures of

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averages and changeability, as well as charts, and frequency tables to visualize the data and check for any patterns or exceptions. Then using inferential statistics to make sensible guesses about the larger population.

CHAPTER THREE RESULTS

Introduction

This chapter will present results and findings of the questionnaire which is related to answering the research questions.

The questions will be answered by:

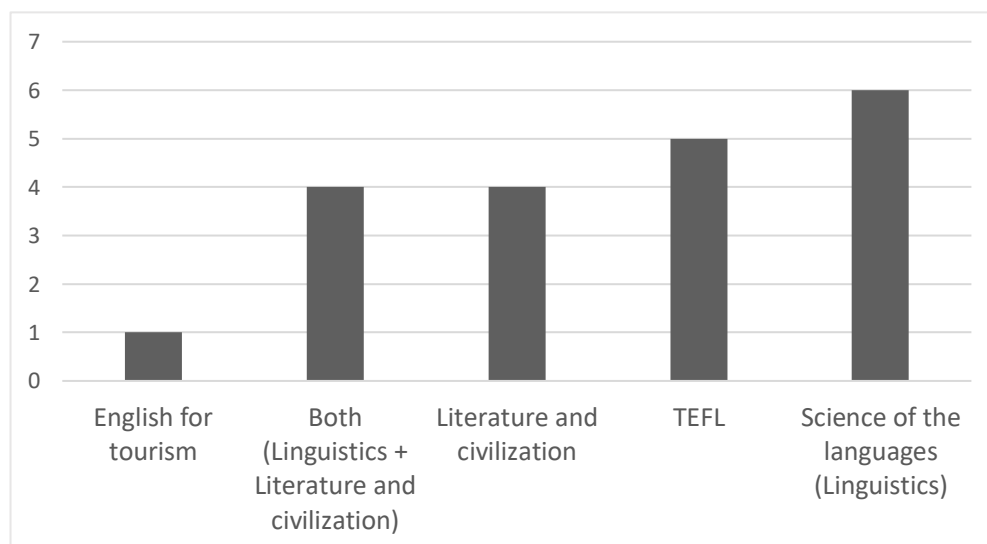
- Comparing the teachers' answers to each other.
- Conducting a thematic analysis on the answers of teachers.

3.1. Teachers Use of the KWL strategy

3.1.1. Familiarity

Approximately half of the teachers who answered were familiar with the KWL strategy, 17 of which were females, and 9 males. With a total of 26 teachers.

The rest who answered 'No' were 18 female, and 6 male teachers. The following Bar graph shows the frequency of the answered fields that are aware of the KWL strategy:



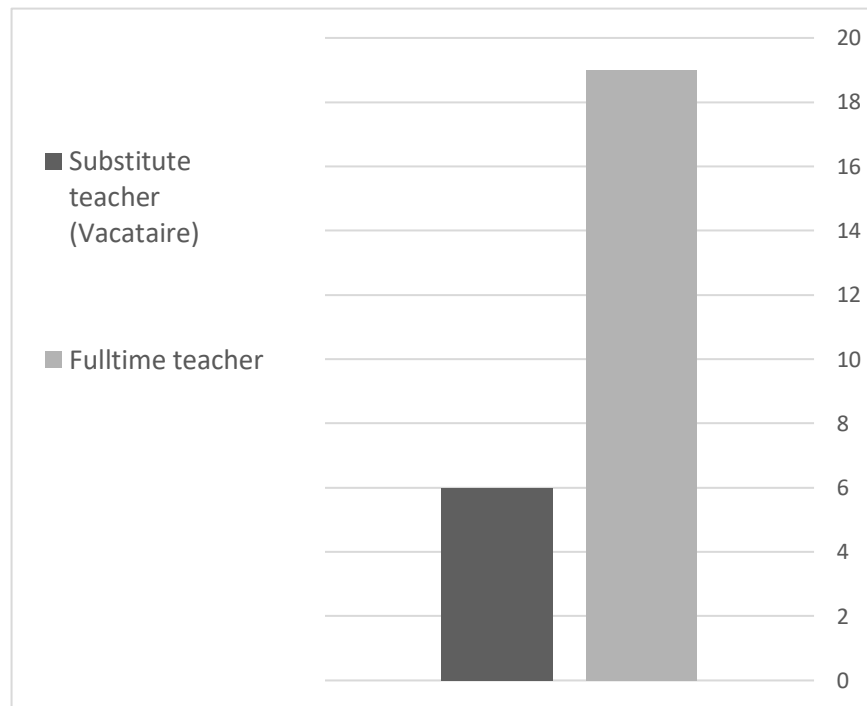
Graph 3.2. Fields Familiar with the KWL strategy

As **Graph 3.2** shows, the teachers who studied Science of the languages (Linguistics) were the most familiar with the strategy, with 6 out of the 26 teachers who answered positively to the question. The second most familiar field of study is TEFL, with 5 teachers. Next is the teachers who studied Literature and civilization field, and

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those who studied both the previous field and Science of the languages (Linguistics) with 4 answers, and lastly one teacher who studied English for tourism.

The analysis prevailed that Fulltime teachers are more familiar with this strategy than Substitute teachers. As shown in the bar graph below:

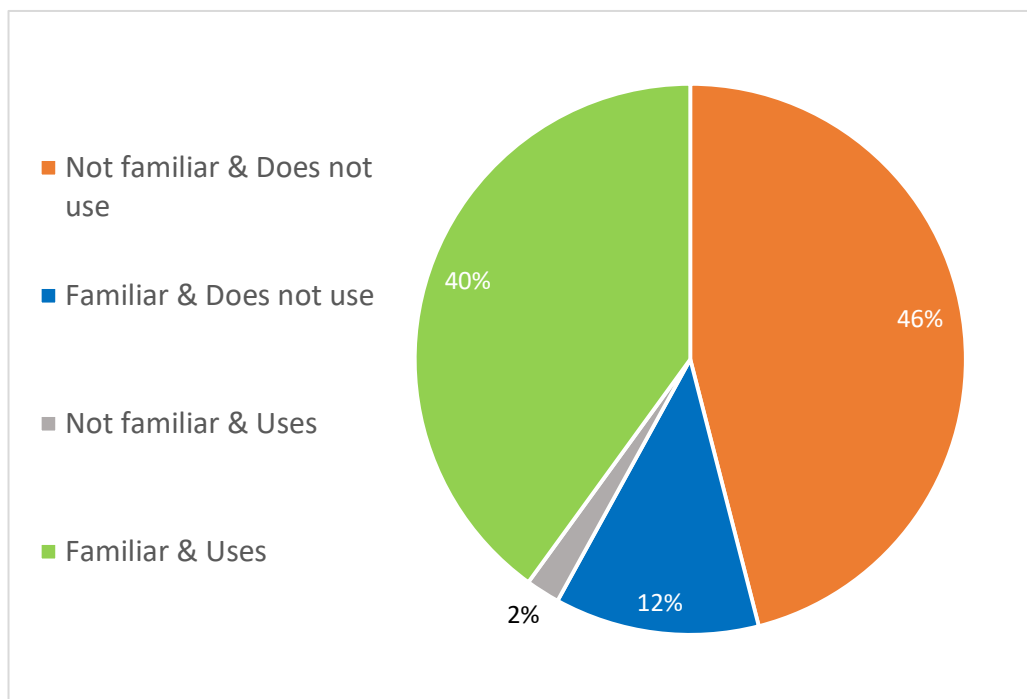


Graph 3.3. Teaching Position Familiarity

This graph demonstrates that of the teachers who use the KWL strategy 19 are fulltime teachers, and only 6 are substitute teachers (vacataire).

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When it came to the use of this strategy, the percentage of the teachers who are familiar and use the strategy (40%) is very close to those who are not familiar and do not use it (46%).



Graph 3.4. Familiarity Vs use of the KWL strategy

Of the entire sample (50 teachers), 46% were not familiar with the KWL strategy; thus, they did not use it. On the other hand, 40% did know the strategy, and they did use it with their students. Contrary to that, 12% of the teachers did know it, yet they do not use it, and only 2% were not familiar and used the strategy.

3.1.2. Perceived importance

The answers for this question were 64% of the teachers were aware of its importance, and 36% who were not aware.

Out of the answers to the question "*why do you think it is important?*" of teachers who are aware of the KWL strategy's importance (32), these categories were deduced: (Some of the 50 teachers gave more than one answer, thus the total of the answers was 36).

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Table 3.1. Frequency of importance categories

Theme	Categories	Codes	Frequency	
Teachers' beliefs about the Importance of the KWL strategy	Cultural aspect	<i>Activates Background Knowledge</i>	3	
		<i>Expand Knowledge</i>	3	
	Total mentions		6	
	Assessment	<i>Assess Learners' Progress</i>	4	
		<i>Self-assessment</i>	5	
	Total mentions		9	
	Linguistics importance	<i>Enhance Reading Skill</i>	2	
		<i>Enhance Writing Skill</i>	2	
		<i>Facilitates Comprehension</i>	5	
		<i>Vocabulary Acquisition</i>	2	
	Total mentions		11	
	Pedagogical importance	<i>Active Learning Technique</i>	5	
			<i>Motivates Learners</i>	5
		Total mentions		10

In the cultural aspect of the importance, Activates Background Knowledge, with three occurrences, indicates how the KWL strategy can make students recall what they know about a topic in the very first step 'K'. and Expands Knowledge, with the same occurrences as the previous, through students asking themselves what they do not, or want to, know in the 'W' column.

The Assessment aspect, in which Assess Learners' Progress occurs four times, and refers to the teacher's ability to assess their students learning progress by keeping

FACTORS AFFECTING TEACHERS' KWL STRATEGY USE

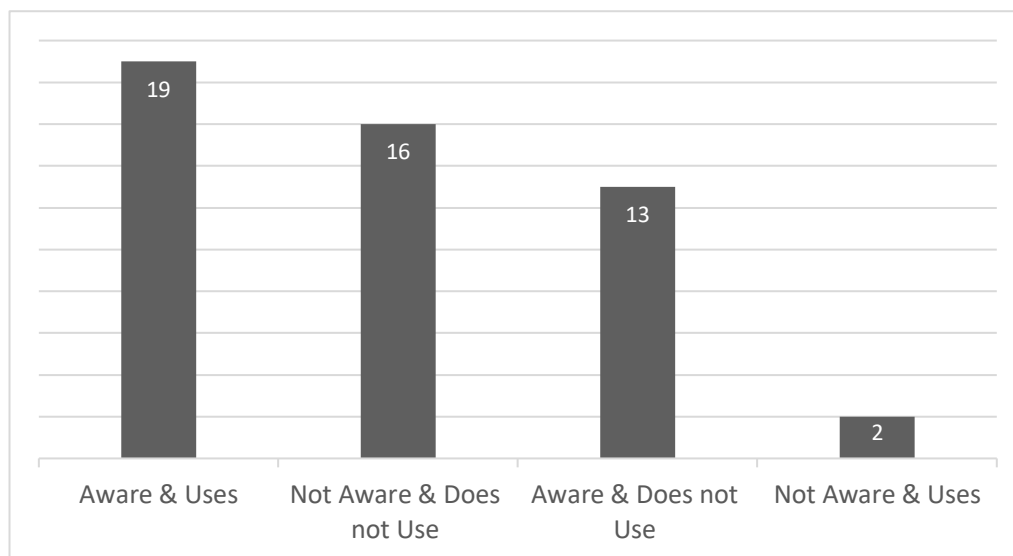
the KWL worksheets and comparing them to later ones. As for Self-assessment it appeared five times, and it implies that the student himself can monitor and assess his learning process, to see what he lacks and acquires.

The next aspect which is Linguistics importance, in which the Enhances Reading Skill and Enhances Writing Skill had the same frequency of two times. The KWL strategy helps students determine what knowledge they lack about a given topic; thus, the reading process becomes easier. It also serves to expand their vocabulary and knowledge; Hence, their writing skill improves. Another importance in this aspect is Facilitates Comprehension, which had the most frequency of five times, through allowing students to activate their own background knowledge, make predictions about the information in the reading material, and take notes about the information they gained. The last one is Vocabulary Acquisition with two occurrences, the KWL strategy assists student in this area through the reading process, where students encounter multiple meaning words, and look for those meanings. Or by learning Domain-specific vocabulary which is technical or jargon words isolated to a particular subject, for example "*chemistry*" and "*element*" both fall under science-related lexicon.

The last aspect is pedagogical, where Active Learning Technique importance occurs five times, and refers to how the KWL strategy engages students in learning through reinforcing important material, offering more frequent and prompter feedback to students. And giving students an opportunity to think, ask about, and process the material. Similar in frequency was the Motivates learners importance, by allowing them to choose what they want/need to know about the given topic, i.e. learn at their own pace.

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A comparison between the use of the strategy and its importance awareness among all 50 teachers was conducted to see if with awareness the KWL strategy is more likely to be used by teachers. The results were as the following bar chart shows:



Graph 3.5. Awareness of importance Vs use of the KWL strategy

Most of the findings for the comparison were that the teachers who are aware of its importance use it with their students, which were 19 of them. While 16 of the teachers who are not well aware about its importance do not use it. On the other hand, 13 teachers are aware of it, yet they do not use. Lastly, there were 2 teachers who were not aware of its importance yet they used it in the classroom.

3.1.3. Use of the strategy

The answers to the question of using this strategy were that 29 teachers (58%) did not use it, and the 21 others (42%) did use it with their students. Thus, the central tendency of the use of this strategy was '*Rarely*'. As shown in **Table 3.2**:

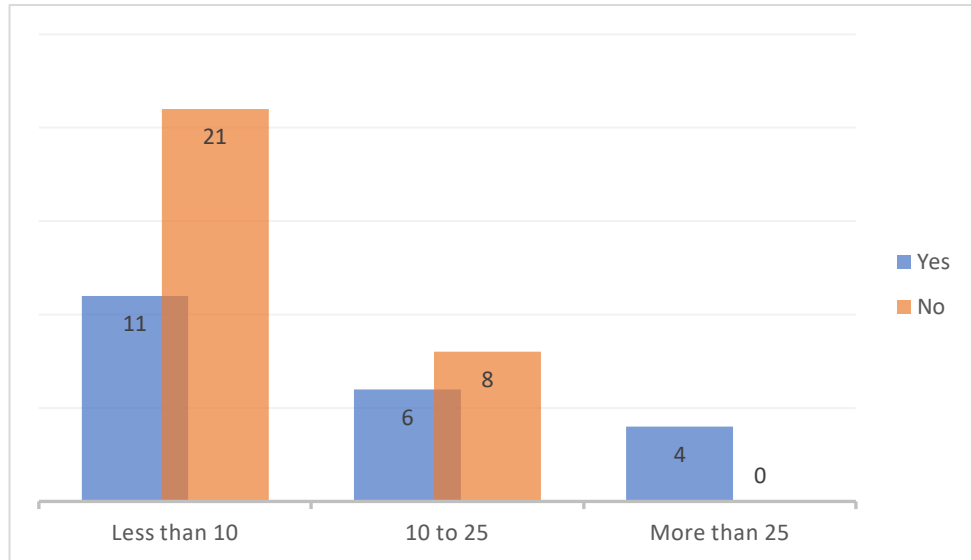
Table 3.2. Frequency of Use of the KWL Strategy

Always	Often	Sometimes	Rarely	Never	Mean	S.D
4	7	8	0	29	2,02	11,28273

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When this frequency was compared to the years of experience, the results were that the strategy is more used by teachers who have less than 10 years of experience.

This is attributed to the ages of the sample, since most of them are young teachers. As shown in the graph below:

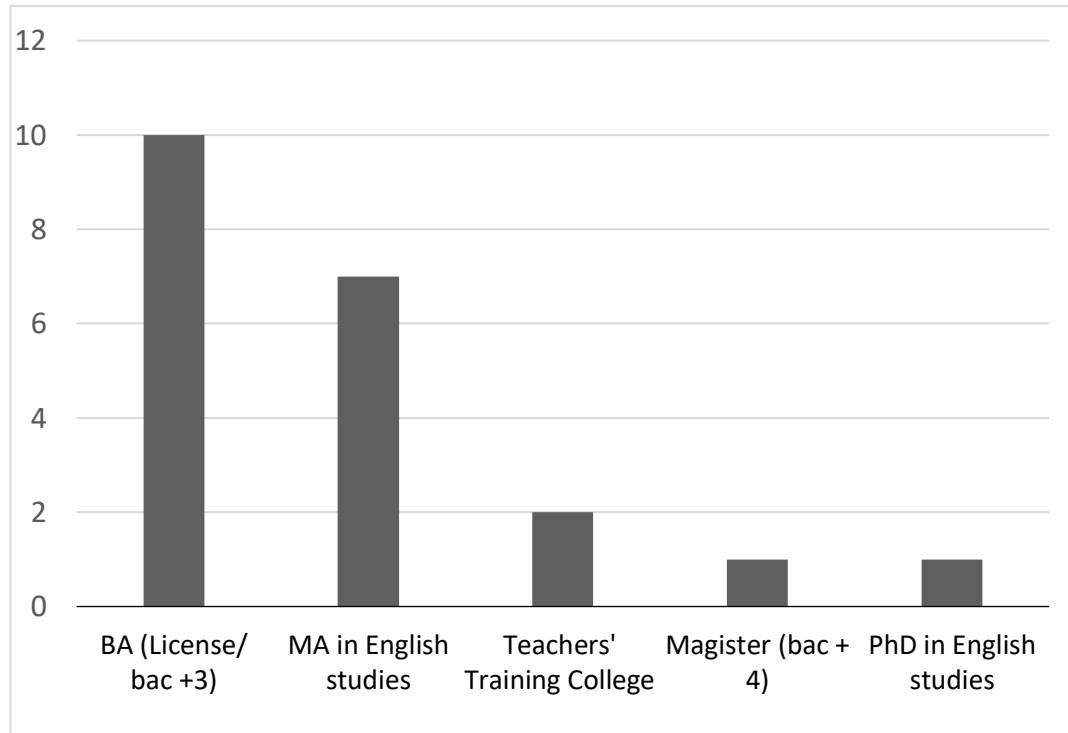


Graph 3.6. Use and Teaching experience

The answer 'No' is noticeably decreasing by the increase of the teaching experience. The teachers with less than 10 years of experience had the highest score of not using the strategy. And the score decreases as the teaching experience increases, as shown in the teachers with 10 to 25, and those with more than 25 years of teaching experience.

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The frequency of use was most noticeable in the teachers with teaching qualification of BA (license/ bac+3) degree and those with a Masters' degree. As shown below:

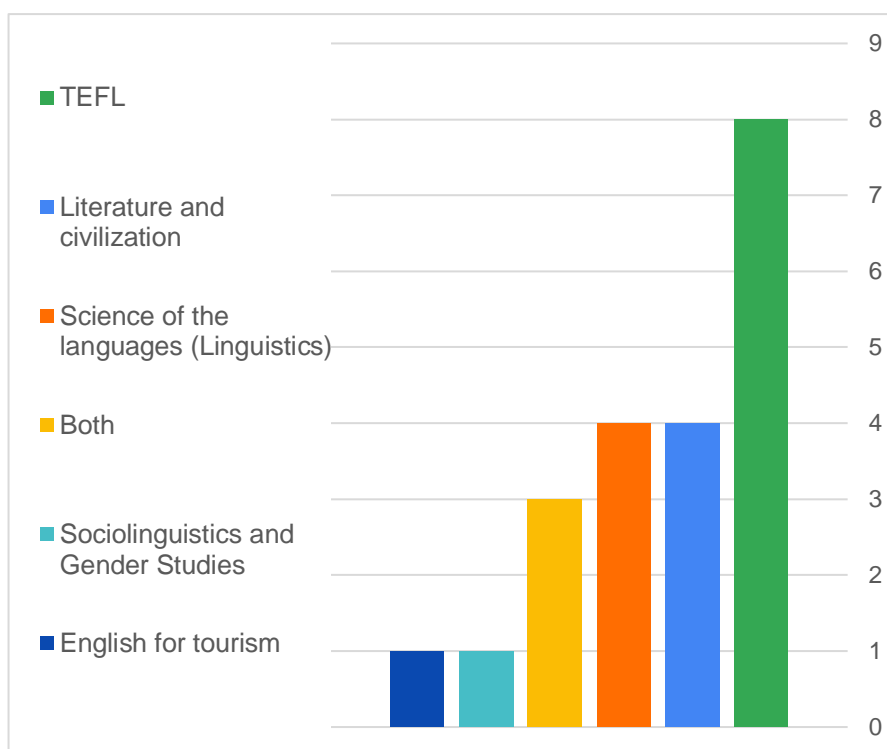


Graph 3.7. Frequency of use and Qualification of teaching

10 teachers had a BA (license/ bac+3) degree, nine of them had a Masters' degree, only two had Teachers' Training, and the teachers who had a Magister (bac+4) and PhD were one teacher for each degree.

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The study field of teachers who use the strategy revealed noticeable results.

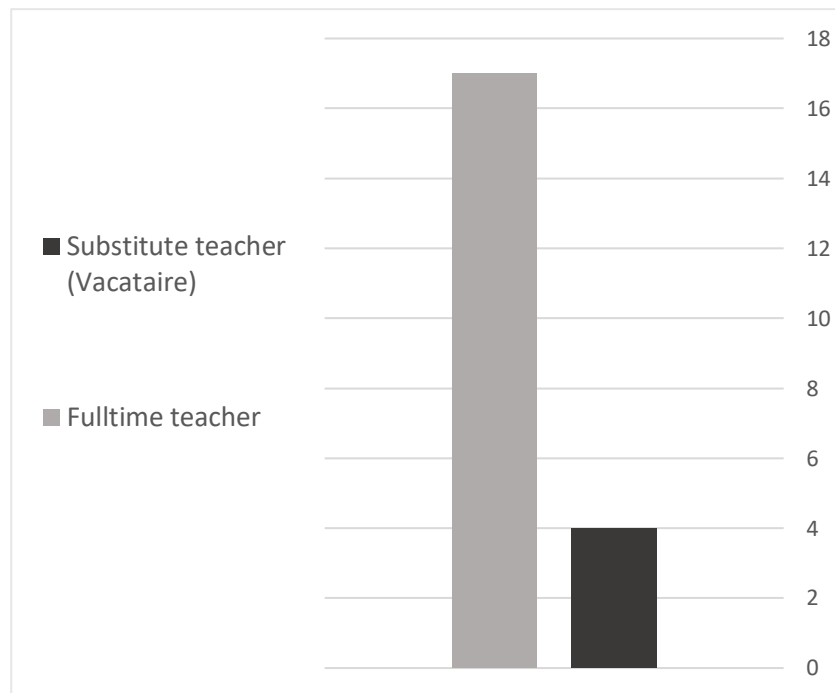


Graph 3.8. Frequency of use and Field of study

As demonstrated in the bar graph, the field that its teachers use the KWL strategy most is Teaching English as a Foreign Language (TEFL) with eight teachers. Followed by four teachers for each of the fields Science of the language (linguistics) and literature and civilization. Next was three teachers who studied the field Both (linguistics and literature). Lastly, Sociolinguistics and gender studies, and English for tourism with one teacher for each.

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Of the 23 teachers who answered positively to using this strategy, 19 are fulltime teachers, and only 4 are substitutes.



Graph 3.9. Frequency of use and Teaching Position

The teaching position plays a big role in implementing this strategy. As shown in **Graph 3.9**, teachers with a full-time teaching position are more likely to use the KWL strategy than substitute teachers. In this study's questionnaire, this was demonstrated by 17 full-time teachers who reported that they use or they used the KWL strategy at some point. On the other hand, only 4 substitute teachers reported that they use the KWL strategy.

3.1.1.1 Reason of not using

The teachers who answered negatively to using the strategy, were asked to provide a reason for it. 35 answers were collected from 29 teachers. After analyzing them, these 8 codes were deduced, they are as follows:

1. Unfamiliarity, where one teacher answered " Because I am not familiar with it." And another " Simply because I don't know about it.".
2. Time limitations, as one teacher answered " Lack of time".

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3. Syllabus limitations, for example the answer this teacher " Not found in the syllabus"
4. Students' level, where teachers answered " level of students especially literary classes", and "in addition to that they don't have a good level"
5. Use other strategy, one teacher wrote " the production stage is the testimony to my learners' understanding..."
6. Difficult to apply, an example for that is " It's difficult to apply"
7. Motivation/ interest, as teachers wrote " they don't show any interest to the English language"
8. Applicable for other levels, as one teacher explained "...maybe it will be very useful in middle or private schools"

After further analyzing, the 7 codes were assigned into 4 categories as the table demonstrates:

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Table 3.3. Reasons for not using the KWL strategy

Theme	Categories	Codes	Frequency	Percentage
Reasons Why Teachers Do Not Use the KWL strategy	Pedagogical reasons	<i>Unfamiliarity</i>	17	48.57%
		<i>Use other strategies</i>	2	5.71%
		<i>Applicable for other levels</i>	1	2.85%
	Total mentions		20	57.13%
	Linguistic reasons	<i>Students' level</i>	3	8.57%
	Total mentions		3	8.57%
	Psychological reasons	<i>Motivation/ interest</i>	1	2.85%
	Total mentions		1	2.85%
	Institutional reasons	<i>Time limitations</i>	6	17.14%
		<i>Syllabus limitations</i>	5	14.28%
	Total mentions		11	31.42%
	Total		35	100%

The Pedagogical reason Unfamiliarity has the most frequency of 17 times.

While only two use other strategy. And one deemed the strategy applicable for other levels. With a total of 20 occurrences and percentage of 57.13%.

Linguistically, the level of students also posed a reason for teachers with a frequency of three occurrences. Also, Psychologically the motivation of students is one of the reasons for one teacher. With a percentage of 8.57%, and 2.85% respectively.

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The Institutional reasons in which time limitations has a frequency of six times, as well syllabus limitations, where it has five. With a total of 11 times and percentage of 31.42%.

These categories can be divided into 3 related factors, which are teacher, student, and institution related issues. As follows:

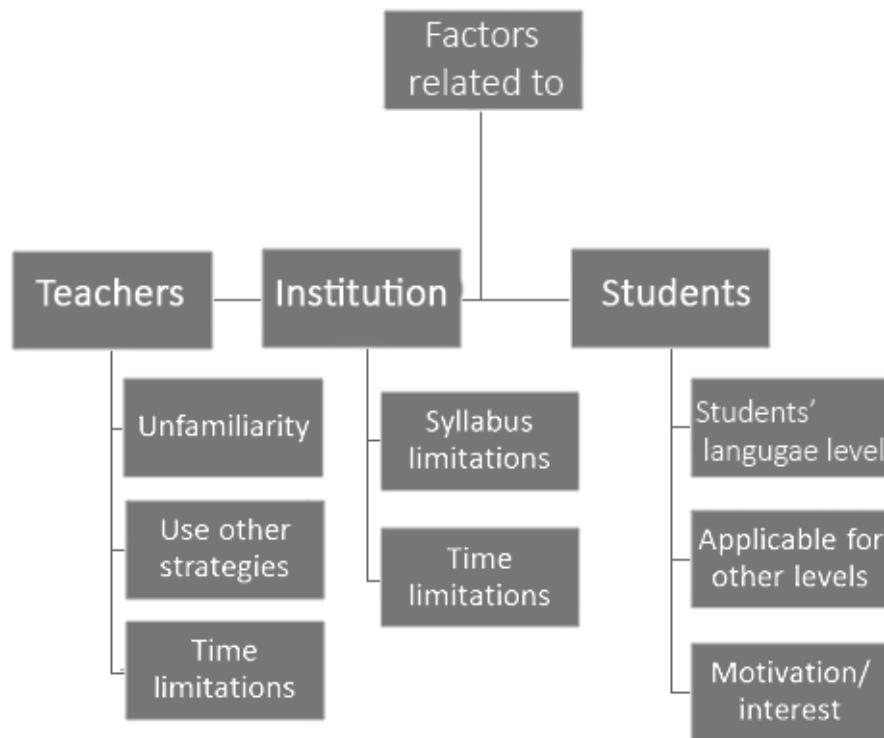


Figure 3.1. Factors for not Using the KWL Strategy

In the above figure, the most noticeable factors were those of teachers and students, with three factors each.

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3.2. Difficulties teachers face when using it

Out of the 64 provided answers from the 50 teachers, 10 categories were induced which are presented in Table 3.4:

Table 3.4. Challenges facing Algerian EFL teachers when using KWL strategy

Theme	Categories	Codes	Frequency	Percentage
Difficulties Teachers face when using the KWL strategy	Pedagogical aspects	<i>Does not use</i>	17	26.56%
		<i>Limited time</i>	9	14.06%
		<i>Type of materials</i>	4	10.93%
		<i>Use other strategies</i>	1	1.56%
	Total mentions		31	48.43%
	Linguistic aspects	<i>Lack of vocabulary</i>	7	
		<i>Learners' language level</i>	5	7.81%
	Total mentions		12	18.75%
	Psychological aspects	<i>Student-teacher interaction</i>	3	4.68%
		<i>Interest/ motivation</i>	5	7.81%
	Total mentions		8	12.5%
	Cultural aspects	<i>Background knowledge</i>	12	18.75%
		Total mentions		12
	Institutional aspects	<i>Crowded classes</i>	1	1.56%
Total mentions			1	1.56%
Total		64	100%	

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The most frequent answer was *Does not use* with 17 answers in the Pedagogical aspect of the challenges, the second answer in this aspect with nine occurrences is *Limited time*, followed by frequency of four times in *Type of materials*, lastly only one answer for *Use other strategies*. The total of this aspect of the challenges is 31, with a percentage of 48.43%.

The linguistic aspect has *Lack of vocabulary* and *Learners' language level* with occurrences of 7, and 5 respectively. This aspect has 12 as total mentions and 18.75%.

As for the psychological aspects, they are *Motivation* with five mentions, and *Student-teacher interaction* with three. Which adds up to a total of eight mentions and a percentage of 12.5%.

Background knowledge has 12 mentions, which is a cultural aspect of the challenges. It presented 18.75% of the total percentage.

The last aspect is Institutional, in which *crowded classes* had one mention. And it presented only 1.56%.

These 10 categories were allocated into three factors related to teachers, students, and institution as follows:

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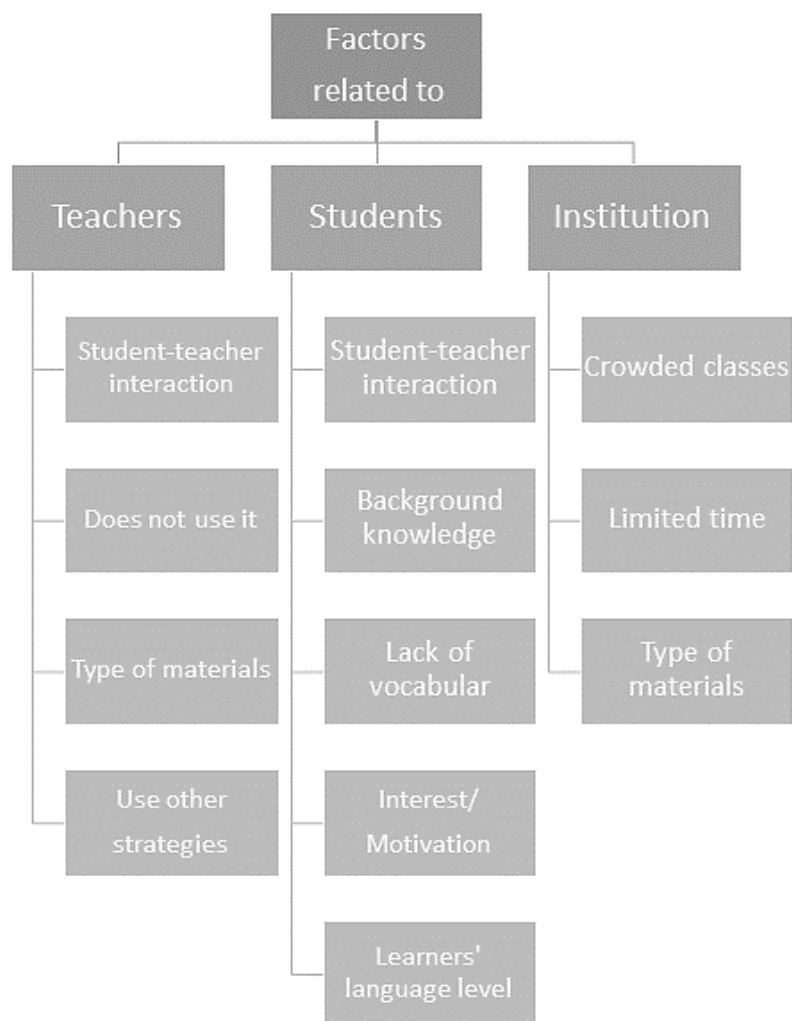


Figure 3.2. Factors of the Use difficulties

The most dominant factor of these factors for teachers is the *Students*. Thus, its categories were sorted into three more subfactors as follows:

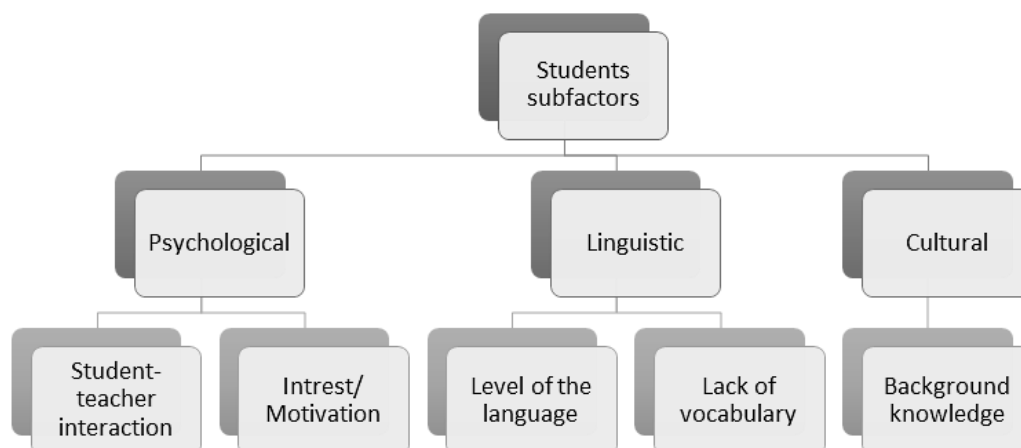


Figure 3.3. Factors of the Students

As the **Figure 3.3** portrays, the psychological and linguistic factors are the most subfactors that students' have, which affects teachers' successful use of this strategy.

CHAPTER FOUR DISCUSSION

4.1. Discussion and summary of the findings

The findings of this study obtained using the semi-structured questionnaire as a data collection tool lead to the better understanding of the factors affecting teachers when implementing the KWL strategy.

4.1.1. Familiarity, perceived importance, and use

In this section, the first research question will be discussed, which includes the familiarity of teachers of the KWL strategy, their perception of its importance, and their use tendency.

4.1.1.1 Familiarity

Over half of the teachers were familiar with the strategy, which reverts to their field of study, teaching position and experience, and their training qualification. As in the Graph 3.2 the field most familiar with the strategy was Science of the languages (Linguistics), because this field of study encompasses the examination of each aspect of language, as well as the strategies for studying and modeling them. And in Graph 3.3 the teaching position familiarity was of significant different rates between fulltime teachers and substitutes, this is related to teacher's professional development, for example through collaborative curriculum development, conferences, and peer coaching. Some teachers have had teaching training which assists them in effective class management skills, and learning or new teaching strategies.

It was apparent in the analysis that with familiarity, the use of this strategy was most likely to be adapted by the teachers, as shown in Graph 3.4. Because familiarity is repeated exposure which generates good results.

4.1.1.2 Perceived importance

The perceived importance of teachers about the KWL strategy was that it is efficient in activating background knowledge, expanding knowledge, assessment,

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facilitating comprehension, enhancing the reading and writing skills, and motivating learners as shown in Table 3.1.

Facilitates Comprehension in the linguistics importance is in accordance with the studies of Rakhmawati (2015), Riswanto, et al. (2014), and Irfan (2020), etc. whose research findings were all proved the effectiveness of the KWL strategy in developing students' reading comprehension. Similarly, *Active Learning Technique* is in accordance with the study of Tran Thi Thanh Dieu (2015) that implemented the strategy on passive Vietnamese students, and the findings were that the strategy was effective in developing the reading comprehension skill, as well as promoting active learning which in return motivates students to be interested in the lesson and participate.

From Graph 3.5 it is apparent that with more awareness of its importance, the KWL strategy has a higher chance of being used by teachers.

4.1.1.3 Use

The central tendency for the use of this strategy was '*rarely used*' by teachers as shown in Table 3.2, which is not in agreement with the previous studies that reinforced the positive effect of the KWL strategy on students' reading comprehension development. Such as Hadrian Priangga Puti (2015), Usman, Fata, and Pratiwi (2019), Maulida and Gani (2015), etc.

Since most of the sample's ages are young, the teachers with less than 10 years of teaching experience were the most noticeable in using the KWL strategy. Yet the rate of not using answer decreases as the teaching experience increases, as per **Graph 3.6**.

As demonstrated in Graph 3.8, the foremost field that its teachers utilize the KWL strategy is Teaching English as a Foreign Language (TEFL). This can be credited to the lesson plan they study, and the professional training they get.

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Similar to the awareness of fulltime teachers, the latter use this strategy more than substitute teachers, as demonstrated in Graph 3.9.

4.1.1.3.1. Reasons for not using

The provided answers for the question of why teachers do not use this strategy were most prominent in the Pedagogical aspect, with *Unfamiliarity* as the predominant reason, followed by *Time limitations* and *Syllabus limitations* in the Institutional aspect of the reasons. This is attributed to the teachers' strict adherence to the syllabus and curriculum of the school.

4.1.2. Factors affecting teachers' use of the KWL strategy

Differing to the previous studies that focused on the learners such as Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan (2015) and Hamdan (2014), the results of this study highlighted the teachers' difficulties they face when implementing the KWL strategy. These difficulties, as presented in Table 3.4 are depicted in five aspects, in each there are codes that were labels for the problems posed to teachers. The first aspect was pedagogical, in which *Does not use* where teachers' central tendency of use was rarely used, *Limited time* as the assigned time for reading sessions and the other sessions timing was insufficient, *Type of materials* since the reading material is predetermined in the school book, and *Use other strategies* that teachers find most efficient for students' level or other reasons. The second aspect was the linguistic aspect that had *Lack of vocabulary* because students seldom read outside the classroom, and *Learners' level of the language* that is due to the learners' style of learning being only for garnering grades. The third aspect was that of the Psychological factors, where *Interest/ motivation* is the key element for students' participation in the classroom. And *Student-teacher interaction*, where establishing a positive teacher-student interaction helps the student feel more comfortable and safer in their classroom

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environment. Its absence hinders both teachers and learners' teaching-learning process because they are crucial for participation and the overall classroom environment.

Background knowledge is in the cultural aspect of these factors, it presents a problem to teachers because the first step in the KWL strategy is for learners to write what they already know about the given topic.

In the institutional aspect of the factors *Crowded classes* obstruct teachers from successfully implementing this strategy, because they get overworked, exhausted, and uninvolved by the large number of students. Also, the latter become uninterested and unmotivated, which in return effects the teachers' performance.

These 10 categories were divided into 3 factors, as shown in Figure 3.2, and the factor that most of the difficulties fell under was that of students. This posed the biggest difficulty for teachers, since the KWL strategy is a tool for engaging students in the learning process, i.e. it is student-based, same with the modern classrooms.

The subfactors of students' difficulties concerning teachers use of the strategy stem from 3 areas, which are presented in Figure 3.3. The psychological factor plays a critical role in the success of the teaching-learning process. Therefore, if the student is fearful, or disrespectful of their teacher this process is disrupted. As alike the interest in the topic.

As for the linguistic factor, learners of secondary school must have a good level in English, so they understand what the teacher is saying. Similarly, they should be eloquent, to express themselves and understand the discourse.

Lastly, the cultural factor can negatively affect the teaching-learning process, since having prior knowledge about the topic is the first, and most important, step in implementing the KWL strategy.

Conclusion

Through this chapter, the data obtained through the questionnaire were analyzed and discussed. Additionally, the results of the teachers' questionnaire were analyzed and interpreted through descriptive statistics and inferential statistics in tables and graphs. Finally, the chapter ends with a discussion of the study results and answers to the research questions.

Thus, the findings of the study revealed that the Algerian EFL teachers of secondary school face difficulties when using the KWL strategy related to linguistic, pedagogical, psychological, cultural, and institutional aspects.

GENERAL CONCLUSION,
LIMITATIONS, AND
RECOMMENDATIONS

Introduction

This study tried to shed light on identifying the extent of Algerian EFL teachers' use of the KWL strategy, and the difficulties they face when implanting it.

Q1. To what extent do Algerian EFL teachers use the KWL strategy?

The findings prevailed that less than half (42%) of the teachers use this strategy. From those results it was apparent that a little more than half (52%) of the sample knew the strategy. And more than two thirds of the sample (64%) were aware of its importance, and the provided answers as to what it is important for were that it is helpful in activating background knowledge, assessing learners progress, facilitating comprehension, etc.

Q2. What are the difficulties Algerian EFL teachers face when using the KWL strategy?

After the thematic analysis of the collected data, results revealed that the factors affecting Algerian EFL teachers' use of the strategy were mostly of Pedagogical aspects, such as limited time and type of materials, this aspect also contained not using, and using other strategies as prominent difficulties.

The second factors were of linguistic aspects, which included learners' level of the language, and lack of vocabulary. The third factors were of psychological aspects, including two difficulties that are interest/ motivation, and student-teacher interaction.

The cultural aspect was also an impacting factor on teachers' use of the KWL strategy, that included the background knowledge as a prominent difficulty. Lastly, the institutional aspect which contained crowded classes as the solely difficulty was as well on of the factors.

Implications of the study

The KWL strategy has been proven by previous studies to be effective in enhancing learners' skills, yet the area that most researches disregarded was the teachers and the challenges they encounter in implementing the strategy. This study highlighted those challenges and by being aware of them, teachers are more apt to overcome them, in order to successfully use the KWL strategy with their students. In order to save time and energy while teaching, assess learners' progress, motivate and engage students in the learning process.

Limitations of the study

Although the present study displays the Algerian EFL teachers' difficulties when using the KWL strategy, there are several limitations to be addressed. The first limitation was that most of the teachers did not use the strategy in their teaching. The second limitation was that the study sample was only 50 teachers, most of which were young, due to time limitations. Thus, this sample may not be representative of the entire population.

The most important limitation was the voluntary participant of the teachers. The researcher planned to administrate an interview with the teachers to further investigate their attitude towards the KWL strategy's difficulties that they face. The interview was canceled due to the refusal of being recorded, and the answers were admitted orally or written.

Additionally, the timing of collecting data was not in favor of the research. The period when the data was collected, schools changed the sessions duration from one hour to 45 minutes due to the pandemic, followed by another change due to the arrival of Ramadan. Thus, teachers were overworked, and less enthusiastic to participate in answering the questionnaire and the interview.

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Finally, the lack of references concerning the area of teachers when it came to the use of this strategy was one of the study's limitations. Thus, an inductive approach was used to make a generalized conclusion about the factors affecting teachers while implementing this strategy.

Recommendations for future research

This section proposes some suggested practical recommendations for further research into the challenges Algerian EFL teachers of secondary school face during implementing the KWL strategy:

1. The sample should be inclusive of more experienced teachers.
2. More data collection tools should be used to gather further insight into the difficulties.
3. Choose the timing of collecting data sensibly.
4. Constructing the research in a new context. For example, with high school teachers.
5. The reasons for not using this strategy is an area that should be investigated further.

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Appendices

Appendix A. Approval letter

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

جامعة محمد خيضر - بسكرة -
كلية الآداب واللغات
قسم الآداب واللغات الأجنبية
شعبة الإنجليزية
رقم : 16/35042971 / ش.ا. 2021

Université Mohamed Khider
-Biskra -
Faculté des lettres et Langues
Département des langues étrangères
Filière d'anglais

إلى السيد: منتقن السايب بولرباح- سيدي عقبة.

الموضوع : طلب تصريح لإجراء تربص

يشرفني أن أتمس من سيادتكم تمكين الطالب (ة): بوصوار الشيماء صاحبة رقم التسجيل:
16/35042971 من إجراء تربص مع الأساتذة في مؤسستكم.

أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر بجامعة
محمد خيضر ببسكرة وهي بحاجة إلى هذا التربص من أجل بحثها.

وفي إنتظار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر و الإمتنان.

بسكرة في : 2021/04/07

**نائب العميد المكلف بما بعد التدرج والبحث العلمي
والعلاقات الخارجية**

نائب العميد المكلف بما بعد التدرج والبحث العلمي والعلاقات الخارجية
د / عمار زويش

جامعة محمد خيضر بسكرة
مسؤول الشعبة
أبو حاتم الطيب

Appendix B. Teacher’s Questionnaire

Teachers’ questionnaire

This questionnaire is part of an MA study that is investigating Algerian EFL teachers’ perceptions towards the use of the Know, Want and Learned (KWL) reading strategy in their classrooms.

Your participation in this study is voluntary. The data you provide will be securely stored and anonymized.

For further information or inquiries about the study, please get in touch with the researcher through the following email address: (chaimaboussouar@gmail.com)

You are kindly requested to answer this questionnaire, by putting a cross in the suitable box, and giving your comment when it is required.

Thank you for taking the time to read this information.

Yours sincerely,

Chaima Boussouar

Part One: Profile Information

1- Place of residence:

2- Age:

3- Gender: Female Male

4- What is your teaching qualification?

BA (License/ bac +3) in English studies

MA in English studies

PhD in English studies

Other: Specify:

5- What was your field of study?

Literature and civilization

Science of the languages (Linguistics)

Other Specify:

.....

6- Year of graduation:

FACTORS AFFECTING TEACHERS' KWL STRATEGY USE

7- Are you an appointed teacher or a substitute teacher?

Fulltime teacher

Substitute teacher (Vacataire)

Other Specify:

8- How many years have you taught? (number of years):

Part Two: The KWL strategy

The KWL strategy is a graphic organizer utilized to enhance students' reading comprehension at their own pace through a table that is separated into three columns titled Know, Want and Learned. For example, a text on volcanoes, students would write what they know about them in the first column (I know they are open mountains). In the second column, they write what they want to learn (How do volcanoes erupt?). Once the lesson is completed, the students write what they actually learned about volcanoes.

1- Are you familiar with this strategy?

Yes

No

2- Are you aware of the importance of the KWL strategy on learners' reading comprehension?

Yes

No

If yes, why do you think it is important?

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

3- Do you use this strategy on your students?

Yes

No

If yes, how often do you use it?

1- Always

2- Often

3- Sometimes

4- Rarely

5- Never

FACTORS AFFECTING TEACHERS' KWL STRATEGY USE

If no, explain why?

.....
.....

4- What are the difficulties you face when using this strategy?

.....
.....

المخلص

تمثل الدراسة الواردة في هذه الأطروحة محاولة لاستكشاف إلى أي مدى يستخدم مدرسو اللغة الإنجليزية كلغة أجنبية في المدرسة الثانوية استراتيجية القراءة ماذا اعرف، ماذا اريد ان اعرف، ماذا تعلمت (KWL)، والعوامل التي تؤثر على استخدامهم لهذه الاستراتيجية. اتبعت الدراسة منهجاً وصفيّاً واستخدمت منهجاً مختلطاً لجمع البيانات. أكمل 50 مدرساً جزائرياً في المدرسة الثانوية للغة الإنجليزية كلغة أجنبية استبياناً شبه منظم لاستكشاف استخدامهم لاستراتيجية KWL وآرائهم حول العوامل التي تؤثر على استخدامهم للاستراتيجية. باستخدام Microsoft Excel، تم حساب الإحصائيات الوصفية للعناصر الكمية، وتم استخدام الترميز الموضوعي مع البيانات النوعية. أظهرت النتائج الرئيسية بوضوح أن ما يقارب من نصف معلمي المدارس الثانوية الجزائرية لا يستفيدون من استراتيجية KWL في أنشطة القراءة الخاصة بهم. كشفت النتائج أيضاً أن المعلمين يواجهون تحديات تتعلق، ولا تنحصر، بما يلي: المعرفة الأساسية، والوقت المحدود، ومستوى المتعلمين للغة، ونوع المواد. تُسلط هذه الدراسة الضوء على الصعوبات التي يتم تجاهلها عندما يتعلق الأمر باستخدام استراتيجية KWL في تحسين فهم القراءة لدى المتعلمين.

الكلمات المفتاحية: ماذا اعرف، ماذا اريد ان اعرف، ماذا تعلمت (KWL)، اللغة

الإنجليزية كلغة أجنبية، معلمو اللغة الإنجليزية كلغة أجنبية، القراءة، عوامل.