Mohamed Kheider University of Biskra Department of English language and litrature

MASTER THESIS

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Title

EXPLORING THE IMPACT OF CONCEPT MAPPING ON ENHANCING LEARNERS' READING COMPREHENSION.

The Case of First Year Students of English at Biskra University

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A Dissertation Submitted to the Department of English language and litrature Partial

Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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DECLARATION

I.ZERIGUET Amira. do hereby solemnly declare that the work we are going to present in this thesis is my own, and has not been submitted before to any other institution or university for a degree

This work is to be carried out and completed at Mohamed KHEIDER University of BISKRA,ALGERIA.

Dedication

First and foremost, I dedicate my work to the pure soul of my Father who was dreaming of this day ,May Allah grant you 'Al Jannah'.

To my Mother, with great love, respect and endless gratitude for teaching me the values of hard work and for her patience and constant support.

To my wonderful sisters 'Iness and Ilhem' . for their love, constant support and encouragement.

To my beloved fiancé 'Yaakoub' who has encouraged me all the way. I am truly thankful for having you in my life.

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To all my teachers.

To every one who knows me.

To all the readers of my work.

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Abstract

Reading is regarded as a difficult but important skill in many academic fields because it helps to acquire knowledge. Nonetheless, as the majority of Biskra University's first-year English students discovered, the ultimate goal of reading comprehension was not always guaranteed. Because they appeared to have poor reading skills, they tackled the reading comprehension questions in an improper and/or superficial manner. We hypothesized in this study that employing concept mapping as a strategy would help EFL learners in achieving reading comprehension objectives, and that teachers' attitudes regarding its use would be significantly positive.The current study attempted to investigate the effectiveness of using the concept mapping strategy for increasing reading comprehension of the study's sample of 23 students in order to create the foundation for a successful and profound reading approach. In terms of methodology, a descriptive method was used with a students' questionnaire to obtain participants' reading comprehension difficulties as well as their perceptions of the use of concept mapping strategy in enhancing reading comprehension, and a teachers' interview to obtain teachers' feedback and attitudes toward concept mapping .The study findings showed that the participants had several reading difficulties attributed to a number of potential reasons.The findings also revealed that none of the teachers appeared to use this method in their reading classes. Subsequently,they show genuine enthusiasm in this innovative strategy and revealed positive attitudes to its use in the reading class.

Key Terms

EFL learners, Reading, Reading comprehension, Strategy, Concept mapping, Graphic organizers. 1st year.

List of Acronyms

1st: First

EFL: English as Foreign Language

FLL: Foreign Language Learning.

GOs: Graphic Organizers.

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General Introduction

Introduction

One of the most important skills for EFL students that should be develop is reading. Thus, reading can be difficult, especially when the subject matter is unfamiliar or complex. This topic has caused a huge amont of research in the field of teaching language.As result,this study has been chosen to assess both teachers and learners views about the use of concept mapping strategy, which is thought to be a highly effective strategy for reading comprehension.

1.Statement of the problrm

Reading comprehension is one of the basics of reading. When a student reads a text, he or she engages in a complex range of cognitive process. There are two components of Reading comprehension: vocabulary knowledge and text comprehension. The reader must be able to comprehend the terminology employed in the text in order to comprehend the content. Also, the learner must be able to create an overarching conception of what is being read in addition to being able to understand each individual word in the text To achieve excellent text comprehension. However; First-year EFL students at Biskra University, are having difficulties as they read passively, failing to gain a thorough understanding of the material.

According to data gathered from a brief questionnaire. Students stated some of these difficulties in understanding certain reading content.

The selecting of the best reading strategy will improve students' reading comprehension without lowering their motivation. In this regard, the concept mapping strategy can be an effective option because it makes reading comprehension easier for students. This strategy is also seen to be an excellent way for EFL learners to visually

demonstrate how ideas are connected. Students can use concept mapping to express the relationships between words and concepts in a text or a unit of study, and in doing so, they can reinforce the associations and categories that structure meaning. This practice aids students in organizing, learning, remembering, and expanding their knowledge.

2. Aims of the study

The present study aims to explore the reading comprehension of first year LMD students at Biskra University in order to use the concept maps as a teaching strategy. More specifically, this work aims to:

-Investigate the causes leading to reading comprehension difficulties.

-find out the factores that revent teachers from using the concept mapping in the process of reading comprehension.

-Identify the attitudes of both teachers and students concerning the use of concept mapping.

3. Methodology

The researchers use the descriptive method as an approach to acquire and gather data for this dissertation. Moreover, the researchers derived information from any material relevant to their field of interest which is a new and a fresh area in their department as far as they were concerned. In addition, they would managed to cater for both theoretical and applied research. The results of the interview and the questionnaire are included in the thesis.

3.1 Population and sampling

This study is for first year LMD students of English at Biskra University. This case study is intentionally chosen because they are supposed to achieve and rely on many basic tasks of reading throughout this level.

3.2.Data gathering tools

In this study, two data gathering tools are used: a closed-ended questionnaire for students to obtain participants' perceptions on the use of concept mapping strategy in enhancing their reading comprehension and an interview for teachers in order to treat their feedback and attitudes towards the concept mapping strategy.

4.Research questions

This thesis relies on the following questions

1 To what extent does the concept mapping strategy help in achieving the reading comprehension objectives?

2 What is the attitude of EFL teachers and learners toward the use of concept maps ?

5.Research hypothesis

The present research is based on two hypotheses that tested and verified through:

1. We hypothesize that the use of concept mapping may work on developing students to achieving the reading comprehension objectives.

2. We hypothesize that EFL Teachers and Learners may have positive attitude towards the use of concept mapping in inhancing learners' reading comprehension because of its easiness..

6. Significance of the study

This present study explain the seriousness of the relationship between reading comprehension and concept mapping as helpful teaching and learning strategy, especially the results of this research will benefit the area of research .Generally, this strategy is missing in the Algerian context. The present study attempted to examine whether concept mapping would facilitate EFL learners' reading comprehension, and how this strategy helps EFL teachers to enhance their teaching process and increase the students performance in reading comprehension.

7. Research Limitations

Although the present study provided significant results in terms of using the concept mapping strategy to improve learners' reading comprehension, various limitations must be considered in discussing the results. The first issue is the small sample size due to the spread of the COVID-19. For this reason, it is often seen as an obstacle in generalizing the results. Moreover, due to both time limitations and the epidemic situation of COVID-19, the study could not take a classroom observation as a data gathering tool that could support and expand the scope of the study's tools, and/or mixed method approach that focuses on testing the impact of using the concept mapping strategy on the reading comprehension.

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8. Research Structure

Chapter one focuses on the reading skills, including definitions, types, and models.mainly It focuses on reading comprehension, reading comprehension definitions, challenges, methods, and the implications of reading comprehension on other skills.

Chapter Two provides a description of Graphic organizers,its types,elements and importance.Then, focuses on concept mapping strategy including its meaning, characteristics, types, the teaching reading by using this strategy,its advantages and disadvantages.

Chapter Three provides the data collection and analysis method of this study.it focuses on describe the findings of both teachers interview and students questionnaire. And draw the conclusion .

Chapter One

Reading Comprehension

Introduction

This chapter focuses on one of the four basic skills, reading. It provides definitions for reading from different perspectives, as well as details on reading models and types. Since reading comprehension is an important part of this skill, the focus is on its definition and meaning. In addition, this chapter discusses some difficulties encountered by EFL learners in the process of reading comprehension. The chapter concludes with an overview of various effective reading comprehension strategies.

1.1 Reading Definitions

Reading has generally been regarded as fundamental for knowledge acquisition as well as necessary to learning a second or foreign language.Also, it is considered an important language skill to learn both inside and outside the classroom.

According to Johnston (1983, p. 17), reading is "a complex behavior that involves the conscious and unconscious use of various strategies, including problem-solving strategies,to build a model of the meaning that the writer is assumed to have intended." accordingly, Reading requires not just comprehending the meaning of the text, but also understanding the writer's goals.

Reading is a receptive skill since it emphasizes responding rather than producing a text.According to Spratt et al. (2005), reading is a complex process that necessitates a great deal of precise information and reading strategies. Reading, accordingto Johnston (1983), is a complex behavior that involves the use of different strategies, both consciously and unconsciously.

It can be seen, each researcher analyzes the reading process from his or her own point of view. Goodman (1988), says in his description of reading, "matching sounds to letters". This definition does not express exactly the complexity of this skill. Obviously, reading is the process of looking at the written symbols and translate them into sounds by using our brain then getting meaning from them.

Based on the previous definitions, it may be observeed that reading is a difficult process of extracting meaning from written or print texts.

1.2 Types of reading

People can select the type of reading according to their needs.and, according to Grellet (1998, p.4), reading can be classified into two types:extensive and intensive reading.

1.2.1 Extensive reading

Extensive reading, as described by Palmer and West after a pilot research in India (Loh, 2009), is reading immense quantities of simple language materials for understanding without executing any activities after reading. Therefore, reading is done for general comprehension (Carrell & Carson, 1997). which mean the main goal of reading is to gain a general understanding , with a concentration on meaning rather than language. In other words, the reader feels happy and excited to be read. In this situation, the students read because they want the text rather than because they feel obligated to do and they can choose what they want to read, when they want to read it, and where they want to read it.Also,Extensive reading,gives the students the confidence to be better writers and fluent speakers ,because the students who read a lot become

independent and confident readers. Moreover, Students might acquire a good writing style.gaining a sufficient comprehension of the meaning and structure of words.

1.2.2 Intensive Reading

Nuttal (1962, p. 23) stated: "the intensive reading is intended primarily to train students in reading strategies".

Intensive reading is a more detailed process that includes particular learning objectives to help learners develop their strategies. This type of reading usually consists of reading brief materials and conducting exercises on them. Also, rather than fluency, it promotes thorough study of content (vocabulary and grammar). most of the time, the students understand the goal of the reading act and what is expected of them.in addithion, Students are not free to choose the reading material . However, it aids students in achiving their levels and the efficient mastery of the language.

There are also other types that literature suggests :

1.2.3 Scanning and skimming

Scanning is a type of fast reading in which the eyes move rapidly or scan the reading material in order to identify a specific piece of information, such as a word, number, name, or idea. Readers that cope with this style of reading are aware of what they are searching for from the outset. This is not to be confused with skimming, which is a type of gist reading in which the primary goal is to obtain the broad idea of a piece. Typically, readers will participate in this form of reading to gain an understanding of the basic subject, issue, or meaning (Henouda,2020).

Skimming and Scanning are Speed reading tactics and they are extremely different. The readers who know how to skim and scan are adaptable because they read for a specific goal and receive the knowledge they require swiftly and efficiently. They do not read everything, which is why their reading speed is faster and their expertise comes in knowing what information to read and how to read it.

1.3 Aims of Reading

The learner can read to obtain knowledge or to confirm what is already known, also, EFL learners may also read for pleasure or to improve their knowledge of the language being read. Reading has an impact on our attitudes, beliefs, standards, morality, judgments, and overall behavior; it translate our thoughts and actions. The goal of reading is to connect the text's concepts to what is already known.

The concept of reason for reading, according to Grabe and Fredrika (2002), includes:

a. **Reading to search for simple information**

Reading to find simple information is a common reading skill, while other academics consider it to be a separate cognitive activity. It is probably best regarded as a form of reading skill because it is utilized so frequently in reading tasks.

b. **Reading to skim quickly**

Reading to skim quickly is a typical aspect of many reading tasks and a beneficial skill . It entails a variety of tactics for predicting where essential information might be found in the text and then applying basic reading comprehension abilities to those segments until a broad thought is formed.

c. **Reading to learn from text**

Reading to learn always accurs in academic and professional settings where a learner needs to retain a large quantity of knowledge from a text. It necessitates the ability to recall important concepts, detect and develop rhetorical frameworks, and connect the text to the reader base.

d. Reading to integrate information

Reading to integrate information necessitates a decision on the relative importance of complementary, mutually supporting, or conflicting information, as well as the likely restructuring of a rhetorical frame to accommodate data from many sources.

e. Reading to write and reading to critique texts

Reading to write and reading to analyze texts could be considered task variations of reading to integrate knowledge. Both tasks necessitate the ability to compose, select, and evaluate information from a text.

f. Reading for general comprehension

Reading for comprehension , requires a rapid and automatic word processing, great skills in constructing a general meaning representation of the main idea, and efficient coordination of numerous processes in a short amount of time.

1.4 Reading models

Because reading plays an important role in FLL, the researchers are looking into the connection between the reading process (what happens in the brain) and the reading teaching process (Dechant, 1991). As a result, they proposed the reading model as a method.This is a graphical attempt of how a human senses words, processes clauses,

and comprehends text (Razi, 2016).The three major models of reading According to Browne (1998), which are bottom-up, top-down, and interactive :

1.4.1 bottom-up model

Some researchers believe that this model based on behaviorism.this model assume that Reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and reading proceeds from part to whole.also,the model emphasizes the ability to recognize graphicl stimuli, decode them into sounds, and recognize words in order to derive general meaning from written or printed material.(Anderson, 2000; Anderson,1999); as cited in Razi (2016).in addition, the bottom-up model, teaching children to read should begin with teaching them the small elements of language (letters), and then move to understanding the complete text.(Razi, 2016).

1.4.2 Top-down Model

According to (Brown, 2001), this model requires readers to rely on previous information in predicting the main message of the text, which they can achieve by looking at graphics or the title. in the top down model It is the responsibility of the teacher to guide students in getting accurate information, going from general to specific. As a result, students must first guess, then check the text to see if their prediction is true, and finally confirm and correct their predictions

1.4. 3 Extensive Reading

This means learners reading long texts in order to gain a general comprehension of the texts and enjoying them.also , students are free to read any books they want based

on their interests, and there is not necessarily a follow-up discussion or activity in class. Students will be encouraged to read for enjoyment, and they will become better readers as a result.

The main goal of the extensive reading strategy is to get learners to enjoy reading in English. Another goal should be to improve your reading fluency. As a result, reading should be a fun activity for the student, which the teacher should encourage as much as possible.

1.5 Essential Components of Reading

1.5.1 Phonemic Awareness

Phonemes is the smallest elements that make up spoken language formed by combining syllables and words . Phonemic awareness refer to The ability of the student to focus on and modify phonemes in spoken syllables and words. According to many researchers, teaching phonemic awareness enhances reading much more than education that does not include phonemic awareness.

1.5.2 Phonics

Phonics refers to the connection between letters (or letter combinations) in written language and individual sounds in spoken language. Phonics teaching students how to read and spell words,using these relationships systematic phonics training improves EFL learners's reading success and is far more successful than instruction that teaches little or no phonics.

1.5.3 Fluency

Fluent readers can read orally with the necessary speed, accuracy, and expression. Fluency is defined as the ability to read as well as speak and to comprehend the text without having to stop and decode every word. According to the findings , guided oral and repeated oral reading have a significant and favorable impact on word recognition, reading fluency, and comprehension in EFL students and learners in general of all ages.

1.5.4 Vocabulary

Reading skill and vocabulary are very connected. vocabulary can be picked up by accident when reading a book or listening to others, and it should be taught both directly and indirectly. EFL Students should participate actively in education that includes acquiring vocabulary.

1.5.5 Spelling

Catherine Snow et al. (2005, p. 86) view that:"Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading."so, In response to effective reading instruction, spelling continues to improve.

1.5.6 Comprehension

Comprehension is the complex cognitive process thet Readers need to grasp what is already read. Comprehension relies heavily on vocabulary and instruction. EFL readers enhance text comprehension through a range of approaches, including answering questions (quizzes) and summary, according to the findings (retelling the story)

1.6 Definitions of Reading Comprehension

Word recognition and language comprehension are major parts of reading. Both are important for reading comprehension to occur.

Reading, according to Kalayo (2007, p.115), is an interactive activity that takes place between the reader and the text and leads to comprehension. The text contains letters, words, phrases, and paragraphs that encode meaning. From his or her own knowledge, abilities, and techniques, the reader deduces the meaning. As a result, reading is a form of interaction between the reader and the written word. Readers should apply their prior knowledge to decipher the text's meaning. Teaching English as a Foreign Language (TEFL).(Kalayo Hasibuan and Muhammad Fauzan A. Teaching English as a Foreign Language (TEFL). (Pekanbaru: Alaf Riau Graha UNRI press. 2007) p. 115.

"Real reading has to do with thinking, learning, and expanding a reader's knowledge and horizons. It has to do with building on past knowledge, mastering new information, and connecting with the minds of those you've never met "(Zimmerman & Hutchins ,2003).

Reading comprehension is an important part of reading that cannot be separated from it. since it is "the essence and ultimate goal of reading" (Vaughn & Bos, 2009).

According to Grabe & Stoller(2002,17), Understanding or acquiring information from a text is required for reading ability. Reading, in other words, includes not only obtaining information from a text but also comprehending it. Understanding reading comprehension begins with an examination of what it involves and how it relates to the whole reading process. In this field of research, Turner (1988:160) states,"successful

comprehension involves the reader discovering the meaning needed to achieve particular purposes set for, or by, him. It may be finding a particular piece of information solving a problem through reading, working to understand an idea, or following a set of directions".

Reading comprehension, based on what has been mentioned thus far, is a process in which readers can receive information from a text spontaneously and correlate it with their own background knowledge to construct the meaning that the author wishes to convey.it is refers to the ability to read, process, and understand the text. It is based on two characteristics that are intertwined: word reading (the ability to translate symbols) and language comprehension (being able to understand the meaning of the words and sentences).

1.7 The importance of Reading comprehension

Reading comprehension skills are necessary for students to succeed in both their academic and personal lives. It is a method that allows readers to comprehend what they are reading and to improv the intelligency.(You can read a lot and still not understand what you're reading because you don't understand what you're reading. You must be able to comprehend the content if you want to enhance your comprehension).

Reading comprehension is considered the foundation for understanding academic content in students' academic lives.thus, has become increasingly important in all academic disciplines as learners advance through the grades. Reading comprehension is essential in order for students to reach their educational goals in school.

Academic success also necessitates students' ability to comprehend, analyze, and apply the information gained from their reading. Students, also, require reading comprehension skills in order to comprehend and complete their academic assignments. Students, on the other hand, will be unable to finish their own assignments if they poor reading comprehension skills. (Clarke, Truelove, Hulme, & Snowling,2013; Wong, 2011).

Students must also be able to read with comprehension in order to be competitive in their personal lives.because,it is not just remember the exact words and ideas but when make sense of a text. Rather, it is the creation a mental image of what the text describes by merging the meaning of the words and sentences into a meaningful whole, like a movie that watching in the heads.

Reading comprehension abilities are sometimes required in order to obtain and keep jobs, as well as to effectively participate in a variety of daily activities. (Hoeh, 2015; Mahdavi, & Tensfeldt, 2013).When the effects of not being able to read in crucial circumstances are considered, the importance of reading comprehension increases considerably. For example, people who are unable to read and comprehend prescription instructions on a bottle of medication or warnings on a jar of toxic chemicals may find themselves in a dangerous situation that endanger their health and life (Marshall, n.d.).

1.8 Causes of reading comprehension difficulties

EFL learners may face some difficulties, including inappropriate use of background knowledge, lack of vocabulary knowledge, lack of reading fluency, Decoding
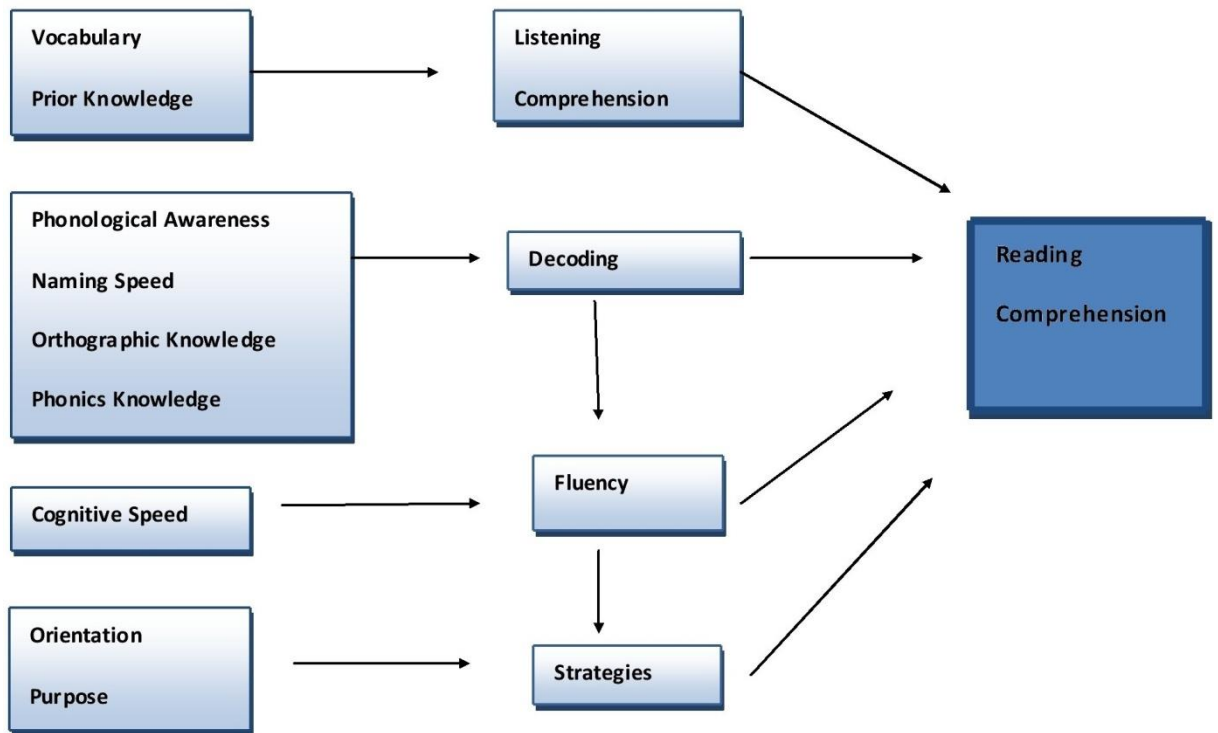
Figure01 :causes of reading comprehension difficulties.

1.8.1 Prior Knowledge

Prior knowledge is important for successful reading, and research has shown that a lack of cultural familiarity with the subject matter has a greater impact on reading comprehension. As pointed out by Brandao & Oakill (2005, p.688) as cited in Almutairi, N. R, (2018) is "the sum up of what a person knows about the content of a text". As a result, the reader must connect what he already knows about the topic with the newly acquired information and this facilitating the reading comprehension process.

Readers with less background knowledge, on the other hand, have a greater difficulty understanding the written material than readers with more background knowledge, and this helps learners in understanding information and remembering what have been read.

1.8.2 Lack of vocabulary knowledge

Reading comprehension require the understanding vocabulary,seeing relationships between words and concepts,organizing ideas,recorgnizing the author's aim,analysing the context,and forming judgments. According to Qian (2002, as cited in Almutairi, N. R,2018), vocabulary knowledge is a vital aspect that aids students' reading comprehension by helping them to quickly interpret vocabulary in a written text, which is an important component of reading. As a result, there is a clear and strong connection between vocabulary and reading comprehension. (reciprocal relationship) . In other words, improving vocabulary enhances students' reading comprehension, and reading experiences can help students do that.

1.8.3 Lack of reading Fluency

Another difficulty that has a negative impact on EFL students' reading comprehension is a lack of reading fluency. According to Chard, Vaughn, & Tyler, (2002) ; The National Reading Panel, (2000); Whalon, Al Otaiba, Delano, (2009), as cited in Almutairi,N. R, (2018), reading fluency is an important aspect of reading that refers to a reader's ability to interpret a written passage correctly, instinctively, and quickly with appropriate language. In addition,Fluency is required for reading comprehension because learners who struggle with word recognition, decoding words, or reading at a slow pace will find the information in the text difficult to obtain. A slow word processing rate, on the other hand, will obstruct readers' thinking during the reading process and overwhelm their working memory with several attempts to make the words sound clear, resulting in disruptions in their comprehension.also, Slow reading of words and information, focuses readers' attention on letters and vocabulary rather than the content of the reading and how words are linked together, limiting

readers from accessing information in their working memory for long enough to learn meaning.

1.8.4 Decoding

Reading involves the comprehension of sounds and letters. In order to read words, the reader must apply their knowledge of print and sounds.

For readers who experience decoding difficulties, in order to read with comprehension,readers   must recognize words by decoding them, Once decoding is learned and reading becomes fluent, reading comprehension improves.
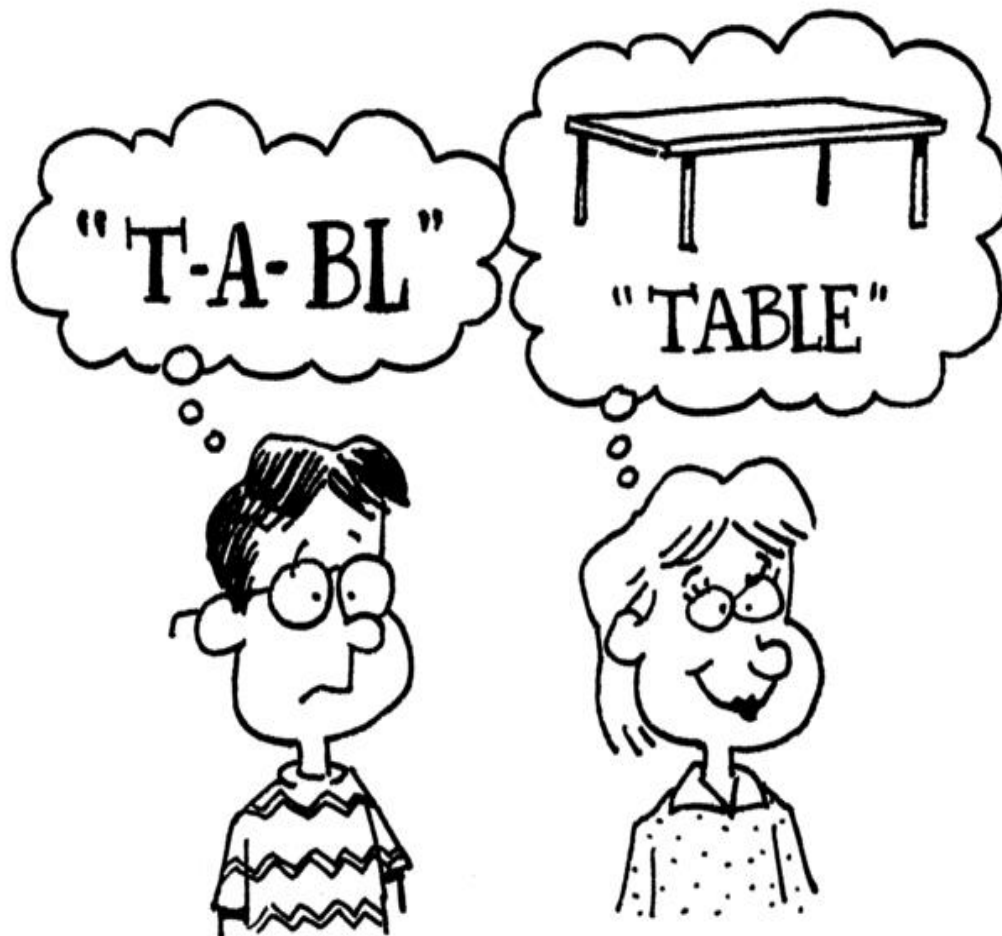
Figure02 : Decoding

1.9 The Effects of Reading Comprehension on the other Skills

1.9.1 On writing skill

According to studies, EFL students who read frequently can improve their writing skills. in addition,Students can learn text structures and language through reading a variety of genres, which they can subsequently apply to their own writing. Reading also gives students prior knowledge that they can use to their stories.also,one of the main reasons for reading comprehension is to learn.so,texts account for a large portion of our knowledge, We must have something to offer before we can write, because writing is the process of transfer knowledge in paper. As a result, reading comprehension plays amajor role in writing skill.It means that reading and writing are inextricably linked because Reading activities improved their reading comprehension, writing style, vocabulary, spelling, and grammatical development (Arndt & Woorw, 2018).in the other hand, writing in English has been a common problem for some EFL students due to a lack of exposure to English texts, a different culture, and a different reading habit.

1.9.2 On Speaking skill

Reading comprehension help EFLstudents expand their vocabulary and grammar understanding, which make them improve their speaking abilities and improving learners' understanding capability , which is necessary for improved communication.moreover,One of the most importantl aspects of improving reading and speaking abilities is to use the language for both learning and communication. As a result, reading comprehension can play a neccecery role in increasing speaking ability since students who read a lot are more likely to speak well, and learners improve their

fluency and accuracy of expression in their speaking through reading.for example,It is clear that students with large reading vocabularies also have large speaking vocabularies.(Learners may be able to recount stories after they have read them).

1.9.3 On listening skill

Reading comprehension can improve listening skill according to many reasons.First,Reading comprehension allows becoming familiar with the language's sentence structure and composition. As a result, learners when listening can create a mental script, and suddenly they be able to understand what is been mentioned better.second,according to the results,Reading comprehension explained 34% of the variance in listening comprehension, while listening comprehension explained 40% of the variance in reading comprehension.as a result, Both reading and listening comprehension improved by vocabulary and word reading fluency.Also, EFL students discovered that reading a lot of material with no audio content helped them improve their listening skill.

1.10 General Strategies for Reading Comprehension :

Learners received modeling, practice, and feedback in order to develop comprehension skills.In addition,Reading comprehension strategies include predicting, inferring, questioning, summarizing, visualizing, and using graphic organizers to teach students how to construct meaning from written material.

1.10.1 Make Predictions :

Predicting is one method for improving comprehension because it enables the reader set a goal for their reading. According to Block & Israel (2005, as cited in

Küçükoğlu.H, 2013), strong readers use their experiences and knowledge to make predictions and formulate ideas while reading. This approach allows for more studentengagement, which boosts student participation and comprehension of the text (Oczkus, 2003, as cited in Küçükoğlu.H, 2013).

When students make predictions about a text they're about to read, they're doing so based on their prior knowledge of related themes. As pupils read, their predictions in their minds may vary as they gain more knowledge. Teachers can have students make predictions about what will happen in a work based on the title and any other clues they have, such as images. Teachers can then ask students to find text that supports or contradicts their predictions

1.10.2 Make Inferences :

Inferring is the process of reading between the lines. Students must generate their own judgments based on their prior knowledge as well as information from the text (Serafini, 2004; Küçükolu, H, 2013). Students would be able to draw inferences, establish assumptions, discern underlying themes, infer meaning from imagery, and use information to construct meaning from text (Harvey & Goudvis, 2000, as cited in Küçükolu, H, 2013). Students can be taught how to infer information from diagrams, tables, photos, dates, relevant terminology, and titles in the text.

1.10.3 Questioning :

Another method for helping students focus on the meaning of text is to ask and answer questions about it. Teachers can help student by modeling the process of asking good questions as well as ways for finding answers in the text. Readers can employ questioning before, during, and after reading. In order to establish context, increase

comprehension, identify solutions, fix issues, find knowledge, and uncover new information, readers must ask themselves questions (Harvey &Goudvis, 2000, as cited in Küçükolu, H, 2013). This approach is used by students to return to the text during the reading time in order to obtain answers to questions provided by the teacher before, during, and after the reading process. Using this strategy, students practice discriminating between questions that are true, inferred, or reliant on the reader's existing knowledge.

1.10.4 Summarizing :

This method involves readers' ability to pull together, or synthesize, knowledge from a book in order to describe what the text is about in their own words. Summarizing is a useful method since it allows readers to memorize quickly. It can also help readers become more aware of text order, what matters in a text, and how ideas are related.

Students would be able to differentiate between the main ideas and the supporting ideas during the summarizing process. Summarizing is a technique that can help students improve their reading comprehension. It's a method that allows learners to organize their ideas even when reading long sentences.

1.10.5 Create a Visual :

This refers to readers' ability to create mental images of a text in order to comprehend processes or events they encounter while reading. This ability can indicate whether or not a reader comprehends a text. According to some researches, readers who visualize while reading are better able to recall what they have read than those who do not.

visualizing is very useful. When reading a story, readers can frequently have a better comprehension of what is going on by imagining the environment, characters, or plot actions. Visualizing, on the other hand, can be used to help readers remember abstract concepts or important names while reading expository texts, with readers visualizing steps in a process or stages in an event, or constructing an image to help them recall some abstract notion or key name.

1.10.6 Graphic organzers :

A graphic organizer is a visual and graphic representation of the relationships between facts, concepts, and ideas. As a result, graphic organizers provide visual representations of expository text concepts. Students can better grasp and retain ideas and relationships when they are represented graphically.

Conclusion

This theoretical chapter aims to define the reading skill by focusing on its importance,models and types, based on the perspectives of various scholars. It also attempts to emphasize the importance of comprehension being the main purpose of EFL learners when reading any passage. Then, it passes to discuss the comprehension difficulties encountered by them and To deal with these troubles, they are advised to adhere to certain strategies are meant to remedy them. One of these strategies is called concept mapping. It will be clearly discussed in the following chapter.

Chapter two:

Concept Mapping strategy

Introduction

The purpose of this chapter is to highlight the concept mapping strategy's description which is a form of instructional strategy known as graphic organizers. This chapter starts by the definitions, types, elements, and benefits of graphic organizers, Following that, the present chapter emphasizes concept mapping's identification by discussing its meaning and types. It also focuses on the process of employing the concept mapping straregy and its principal use in reading comprehension. Finally, this chapter looks at some of the advantages and disadvanteges of using concept mapping strategy.

2.1 Definitions of Graphic Organizers

Graphic organizers are teaching and learning techniques; which used in the classroom, EFL students are better able to understand new material.thus,Graphic organizers help students perceive connections and relationships between facts, information, and terms by creating a strong visual picture.

Graphic organizers, also known as cognitive maps, are visual and kinetic displays of information designed to benefit all types of learners. They are diagrams that use geometric shapes or tables to depict the relationships between various pieces of data (Zwiers, 2004).

graphic organizers (GOs),known as advance organizers were presented by Richard Barron(Barron, 1969). According to Ausubel (1968), new knowledge is acquired when it is linked to the learner's pre-existing cognitive structure. As a result, the organizer's goal is to activate students' prior knowledge and connect new material to previously acquired information, providing optimal anchoring and making new material more familiar and relevant (Ausubel, 1960).

Graphic organizers According to Kanszolu (2017, p. 139) and Lestari and Wahyuni (2018, p. 1),are a graphical or spatial representation of texts that allow students to organize, arrange, and connect information and concepts. According to the literature, these visual devices, which typically use lines, circles, and boxes, are regarded as the most important teaching tools that have been specifically designed to improve students' learning. It can be deduced that these graphic organizers help EFL learners understand any material they come across because they can be viewed as visual aids that may facilitate the task for readers.

According to schema theory, cognitive structures (schemata) of knowledge known as prior knowledge or background knowledge absorb and integrate acquired information to improve learning and retention.so when someone understands a text, they have found a mental home for the information in the text and have adapted existing information to match the new information (Anderson & Pearson, 1984).

Depending on Meyen, Vergasón, and Whelan (1996, p.132), use visual displays to organize information in ways that facilitate understanding and learning.in the other hand,Prior study set the basis for the use of organized overviews with key words in a text to provide a conceptual framework prior to reading the content. Graphic organizers.

2.2 Elements of graphic organizers

Depending on the type of organizer chosen, three basic factors must be considered when building one. Baxendell (2003) summarizes these as follows:

2.2.1Coherence Every organizer should be designed to eliminate distractions.However,the connections that explains should be clearly labeled, and the information covered should be kept to a minimum.

2.2.2 Creativity Graphic organizers should be creatively designed to pique learners' interest. They should also cater to the learners' aesthetic preferences. When creating graphic organizers, make sure to leave enough room for illustrations.

2.2.3 Consistency Graphic organizers should be used in the classroom on a regular basis to achieve dependability and reliability.the term "standardization" refers to the fact that they should be within the target learners' cognitive perception.

2.3 Types of Graphic Organizers

Many academics have described the various types of graphic organizers (GOs) that exchange information via various protocols and are classified in various ways. Vekiri (2002) as cited in Manoli, P., & Papadopoulou, M,(2012) confirms the above claim in her review, stating that there is no consistency in the categorization system of GOs and, as a result, the same terminology may be used with different meanings from one study to the next. Although many different types of graphic organizers are used to promote learning from various types of texts, they differ in terms of design and the types of relationships highlighted. Even though the following graphic organizers only scratch the surface of the current research, it has been discovered that they are of certain importance and benefit to enriching this study.

2.3.1 Semantic maps

Semantic maps or also known as Mind maps, spider maps, and sunbursts, according to (Graney, 1992, p. 164, as cited in Manoli, P., & Papadopoulou, M., 2012), is like a sun or star with a light coming from , as they are made up of a circle with lines radiating from it.

Semantic maps, in particular, emphasize the use of maps or word webs to depict how a concept and keywords are related. They are used to convey ideas or a group of words graphically. EFL students understand a new term or phrase . Then they make connections between what they already know and what they will study and read. Furthermore, the use of semantic organizers increases students' comprehension skills.
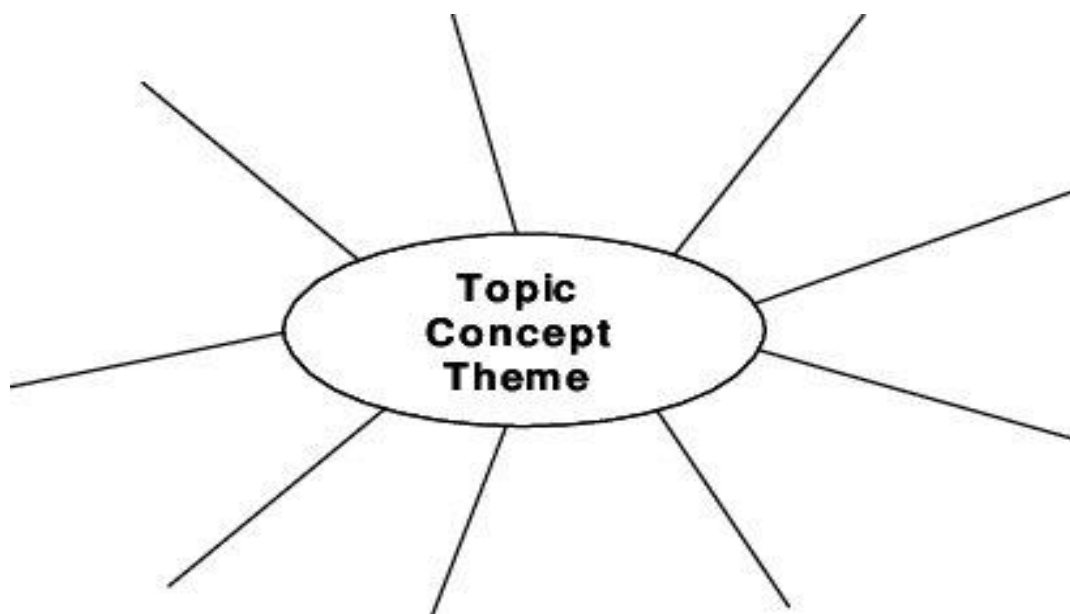
Figure05 :sematic map (Graney, 1992).

2.3.2 Story Maps

Story mapping is a type of graphic organizer that is mostly used in narrative texts. this type of mapping brings attention to the main components of stories such as people, times, places, storylines, and graphic information. At the same time, it draws attention to key links in a tale that lead to a greater comprehension (Gardill & Jitendra, 1999, as cited in Manoli, P., & Papadopoulou, M,2012).

Story maps may be used to activate learners' knowledge before to reading the piece and connect what they read to their knowledge structure, provide a purpose for their

reading; monitor understanding while reading a text; and help them summarize the most relevant concepts after reading a passage (Boulineau et al., 2004; Davis, 1994;Gardill & Jitendra, 1999, as cited in Manoli, P., & Papadopoulou, M, 2012).

MY STORY MAP

NAME_____ DATE_____

| The Setting |
| Characters: Time: Place: |

| The Problem |

| The Goal |

| Action |

| The Outcome |
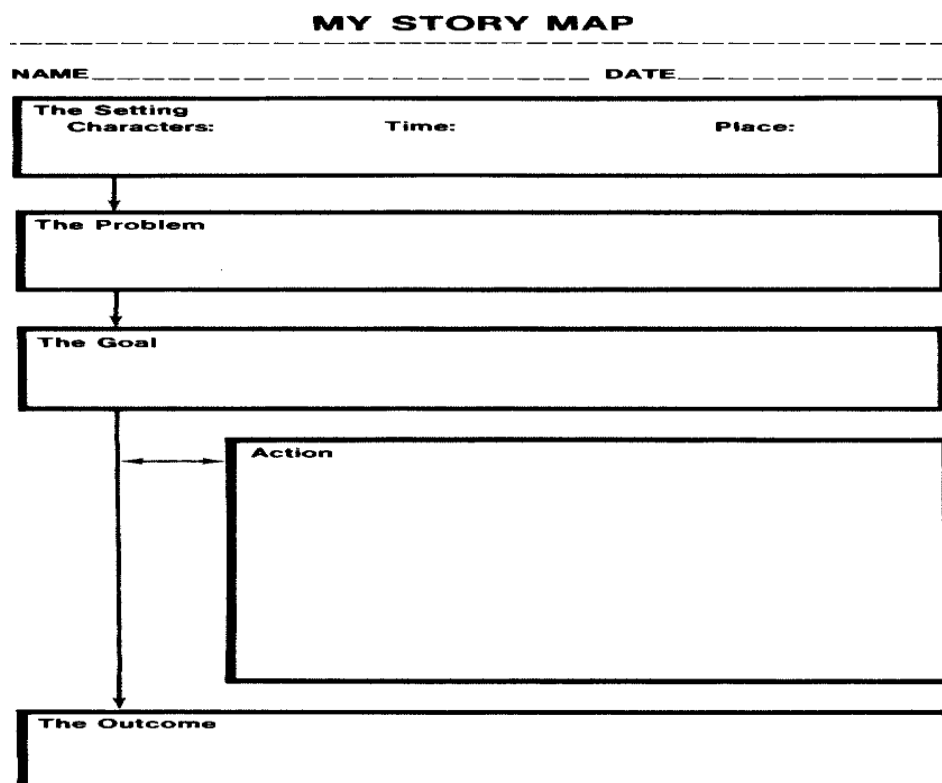
Figure 06 : Story map (Idol, 1987)

2.3.3 Concept maps

A concept map is a visual organizer that can improve the EFL learners's reading comprehension .These maps are built by focusing on the key phrase on the page and spreading out similar related concept from there to generate thoughts by associating words.

A Concept Map can be used by students to identify concepts based on their graphic or written representations, as well as their links to other concepts (Vanides et al., 2005). These maps are used to develop ideas by associating words and are made by centering a key phrase on the page and spreading out related concepts from

there.Moreover, this maps By offering graphics and important vocabulary items, assist students in constructing a framework for organizing their understanding of text content.
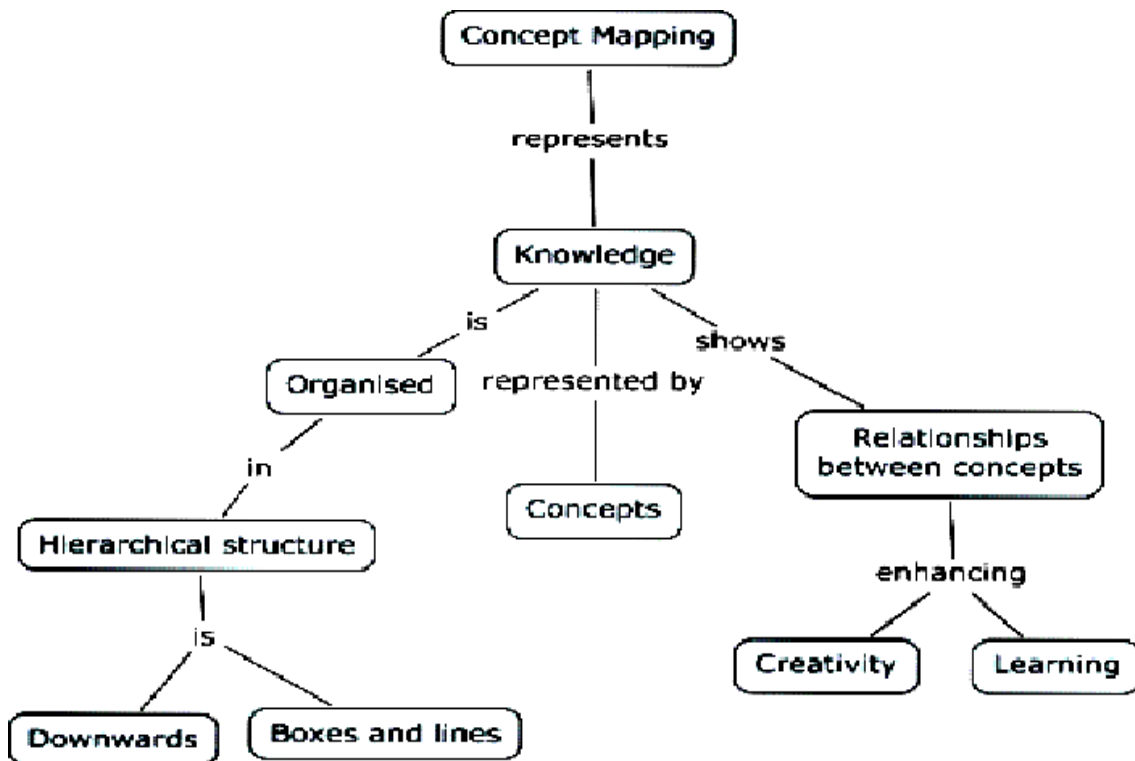
Figure 07 : Concept map about concept maps .

2.4 Benifits of graphic organizers

Graphic organizers are an effective reading method that can help EFL students in a variety of ways. To begin, visual organizers assist students in connecting prior information to newly learned knowledge in order to improve learning (Sam& Rajan, 2013, as cited in Almutairi, N. R, 2018). They also give learners a visual presentation to clarify and explain the relationships between ideas and concepts. Furthermore, they provide learners with a framework for organizing their thoughts in order to reduce perceptual errors and retain knowledge during the reading process.

Graphic organizers can used as an educational tool to help EFL students break down the complex concepts.which gives students more opportunities to practice and improve their organizational and language skills in reading comprehension . Furthermore, graphic organizers are effective teaching tools that promote critical thinking, problem-solving, and note-taking (Kanszolu, 2017).also,according to (Lestari and Wahyuni, 2018) Graphic organizers can enhance EFL learners's communication skill, analytical skill, and creative skill.

Graphic organizers used to assist in understand material by allowing EFL students to make predictions about the text, deduce conclusions, evaluate their understanding while reading, and recall crucial information provided by the author.in addition, according to (Chang et al. (2002, p.5, as cited in Almutairi, N. R, 2018). Graphic organizers can be employed at any stage of the reading process ; during the reading process,before reading,and after reading.

2.5 Overview of concept maps

Concept map are not a new phenomenon in education. Concept maps are nowadays used to enhance "meaningful learning". According to Ausubel (1968), "the most important single factor influencing learning is what the learner already knows" (Novak & Gowin 1985).

According to Jonassen (2004), a concept map is a tool for displaying students' semantic categorization of problems. Also known as a knowledge representation tool for problem solving, concept mapping includes various qualities that help students externalize their mental models (Stoyanov 2001). Concept mapping tools were proven to be beneficial

in improving students' problem-solving skills in experimental investigation (Braselton & Decker 1994) with sixth-grade mathematics students.

Concept maps are diagrams that show how students' information is organized and connected in their minds (Angelo and Cross 1993). A concept map, in its most basic form, just connects two concepts with a linking word.in addition, A concept map is made up of nodes that represent concepts and linkages that demonstrate how they are related. To represent all of the main concepts, these nodes and linkages are placed in a hirarchical, cyclic, or hybrid formv (Novak & Gowin 1985).

A concept map is a graphical tool that can be used to activate previous information, aid problem solving, improve conceptual comprehension, and organize and revise knowledge :(Zwaal & Otting 2012). Concept mapping has been used as an assessment technique, a learning tool to assist students organize their structured and declarative knowledge, and as an advanced organizer (Novak & Gowin 1984).

2.6 Types of Concept Maps

Concept maps can be classified into four types. All four types of maps are based on the principle of drawing concepts and linking them to show relationships, However, the type of relationship can change which type of map that is used.

2.6.1 Spider Maps

Spider map resembles a spider because the main idea is in the center , with four or five related themes extending out like the legs of a spider (spider maps begin with a single central theme and then divide into subtopics structured around it). Spider maps are magnificent for brainstorming.In addition, spider maps are a great learning strategy that assist students in better understanding any topic and developing creative solutions to a

variety of situations. Spider map graphic organizers are used by teachers to teach their students how to organize thoughts and use the key theme to find a solution. These maps can be used to compare two ideas and their characteristics to see which one is better. Spider maps also help to recall more because they work in the same way whith the brains.
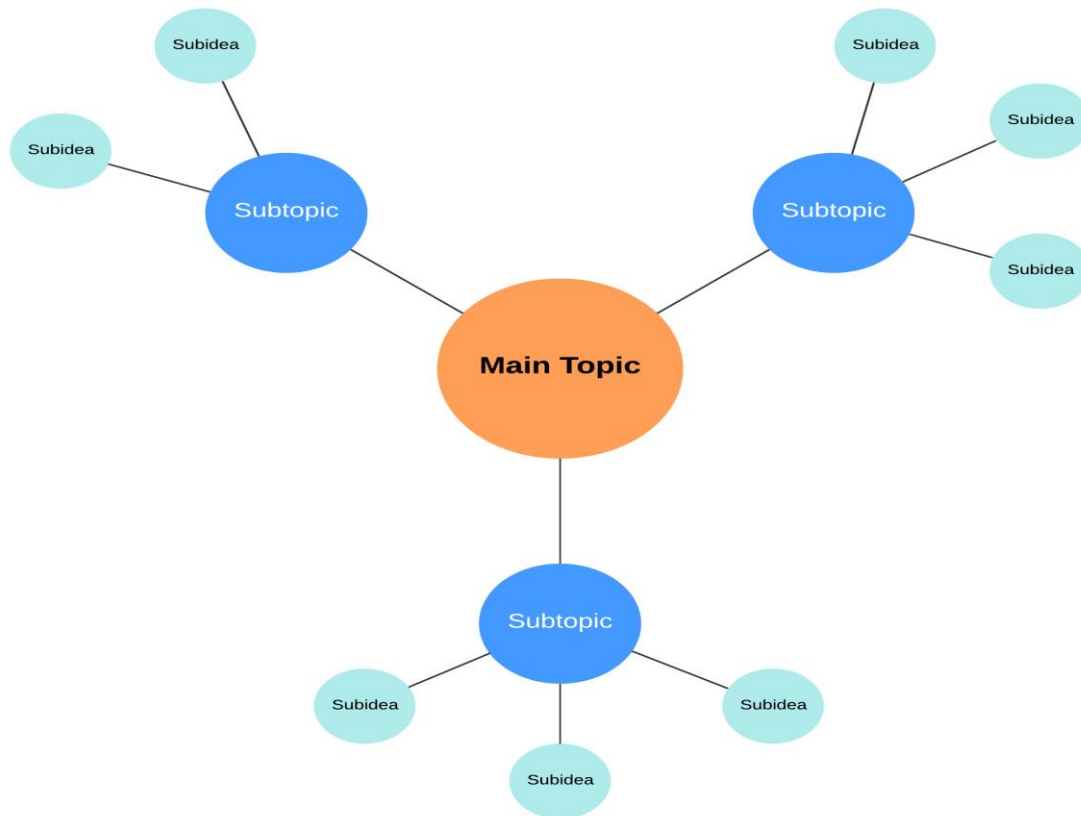
Figure08 : Spider map model.

2.6.2 **Flowchart**

This type of concept map describes the flow of materials and information. And shows the steps of a process. Typically,the arrows symbolize distinct decisions or choises that are taken. Teachers use these maps to help their students brainstorm the ideas between each other. Also, these maps helps learners to improve efficiency and provide the insight.
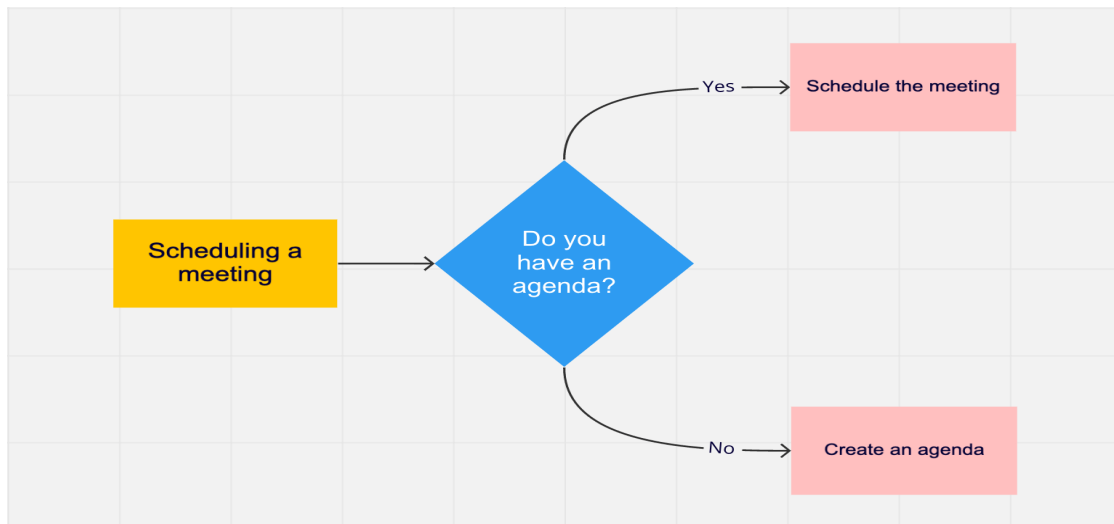
Figure09 : Flowchart map.

2.6.3 Hierarchy map

Hierarchy maps visualize the elements of a system or concept from more general to more specific.Linkages between concepts and how they are related are shown by labeled lines with arrows. This maps can be used when exploring any complex topic or research question with students. Students can use this maps to understand the superordinate and subordinate categories of a topic and the relationship between them. Furthermore, the creation of this type of map might take place in a single class session or over several classes or weeks as students add concepts and connecting arrows between them.
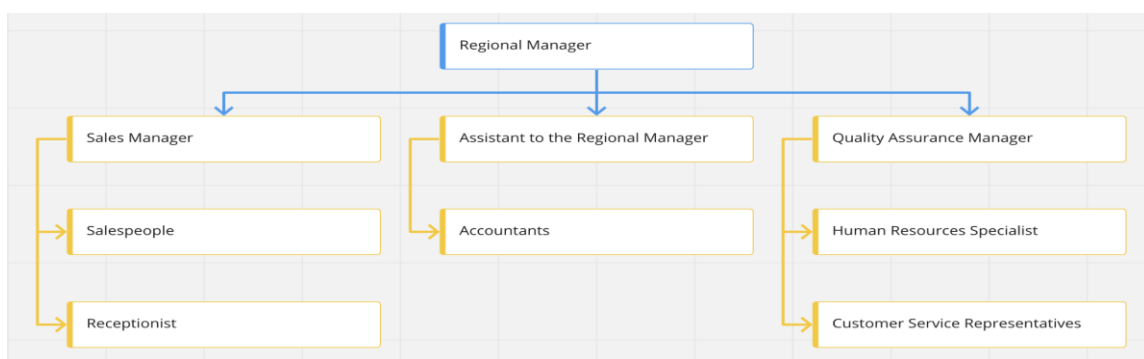
Figure10 : Hierarchy map too.

2.6.4 System map

This type of concept maps undoubtedly is the most complex , as it shows all of the different parts of a concept and how they're interrelated. Connecting lines can include a "+" or a "-" to note positive or negative correlations. The goal of systems mapping is to enhance the conceptual understanding of any complicated system.
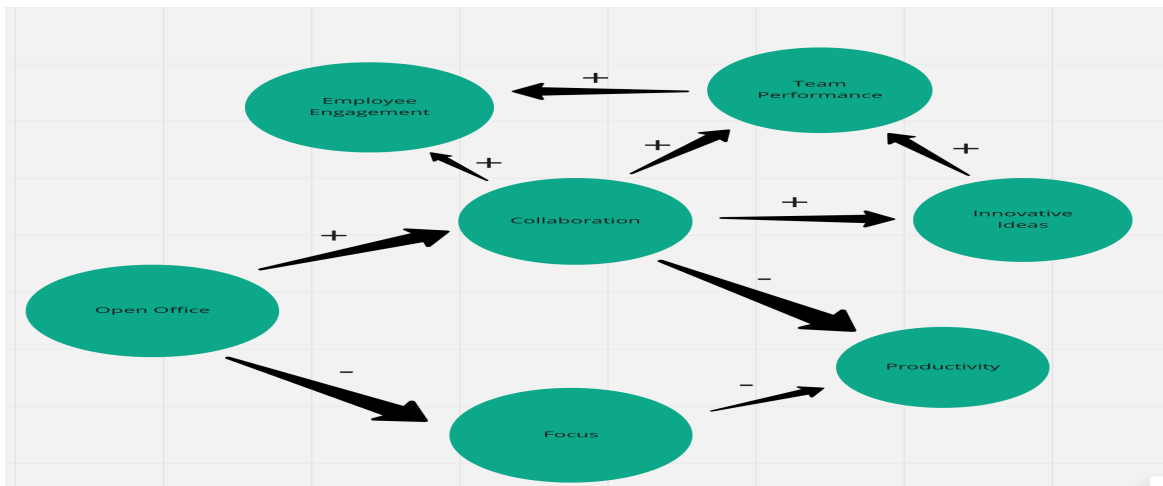
Figure11 : System mapping model.

2.7 Characteristics of Concept maps

Concept maps have specific characteristics that set them apart from other knowledge representation methods., according to Novak and Caas (2015) and Gardner (2015) concept maps includes

2.7.1 Propositional Structure

This structure is composed of two or more concepts linked together by certain linking words to form a meaningful statement (Novak & Caas, 2015).however, propositions are not confused with prepositions which include words like "to," "by," "above," and "of". Unfortunately,in Spanish translations of concept mapping materials,

proposition has been mistranslated as preposition, and there is now a widespread misconception that concept maps are made up of concepts connected by prepositions.

2.7.2 Hierarchical Structure

There is a hierarchy of concepts in any domain of knowledge, Concept maps are typically depicted graphically in a hierarchical manner.This means that general concepts appear firstly and are situated near the top of the map, while narrower and more detailed concepts appear below. Because of this hierarchical structure, the information in a concept map normally flows downward, from top to bottom

2.7.3 Linking words/phrases

linking words, or phrases are words that exist on the line connecting two concepts. These linking words are used to define the type of relationship between concepts.

2.7.4 Focus Question

The excellent method to create the context for a concept map. Is defining a Focus Question, or a question that clearly identifies the problem or issue that the concept map should help solve, Every concept map has a focus question, and a good focus question can result to more richer concept map

2.7.5 Cross-Links

Cross-links is another significant characteristic of concept maps.Cross-links are the connections or relationships that exist between concepts in various segments or domains of the concept map. Cross-links indicate how a concept from one domain of knowledge depicted on the map is related to a concept from another domain on the map. Cross-links

are frequently used to indicate creative leaps on the part of the knowledge producer while creating new information. There are two elements of concept maps that are significant in the stimulation of creative thinking:The hierarchical structure displayed in a good map, as well as the ability to search for and characterize new cross-links.

2.7.6 Nodes

Nodes are an influent characterstic. Concept maps are distinguished by their nodes. Nodes are enclose a concept or idea and are depicted by either circles or boxes. Nodes can be thought of as concept containers. Relationships between nodes are represented by linking lines or arrows, and nodes are organized in a hierarchical style.
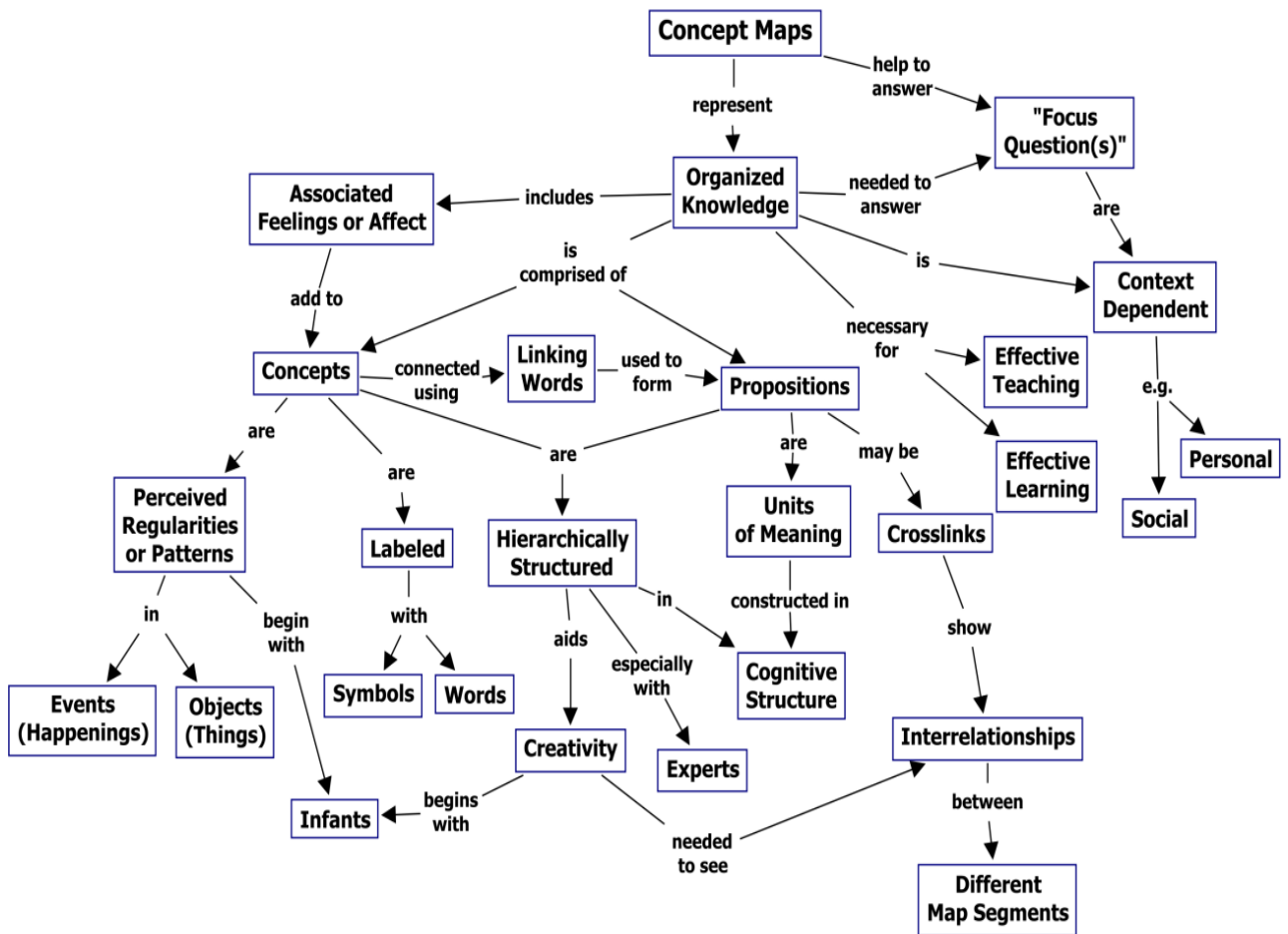
Figure12 : Concept maps characteristics (from Novak & Cañas, 2008).

2.8 Teaching Reading by Using Concept Mapping

Concept mapping can help to improve Teaching and learning reading comprehension. Concept Mapping, according to Schwart (1988, as referenced in Urquhart & Frazee 2012, p.93),is a type of visual organizer used to teach students the meaning of significant concepts in their reading. This method aids readers in comprehending the most important aspects, qualities, and characteristics of a concept or word meanings. This strategy can thus be utilized to improve students' comprehension of a material before, during, and after reading. There are certain processes that can be utilized for generating concept maps in language teaching, according to Pannen (2001, p. 121):

1) focus on the most important idea, topic, or issue. the effective way to identify the context of the concept map is Choosing a focus question - something that needs to be solved or a conclusion that needs to be reached . this will facilitete The hierarchical structure of the concept map.

2) Determine and find the essential concepts that connect and relate to the main idea, starting with the most general, then to smaller, more particular concepts.

3) Finish by making connections between ideas. Making connections between sentences and words. Add crossing connections, which connect concepts in different sections of the map, to further explain the linkages and increase the students' grasp and knowledge of the issue.

2.9 Advantage of Using Concept Mapping

The concept mapping approach has a variety of advantages, according to academics. These benefits include the ability to motivate learners at all stages of education, to incorporate thinking into reading, to combine evaluation with teaching, and to judge on

the education that is required. Concept mapping, according to Heimlich and Pittelman (1986, p.46), appears to motivate and actively involvestudents of all ages. The concept mapping strategy also enables teachers to assess and comprehend what students know, as well as to assess the necessary instruction.

Rather than assuming what students know, teachers can make the decisions based on what students show they already know about a topic. Students can use concept maps to visually arrange and graphically represent the link between two pieces of data. This strategy has been shown to help students improve their reading comprehension .

One common feature of concept mapping is that they expose both strengths and weknesses in comprehension by displaying the order and completeness of a student's thought process. Because many concept maps employ short words or phrases, many are close-up and large-scale; they are ideal for a variety of students, including intermediate English literacy students. In addition, Classifications, analyses, structures, attributes, examples and brainstorming can be used on concept maps.

In conclusion, multiple research have shown that using a concept mapping strategy in the teaching and training process has numerous benefits, particularly for students. They demonstrated how concept mapping increases students' comprehension of the reading process as well as their thinking, brainstorming, and writing skills.

2.10 Disadvantages of Using Concept Maps

It is difficult to show the disadvantages of using the concept mapping   in the learning process . Researchers discovered that when students utilized this method in reading comprehension, their ability are improved .

In learning second language , where students might easily become overloaded, overuse of idea mapping should be avoided. The purpose of concept mapping in this situation is to place words into a specific category so that they are semantically and syntactically identical. Students are frequently perplexed. The lowest performance in the connected words or representation includes both similar and different qualities, such as synonyms or antonyms. When you teach a few terms like prevent and protect, open and shut, this makes learning difficult.

Conclusion

The current chapter has given some light on definitions, types, and elements of the concept mapping strategy. It also included an overview of the concept mapping strategy's applicability in reading comprehension. This chapter concludes with a discussion of the advantages of using the concept mapping to improve reading comprehension, as well as its disadvantages.

ChapterThree:

Field Work and Data Analysis

Introduction

The present chapter is regarded as the field work of the study. It investigates the effects of concept Mapping on the development of learners' reading comprehension. It also aims at investigating teachers' attitudes toward this strategy. Moreover, this chapter includes a full analysis and interpretation of the gathered data, as well as a discussion and summary of the findings. Furthermore, this chapter presents the findings in order to verify the validity of the proposed hypotheses . Therefore,a questionnaire designed for 1st year EFL students at the University of Biskra to enrich this study with an efficient data and for highlighting the main difficulties that students face in reading comprehension. Also,an interview were designed to reading comprehension teachers in order to determine their attitudes towards the use of concept mapping strategy.

3.1 Research Methodology

According to Waltz and Bansell (1981), research methodology is a formal, rigorous, and precise method for finding answers to issues or uncovering and understanding new facts and relationships. A methodology is the systematic, theoretical analysis of the techniques utilized in a field of research. It entails a theoretical evaluation of a collection of methods and principles relevant to a particular field of study. On the other hand, a methodology presents the theoretical foundations for evaluating which method, collection of methods, or best practices can be applied to a given situation.

3.1.1 Research Approaches

A research approach is a process that selected by the researcher based on the nature of the research problem to cover all aspects of the study, from general hypothesis to

precise data collection, analysis, and interpretation. the three approaches to research which are: Quantitative, qualitative, and mixed methods .

3.1.1.1 Quantitative Approach

Quantitative approach is one of the known used methods for collecting data. It is based on a strong intellectual belief that numbers representing various opinions and/or concepts can be trusted. As a result, quantitative research can be performed by emphasizing quantification in data gathering and analysis. It is based on the hypothesis that is deductive formed from theory; the goal is to test the theory by observation and data collecting, the results of which would either confirm or reject the theory after analysis (Morvaridi, 2005).

Quantitative research focus on numerical data, which is then examined using statistical methodologies. A questionnaire is a common example, which is subsequently examined with SPSS.

3.1.1.2 Qualitative Approach

Qualitative research is the process of gathered, analysis, and interpretation of narrative and visual for acquire insight into a specific phenomena of interest.in addition , qualitative research focuses mostly on words and observations in order to express reality and attempts to describe people and investigate phenomena in natural situations (Amaratunga, 2002).

qualitative research entails data gathering approaches that provide open-ended, and non-numerical data,then evaluated mostly using non-statistical methods,for instance, the Interview.

3.1.1.3 Mixed methods-Approach

Mixed methods-approach combines by a quantitative and qualitative approaches in a single study. Which allows the researcher to rely on the relations and strength of quantitative and qualitative research methodologies. This gives for a greater understanding of the topic that being studied.

Since the purpose of this research is to explore the effects of the use of concept mapping strategy in inhancing EFL learners reading comprehension, it is decided that a mixed-methods approach would be more helpful because it serves the nature of the study. More importantly, the method selected allows the researchers to know about the attitudes of teachers and students towards this strategy.

3.1.2 Research Variables

In research, a variable is any aspect that can take various values, which refers to a person, place, object, or phenomenon . Researchers often measure independent and dependent variables in studies to test cause and effect relationships.

The Independent Variable: The impacts of concept mapping.

The Dependent Variable: EFL learners reading comprehension.

3.1.3 Research Design

The research design is the method that adopted to merge the various aspects of the study in a logical manner; it is like a plan for data collecting, measurement, and analysis in order to answer the research questions.It means that the goal of a good study design is to obtainresults that can be trusted.

A researcher, according to Claire Sellitz, must organize his data in a clear process and draw a flowchart, which is referred to as a "Research Plan/Design."

Also, the reasearch design includes the study type (descriptive, experimental,...) and sub-types (e.g. case study), research problem, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan (Creswell, 2014).

The research desing of the presented study is the descriptive research since it is the most suitable to the research under current circumstances of coronavirus restrictions. Primarily, the purpose of descriptive research in this study is to characterize the concept mapping strategy,   and focus on the influence or impact it has. As a result, through teachers interviews, and students questionnaires. Data may be gathered qualitatively, but it is frequently analyzed quantitatively, whith percentages, and other statistical analyses.

3.2 Sampling and Population

The sample refers to the entire group of individuals which the researcher actually investigates in the test. While the population is the people that are the target of the study.

3.2.1. Population

A population is a group of individuals who have similar qualities that the researcher is interested in. Also, Ithe population refer to the entire pool of people from which a sample is selected.

3.2.2 Sampling

According to Alvi(2016, p.11), sampling is the process of extracting a sample from a population. As a result, research sampling is selecting a group of people for a study, which this group are represent the whole population. In addition, Alvi (2016, p. 12) dividethe research sampling into two categories: probability-sampling methods, which include simple random sampling, systematic random sampling,stratified random sampling, cluster sampling, and multistage sampling. And the secend type which is is the non-probability sampling methods include the volunteer sampling, convenient sampling, purposive sampling, quota sampling, snowball sampling, matched sampling, and genealogy based sampling.

The population and sampling of this study was the First year students of English, at the University of Biskra. Furthermore, From a population 391 students from the First year students, this researche worked with 23 students as a sample selected randomly . And Two (2) teachers which they teach the First year reading module. In addithion, current investigation intentionally choose the 1st year students because the First year students start to learn the English basics and literacy skills at this level, and it would be easy for them to learn and implement a new strategy. Also, they are started to familiar with the classroom atmosphere so they need to develop their reading skill.

3.3 Data Collection Methods

Data collection methods are the strategy used by the researcher gathers the information needed to address research problem. As a result, each tool is best suited for a specific method of data collection. So, quantitative data choose on observation, questionnaires, and structured focus group. While, qualitative data choose unstructured

interviews and unstructured focus group discussions. On the other hand, mixed methods data collection combines quantitative and qualitative data collection techniques.

In this study, mixed-methods data gathering was used to acquire information. We performed an online questionnaire with first-year EFL students as well as an interview with the reading module teachers.

3.3.1 Students' Questionnaire

The questionnaire is the printed or typed questions which are, distributed to respondents who are expected to read the questions, and then provide the answers (Kumar, 2011).

According to Kothari (1990, p.100), questionnaire consists of questions or other prompts designed to collect data from respondents. In questionnaires, can be find closed-ended, open-ended, or a combination of the two types of questions. One of the most commonly utilized data collection instruments in research is questionnaires.

Questionnaires, according to Mugenda (2003), are the most utilized data analisys because they are a low-cost data collection, quick and straightforward approach to collect significant amounts of data from a big number of individuals because the researcher is not required to be present when completing questions. However, the problem with questionnaires is that respondents may lie to retain their social status. Most people prefer to create a positive image of themselves, thus they may twist the truth in order to appear the best.

3.3.1.1 Structure and Content

This questionnaire was created as the First data collection tool in this investigation. It is composed of 15 closed-ended questions in which students were asked to tick Yes/No or select the right response from a list of options for first year EFL students at the University of Biskra. It was an online questionnaire that answred by twenty three (23) students divided into three main sections.

Section One: General information

The first section is about general background and information about the students which contains four(04) main questions, including questions about their gender, their choice of the English field, the type of the baccalaureate they hold and how long they studying English.

Section two: Reading Comprehension

The purpose of this section is to discuss different aspects of reading comprehension. There are six (6) questions (From question 5 to question 10).It discusses students' point of view concerning the importance of the reading skill , their reading level , how often they read , as well as, the difficulties that they face in the reading task. It concludes with highlighting the main reasons behind reading comprehension difficulties.

Section three: concept Mapping

The last section includes five (05) questions about the students' use of any reading strategy and their familiarity with concept mapping. Moreover, the students were asked whether their teachers are using this strategy or not and the frequency of using it. This

section was concluded by asking students about their point of view about applying this strategy

3.3.1.2 Aim

The purpose of the questionnaire in this study is to gather data from 1st year EFL students at the University of Biskra and discover the their view about using the concept mapping strategy to improve their reading comprehension.

3.3.1.3 Analysis of the Student's Questionnaire

Section1: General Information

Question1 Gender :

Options	Number	Percentage (%)
a) Male	05	21,7 (%)
b) Female	18	78,3 (%)
Total	23	100%

Table3.1: Students' gender.

This question was established for the coming questions to have an idea about each gender's attitude toward the use of Concept mappings on EFL learners reading comprehension. For the gender of the students,Whether male or female. Table 3.1 suggests that the majority of students (78,3%) females and only (21,7%) are males. This reveals that and females have more ability the aquire and learn languages,while, males have a less preference for languages classes .

Question2 Choosing to learn English is :

Options	Number	Percentage (%)
a) Your own choice.	18	78,3%
b) Imposed on you.	05	21,7%
Total	23	100%

Table3.2 : Students'choice of studying English

This question was included to see if the students' decision to study English was based on external advices or personal choices. According to Table 3.2, the majority of students (78.3%) chose to learn English for personal reasons. This demonstrates that students are motivated and eager to learn and improve their English skills, and that they are expected to provide positive feedback while learning English. Furthermore, those who are forced to learn English (21,7%) may have less motivation and desire to improve their English.

Question3. The Baccalaureate you hold :

Options	Number	Percentage (%)
a) Literary	8	34,8%
b) Scientific	12	52,2%
c) Literatureand foreign languages	3	13%
Total	23	100%

Table3.3: Students' Type of Baccalaureate.

This question has been introduced to know the different backgrounds of the students. The majority of them (52,2%) came from the sientific stream,Maybe they were

obliged to opt for EFL in order not to lose a complete academic year. The category of students who studied literature (34,8%)This is due to the fact that English was one of the main privileged choices available to them among other branches, as well as one of the main basic matters in their previous studies. The last category is Literature and foreign languages stream(13%) is expected to be more knowledgeable and capable because they studied English before entering university.

Question4 How long have you been studying English :

Options	Number	Percentage (%)
a) 4 – 7	7	30,4%
b) 7 – 8	4	17,4%
c) 8 – 10	5	21,7%
d) More than 10 years	7	30,4%
Total	23	100%

Table3.4: How long students'studying English.

The table above demonstrates that 30% of the EFL students studied English language between 4 and 7 years; whereas, 17,4% are studied English for 7 and 8 yrears. Also, 21,7% of the students studied English for 8 to10 years.And,30,4% for more than 10 years.

Section two: Reading comprehension

Question5 To what extent do you think reading in the target language is important?

Options	Number	Percentage (%)
a) Ordinary	5	21,7%
b) Important	10	43,5%
c) Very importat	8	34,8%
Total	23	100%

Table3.5: Students' Opinions about the Importance of Reading .

As seen in the table, the majority of students (43,5%) admitted to and underlined the importance of reading skills. They consider it to be one of the four most important skills in learning English. It may be assumed that the majority of students are aware of the importance of reading skills. Others (very important 34,8%) also agreed that reading skils is crucial. On the other hand, The rest students (21,7%),believe that reading competence is ordinary.this group mau have an interest in other skills such as writing, listening, and speaking.

Question6 Your English language reading ability is:

Options	Number	Percentage (%)
a) Weak	3	13%
b) Average	8	34,8%
c) Good	12	52,2%
Total	23	100%

Table3.6 : Students'English language reading ability.

According to the table above, a substantial percentage of Students (52,2%) rate their English language reading skills as "Good." As a result, we can assure that the students are happy with their reading abilities. The students who answer "Average" (34,8%) are keep to enhance their reading skills. This could also indicate that students are having difficulty in reading. However, the other respondents (13%) said they were 'weak' because they have many problems with reading abilities and require more practical help, guidance, and containment from teachers.

Question7 How often do you read in English?

Options	Number	Percentage (%)
a) **Always**	8	34,8%
b) **Sometimes**	11	47,8%
c) **Never**	4	17,4%
Total	**23**	**100%**

Table3.7 The Frequency of Students' Reading in English.

Based on the data above, eleven (11) students (47.8%) out of twenty-three (23) said that they sometimes read in English . It can be seen that students rather than reading, they were more interested in doing something else. While 8 students (34,8%) stated that they always read in English . It is possible that these students enjoy reading and have this wonderful habit, or may be they trying to increace their knowledge of language and enrich their vocabulary. And four students (17,4%) said that they never reads in English.

Question8 Do you have any reading comprehension difficulties

Options	Number	Percentage (%)
a) Yes	20	87%
b) No	3	13%
Total	23	100%

Table3.8 The Existence of Students' Reading Comprehension Difficulties.

According to the findings, the majority of participants, or 87% , have some reading problems, while only 13 % do not. This implies that more than half of the respondents find reading and comprehending English items are difficult.

Question9 If yes, what kind of difficulties ?

Options	Number	Percentage (%)
a) Inability to read.	5	21,7%
b) Inability to discern between different text structures.	2	8,7%
c) Inappropriate use of background information and/or inability to connect text concepts.	7	30,4%
d) Inability to understand new vocabulary.	9	39,1%
e) Inability to make conclusion in the text .	0	00%
Total	23	100%

Table3.9: Types of Reading Comprehension Difficulties

The students were asked to discuss the answer in the closed question. All options have been chosen at least once except the last choice (e) which is "Inability to make conclusion in the text". As shown in Table 3.9. Most students (39,1%) are facing difficulties to understanding new vocabulary items. Nonetheless, threety percent (30,4%) of the participants said that they have difficulties in using the background informations and/or connecting text concepts. They realy struggling in reading fluency. Also, some students (21,7%) are choosing the option (A) which is the inability to read. And the rest of the (8,7%) face the difficulty of discern between different text structures. This means that, while the participants have similar learning experiences, they do not necessarily have the same problems .

Question10 Could you explain the causes of your reading difficulties ?

Options	Number	Percentage (%)
a) The Lack of reading practice	8	34,8%
b) Misuse of some good reading methods	5	21,7%
c) Learning in overcrowded and noisy classrooms	2	8,7%
d) All of the above	8	34,8%
Total	23	100%

Table3 .10: Types of Reading Comprehension Difficulties.

The table (Table 3.10), shows that (34,8%) of participants think that all the reasons suggested which are the Lack of reading practice, Misuse of some good reading methods, Learning in overcrowded and noisy classrooms are effect the reading comprehension. As well as 8 students (34,8%) states that the lack of reading practice is an essentiel reason fr reading difficulties.While   some students (21,7%) assert that the reason is the misuse of some good reading methods. And the rest of participants(8,7%) select the choice (c) they saw that learning in overcrowded and noisy classrooms. Oboviosly, the reasons of the reading comprehension difficulties are not the same for all students, it is changes according to the reader's needs ,personality,and attitude.This means that teachers must provide more reading activities to students, and create the good environment to learning in order to reduce the main reading comprehension problems that students face.

Section three: Concept mapping

Question11 do you plan to utilize a specific strategy once you have decided to begin reading a passage?

Options	Number	Percentage (%)
a) No	12	52,2%
b) Yes	11	47,8%
Total	23	100%

Table3.11: Students' Use of Reading Strategies.

According to the table above the majority of the respondents (52,2%) affirm that they do not use any strategy before reading, This implies that may be they do not even know how to use it. But 47,8% of them   use certain strategies before reading.

Question12 Do you know what is the Concept mapping strategy ?

Options	Number	Percentage (%)
a) No b) Yes	15 8	65,2% 34,8%
Total	23	100%

Table3.12: Students' familiarity with concept mapping strategy.

The purpose of this question was to determine if the students were know concept mapping strategy."Yes" was chosen by 34,8% of those participants. It is possible that students' knowledge of concept mapping is due to their teachers' usage of it in their classes. The of the students (65,2%) have stated that they are unfamiliar with this method.

Question13 If yes, in simple words please indicate what is Concept mapping ?

Some answers were as follows :

Def 1: I think it is to draw an image about some words or anytying

Def 2: I think it's like organising and planning your thoughts and to describe it in a clear language .

Def 3: I think it's like organising and planning your thoughts and to describe it in a clear language .

Def 4: Is a type of graphic organizers its like a diagram.

Def 5: Have a reading strategy maybe.

Def 6: I dont know but i think its like a plan or map that helps to organize the informations that given in the text.

Def 7: A map which helps to connect between ideas when reading.

Def 8: To use a map that illustrate the lesson .

Def 9: Its a map that helps to organize the main ideas and concepts in order to understand the passage.

Def 10: Making a a diagram illustrating the information we found during reading .

Def 11: is a general method that can be used to help any individual or group to describe their ideas about some topic in a pictorial form.

Def 12: Using visual maps in order to aïd you understand difficult concepts.

Def 13: Visual representation of information.

Question14 How often does your teacher use the concept mapping strategy in the class?

Options	Number	Percentage (%)
a) **Always**	1	4,3%
b) **Sometimes**	5	21,7%
c) **Never**	17	73,9%
Total	23	100%

Table3.14 The Frequency of Using concept Mapping in Class.

The above table shows the frequency of using Concept Mapping in class. Five (5) students (21,7%) asserts that concept mapping was sometimes utilizad; however, One (1) student (4,3%)asserted that this strategy is always used in the class. And the majority of participants (73,9%) claimed that concept mapping has never been used in the class. As a result, it can be stated that some teachers use concept mapping in their classes .

Question15 Do you think that using the Concept mappingstrategy can help to facilitate and improve learner's reading comprehension ?

Options	Number	Percentage (%)
a) No	1	4,3%
b) Yes	22	95,7%
Total	23	100%

Table3.15: Student's Perception about the use of concept Mapping in Reading Comprehension.

The goal of this question is to reveal how students opinion about using the concept mapping strategy. As can be seen from the table above, all of the students (95,7%) believe that this method will aid and enhance their comprehension ; nonetheless, one (1) student (4,3%) answered "No." Overall, the majority of students thought that the concept mapping strategy is beneficial in improving reading comprehension.

3.3.1.4 Discussion of the questionnaire's Findings

Through our analysis of the data that have been drawn from the students' questionnaire , we have reached some interesting conclusions. while the most students face problems in reading comprehension , but it was from a different difficulties and separeted reasons. Furthermore, the findings show that some students are not familiar with the concept mapping but they have a positive attitude toward the use of this strategy.

3.3.2 Teacher's interview

An interview is a qualitative research approach in which data is collected by asking questions. Interviews entails whith more than two persons, one of them who asks the questions. Also, the interviews are created in order to discover the participants' opinions on a the topic of research.

The interview is one of the most common methods of data collection .In addition, interviews can assist researchers in gathering meaningful and trustworthy data that is relevant to their research goals. Also, it helps researchers in comprehend the body language and facial expressions. On the other hand, interviews are not without disadvantages; Each interview can take a long time. Additionally, researchers must gather answers, code and organize them, and then analyze them for final reporting.

3.3.2.1 Structure and Content

The interview in this study designed for reading comprehension teachers at the University of Biskra's English department. The population was totally 05 teachers but, unfortunately, Due of the teachers' busy schedules,only two (2) responses were received. It was a face to face interview with teacher (1), And distributed online to the email account as a word document to Teacher(2) . This interview contains of eight (8) items as a mixture of both closed-ended and open-ended questions, in order to treat the teachers' feedback and attitudes towards the concept mapping strategy.

3.3.2.2 Aim

This teachers' interview chosen because teachers is beneficial for the current research in terms of attaining some advantages from their experiences and their

background knowledge.And questions was to learn about teachers reaction about the use of concept mapping strategy.In addition, questions focused on the difficulties that EFL teachers faced in teaching reading module , the strategies they use to facilitate the reading comprehension activities,and the kind of assistance they provide to students who struggle with reading comprehension.

3.3.2.3 Analysis of the Teachers' Interview

As previously stated, the interview was conducted both face to face and online . The teachers demonstrated a clear understanding of the research topic befor asking the questions. The answers will be analyzed , categorize, and determine the opinions of the EFL teachers about the use of concept maps.

Question01 : How do you teach reading ?

T1 : " I often provide students with text regardless the their lenghs i mean they could be long passages, short passages and then we provide them with guided questions ;they can be questions for comprehend, analysis,and for critical reading. Generaly, this is the general structure of the way how we teach reading .It is via text followed by certain questions of different types and purposes."

T2 : "I do teach it with skills integration to develop the students' communicative competence. "

The aim of this question is to explain the plan of teaching reading.   It is clear that the two teachers have different methods in teaching the reading module. thus, teacher 1 mainly focused on the giving text then teaching and applying different reading strategies

on it ; such as giving questions,analysis,and critical reading. While, teacher B depends on Integration of skills to improve learners' communicative abilities.

Question02 : Do you find any difficulties in teaching reading? if yes ,would you please specify them?

T1 : "There are many diffeculties, specially the difficulties related to the linguistics aspects . Students for example have vocabulary chortage, lack of cultural bachground,and unfamiliarity with the topic. Also, the idea of reading in general ; students do not have the habit of reading outside the classroom. For me i have the difficulty of selecting the text. I have many choises and i have to select the right text to the class."

T2 : "Not really; just sometimes students are not that much engaged in tasks so I try the maximum to make them so. "

This question aims to explore teachers and students' reading comprehension difficulties. According to teacher A, the difficulty of selecting the right text with the students ability, while the majority of students have many problems ,such as the limited cultural background and vocabulary, unfamiliarity with the given topic, and some students' fear about reading. whereas, teacher B claims that sometimes face difficulties and try to make every effort with them specielly when the students do not involved in tasks.As a result of all these issues, the reading content may be misunderstood.

Question3 : What do you think are some the causes of learners reading comprehension difficulties ?

T1 : "Probably, For me the original cause is the lack of reading habit. Students do not often read unless they are asked to. Also, their perception of reading ; for them reading

seems to be nightmare probebly not for all because they have to deal with the style of writer,the different wors and ideas existing in the text, and they have to make an efforts to understand. "

T2 : "Many linguistics difficulties I can say in terms of vocabulary comprehension, reading fluency, being a critical reading and so on."

The target of this question is to focus on the causes beyond learners' reading comprehension difficulties. Teacher A states that the primary reason is the lack of reading habit because most of students read just for passing not to enrish their background, the second reason is their ideas about reading; because they need to make efforts to undestand and they not like the hard way.According to teacher B, the reason is the linguistics difficulties ,the lack of vocabulary make them do not comprehend,critic , and read in fluency .

Question4 : What kind of assistance do you often provide to students who struggle with reading comprehension?

T1 : "Well, in the classroom,for example when i find difficult words i provide them with **glossary** to help students understand the content of the text without focusing on the single word.We also divide the text into sections and then we read through a process ; the process I often use is the PDP process, and this is facilitate reading for students."

T2 : "I try to know what the difficulty is exactly then I provide the appropriate remedy."

The above question aims to explain the kind of teachers' support that they provide to students who strruggle whith reading comprehension. As stated by teacher A,supports his learners by making them apply effective strategies such as PDP process, and this

process verry effective when its comes to facilitate. So befor reading they do an activation of schema ,preparing from the reading. And during reading, they do certain activities related with language ,discussing the content of the given text. The post reading could be a follower activity like writting,summarizing,and paraphrazing. It can be deduced that this strategy make students focus more .in other hand, teacher B provide the appropriate assistance according to the kind of difficulty exact.

Question5 : What kind of strategies do you use to facilitate the reading comprehension task/activity?

T1 : "The PDP strategy. The use of pre-reading,during reading,and post reading.For me it helps students go through the text gradually."

T2: "I choose suitable texts for the students' level and I choose topics which are interesting to them and this makes them more motivated."

the object of this question is to discover the kind of strategies used by teachers to facilitate learners' reading comprehension activities. Teacher A focus mainly on divid the text into sections. and use the process of pre reading, during reading, and post reading. it is a very helpful strategy because students at firs need to familiarise themselves with the context of the text. And then they read it. After that in the post reading , they try to examine their comprehension maybe through paraphrase the text. So they will read again the text for comprehension and then have their own summary of the main ideas. On the other hand, teacher B try to choose right texts for the students' level to make them motivate. Thus , the answers asume that teachers trying to helps their student through different types of strategies.

Question6 : Do you use concept mapping in your Reading classes?

T1 : "The concept mapping might be a part of the pre-reading.in which i try to activate students'pre existing knowledge on the topic. It help students generate some ideas out of the main idea,this what i sometimes do but not all the times."

T2 : "Not yet, but I am intending to do it in the future inchallah."

This question attempts to knowing if teachers use the concept mapping strategy . Teacher A declared that sometimes makes the use this strategy . Maybe , this teacher is absolutlyunderstands the significance of this strategy on EFL learners reading comprehension . Teacher B appears that do not use this strategy yet , but she intending to do it in the future. It can be determined that she do not utilize this strategy due to time limitation.

Question7 : What do you think about the use of the concept mapping strategy to help and reinforce students' reading comprehension ?

T1 : "At first, it is very good to help them activate their schema ;where is the pre existing knowldge, so they try to think of all what they already know about the subject.Second, is to help them approach the topic, when you ask them to concept map the text they try to come up with all the different concepts existing in the text in order to facilitate the process of reading during the reading .so for me is very useful and very beneficial."

T2 : "It is novel and very beneficial and it makes learning easier for students."

This question adopted to know teachers' views about concept mapping strategy. The two teachers clarify that they have positive attitude behind this strategy.

Furthermore, they agreed on the importance and effectiveness of this strategy, and how much it is beneficial in terms of improving students reading comprehension.

Q8- Is there anything you want to add?

T1 : "Probably, to develop the students reading comprehension skill i think it has to be continuous.i mean not should not be in one year or two years,it has to be continuous over the five years of studying both in inside and outside the class.So we do not only focus on intensive reading the one that exist in the class. Also, we need to encourage students to do extensive reading for they own pleasure and for their language developement . it has to come from students desire to learn to develop yjeir linguistic competence and their cultural background .So, reading should not be considered asan imposed skill or as task that should be done just for grate or for scores in class, it has to be a habit whithin their process of learning to achieve better results."

T2 : "Students have to read any piece in English because it ameliorates their level and reading fluency and vocabulary etc and teachers must know all the novel strategies or methods like concept mapping and to use it in the right way to give fruitful results."

Teachers were asked to respond to this question in order to offer any additional suggestions. Teachers are confirm that students needs to enrish their level of reading by using strategies such concept mapping. teachers encourage students to read continously not just for the scores but to develop their linguistics competence and cultural bachground.

3.3.2.4 Discussion of the interview's Findings

Thanks to the teacher who contributed to help with their feedback regarding their experiences with the use of concept mapping strategy on reading comprehension. Their answers were in detail to the majority of the research questions .

As teachers' responses above, it can be observed that some answers have common points. The two teachers have a possitive attitude behind the use of concept mapping strategy. teacher A confirmed that he use it sometimes in his reading class. while teacher B states that she is intending to use it . In addition, the attemppts of the teachers to avoid the students' reading difficulties in a several strategies and methods.

Conclusion

this chapter was devoted for the study field of this work. It contains of the sample which includes First-year EFL students and reading comprehension teachers. It also included a summary of the data collection tools, which are a students questionnaire and the teachers interview. In addition, the present chapter focuses on the study's analysis. After analyzing the collected data, it was shown that the majority of students want to enhance their reading comprehension skills. And based on their answers they understand the importance of reading. As a result, they affirmed that their levels should be raised by employing particular strategies, such as concept mapping. On the other hand, teachers answers revealed that teaching reading is difficult since it necessitates a variety of activities. And they have a positive attitudes about applying the concept mapping strategy to improve reading comprehension.

Recommendations

The researchers have made the following suggestions based on the information gathered and the study's limitations:

- ✓ Students should be focus more on the importance of the reading skill .

- ✓ Teachers should focus on selecting the rading texts through students' interest, and level of difficulty.

- ✓ Teachers need to initiate their students with several reading comprehension strategies .

- ✓ Because the concept mapping approach can help students improve their reading comprehension, it is suggested that English teachers use it as one of the methods for teaching reading comprehension.

- ✓ Future researchers should try to investigate the issue with a larger sample to gather data and acquire more views about different attitudes toward the use of concept mapping.

General Conclusion

The reading skill is an essential component of any language acquisition process. As a result, the primary goal of this research is to look into the benefits of concept mapping in developing First-year students' reading comprehension at Biskra University's English Department.

To confirm our hypothesis, a teachers'interview and the students' questionnaire were utilized as a data gathering tool under the mixed method approach. The questionnaire was distributed onlineby google forms to First year EFL students in order to focus on the difficulties they face in reading comprehension ; while, the interview was face to face with teacher A and delivered via the email account to teacher B ,to investigate their attitudes behind the use of concept mapping strategy as an effective strategy to lower learners' difficulties in reading comprehension.

The findings disclose that most first-year students face a variety of challenges in terms of learning and improving reading comprehension. The most common problems that students indicated when questioned about their difficulties in studying reading comprehension were understanding new vocabulary, making inferences in the text, misusing background information, and/or connecting text concepts with each other. These impediments make it difficult to improve the reading skill. Furthermore, reading comprehension teachers' have a positive opinions regard the applying of co,cept mapping strategy in terms of its effectiveness in enhancing reading comprehension .

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Appendix 01 : Students 'Questionnaire

Dear Students ,

The current questionnaire is an attempt to collect the information required for the completion of Master dissertation. This questionnaire was created to explore how effective concept mapping is improving learners' reading comprehension. We would be thankful if you could fill out the form to assist us in completing our research .

NB : Concept mapping is a diagram showing the relationships between concepts. Concepts are connected with labeled arrows in a downward-branching hierarchical structure and the linking phrases express the relationship between concepts.

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Academic Year: 2021-2022

Section 1 :Personal informations

1.   **Choosing to learn English is:**

a) Your own choice.

 b) Imposed on you.

2.   **The Baccalaureate you hold:**

a) Literary.

b) Scientific.

c) Literature and foreign languages.

Section 2 : Reading comprehension

3.   **To what extent do you think reading in the target language is important?**

a) Ordinary

b) Important

c) Very important

4.   **Your English language reading ability is:**

a) Weak.

b) Average

c) Good

5.   **How often do you read in English?**

a) Always.

b) Sometimes.

c) Never .

6.   **Do you have any reading comprehension difficulties?**

a) Yes.

b) No.

If yes, what kind of difficulties:

a) Inability to read

b) Inability to discern between different text structures.

c) Inappropriate use of background information and/or inability to connect text concepts;

d) Inability to understand new vocabulary;

e) Inability to make conclusions in the text;

7.   **Could you explain the causes of your reading difficulties? (You may select multiple choises)**

a) the lack of reading practice.

 b) Misuse of some good reading methods.

 c) Learning in overcrowded and noisy classrooms.

e) All of the above .

Section3 :Concept mapping

8.   **Do you plan to utilize a specific strategy once you have decided to begin reading a passage?**

a) Yes.

b) No**.**

9.   If yes, in simple words, please indicate what is Concept mapping?

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

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

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

………

10.   Do you know what is the Concept mapping strategy?

a) Yes.

b) No.

11.   How often does your teacher utilize it in the class?

a) Always

b) Sometimes

c) Never

12.   Do you hink that using the concept mapping strategy can help to facilitate and improve learners'reading comprehension?

a) Yes.

b) No.

Thank you for your collaboration ,Good luck.

Appendix 02 : Teachers' Interview

Dear teacher,

You are kindly requested for an interview, which will be used to collect data for a study titled "The Effects of concept Mapping in Developing Learners' Reading Comprehension" for first-year EFL students. Your answers will be very beneficial to our research.

Questions

Q1- How do you teach reading ?

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Q2- Do you find any difficulties in teaching reading? if yes ,would you please specify them?

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Q3- What do you think are some the causes of learner's reading comprehension difficulties ?

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Q4- What kind of assistance do you often provide to students who struggle with reading comprehension?

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Q5- What kind of strategies do you use to facilitate the reading comprehension task/activity?

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Q6- Do you use concept mapping in your Reading classes ?

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Q7- What do you think about the use of the concept mapping strategy to help and reinforce students' reading comprehension ?

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Q8- Is there anything you want to add?

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Thank you dear Teacher for your collaboration

We wish you all the best in your career

ملخص الدراسة

تعتبر القراءة وسيلة اساسية لاكتساب المعرفة و إثراء المعلومات في العديد من المجالات. ومع ذلك ،
لم يكن الهدف النهائي لفهم القراءة سهلا ، كما هو الحال بالنسبة لغالبية طلاب السنة الاولى الإنجليزية
في جامعة بسكرة. يبدو أن لديهم مهارات قراءة غير كافية ، وبالتالي يتعاملون مع أسئلة الفهم القرائي
بطريقة غير صحيحة . في هذا البحث ، نفترض أن استخدام خرائط المفاهيم كاستراتيجية من شأنه
أن يساعد متعلمي اللغة الإنجليزية للوصول الى أهداف الفهم القرائي ، وأن مواقف المعلمين تجاه
استخدام هذه الاستراتيجية ستكون إيجابية . تحاول الدراسة الحالية الوصول لنهج قراءة صحيح و
فعال ، حاولت هذه الدراسة قياس فعالية استخدام استراتيجية رسم خرائط المفاهيم لعينة دراسة مكونة
من 23 طالبًا. أما بالنسبة للمنهجية ، فقد تم استخدام المنهج النوعي مع استبيان الطلاب ، للتعرف
على الصعوبات التي يواجهها طلاب السنة الاولى في الفهم القرائي ، وكذلك آراءهم بالنسبة
لاستخدام استراتيجية رسم خرائط المفاهيم في تحسين الفهم القرائي ، وتم استخدام النهج الكمي في
مقابلات المعلمين من أجل التعرف على ملاحظات المعلمين ومواقفهم تجاه هذه الاستراتيجية
استراتيجية. كما هو متوقع ، أصدرت نتائج الدراسة أن المشاركين لديهم العديد من صعوبات القراءة
التي تختلف اسبابها . أظهرت النتائج كذلك ان احد المعلمين الذين تم مقابلتهم يستعمل هذه
الاستراتيجية في فصل القراءة لديه. كما اضهرت النتائج ، حماسًا حقيقيً للستعمال هذه الاستراتيجية
و اهميتها في فصل القراءة.