

***THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA***

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DEPARTMENT OF ENGLISH***

***FAILURE OF ACHIEVEMENT IN DEVELOPING THE READING  
SKILL IN 'Comet' TEXTBOOK.***

***A Case Study of Third Year Secondary School Pupils in Biskra.***

**A Dissertation Submitted in Partial Fulfillment for the Requirement  
of the Magister Degree in Language and Civilization.**

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*In memory  
of  
Hammi Allaoua  
my late father-in-law*

# *In the Name of Allah, the compassionate, the Merciful*

*RECITE in the name of your Lord who created, created man from  
clots of blood!*

*Recite! Your Lord is the Most Bountiful One, who by the pen  
taught man what he did not know.*

*Indeed, man transgresses in thinking himself his own master: for  
to your Lord all things return.*

*Observe the man who rebukes Our servant when he prays. Think:  
does he not follow the right guidance or enjoin true piety?*

*Think: if he denies the truth and gives no heed, does he not know  
that Allah observes all things?*

*Let him desist, Or We will drag him by the forelock, his lying,  
sinful forelock.*

*Then let him call his helpmates. We, in Our turn, will call the  
guards of Hell.*

*No, never obey him! Prostrate yourself and come nearer.*

*The Holly Koran, "The Blood Clots" Chapter 96 p.26.*

*“Read, read, read. Read everything- trash, classics, good and bad, and see how they do it. Just as a carpenter who works as an apprentice and studies the master. Read! You’ll absorb it”.*

*( William Faulkner.)*

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## **Dedication**

*I dedicate this work to:*

- *my late father, who never witnessed my success;*
- *my dear mother, who is always anxious about me;*
- *my brothers and sisters, who love me;*
- *my nieces and nephews, who respect me;*
- *my wife, who patiently helped me and who has always been the source of devotion, dedication and strength for me and to all her family members;*
- *my four children (Ali / Mohamed Lamine/ Zineb and Youcef Bahaeddine);*
- *my closest friends;*
- *my pupils and students.*

## **Abstract**

*This work intends to conduct a research on the factors leading to the failure in developing the reading in 'Comet' textbook for the third year secondary school pupils. We intend to reach some objectives which we have set once the theme of this research became clearer. Firstly, we want through this research to diagnose the factors which lead our pupils to fail to understand and be receptive to the proposed texts in 'Comet'. Secondly, we want to identify the potential benefits of reading to the speakers of English as a foreign language. Thirdly, we want to recognize how L1 reading strategies can help or hinder the learning of English. Finally, we want to sensitize the teaching and learning communities to the importance of reading to reach communicative proficiency, and eventually propose some solutions and recommendations to help overcome this frustrating situation. The main results of this research are: both teachers and pupils have developed a negative attitude vis-à-vis the reading texts suggested in 'Comet'. The level of the reading texts does not match that of the pupils'. 'Comet' is not visually appealing to the audience. The typology and themes proposed in 'Comet' are in breach with the socio-cultural code in the Algerian context. The objectives set by the writing team and the material designed to fulfill these objectives are not compatible.*

# **TABLE OF CONTENTS**

	Pages
Acknowledgements.....	V
Dedication.....	VI
Abstract.....	VII
List of Figures and Tables.....	XIV
List of Abbreviations.....	XV

---

<b>Introduction</b> .....	1
Objectives of this Work .....	4
Research Limitation.....	5
The Hypothesis.....	5

---

Research Methodology and Design.....	6
Choice of the Method.....	6
Data Analysis and Interpretation.....	6
The Teachers' Questionnaires.....	7
The Pupils' Questionnaires .....	8
The Surveyed Teachers' Profile.....	9
The surveyed Pupils' Profile.....	10

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**PART ONE**  
**THE THEORETICAL PART**  
**CHAPTER ONE**

The Teaching Of English As A Foreign Language.	
Introduction.....	16
1- The Importance of English in the World.....	16
1-1- Teaching English as a Foreign Language in Algeria.....	19
1-2- The Objectives of Teaching English as a Foreign Language in Algeria	20
1-2-1- Learners' Knowledge by The End of Fundamental Education.....	21
1-2-2- Learners' Knowledge by their First Two Years in Secondary School	23
1-2-3- Learners' Knowledge by The End of their Third Year in Secondary School.....	25
1-2-4- Syllabus for Third Year Classes in Secondary School.....	27
1-3- The profile of the Teachers of English as a Foreign Language in Algeria Since the Independence.....	29
1-4- Motivation to Learn English.....	30
1-4-1- Motivation in Reading (English).....	31
Conclusion:.....	32

**CHAPTER TWO**

*Aspects and Characteristics of Reading*

Introduction.....	34
2- Aspects of Reading:.....	36
2-1- Reading as an Interactive Process.....	37
2-2- Reading as a Purposeful Process .....	39

2-3-	Reading as a Critical Process.....	39
2-4-	Reading and the Other Skills.....	42
2-5-	The Reading Factors .....	46
2-6-	The Reading Objective.....	46
2-6-1-	Initial Objectives.....	48
2-6-2-	Immediate Objectives.....	48
2-7-	Learners' Standpoints Towards Reading.....	49
2-7-1-	Submissive Stance.....	49
2-7-2-	Assertive Stance.....	49
2-8-	Types of Texts.....	50
2-8-1-	Mediums of Texts.....	50
2-8-2-	Classification of Texts.....	50
2-9-	Extensive Reading.....	51
2-9-1-	What Makes Extensive Reading Successful?.....	54
2-9-2-	The Role of the Teacher in Extensive Reading.....	55
2-9-3-	Setting up a Library for Extensive Reading.....	57
2-10-	Intensive Reading.....	58
2-10-1-	The Role of the Teacher in Intensive Reading.....	60
2-11-	Assumptions of Teaching Reading.....	61
2-11-1-	Practice Reading Can Aid Pupils in Learning To Read.....	62
2-11-2-	Reading Material that is Meaningful to Pupils Can Aid Them in Learning To Read.....	62

2-11-3- Redundancy Can Aid Pupils in Learning To Read.....	63
2-11-4- Manipulating the Amount of External Information Can Aid Pupils in Learning To Read.....	63
2-11-5- Practice Reading in “Sense Groups” Can Aid Pupils in Learning To Read.....	63
2-11-6- Association Can Aid Pupils in Learning To Read.....	64
2-11-7- Contrasts Can Aid Pupils in Learning To Read.....	64
2-11-8- Feed-back Can Aid Pupils in Learning To Read.....	64
2-11-9- Pupils Learn Better if the Learning Experience is Not Threatening..	65
2-12- Scanning.....	65
2-13- Skimming.....	66
Conclusion.....	66

### **CHAPTER THREE**

#### ***Reading in the Various Approaches in Language Teaching***

Introduction.....	68
3-1- Reading in Grammar Translation Method.....	68
3-2- Reading in the Direct Method.....	70
3-3- The Reading Method .....	72
3-4- Reading in the Audio-lingual Method.....	72
3-5- Reading in the Communicative Approach.....	74
Conclusion.....	77

## CHAPTER FOUR

### *What Facilitates Reading?*

Introduction.....	80
4-1- Pre-reading.....	80
4-1-1- The Teacher’s Role in Pre-reading Phase.....	81
4-2- Efficient and Inefficient Reading.....	82
4-3- The Background Knowledge Factor.....	83
4-4- The Dictionary.....	84
4-4-1- When To Use the Dictionary?.....	84
4-4-2- How To Use the Dictionary?.....	86
4-4-3- How To Select a Dictionary?.....	89
4-5- The Importance of Illustrations.....	93
Conclusion:.....	96

## **PART TWO FIELD-WORK CHAPTER FIVE**

### 1- Quantitative and Qualitative Study of ‘Comet’ 2- *Analysis of the Questionnaires*

1- Quantitative and Qualitative Study of ‘Comet’.....	98
Introduction.....	99
5-1- An Overview of ‘Comet’.....	100
5-2- Introducing ‘Comet’.....	100

5-2-1-	Number of Topics and their Repartition in ‘Comet’ .....	101
5-2-2-	The Distribution of the Eleven Units.....	104
5-2-3-	Time Allotted to the Pedagogical Division of ‘Comet’ .....	103
5-2-4-	The Objectives of ‘Comet’ .....	104
5-2-6-	Functions and Language Forms in ‘Comet’ .....	105
2-	Analysis of the Questionnaires:.....	110
	The Pupils’ Questionnaire Number Two.....	110
	The Teachers’ Questionnaire Number Two.....	113
	The Teachers’ Questionnaire Number One.....	114
	The Pupils’ Questionnaire Number One.....	133
	Recommendations.....	150
	General Conclusion.....	152
	Bibliography.....	156
	Appendices... ..	160

## List of Tables and Figures

Figure No.1- Generalized Scheme for Mutual Reinforcement of Listening-and Reading-comprehension.....	p. 42
Figure No.2- The Information-Transfer Process.....	p. 43
Figure No.3- The Objectives of reading.....	p. 46
Table No. 1- Recapitulative Table for the Seniority and Social Status of the Surveyed Teachers.....	p. 10
Table No. 2- The Explanation of the Objectives of Reading.....	p. 47
Table no. 3- Efficient and Inefficient Reading .....	p. 82
Table No. 4- Introducing 'Comet' .....	p. 100
Table No. 5- Number of Topics and their Repartition in 'Comet'.....	p. 101
Table No. 6- The distribution of the Topics on the Different Streams...p.	102
Table No. 7- Time Allotment to the Pedagogical divisions of 'Comet'..	p. 103
Table No. 8- Objectives of 'Comet'.....	p. 104
Table No. 9-Texts, Functions and Language Forms in Unit 9 in 'Comet'..	p. 106
Table No.10- Texts, Functions and Language Forms in Unit 7 in 'Comet'.p.	108
Table No.11- Texts, functions and Language Forms in Unit 11 in 'Comet' ...	p. 109
Table No.12- A Recapitulative Table Showing the Obtained Results from the Pupils' Re-ordering of the Themes suggested in 'Comet'..	p.111
Table No.13- A Recapitulative Table Showing the Obtained Results from the Teachers' Re-ordering of the Themes suggested in 'Comet'..	p.113

### *List of abbreviations*

ALM:	Audio-Lingual Method
AOA:	Aural-Oral Approach
ASTP:	Army Specialized Training Program
CLA:	Communicative Language Approach
CM:	Communicative Method
DM:	Direct Method
EFL:	English as a Foreign Language
ELT:	English Language Teaching
ER:	Extensive Reading
FL:	Foreign Language
GTM:	Grammar Translation Method
IR:	Intensive Reading
ITP:	Information-Transfer Process
OA :	Oral Approach
RLS:	Reading Lesson Sequences
RM:	Reading Method
SA:	Structural Approach
S/FL :	Second/Foreign Language

## **Introduction**

Reading is of utmost importance in our lives and in our education. Sometimes, reading is an end in itself and sometimes, it is a means to an end. Whether it is the one or the other, Algerian pupils or any other pupils for that matter need to be proficient in their mother language and second and foreign language. Reading can provide the individual with ingenuity and subtlety to undergo a lifelong self-education. According to James Pett (1982:17) “ The one foreign language skill students retain throughout their lives is reading.” This also can be true for reading in general.

The focus on the importance of reading in the realization of the curriculum in second language or foreign-language learning is recent; this stems from the fact that reading is considered as the core of the curriculum. It may be obvious to ask why is this? And why now? Bright and McGregor (1976:52-53), assume that reading is the core of the syllabus because of the following reasons:

- ✓ the more the pupils in secondary schools are exposed to reading, the more they learn the language. As it is impossible for foreign learners to move to an English environment, they have to read by themselves in order to learn the language;

- ✓ only by reading can the pupils acquire the speed and the skills they will need for practical purposes when they leave school, because the ability to read is necessary for any skilled work;



✓ further education depends on quantity and quality of reading. Pupils who go on further studies, in universities and even abroad, their ability to read facilitates for them the task;

✓ general knowledge depends on reading, because the more the pupils read the more background knowledge they acquire.

As there is a need and a desire to read literary texts, this will play an essential part in the linguistic, cultural and aesthetic education of our pupils in secondary schools. The experience of reading, (i.e., literature) would raise the level at which the mind can function; it would give form and meaning to the data of experience; it would widen and deepen experience itself; it would offer attitudes; it would set out moral issues; it would help pupils' mature judgment to develop. Last but not least, it would deal with matters of truth, goodness and beauty.

This pattern of thinking seems supported by more scholars than we thought. One such scholar is the Chinese applied linguist, Hua-Shang, who sounds giving tips that say this much: "The more we urge our pupils to read, the more they understand the language." Reading is most profitable in many ways than one. These beneficial outcomes are outlined (still by Hua-Shang) as follows: "Reading sharpens insight and vision, and it enables us to expand our knowledge, to find recreation and enjoyment and to improve our techniques in many different ways." (1984: 37)

If reading is so beneficial to our pupils, we cannot help but ask the following questions: why do most of our secondary school pupils today come into their classrooms without the requisite knowledge, skills, or disposition to read and

comprehend the materials they come across in their textbooks? And why do they start reading a passage word per word from the first sentence and as De Lopez (1981:37) says, “ Freeze in panic at the first word they don’t understand”?

Against this backdrop, it seems interesting to ask not-an-easy-to-answer question: how can we, as teachers of English, alleviate this problem and equip our pupils with the necessary tools that may enable them to cope with English texts on the various proposed topics?

Nowadays, the overwhelming majority of our pupils are reading word per word, trying to get meaning from individual words rather than from longer stretches of print. Besides that, their anxiety increases when dealing with reading comprehension. Most of the time, they feel that they are unable to practise reading simply because the vocabulary and the syntax used not only exceed their capacity, but they are completely beyond their reach. Therefore, they prefer giving up reading or doing comprehension exercises rather than going on struggling with unfamiliar words and complicated structures. It is true that the pupils cannot perform under pressure, and their feeling of discomfort and anxiety do not enhance their responsiveness, receptiveness and ultimately to identify themselves with the characters of the book they are reading in case of literary texts, and to foster or criticize or even reject the ideas of the writer if the text is otherwise not literary.

## **The Objectives of this Work**

This research looks forward to answering as thoroughly as possible the following questions which we have been thinking about ever since the implementation of ‘Comet’ in 1997- 1998. The questions of this research are arranged according to the organization of the chapters. By way of an example, the first questions correspond to those of chapter one: How English is taught in the Algerian context? What are the supporting factors that interplay in a foreign language environment? And to be more specific about reading, the following set of questions are conceived. Can we consider reading as deciphering a text with or without comprehension? Why is reading so important? What are the potential benefits of reading particularly with reference to the cognitive and socio-cultural aspects? How can mother tongue reading strategies help or hinder the reading in the foreign language? How is reading seen from the various approaches to second and foreign language teaching/learning? As for the quantitative and qualitative study of ‘Comet’, the forthcoming set of questions are asked: to what extent are the reading texts in ‘Comet’ pertinent to the overall objectives of teaching foreign languages in Algeria? To what extent are these texts relevant to the teaching of reading? Are the texts in ‘Comet’ relevant and valid?

## **Research Limitation**

It is well-known that in an academic work, it is better to limit it in order to make it manageable. On score of that, we shall be stating from the very beginning that this research will not concern itself with the evaluation of the whole textbook 'Comet'. Neither will it, thoroughly, investigate other skills but reading and the related texts. Furthermore, it will be surveying the teachers of English of the region of Biskra and other Algerian Eastern regions. But, the pupils have been selected from one secondary school -Mohamed Kheireddine- in downtown Biskra.

## **The Hypothesis**

We hypothesize that the deficiencies of our students in understanding, being receptive and responsive is mainly due to the various factors that have been overlooked while designing and conceiving the texts and the typology of activities suggested in 'Comet' textbook. In case a more serious and thorough investigation is conducted to mend, omit or even replace the textbook reading strategies and texts, satisfactory results will be surely witnessed. But if sticking to the complacency, (i.e., self-satisfaction) of some textbook writers, false beginner pupils will be produced at large scale.

# **1- Research Methodology And Design**

## **1-1- Choice of the Method**

Different researches require different methods. They are actually of different nature to reach different objectives. Unlike the experimental methodology, our research however, is descriptive since it better suits our case. Also, this research is different from the historical methodology in that we are not interested in the historical study of Algerian textbooks. The descriptive methodology is unavoidable to conduct research on *the factors leading to the failure in developing the reading skill in 'Comet' textbook*. Consequently, we can say that through this research, we are dealing with the psychological variables such as: perception, needs, motivation, sense of failure and success, and attitude, and so on. All these constraints led us to opt for the descriptive because it suits our case.

## **1-2- Data Analysis and Interpretation**

In this research, most of the data are gathered from the questionnaires. In order to make both the teachers and the pupils more interested in what we intended to achieve, we have designed short questionnaires. Also, we built up the questions attentively in order to make them as clear and concise as possible. What helped us to design the final form of the four questionnaires are the preliminary ones where we asked both colleagues and learners to suggest other questions and eliminate others which seemed to be ambiguous or superfluous. Some of the questions of the surveys have sub-questions, which are done on purpose, in order to urge the

respondents to give more details about the items. The instructions, for the teachers, on how to complete the questionnaires were clear and concise according to their own judgement, whereas the ones administered to the pupils were translated into their mother tongue, (i.e., Arabic).

### **1-3- The Teachers' Questionnaires**

We have relied very much on the questionnaires to the teachers in order to verify the hypothesis and to answer the research questions. We have painstakingly got in touch with both female and male teachers who are still teaching in the secondary schools across the region of Biskra. We did not feel complacent with what we obtained, and so we conducted a research among other teachers from different Willayas, (i.e., Batna, Khenchla, Oum El-Bouagui, M'Sila and Constantine). Most of these teachers are very experienced and spent many years in teaching English in secondary schools. A few of them, however, are still novice but with a noticeable motivation; this can be proved from their will to co-operate with us and their incessant questions.

The teachers' questionnaires were of two natures: the second one consisted of twenty two items that touch upon the different aspects of teaching reading, and their personal appreciations of the textbook, (i.e., 'Comet') and the typology of the reading texts and the suggested activities. The questions varied from auxiliary to wh-questions (questions which need long answers) and the teachers were left free to answer the questions all the more being comfortable in providing their own understanding and know-how.

The first teachers' questionnaire, which is also addressed to pupils, comprised the eleven themes proposed in 'Comet'. They were requested to re-order them according to their preferences and needs; in case, they would like to mention and propose other themes they think should be incorporated, they were urged to do so. One more thing about this questionnaire is that the surveyed teachers were requested to cross out the themes they did not believe they could be of any value to both teachers and pupils.

Pilot testing of the questionnaires has been conducted and some colleagues of certain expertise in the matter were involved in the making of the questionnaires throughout.

#### **1-4- The Pupils' Questionnaires**

In like manner, pupils were given two types of questionnaires. Both questionnaires were translated into Arabic except for 'Comet' themes which they were supposed to re-arrange, cross out and/or propose. All the pupils were affiliated to Kheireddine Mohamed Secondary School, where we have been teaching for fourteen years. Since this downtown-Biskra secondary school is co-educational, the questionnaires were addressed to both provided that they were in their final secondary school year.

The second questionnaire included twenty (20) items, in which they were supposed to tick and often answer the item. The items browsed various aspects of learning, reading, attitude and pupils' strategies. Through this questionnaire also, we wanted to confirm or disconfirm what came in the hypothesis of this work as

well as to compare the results with those of the teachers' to be able to answer the research questions. Whereas, in the first questionnaire, the pupils were supposed to re-arrange the themes suggested in 'Comet', cross out the ones they don't prefer and/or suggest themes they prefer them to be in their textbook.

We should point out that we explained and sensitized pupils to the importance to take every possible care and time to answer the items as accurately as possible. Moreover, we explained in detail what is meant by each item and took the oral questions of the pupils before the administration of the questionnaires.

### **1-5- The Surveyed Teachers' Profile**

We would like to introduce to our audience the profile of the teachers of English of the region of Biskra and of other regions from The East of the country (and the reason of choosing other colleagues from other Willayas is mentioned on page 7) so that a clear idea on this teaching community which represents about 10% of the teaching staff in the Algerian secondary schools. This is done on the premise that teachers are the most crucial factor to the success or failure of any course of study. It is not said that there are not bad pupils but bad teachers. However unfair this statement may sound in the ears of teachers, it is to some extent true. We thought it is wise to gather some information on the surveyed teachers of English in a recapitulative table for better clarification concerning the location, number of teachers, their seniority and finally their socio-economic status:



Location	Number of teachers	Seniority average	S.E.S
Mohamed Kheireddine	01	13 years	MC
Ben M'hidi	01	14 years	M.C
	01	12 years	
	01	15 years	
	01	19 years	
Baarir- Tolga	01	15 years	M.C
	01	16 years	
	01	15 years	
El-Kantara	01	19 years	M.C
Hakim Saadane	01	12 years	M.C
	01	09 years	
	01	12 years	
M'Sila	01	19 years	M.C
Khenchla	01	08 years	MC
	01	13 years	
Batna	01	07 years	MC
Constantine	01	11 years	MC
Oum El-Bouaghi	01	17 years	MC
	01	6 years	
	01	19 years	
<b>TOTAL</b>	<b>20</b>	<b>13.55</b>	<b>MC</b>

Table No.1- *Recapitulative table for the seniority and social status of the surveyed teachers.*

### **1-6- The Surveyed Pupils' Profile**

As mentioned earlier, the surveyed third year pupils are totally from Mohamed Kheireddine Secondary School. The latter is one of 10 secondary schools in the city of Biskra, eight (8) of which are for general schooling and two (2) for technical schooling. The pupils who have been surveyed, are of a number of 100 in both scientific and literary streams. The choice can be explained by the fact that both streams study the same didactic units. The pupils are already three years past the critical age, (i.e., 13 years old). They are mostly between 16 and 19

years old and this could be explained in Piaget's terms that much: Secondary school pupils are in the formal operational stage; in other words, they are able to understand abstract notions but as far as their ability to learn a foreign language, they compare it to their mother tongue, and they are also vocabulary oriented when they learn the foreign language. As for the socio-economic status, they may be ranked from low classes to the high middle class. Furthermore, they have studied their second foreign language (English) for five years and for the total number of about 442 hours for the scientific classes and about 464 hours for the literary classes.

All the discussed issues above are dealt with in detail in a systematic framework that tries to shed light on the questions of our research. We think it is essential now to outline the organization of this work. Actually, it comprises four chapters in the theoretical part and one chapter in the practical part. In the following section we would like to touch upon what we have discussed in each chapter.

In **Chapter One**, we elicit the environment of the teaching of English in Algeria. We mention the political, managerial, social and psychological factors that influence the teaching of foreign languages in Algeria and particularly English. We conclude by saying that the potential of teaching English in a more positive environment in Algeria is available but badly managed especially if we take into consideration the positive status of English in our country, (i.e., additive bilingualism).

In **Chapter Two**, we try, to the best of our abilities, to pinpoint the aspects and characteristics of reading. This is done on the premise that identifying what reading involves would help us to define its properties which we have called characteristics of reading. Subsequently, different definitions of reading are provided. We ultimately argue that reading requires the experience of the reader to successfully realize his/her objectives from teaching or learning to read. Moreover, extensive and intensive reading with their complicated intricate variables have been discussed. We eventually argue that if reading is to be successful, our objectives and the pupils' needs should be first investigated and met.

In **Chapter Three**, reading in the various approaches to language teaching has been explored. The premise behind such a study is to see how different approaches dealt with this major receptive skill. We mention that reading knew days of acclaim and days of neglect and even disgrace because of the assumptions on teaching and learning that are often contradictory. We ultimately argued that an eclectic way to teaching and learning reading is the operative word.

In **Chapter Four**, we highlighted the factors which may facilitate reading. We argued throughout this chapter that reading cannot be approached randomly. Furthermore, we advise teachers and pupils to co-operate, to appease tensions, and to reach an optimal degree of achievement through the adoption of different strategies and tactics, which would help make reading successful and useful to our pupils.

In **Chapter Five**, we attempted to conduct a qualitative and quantitative research on 'Comet'. We have also discussed the questionnaires and their

interpretations to give credit to what we claimed in our introduction. We eventually argued that ‘Comet’ reading texts are not pertinent to the objectives of the syllabus designers and textbook writers. Additionally, we mention that this textbook lacks the necessary “means” to sustain its relevancy and practicality. Finally, we pinpointed to the fact that the aforementioned textbook is not visibly appealing and its tasks are often not well-designed.

# PART ONE

## THE THEORETICAL PART

# Chapter one

*The Teaching of English as a Foreign Language*

## **Introduction**

The following chapter investigates the environment wherein English is taught in Algeria. No one can deny the importance of teaching foreign languages, and particularly English, as it has proved to be the world's number one used language. Being fully aware of the importance of this language, both at the national as well as the international level, especially as the world has become a global village, our curriculum developers incorporated English as the second foreign language to be taught in the first year of the middle school. This chapter will be devoted to the exploration of the teaching of English as a foreign language in different settings and with particular focus on our Algerian context.

### **1- The Importance of English in the World**

The number of people using English is growing everyday. The use of English has spread far beyond the old British Empire. It has even begun to replace French in some francophone countries.

*“By the 1990s immigration and natural growth in the former colonies had created a population of 350 million people who spoke English as their mother tongue, most of them in the United States. A further 250 million to 350 million people use English in some way as a second language. The number of people using English as a foreign language is impossible to assess, since it is arbitrary at what point someone with a limited knowledge has some competence in English, and the vast majority are not native speakers of the language”.*

(The Encyclopedia Britannica: 1990-1994)

The existence of modern mass communications has made it possible to set up international bodies and organize events on a global scale. The United Nations, the World Bank, and the European Union all have several official languages, as do

international conferences and learned journals. Practical realities nearly always dictate that English be one of the official languages and also the one mostly used. The use of several languages means that documents have to be translated from the original language into other official languages, but this is often viewed as a waste of time and money.

Computer-based technology has led to a massive extension in the use of English, both in computer software and on the Internet. Computer languages are based on English, and English is the language normally used to communicate with the users. Software can, of course, use other languages, but it will doubtless make use of English-based commands. Texts in other languages can be found in the Internet, including Arabic and Japanese, but these few exceptions only underline the basic fact that the vast majority (about 85 %, according to one recent French study) are in English .

Finally, the English language that originated in England is now widely spoken in all continents. It is the primary *national* language of the United States, the United Kingdom, and the rest of the Commonwealth Countries such as: Canada, Australia, Ireland, New Zealand, and various small island nations in the Caribbean Sea and the Pacific Ocean. It is also the *official* language of India, the Philippines, and many countries in sub-Saharan Africa, including South Africa.



For more details about the English language across the world, here is a map showing the areas where it (the English language) is considered as first language, (the blue areas) as an important second language (the green areas) and as an official language or one of several official languages (the red labels).

The “Encyclopedia Britannica” (1998).

## **1-1- Teaching English as a Foreign Language in Algeria**

English is compulsorily taught throughout the Algerian intermediate and secondary schools and universities. The status thereof is the second foreign language despite the fact that it does not particularly play an important role in the national and social life of the Algerian people. As English is not one of the historical components of the Algerian cultural identity (Tamazight, Arabism, and Islam), people do not seem to need to resort to it to live their social, intellectual and economic daily realities. Also, English in Algeria is not the pupils' natural environment, therefore, apart from the limited amount of English they hear, speak, read or write in the classroom, English is, to a certain extent, absent most of the time in their daily lives.

Besides, the entire cultural context in Algeria is different from lifestyle in Great Britain, or any other English-speaking country for that matter. And therefore, it is amazingly true to say that only the teachers of English and the textbooks are considered to be only source that can inform (to some extent, however) the pupils about the way of thinking and living of the English speaking peoples. More than that, English is considered by some Algerians as “ a language of an ex-colonial and imperialist country” (Hayenne 1989:43).

Against this background, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of English. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the

Algerian pupils and even their parents are becoming more conscious of its importance as an international language *par excellence*.

## **1-2-Objectives of Teaching and Learning English as a Foreign Language in Algeria**

In our country, the general objectives of teaching and learning English as a foreign language, according to the Algerian official syllabuses for English, June 1995, state that the learner should achieve communication in its various forms, aspects, and dimensions, four main categories of objectives can be mentioned:

- . socio-cultural objectives;
- . humanistic objectives;
- . educational objectives;
- . academic objectives .

These objectives should be reached through the development of mental abilities and skills which should be catered for by all the subjects included in the curriculum, because these skills are the basis for any efficient acquisition of language. They are:

- 1- knowledge: state, recall, reproduce;
- 2- comprehension: predict, identify, explain, illustrate;
- 3- application: predict, select, use, construct;
- 4- analysis: select, compare, break down;
- 5- synthesis: summarize, argue, organize, conclude;
- 6- evaluation: judge, select, support, attack, evaluate.

According to the Algerian government 'directives' and official texts, the syllabuses aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and /or working situation both orally and in writing. At the same time, they aim at those who go on further studies to use the foreign language as a tool or as a means to acquire extra information about their field of study, (degree in English language, translation, or journalism) and those who join the job market to exploit by themselves documents, leaflets, notices related to their jobs.

The unfortunate reality, however, can be couched in the following statement: Reading is neglected to a great extent in opposition to the aforementioned directives. We wonder: How can we make our pupils self-sufficient in exploring and exploiting materials that are linked to their field of study without giving much importance to reading? And of course, when taking into consideration the amount of language communicated will certainly require the necessary amount of time which is not in accordance with the optimistic objectives set by the authorities!

### **1-2-1- Learners' Knowledge by the End of Fundamental Education**

The pupils at secondary school level are supposed to have attended about 250 hours of English teaching classes (4 hours per week in 8 AF and 5 hours per week in 9 AF). They are supposed to have acquired a basic English (structures and vocabulary) necessary to express the four main functions of the language which are: description, instruction, narration, and socializing in the four linguistic skills

(listening, speaking, reading, and writing). As a result, they are expected to master the basic characteristics of language which are:

- listening to and understanding oral messages;
- guided production of simple oral messages;
- reading of simple passages and showing their understanding of them (without the interference of the oral) through performing various activities of linguistic checking;
- writing simple personal letters;
- filling simple forms and writing elementary application letters;
- taking notes and writing simple summaries of medium-length texts.

Although this supposedly acquired knowledge seems to be significant, exam results show that most learners experience the greatest difficulties in using the foreign language correctly and appropriately during their first years in secondary schools.

This situation and the new time-table have led the secondary school teachers to devote a large part of the teaching sessions to the brushing up of the previously studied linguistic stock. The insufficient time allocated to the teaching of English has not really helped. Bearing in mind that 2 hours per week for the scientific classes and 3 hours for literary classes (during their first year in the secondary school) are just sufficient to preserve some of the acquired language, they have to restrict their objectives to the mere reactivation of basic elements seen in the previous two years. They have for the literary streams, supplied a few more functions and structures whereas for the scientific stream, the effort has been

restricted to selected functions in relation with ESP and their related structures. Besides that, some administrators believe that English is a secondary language, and they schedule it in the afternoons where the pupils are less energetic and less motivated. In most cases, all these factors have severely hindered the learners' performances.

### **1-2-2-Learners' Knowledge by the End of their First Two Years in Secondary Schools**

By the end of their first two years in secondary school, the pupils are supposed to have attended 296 hours of English, (156 for the literary streams and 140 for the scientific streams) and they are supposed to have acquired more knowledge in the four linguistic skills:

#### **❖ listening comprehension**

- they should be able to understand a simple oral message said in everyday English in interpersonal exchanges;
- they should understand the broad lines of a short talk that is delivered in standard English.

#### **❖ oral expression**

- they should be able to communicate in a limited number of topics in correct simple English.

#### **❖ *reading comprehension***

- they should be able to read simple authentic texts and documents (maps, charts, forms, notices...).

### ❖ **written expression**

- they should undertake simple writing tasks in relation with samples studied in class.

The above skills are supposed to be achieved through the following functions:

- describing people(physical appearance, personality characteristics, clothes, tastes)
- describing places ( in the past and in the present + geographical location, inhabitants and their activities...);
- describing objects (what they are made of, their use..);
- narrating an event, a fact...;
- relating personal experiences;
- asking for and giving directions;
- making simple comparisons between people;
- formulating intentions and prospects;
- instructing.

These functions are studied deeper with literary streams as they get more sessions of the language (during their first year only). In scientific streams, more importance is given to functions related to:

- describing processes
- instructing...etc.

## **1-2-3- Learners' Knowledge by the End of their Third Year in Secondary**

### **Schools**

At the end of the third year, the pupils are expected to have a certain mastery in:

#### **❖ listening comprehension**

- understand different types of oral messages linked to everyday activities ( face to face conversation, telephone conversation...);
- understand the main points of a talk in standard English on various cultural, scientific, and technical themes (this talk could be worked out in terms of lexis, grammar, and overall organization).

#### **❖ oral expression**

- express themselves with some kind of “fluency” so as to be understood clearly ( even with some mistakes in pronunciation and grammar) without a risk of false interpretations.

#### **❖ reading comprehension**

- read and understand , to some extent, various kinds of various authentic texts (narrative, descriptive, argumentative) of intermediate difficulties; (But, what are the criteria that helped the curriculum designers to predict these difficulties?)
- exploit various documents and technical and scientific literature (newspapers' and magazines' articles, brochures, adverts, instructions for use...etc.);
- use reference books efficiently ( dictionaries, encyclopedia ).



### ❖ **written expression**

- master different writing skills, note taking, organizing, summarizing, so as to be autonomous in written expression when starting from models learnt in class;
- be aware of major aspects in the culture , life, and civilization of societies using this language;
- master methods and working techniques so as to be, also, autonomous in exploiting documents.

Next to the above objectives, the pupils should be able to reach the educational objectives and this is in unison with the other subjects of the curriculum. They should be able to:

- interpret percentages;
- interpret information contained in charts, tables, diagrams, pie-charts...;
- transfer verbal information into non-verbal information and vice-versa;
- match elements of information;
- classify facts and information;
- sum up a text;
- take notes;
- predict logical succession of ideas, facts,...;
- extrapolate and solve various problems.

The literary streams will need more exposure to literature concerning aspects of civilization that use English as a means of communication .They will also need practice in translating and interpreting from their mother tongue and vice-versa. Research works and summaries of personal readings are to be encouraged.

These skills will be achieved through the exploitation of functions, some seen in the previous years and some introduced for the first time. Of course, some aspects will be more or less stressed according to the choice of the pupils. The common core will be the following:

- describing/ - narrating/ - arguing/ - comparing/ - questioning/ - reporting/-  
deducing/ - classifying/ - planning.

### **1-2-4- Syllabus for Third Year Classes in Secondary Schools**

In 3 AS, it is assumed that the learners can show a relatively satisfactory mastery of the main language functions. They are supposed to be able to dominate more than one function at a time. They are also supposed to have acquired the ability to express themselves with sufficient fluency.

They should thus be able to reach a certain level of performance when using the foreign language (English). The various skills will be integrated to move from skill getting to skill using. Teaching them learning strategies, the syllabus will aim at :

- expanding their language acquisition;  
- developing their verbal and graphic communication skills;  
- exposing them to various types of discourse : narrative, descriptive, expository, prescriptive, argumentative.

That is why it was thought useful to build the 3 AS (third year classes) syllabus around themes not functions. Each theme (or series of themes) will allow the use of several interrelated language functions. The emphasis will be more on

authentic communication than on individual functions. The language structures will be, of course, still be studied and their functions deduced.

The rules then could be drawn, made explicit, and then consolidated through appropriate activities. It is not thought appropriate to devote sessions to translation, as that involves a certain specialization on the part of the teacher and as this appears too early, at this stage of the learning process. It is enough to simply arouse the learner's awareness of the range of possibilities and prospects when setting their career plans.

Aspects of literature and, in general, civilization of the people that use English as a national language will not be neglected. It is even important to select passages from two or three novels written by natives (African, American or British twentieth century writers).

*The cultural dimension of literature teaching will aim at:*

- deepening the learner's knowledge of the socio-historical dimensions of English speaking societies;
- facilitating the learner's comprehension of the texts at the inferential level while, of course, paying attention to ideological implications when selecting texts;
- culture conditions the pupils' response to the texts both thematically and stylistically and therefore aesthetically.

At the end of their 3<sup>rd</sup> year, the pupils of literary streams will:

❖ **in listening comprehension**

- understand different types of aural messages linked to everyday activities;

- understand the main points of a talk delivered in standard English on various cultural and / or social themes. This talk could be worked out in terms of lexis, grammar, overall organization, possible interpretations...

❖ **in oral expression**

- express themselves with some kind of fluency so as to be understood clearly and without a risk of false interpretations.

❖ ***in reading comprehension***

- read and show understanding of various kinds of authentic texts (narrative, descriptive, argumentative) of intermediate difficulties;

- exploit various documents linked to the topic and themes studied ( maps, charts, itineraries, diagrams);

- use reference books efficiently (dictionaries, encyclopedia).

❖ **in written expression**

- master different writing skills: note-taking, summarizing, so as to be autonomous in written expression when starting from models seen in class;

- write about major features in the culture, life and civilization of societies using English;

- research works and summaries of personal reading are to be encouraged. These skills will be achieved through the exploitation of themes from the syllabus on the various text types.

### **1-3- The Profile of the Teachers of English in Algeria Since the Independence**

It may seem paradoxical that throughout the 1960's decade, the teachers of English had the "lion's share" for they represented the over-whelming majority of foreign language teachers community in Algeria both in the middle and secondary schools. According to Omar Hayenne in his work "L'ENSEIGNEMENT DE LA LANGUE ANGLAISE EN ALGERIE DEPUIS 1962", (Teaching English in Algeria since the Independence) in 1968, 84.6 % of foreign language teachers were "cooperants". In other words, these were teachers serving on voluntary overseas. They were primarily French whose knowledge, .experience and expertise were about French pupils.(p.49)

These teachers might have some way opened new scopes and intrinsically motivated Algerian pupils, but, their ignorance of the intricacies of the Algerian social, educational, economic and political context might as much have hindered foreign language learning and teaching. Hayenne (op.cit) asserts that these cooperant teachers used the same curriculum, the same textbooks in teaching the Algerian pupils. They actually were not looking for the conducive atmosphere to the better teaching of English. It's worthy to say that the time allotted to English in France and to English in Algeria was not the same at all because the French pupils learned seven years whereas the Algerian pupils received five years only.

### **1-4- Motivation to learn English**

The overwhelming majority of teachers recognize that pupils come to the classrooms with different rates of readiness to learn. This readiness is called by

researchers “Motivation”. From the very first session, experienced teachers can spot those “hotshot” pupils with a strong incentive and determination to learn whatever it takes. These intrinsically motivated pupils, are mostly a big help to teachers. By the same token, it could be noticed also that some other student with a potential in learning a foreign language expect to be extrinsically motivated by the charisma of their teachers. All in all ,we can say that there are two types of pupils; those who come into the classroom with an intrinsic motivation to learn while others rely on the teachers to trigger their extrinsic motivation.

Harmer defines motivation as “ some kind of internal drive that encourages somebody to persue a course of action. If we perceive a goal and that goal is sufficiently attractive , we will be strongly motivated to do whatever is necessary to reach that goal.” (Cited in Bernaus 1987:45). Bernaus added that “teachers who want to be successful in teaching, should have this quotation in mind when planning lessons to encourage themselves and their pupils.(1987:45)

It is obvious that variety is one of the most important factors in maintaining a high level of motivation and interest among the learners. Yet, there are many things that can be done by the teacher or the textbook writer which add variety not only to the learning process but also to the pupils’ interest in English. Hashim says that “Nothing is more tedious for the pupils than doing the same activities every day.” (1990:33) A thoughtful teacher has to vary the activities in the reading comprehension phase to avoid boredom.

### **1-4-1- Motivation in Reading (English)**

Generally speaking, when pupils are not motivated to read any text, they stumble from the right beginning at the first unfamiliar word and prefer to give up rather than going on reading. As these poor readers lack motivation to read, and refuse to spend time improving their ability to read, they find it (reading) a laborious task to do. And as it is said “Success breeds success, failure breeds failure.”

If we want to motivate our pupils to read, we mustn't impose on them what to read, and we mustn't ask them to read in a threatening atmosphere. For instance, when pupils are asked to read a passage in order to summarize it orally in front of their classmates, or may be in front of other guests invited by the teacher, they will give too much importance to the unnecessary details rather than the general sense and value of the text. As higher motivation leads to higher understanding, we should make our pupils enjoy what they read by making a good introduction, not only to the topic, but the author as well. For instance, when the text is extracted from an interesting novel written by a well-ranked author in the field of literature, the pupils, generally, would prefer to the whole book and not just a part of it.

### **Conclusion**

We have attempted in this chapter to come with the political managerial social and even psychological aspects of the incorporation of English as a second foreign language in the Algerian curriculums. Despite the fact that English has become the world's number one language, Algeria is still lagging behind in developing

curriculums that would lead the pupils to be proficient speakers of that language. This is partly due to the lack of serious investigation as well as the scientific gradation and sequencing other pedagogical input.



# Chapter Two

*Aspects and characteristics of Reading*

## Introduction

Our aim in this chapter is to answer the following questions: Can we consider reading as deciphering a text with or without comprehension? Why is reading so important? What are the potential benefits of reading, particularly with reference to the cognitive and socio-cultural aspects? How can L1 reading strategies help or hinder reading in the foreign language?

De Lopez (1981:37) explains that reading in a foreign language in its original form means deciphering, decoding or translating it word-by-word. She adds that this process is performed laboriously since the reader holds the text in one hand and the dictionary in the other. Here the learner is supposed to understand every word, every syntactic structure, every discourse marker...etc. This view is supported by Benda (1983:18) who says, "The greatest problem confronting students when reading materials is a heavy load of difficult words and expressions that they don't retain even after they had read them and checked their meaning in dictionaries many times." Besides that, the pupils sometimes understand some words when put in isolation and miss their meaning when put in sentences or even in phrases. For instance, when dealing with idioms, the pupils can understand every word used in a certain idiom but they misunderstand the whole idiom. By way of an example, the following very frequently used idiom, *a big fish in a small pond*, may be understood by the average pupils as the aquatic animal, i.e., fish, in a small crystal fishbowl. Whereas the actual meaning understood by the native speaker is this much: Someone who is considered to be important in a small place or position; a leader in a small group.

This inability in the pupils' pragmatic competence actually aggravates their feeling of desperation and frustration, and ultimately disheartens them to further read in the foreign / second language. This is equally daunting for the teacher, who is always held responsible for the implementation of the curriculum and the teaching material.

Against this background, any conscientious teacher would keep asking himself/herself and even questioning his/her experience and expertise, the following conscience-shattering questions: Shall we, as teachers, leave our pupils keep on deciphering and decoding or shall we encourage them just to go on reading in spite of the words they don't understand? And shall we tell them that they need to understand all the words in order to understand the meaning of a text or shall we tell them just to skip over the words and expressions they cannot understand?

Sim and Laufer (1985:7) argued that reading comprehension in a foreign language doesn't require perfect language proficiency. They also added that the reader could arrive at a reasonably good interpretation of the passage even with a partial linguistic information. Ur (2001:138) confirms this by saying that a foreign language learner who says, " I can read the words but I don't know what they mean is not , therefore, reading, in this sense. He or she is merely decoding or translating written symbols into corresponding sounds".

## 2-Aspects of Reading

Different definitions attribute different conceptions to reading. Some consider it as the discussion between the reader and the author, others as an interaction, and some others (consider) it as an active contribution of the reader.

The question that might be raised here, is: ‘What is “mature reading”? In his book, “The psychological Nature of The Reading Process”, Goodman considers reading as :

“A long-distance discussion between a reader and an author...there is an essential interaction between language and thought in reading...the writer encodes thought as language, and the reader decodes language to thought.”

( Cited in Dubin: (1982: 15)

Widdowson on his turn, asserts that,

“Reading is ...not a reaction to a text, but an interaction between writer and reader mediated through a text... reading efficiency, is a matter of how effective a discourse the reader can create from the text, either in terms of rapport with the writer or in terms of his purpose in engaging in the discourse in the first place”

(Cited in Dubin: 15)

Wardhaugh (1969), in his work, “Reading: A Linguistic Perspective”, looks at reading as “an active process, in which the reader must make an active contribution by drawing upon and using concurrently various abilities he has acquired” (Cited in Dubin:15)

## **2-1- Reading as an Interactive Process:**

The term “interactive” is used in recent years to describe the foreign language process ( Carrel, Devine and Eskey 1988; Eskey; Grabe 1993) (Cited in Hedge 2000:188)

Hedge has shown that this term can have two interpretations: the first one describes the dynamic relationship with the text as the reader “struggles” to make sense of it (Hedge: 2001:188). And this is what Goodman (1967) called “The Psycholinguistic Guessing Game” which means that when approaching any text, the reader makes a combination between the information in the text and the knowledge s/he brings with him/her once s/he is engaged in this struggle. So, this really confirms that reading is a dialogue between the reader and the text as Widdowson has seen it. Therefore, the reader here is doing his/her best to make sense of the text s/he is dealing with. And making sense of a text can be reached (to some extent) by using, at least, six types of knowledge suggested by Patricia Hedge:

### **A-Systematic Knowledge/ Bottom-Up Processing:**

- ❖ **Syntactic Knowledge:** it is meant that the reader guesses the functional use of a word. As an example: a pupil may guess that a word which is preceded by the definite article ‘the’ is a noun and that word which ends in ‘ly’ is most likely an adverb.

- ❖ **Morphological Knowledge:** by this term it is meant that the pupil may conclude that the new word that s/he sees is derived from a word already known to him/her. As an example: ‘hopeful’ is derived from ‘hope’.

#### **B- Schematic Knowledge/ Top-Down Processing:**

- ❖ **General Knowledge:** pupils tend to use experience and their knowledge as well as general truths to try to understand a written text.
- ❖ **Socio-cultural Knowledge:** the knowledge of the architecture of mosques may suggest notions of ‘tower’ and ‘ minarets’.
- ❖ **Topic Knowledge:** a knowledge of rural life may suggest the possibilities of the father’s employment. In other words being aware of where a story takes place would help pupils guess what is not expressed in words.
- ❖ **Genre Knowledge:** last but not least, the wordings, style and the information used in a text are likely to help pupils recognize the type or the genre of the text. It can be seen then, that a second interpretation of the term ‘interaction’ refers to the interplay among various kinds of knowledge that the reader employs in moving through a text. (Hedge: 2000:189) Both syntactic and morphological knowledge help the reader to decode the language of a text because they are to do with the language itself and both are called ‘linguistic knowledge’ or as Hedge calls them ‘systemic knowledge’, whereas, general world knowledge, socio-cultural know-ledge, topic knowledge and genre knowledge help the reader to interpret the meaning of the language in the text, and they are all together called ‘schematic knowledge’ (prior knowledge).

## **2-2- Reading as a Purposeful Process:**

Pugh (1978) and Lunzer and Gardner (1979) described various styles of reading and their terminology of these has been taken into English Language Teaching (E.L.T) methodology:

- 1- receptive reading.
- 2- reflective reading.
- 3- skim reading.
- 4- scanning.
- 5- intensive reading (Cited in Hedge 2001:194-195)

Rivers and Temperly (1978), make the point that, “Reading activities from the beginning should have some purpose and we should concentrate on the normal purposes of reading (Cited in Hedge 2001:195). Both of them list the following purposes:

- to get information;
- to respond to curiosity about a topic;
- to follow instructions to perform a task;
- for pleasure, amusement, and personal enjoyment;
- to keep in touch with friends and colleagues;
- to know what is happening in the world;
- and to find out when and where things are. (ibid.)

## **2-3- Reading as a Critical Process:**

Gray (1960) made a distinction between reading ‘the lines’, and reading ‘between the lines’, and reading ‘beyond the lines’. The first refers to the literal meaning of a text, the second to inferred meaning, and the third to readers’ critical evaluation of a text. (Cited in Alderson). These differences in reading make us say

that there are also differences in understanding texts. Such differences lead to a 'hierarchy of levels of understanding' (Alderson 2000:8). This hierarchy clearly assumes that readers first learn how to understand texts literally, (understanding the surface structure of texts) then, to infer meanings from texts (a deeper understanding of texts than literal understanding) and finally, the readers can achieve a critical reading (analyzing and evaluating texts).

This final phase in understanding texts is the most difficult one because the pupils are not experienced enough to challenge the views of the writer. Sometimes, the writer attempts to convince the readers to accept things even though they don't go with their ideology. Therefore, critical reading helps the readers to distinguish between 'unfamiliar cultural values' and 'familiar ones', (Hedge: 2001:197) because in some provocative texts, the writer tries to persuade the reader to be on his/her side.(The example of Nawal Assaadaoui: The veil is against the human rights)

Sometimes, the readers' vision, towards a certain thing, changes from one text to another when s/he is not able to read critically. Hence the resistance of the reader against any negative change comes from critical reading. But, the problem is that our pupils are not able to make a careful analysis of what they read and then decide whether they will be submissive to the ideas or ideology of the text, or resist to it. (another good example: the letter of Rjah Kapoor in "Comet", pp.84/85)

Wiriyachitra (1982:22) argues that :

*"In order to understand the reading material, the pupils must learn how to read critically because it will enable them to*



*understand the author's purpose, to distinguish facts from opinions, to judge the reliability of the opinions presented, to interpret the statements further, and to draw inferences or implications from what is presented."*

She also added that to be able to read critically, the pupils must learn to:

- 1- examine the reliability of the material;
- 2- distinguish facts from opinions;
- 3- draw inferences from the material.

By examining the reliability of the material, she means that the reader has to look for the name and qualifications of the author, the name of the publisher and the source of the material, and the date of publication. Through the information gathered, the reader will be helped to judge the material whether the passage deserves to be read or not.

When learning to distinguish facts from opinions, the pupils should be trained to recognize whether the statements are facts or opinions which can be done through practice.

When drawing inferences, the pupils are making inferential reading that can be used to predict outcome, establish cause-and-effect relationships, and ascertain the correct sequence of events. The pupils should be trained to draw conclusions based on reasoning and known facts or events (Wiriyachitra 1982:23).

Finally, as Dubin states that "A more sophisticated form of predicting is reading critically, or 'reading between the lines' by looking for the meaning behind

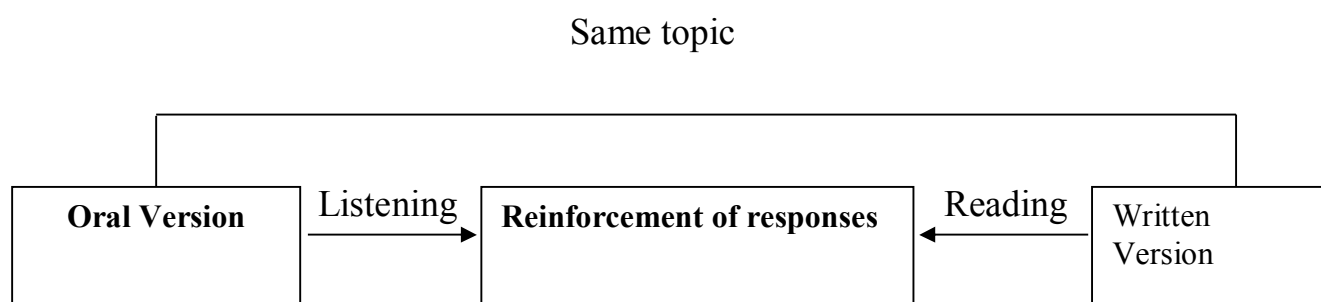
the author's words" (1982:16). This involves strategies such as: looking for inference, implication, tone of voice, etc.

#### **2-4- Reading and the Other Skills:**

The aims of a language-teaching course are often defined with reference to the four skills (listening, speaking, reading and writing) where the pupils are expected to understand the language they are learning. As language is considered as the vehicle of communication, none of these four skills should be neglected. According to Zappolo (1981:31), quoting from Rankin, estimates that the studies of adults' use of the four communication skills mentioned above, show that approximately 45% of their time is spent in listening, as compared with 30% in speaking, 16% in *reading*, and 9% in writing. Despite the fact that reading ranks one before last in the time dedicated to learning a foreign language, it is still an important skill.

However, its importance becomes meaningless when isolated from listening or speaking or writing. Harmer (2001:204) states that "The benefits of (extensive) reading are echoed by the benefits for (extensive) listening." The more pupils listen, the more language they acquire, and the better they get at listening activities and any other skill for that matter. David Williams (1990:19-20), on his turn, made a thorough investigation showing the interrelation of the four skills in general and the reading one in particular. He states "The theme of the reading passage can be reflected in activities in listening comprehension, speaking and writing in the same instructional unit."

So, when a reading passage is selected, its content may be identical to the content of the listening comprehension where the learners are supposed to extract meaning from the same discourse because both reading and listening are receptive skills. If the reading passage is about *how to prevent a dangerous disease to spread*, for the listening comprehension exercise, pupils may be asked to take notes on how to prevent any danger to happen ( preventing home accidents, for instance). Williams has represented this linkage in the following diagram showing the mutual reinforcement of listening-and reading-comprehension skills.



**Figure 1** :*Generalized Scheme for Mutual Reinforcement of Listening- and Reading- Comprehension skills.*

The process of reading comprehension and listening comprehension are interlinked with respect to grasping details, main ideas, and implied meanings; summarizing essential points; and recognizing the purpose or point of view of the message being communicated.

Reading can be linked with speaking and writing through information-transfer activities. If the reading passage the pupils are dealing with is entitled “*Causes and consequences of delinquency*”, pupils can take notes from their reading to the passage—the notes being based on guided format outlining details as to number the causes and consequences, and giving examples, may be, of people

they know. After that, individual pupils can make oral reports, and when doing so, they should not read directly from their notes word for word. Hence, the reading exercise may be written under a form a diagram, a table or a pie chart, and the information would be transferred to continuous writing, or to an oral presentation. Therefore, in this and other similar exercises, the receptive skill of reading is integrated with the productive skills of speaking (oral presentation) and writing (note taking). Also, when the pupils are passing on the message, they do it through the medium of the spoken or the written word. Williams (1990:20) has shown in the following figure the *Information-Transfer Process (ITP)* where the information is firstly received when the pupils read the passage, then they pass it through speaking or writing.

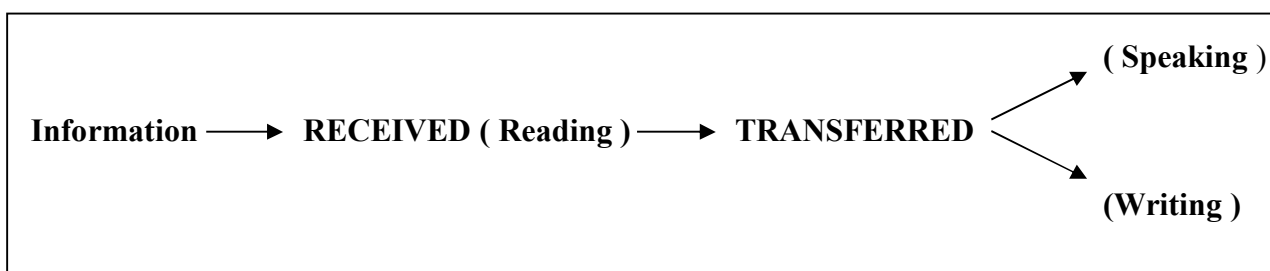


Figure No.2 : *The Information-Transfer Process (ITP)*

Generally speaking, both reading and writing are traditionally integrated because when asked to paraphrase a text or summarize it, we have to read it first. Other exercises such as converting dialogues into reported speech or vice versa, require the pupils first to read and understand, and then write according to a particular style. Williams has shown that there are two ways in which reading and writing skills can be integrated: (1) using the reading passage to exemplify a

particular style of writing, and (2) using the reading passage as a text to be converted into another style of writing.

The first way is that when, for instance, pupils are given a reading passage where they are asked to make a close study of the cohesive devices, they would be better able to use them (i.e., cohesive devices) in their own writings. In the same passage they can be asked to identify connecting words, and to link pronouns and adjectives to the words they refer to. Also the pupils can be asked to study the sentence arrangement in the passage, and to do completion exercises where they can insert words, phrases, or sentences to make a paragraph meaningful.

The second way of linking reading with writing, (always according to David Williams) is through text-conversation exercises. These give practice in expressing the same idea in different styles or writing, in accordance with the audience, the need to be formal or intimate, and the function or purpose of communication. For instance, pupils are asked to convert a formal letter to informal ones, and vice versa.

We conclude that it cannot be assumed that the other skills (writing, listening and speaking) can be developed out of the reading skill. Reading is a complex skill, which must be taught to be acquired. To omit it (viz. reading) from a language course is to deprive pupils of the opportunity to develop and improve their ability to read.

## **2-5-The Reading Factors**

We feel strongly that people read because they want to satisfy something in their subconscious and/or conscious. As humans are goal oriented, they always tend to set objectives for their readings even though they take time to couch them (viz., objectives) in words. Also, different people have different attitudes towards the texts they are reading either before or after they satisfy their reading curiosity. It is noticed that readers use different tactics while reading their newspaper, magazine, novel, reference book, online material and SMS. All in all , we can say that objectives, attitudes, texts, and tactics are the four factors used by people to go round the reading material. In the following section, we shall be exploring these four factors to some length in order to sensitize syllabus designers, material developers and teachers about the importance of considering these factors if they wish to make S/FL instruction more efficient.

## **2-6-The Reading Objectives**

There are two basic types of reading objectives:

**2-6-1- initial objective:** it's the objective that accounts for our decision to choose and pick up some material to read.

**2-6-2- immediate objective:** it's the objective that we set about to achieve at the beginning of a text. It seems fair to say that reading objectives may differ both in intensity and clarity from one potential reader to another. Those involved in academic research tend to combine these two objectives. For more elicitation

Michael A. Lucas of the University of Talca (1990:26) draws the following illustrative table in which he identifies the relationships in the reading objectives

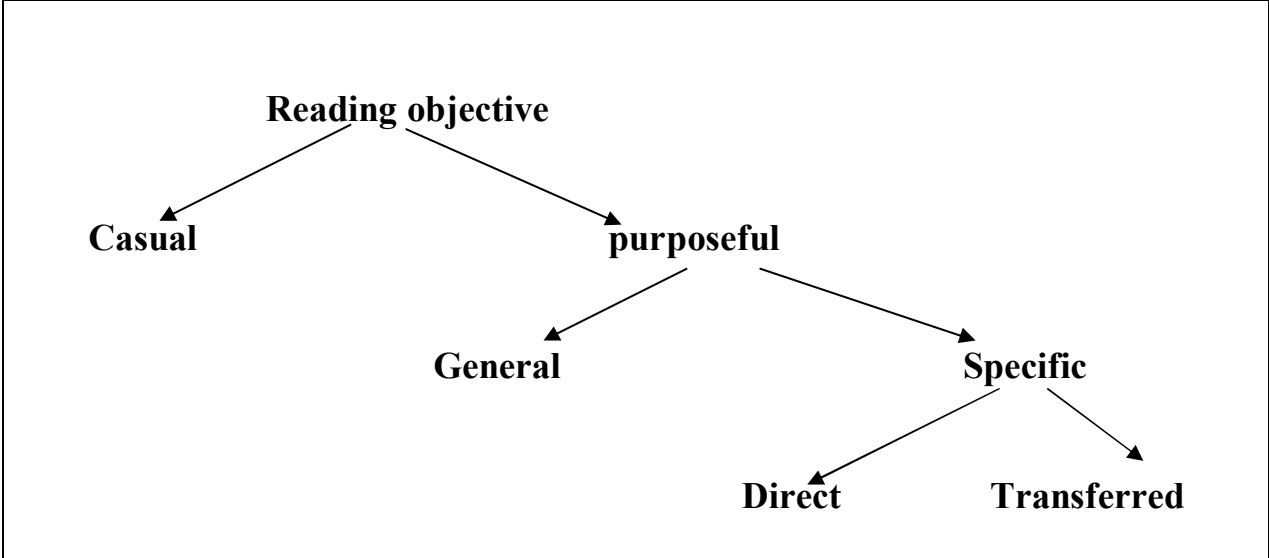


Figure 3: *The Objectives of Reading*

We have judged it is essential to elaborate the objectives mentioned above in a table that would clarify what is meant by each item:

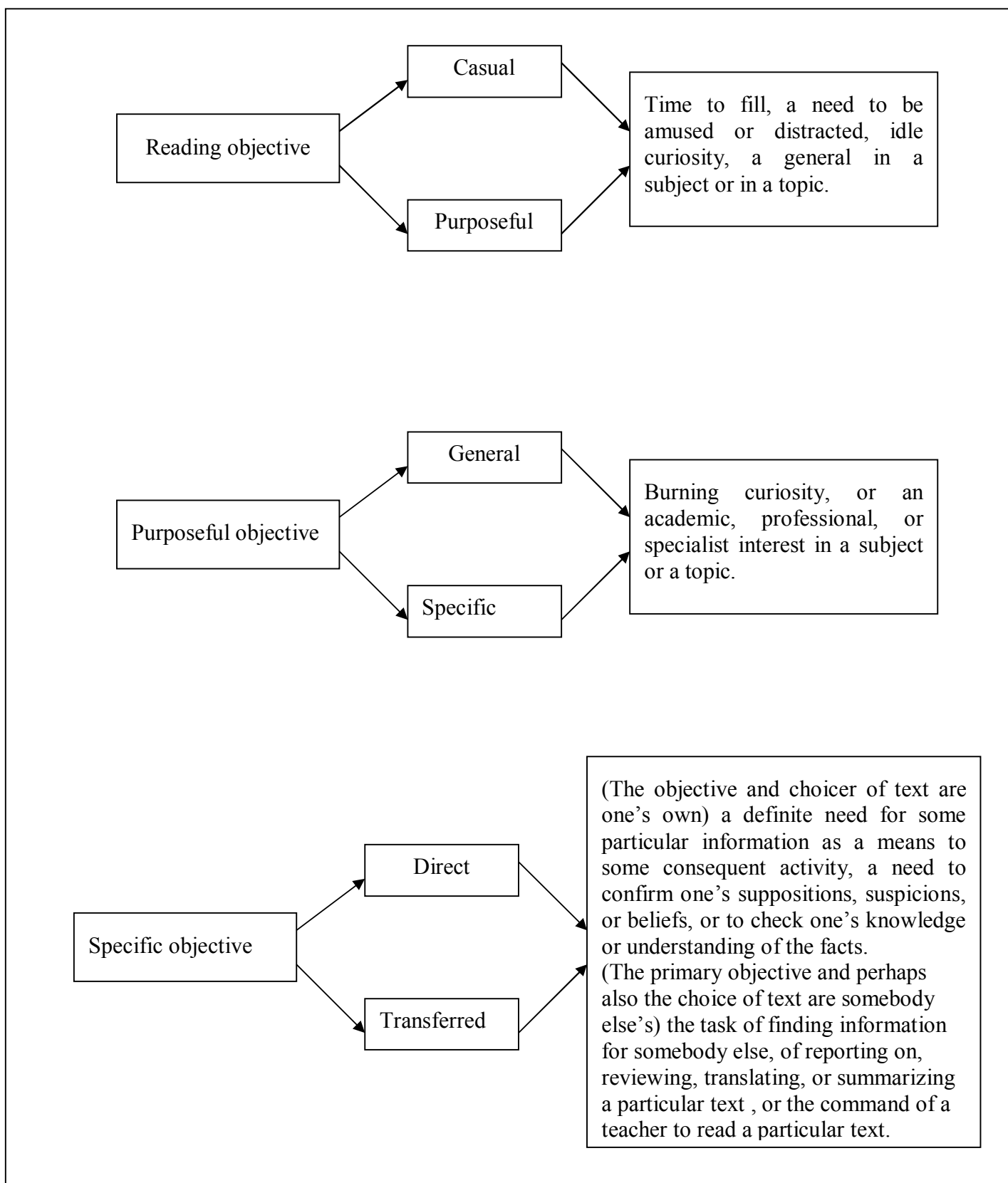


Table No.1- *The explanation of the Reading Objectives*



## **2-7- Learner's Standpoints Towards Reading**

The reader's , whether couched or understood, initial objectives definitely have impact on the reader's attitude. Widdowson ( Cited in Lucas 1990:27) sorts out the following stances:

**2-7-1- Submissive Stance :** by this, he means that the reader accepts willingly the power of the author and he/she subordinates his/her prerogatives to those of the other. Widdowson defends his position as such:

“ If the actual reader is prepared to play the role that the writer has cast him in, reading will be an active submission. The reader, recognizing the authority of the writer,...will ...allow himself to be directed by the writer and be content.”

To keep the course that has been plotted for him.

Differently stated, the reader may accept and be appreciative to the writer's ingenuity and framework.

**2-7-2- Assertive Stance :** the reader may develop his own stance or attitude due to various factors, ( i.e., social, religious, personal,....etc.) Widdowson defends his theory by saying: “But the reader may not wish to submit to writer control in this way;...The text is therefore his...and so he can use it in whichever way best suits his purposes...In this case, reading is an act not of submission but of assertion.”

In other words, the reader may take what he/she thinks best for him/her without relying on the author.

## 2-8- Types of Texts

Texts can be classified in more ways than one. Lucas (1990:27) enumerates four types of classification: field, medium, register, or writer's purpose; all are relevant to the reader's selection of text and way of reading it. Texts can be divided into two main types: artistic and functional.

### 2-8-1- Mediums of Texts:

- ✓ **artistic texts:** these comprise no less than 5 types of texts: novel, short story, essay, poetry and finally drama.
- ✓ **functional texts:** these are composed of 6 types of texts:
- ✓ **casual texts:** these may be newspapers, magazines and non-fiction books for the layman.
- ✓ **personal texts:** these comprise letters and diaries
- ✓ **transactional texts:** business letters, memoranda, legal documents, reports and instructions are what constitute transactional texts.
- ✓ **reference texts:** readers use dictionaries, catalogues and inventories to record the references and verify their checking up.
- ✓ **pedagogical texts:** these include textbooks and encyclopedias.
- ✓ **academic texts:** at one time of their lives, readers may engage in research and come up with research papers, theses, and read special books.

### 2-8-2- Classification of Texts

The other types of classification of texts are touched upon in the following section:

- ✓ **field classification:** this one is along the lines of a library cataloguing system, where books are arranged on the shelves according to subjects.
- ✓ **register classification:** this classification is closely linked to the medium classification. It is to do with the style\_\_ differing degrees of formality and informality.
- ✓ **writer's purpose of classification:** the text is divided into artistic and functional. The latter is composed of many functional tendencies such as static exposition, dynamic exposition, and polemic exposition and so on.

## 2-9- Extensive Reading

Reading under any of its labels (i.e., extensive and intensive) is definitely beneficial for the native speakers and S/FL learners for that matter. In “*The Practice of English Language Teaching*”, Harmer (2001:210) enumerates the benefits of extensive reading as being pleasurable for the learners and improving their general language. Furthermore and in order to expose the pupils to written English and motivate them to read and create on them the reading habit, extensive reading is needed.

Some people may wonder about the nature of extensive reading. In wide brief, extensive reading is to extend the activity beyond the boundaries of the classroom. However, different people come up with various definitions to extensive reading (ER). What is worth of note is that many people in the field of education confuse ER with intensive reading (IR). In this section we are to get round the former (viz. ER) and leave the latter to the next section.

In their most interesting online article “*Extensive Reading: What Is It? Why Bother?*”, Bamford of Bunkyo University and Day of the University of Hawaii trace back the coinage of the term extensive to Palmer who chose this term to distinguish it from reading. He used ER in FL teaching in general, and to the teaching of FL reading in particular. They define ER as being the reading of large amounts of material with the aim of getting an overall understanding of the aforementioned material. The role of the readers is to read and try to grasp the gist of what they are actually reading and forsaking the focus on the meaning of individual words or sentences.

It could be therefore inferred that ER is associated with authentic material rather than pedagogic. Widdowson (1979) appears to be, according to the same document, the one who has probably thought longer and harder about authenticity. He questions the call “for the learner’s immediate exposure to genuine instances of language use” which he sees as partly based on confusing “the ends of language learning with the means by which they are achieved.” Connecting ER with authenticity, which is taken to mean by Swaffar (1985) as a body of texts that are written by some native speakers to other native speakers and the teaching thereof has primary intent-communicate meaning, shows that ER is a communicative meaning oriented task.

All in all, reading large quantities of material, whether this latter is represented under long texts, newspaper and magazine articles or even short stories and novels is considered ER. The pupils are supposed to grasp the general meaning of the topics treated in these materials which are destined primarily to a native

audience whose needs from reading are both similar and different from non-native learners.

Recent years have seen great interest in extensive reading, and many institutions and teachers now provide pupils with materials and urge them to read them independently and just for pleasure, and they also encourage them to choose for themselves what they read and to do so for language improvement.

As some governments and institutions have realized the importance of extensive reading, they introduced it in their educational systems. For instance, Malaysia launched an “ English Reading Programme” in 1976 and its aim was to help learners of English as a foreign language monitor their understanding of important information in texts. In Singapore, between 1985 and 1990, forty schools benefited from grants given by the Ministry of Education to buy books to be used at school and could be borrowed to pupils to read at home ( Hedge 2000:195).

Once the political and managerial questions have been met, the question of what the teachers are supposed to do still dangles. When providing our pupils with such materials, we should guide them in order to facilitate them the task by selecting them the specially written materials that when dealing with, they feel confident because of two reasons: a- they go with their appropriate level/ b- the way they are written is very simple because of the specific words and grammar used. Although this will lead to a limitation on language, we believe that the more we expose our pupils to texts the more they read. Besides that, when the language is simple and controlled, this will create a healthy environment for our pupils to tackle any topic dealt with in this type of texts willingly. As Nuttal says, “An

extensive reading programme... is the single most effective way of improving both vocabulary and reading skills.”( Nuttal 1982)

When put on the right tack by their teachers, the pupils can get the maximum benefit from their readings. Also, when they are involved they learn more, as the Chinese proverb that says, “ Tell me and I forget; teach me and I remember; involve me and I learn.”

### **2-9-1- What Makes Extensive Reading Successful ?**

The overwhelming majority of the Algerian teachers of English in secondary schools are likely to expect their pupils to read such complex materials such as the ones written by Mark Twain. However interesting and entertaining *Tom Sawyer* and *The Adventures of Huckleberry Finn* are, our pupils would find them absolutely difficult to understand and enjoy. It may sound an interesting idea to introduce the aforementioned materials to our pupils specially as these two novels have been made into cartoons and films. The daunting task that encounters any teacher half way is how it is possible to join the useful to the entertaining.

We, as teachers of English, have to provide our pupils with what Harmer (2001:210) terms “*specially written material.*” Differently stated, the authors of the chosen passages or their adaptors, work within specific words and structures in order to make the pupils read at ease and with confidence. It could be argued that- and particularly in our Algerian context- when the texts are short or of medium length, and the vocabulary items are easy, the pupils enjoy what they read and there will be an improvement in their reading efficiency.

One more technique to introduce authentic material all the more make it manageable to be understood and ultimately interesting in the eyes of non-native speakers, Algerian pupils in our case, are to use audio-visual material as a support. This innovation will certainly enhance pupils' motivation and readiness to interact with the teacher and among themselves to understand what once seems to be their *bête-noire*. Teachers, on their part, will feel the impact of their pupils' responsiveness to eventually become creative in their teaching.

### **2-9-2- The Role of the Teacher in Extensive Reading**

Extensive reading may create a kind of limitation amongst the pupils in that they cannot afford reading high and complicated type of literature which might ultimately dishearten them to continue their readings. Therefore, it is incumbent upon the teachers to increase their pupils' performance once they (i.e., the teachers) notice that there is a relative achievement.

One of the crucial roles of the teachers is to show their pupils how to do something; so, here they have to show them how to practise extensive reading. Besides that, when the pupils are provided with brief notes about the author's life and works and his/her position in the English literature, they find themselves more interested in reading the whole text with pleasure. Before giving the pupils any text, the teachers should make them aware of any specific language difficulties they might encounter in it.

As the teacher is the one who creates conditions under which the learners achieve certain goals, he/she has to persuade the pupils about the importance of

extensive reading by encouraging them to be involved by choosing the material they are supposed to read. Once the pupils are prepared, they will find reading enjoyable and interesting. They hopefully practise extensive reading with some enthusiasm and pleasure, which is the main goal of extensive reading. The teacher has to avoid imposing on the pupils topics that they don't like. S/he can suggest some material that s/he feels that it interests the pupils.

Normally, the text-types that the pupils should come across when doing extensive reading are, novels, short stories, tales...etc. But, in our case, these types of texts are not available for secondary school pupils. Instead, pupils should be provided with long texts and passages, long literary essays or biographies. These materials should (a) interest them, (b) be at their level of difficulty, (c) be authentic. With regard to the content of the material, the activities can be about (1) questions on –the general organization of the text. –the main ideas. –supporting details. (2) cohesion questions. –syntax. –cohesive devices.(3) questions on the function of the passage and the functions of its various parts. In our country, the perception of the role of the teacher in the learning process has not changed yet. He/she is expected to tightly dominate all the work. When dealing with extensive reading, his role automatically changes. It is just to enable the pupils to read without too much help.

### **2-9-3- Setting up a Library for Extensive Reading**

In order to set up an extensive reading programme, we need to build up a library for suitable materials that can be understood by the majority of the pupils.



Harmer confirms this by saying that ‘one of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can understand . (Harmer 2001:225) When the material provided for the pupils is too difficult to understand, it makes reading a labour instead of a pleasure. J.A Bright says that any materials the pupils cannot or will not understand should be kept out. (1976:66). He suggested that, sometimes, there are some un-simplified books that can be admitted only if they satisfy at least one of the following conditions:

- a- They are worth while for the sake of their illustrations.
- b- They are actually used for reference in connection with the syllabus.
- c- They are of special local or topical interest.
- d- Their subject matter and background is of such interest that difficulties of language become unimportant. ( Bright 1976:66)

Once the materials have been collected or purchased, (when funds are available) we should code them for level and genre so that the pupils can identify them. Long texts and articles can be put in folders where we can write their titles in bold type and names of writers. For instance, the passage “**I have a dream**” should be written on top and just below the name of the author, ( a speech made on August 28<sup>th</sup>, 1963 by Dr. Martin Luther King). We should inform the pupils of what the library contains and explain to them how the classification system is done.

## **2-10- Intensive Reading**

Intensive reading (I.R) is an activity involving reading for details. According to Tsitsipoulou, Vacharoglou et. al. (1990:31) “The aim of intensive reading is to arrive at a profound and detailed understanding of the text, not only of what it means, but also, of how the meaning is produced.” So, this skill gives more opportunity to teachers to train their pupils in reading strategies.

Sometimes, because of the simplicity of a text, the pupils are absorbed in it, and when reading (it), they imagine the scene, the characters, the scenery surrounding them, etc. and what they visualize becomes part of the meaning of the text. In I.R, it is not enough to understand the gist of the text; more detailed comprehension is necessary. This is why pupils may read every word or phrase of a text to understand everything.

If teachers want to achieve an effective reading session, then they are required to follow a certain pattern that comes to be called by Harmer (2001:215) “Reading Lesson Sequences”(RLS). RLS is used in order to have pupils practice specific skills such as: reading to extract specific information, or reading for a general understanding. Furthermore, teachers can get pupils to read text for communicative purposes as part of other activities, as sources of information, or in order to identify specific uses of language. It seems fair to mention that reading sequences involve more than one reading skill. Pupils may read for gist and then make them read for detailed comprehension. One example of R.L.S can be given from unit number one in ‘Comet’ in which pupils are required to read a text on “Speaker’s Corner”.

**Example:** Speaker's Corner **Activity:** reading to confirm elements of freedom of  
speech

**Skills:** discovering, reading for gist, reading for  
detailed comprehension

**Age:** late teenagers.

**Level:** 3<sup>rd</sup> year pupils.

It's not easy to dispute the importance of IR for both native speakers and S/FL learners for that matter. An IR session is too a great extent is beneficial despite the fact that it may prove to be tiresome, boring, time consuming and even too crowded (too many new words, structures, expressions, etc.). Harmer (op. cit.) draws our attention to the paradox between the objectives of the major partners in the teaching / learning process : While the teachers encourage their pupils to read for general understanding and urge them not to be fussy about individual words, the latter (viz., the pupils) overlook this advice and keep their pens and dictionaries in both hands to end up by translating the whole passage! Also, pupils have no hand in the selection of the reading material.

### **2-10-1- The Role of the Teacher in Intensive Reading**

The teacher definitely plays many roles during the intensive reading session. Since s/he is the one who is supposed to implement or procure the reading material, s/he is to play for no less than 4 main roles according to Harmer (Ibid.). So, a teacher needs to be an organizer, observer, feedback organizer and finally

prompter. We have judged it useful to touch upon these roles so that Algerian teachers would feel more comfortable when implementing the reading texts in 'Comet'.

**a-Organizer:** the teacher should set the objectives the pupils need to achieve through the reading, the required time to finish this task and clear instructions to dispel confusion in the pupils minds.

**b-Observer:** the teacher should give enough space to the pupils to read in a non-threatening atmosphere having the necessary time and opportunity to answer thoroughly and in the most comfortable way. During their reading, the teacher should keep an eye on his/her pupils progress either individually or collectively.

**c-Feedback organizer:** once the pupils have completed the task, they need to be led to a feedback session to verify the degree of achievement. The pupils are made to compare their answers for instance. Pupils should be made aware that their answers should be justified from the text they are reading. This would give us a clear idea about their failure or success in grasping the detailed reading.

**d-Prompter:** the teacher also needs to play the role of prompter. This is taken to mean that the teacher re-directs his/her pupils to language features in that text. He/she should take a good care to the new text constructions and ambiguities and appease pupils tension and eventually make them aware of issues of text structures which they had not come across previously

## 2-11- Assumptions of Teaching Reading

Reading is clearly a passion for some and a bore for others. Many people find a great deal of pleasure in reading, and this accounts for the fact that they are well-versed in many topics. It is also true that as many people find it really stressful to read because of the difficult words over which very often they stumble when they attempt to read something sophisticated. Definitely, reading is the source of knowledge of great importance to both people in formal and informal settings.

If learning is a relatively permanent change in behaviour, then reading can achieve this. As a rule of thumb, learners learn better in a non-threatening environment; when repetition and redundancy are cleverly used; when learning is graded and sequenced and finally, learning takes place when associations and contrasts are involved. The aforementioned “assumptions” account for Fanselow’s (Cited in Gebhard: 1985:16-18) belief that “It might be safe to assume that teaching that took advantage of learning theory would be more efficient than teaching that did not.” Differently stated, theory can help to make learning more efficient. Teachers with some theoretical knowledge are likely to teach better and eventually receive better outcomes.

Effective teaching is the one which *these* assumptions about the teaching and the learning of the various skills. In his interesting article “*Teaching Reading Through Assumptions*”, Gebhard (1985:16) discusses at length some nine assumptions that he collected from Fanselow’s article on learning. And he also

proposes some others from his various readings from the literature on learning theory. Here there are deftly condensed.

### **2-11-1- Practice Reading Can Aid Pupils in Learning To Read**

The more time students spend actually reading, the better readers they become. The teacher can increase pupils' reading time by predicting words pupils might have trouble with. Extensive reading can help a lot in learning to read and read to learn.

### **2-11-2-Reading Material that is Meaningful to Pupils Can Aid them in Learning To Read**

The more meaningful the material to be learned, the greater the facility in learning and retention. The teacher is able to make a reading class more meaningful by discovering which material s/he thinks that might be meaningful. The teacher can also design conversations and questionnaires in order to identify pupils' needs and interests.

### **2-11-3- Redundancy Can Aid Pupils in Learning To Read**

Redundancy can be a medium to teach reading. It could be a linguistic medium in sentences like: "*The man has no hair on his head*" and "*He is bald*". Redundancy can be a non-linguistic medium (pictures). Finally, it could be paralinguistic medium ( gestures).

#### **2-11-4- Manipulating the Amount of External Information Can Aid Pupils in Learning To Read**

By this statement, Fanselow (1985) distinguishes between external information (linguistic medium, non-linguistic medium and paralinguistic medium) and internal information (a person's cumulative knowledge through his/her experience. In case pupils cannot understand external information, teachers are required to resort to audio-visual aids, gestures, paraphrasing, synonyms and antonyms.

#### **2-11-5- Practice Reading in “ Sense Groups” Can Aid Pupils in Learning To Read**

Teachers need to help pupils to read meaningful chunks of sentences. These chunks of meaningful sentences or as Gibhard calls “sense groups” need to be drilled from the very beginning and try to avoid word per word reading. One way to reach sense group reading is to make pupils read and re-read the same material until they acquire the habit.

#### **2-11-6- Associations Can Help Pupils To Read**

If teachers provide the means for pupils to make associations while they read, it should help them to read. Associations can be made between auditory (hearing), visual (seeing), tactile (touching) or olfactory (smelling) senses and the content of what pupils read. For example, if the reading is about textiles, the pupils can, as they read, be given a fabric to touch, see and smell. Fanselow (1985),

however, suggests random associations \_\_that the association does not necessarily have to be connected to the topic pupils are reading. He/she might, as well, play soft music or give sweets. Hence, pupils make the association with the text and the music and/ sweets.

### **2-11-7- Contrasts Can Aid Pupils in Learning To Read**

According to Carroll (1966:104), the frequency with which an item is practiced per se is not as crucial as the frequency with which it is contrasted with other items with which it may be confused. Some teachers believe that it is better to teach beginner pupils such similar-looking letters as d-b and m-n together , so that they can learn to distinguish between them.

### **2-11-8- Feedback Can Help Pupils in Learning To Read**

Feedback is a major part of learning to do anything, and that without information about the performances made, learners have no information on which they have to proceed. For example, pupils can be asked to read directions that require them to build a model of something, such as a bridge or castle.

### **2-11-9- Pupils Learn Better if the Learning Experience is Not Threatening**

Pupils who are only half engaged in learning to read will gain half as much as they might in a less threatening situation. Rardin and Stevick (1978:80) recommend that teachers act as facilitators by setting up or structuring learning activities and then stepping aside and letting students go about learning. This is reminiscent of what the late Mr. Menaceri's well-said witty piece of advice to the



teachers of English to stop teaching and let the pupils learn by themselves. One more thing that can help reduce anxiety in the classroom is by avoiding being judgemental. Teachers are advised not to praise (very good, excellent..) or to rebuke (No, the same mistake, stop being dull...).

## **2-12- Scanning**

The technique used to look for specific information in a text is called: scanning. Here the pupils are asked to look out for a specific item of information while reading or searching rapidly through a text to find a specific point of information. This strategy of reading, saves time and the pupils understand and remember much more of what they have read. Hyland (1990:16) states that “Scanning is a useful skill for data gathering review, using reference books, or judging whether a text contains material deserving further study”.

But, the problem is that, sometimes the pupils do not scan efficiently because when reading their attention is caught by some difficult words in the text, hence, they find themselves out of the right tack. Therefore, to overcome this problem, pupils should fix a reading purpose. Hyland confirms this by stating that when the reader has a clearly defined purpose, s/he can anticipate where to find the information and what form it will take allowing rapid eye movement down the page searching for particular sections or clues.

## **2-13-- Skimming**

To skim means to turn ones eyes over the text or the paragraph in order to get a quick idea of the gist of it. Harmer says, “By encouraging students to have a

quick look at the text before plunging into it for detail, we help them to a general understanding of what it is all about.” (Harmer: 2001:202) Here the reader is not concerned about the details in the text, but just to get an idea of what is going on. Patricia Hedge confirms this by saying that, “Skimming is used to get global impression of the content of the text by focusing on headings and first lines of paragraphs.” (Hedge: 2000:195). On his turn, Hyland states that skimming is a more text-oriented form of surveying and refers to the method of glancing through a text to extract the gist or main points. (Hyland: 1990:14)

## **Conclusion**

In this foregoing chapter, we have attempted to investigate the aspects and characteristics of reading. We have tried to answer a very important question about the nature of reading and whether L1 can help develop strategies and tactics to be proficient second and foreign language readers. We have implicitly shown that the strategies and techniques used in L1 such as: skimming, scanning, and so on can be fostered by pupils to achieve their ultimate goal from learning a foreign language; which is to be able to read and understand the texts in English.

# Chapter Three

*Reading in the Various Approaches to  
Language Teaching*

## **Introduction**

Language teaching has witnessed a sea change in the last two centuries. Many methods have come and gone \_ some of these methods persisted for decades others knew a little acclaim. This change could be attributed to the change in the objectives, needs and the overall changes both nationally and internationally. Now the world has proved to be a global village and hence objectives and needs of teaching foreign languages cannot be xeroxed , produced again and again as if it were a photocopy, over and over. Each period has its constraints and on score of that, objectives, methods and material need to reflect the progress and the needs of the society. It is so amazing , however, to notice that what seems to be new today somehow was tackled somewhere in the past. For this reason, however old the methods may seem, they might be helpful to teachers particularly nowadays instructors rely heavily on eclecticism.

In this chapter, we find it necessary to try to overview how reading has come to be dealt with in the various approaches to language teaching. The question we set to answer throughout these papers is this much: How have the various approaches to language teaching conceived the underlined assumptions about reading?

### **3-1- Reading in Grammar Translation Method (G.T.M)**

This method was developed by German scholars such as: Seidenstücker, Plötz, Ollendorf, and Meidinger.

The objective of this method according to one of, as qualified by Richards and Rodgers (1995:3), less charitable critics is “to know every thing about something rather than the thing itself.” In other words, pupils are supposed to learn more about English rather than English as language itself, which would seem a blaspheme in today’s ears. It should be mentioned that in the United States, GTM was known as the Prussian Method. The main features of GTM are laid out as follows by Richards and Rodgers:

1- The goal of FL study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from FL study. GTM is a way of studying a language that approaches the language through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence view language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. “The first language is maintained as the reference system in the acquisition of the second language” ( Stern1983:455).

2- Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

3- Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization. In a typical GTM text, the grammar rules are presented and illustrated, and translation exercises are prescribed .

4- The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it's this focus on the sentence that is a distinctive feature of the method. Earlier approaches to FL study use grammar as an aid to the study of texts in a FL. But, this was thought to be too difficult for students in secondary schools, and the focus on the sentence was an attempt to make language learning easier.

5- Accuracy is emphasized. Students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy which, as well as having intrinsic moral value, was a prerequisite for passing the increasing number of formal written examination that grew up during the century”(Howatt 1984:132).

6- Grammar is taught deductively – that is, by presentation in study of grammar rules, which are then practiced through translation exercises. In most GT texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in organized systematic way.

7- The students' need of language is the medium of introduction. It is used to explain new items and to enable comparisons between the foreign language and the students' native language.

### **3-2- Reading in the Direct Method**

The underlying assumption in the Direct Method (DM) is what we do to learn our first language is extended to the second/foreign language. In order to achieve an efficiency in second/foreign language, the proponents of this method

dedicated their time and energy to observe the children learning their first language. For this reason, the direct method is sometimes called the natural method.

Learners are supposed to totally be immersed in the second/foreign language. The traditional method of translation from and to the first language is absolutely rejected. Instead, meaning is conveyed directly through demonstration and action. These principles can be still seen in Berlitz Schools:

- ◆ Never translate: demonstrate
- ◆ Never explain: act.
- ◆ Never make a speech: ask questions.
- ◆ Never imitate mistakes: correct.
- ◆ Never speak with single words: use sentences.
- ◆ Never speak too much: make students speak much.
- ◆ Never use the book: use your lesson plan.
- ◆ Never jump around; follow your plan
- ◆ Never go too fast: keep the pace of the student.
- ◆ Never speak too slowly: speak normally.
- ◆ Never speak too quickly: speak naturally.
- ◆ Never speak too loudly: speak naturally.
- ◆ Never be impatient: take it easy

As can be seen from the above principles, the DM was primarily interested in developing the vocabulary and native-like fluency of both the teacher and the learner.

### **3-3-The Reading Method (RM)**

When Coleman presented his report to the Congress in 1929 on the State of the Foreign Language Teaching in the United States, it amazingly mentioned that no single method could guarantee successful results. The report advocated that a more reasonable goal for a foreign language course , would be a reading knowledge of a foreign language achieved through the gradual introduction of words and grammatical structures in a simple reading text. (Richards and Rodgers1995:11)

It is only one time wherein reading receives the primary focus and is seen as the goal of second and foreign language instruction. The influence of the RM stretched well after World War Two (1939-1945) in the United States of America. We should not be surprised to find other people still teaching the 2<sup>nd</sup> and foreign language through their reading material. Leaned people gained much of their knowledge through reading.

### **3-4- Reading in The Audio-lingual Method**

War was a blessing in disguise for the learning and teaching second and foreign languages. When the USA entered the Second World War, it was desperately in need of personnel who were fluent in German, French, Italian,



Chinese, Japanese, Malay, and other languages to work as translators interpreters and code breakers. On score of that, special language training programme was set up with this assistance of the American Universities. The Army Specialized Training Program, otherwise known as ASTP was established three years after War broke. Fifty five American universities were involved in the programme by the beginning of 1943.

It's fair to say that the objective of the US Army programmes was to enable student soldiers to achieve conversational proficiency in a number of foreign languages. New approaches to teaching and learning were a necessity not a luxury. At that time Bloomfield had already developed training programmes as part of the linguistic research for Yale students to give linguists and anthropologists mastery of American Indian languages and other languages. Textbooks were inexistent. The methodology was very much the same as the DM. In 1939 Charles Fries developed the first American Institute. For Fries, grammar, or “structure” was the starting point. Language was taught by a systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Pattern practice was a basic classroom technique. What the American Language Institute (ALI) was known as the Oral Approach (OA), the Aural-Oral Approach (AOA) and the Structural Approach (SA). Nowadays it's widely known as the Audio-Lingual Method (ALM).

As the name itself suggests, ALM advocates aural training first, then pronunciation training, followed by speaking ,reading and writing. Language was identified with speech, and speech was approached . Richards and Rogers smartly

describe the underlined theory of the audio-lingual method as follows: “If there was any learning theory underlying the aural-oral materials, it was a common sense application of the idea that practice makes perfect.”( op. cit.)

Reading , according to ALM, ranks fourth in primacy in the teaching and learning of a second/foreign language. It comes in the order a child learns his first language. Differently stated, a child learns his mother tongue by paying more attention to what the surrounding people say, he tries to imitate them, later he relies on his speaking abilities, when in school , he learns to read and write.

### **3-5- Reading in the Communicative Approach (CM)**

The communicative approach appeared in the 1960’s as the audio-lingual method failed to achieve the necessary speaking abilities. The obsessive focus on the teaching of grammar in a very strict way raised criticism from every corner in the world. To make bad things worse, the American linguist Chomsky had demonstrated in 1957, in his doctoral thesis, which he later published under the title of “Syntactic Structures”, that the current structural theories of language were incapable of accounting for the fundamental characteristic of language- the creativity and uniqueness of individual sentences. Also the British new generation of applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time-the functional and communicative potential of language. In other words, they drew attention to the fact that language teaching should focus more on communicative proficiency rather than on mastery of structures.

Their approach is now known as The Communicative Language Approach (CLA).

In the following illustrative table,, Finocchiaro and Brumfit (1983; cited in Richards and Rodgers 1995:67) contrast the main distinctive properties of the audio-lingual method and the communicative approach:

Audio-Lingual Method	Communicative Approach
<ul style="list-style-type: none"> <li>1- Attend to structure and for more than meaning</li> <li>2- Demands memorization of structure-based dialogues.</li> <li>3- Language items are not necessarily contextualized</li> <li>4- Language learning is learning structures, sounds or words.</li> <li>5- Mastery, or over-learning is sought.</li> <li>6- Drilling is a central technique.</li> <li>7- Native-speaker like pronunciation is sought.</li> <li>8- Grammatical explanation is avoided.</li> <li>9- Communicative activities only come after a long process of rigid drill and exercises.</li> <li>10- The use of the student's native language is forbidden.</li> </ul>	<ul style="list-style-type: none"> <li>1- <i>Meaning</i> is paramount</li> <li>2- Dialogues, if used, center around communicative functions and are not normally Memorized.</li> <li>3- <i>Contextualization</i> is a basic premise.</li> <li>4- Language learning is learning to communicate</li> <li>5- Effective communication is sought.</li> <li>6- Drilling may occur, but peripherally.</li> <li>7- Comprehensible pronunciation is sought.</li> <li>8- <i>Any device which helps the learners is accepted</i>-varying according to their age, interest,.....</li> <li>9- Attempts to communicate may be encouraged from the very beginning.</li> <li>10- Judicious use of native language is accepted where feasible.</li> </ul>

<p>11- Translation is forbidden at early levels</p> <p>12- reading and writing are deferred till speech is mastered</p> <p>13- The target linguistic system will be learned through the overt teaching of the patterns of the system.</p> <p>14- Linguistic competence is the desired goal .</p> <p>15- Varieties of language are recognized but not emphasized.</p> <p>16- The sequence of the units is determined solely by principals of linguistic complexity.</p> <p>17- The teacher controls the learners and prevents them from doing anything that conflicts with the theory.</p> <p>18- “Language is habit” so, errors must be prevented at all costs.</p> <p>19- Accuracy , in terms of formal correctness, is a primary goal.</p> <p>20- Students are expected to interact with the language system, embodied in machines or controlled materials.</p> <p>21- The teacher is expected to specify the language that students are to use.</p>	<p>11- Translation may be used where students need or benefit from it</p> <p>12- <i>Reading and writing can start from the first day;</i></p> <p>13- The target linguistic system will be learned best through the process of struggling to communicate.</p> <p>14- Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately)</p> <p>15- Linguistic variation is central concept materials and methodology</p> <p>16- Sequencing is determined by any consideration of content, function, meaning which maintains interest.</p> <p>17- Teachers help learners in anyway that motivates them to work with the language</p> <p>18- Language is created by the individual often through trial and error.</p> <p>19- Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.</p> <p>20- <i>Students are expected to interact with other people</i> either in the flesh through pair and group work or in their writings.</p>
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<p>22- Intrinsic motivation will spring from an interest in the structure of the language.</p>	<p>21- The teacher cannot know exactly what language the students will use.</p> <p>22- Intrinsic motivation will spring from an interest in what is being communicated by the language.</p>
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We italicized the terms which are directly or indirectly associated with the theme of this section, which is “Reading in the Communicative Approach” . It is fair to say that , the communicative approach is primarily interested in the face-to-face interaction of the learners in a pair and group work. That does not mean by any way that the interaction between the written text and the learner are totally overlooked at the expense of the speaking skill. The teachers are given the choice to rely on reading if their pupils are interested and motivated to read in the second/foreign language. Also, the reading texts center around themes and functions (understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information ) (ibid.)

### **Conclusion**

In this foregoing chapter, we have tried to overview the importance of the reading skill from the perspectives of different approaches to teaching of second/foreign language. We can rightly claim that the focus on reading has ebbed in importance. Some approaches gave it great importance while others overlooked

it. Whatever the consequences of these applications and implications, we need to stress the unavailability of teaching how to read and learning how to read in order to give our pupils the opportunity to learn new vocabulary in context, the socio-cultural code of other peoples and ultimately feel good about what they read.

Pupils learn by translating from one language to the other, often translating reading passages in the target language to the native language. Grammar is usually learned deductively on the basis of grammar rules and examples. Pupils memorize the rules, then apply them to other examples. They learn paradigms such as ‘verb conjugation’, and they learn the native language equivalents of vocabulary words.

# Chapter Four

*What Facilitates Reading?*

## **Introduction**

Many people take reading for granted; they stick to a simplistic view that reading is no more than reading words in a string of lines. This is rather unacceptable. In this chapter we shall be scrutinizing the factors that may facilitate reading such as: activities before, during and after reading. This also includes a good use of a good dictionary. Moreover, we shall be discussing the importance and necessity of illustrations to make reading easier and more enjoyable.

### **4-1- Pre-reading**

Pre-reading is an important tool for understanding what each reading is going to be about, what the main ideas are going to be and for getting general idea of what is going to be read. Pre-reading is like checking a road map before you go on a trip. You know a little bit about where you are going, and what you will see along the way and finally it reduces your chances of getting lost. When our pupils are given enough time to pre-read, they are better prepared to read and understand the information presented in the text. So, pre-reading tasks prepare the pupils for actual reading by activating both “linguistic and content schemata”.

Pupils shouldn't just start at the beginning and read through to the end, for instance, they should first look over what they are going to read, or look at the pictures which accompany the text, the title,...etc. and think about what they already know about the subject. They should try to find the main ideas and the ideas that support them and how they are related. They also should look for the key words that give them some necessary clues, then the purpose for reading this



text (why are they reading this text? Are they looking for specific information? Are they just gathering general information...etc. ?)

#### **4-1-1- The Teacher's Role During the Pre-reading Phase**

During this phase, the pupils are encouraged by their teacher to do a number of things ; for example:

- . recall or jot down all the things they already know about the topic
- . answer some questions designed by the teacher
- . look at “the” picture which illustrates the text( provided by the teacher)

*(In our case, “Comet” is deprived of any illustrative picture, which destructs its value)*

- . the teacher can explain the title and the pupils try to predict from it what the topic is about
- . the teacher also, can provide the pupils with some key words taken from the text, and explain them...etc.

Finally, when the pupils are oriented to the context of the text and their prior-knowledge of the topic is activated, they make a successful reading when approaching any text.

#### 4-2- Efficient and Inefficient Reading (Ur 2001:148.)

	<b>Efficient Reading</b>	<b>Inefficient Reading</b>
1-Language	The language of the text is comprehensible to the learners	The language of the text is too difficult.
2-Content	The content of the text is accessible to the learners; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.
3-Speed	The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group of words anew.	The reading is slow: the reader does not have 'vocabulary' of automatically recognized items.
4-Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5-Incomprehensible vocabulary	The reader takes incomprehensible in his or her stride: guesses its meaning from the surrounding text, or ignore it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.
6-Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
7-Background information	The reader has and uses background information to help him or her to understand the text.	The reader does not have or use background information.
8-Motivation	The reader is motivated to read: by interesting content or a challenging task.	The reader has no particular interest in reading.
9-Purpose	The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
10-Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all texts.

(Cambridge University Press 1996.)

Table 2: Efficient Reading and Inefficient Reading.

### **4-3- The Background Knowledge Factor**

Textbooks should provide pupils with texts that correspond to their background knowledge, interests, and language proficiency.

Brock (1990:22) states that “Research examining the process of reading has found that successful reading depends on the reader’s background knowledge than on the use of so-called ‘decoding skills’. So, this means that the reader must already know the information in the text, or have sufficient background knowledge with which to comprehend the unknown information in a text, for meaningful reading to occur. When approaching any text, if the pupil doesn’t have a beforehand information about the topic or if s/he cannot link the information in the text with what s/he already knows, then meaningful reading will never take place.

Nuttall (1982), claims that “Reading comprehension depends on a successful match between reader’s background knowledge assumed by text.”(cited in Brock 1990:22). Similarly, Carrell and Eisterhold (1987) have claimed that reading comprehension is impossible when readers do not possess the background knowledge presupposed by the text. We can notice that a successful reading always depends on what the reader already knows about the text, and the importance of the reader’s background knowledge has become a crucial factor without which, reading comprehension is meaningless.

#### **4-4- The Dictionary**

Nowadays, we witness the use of different types of dictionaries from different publishing houses in addition to the virtual online dictionaries. This fact shows the importance of dictionaries in learning. In her very important article entitled “The dictionary: when, which and how in advanced reading?”, Champeau De Lôpez (1987:14-15-16) has reached very interesting conclusions after many prolonged and sometimes heated discussions with colleagues and experts and also, after long years of teaching EFL.

##### **4-4-1- When to Use the Dictionary**

According to her, in advanced reading classes, students should not only be allowed to use dictionaries in classes or in exams, they should be required to do so. Teachers should be interested in whether the pupils are able to comprehend the main and subordinate ideas presented in the text and not whether they have memorized the definition of a word or not. If the significance of a specific word in the reading impedes this overall comprehension, then by all means a dictionary should be used. Of course, after completing this course, pupils will probably be required to practice extensive reading, and in doing so they will have access to dictionaries. The final English course should therefore prepare the pupils by simulating their future situation as closely as possible, i.e., by using reading texts similar to those they will be expected to read and permitting the use of dictionaries in class and on exams.

However, the most important question about when to use the dictionary

concerns not the external classroom conditions but rather the internal characteristics of the reading itself: At what point in the reading of a particular text should a reader refer to the dictionary? Most EFL teachers will have observed a widespread tendency among their pupils to attack a new text by reading word per word from the first sentence, stopping only to reach in desperation for a dictionary (bilingual if they have the choice) at the first word they do not understand. But, De Lopez is completely against this behaviour from the readers. As she believes in the proper use of the dictionary, she suggested that when reading, the dictionary should be used only as a *last resort*. And she gave us two reasons for that: First, it takes time—time that might be employed in an overall understanding of the text. Efficient reading implies obtaining the greatest amount of information from the text in the smallest amount of time. Second, overuse of the dictionary tends to focus the reader's attention on words, when what he should be concentrating on are ideas, concepts.

What, then, should the reader do before turning to the “last resort”? The first thing is to continue reading: Frequently, the meaning of a word can be deduced from the context in which it is used. The text may actually give a definition, or cite examples, present analogies or synonyms, or describe the circumstances surrounding the use of the word sufficiently for the reader to know what the word means in the particular context. Or, after reading the complete text, the reader may realize that he has understood the important concepts presented without comprehending the exact meaning of every word. In either case, the reader's purpose will have been fulfilled without wasting time with a dictionary.

But, suppose that after reading the entire text, the reader is unable to deduce the meaning from context and unable to comprehend the text without the meaning of this particular word. What then? He should study the structure of the specific word. The word may have a cognate in the reader's native language, or it may be a compound word which, when broken down into its component parts, is easily comprehensible (for example, ashtray, underground, raincoat, oversee, output, etc.). Or the word may be composed of the root plus several affixes. Pupils should be helpful to recognize roots and decipher the meaning of the entire word by isolating and interpreting the influence each affix has on the root. Does it change the meaning (legal vs. illegal), the part of speech (slow vs. slowly) the verb tense (walk vs. walked) ?

If after exhausting these possibilities the pupil still does not understand the meaning of a word and if this word is vital to the comprehension of the text, then, and only then, should he refer to the dictionary? But, how should he use this dictionary, and which one should he select?

#### **4-4-2- How to Use the Dictionary**

By the time pupils have reached an advanced-reading course, most of them have used a dictionary of some sort, generally to find the meaning of a word in their native language or a translation of a word in a foreign language. But few have a monolingual English dictionary, and few are aware that dictionaries contain a great deal of information other than definitions. Sometime should, therefore, be

spent in helping pupils discover what kinds of information different dictionaries contain and how they can find what they are looking for.

Teachers, normally, begin their reading class with a brainstorming session in which they ask pupils what types of information they think can be found in a monolingual English dictionary. Their answers are listed on the board. Then they (teachers) distribute several monolingual English dictionaries and have them work in groups to verify the list on the board and add to it. In this way, pupils discover that in addition to definitions of words, a dictionary may contain the following:

- 1- pronunciation rules;
- 2- division of words into syllables;
- 3- the accepted spelling (or spellings);
- 4- the ways in which a word may function in a sentence (as a noun, verb, etc.);
- 5- synonyms and antonyms;
- 6- the etymology or history of a word;
- 7- the meanings of idiomatic phrases in which the word is used;
- 8- the usage of a word (slang, formal, archaic, poetic, etc.);
- 9- irregular forms of the word (past tense, plural, etc.);
- 10- information about persons and places (either in the main part of the dictionary or in special sections at the back);
- 11- pictures maps and tables;
- 12- abbreviations;
- 13- rules for spelling, punctuation, and capitalization.

Also, in comparing the lists produced by the different groups, pupils begin to realize that dictionaries are not all alike. This discovery will be expanded later through exercises in dictionary evaluation and selection.

At this point, several ideas regarding efficient dictionary use should be emphasized:

a- If you cannot find a word listed in the main section, it may be listed elsewhere. Abbreviations are frequently found in a separate section at the beginning of the dictionary, place names in a gazetteer at the end, and persons in a separate section for biographies.

b- The word you are looking for may be an irregular form or have a prefix. Look for the root. For example, *ate* would be listed under the infinitive form *eat*; *retrain* under the root *train*. (The dictionary may have a separate table listing irregular verb forms to help the reader identify the infinitive.)

c- When trying to decide which definition is appropriate, remember the way the word is used in the sentence. For example, *set* can be used as a noun, a verb, or an adjective. Do not waste your time reading the verb definitions if the word functions in the sentence as a noun.

d- Be careful to choose the definition that fits the way the word is used in the reading text. Do not select the slang definition of *cool* if what you are reading is a physics text.

e- Idiomatic phrases usually appear at the end of the entry for the main word of the phrase *under one's thumb* would probably not have an independent listing, but rather be found at the end of the listing for *thumb*.



#### 4-4-3- How to Select a Dictionary

At this point in the class, as the differences among dictionaries become apparent, pupils always ask, “Which dictionary is best?” “Which one should I buy?” Teachers answer these questions by having them to do an exercise. Each group works with a different dictionary and tries to answer as many of the questions as possible. The exercise begins by asking the name of the dictionary, place and date of publication, size, and price. It continues with specific questions about different information that may or may not be contained in their dictionaries.

For example:

- 1- When was Geoffrey Chaucer born? (This is to test whether persons are listed in the main section of the dictionary, in a biographical section, or not at all.)
- 2- Divide the word *reconcile* into syllables.
- 3- What is the plural of the word *antenna*?
- 4- What is the origin of the word *electric*?
- 5- Explain the phrase *over my head*.
- 6- What countries have common borders with Poland? (This is to test whether the dictionary has maps.)
- 7- Give the definition of *bout* that is only used in Britain.
- 8- Which has larger population, Nagasaki or New Orleans? (This is to test for the presence of a gazetteer.)
- 9- Give a synonym for the word *flare*.
- 10- What is the atomic weight of *actinium*? (This is to test the presence of a

table of elements.)

When the students have answered as many of the questions as they can with their dictionaries, we review the exercise, not to check the correctness of the answers but rather to discuss the significance of the questions. The place of publication is important not because British dictionaries are superior to American ones or vice versa, but simply because of the differences in spelling and usage of certain words. When using a British dictionary, the reader should look up *labour*, for example, not *labor*. Therefore, if the pupil will be reading mainly British textbooks and journals, a British dictionary might be better for him to use than an American one. The date of publication is also important, because of the rapid changes in language. The dictionary should have published or at least revised no more than 10 or 15 years ago. Each of the other questions is analyzed for the type of information it is looking for (etymology, word usage, idioms, etc.), and finally the dictionaries are compared by filling in a table on the board.

Name of dictionary	Place of publication	Date of publication	Size	Price	Number of Questions Answered
1-.....	.....	.....	.....	.....	.....
2-.....					
Etc.....					
...					

At this point, the pupils are invited to reconsider their original questions: “Which dictionary is best?” “Which one should I buy?” But attention is also drawn to the fact that the answers to these questions may be different. The “best” dictionary is probably the most recent and most complete—but also the largest and most expensive. Here the pupils should begin to realize that the selection of their dictionary depends on two important factors: the characteristics of the dictionary and their personal needs and limitations. At this point they might ask themselves: “Can I afford to spend that much money on a dictionary?” “Do I want to carry such a large book to class everyday?” Pupils should learn to balance these factors and will probably reach the conclusion that **a good medium-sized pocket dictionary** will be sufficient for everyday classroom needs, but that a more complete one might be better for use at home and on exams.

Here, we would like to mention briefly another type of book sometimes confused with a dictionary—the thesaurus. We have found a number of pupils coming to class with what they thought to be a dictionary but which was, in fact, a thesaurus. To prevent this, the teacher should point out that the thesaurus is simply a book containing words and their synonyms. While the thesaurus is useful for some purposes, it certainly cannot replace a dictionary.

Another book that should be mentioned is the bilingual dictionary. Like the thesaurus, the bilingual dictionary is a useful tool when used correctly and under the right circumstances. As an aid in advanced reading, however, we find that it frequently acts as a hindrance. First, it encourages the reader to be constantly switching back and forth between languages, when at this stage he should be

understanding concepts in the foreign language with as little native-language interference as possible. Second, it promotes the belief that there is always a one-for-one correspondence between the words of different languages, when in fact this is often not the case. Many words can be understood only through understanding the cultural context in which they are used. For example, the Spanish word *comadre* has no English equivalent. The Larousse English-Spanish dictionary takes five lines to give a general explanation of what the word means. And third, bilingual dictionaries may contain blatant errors based on connotations words have in specific cultural settings. A good example of this is the word *propaganda*. Many English-Spanish dictionaries give the translation of the Spanish word *propaganda* as being the same in English. However, a definition from a monolingual Spanish dictionary will describe the word as meaning simply “publicity” or “advertising”, not at all the connotation inherent in the word in English.

There are many different types of dictionaries, and a great deal of information can be gleaned from a good dictionary. Indeed, a dictionary can be a fascinating book to read and study. But when used as a reference book for advanced-reading pupils, several things should be kept in mind. First, unlike some other languages, in English there is no one dictionary that has been approved by an academy or government as the authority. The pupil should be aware of this, and should be able to evaluate the various dictionaries available and select the one that most closely meets his needs. Second, no two dictionaries are exactly alike. The pupil should thoroughly familiarize himself with his dictionary so that he can use it quickly and efficiently. Finally, the dictionary should be used only as a last resort. Remember,

the main objective in reading a text is not to define specific words but to understand the concepts put forth by the author. The dictionary should be used as a tool to help reach that goal.

#### **4-5- The Importance of the Illustrations**

According to “The New Lexicon Webster’s Dictionary of the English Language”, to illustrate means to supplement (a written or verbal account) by pictures or designs. Reinert (1982:5) said “One picture is worth a thousand words.” Yes, this is true to a great extent, but, it is not only worth a thousand words, but it can also be used in a wide variety of teaching activities. Besides that, the picture, when used properly, can supply the reader with the real context.

The use of pictures, in teaching a foreign language, is necessary for pupils at all levels. They (the pictures) are considered as(educational)visual aids which add to the lecture an interesting ingredient to make it tasteful. Normally, teachers of English have to bring pictures or photographs to the classroom or having their pupils do that. They will see that their pupils find the use of pictures and other visual materials, interesting and stimulating.

Stanuleweiz (1996:34), said that, “Stories in pictures, not only make writing more attractive and stimulating discussion, they also bring an air of something usual when boredom is about to knock at the door of the classroom .” As words alone are not sufficient to carry the pupils over into an imaginary situation, the teachers face tremendous obstacles to overcome these setbacks, therefore, they turn to the use of visual aids to help them to bring their pupils into this imaginative

experience. The illustrations, especially those made of pictures, when used, they develop and sustain the pupil's motivation, and produce a positive attitude towards the foreign language taught (English).

As our pupils understand and retain the meaning of a word when they have seen some object associated with it. This is true, but the teacher, as David Williams said that the teacher cannot physically bring into the classroom a market, a train-station...etc. nor can he wave a magic wand to introduce buyers and sellers, clerks as native speakers of the language". So, the pictures or photographs are more vivid and can serve as useful substitutes. That is why pictures should be a part of the teacher's professional equipment when they are absent in the pupils textbook. A teacher, for instance, who possess the picture of " The Tower Bridge" can show it to his pupils when describing it to gain time and effort whereas the teacher who doesn't possess it will face difficulties to describe it.

Pictures can be also used to illustrate a grammatical structure. Pictures showing activities can be used for practicing verb tenses. For example, the teacher during the pre-reading phase, can ask his pupils some questions like: "What is this man doing?" Or "Where will the little boy in the picture put his toy?" ... etc. And as the vocabulary becomes more and more familiar, the pupils will practise with greater confidence even with more difficult structures.

Pictures can also solve some pronunciation problems. For instance, we can contrast the words that differ in a vowel sound, like: ship/sheep and bin/been and pot/port...etc. Or in a final consonant, like: wheat/weed and rope/robe...etc. The teacher either calls on a certain pupil to point to the picture of a "ship" or s/he (the

teacher) point to it him/herself and asks the pupils: “Which is a ship?” Or asks: “Is this a ship?” and, of course, the pupils give their answers.

Pictures can make the pupils associate words with ideas, and minimize the need for consulting a dictionary and the temptation to translate into one’s native tongue (Pint 1981:44)

As some textbooks are written, edited, and published in a hurry, either they contain no illustrations at all, or when provided they do not really give a good interpretation to the texts. Besides that, there are other factors which contribute to the misleading use of illustrations such as:

- the lack of communication between the author and the illustrator.
- the illustrators’ lack of experience.
- the publication of textbooks has become a fruitful commerce ...etc.

Hence, we can say that through the careful use of illustrations, in textbooks facilitates the teacher’s role and at the same time reduces the anxiety amongst the pupils. This is in one hand, and on the other, the illustrations may make the textbook more appealing and thus, better engage the readers.

Finally, we can deduce that teaching English through pictures is not only effective and interesting, but also practical and economical. Besides that, the pictures can serve as a ready means of establishing a clear, immediate concept of what a word or a structure may mean. They also increase the pupil’s motivation and interest. So, when there is a picture accompanying any text, it lures the to read and interact with this text. The illustrations may also increase the comprehension and the retention of the text.

## **Conclusion**

Chapter four has been totally devoted to exploring the different factors that may facilitate reading. They are mainly teacher related because the different factors such as skimming, scanning and so on are teacher initiated. We take it for granted that teachers would have the minimum of motivation and skill to implement those techniques to make their teaching effective. Moreover, we take it that planning a reading lesson comes out as an effortful process.



PART TWO  
FIELD-WORK

# Chapter Five

*1-A Quantitative and Qualitative Study of 'Comet'.*

*2-Questionnaires' Analysis.*

## **Introduction**

Teachers in most of the English speaking countries, work with smallish classes and have abundant resources available not only for them but for their pupils as well. Whereas in developing countries, like in Algeria, where English is taught as a foreign language, the situation is ironic. Generally, the classes are overcrowded, the resources are limited, and the teachers have very few opportunities for training and professional development. Hence, in most of the Algerian classrooms there is little more than a blackboard and chalk and some out-of-date textbooks. So, teachers are trying to make out of these simple aids and resources exiting and useful ones.

In our endeavor to explore the official textbook ‘Comet’ for the third year secondary school classes, we judged it wise and practical to gather in illustrative tables some design features of the textbook. This is done on the premise that tables could equal many paragraphs that might be superfluous and ultimately help conceive a better idea of the textbook, its objectives, layout and tasks. These tables are by no means exhaustive and many others can be drawn by other willing scholars in case they need to conduct a further research to find out to what extent ‘Comet’ is pertinent to preset objectives, available resources, needs and wants.

Actually there are eight drawn tables that span from introducing ‘Comet’ up to the notional-functional items included in this eight year old textbook. We should mention that we have drawn some of these tables from a body of texts written by Abderrezak Benziane who is given the privilege of leading the writing team.

Perhaps for this one reason he should be held accountable for credits and debts of this out-dated enough textbook.

## 1- Quantitative and Qualitative Overview of ‘ Comet ‘

### 5-1- Introducing ‘Comet’

1- Title	‘Comet’ C- Curriculum O- Objectives M- Methods and Materials E- Evaluation Procedures T- Teachers (Preparation and Skills)
2- Head of project:	Abderrezak Benzian
3- Writing team:	Habib Bouakkaz Boubekeur Seddik Hadjidj.
4- Number of topics:	Eleven

Table 3: *Introducing ‘Comet’*.

## 5-2- Number of Topics and their Repartition

Topic No. 1	Modern life in English speaking countries
Topic No. 2	Inventions and discoveries
Topic No. 3	English in the world today
Topic No. 4	Humour and leisure
Topic No. 5	Trade and development
Topic No. 6	Computing
Topic No. 7	Mass media
Topic No. 8	Automation
Topic No. 9	Human rights and racial problems
Topic No. 10	Business correspondence
Topic No. 11	Great challenges to mankind

Table No.4- *The Topics suggested in 'Comet' and their Repartition.*

### 5-3- The Eleven Topics are Distributed as Follows

<b>Stream</b>	<b>Topic Number</b>
Lettres & Langue Etrangère	<b>1+3+4+5+7+9+11</b>
Lettres & Sciences Humaines	<b>1+5+7+9+11</b>
Lettres & Sciences Islamique	<b>1+5+7+9+11</b>
Sciences de la nature et de la vie	<b>1+5+7+9+11</b>
Sciences Exactes	<b>1+5+7+9+11</b>
Economie et gestion	<b>5+6+7+10</b>
Comptabilité	<b>1+5+6+7+10+11</b>
Filières Technologiques	<b>2+6+7+8</b>
Filières Techniques	<b>2+6+7+8</b>

Table 5: *The distribution of the topics on the different streams.*

#### 5-4- Time Allotted to the Pedagogical Divisions of ‘Comet’

Time	Pedagogical Divisions
1 hour	for the explicit study of grammar and vocabulary
1 hour	for the song and other light activities.
1 hour	for the reading for leisure passage
1 hour	for revision, consolidation and make up.
1 hour	for the expose and / project.
1 hour	for the evaluation of the unit and remedial work.
1 hour	for the extra reading passage.

Table 6: *Time Allotment to the Pedagogical Divisions of ‘Comet’.*

### 5-5- Objectives of ‘Comet’

Objective 1	Reorganization of the course books in Algerian secondary schools
Objective 2	Adaptation of the course books to the new syllabuses
Objective 3	Adaptation of the course books to the pupil’s proficiency of English.
Objective 4	Provision of pre-university with internal coherence across units and congruency with updated events.
Objective 5	Preparing pupils for the BAC exam.

Table 7: *Objectives of ‘Comet’*





			<p>time:  <b>Last night'</b>  troubles.  Cause effect:  <b>consequently,</b>  <b>therefore,</b>  <b>because, because</b>  <b>of, the result is,</b>  <b>this leads to, this</b>  <b>is due to, it gives</b>  <b>rise to....</b></p> <p>Word formation:  UN-, IL-, IN-  <b>Unhealthy,</b>  <b>illiterate,</b>  <b>unsanitary.</b></p> <p>Collocation:  <b>Host country/</b>  <b>working class/</b>  <b>racial prejudice</b></p> <p>Wh-clause:  <b>What</b> is needed  is to ensure that  society...</p>
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Table No. 8: *Texts, Functions and Language Forms in Unit 9 in 'Comet'.*

Topic	texts	Functions	Language forms
Mass Media	Communication in the Service of Man	Describing Defining Expressing cause-effect relationship Enumerating	<p>Enumerating:  <b>The first, the second, the third, another</b>  cause/consequence:  <b>The first consequence</b> concerns the technological dependence, the second has to do with...</p> <p>That-clause:  *after 'BE':  Another major consequence <b>is that</b> there are tensions between modernity and tradition.</p> <p>*after an adjective: It is sure that they engender <b>perverse</b> effects.</p> <p>Wh-clause:  <b>Whoever</b> disposes of technology disposes of communication and thus of power.</p> <p>◆ This makes it possible to understand why the international community cannot be indifferent to the problem of the contents of messages.</p> <p>Possibility:  The gap between developed and developing</p>

			<p>countries <b>may have</b> the most grievous consequences.</p> <p>CAN in conditional sentences:</p> <p>It <b>can only be</b> of benefit to them if a minimum of conditions exist.</p> <p>Non-defining clause: 'WHICH'</p> <p>This exceeds the capacity of poor countries to absorb such specialized technology, <b>which</b> can only be of benefit to them if a minimum of conditions exist.</p> <p>Cause-effect: <b>lead to, give rise to, there ensues, the result is, as, since, because of,....</b></p> <p>Superlative:</p> <p><b>The most</b> grievous consequences....</p> <p>Word formation:</p> <p>Suffixes: ION:</p> <p><b>communication</b></p> <p>CIDE: <b>ethnocide</b></p>
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Table No. 10 : *Texts, Functions and Language Forms in Unit 7 in 'Comet'.*

Topic	Texts	Functions	Language Forms
Pollution	<p>The Chernobyl Accident</p> <p>What the Future Might Hold for Us: Pollution.</p>	<p>Narrating Reporting</p> <p>Describing Stating Arguments</p>	<p>Reported Speech: .past continuous: They said that work <b>was going on</b> . past perfect: They said that 197 casualties <b>had been taken</b> to hospital. -Adjectives of nationality: a <b>Finnish</b> building worker..... -Possibility: Passive form of ‘<b>may</b>’: <b>May be called.....</b> Past possibility: <b>May have bought..</b> <b>Time Clause: ...as</b> we grope our way through a pall of smoke.... ...<b>while</b> supersonic jets scream overhead..... Present continuous in the passive: Open fields <b>are being replaced</b> by concrete structures. Rhetorical questions with modals as auxiliaries: <b>Must</b> we wait to be deafened by the noise? Who <b>can</b> still hear the whisper of the wind? No longer: A country stream is <b>no longer</b> alive and sparkling in its course. Compound Adjectives: <b>evil-smelling</b> waters.</p>

Table No. 11: *Texts, Functions and Language Forms in Unit 11 in ‘Comet’.*

## **2- Questionnaires' Analysis**

### **Introduction**

For **convenience' sake**, we thought it essential to begin the interpretation of the investigation we conducted among the pupils community. Our objective from doing so is to verify the extent to which pupils' perceptions, strategies, attitudes and affective aspects are positive or negative as far as the reading texts in 'Comet' are concerned.

### **Pupils' Questionnaire Number One**

According to our field research, we have not found any indication that the selected material for reading in 'Comet' was chosen by third year secondary school pupils. What is spread among the teaching community in Algeria is that 'Comet' reading texts were either taken, adapted or selected from yet another textbook 'Think It Over'. The latter was written and implemented in the late 1980's. Its writers affirmed that they had investigated pupils' needs and wants at the time; this would surely raise a question that may not be comfortable for those who designed 'Comet' who have apparently not investigated the needs and wants of pupils across Algeria and not only those of Algiers. It would seem degrading not to take into consideration the needs and expectations of other pupils from other parts of Algeria in the 21<sup>st</sup> century.

Against this backdrop we have designed the questionnaire number one in which pupils were asked to reorder the themes suggested in 'Comet' according to

their preferences, suggest others and delete those they think that they are not suitable. Here they are the results:

Suggested Themes	1st	2nd	3rd	4th	5 <sup>th</sup>	6th	7th	8th	9th	10th	11th	Crossed out
Shakespeare's House		10			10		20	10	10	10	10	20
Emigration	10	10	10	10			30	10				20
Pollution	60	20	10									10
Speaker's Corner	10		20	10					20		10	30
Market Research		20	30	20	10	20						
English as an International Language.	10	10	10	40	10	10			10			
Mass media			20		10	10	10	10	10	10	10	10
A modern Business Letter		10			20	30					10	30
Robots		10	10	10	10	10		10				40
Computers	20	20		20	30						10	
Transportation						20	20		30	20		10

Table No. 12- *A Recapitulative Table Showing the Obtained Results from the Pupils' Re-ordering of the Themes Suggested in 'Comet'.*

As can be seen from the outcomes of this questionnaire, pupils have opted for some themes and scored them high while others received low scores. For instance, most of the pupils, (i.e., 60%) wanted pollution the first theme to be taught. We think that those pupils are aware, to some extent, about the danger that threatens the universe and, as if, they wanted to be involved in finding solutions to this dangerous phenomenon.

We were amazed at the fact that some new themes that often have been qualified as opening new scopes for pupils have been highly recommended to be

rejected and omitted from the syllabus. For example, “A modern business letter” was rejected by 30% of the surveyed pupils. May be they prefer other means: quicker, safer, less expensive...etc.

The negative attitude developed by the pupils vis-à-vis some other themes such as: ‘Robots’, ‘Speaker’s Corner’, ‘Shakespeare’s house’, is perhaps, due to the fact that these topics are either too difficult to understand or outdated and no longer at their taste.

As for the pupils propositions, most of the suggested themes are those which deal with social aspects of teenagers. But also themes about scientific achievements, historical texts, stories and religious texts are among that body of literature that pupils feel like to study in the English courses.

### **Teachers’ Questionnaire Number One**

Since both teachers and pupils share the same topics and themes, we decided to check to what extent teachers were ready to implement the suggested themes in ‘Comet’ and also to what extent they would like to do away with some troublesome themes. The same questionnaire which was given to the pupils, was also given to the teachers \_ in which they were also asked to rearrange, add or discard those themes which they believe would be better left out.



Suggested Themes	The order suggested by the teachers											Crossed out
	1st	2nd	3rd	4th	5th	6th	7th	8th	9 <sup>th</sup>	10th	11th	
Shakespeare's House						8	2					10
Emigration .	8	2	2				4					4
Pollution	6	8		2		2		2				
Speaker's Corner					2				4	2		12
Market Research		4			4	2	2	4				4
English as an International Language.	4	4	10			2						
Mass media				6	2	2		2		4		4
A Modern Business Letter			4	2	2				2			10
Robots			2		4	4	4					6
Computers	2		2	2	4		2	2			4	2
Transportation		2		8			2	2	2			4

Table No. 14- *A recapitulative Table Showing the Obtained Results from the Teachers' Re-ordering of the Themes Suggested in 'Comet'.*

We were also amazed by the teachers' preferences in rejecting certain topics which seem to be interesting to both teachers and pupils, particularly as visual aids can be procured to make the English course interesting and entertaining. For instance, "Speaker's Corner" can be a successful text if the teacher finds a picture showing a "lunatic" person standing on a step ladder talking to a noisy crowd full of "hecklers". Also, 50% of the surveyed teachers found the topic "Shakespeare's house" useless to be taught. We think that those teachers have forgotten what they have learnt about Shakespeare or may be they wanted to avoid some unavoidable

questions of their pupils concerning his works. Only 2 teachers out of twenty wanted to teach the topic “Computers” as opening lectures, may be these teachers reached a high level of mastering and manipulating computers and they wanted to transmit it to their pupils.

When asked about the preferred additions that might be interesting or useful to promote the teaching of English to third year secondary school pupils through authentic reading materials, most of the teachers’ answers centered around themes dealing with social problems that face teenagers both in Algeria and elsewhere. History and literature come next in line in their preferences.

### **Teachers’ Questionnaire Number Two**

The objective of this 22 item questionnaire destined for the secondary school English teachers is threefold: firstly, we wanted to verify the extent to which the objectives of the reading texts are pertinent and relevant to the overall objectives of the teaching of English in Algeria. Secondly, to survey the active teachers’ opinions about the textbook ‘Comet’ and the suggested reading texts. Thirdly, to investigate the strategies that the teachers have used to achieve the pre-required objectives set by the Algerian syllabus designers and ‘Comet’ textbook writers. In the following section we shall be interpreting the outcomes of the questionnaire as it has been originally designed.

### Item number one

**-Does the textbook ‘Comet’ serve as a syllabus?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
02	10%	12	60%	00	00%	04	20%

The results obtained from the surveyed teachers speak for themselves. The overwhelming majority (60%) believe that ‘Comet’ cannot be considered a syllabus while, only 20% think that they consider, sometimes, ‘Comet’ as a syllabus. Only 10% of the surveyed teachers consider the textbook as a syllabus and rely on it to provide the necessary notional- functional items, grammatical structures, vocabulary items, and so on. We should like to point out to the fact that the 10% of the surveyed teachers refused to answer this item for reasons of their own.

### Item number two

**-Are the texts provided in ‘Comet’ convenient to third year secondary school pupils?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
02	10%	10	50%	00	00%	06	30%

Again, half of the respondents (50%) do not agree at all with the statement that says, “The texts provided in ‘Comet’ are convenient to the third year secondary school classes.” About 30% of the English teaching population in the region of Biskra and the surrounding willayas recognize that ‘Comet’ does provide reading texts that are convenient to the above mentioned pupils. Only 10% of the respondents believe that texts provided by ‘Comet’ can be truly convenient to secondary school third year pupils. 10% of the respondents avoided to answer this item despite the fact that it is clear and direct.

### Item number three

**-Do they (the texts in ‘Comet’) meet your pupils’ needs and interests?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
00	00%	14	70%	02	10%	04	20%

It's clear that from the obtained responses that the surveyed teachers deny , in their overwhelming majority, which is estimated at 70%, that the reading texts in ‘Comet’ meet their pupils’ needs and interests. While 20% of the respondents confirm that the reading texts suggested in ‘Comet’ satisfy their pupils needs and wants. Only 10% of the surveyed teachers express their doubt vis-à-vis the relevancy of the reading texts in ‘Comet’ to respond to their pupils needs and interests.

#### Item number four

**-Do the subjects, dealt with in these texts, reflect more or less the social background of your pupils?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
00	00%	14	70%	00	00%	06	30%

The majority of the respondent teachers, estimated at 70%, are adamantly sure that the subjects dealt with in Comet textbook do not reflect the social background of their pupils because most of the topics deal with what is termed opening-new-scopes for our pupils while they represent a breach to their socio-cultural background. Paradoxically, 30% of them identify that the topics are more or less relevant to our contexts. And therefore, we should not feel concerned about the safety of our context.

### Item number five

**-Do these topics contain up-to-date information?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
00	00%	18	90%	00	00%	02	10%

It's so amazing that in a world of rapid technological evolution and renewal of knowledge to observe that the Algerian English language teaching materials are not so up-to-date. This is what at least 90% of the respondents made up of twenty teachers from many willayas of the East of Algeria confirm through this item. Only 10% of them do recognize that sometimes 'Comet' topics contain up-to-date information. Actually, we should not than amazed that this book ('Comet') has been in circulation for at least six years in a world that is changing at a rapid pace, and information is passed through in a matter of seconds thanks to the 'Internet Revolution'.

### Item number six

**-When reading these texts, do you encourage your pupils to develop a reading strategy?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
02	10 %	08	40%	02	10%	06	30%

Again, the surveyed teachers recognized that the difficulty of the reading texts in ‘Comet’ leads their pupils “to give up very quickly”. So, 40% of them declare that the texts included in ‘Comet’ to read do not encourage the pupils to develop their reading strategies. However, 30% of them challenge the aforementioned estimation and believe that the reading texts in ‘Comet’, sometimes encourage the pupils to develop their reading strategies to overcome the difficulties encountered in this textbook (i.e., ‘Comet’). Those who doubt this represent 10% and say otherwise. Yet, another 10% of the surveyed teachers say “Yes”, ‘Comet’ texts do encourage their pupils to develop their reading strategies because “It challenges their intelligence and curiosity”. Apparently, these teachers are talking about highly motivated pupils who represent the extra-minority in our classes. We should also mention that another 10% refused to answer this item for unknown reasons.



**Item number seven****-Is there any affective or intellectual impact on them ( i.e., the pupils)?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
02	10%	02	10%	04	20%	12	60%

This time, the majority of the surveyed teachers declare openly that pupils' affective and intellectual faculties feel the impact of some reading texts in 'Comet'. About 20% of the respondents, doubt this fact while the extremes (No: 10% / Yes: 10%) both contradict one another as far as the psychological and intellectual impact on their pupils due to the some well-selected topics. Again, this accounts for the devotion of some teachers to make their English reading sessions as profitable as their resources ca afford.

**Item number eight:****-How do they (the pupils) react towards these texts?**

Our aim behind such a question, is to verify the results obtained from the above items. We thought it useful to give some room to the teachers to express themselves freely why the reading texts in 'Comet' have very little impact on their pupils. In order to show the interpretation of the surveyed teachers towards this, we

have included some samples of their answers. One teacher explains that pupils are “frustrated and more pessimistic for their improvement”. Someone else recognizes that “few texts are easily digested by the pupils; other texts are boring” and therefore pupils are not responsive due to the difficulty of the suggested reading texts. According to a third teacher, he/she thinks that his/her pupils “feel lost” when reading any text in ‘Comet’.

**Item number nine:**

**-How do you raise your pupils’ curiosity and motivation towards these reading texts?**

a-	Through discussion	18 ticks
b-	Through a variety of tasks	12 ticks
c-	Using audio and visual aids	00 ticks
d-	Other techniques	00 ticks

Most of the teachers mentioned that to raise their pupils motivation and curiosity towards the assigned reading texts in ‘Comet’ through two main techniques. According to the table above, discussion of topics with the pupils has received the largest number of ticks (18 ticks), while the use of variety of tasks in order to motivate the pupils and raise their curiosity towards these tasks has received 14 ticks. We have noticed that, despite the availability of audio and visual aids in most secondary schools, some teachers seem not taking the initiative to use them to bring to their classrooms more enthusiasm and entertainment. No teacher

has mentioned his/her will to use other techniques of his/her own to motivate his/her pupils. This lack of creativity amongst the teachers is a proof that they are not themselves motivated when dealing with reading the reading comprehension phase. As if they have lost their skill in coming up with new ideas to refresh their stale classes and ultimately, involve their pupils.

**Item number ten:**

**-Are there any educational messages conveyed in these texts?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
10	50%	06	30%	00	00%	04	20%

It is so astonishing to see that, in spite of being old-dated and devoid of pictures and the relevant tasks, the reading texts in ‘Comet’ do have a message to convey, which is a good sign. This is at least what 50% of the surveyed teachers declare. However, a fairly large minority estimated at 30% challenges the previous percentage for it denies that the reading texts in ‘Comet’ convey educational messages to their pupils. Between these and the others, some 20% of the respondents declare that it depends on the type of text and topic. They say that sometimes, ‘Comet’ reading texts convey educational messages.

**Item number eleven:**

**-Do these texts urge you (the teacher) to be initiative and creative? How?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
12	60%	06	30%	00	00%	02	10%

May be because of the lack of the companion book ( i.e., the teacher’s book), the majority of the respondents, calculated at 60% declare that the weakness of ‘Comet’ obliges them to take the initiative and be creative in the process of implementing their courses. One of the surveyed teachers explains that by saying, “I can suggest other interesting and more simple up-to-date texts and topics.” Another one says, “ I’m creative by being analogical and by simplifying what I am teaching.” Yet, another one accounts for his/her creativity and initiative in the following words: “I try to give real examples to be linked with the topic.” Some 30% of the respondents, however, do not think that ‘Comet’ texts help them to be initiative and creative. One of them declares, “ I cannot afford being initiative and creative because it is not easy to make both the text message and the pedagogical items match.” Only 10% of the respondents say that sometimes, the reading texts in ‘Comet’, urge them to be initiative and creative.

**Item number twelve:**

**- Do they ( the texts) lead to boredom and lack of motivation on your part and on the part of your pupils?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
14	70 %	00	00%	00	00%	06	30%

Whether ‘Comet’ reading texts lead to boredom and lack of motivation on both teachers’ and pupils’ part is inflexibly recognized by an estimated number of 14 teachers out of twenty, which reached the percentage of 70% of the whole population. This is a real drawback for the syllabus designers and ‘Comet’ writing team. When the majority of the teachers feel anxious for not being motivated and led to dislike the texts assigned in ‘Comet’ because they are given hard time explaining to devoid-from-motivation-pupils. Bored teachers are boring teachers, which makes pupils and the teaching task, evermore, frustrating. However, 30% say that ,only sometimes, they feel bored and lacking motivation and the same goes for their pupils.

**Item number thirteen:**

**-Do you want your pupils to be dependent on the textbook or on the teacher or on both?**

	Number of teachers	Percentage
On the textbook	02	10%
On the teacher	01	05%
On both	15	75%
No answer	02	10%

As it has been expected, 15 teachers out of 20, or in other words, 75% of the surveyed teachers fell strongly that pupils need to rely heavily on both, the teachers and the textbook in order to meet their needs and their wants from learning English. I think that this is the best choice, if only all the pupils think that way. Differently stated, the interplay between the teacher and the textbook should be considered as a reference for the pupils in their search to learn English. A small number of the respondents, estimated at 10% urge their pupils to rely, completely on the textbook whereas another 10% of the teachers refused to divulge their secret. Only one teacher, finds it compulsory for the pupils to rely on the textbook alone in order to read and exercise what is in ‘Comet’.

**Item number fourteen:**

**- According to you, is the selection of texts in ‘Comet’ a careful one? Justify your answer.**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
00	00%	18	90%	00	00%	02	10%

Another time, the overwhelming majority of the surveyed teachers, which is 90% finds that the selection of the reading texts in ‘Comet’ is randomly done. Some of the teachers justify that by the rushing of the textbook into print, they overlooked the gradation and sequencing of the topics. This fact doesn’t seem to prevent a minority of the surveyed secondary school English teaching community to sound fair and declare that the selection of ‘Comet’ reading texts is a careful one.

**Item fifteen:**

**-Is the language used in these texts difficult or easy for your pupils to read understandingly?**

Difficult		Not common vocabulary		Easy	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage
12	60%	03	15%	05	25%

The results obtained from this item confirm that the casual selection of the of the reading texts in ‘Comet’ an unpleasant effect: instead of teaching pupils to read and understand at least the gist of the passage in teaching English as a foreign language, teachers and pupils struggle to explain and overcome the difficulty the new vocabulary items cause. This assumption is clearly supported by 60% of the surveyed population of the English teaching community. Only a tiny minority estimated at 15% claims that the texts are easy but the vocabulary used in them is uncommon. While 25% of the respondents, however, say that the vocabulary is sometimes difficult.



**Item number sixteen:**

- **Is the vocabulary used in these texts adequate to your pupils' level?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
00	00%	18	90%	00	00%	02	10%

The results of this item confirm yet again the claims in the previous one. The overwhelming majority of the surveyed teachers, which is estimated at 80%, recognize that there is an absence of agreement between the level (cognitive and intellectual) of Algerian pupils and the type of vocabulary being encountered in the 'Comet' reading texts. Only 20% of the respondents believe that the vocabulary in 'Comet' passages is sometimes higher than the pupils' level.

**Item seventeen:**

- **Being devoid of illustrations, do you think that the texts in ‘Comet’ help you to explain them easily?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
02	10%	18	90%	00	00%	00	00%

One salient feature of ‘Comet’ is that it is devoid of any illustrations and to make bad things worse is that reading material is ‘authentic’ and destined to native speakers. The respondents in their majority calculated at 90% agree on the fact that being without pictures, diagrams, pie charts , etc., ‘Comet’ represents a huge challenge to their seniority know-how and expertise. Only 10% of the surveyed teachers, who represent a tiny minority otherwise, say that even without any illustrations, ‘Comet’ can help them convey the message as it challenges pupils’ imagination and curiosity.

**Item number eighteen:**

- **Are the activities suggested in ‘Comet’ relevant and pertinent to your pupils’ level?**

Yes		No		May Be		Sometimes	
Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	Percentage	Number of teachers	percentage
00	00%	08	40%	00	00%	12	60%

Here, we can notice that the majority of the surveyed teachers, who are estimated at 60%, think that the activities in ‘Comet’ are sometimes relevant and pertinent, while 40% of them still deny the fact that the typology of exercises set in this textbook are pertinent and/or relevant to the objectives set by either the syllabus designers or even the teachers.

**Item number nineteen:**

- What are the activities that you would have liked them to be included?**

This item aims at touching upon the deficiencies of ‘Comet’ and in case, teachers have, consciously or unconsciously, would like to have been included. We gathered some common points; most of the teachers urge the textbook writers a design a teacher’s guide and to plan activities that would look like those designed for achievement and proficiency tests (The Baccalaureate Exam.). Some others suggested phonological and grammatical activities.

**Item number twenty:**

- **How do you cope with the texts in ‘Comet’ with the absence of the ‘Teacher’s Book’ ?**

This item too, explores the reactions and the teachers’ know-how when they face a daunting situation, such as the one in which a teacher’s book is altogether inexistent. Since most of the surveyed teachers have an average of 13.55 years of seniority, rely on their own resources and on the coordination with other colleagues in their establishments and during the seminars to compensate both their deficiencies and the lack of teaching material to overcome the setbacks in ‘Comet’.

**Item twenty one:**

- **When reading, your pupils commit errors; so according to you , what is a reading error?**

This item aims at exploring teachers’ strategies in correcting their pupils’ reading mistakes which are basically phonological. This question is designed in order to identify why loud reading is loathsome to many teachers. Different teachers gave different interpretations to what is a mistake. Some of them consider that a reading mistake is primarily a pronunciation and a punctuation mistake. This is wide brief for the bridge of phonological rules and juncture mistakes done by the pupils while reading in English as a foreign language as if the sentence runs on and on without stopping. Also, in trying to recognize the mistakes pupils generally

commit, a sub-question to item 21 is designed and it reads as follows; “what type of mistakes your pupils generally commit?”

Three types of linguistic mistakes (errors) are provided by the surveyed teachers. They can be summarized in grammatical, spelling and phonological. Yet, another sub-question to item 21 and which reads this much: “who do you think should correct the pupil’s mistakes?” the teachers are practically, unanimous about that. They suggest in the first place the teacher and the pupils, depending on the situation. The third sub-question to item 21 asks the question to tell: “when do you want the correction of the mistake should be carried out? Again, most of the teachers prefer to correct the errors of their pupils immediately, in case the error is a serious one, and they would delay the correction if the error is less important.

We should have liked to ask what is an important error, and what is a less important error. Broadly speaking, grammatical mistakes are ranked serious mistakes while although\_ phonological mistakes are not taken to be serious.

#### **Item twenty two:**

**- So, according to you, why do your pupils commit mistakes when reading?**

This is a very important item in our opinion since English spelling is never taught systematically in our fundamental and secondary schools. Hence, the pupils confuse the French orthography with those of English. Despite the fact that both English and French use the Latin characters, the value of both consonants and vowels is different. The surveyed teachers seem to be aware in their totality of that

fact. Some of them mention that pupils are not taught English effectively in the earliest stages and the absence of reading in systematic way in our schools.

### **Pupils’ Questionnaire Number One:**

This questionnaire is a part of our “Magister” field research to explore three main aspects in EFL teaching in Algeria and particularly, the use of ‘Comet’ textbook for third year secondary school pupils. This textbook is supposed to be used by the pupils to learn English through a thematic approach. This questionnaire, therefore, purports itself to identify:

- third year secondary school pupils’ different opinions;
- the readability of ‘Comet’ texts;
- the pupils’ ability to effectively deal with the assigned tasks in ‘Comet’.

#### **Item number one:**

##### **Are the texts in ‘Comet’:**

	Yes	No	Somehow
a- meaningful?	60 pupils (60%)	20 pupils (20%)	20 pupils (20%)
b- clear?	40 pupils (40%)	00 pupils (00%)	40 pupils (40%)
c- easy?	20 pupils (20%)	20 pupils (20%)	60 pupils (60%)
d- ambiguous?	00 pupils (00%)	40 pupils (40%)	60 pupils (60%)

Actually, there were 120 respondents from the third year secondary school pupils, but due to the errors of responding and for convenience' sake, we thought to keep only 100 responses. Here you are the results as shown above in the table. It is clear that the majority of the pupils (estimated at 60%) thinks that despite the length of the texts in 'Comet', the latter (viz. the texts) is meaningful. While 20% of the surveyed pupils denounce the fact that 'Comet' includes meaningful texts. Some 20% of the respondents have developed a conciliatory stance and openly declare that 'Comet' texts are somehow meaningful.

As far as the clarity of the texts is concerned, 40% of the surveyed pupils do confirm that the texts included in 'comet' are easy to understand and the same percentage i.e., 40% see that only somehow the texts are clear and intelligible.

As for the easiness of the authentic reading material incorporated in the textbook (Comet) , 60% declare that it is only somehow so. At both ends of the spectrum, 20% recognize that the texts in comet are easy and manageable. Yet another 20% deny this fact.

Ambiguity seems to be somehow present in Comet' according to 60% of the surveyed pupils population. Some lesser percentage estimated at 40% identify the fact that the texts in Comet are devoid of any ambiguity. We should mention also that 20% of the pupils involved in this investigation have failed to decide.

**Item number two:**

**-Are the topics in ‘Comet’ textbook relevant to our Algerian context?**

	Yes	No	Somehow
Number of pupils	20	20	60
Percentage	20%	20%	60 %

This item investigates the extent to which Algerian pupils are aware of the fact that what they take in the English classes is relevant to our Algerian context. In wide brief, we wanted to know whether there is a cultural clash between L1 culture and L2 culture. Apparently, our pupils are conscious to this fact and let the figures speak of themselves: An estimated 60% of the pupils involved in this investigation openly declare that the reading texts in the aforementioned textbook are somehow irrelevant to our society. They say that these texts are primarily written for other audience. Amazingly 20% of the surveyed population do not agree and say that these texts are relevant, particularly, if we take into consideration the evolution the world is coming to. Yet another 20% of the pupils say that definitely the texts in Comet are in breach with our socio-cultural code.

**Item number three:**

**-Do you find these texts difficult to understand by yourself?**

	Yes	No	Somehow
Number of pupils	40	00	60
Percentage	40 %	00 %	60 %



One common thing among our pupils is that they complain about the vocabulary and phonology of English which they have not been able to come to grip with. This assumption seems to be confirmed by the outcomes of this investigation. 60% of the pupils involved in this research believe that the difficulty encountered in Comet is somehow present due to the fact that many teachers take the many painstaking precautions to introduce the texts and explaining most of the difficult words. In the unstructured interviews with the pupils , we felt that television movies have made it easier for both of them to be acquainted with the different issues. Some 40% of the surveyed pupils declare that they do find difficulty understanding the proposed authentic material included in Comet.

**Item number four:**

**-Is the time allotted to English sessions sufficient to explain the texts in ‘Comet’ ?**

	Yes	No	Somehow
Number of pupils	00	60	40
Percentage	00 %	60 %	40 %

Not only the teachers complain about the insufficient time allotted to English. Pupils too seem to share this point of view. 60% of the pupils population definitely deny this sufficiency of time as regards the reading of the passages included in Comet. 40% of them recognize with some reluctance that the time allotted to

reading in the English session is enough to understand and be receptive according to the unstructured interviews held with them one week after they sat the interview.

**Item number five:**

**-When your teacher asks you to read, do you:**

	<b>panic?</b>	<b>feel intimidated ?</b>	<b>feel afraid?</b>	<b>abstain?</b>
Number of pupils	80	20	00	00
Percentage	80%	20%	00%	00%

Different people react differently in public. Pupils seem to suffer from phenomenon in spite of the fact that they are among their old acquaintances and the teacher’s familiar face. We live in a society where face to face interactions are controlled by both the tradition and the individuals’ psychological make up. Clearly, our pupils in Kheireddine secondary school mirror this assumption, for 80% of them confirm that they feel panic to read in public. This is so because the fear that their classmates would express scornful and mocking remarks about the way they read. 20% feel unable to read in the class owing to their timidity that they cannot overcome especially as most of the secondary schools are devoid of psychologists.

**Item number six:**

**-Once you finish reading any of the assigned texts, do you understand the gist?**

	Yes	No	Sometimes
Number of pupils	00	20	80
Percentage	00%	20%	80%

This item may seem as a yardstick to see to what extent pupils are reliable in answering the same item with different wordings. So, this item is closely linked to item three. Apparently the overwhelming majority of the pupils find that they sometimes understand the general idea of the authentic reading material suggested in Comet. 80% confirm that they do understand the gist once they finish reading the assigned reading passage. We are not sure of the number of readings by the end of which pupils grasp the gist. While 20% of the surveyed pupils contradict the majority by confirming that they are unable to decipher the passages that they are required to read and report what they understand either orally or in written form.

**Item number seven:**

**-Do you use the vocabulary you learned from these texts to communicate with those who surround you?**

	Yes	No	Sometimes	Rarely
Number of pupils	20	20	60	00
Percentage	20%	20%	60%	00%

This item lends itself to verify whether the rich and varied vocabulary in Comet is proficiently used by the pupils. Apparently, only those who are motivated to learn English do use the vocabulary learned during the reading session. They are estimated at 20% of the surveyed population and they are a sharp opposition to another 20% of the investigated pupils who do not use at all the vocabulary encountered in the reading materials suggested by Comet writing team. The majority of the respondents, who represent 60% confirm that from time to time they use the vocabulary learned, particularly the one that is a buzzword, words which are very common especially as far as means of communication are concerned.

**Item number eight:**

**-Do you face the same problems in Arabic and French as you do in English?**

	Yes	No	Sometimes	Rarely
Number of pupils	00	60	20	20
Percentage	00%	60%	20%	20%

This item is in logical sequence to the previous one. We wanted to verify whether our pupils encounter the same problems when they deal with the second foreign language vocabulary both at the level of comprehension and use. According to the outcomes of this investigation the majority of the surveyed pupils population, which is otherwise estimated at 60%, declare that they do not

encounter the same problems when they come across the vocabulary of Arabic or French. This is may be due to the fact that both languages come top some degree in their immediate context while English is struggled with the TV channels that show films in English. 20% of the involved population is sometimes in difficulty as regards the new glossary, while another 20% rarely does. This can be accounted for by the tendency of this segment of this population.

**Item number nine:**

**-Do you prefer illustrated texts?**

	Yes	No
Number of pupils	80	20
Percentage	80%	20%

De Landsheere (1982; cited in Chibani 2003: 393) states “Thanks to illustrations, the comprehension and retention of new notions become easier and more accessible.” One salient feature of Comet is the total absence of visuals. Chibani concludes that “This aspect of Comet’s (sic) content shows a high degree of inefficiency and irrelevance.” (Ibid. 394) The results we obtained sustain what she has claimed: 80% of the investigated pupils claim that they would have preferred to study in a well-illustrated textbook because that would help them visualize what seems to be the problem and come in between the L1 translation and the foreign language. Amazingly, 20% of the respondents feel comfortable with a non-illustrated textbook such as Comet.

**Item number ten:**

**-Are ‘Comet’ texts illustrated?**

	Yes	No
Number of pupils	100	00
Percentage	100%	00%

Again this item is a follow up to the previous one. The premise behind such a repetition of the same question with different wordings is to check the relevancy of the investigated pupils’ responses. The figures speak for themselves and we can claim that they are compatible to some degree to the ones obtained in the previous item. Definitely, 100% of the surveyed third year secondary school pupils at Khireddine Secondary School in downtown Biskra recognize that their reading material (i.e., Comet) is absolutely devoid of illustrations.

**Sub-question ( to item number 10)**

**-In your opinion, is this a helpful factor or a frustrating one to understand the suggested texts in ‘Comet’?**

	Helpful	frustrating
Number of pupils	00	100
Percentage	00%	100%

Yet another item that confirms the importance of visuals in EFL teaching. Our investigation among third year pupils population reveals that the absence of illustrations has a negative effect on the psyche of the learners. It goes without saying that colorful pictures are appealing and motivating and stimulating to learn the foreign language all the more enjoying thumbing through neat and beautifully designed textbook. 100% of the respondents expectedly declare that being devoid of visuals, Comet does not seem to visually please their esthetic faculty.

**Item number eleven:**

**-Is your dictionary helpful in understanding ‘Comet’ texts?**

	Yes	No
Number of pupils	80	20
Percentage	80%	20%

It may be fair to say that the dictionary use is interrelated to reading. Good readers are those who befriend their dictionaries and who keep them nearby. As Comet suggests authentic material that means the readers would certainly stumble over the many difficult words and strange diction which is uncommon to the Algerian foreign language learners’ ears. According to the overwhelming majority of the pupils, estimated at 80%, recognize to use the dictionary to overcome the difficult words. Only a minority of 20% seem not to bother to check up their

dictionaries and rely exclusively on the teachers to explain for them the hard words.

**Item number twelve:**

**-Are you able to use effectively your dictionary?**

	Yes	No
Number of pupils	60	40
Percentage	60%	40%

This item lends itself to investigate why the 20% of the population does not check up their dictionaries and feel that it's incumbent upon the teachers to explain the diction of the authentic material encountered in Comet. 40% of the surveyed pupils seem not to be able to use effectively the dictionaries. We deem it dangerous that our third year pupils after eight- years of French learning and five years of English learning are unable to find a word in a dictionary. 60% of these pupils seem however to know how to find a difficult word in a dictionary. We need to provide those who are in the profession of EFL teaching to devote the early sessions to use dictionaries effectively.

**Item number thirteen:**

**-Are dictionaries available in your secondary school?**

	Yes	No
Number of pupils	40	60
Percentage	40%	60%



Despite the fact that dictionaries are available in many colours and shapes and often at reasonable prices, a good number of the pupils do not seem to be able to afford one. Paradoxically, institutions with huge sums of money as budget do not invest in dictionaries. 60% of the surveyed pupils claim that their school library does not contain enough dictionaries for the large readership. 40% of the respondents, however, recognize that their school library contains various types of dictionaries at the disposal of willing pupils.

**Item number fourteen:**

**Are you allowed to use the dictionary inside the classroom, during the reading session?**

	Yes	No	Sometimes
Number of pupils	60	20	20
Percentage	60%	20%	20%

60% of the pupils in this investigation openly declare that they are allowed to use their dictionaries whenever they want. 20% of them say that they are rarely allowed to use the dictionary- perhaps this is due to the fact that most of the sessions are devoted to grammar teaching where vocabulary is given the appropriate attention. Yet another 20%, however, seem to be forbidden from the beneficial use of dictionaries.

**Item number fifteen:**

**-What is your favourite type of dictionary ?**

	English-English?	English-Arabic?	English-French?
Number of pupils	20	80	00
Percentage	20%	80%	00%

As most of the pupils are Arabic speaking and educated, they prefer , according to our investigation, to use bilingual dictionaries. 80% of them prefer English-Arabic dictionaries. May be this is owing to their inability to understand the foreign language word except if it is explained in their mother tongue and in order to discover the nuances. 20% of the respondents who seem extremely motivated and well-off claim that they would rather have an English-English dictionary to learn each time MORE.

**Item number sixteen:**

**-Which activities do you prefer most?**

	Those suggested in 'Comet'?	Those assigned by your teacher?
Number of pupils	20	80
Percentage	20%	80%

When it comes to tasks, the overwhelming majority of the respondents, estimated at 80%, seem much more comfortable to answering teacher-initiated activities rather than those suggested in Comet. We can account for this high percentage to the fact that teachers are the only ones who actually aware of the daily realities of the class. A minority of the respondents, 20%, think that trying to answer the suggested activities in Comet is a real challenge and hence stimulating.

**Item number seventeen:**

**Are the suggested activities in ‘Comet’;**

	<b>affordable?</b>	<b>beyond your abilities?</b>	<b>difficult for You to understand ?</b>	<b>irrelevant</b>	<b>not well-explained?</b>	<b>related to the texts?</b>
Number of pupils	00	00	20	20	40	20
Percentage	00%	00%	20%	20%	40%	20%

This item is a follow-up to the previous one and apparently it is compatible with the results already obtained in item 16. 20% of the surveyed population can neither understand nor answer the activities designed in Comet . Some 20% of the pupils involved account for their inability to respond to Comet’s texts is due to the fact that the instructions are not irrelevant. Some 20% of the surveyed population \*declare that the suggested activities are related to the text but the helpless to respond positively. The majority of the respondents, 40%, claim that Comet activities instructions are not well-explained and ultimately dishearten them to answer proficiently.

**Item number eighteen:**

**-Would you like your teacher to explain the activities' instructions in Arabic?**

**Why?**

	Yes	No
Number of pupils	80	20
Percentage	80%	20%

The judiciously use of L1 can be very profitable for both teachers and pupils. This assumption is sustained by the high percentage obtained among the surveyed pupils who in their majority, 80%, would love to be helped to answer the activities through the translation of the instructions to L1. It may seem paradoxical that 20% of the involved pupils in this investigation insist that the instruction be in L2.

**Item number nineteen:**

**-Can you answer in English in case the instructions are delivered in Arabic?**

**How?**

	Yes	No	Sometimes
Number of pupils	60	21	19
Percentage	60%	21%	19%

Apparently, the translation of the instructions into L1 can bring to a great extent great results, for it would involve those who feel frustrated and alienated because of all-time L2 use. 60% of the respondents confirm our assumption in that they say that their outcomes increase ever more with the teachers' L1 use. 21%,

however, of them would like to have a sometimes L1 use to explain fuzzy instructions. Yet, another 19% adamantly refuse the use of L1 during the English session and request a total immersion in L2 however difficult the instructions are.

**Item number twenty:**

**-Do you want to suggest anything to help understand the instructions?**

	Yes	No
Number of pupils	82	18
Percentage	82%	18%

In spite of the constraints of life and education in Algeria, we feel that our students are deeply motivated even if this is not apparent to most people. When asked whether they would like to suggest anything to help their fellow pupils to understand instructions, they have shown their willingness to do so , this is at least what 82% of them declared particularly during the unstructured interview. 18%, however, could not overcome their shyness and looked complacent in their silence.

**Sub-question:**

**-If yes, what are your suggestions?**

- 1- Simple and clear instructions
- 2- One example should be given after each instruction
- 3- L1 translation of instructions is preferred
- 4- Variety of instructions

5- Pre-test sessions should be conducted by teachers

6- Group works should be encouraged...etc.

## Recommendations

These recommendations are drawn from our observations and the outcomes of the questionnaires. The objectives thereof are to sensitize the textbook writers to take these recommendations into consideration for better conception and effective use of ‘Comet’ and other forthcoming EFL textbooks in general.

- 1- EFL textbooks need to be **visually attractive** ( i.e., illustrations)
- 2- They need to be **extensively experimented** before or even during their implementation
- 3- They need to be **amended continually**
- 4 -They need to **meet the objectives** EFL education
- 5- They need to take learners’ and teachers’ **learning and teaching styles** into consideration
- 6-**Teachers’ guides** should be provided well before the implementation of the textbook
- 7-**Audio-visual material** should be up to date and included in the pedagogical kit.
- 8- The **content** should reflect **the local socio-cultural code**
- 9- **The assigned tasks should lead to** learners’ autonomy
- 10-They also need to **resemble the progress tests** ( trimesterial examination papers.
- 11-They need to be **rich and varied**
- 12-**Instructions** should be **clear and well-couched**
- 13-They need to be **delivered**, at times, **in L1**

14-The **textbook writers** should mention their **titles and address** to contact them

15-They need to **read researches and meet researchers** who have conducted academic investigations on their textbooks.



## **General Conclusion**

This work purported itself to study the factors leading to failure in developing the reading in ‘Comet’ textbook for the third year secondary school pupils. Our interest in this topic stemmed from our long career in teaching that spans over 19 years in many institutions using different methodologies and textbooks. Furthermore, we participated in many seminars with different inspectors and teachers of different generations and backgrounds. Over the years we have noticed that the status of teaching and learning of English has lost ground to false beginners status no matter how technological achievements and the succession of different educational policies have been witnessed in our field. That reminds us of the French paradox-couched proverb that says, “*Plus ça change, plus c’est la même chose.*”

We have been very much concerned of this daunting situation that the Algerian teachers face. Throughout this research, we sought to answer some questions that seem essential to help to resolve this complex paradox. The potential of finding solutions and producing proficient speakers of English as a foreign language is there; it only requires being aware of the extra-mile both our educational authorities and audience is ready to go.

We have attempted through this humble work to come with the political managerial social and even psychological aspects of the incorporation of English as a second foreign language in the Algerian curriculums. Despite the fact that English has become the world’s number one language, Algeria is still lagging behind in developing curriculums that would lead the pupils to be proficient

speakers of that language. This is partly due to the lack of serious investigation as well as the scientific gradation and sequencing other pedagogical input.

Also, we have attempted to investigate the aspects and characteristics of reading. We have tried to answer a very important question about the nature of reading and whether L1 can help develop strategies and tactics to be proficient second and foreign language readers. We have implicitly shown that the strategies and techniques used in L1 such as: skimming, scanning, and so on can be fostered by pupils to achieve their ultimate goal from learning a foreign language; which is to be able to read and understand the texts in English. In order to help the English teaching community in Algeria improve their way of teaching reading and make most of it, we have included some techniques. ( see the appendix)

Reading is certainly a cardinal receptive skill, consequently we have tried to overview the importance of the reading skill from the perspectives of different approaches to teaching of second/foreign language. We can rightly claim that the focus on reading has ebbed in importance. Some approaches gave it great importance while others overlooked it. Whatever the consequences of these applications and implications, we need to stress the unavailability of teaching how to read and learning how to read in order to give our pupils the opportunity to learn new vocabulary in context, the socio-cultural code of other peoples and ultimately feel good about what they read.

Some part of this work has been totally devoted to exploring the different factors that may facilitate reading. They are mainly teacher related because the different factors such as skimming, scanning and so on are teacher initiated. It is

assumed that a successful reading course is the one which is well-planned and mindfully implemented by motivated teachers. We take it for granted that teachers would have the minimum of motivation and skill to implement those techniques to make their teaching effective. Moreover, we take it that planning a reading lesson comes out as an effortful process.

Different people use different techniques to reach their goals. Pupils are no exception, for they learn by translating from one language to the other, often translating reading passages in the target language to the native language. Grammar is usually learned deductively on the basis of grammar rules and examples. Pupils memorize the rules, then apply them to other examples. They learn paradigms such as ‘verb conjugation’, and they learn the native language equivalents of vocabulary words.

We would like to mention some figures from the majestic work of Ms. Chibani who has carried out a thorough investigation on Comet’s relevance and efficiency as far as its quality is concerned. She estimates that Comet’s content has a factor’s statistical contribution is  $k=0.47$  which is inferior to the threshold of 0.50 which tends to the insufficiency and irrelevancy of ‘Comet’. Furthermore, she estimates the alienation coefficient for the programme relation to Comet at  $K=0.32$  which is also inferior to the threshold of 0.50. As far as the pedagogical objectives are concerned, they are 72.73% non-conform to the content of ‘Comet’.

In the end, we would like to mention that no textbook is perfect. Again, this work does not criticize ‘Comet’ for the sake of criticizing, but to help to amend and improve our forthcoming textbooks. We are hopeful as to the EFL teaching in our country.

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## APPENDICES

-I-

### Pupils' Questionnaire Number Two:

Dear pupils, you are kindly requested to read attentively the items of this questionnaire and answer them. By doing so, you are contributing in an academic research, where your needs, opinions and suggestions will be taken into consideration. I'm deeply appreciative to your cooperation:

Item number 1:

Are the text in 'Comet' :

	Yes	No	Sometimes
a-meaningful?			
b-clear?			
c-easy?			
d-ambiguous?			

Item number two:

Are the topics in 'Comet' textbook relevant to our Algerian context?

Yes	No	Somehow

Item number three:

Do you find the texts in 'Comet' difficult to understand by yourself?

Yes	No	Somehow

Why?



.....  
.....  
Item number four:

Is the time allotted to the English reading session sufficient to explain the texts in 'Comet'?

Yes	No	Somehow

Item number five:

When your teacher asks you to read a text or a paragraph in class, do you

panic?	feel intimidated?	feel afraid?	abstain?

Why?

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

Item number six:

Once you finish reading any of the assigned texts in 'Comet', do you understand the gist?

Yes	No	Sometimes

Why?

.....  
.....

.....  
.....  
Item number seven:

Do you use the vocabulary you learned from 'Comet' texts to communicate with those who surround you?

Yes	No	Sometimes	Rarely

Why?

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

Item number eight:

Do you face the same problems in Arabic and French as you do in English?

Yes	No	Sometimes	Rarely

Why?

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

Item number nine:

Do you prefer illustrated texts?

Yes	No

Why?

.....

.....

.....

Item number ten:

Are 'Comet' texts illustrated?

Yes	No

In your opinion, is this a helpful factor to understand the suggested texts in

'Comet'?

Yes	No

In your opinion, is this a frustrating factor?

Yes	No

Item number eleven:

Is your dictionary helpful to understand 'Comet' texts?

Yes	No

Item number twelve:

Are you able to use effectively your dictionary?

**yes**

**No**

Item number thirteen:

Are dictionaries available in your secondary school?

Yes

No

Item number fourteen:

Are you allowed to use your dictionary inside the classroom during the lesson?

Yes

No

Item number fifteen:

What is your favourite dictionary?

English-English

English- French

English-Arabic

Item number sixteen:

Which activities do you prefer most?

-those suggested by the teacher

-those assigned in 'Comet'

Why?

.....

.....

.....

Item number seventeen:

Are the suggested activities in 'Comet'

-affordable?

-beyond your abilities?

-you cannot understand?

-irrelevant?

-insufficiently explained?

- I don't know.

Item number eighteen:

Would you like your teacher to explain the instructions of the activities in Arabic?

Yes

No

Why?

.....

.....

.....

Item number nineteen:

Can you answer in English in case the instructions are delivered in Arabic?

Yes

No

How?

Item number twenty:

Do you suggest anything to help understand the instructions?

Yes

No

-If yes, what do you suggest?



**Teachers' questionnaire number two:**

Dear colleagues, you are kindly invited to answer this questionnaire which aims at investigating the factors leading to failure to develop the reading skill in 'Comet' textbook. Your contribution will, of course of great help to the success of this research.

Item number one :

Does the textbook 'Comet' serve as a syllabus?

Yes

No

Item number two:

Are the texts provided by 'Comet' convenient to third year classes?

Yes

No

Some of them

Item number three:

Do they meet your pupils' needs and interests?

Yes

No

Sometimes

Item number four:

Do the subjects dealt with in these texts reflect more or less the social background

of your pupils?

Yes

No

Sometimes

Item number five:

Do these topics contain up-to-date information?

Yes

No

Sometimes

Item number six:

When reading these texts, do you encourage your pupils to develop a reading strategy?

Yes

No

Sometimes

Item number seven:

Is there any affective or intellectual impact on them?

Yes

No

Sometimes

Item number eight:



How do your pupils react towards these texts?

.....  
.....

Item number nine:

How do you increase your pupils' curiosity and motivation towards these texts?

- a- through discussion
- b- through a variety of tasks
- c- using audio and visual aids
- d- other techniques (give examples)

Item number ten:

Are there any educational messages conveyed in these texts?

- Yes
- No
- Sometimes

Item number eleven:

Do these texts urge you to be initiative and creative? How?

- Yes
- No
- Sometimes

Item number twelve:

Do they lead to boredom and lack of motivation

on your part ? Yes  No  Sometimes   
on the part of your pupils? Yes  No  Sometimes

item number thirteen:

Do you want your pupils to be dependent on

-on the textbook?

-on the teacher?

-on both?

Item number fourteen:

According to you, is the selection of texts in 'Comet' a careful one? Justify your answer.

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

Item number fifteen:

Is the language used in these texts difficult or easy for your pupils?

Item number sixteen:

Is the vocabulary used adequate to your pupils' level?

yes

No

Sometimes

Item number seventeen:

Being devoid of illustrations, do you think that the texts in ‘Comet’ help you to explain them easily?

Yes

No

Explain:.....  
.....  
.....  
.....

Item number eighteen:

Are the activities in ‘Comet’ relevant and pertinent to your pupils’ level?

Yes

No

Sometimes

Item number nineteen:

What are the activities that you would have liked to be included?

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

.....  
.....

Item number twenty:

How do you cope with the texts in 'Comet' with the absence of the 'Teacher's Book' ?

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

Item twenty one:

When reading, your pupils commit mistakes;

-so, according to you, what- is a reading mistake?

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

-what type of errors your pupils generally commit?

.....  
.....

-who do you think should correct the pupils' mistakes?

a- the teacher

b- their classmates

-when do you think the correction of the mistake should be carried out?

a- immediately?

Why?

.....  
.....

b- Later on?

Why?

.....  
.....

Item twenty two:

So, according to you, why do your pupils commit mistakes when reading?

.....  
.....

Thank you very much.

Questionnaire for both, teachers and pupils where they are asked to classify the following topics according to their needs and wants, excluding the ones they find uninteresting and finally suggest others they want to learn but they are not included in 'Comet' textbook.

The suggested themes in 'Comet'	The suggested order by the pupils/ teachers	The excluded themes by both.
Shakespeare's House		
Emigration		
Pollution		
Speaker's Corner		
Market Research		
English as an international lg.		
Mass media		
The modern business letter		
Robots		
Computers		
Transportation		

The suggested themes by the teachers and the pupils:

.....

.....

.....

.....

.....

.....

.....

.....

## **- Reading**

### Vocabulary

- I have difficulty understanding difficult words that I read.

### SO WE GO C

- I forget vocabulary words I learn.

### IF IT FITS

### Comprehension

- I have difficulty getting the overall ideas when I read material for my classes.

### B-C-D-E

- I have difficulty understanding stories that I read.

### SPORE

- I have difficulty understanding the main idea and details when I read.

### RAP-Q

- I read slowly.

### WARF

- I have difficulty understanding what I read from the computer screen.

### RUD PC

- I don't usually use aids to help my reading.

### PASTE

### IF IT FITS

- to help me remember new vocabulary

## **Identify each unfamiliar word**

## **Find the definition of the word**

- Read the words around the unfamiliar word to see if you can find contextual clues to help you define the word.
- If not, use a dictionary to look up the definition

## **Isolate the word**

- Write the word on the front of a note card

## **Tell yourself the definition of the word**

- Say the definition to yourself.
- Write the definition on the back of a note card.

## **Find a key word**

- The keyword should sound like or look like a word you already know.
- The keyword is to help you recall the word.

## **Imagine an interaction**

- Think of an interaction between the keyword and the unfamiliar word.
- This interaction will help you remember the unfamiliar word.

## **Think about your strategy**

- Look over the word and the interaction you thought of.
- Say the definition of the unfamiliar word aloud.

## **Study the strategy**

- Study your note cards with the unfamiliar word and definition on it.



- Be sure to think of the key word and the interaction.

**R**ead a paragraph or a section

**A**sk what the main ideas are

**P**ut the ideas in your own words

**Q**uestions about the text

## **RAP-Q**

- to help me understand what I read in my classes
- to help me pay attention when I read
- To help me take notes when I read so I have a study guide

**R**ead a paragraph

**A**sk yourself: "What are the main ideas and details?"

**P**ut the main ideas and details in my own words by paraphrasing

- This means that the sentence should
  - be accurate
  - make sense
  - contain a complete thought, subject, and verb
  - contain useful information, and
  - be in my own words.

**Q**uestion

- Create a question about what you read.
- Write it on a note-card
- You can write the answer on the back if you wish
- Use these cards as a study guide

# RAP-Q

## EXAMPLE

### History

#### **Read a paragraph or a section of the material.**

Proliferation is best understood as the rapid increase in the number and destructive capability of armaments. Evidence of the impact of proliferation on world affairs can be seen in the arms race between Germany and Great Britain that helped to spark World War I; the nuclear arms race between the superpowers, the U.S. and the Soviet Union, that brought us to the brink of a World War III; and the clandestine arms buildup in Iraq that helped it fight the Gulf War.

#### **Ask yourself: "What are the main ideas and details?"**

#### **Put the main ideas and details in my own words by paraphrasing**

*"There are three pieces of evidence that show how the spread of weapons, and the increase in the number of destructive weapons, has effected world affairs. The first was World War I between Germany and Great Britain; the second was the possibility of World War III between the U.S. and the Soviet Union, and the third is the concealed weapons that Iraq used during the Gulf War."*

## Question

- Write on the front of the note card.

What are three events that show how world affairs have been affected by proliferation of weapons?

- Write on the back of the note card.

World War I - Germany/Great Britain

The possibility of World War III - U.S./Soviet Union

Iraq's concealed weapons used to fight the Gulf War

# RAP-Q

## EXAMPLE

### SCIENCE

#### **Read a paragraph or a section of the material.**

In the early 1600's, the German mathematician Johannes Keplar began studying the orbits of the planets. He discovered that the shapes of the orbits are not circular, but are elliptical. He also calculated that the sun is not at the center of the ellipse, but is offset from the center.

#### **Ask yourself: "What are the main ideas and details?"**

#### **Put the main ideas and details in my own words by paraphrasing**

*"The main idea is that Keplar studied the orbits of the planets. The details are that he discovered the true orbit of the planets. He found the orbit is not round, but oval. Also, he found that the sun is not at the middle, but is off set from the center."*

#### **Question**

- Write on the front of the note-card.

What did Keplar find out about the orbits of the planets?

- Write on the back of the note-card.

Orbits are not circular but are elliptical

Sun is not at center but is off set

# RUD PC

- to help me read from the computer screen
- to help me decide which Web pages to use as sources
- to help me write an bibliography of Web pages

## **Read the title and headings of the web page**

## **Use the cursor to skim the page**

- Read only to know if the page applies to your research.

## **Decide if the page is worth reading completely**

- Read the page if you will need this information.

## **Print the page if you decide you need it**

## **Collect your bibliography information**

- Copy the URL or the address
- Find the author and title (if available)
- Find the date of publication (if available)

## **PASTE**

- To help me read better by using aids.

## **Preview the text before reading.**

- Before you begin reading a chapter or a section of a chapter, look over all the pages you have to read.
- Focus on headings and subheadings first.
- Then focus on bold faced words or words that have definitions in parentheses.

## **Always take notes on main ideas.**

- Write down main ideas or important facts that you think will be included in future tests.
- Write these on note cards so that you can use them for studying at a later time.

## **Save time by looking up unknown words.**

- If you do not know a word, first try to figure it out using context clues. If this does not work, look up the word in the glossary. If it is not in the glossary, look it up in the dictionary.
- If you think that this is an important word that will be on a future test, write down the word and the definition on a note card so that you can study it later.

## **Try to highlight important information in your notes.**

- After you have finished reading, review your notes and highlight the most important ideas.
- If you have a book that is your property or photocopied material, highlight the most important ideas.
- NEVER HIGHLIGHT EVERYTHING IN YOUR NOTES. Highlight material that you need to focus on when studying.

## **Examine ideas for relationships.**

- As you read, try to think about the "big picture." Try to figure out how the information you are reading is related to other information on this topic.
- Relate the ideas you are reading about to similar ideas you read about in past readings or in earlier sections of the current reading.
- Try to form meaningful relationships between ideas you read about.

## **B-C-D-E**

- To help me get the overall ideas when I read.

## **Before reading, survey the material to be read.**

- Always look at the pages you have read before you actually start reading.
- Read the title, side headings, paragraph headings, pictures, graphics, and study questions.

## **Create questions to ask yourself while you read.**

- Create questions about the material that you predict will be important. If you will be tested on the material, put the questions on note cards.
- Use the title, side headings, paragraph headings, pictures, graphics and study questions as the basis of your questions.

### **During reading of the material, answer the questions that you asked yourself.**

- Read to answer the questions that you created. If you have written the questions on note cards, write the answers on the back.
- Pay special attention to the bold face words and to words that are defined in parenthesis.

### **End of reading.**

- After you have finished reading, ask yourself the questions again.
- Try to summarize all the information that you read and tie all the ideas together.
- Ask yourself questions about the relationship between what you just read and other chapters or readings on this topic.

### **WARF**

- to help improve my reading speed

### **Widen your eye span.**

- Read groups of words.
- Do not read one word at a time.

### **Avoid skip backs.**

- If you do not understand an idea, do not re-read.
- First, keep reading and try and use context clues.
- If context clues do not help, then go back and re-read.

## **Read silently.**

- Try not to read aloud.
- Press your lips together to prevent yourself from mouthing the words.

## **Flex your reading rate.**

- When you read important information that you need to understand, read slowly.
- When you read information that you understand well, read faster.

## **SPORE**

- to help me understand a narrative text or story
- to help me organize a story or narration in a sequential pattern

## **Setting**

Determine:

- Who (people, animals),
- What (events),
- Where (places),
- When (times)

Make a list of these using a graphic organizer.

## **Problem**

- Identify the major problem or problems of the story.
- Analyze the who, what, where, and when in relationship to the problem.

## **Order of Action**

- Identify the order in which the events happened.
- Write these down in numbered order.

## **Resolution**

- Identify how the problem was solved.

## **End**

- Identify what happened at the end and how the story was wrapped up.

## **So We Go C**

- to help me understand difficult words that I read.

## **Skim the text for words you do not understand.**

- Skim or quickly look over what you have read.
- Skim only one section or paragraph at a time.
- Highlight or circle any unknown words.

## **Write the unknown words on one side of the note cards.**

**G**o back and write the definitions for the terms on the other sides of the cards.

- "I'm going to read the text around the unknown word to see if I can find what the word means. That's called using context clues. Then I'll write the definition on the back of the note-card."
- "I couldn't figure out the meanings of some of the words from the context clues. I'll look in the glossary in the back of the book."
- "I still couldn't find the definition, so now I'll try the dictionary."

## **Create two piles of cards.**

"I understand some of the new words and their definitions now, so I'll put them in one pile. There are still some definitions that I don't understand. I'll keep those in a separate pile so I can remember to ask my teacher about them."



Other suggested topics, their text types with other possible language exponents

and other suggested activities:

Suggested themes	Text types	Possible language exponents	Suggested activities
<p>Leisure and humour</p> <ul style="list-style-type: none"> <li>- hobbies</li> <li>- jokes</li> <li>- English and British humour</li> <li>.</li> <li>- The coming age of leisure.</li> </ul>	<p>Prescriptive argumentative descriptive</p>	<p><b>Instructing</b> : is/are + stem + ed Has, have + been + ed Will be + stem + ed</p> <p><b>Modals in the passive</b> : (should, can, may, must ) + be + stem + ed . e.g : To lessen the problem of unemployment, the working week should be reduced to 30 hours and more time should be devoted to leisure . in the future , with the advent of European community, the British humour may be affected to some extent .</p> <p><b>Modals</b> : ( might, could ) + stem Next century, the working class might get a greater share in the running of companies. In the future , humour could be used as a means to help people suffering from various anxieties , to overcome their handicaps .</p> <p><b>Modals</b> : ( must, may, can, should, ought to ) + stem . e.g : people must laugh more often to escape from the boredom of existence .</p> <p><b>Denying</b> : deny, claim, maintain, insist ... Certainly not , e.g : she claims that her story is true . he denies being behind the hoax.</p>	<p>Predicting topical lexis from titles . Interpreting pictures. Comparing facts between two countries . Classifying information. Matching pairs . Close tests. Simulating from various situations . Repeating tongue twisters. Selecting key-words and expanding them into a paragraph . Problem solving. Developing a paragraph from pictures. Writing funny stories . Using idiomatic expressions. Writing and creating cartoons. Telling jokes.</p>

Topics	Text types	Possible language exponents	Suggested activities
<p>English in the world at the level of literature and lingua franca .</p> <p>English as an international language .</p> <p>English impact of other cultures on the English language.</p> <p>Place of the English literature in the world .</p>	<p>Expository</p> <p>Descriptive</p> <p>Argumentative</p>	<p><u>Verbs</u> : stem + ed Had + stem + ed</p> <p>Was / were / + stem + ed</p> <p><u>Time clauses</u> : when , while , after , before , as soon as , just as + clause . e.g : After English had acquired an international dimension , many countries decided to include it in their schools curriculum .</p> <p><u>Similarities</u> : like , both , similarly , likewise , I, the same way . e.g : both Mackbeth and Hamlet are widely read in the world</p> <p><u>Differences</u> : unlike , whereas , o, the other hand nevertheless , in contrast . e.g Unlike Chinese novels , English ones are world famous</p> <p><u>Eliciting opinions</u> : what do you think of ... ? What's your opinion on , about .. ? How do you feel about .. ? Are you in favour / against ... ? Don't you think that ... ?</p> <p><u>Expressing opinions</u> : I think ... I believe ... in my opinion ... I agree / I don't agree with</p> <p><u>Deduction</u> : must have + stem + ed Couldn't have + stem + ed e.g : Shakespeare must have know famous people . The novelist couldn't have worked the story alone .</p> <p><u>Markers</u> : therefore , thus , consequently . e.g : Important scientific research is being published in English . therefore scientists all over the world must learn this language .</p>	<ul style="list-style-type: none"> <li>- note-taking</li> <li>- filling and interpreting tables</li> <li>- matching pairs</li> <li>- exercises of substitution</li> <li>- sentence building, from simple sentence</li> <li>- role-play</li> <li>- word puzzles</li> <li>- changing from formal to informal</li> <li>- songs</li> <li>- explaining signs and tables</li> <li>- writing summaries</li> <li>- commenting texts</li> <li>- learning poems, songs</li> <li>- using idiomatic expressions</li> <li>- learning and commenting proverbs</li> </ul>

Suggested themes	Text types	Possible language exponents	Suggested activities
<p>English in the world at the level of literature and lingua franca .</p> <p>English as an international language .</p> <p>English impact of other cultures on the English language.</p> <p>Place of the English literature in the world .</p>	<p>Expository</p> <p>Descriptive</p> <p>Argumentative</p>	<p><u>Verbs</u> : stem + ed Had + stem + ed</p> <p>Was / were / + stem + ed</p> <p><u>Time clauses</u> : when , while , after , before , as soon as , just as + clause . e.g : After English had acquired an international dimension , many countries decided to include it in their schools curriculum .</p> <p><u>Similarities</u> : like , both , similarly , likewise , I, the same way . e.g : both Mackbeth and Hamlet are widely read in the world</p> <p><u>Differences</u> : unlike , whereas , o, the other hand nevertheless , in contrast . e.g Unlike Chinese novels , English ones are world famous</p> <p><u>Eliciting opinions</u> : what do you think of ... ? What's your opinion on , about .. ? How do you feel about .. ? Are you in favour / against ... ? Don't you think that ... ?</p> <p><u>Expressing opinions</u> : I think ... I believe ... in my opinion ... I agree / I don't agree with</p> <p><u>Deduction</u> : must have + stem + ed Couldn't have + stem + ed e.g : Shakespeare must have know famous people . The novelist couldn't have worked the story alone .</p> <p><u>Markers</u> : therefore , thus , consequently . e.g : Important scientific research is being published in English . therefore scientists all over the world must learn this language .</p>	<ul style="list-style-type: none"> <li>- note-taking</li> <li>- filling and interpreting tables</li> <li>- matching pairs</li> <li>- exercises of substitution</li> <li>- sentence building, from simple sentence</li> <li>- role-play</li> <li>- word puzzles</li> <li>- changing from formal to informal</li> <li>- songs</li> <li>- explaining signs and tables</li> <li>- writing summaries</li> <li>- commenting texts</li> <li>- learning poems, songs</li> <li>- using idiomatic expressions</li> <li>- learning and commenting proverbs</li> </ul>

<b>Suggested themes</b>	<b>Text types</b>	<b>Possible language exponents</b>	<b>Suggested activities</b>
Algeria and English speaking countries and their attitude towards Algeria . Economic and cultural relations.	Narrative expository argumentative	Verbs : stem + ed + had -+ ed – was / were + stem + ing Time clauses : when , while, after, before, as soon , + clause . e.g : while Algeria was fighting for independence , it struck friendly relation with English speaking countries . After , before , while + stem + ing. e.g : while reconstructing the economy of the country , the Algerian government is trying to attract American investors. No sooner + had + subject + stem + ed ... than + clause . Hardly + had + subject + stem +ed...when + clause . e.g : No sooner had elections in America ended than the president elect of the U.S.A . Conditional type three : if America had given enough technical and financial help to Algeria , our agriculture would have know much progress. Deducing : mist have + stem + ed . Couldn't have + stem + ed . e.g : the first Algerian families who settled in America must have met great difficulties to cope with the new environment . e.g : the English couldn't have enough to develop their trade with Algeria . Purpose clauses : was / were / had. There was , there were ...	-Answering reference question . -Multiple Choice Questions. -Filling tables . -Giving definitions . -Transferring from non verbal to verbal. -Adapting information to a text. -Justifying answers -Writing reports about projects, discussed in group.

<b>Suggested themes</b>	<b>Text types</b>	<b>Possible language exponents</b>	<b>Suggested activities</b>
<b>Human rights</b> Declaration of Human rights Organization and their Work . Progress achieved in the field of human Rights .	Expository Arguments Prescriptive	<u>Describing in the present</u> : stem (s) , is , are , has , have, there, is, there are . <u>Describing in the past</u> : Stem (ed ) Was , were , had , there was / there were . Superlatives : the last, the most, the furthest... e.g : Puerto Rico’s social position is the secure in the U.S.A	-Interpreting pictures. -Matching pictures with sentences . -Multiple Choice Questions . -Paraphrasing . -Completing phrases. -Transferring information from verbal to non-verbal .

		<p><u>Quantifiers</u> : all , most, some, a few (of) , others ,as many as, as much as .  e.g : most immigrants lead a precarious life in the host country .  Adverbs : presumably, probably, may be , perhaps m apparently , almost , certainly .  e.g : next century , there will be certainly less controversy about human rights .  <u>Tentative explanation</u> : to seem , to appear + to have + stem + ed .  To suggest that / are thought, its seems , appears ..  e.g : it seems that the fight for human rights is bearing fruit.  <u>Similarities</u> : like, both, similarly, likewise ...  e.g : All the minorities in the world are fighting for their rights .  <u>Differences</u> : unlike, while, whereas, on the other hand , nevertheless, in contrast.  e.g : in democratic countries , human rights are relatively respected whereas in totalitarian they are trampled down .  <u>State or habit in the past</u> : used to, would + stem.  e.g : prisoners , of the war used to be treated harshly.</p>	<p>-Developing a narrative from pictures.  -Surveys.  -Projects followed by written reports.</p>
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<b>Suggested themes</b>	<b>Text types</b>	<b>Possible language exponents</b>	<b>Suggested activities</b>
<p><u>Racial problems</u>  The origin of the problem , its scope and impact .  Steps taken to overcome it .</p>	<p>Descriptive Narrative  Argumentative .</p>	<p><u>Verbs</u> : Stem(s) : is , are , there is , there are , has , have + stem+ ed .  Will + stem. .  is to + stem + to .  e.g : the whites and the blacks of south Africa are to live and work side by side for a long time .  <u>Future perfect simple</u> : will + have + stem + ed .  e.g : by the start of next century ,</p>	<p>- Brainstorming.  - Note-taking  - Giving definitions.  - Matching pictures with sentences .  - Exchanging information  -Comparing figures situations m eras ..  - Finding information.  - Justifying answers</p>

		<p>racial problems will have lessened tremendously.</p> <p><u>Passive in the present continuous</u> : is , are ,am being + stem + ed . e.g : Racism is being tackled more strongly than in the past .</p> <p><u>Passive in the past simple and past continuous</u> : was, were + stem + ed . Was ,were being + stem + ed . e.g : while the natural resources of Africa were being fully exploited by the colonists , the local population led a wretched life .</p> <p><u>Modals in the passive</u> : could , would , might + be + stem + ed . e.g : psychologists and sociologists' work could be used to bring conflicting communities nearer to each other.</p> <p><u>Non-defining which</u> : the two communities have always had friendly relation , which are strengthened by a common history .</p> <p><u>Result clause</u> : the slaves were beaten until they lost their senses .</p> <p><u>Expressing means</u> :the first house the young immigrants owned , they got it after/by borrowing money from the bank at high interest rate .</p> <p><u>Expressing probability</u> : ( modals : might, could + stem ) . e.g : All races could live in mutual respect one day .</p> <p><u>Adverbs</u> : likely, possibly, probably , unlikely .</p>	<p>.copying outline of a lesson .</p> <p>- Writing a paragraph .</p>
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<b>Suggested themes</b>	<b>Text types</b>	<b>Possible language exponents</b>	<b>Suggested activities</b>
<p><u>Medias in English speaking countries</u> .</p>	<p>Narrative Descriptive Argumentative</p>	<p><u>Discourse connectors</u> : addition, also, in addition to , moreover , furthermore ...</p> <p><u>Contrast</u> : but , however , although , yet ..</p> <p><u>Cause</u> : because , since , for , as ..</p> <p><u>Result</u> : therefore , consequently ,thus ..</p> <p><u>Condition</u> : if , provided that , unless , as long as ...</p>	<p>- Supplying files to tests .</p> <p>- Classifying sentences .</p> <p>-Matching pairs.</p> <p>- Completing sentences .</p> <p>- Answering reference and inference questions.</p> <p>- Reporting .</p> <p>- Adding or removing information constituents</p> <p>-Writing a composition.</p>

		<p><u>Intensification</u> : on the contrary , as a matter of fact .</p> <p><u>Explanation</u> : that is , in other words .</p> <p><u>Exemplification</u> : for instance, for example m such as ..</p> <p>Order of ideas : first , secondly , third ... finally .</p> <p><u>Complex prepositions</u> : according to , as for , owing to ...</p> <p><u>Phrases</u> :</p> <p><u>Introductory markers</u> : to begin with , by way of introduction, in this section we'll look at ..</p> <p><u>Importance markers</u> : it is essential to realize that ... it is worth noting that ...</p> <p><u>Summary markers</u> : to sum up , briefly we can say this means , to be brief , to be short ..</p> <p><u>Conclusion markers</u> : it is clear from all that I've said ... finally we can see that ...</p> <p><u>Discussion markers</u> :on the one hand ... , one must admit that ... ,I am opposed to .., it can't be denied ...</p>	<p>from selected ideas .</p> <p>-Surveys</p>
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<b>Suggested themes</b>	<b>Text types</b>	<b>Possible language exponents</b>	<b>Suggested activities</b>
<p><u>Great challenge to making</u> .</p> <p>Ecology .</p> <p>Health .</p> <p>Overpopulation .</p> <p>Hunger .</p> <p>Social evils ( drugs , crime ..)</p>	<p>Argumentative</p> <p>Prescriptive</p> <p>Descriptive</p>	<p><u>Modals in the passive</u> : should , can may m must + be + stem + ed .</p> <p>e.g : the streets of our town should be kept clean .</p> <p>Factories must be prevented from throwing their wastes into seas and rivers .</p> <p><u>Expressing obligation</u> : it is necessary to , it is essential that ... it is strictly forbidden to ...</p> <p>e.g : Patients are required to consult their doctors before taking their medicine.</p> <p>It is strictly forbidden to use this place for camping .</p> <p><u>Conditional type three</u> : if + had + stem + ed .. + would + have + stem +ed / could + have + stem + ed .</p> <p>e.g : If the authorities had planned things carefully, the town could</p>	<p>- Matching paragraphs with statements .</p> <p>- Transferring from verbal to non-verbal .</p> <p>- Selecting appropriate ideas from context .</p> <p>- Making dialogues .</p> <p>-Expanding sentences into paragraphs .</p> <p>-Writing a composition from a model .</p> <p>- Summarizing .</p> <p>- Surveys .</p>

		<p>have avoided overpopulation.  <u>Condition</u> : if, only if , unless ,  provided that ...  e.g : the consequences that  overpopulation will generate will  be terrible unless measures are  taken to control it .  <u>Making hypotheses</u> : may , might ,  could +have + stem + ed .  e.g : The epidemy might have been  caused by an unknown virus .  <u>Probability</u> : might, could + stem .  e.g : in the future ,doctors could  find better ways to fight cancers .  Adverbs : likely , unlikely ,  probably ...  <u>Cause and consequence</u> : because ,  for since , as , is caused by , is due  to , because of, therefore , as result  , consequently , thus .  e.g : as health measure are not  taken in time, the disease is  spreading fast in this area , As  result of our much polluted planet ,  some forms of life are threatened  by extinction.  Instructing : stem  Is , are + stem + ed  Will be + stem + ed .</p>	
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Suggested themes	Text types	Possible language exponents	Suggested activities
<p>Modern life in  English Speaking  Countries.</p> <ul style="list-style-type: none"> <li>- Youth .</li> <li>- Sport .</li> <li>- Family.</li> <li>- Education.</li> <li>- Consuming  habits .</li> </ul>	<p>Descriptive Expository  Narrative</p>	<p><u>Reporting questions</u> :he asked if ..  he wondered ... he wanted to know  when ... he tried or find out when  ..., who ...  e.g : the journalist wanted to know  when the interviewee had won his  first competition .  <u>Denying</u> :  e.g : the boy denies having played  truant from school light before she  left the kitchen .  <u>Expressing obligation</u> : it is  necessary to ... it is essential that ...  it is strictly forbidden to ... to be  required to ...  e.g : During the school year , the  children are required to do their  homework before they go to bed .  <u>Reduced relative clauses</u> :</p>	<ul style="list-style-type: none"> <li>- Pictures based talk .</li> <li>- Multiple Choice  Questions. (MCQ)</li> <li>- Giving Definitions .</li> <li>- Classifying words  and language items .</li> <li>- Completing charts .</li> <li>- Filling close test  passages .</li> <li>- Explaining signs.  And tables .</li> <li>- Reporting and  rewriting with or  without changing  meaning .</li> <li>- Writing a paragraph  from a model .</li> </ul>



		<p>e.g : Students completing their high school studies with grade A , go to great universities .</p> <p><u>Discourse connectors</u> :</p> <p><u>Addition</u> : also, in addition</p> <p><u>Contrast</u> : but , however , although, yet...</p> <p><u>Cause</u> : because , for , since , as ...</p> <p><u>Result</u> : therefore , as a result , consequently ,thus .</p> <p><u>Condition</u> : if, provided that , unless , as long as ,...</p> <p><u>Exemplification</u> : for instance , for example m such as .</p> <p><u>Intensification</u> : on the contrary , in fact , as a matter of fact .</p> <p><u>Order of ideas</u> : first , secondly ,finally .</p> <p><u>Complex prepositions</u> : according to , due to , owing to ,along with ...</p>	
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<b>Suggested themes</b>	<b>Text types</b>	<b>Possible language exponents</b>	<b>Suggested activities</b>
<p><u>Human rights</u>  Declaration of Human Rights  Organizations and their work .  Progress achieved in the field of human rights</p>	<p>Expository  Argumentative  Prescriptive</p>	<p><u>Describing in the present</u> : stem (s), is, are , has, have, there is, there are .</p> <p><u>Describing in the past</u> : stem (ed) , was , were , had , there was / there were .</p> <p>Superlatives : the last , the most , the furthest ...</p> <p>e.g: Puerto Rican's social position is the least secure in the U.S.A.</p> <p><u>Quantifiers</u> : All , most , some , a few , (of) ,others, as many as , as much as .</p> <p>e.g : most immigrants lead a precarious life in the host country .</p> <p>Adverbs : presumably , Probably , may be , perhaps, apparently , almost , certainly .</p> <p>e.g : Next century ,there will be certainly less controversy about human rights.</p> <p><u>Tentative explanations</u> : to stem , to appear + to have + stem +ed .  To suggest that , is / are though, it seems , appears ...</p> <p>e.g : It seems that the fight for human rights is bearing fruit .</p> <p><u>Similarities</u> : like , both , similarly</p>	<ul style="list-style-type: none"> <li>- Interpreting pictures .</li> <li>- Matching pictures with sentences .</li> <li>- Multiple Choice Questions.</li> <li>- Paraphrasing .</li> <li>- Completing phrases.</li> <li>- Transferring information from verbal to non-verbal .</li> <li>- Developing a narrative from pictures .</li> <li>- Surveys .</li> <li>- Projects followed by written reports.</li> </ul>

		<p>likewise ..</p> <p>e.g :All the minorities in the world are fighting for their rights .</p> <p><u>Differences</u> : unlike , while , whereas , on the other hand , nevertheless , in contrast .</p> <p>e.g : In democratic countries, human rights are relatively respected whereas in totalitarian regimes they are trampled down .</p> <p><u>State or habit in the past</u> : used to , would + stem .</p> <p>e.g : prisoners of the war used to be treated harshly .</p>	
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<b>Suggested themes</b>	<b>Text types</b>	<b>Possible language exponents</b>	<b>Suggested activities</b>
<p><u>Racial problems</u></p> <p>The origin of the problem . Its scope and impact .</p> <p>Steps taken to overcome it .</p>	<p>Descriptive Narrative</p> <p>Argumentative</p>	<p><u>Verbs</u> : stem (s) : is, are, there is , there are , has , have + stem + ed .</p> <p>Will + stem .</p> <p>Is to + stem + to .</p> <p>e.g : the whites and the blacks of south Africa are to live and work side by side for a long time .</p> <p><u>Future perfects simple</u> : will + have + stem + ed</p> <p>e.g : By the start of next century , racial problems will have lessened tremendously .</p> <p><u>Passive in the past simple and past continuous</u> :</p> <p>Was ,were + stem +ed .</p> <p>Was , were being +stem + ed</p> <p>e.g : while the natural resources of Africa were being fully exploited by the colonists, the local population led a wretched life .</p> <p><u>Modals in the passive</u> : could , would , might + be + stem +ed .</p> <p>e.g : Psychologists and sociologists' work could be used to bring conflicting communities nearer to each other .</p> <p><u>Non-defining which</u> : the two communities have always had friendly relations, which are strengthened by a common history.</p> <p><u>Result clause</u> : the slaves were beaten until they lost their senses .</p> <p><u>Expressing means</u> : the first house the young immigrants owned ,</p>	<ul style="list-style-type: none"> <li>- Brainstorming .</li> <li>-Note-taking.</li> <li>- Giving definitions.</li> <li>- Matching pictures with sentences .</li> <li>- Exchanging information .</li> <li>- Comparing figures situations , eras ...</li> <li>- Finding information.</li> <li>- Justifying answers .</li> <li>- Copying outline of a lesson .</li> <li>- Writing a paragraph .</li> </ul>

		<p>they got it after /by borrowing money from the bank at high interest rate .</p> <p><u>Expressing probability</u> : ( modals : might , could + stem ).</p> <p>e.g : All races could live mutual respect one day .</p> <p><u>Adverbs</u> : likely, possibly, probably, unlikely.</p>	
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<b>Suggested themes</b>	<b>Text types</b>	<b>Possible language exponents</b>	<b>Suggested activities</b>
<p><u>Great Challenges to Mankind</u> .</p> <ul style="list-style-type: none"> <li>- Ecology.</li> <li>- Health .</li> <li>- Overpopulation.</li> <li>- Hunger .</li> <li>- Social evils ( drugs, crime...)</li> </ul>	<p>Argumentative</p> <p>Prescriptive</p> <p>Descriptive</p>	<p><u>Modals in the passive</u> : should , can , may, must +be + stem +ed .</p> <p>e.g : The streets of our town should be kept clean.</p> <p>Factories must be prevented from throwing their wastes into seas and rivers.</p> <p><u>Expressing obligation</u> : it is necessary to , it is essential that ...it is strictly forbidden to ...</p> <p>e.g : Patients are required to consult their doctors before taking their medicine.</p> <p>It is strictly forbidden to use this place for camping.</p> <p><u>Conditional type three</u> : if +had + stem +ed... would + have + stem+ ed / could + have +stem +ed .</p> <p>e.g : If the authorities had planned things carefully , the town could have avoided overpopulation .</p> <p><u>Condition</u> : if ,only if , unless , provided that...</p>	<ul style="list-style-type: none"> <li>-Matching paragraphs with statements.</li> <li>- Transferring from verbal to non-verbal.</li> <li>- Selecting appropriate ideas from context.</li> <li>- Making dialogues .</li> <li>-Interpreting pictures .</li> <li>- Expanding sentences into paragraph .</li> <li>- Writing a composition from a model .</li> <li>- Summarizing .</li> <li>- Surveys .</li> </ul>