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Impact of Pre-Vocabulary Teaching on EFL Elementary Learners' Reading Comprehension

A Case Study of Third Year Middle School Pupils at Madani Rahmoun Middle School of

Biskra

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Declaration

I, Maaoui Ikram, do declare that the present work, entitled ''Investigating the effectiveness of pre-vocabulary instructions as a systematic teaching of reading comprehension to elementary learners of English '', is wholly my own production, and has not been submitted before to any university or institution for getting a degree.

The present work has been undertaken and executed at Mohamed Khider University of Biskra, ALGERIA.

CERTIFIED:

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Dedication

TO ALLAH;

*TO MY BELOVED PARENTS **HASSAN** AND **REZEG FATIMA**;*

*TO MY DEAREST BROTHER **ABED ALRAHMAN** WHO WAS ALWAYS BESIDE ME THROUGHOUT THIS WORK AND LIFE;*

*TO MY BROTHER **IMED**, MY DEAREST SISTERS **LINDA** AND **CHAHINEZ;***

*TO MY PRETTIEST NIECES **ASSIl , MAYA**, AND **DARINE***

I DEDICATE THIS WORK

Abstract

Reading comprehension is deemed to be crucial task to EFL elementary learners' gradual development of language ability. It is particularly important at the primary stages of learning a foreign language as learners first explore the target language' both structure and meaning through text reading. It is; however, observed that EFL elementary learners frequently encounter comprehension deficiencies while reading due to the inability to recognize the meaning of some English vocabulary words which will; consequently, impede comprehension and decrease their reading motivation. Therefore, instructors have discussed how vocabulary pre-teaching generates adequate text comprehension and understanding. Accordingly, the present study aimed at investigating the effectiveness of vocabulary pre-instructions as a systematic teaching of reading comprehension to elementary learners of English. Moreover, it sought to identify both middle school teachers and pupils' attitudes towards integrating vocabulary instructions within EFL programs devoting a definite instructional time. The hypothesis states that the pupils who are pre-vocabulary taught can comprehend what they read and; therefore, adequately answer comprehension questions, which will, in turn, motivate them to read and to learn new vocabulary. The hypothesis was tested through three observation sessions where vocabulary instructions were implemented and pupils' performance was evaluated with the sample third-year middle school pupils. In an attempt to explore different attitudes and perceptions towards pre-teaching vocabulary, a qualitative approach was used in this study within which three research methods were opted, namely; participant observation, teachers' questionnaire, and focus group discussion. The analysis and interpretation of the collected data revealed the following findings; vocabulary instructions helped elementary learners better comprehend and identify text ideas through the recognition of words' meaning. Therefore, pupils were able to answer comprehension questions correctly. Thus, it is assumed that the hypothesis was validated and confirmed; integrating vocabulary instructions actually improves EFL elementary learners' reading comprehension.

Key words: EFL elementary learners, instructions, reading comprehension, vocabulary

List of Abbreviations and Acronyms

%: Percent

CBM: Curriculum-Based Measurement

Dr: Doctor

e.g: For example

EFL: English as a foreign language

ELT: English language teaching

Et al.: And others

i.e.: Id est

Ibid: The same previously cited source

LD: Learning difficulties

LMD: License Master Doctorate

MS: Middle school

n.d: No date

P: Page

p: Page

Para: Paragraph

PDP: Pre-, during ,post reading (Lesson plan framework)

Q: Question

RD: Reading comprehension

RH: Research hypothesis

RQ: Research question

S/he: She or he

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General Introduction

Reading comprehension development is assumed to be a crucial task for the gradual development of foreign language ability. Therefore, instructors managed to extend the amount of reading instructions to promote learners' integration with the target language norms, patterns, and more importantly culture. Nevertheless, poor reading comprehension outcomes persist and still commonly observed among EFL learners of English. EFL learners' reading comprehension deficiencies have been long attributed to their inability to recognize the meaning of English vocabulary words which are new to them. Typically, EFL learners; particularly, elementary learners fail to decode words' meaning while reading as they are newly exposed to the target foreign language to which they have (if no) poor vocabulary knowledge which impedes them adequately perform other tasks such as writing and speaking; notably, this may also generate further reading inhibition.

Since vocabulary knowledge has been long recognized as a determinant factor in elementary learners' comprehension capacity, integrating vocabulary instructions within elementary English language teaching programs have been long discussed and proposed given the fact that acquiring and producing adequate language, interacting with text events, and decoding major concepts to be communicated in front of classmates would be unrealizable for an elementary learner who does not even understand what s/he reads. Henceforth, vocabulary teaching has been agreed on as efficient systematic teaching of reading comprehension to elementary learners of English.

1. **Statement of the Problem**

Reading is the process through which an EFL learner learns how to understand, interpret, use, and communicate the target language. It is not a mere act of decoding written codes of the language. It is; rather, a highly complex activity through which the reader constructs meaning and builds a deeper understanding of what surrounds him. Particularly, to an EFL learner reading is an appreciated concrete opportunity to practice the language, refrain from the abstract system of rules, and learns how to appropriately use the language producing meaningful communicative acts. Hence, on the ground of noticing the reading skill efficiency in the development of foreign language ability, teaching reading comprehension became the subject matter of current educational studies and researches.

EFL elementary learners are often reluctant to read complaining about the complexity of lexical items found in the text. Particularly, reading comprehension deficiencies are frequently encountered when learners are unable to understand what words in the text would mean. Basically, this occurs as elementary learners are just coming from the primary school with (if no) a very little knowledge about the target foreign language itself. In this vein, it is necessary to admit that today' teachers of English devote little (if no) time for vocabulary instructions in addition to learners' little exposure to the language outside the classroom, they fail comprehending texts. Consequently, the inability to identify words' meaning would hinder the progress of the reading comprehension process and the overall learning.

Therefore, vocabulary pre-teaching seems to be a convenient systematic way of teaching reading comprehension. Particularly, it would be an efficient practice aims at solving reading comprehension problems occurred due to lack of vocabulary knowledge. EFL teachers who opt for vocabulary instructions with elementary classes target pupils' acquisition of lexical items so that they would be identical for them while reading. In this respect, we lookforward to to directing elementary stages English language teachers' attention to the need for a systematic teaching of reading comprehension through effective vocabulary scaffolding devoting more instructional time for the purpose. In this vein, we do believe that EFL elementary learners' reading comprehension would not improve unless they were pre-vocabulary taught. Vocabulary teaching will enrich students' lexicon and; therefore, enhance further word recognition and reading comprehension.

2. Research Questions

This study seeks to answer the following research questions:

RQ1: How do pre-vocabulary instructions enhance reading comprehension?

RQ2: What would be the effective vocabulary teaching practices and methods teachers should opt?

RQ3: How can vocabulary learning be assessed?

3. Research Hypothesis

We hypothesize that students who are pre-vocabulary taught will easily recognize the target words while reading. This, increases the reading motivation and improves reading comprehension.

4. Research Aims

Generally, the present study' main purpose is to reduce EFL elementary learners reading comprehension deficiencies through systematic pre-vocabulary teaching as it aims to investigate the importance of vocabulary knowledge in improved reading comprehension.

Specifically, the present study aims to:

a. Raise teachers' awareness of the need for systematic teaching of EFL elementary learners' reading comprehension through vocabulary pre-teaching.

b. Identify effective vocabulary teaching methods and practices.

c. Survey middle school teachers' attitudes towards integrating systematic vocabulary instructions.

d. Increase learners' vocabulary, and enhance reading comprehension.

5. Methodology

Under the purpose of determining the effectiveness of vocabulary pre-instructions in teaching reading comprehension to elementary learners of English, a qualitative approach was opted to collect data; In addition to using a case study as a research strategy in the present study. To examine the present study' research hypotheses, three types of qualitative data collection methods were used. First, teachers' structured questionnaires were submitted to eight middle school teachers of English in an attempt to survey their perception towards the practice of vocabulary teaching and how they are currently teaching reading comprehension and vocabulary according to the Competency Based teaching approach (CBA).

Secondly, a participant classroom observation was also opted in this study whereby the researcher intended to observe and evaluate how the overall process of vocabulary teaching i.e. the intervention would take place and learners' feedback towards integrating vocabulary instructions and how this will affect comprehension. Classroom observation

allowed the researcher to depict accurate data as regards the pupil's ordinary performance and their performance towards the intervention; this was carried out through different tasks of vocabulary teaching and reading comprehension.

Finally, a focus group discussion was additionally held with the targeted participant group of pupils in order to detect more detailed data from pupils' learning experiences towards vocabulary teaching practices and reading tasks. This permitted the researcher to identify vocabulary learning deficiencies frequently encountered by EFL elementary learners; furthermore, it revealed pupils feedback and perceptions towards integrating vocabulary instructions and its effects on their reading comprehension.

6. Population and sampling

The present study population concerned middle school pupils at Madani Rahmoun middle school of Biskra, the total number of the study population is 134 third-year pupils. As a research sample, a random chosen third-year class pupils represented the study sample as they do represent elementary learners of English, it is important to mention that the sample was randomly selected to participate in the present study. From this sample, twelve (12) Participants voluntarily participated in the focus group discussion. 46 third-year middle school pupil participated in the classroom observation.

7. Significance of the Study

The present study targets the necessity of stimulating EFL elementary learners' reading comprehension through vocabulary pre-teaching. Particularly, it looks forward to raising teachers' attention towards devoting partial instructional time for vocabulary teaching. Significantly, the present study seeks to prove how learning about words can contribute to an improved reading comprehension process specifically for elementary learners of English of poor vocabulary knowledge. Moreover, it highlights effective vocabulary instructional methods which would promote teachers of English to efficiently approach the process of vocabulary pre-teaching. Furthermore, the study attempts to frame the area of assessing both reading comprehension and vocabulary learning in EFL classes.

8. Structure of the Dissertation

Chapter One

Chapter one presents an overview of vocabulary teaching, this included presenting the notion of vocabulary and its important contribution to the development of EFL competence and how necessary to pre-teach vocabulary. Subsequently, the chapter also provides a detailed discussion of some efficient vocabulary teaching practices in addition to framing the area of assessing vocabulary learning.

Chapter Two

Chapter two frames the process of reading comprehension; particularly, it highlights how reading comprehension is processed, how we differently achieve reading comprehension outcomes, this included theories of reading comprehension, the position of reading within EFL learning, skills and sub-skills of reading. Ultimately, classroom reading comprehension assessment practices were highlighted.

Chapter Three

Chapter three is devoted to the analysis and the interpretation of data gathered through the three opted research methods. The research methods represent participant observation, teachers' questionnaire, and the focus group. The chapter discusses the results and underlies different implications throughout the present study.

9. Limitations of the Study

As regards the impediments that faced conducting the present study; first, we intended to make this study a quazi-experimental study in which the target group of participants receives the intervention in the form of vocabulary pre-instructions throughout one month after a pre-test by which we would have determined learners' actual reading comprehension level prior to receiving the instructions, the teacher would also have received regular training on different effective vocabulary teaching practices. Afterward, participants take the post-test where observable improvement at the level of comprehension would be detected. Unfortunately, we could not gain the administrative approval and cooperation from the target middle school administration to apply the intervention systematically. Besides, it is important to mention that middle school ELT programs consists of only one reading session per one unite , this actually impeded

undertaking the intended observation sessions number. Additionally, undertaking the observation faced delays which were out of our control; this mainly refers to the national strike. In addition to that, the teacher in charge of teaching English course that cooperated with us during the first sessions was removed to another level; therefore we were urged to manage to work with the substituent teacher who was a novice teacher. These factors impeded undertaking the intended number of observation sessions.

CHAPTER ONE: PRE-VOCABULARY INSTRUCTIONS

CHAPTER ONE: PRE-VOCABULARY INSTRUCTION

Introduction

EFL teachers and educators have recently attended the necessity of systematic teaching of vocabulary to promote reading comprehension among EFL elementary classes. Students who are able to identify different genres and types of words when they read, comprehend text meanings and develop the target language ability at further. Consequently, vocabulary acquisition has been assumed as a fundamental area that has to be associated with the teaching operation of foreign languages. Accordingly, the present chapter attempts to fully introduce the notion of vocabulary, how it is important in the enhancement of EFL elementary learners' reading comprehension. Moreover, it seeks to survey how can vocabulary be effectively taught, promoted, and further assessed. Furthermore, this chapter provides criteria for selecting individual words to be explicitly taught examining the effect of this act on vocabulary teaching and learners' major lexis acquaintance. The practice of vocabulary teaching section handles practical activities support the vocabulary teaching approaches; significantly, it will mark the shift of vocabulary teaching from theory to practice. Eventually, the present chapter spots light on particular classroom vocabulary assessment practices where measurable tests were captured to evaluate and measure vocabulary development and word learning among EFL learners.

1.1 Definition of Vocabulary

The existence of words in multiple representations (Definitional, synonymous...) in the mind is what is generally referred to in research studies as vocabulary or vocabulary stock which the mind automatically recalls when reading. A variety of views emerged from different areas of study discussed what vocabulary is. Cambridge dictionary (2018) identifies vocabulary as ''All the words used by a particular person, or all the words that exist in a particular language or subject' (para.1). Vocabulary or vocabularies have been long introduced as the set of words used to communicate the target (oral or print) language.

Vocabulary is defined as the stock of words related to a specific branch of knowledge (Graves,2000, as cited in Mukoroli,2011). Mc'Carthy (1990) proposed a different definition that is closer to psycholinguistics-related studies than language teaching, he

claimed that vocabulary knowledge represents a mental lexicon comprised of alphabetically listed words and information about their meaning (as cited in Mukoroli, 2011).

In short, Vocabulary has been long introduced as the total of words used to communicate the target (oral or print) language. It is the knowledge of words governing the use of one language, it is rather the set of words exciting in one' linguistic repertoire whereby one is equipped to fluently communicate and express himself.

1.1.1The Importance of Vocabulary

As far as reading comprehension is concerned, lexical development has to be recognized. Students comprehend meaning unless they know the words used to convey given language information. Snow, Griffin, and Burns (2005) reported, ''Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and nonexamples and related words, and use the word accurately within the context of the sentence'' (as cited in Antonacci &O'Callaghan, 2012, p.83).

Biemille (2012) contends that vocabulary knowledge is a strong predictor of reading comprehension. Students who do possess an increased vocabulary background knowledge are not only able to understand what they read but also fluently communicate what they have comprehended using a large amount of words at diverse modes. Consequently, the language learning process is highly progressed. Also, it is thanks to vocabulary that learners can express thoughts and ideas in a way that is accessible to the target addressee.

In this vein, Wilkins (1972) reported, 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed'(cited in Chahli,2015,p.24). Mukoroli (2011) praised vocabulary background knowledge for enhancing the communicative competence among ESL learners of English. The author reports 'Words are the building blocks of communication'' (p.7). Knowledge of lexis has been long conditional to linguistic competence which is a major component of communicative competence.

Klingner, Vaughn, Boardman (2007) highlighted how important knowledge of vocabulary is in improved reading comprehension of students with learning difficulties (LD). The authors report, ''it is impossible to understand text if we do not know much about a significant number of the words in the text'' (p.47). Reading comprehension

deficiencies are frequently encountered due to lack of exposure to the target language vocabulary, students, when they read, are often incapable of identifying words' meaning because they are not included in their vocabulary stock (Klingner et al.2007).

Mukoroli (2011) demonstrated that vocabulary development allows students to progress in the process of comprehension without any disruption tolerating some unfamiliar words they may confront. In the same vein, it is assumed that students who have realized a good level of vocabulary dominion with the assistance of prior vocabulary knowledge are more likely to succeed in knowing a word meaning of an expository text despite the fact that they have never been exposed to before (Klingner et al.,2007).

In short, vocabulary is the key to learners' broader linguistic proficiency. The development of productive and receptive skills has been long attributed to knowledge of useful vocabularies that are transferable to wider contexts. Learners would be able to effectively grasp the target language input unless they have acquired a significant number of lexical words located in their lexicon. Henceforth, it is fundamental that elementary school teachers of English integrate vocabulary instructions among their teaching routines so that reading comprehension deficiencies originated from a lack of vocabulary exposure will be reduced.

1.2Vocabulary Pre-Instructions: Importance in EFL Classes

Several research studies favored vocabulary pre-teaching insisting that vocabulary is imperative to reading instructions components. It is observed among EFL classes that students are usually reluctant to regular reading tasks complaining about the unfamiliar words in the text. As an attempt to decrease students' inhibition towards reading tasks, educators have tried to integrate regular vocabulary instructions within course designs.

Harmer (2001) regarded pre-vocabulary teaching as diminishing the barriers to reading comprehension. The author perceived vocabulary as an important skill students need to develop. Harmer appraised vocabulary pre-teaching as activating to students' schemata which will further enable students to predict what a text containing the pre-taught lexical items would be about.

According to Hanson and Padua (2011), throughout the process of learning a second language, learners make the transition from an elementary level to a higher level of language ability. Accordingly, their readings move from fictional narrative texts to

expository texts of a more complex both content and structure and challenging vocabularies. As a result, students struggle predicting what certain words would mean; therefore, teachers are urged to make explicit pre-vocabulary teaching part of their journey in order to enable students not only understand the text but also interact with its events. As Gill (2008) pointed out ''Prior knowledge activation plays a role in connecting vocabulary and comprehension' (as cited in Cowell, 2012,p.2).

Klingner et al. (2007) examined whether the incorporation of pre-vocabulary instructions would lead to improved reading comprehension of students with learning difficulties. The authors argued vocabulary instruction does improve reading comprehension of students with LD unless teachers employ effective vocabulary instructional strategies match students prerequisites with the provision of frequent, continued, and varied language experiences so that students can retain a large number of words. In, this respect the authors report: ''student with LD will require ongoing exposure and use of new words to assure that they understand and retain the meaning and use of the words''. They added, regardless of what teachers intend to teach, a major part in teachers' job is to pre-teach vocabulary and key-concepts in order to stimulate students identification of different words while performing different learning tasks. The authors reported, ''for example, in mathematics, the words minus, divided, and area have specific meanings that allow students to comprehend math problems''(p.47).

Additionally, vocabulary teaching promotes the acquisition of a sophisticated, academic language and help language learners refrain from colloquial informal language use (ibid). Cowell (2012) praised vocabulary instruction prior to students reading of the material for stimulating students' interpretation of text relationships. Stayer and Allington(2003) asserted effective reading comprehension is due to an accurate recognition of words (Cowell, 2012). Likewise, highlighting the importance word knowledge has in a higher level of reading achievement and social functioning, Pikulski and Templeton (2004) recognized the greatest tool teachers can offer students is rich vocabulary and skill of using them.

Prior vocabulary instructions are so important that they improve students' identification of words, initiate student' logical inferences, and stimulate students undertaking processes of deduction and induction. 'In-depth instruction in text-specific vocabulary will enhance prior knowledge and improve students' ability to form background necessary to make

inferences, to make connections, and therefore, to understand difficult text' (Blachowicz, Fisher, & Ogle, 2006; Medo & Ryder, 1993 as cited in Cowell, 2012,p.14).

Furthermore, sufficient vocabulary background builds a critical thinking in EFL learners as, the process of reading involves students not only reading words but also being able to decode , and critically evaluate these words in order to make meaning (Gill, 2008; Pearson, 2009; Pressley, 2000; R. Ruddell, 1986,as cited in Cowell,2012).

In a word, vocabulary development is a crucial skill determining reading comprehension progress of EFL learners and linguistic proficiency; therefore, it is highly recommended that it is tackled applying systematic, careful, and sophisticated scaffolding.

1.3   Effective Vocabulary Instructions: Strategies and Methods

The focus around the area of how important is to pre-teach vocabulary in EFL classes went further. The challenge today is how to direct teachers' efforts into a more effective area of vocabulary instructional strategies implementation.

1.3.1Teaching individual words explicitly

The essence of the present study is that students achieve better comprehension outcomes if they were explicitly pre-vocabulary taught. In spite of their incident acquisition of words from various activities and readings, students can better learn about words when they are directly vocabulary instructed. ''students learn new words when they are taught these words explicitly'' (Hanson & Padua, 2011,p.12). Henceforth, direct teaching of words reinforces understanding and enhances comprehension.

Teaching individual words explicitly consists of teachers with taking apart a reading passage students are supposed to read then, selecting words which might be unfamiliar to them, eventually the teacher is supposed to excitedly present the list of words with definitional information prior to student exposure to the passage. It has been assumed that pre-teaching of specific target words generates an accurate automatic word meaning recognition in students while comprehending (Cowell, 2012).

Hanson and Padua (2011) observed how important is to explicitly teach vocabulary for students who are not much motivated to read. It seems; however, controversial on what base teachers would select the individual words. Obviously, the selection of individual words must serve the learning objectives attained. Teachers need to select targeted words

which facilitate students identifying definite curriculum –based concepts and themes. According to (PREL,2008) the following criteria may be workable to help teachers decide upon what specific words to teach:

•The word is too difficult to understand without any background knowledge.

•The word is critical to comprehending the text.

•The word is a content and/or process word that explains a concept or topic.

•The context clues do not help with understanding the meaning of the word.

• The word is likely to be found in future reading. (as cited in Hanson & Padua ,2011,p.14)

1.3.1.1 Essential procedures for teaching individual words explicitly

The following are some useful procedures which would promote teachers better perform teaching individual words explicitly:

1. Provide a student-friendly definition. Teachers are thereby recommended to use a comprehensive, everyday language in order to trigger students' familiarization towards the words.

2. Use the word in context: It is essential that teachers provide students with contextual information about words and how they are used in different contexts when teaching individual words explicitly. ''Teachers can accomplish this by having students locate the word in the text, read the sentence, and then discuss as a class how to determine its meaning '' (Hanson & Padua, 2011,p.15).

3. Provide multiple exposures: It is important to expose students to various situations; contexts and usages in which the word has been used. Visual exemplification of word meaning can be used (NICHD, 2000 as cited in Hanson & Padua, 2011).

For each exposure, the child learns a little about the word, until the child

develops a full and flexible knowledge about the word's meaning. This will

include definitional aspects, such as the category to which it belongs and how

it differs from other members of the category... It will also contain information about the various context in which the word was found, and how the meaning differed in the different contexts.(Stahl & Stahl, 2004, p. 63)(as cited in Stahl &Bravo,2010,'But the words I taught,'para.1)

4. Offer opportunities for active involvement: Students build a deeper understanding of words when they practice them. For instance, the teacher can ask students to use the target words constructing a dialogue with a classmate (ibid). ''Ask students to connect what they know by creating their own examples'' (Klingner et al., 2007, p.58).

It seems; however, de-motivating to daily teach vocabulary explicitly, teachers had better vary the vocabulary teaching techniques so that they promote word meaning retention.

1.3.2 Teaching Independent Word Learning Strategies

In addition to the explicit teaching of vocabulary, it is of significant importance to teach students how to independently decode word meaning without teaching instructions or assistance to encourage their autonomous independent word-learning for further future exposures of unfamiliar words. Klingner et al. (2007) outlined the three independent word-learning strategies students ought to rely on:

1.3.2.1 Efficient use of resources

Dictionary is one-way students commonly go to when they come across an unknown word. Nevertheless, it will lead to misunderstandings if it was misused. Therefore, the student from a very elementary grade is supposed to be taught how to effectively use available resources to look up a word. Students need to know about essential abbreviations found in the dictionary and how to efficiently use the information brought by dictionaries. In this regard, teachers may ask the students to provide their own definition of the new met word and use the word forming meaningful sentences, or rather creating their own dictionary of words they newly knew in a small notebook.

1.3.2.2 Word analysis skills

Also termed (decoding skills), this refers to teaching student particular skills of deconstructing words into smaller parts sequences, and pieces that carry meaning. Pikulski

and Chard (2003) contend that word decoding skills promote students to make accurate, rapid, and automatic word meaning identification (as cited in Pikulski & Tempelton, 2004). These skills are particularly efficient when students come up with a new compound word. Teaching students different suffixes; for example, will create an automatic identification of word meaning. For instance, the prefix 'dis' simply means 'not or apart'. Thus, it will not be difficult for the students to understand that 'disrespect' definitely means to not respect. Vaughn and Stevens (n.d) suggested word mapping procedure to show students how does affixation changes words' meaning.

Previous studies; however, pointed out limitations of applying such skills with words which do not carry affixation. As some word roots, meaning might change when being deconstructed from their prefixes. Therefore, it not completely reliable to apply such skills with most of the words. ''Graves (2000) suggests not teaching the use of prefixes in cases where root words are not recognizable English words'' (cited in Klingner et al., 2007, p. 65).''Although the reader should not be limited to teaching prefixes as part of word analysis skills, prefixes are a logical place to start'' (ibid).

1.3.2.3 Context clues

Words do not exist in a vacuum. Sometimes all that students need to unlock words' unknown meaning is to re-read the passage in which the word is located. The student then would infer what the word means through determining available contextual information surrounds the text. Henceforth, making an adequate reference to contextual clues is through combining what is already known from the text with the unknown meaning of the word. In the same vein, Vaughn and Stevens (n.d) Contend that an unknown meaning of a word can be inferred from its position within the sentence carries it. Contextual clues provide information that helps to understand the word as word's meaning may be contained in the sentence that proceeds or follows it.

Beck, McKeown, and Omanson(1987) pointed out, information brought via context clues might be not sufficient most of the time, it still needs additional experiences to be workable (Klingner et al.,2007). In this respect, Cowell wrote ''A particular misconception in the field of comprehension is that meaning can always be determined in context'' (p.59). ''Although context can assist in determining meaning, the reader should have a connection to the text in order to fully develop understanding' (M.Ruddell, 1985 as cited

in Cowell,2012,p.59). Conceivably, the connection to text Ruddell is referring to knows what some lexis linguistically means.

Following the same vein, Baumann(2010) argue ''some clues may be misleading students need to take the initiative and ask, Does this meaning make sense in this context?'' (as cited in Hanson &Podua, 2012,p.30).

1.3.2.4 Increasing students' knowledge of, and interest in words

Through professional modeling, teachers are required to create word-consciousness in students showing them how motivating and exciting to learn about words of a language. This can be achieved through integrating wordplay such as; puzzles, word scrambles, guessing games, interactive writing) in language curricula.

1.3.3 Promoting Vocabulary Acquisition

1.3.3.1 Read-aloud strategy: Obviously, the contribution of reading to vocabulary growth is undeniable. Involving students in rich reading experiences from which they acquire new words is one way teachers can teach vocabulary. Via Read -aloud instructions teachers target the promotion of vocabulary acquisition among EFL learners. Students engaged in various readings come across a large number of new vocabulary words. Accordingly, due to its potential contribution to increased vocabulary learning, reading should be associated with careful scaffolding. ''Promoting student engagement with text is a pleasurable and important way to increase word learning, and more importantly, leads to increased comprehension of what students read''(Klingner et al.,2007,p.67).

Read alouds strategy is more effectively employed when followed by a table- group discussion promoting students connect their background knowledge as well as, they can also pick up new vocabulary from their classmates 'use of the target language. Teachers should encourage students to explain or describe what has been read targeting the maximum usage of vocabulary words they just learned from the text. The research-based report Becoming a Nation of Readers (Anderson et al., 1985) has also stressed how important read aloud instructions are. ''the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children'' (as cited in Pikulski & Tempelton, 2004, p.4).

In a study that examined the impact of reading on adult ESL learners' vocabulary development, Ponniah (2011) declared that in addition to their incidental acquisition of

words from a variety of language exposures, students also intentionally and subconsciously absorb some vocabulary items when they are engaged in their readings. In this vein, the author reported, ''the comprehension hypothesis (Krashen, 2004) maintains that reading results in the subconscious acquisition of vocabulary, syntax, and spelling'' (p.135).

1.3.3.1.1 What makes read-aloud strategy succeed? The following are tips provided by Klingner et al. (2007):

1. Make the reading text; passage the one that captures student' subject interest (magazines; newspapers, fictional stories…).

2. Prior to reading, familiarize students of some locked meanings; words using adoptable; familiar language to initiate their accomplishment of the target task (vocabulary acquisition).

   3. During reading, awake student' attention and to the use of contextual clues and useful vocabulary words.

Antonacci and O'Callaghan (2012) listed some workable vocabulary instructional strategies:

1.3.4   The Interactive Word Wall Strategy

The ultimate purpose of implementing the interactive word wall strategy is to surround students with a concrete vocabulary learning environment. Word –walls always stand as a reference tool for students. Students are more motivated to use the words posted in front of them than the words they may listen to. The classroom teacher is supposed to choose among the most useful, targeted words that must fit the learning needs then, posts them in an exciting; motivating manner.

Significantly, implementing the interactive word wall is more efficient with visual learners who prefer to visualize their learning. Practically, it would be easier for the student to use these words on the classroom wall to accomplish other activities and tasks. In this vein, Antonacci and O'Callaghan (2012) report, ''Word walls are resources for students and should be used when they are looking for new and interesting words to use in their writing'' (p.106). Notably, word-walls have yielded positive results and expanded students' vocabulary. Cunningham(2005) states, ''These include helping young children

learn high-frequency words as well as developing academic vocabulary or specialized words in content-area classrooms with older students''(as cited in Antonacci,O'Callaghan, 2012, p.105). One procedure to undertake this strategy is through 'word tree' in which the teacher draws a tree then locate the main or general theme at the center surrounded by multiple sub-themes.

1.3.4.1 Implementing the Interactive Word Wall Strategy

Antonacci and O'Callaghan (2012) have proposed the following steps for a purposeful application of the present strategy:

1. Establish a purpose for using the word- wall: Word walls strategy might be either used to make students acquire high-frequency words or learn about words; lexical items, around specific theme or concept.
2. The teacher is supposed to select among the most targeted words to teach or post on the walls.
3. Teachers may offer students the opportunity to post words they discovered by themselves in their readings.
4. Ask students to use word walls as a reference to playing a word game.

1.3.5 Promoting Vocabulary Journals Strategy

One way teacher can make students aware of words and learning about words is through encouraging them to have their own vocabulary journals. Vocabulary journals are in the form of a notebook on which students record different words which they learned from their readings to which they provide their own rich definitions.

The amount of words in vocabulary journals are either gathered through independent reading or guided reading. Vocabulary journals promote students to process concepts, ideas, and discuss via their own language. ''Vocabulary Journals are used by students to respond and transact with words, concepts, and ideas through the use of their own language'' (Antonacci and O'Callaghan, 2012,p.110).

Effectively, the goal behind integrating vocabulary journals instructions as a systematic teaching of vocabulary is to generate word-conscious students who actively seek for interesting words, collect them, then engaging in an accurate exploration of their meaning. ''The primary purpose of using Vocabulary Journals is to encourage students to become

word conscious by collecting new and interesting words and learning their meanings through engaged explorations''(Antonacci and O'Callaghan, 2012).

1.3.5.1 Implementing vocabulary journals strategy

Antonacci and O'Callaghan (2012) recommended the following steps for implementing vocabulary journals strategy.

1. Introduce Vocabulary Journals to students. Talk about the purpose of the journal and how to identify words from their readings to explore a word's meaning and use.

2. Demonstrate how to select words from a reading. Conduct a read-aloud to show the students which words might be selected for their Vocabulary Journals.

3. Use a think-aloud to model how to construct meanings from words.

   Demonstrate to students how to:

4. Consult other resources such as glossaries and dictionaries to show meanings of words or search illustrations, diagrams, and subtitles;

   a. Use the context of the sentence or sentences around the word to explore the meaning of the word;

   b. Show word relationships such as synonyms, antonyms, homonyms, etc.; and. explore meaning through making connections to the word, such as what they know that is similar to the meaning of the word or other readings in which the word might have been used.

   c. Record ideas that have been used to explore the meaning of the word. Display dif-ferent techniques that were used to represent word meanings and relationships. For example, discuss the use of

word or concept maps and other graphic organizers to show word
and concept relationships and the use of pictures to depict
meanings.

5. Encourage students' systematic use and sharing of Vocabulary Journals.
Develop students' interest in words by encouraging their use of Vocabulary
Journals and providing a range of contexts where students use their journals.
Teachers encourage the students' use of journals during discussions where
they may share their words, ideas, and questions.

6. Encourage students to use their Vocabulary Journals as a resource. Provide
authentic ways to help students use their Vocabulary Journals as a tool for
learning. Since journals are a storehouse for new and interesting words and
their mean-ings ;spelling. (p.111)

1.3.6 Vocabulary Self –Collection Strategy (VSS):

According to Antonacci and O'Callaghan (2012 **),** applying the VSS students are asked
to self-collect words they find interesting to share them with members of the class.
Vocabulary self-collection strategy has been praised for promoting students' word
consciousness and independent word -learning. ''Students select words from their read-
ings that are new and interesting, use the context and other resources to determine the
meaning of the words, and nominate the words to be learned by others in the group or
class''(p.88).

Students receive much encouragement from their teachers to apply the VSS during their
independent reading. The Author argue, ''The major benefits of using VSS are that
students engage in their own learning, discover how to recognize unfamiliar or interesting
words from their readings, develop their vocabular-ies, and become word conscious''
(p.88).

1.3.6.1 Implementing the vocabulary self-collection strategy

Antonacci and O'Callaghan (2012) have proposed an approach for implementing the VSS:

    a. Teachers first introduce the strategy and the purpose behind its employment.

    b. Teacher model to the student how to select important items and on what base. For example, they show them that if they could not figure out the word they would not be able to understand the overall meaning.

    c. Teachers demonstrate how to use available resources (glossary; dictionary; or any visual illustration) to learn about the word.

    d) Teachers start practicing the word by engaging students in small group work. Students are then asked to read the passage, select the words they think to be important, each group is supposed to nominate one word. Teachers should provide a discussion on reasons led students to select the nominated words. Teacher guide students to the use of context and resources to figure out the meaning.

    e) The teacher provides further guided practice on the VSS

According to Antonacci and O'Callaghan (2012),Classroom walls may serve as a reminder of essential steps applying the VSS:

  • What is the word that I believe is important to learn?

  • Why would I select it as an interesting or important word to learn?

  • How was the word used? Write the sentence in which the word was used.

  • What is the meaning of the word? Can I get the meaning of the word from thecontext, dictionary, glossary, or some diagram in the book?.(p.90)

1.4   Limitations of Vocabulary Instructions

Herman and Dole (1988) wrote, 'No simplistic solutions exist to the instructional dilemmas teachers face as they approach the teaching of vocabulary (cited in Hansen,2009,p.28) i.e. The decision making of how to approach the process of vocabulary teaching is not an easy task as it might first appear. The classroom teacher must account for many determinant factors (age, level, learnability, frequency of words to be learned, learners' modelty preferences of learning i.e. visual; auditory learners …etc.) such considerations permit teachers to select the most appropriate, efficient strategy.

1.5 The practice of Vocabulary Teaching: Vocabulary Teaching Activities

Hanson and Padua (2012) pointed out that vocabulary teaching needs to be supported with carefully adapted vocabulary activities so that it yields the targeted outcomes which is word meaning retention. The objective behind vocabulary teaching activities is to engage students in processing their word learning and retain the meaning of words for a longer time.

1.5.1 Vocabulary Checks

Vocabulary checks are aimed to help teachers identify which words are already learned by students and which still need some instructional clarifications. Vocabulary checks are in the form of tables in which students rate their own understanding of the word in question (ibid).

1.5.1.1 Vocabulary checks procedure

After explicit instructions have been provided, the teacher asks students to write the word provide a possible definition, and draw a picture(if possible) that associates word meaning to reinforce student memorization of the word after having been located in the mental lexicon (Hanson & Padua, 2012).

1.5.2 Vocabulary Record

After giving explicit instructions on words meaning, providing student-friendly definitions; affixation meanings, providing multiple exposures, offering the opportunity for active involvement.. asking students to provide their own definition of the word, using it in

a sentence. At the end of the session, teachers may participate in ' I spy .. ' or 'I am thinking of ..' games with students. Students are asked to detect what word the teacher is making reference to through coming back to their vocabulary records. Hiebert and Smith (2008) exemplified the following situation for vocabulary record processing:

Teacher: I spy the word that means hard physical work 'labor '.

Teacher: I am thinking of a word that means the opposite of visible 'invisible ' (as cited in Hanson & Padua, 2012).

1.5.3 Which Prefix? Word Wall Activity

Prior to teaching a theme or concept, the teacher cuts out pieces of paper on which students write words. The teacher is then supposed to teach prefixes that have similar meaning ex 'dis, un, um, and in…'. Subsequently, the teacher provides a list of base words identifying which words match with which prefixes, Afterward, to that, the teacher provides an example through asking; which is correct ' unhappy or dishappy'? The teacher has students work in small groups providing them with a list of base words and prefixes that have the same meaning, in which they are asked to identify which prefixes work with which words. As a promotion for vocabulary retention, the teacher writes the correct words on pieces of papers and has students post them on the word wall.

1.5.4 Word tree activity

Word tree, a word learning game represents a series of items associated with one word meaning. A lexical chain in word tree is varied it may include (Synonyms, hyponyms, collocations ….etc) , it is executed through writing the keyword at the bottom of a tree drawn on the classroom board then, asking students what first came to their minds when listening to the word ,students will come up with several vocabulary items associated-related to the target keyword. The above part of the tree will be devoted to words proposed by students during participation to be written on the board. Word tree provides lexical chains that would help learners easily perceive and retain the associated meaning of words.

Efficiently, the target behind vocabulary activities is to make the shift in vocabulary teaching from direct theoretical instruction to practice.

1.6 Assessing Vocabulary Learning: Classroom Vocabulary Assessments

As any aspect of language learning, vocabulary learning has to be systematically assessed and evaluated. Teachers who opt for vocabulary instructions need to measure learners' vocabulary development, they also need to know how well learners are responding to these instructions; how efficient the implemented methods strategies are, what words learners are already able to identify; what words still need additional instructions and attention.

1.6.1 What does it mean to know a word?

Knowing a word is not constrained to the ability to define the word, it is rather the total knowledge learners have built about a word which permits him/her use and recognize the word at a variety semantic contexts. Vocabulary assessments target teachers' determination of how well students know about words and how flexible they are in using them throughout their language learning process.Beck, McKeown, and Omanson(1987) have tried to classify learners 'word knowing into sub-stages:

• No knowledge of the word

• General sense of the word

• Narrow idea of the word bound by context

• Knowledge of the word but may not be able to recall and use readily

• Rich understanding of the word's meaning and its connection to other

Words. (cited in Klingner et al.,2007,p.48).

Dale (1965) classification of students' word knowledge:

Stage 1: Never having seen the term before

Stage 2: Knowing there is such a word, but not knowing what it mean

Stage 3: Having context-bound and vague knowledge of the word's meaning

Stage 4: Knowing the word well and remembering it. (as cited in Stahl& Bravo,2010 ,What does it mean to know a word,''para.2)

The traditional vocabulary assessment procedure (giving definitions to the words) is no longer preferred neither by teachers nor learners. Typically, teachers used to ask learners point to the picture that represents the word in question (cited in Stahl&Bravo,2010). Termed as '' Peabody Picture Vocabulary Test (PPVT-III)'(Stahl & Bravo,2010,'' But the words I taught,''para.3); ''Sentence completion measures, in which sentences are read aloud and students select or provide appropriate missing words, are also used''(Klingner et all,.p.49). Multiple choice questions conducted at the end of each unit , in addition to matching tasks are also practices of vocabulary assessment. Yet, it is argued that current standardized vocabulary tests are no more efficient since they do not fit teachers' planning and monitoring to trigger learners' specific vocabulary knowledge, in addition, they only assess learners' global vocabulary growth, and they are not concerned with words that have been taught(Stahl K,A &Bravo, M, A,2010). Nevertheless, NICHD (2000) asserts that teachers are permitted to design their own vocabulary assessments that actually match their curriculum learning and teaching needs (cited in Stahl K,A &Bravo, M, A,2010).

Significantly, Sathl and Bravo (2010) pointed out three classroom vocabulary assessments:

1.6.2 Vocabulary knowledge scale (VKS): A sample of the VKS assessment would be like **:**

1. I don't remember having seen this word before. (1 point)

2. I have seen this word before, but I don't think I know what it means. (2 points)

3. I have seen this word before, and I think it means _____. (Synonym or translation; 3 points)

4. I know this word. It means _____. (Synonym or translation; 4 points)

5. I can use this word in a sentence: _____. (If you do this section, please also do category 4; 5 points)(cited in Stahl & Bravo 2010, ''Vocabulary knowledge scale,''para .2)

The VKS is closely consistent with Dale' (1965) classification of word knowledge. It is a form of a self-reported test. It reports students' self-knowledge of the word. The vocabulary knowledge scale is not designed to measure students 'contextualized word knowledge. This form of vocabulary tests allows students to self –assess and identify their own word-knowing by themselves. The VKS is both administered as pre-and post-test; before teaching the unit and after the instructions would have taken place. Wesche and Paribakht's (1996)observed the correlation between student' self-reported word knowledge and the quantified measurable knowledge of the word (Stahl & Bravo,2010). Stahl (2010) observed the VKS has proved its efficiency in content areas vocabulary assessment.

1.6.3 Vocabulary recognition task (VRT)

The VRT is constructed in a list of 25-word item, only 18 are relevant to the content area (unit)which learners have been taught, only seven(7) unrelated words were contained in the test. Students are thereafter asked to circle the related words to the targeted unit theme or topic. The purpose of applying VRT was to determine whether students are able to recognize content areas related words and associate them to a definite teaching unit or theme.

VRT - Insects
(Pretest and Posttest)

We *have been** learning about insects. Below you see a list of words. Put a circle around the words that you are able to read and are sure have something to do with insects. Do not guess, because wrong answers will lower your score.

thorax ✓   worm   ant ✓
ponds ✓   feelers ✓   bones
abdomen ✓   legs ✓   hatch ✓
ears   antenna ✓   cockroach ✓
mosquito   larva   spider FA
swamps ✓   snail   lungs
teeth   beetle ✓   wing ✓
colony   backyard ✓   molt
                  bugs ✓

Correctly Chosen Targets or Hits (H) __14__

Incorrectly Chosen Foils or False Alarms (FA) __1__

Known (K) word scores may be calculated using one of the following three options.

Classroom Score Calculation Option A (H – FA = K):
14 – 1 = 13

Classroom Score Calculation Option B (Percentage of Correct Choices = K):
14 + 6 = 20   20/25 = 80%

Proportion (P) Known Calculation Option C (P [H] – P [FA] / 1- P [FA] = P [K]):

$$\frac{14/18 - 1/7}{1 - 1/7} = \frac{.778 - .143}{1 - .143} = \frac{.635}{.857} = .741$$

* For pretests, change the wording to *will be*.

Figure1.2. **Vocabulary recognition task (Source: Stahl and Bravo, 2010, ''Vocabulary recognition task,''para.2)**

1.7 Limitations of Vocabulary Learning Assessment

Investigating teaching vocabulary to the primary grades, Biemille (2012) observed assessing vocabulary development in primary grades is not an easy task to perform. The author additionally attributed little attention vocabulary teaching receives at the present-day schools to the assessment difficulties of word learning under classroom conditions. The author argues vocabulary assessment difficulty currently arise with pre-literate

children (students who rarely read or do not read at all). (Biemille, 2012).Likewise, Stahl and Bravo (2010) report:

> One of the challenges of teaching disciplinary vocabulary effectively is the paucity of available, classroom-friendly vocabulary assessments that can be used to inform instruction and to measure vocabulary growth, especially with the fastest growing sector of the school-age population — ELLs (National Clearinghouse for English Language Acquisition, 2007. (''But the words I taught,''para.2).

Conclusion

Initially, the present chapter attempted to introduce the notion of vocabulary, discuss its fundamental relevance to the area of teaching and learning foreign languages; particularly, elementary learners of English. Moreover, it sought to review effective vocabulary teaching practices and instructions; procedures of implementing them. In addition, it provided useful; targeted vocabulary activities which help to generate a practical platform to practice knowledge of words and the skill of using them. Furthermore, it highlighted classroom vocabulary assessments teachers may opt for in order to gauge and evaluate learners' word learning ending with identifying possible limitations and difficulties as regards vocabulary assessments.

CHAPTER TWO: TEACHING READING COMPREHENSION

CHAPTER TWO: TEACHING READING COMPREHENSION

Introduction

Initially, the present chapter seeks to identify the process of reading within the area of foreign language learning and teaching. Additionally, fundamental skills and sub-skills of reading were captured. In an attempt to examine how reading comprehension is approached i.e. how do we comprehend what we read, different theories of reading comprehension were also surveyed in this chapter. Besides, the chapter tries to elucidate major factors affecting the reading comprehension, why do learners differently comprehend what they read i.e. what makes the comprehension achievement levels differ. Furthermore, the chapter tries to present definitive criteria for teaching reading comprehension; particularly, it included teaching comprehension strategies. Overall, the chapter attempts to highlight the criteria for both scaffolding and assessing reading comprehension.

2.1 The Process of Reading: Definition and Importance in English foreign language learning (EFL)

In a broader sense, reading is defined as an active process a reader undertakes in order to construct knowledge and understanding of his surroundings. It is a process of decoding a written language. Psychologically, reading is often identified as a conscious activity that is intended to extract meaning from a reading input where different mental processes are invited. Furthermore, reading is a process that interactively connects the reader to a text where he attempts to elicit meaning and understanding relying on all sorts of knowledge (Alyousef, 2006, cited in Chahli,2015). Grabe (2009) refers to reading as "a combination of text input, appropriate cognitive processes, and the information that we already know" (as cited in Al Noursi,2014).

In the context of foreign language learning, reading is one of the fundamental receptive skills that is imperative to achieve a high language ability as, it is a concrete opportunity where an EFL learner knows more about the language s/he learns, learns how to appropriately structure sentences, and more importantly s/he learns how to think in the target language formulating meaningful semantic constructions in both form and content. In this respect, Harmer (1998) perceived reading as providing the opportunity for an EFL

learner to absorb English language, writing models. Similarly, Sárosdy, Bencze, Poór, and Vadnaycze (2006) estimated that reading is an important source of language input.

2.1.1 Sub- Skills of Reading

Harmer (2001) identified a number of sub-skills that are usually involved in the process of reading, these skills are determinants of reading comprehension progress.

2.1.1.1 Identifying the topic

There are certain techniques that readers rely on when they engage in any reading activity to determine what the text will be about. Identifying the topic content will help readers process the text and its evolving events.

2.1.1.2 Predictive skills

As far as the reader embarks the reading, s/he starts making predictions and expectations about what will be developed further as regards text ideas, content and events, these predictions are confirmed or disconfirmed through subsequent reading**.**

2.1.1.3 Skimming and scanning

For effective processing of reading, skills of skimming and scanning should be employed. The former refers to looking for general information in the text rather than detailed specific pieces of information. When teachers ask learners to skim the text, they are usually referring to making a quick look on the text before getting plunged into it (this includes recognizing any of related pictorial items, identifying big headings and subtitles, number of paragraphs). Scanning is rather defined as reading for specific details, also known as a tool for selective reading. A reader who scans what he reads is looking for a particular detail, fact or an answer. Harmer (2007) referred to scanning as ''reading for detailed comprehension '' (p.101). For instance, reading for the purpose of identifying how a given machine mechanically functions.

2.1.1.4 Interpreting text

The reader is supposed to comprehend and interpret the written text rather than doing surface reading ''Decoding without comprehension is simply word barking— being able to articulate the word correctly without understanding its meaning'' (Trehearne & Doctorow,2005, p.423). A skillful reader is able to recognize and identify what notions,

ideas does the writer approve or disapprove, what messages he is trying to convey. It is the ability to understand what one reads. According to Harmer (2001) to interpret text means to determine what does the writer imply or suggest on the base of various textual cues or shared schemata (shared pre-knowledge).

2.1.1.5 Inferring

The sub-skill; inferring, means the reader attempts to figure out what goes further than the literal meaning of what is written. To infer means to decode the implied meaning and allusions which a writer or a speaker does not convey overtly yet requires some efforts from the part of the reader or listener to be understood. The process of inference is highly dependent on the recognition of the linguistic mode or code that the writer employs in the text. A successful inference process may be realized through identifying the rhetorical tone, structure and attitudes carried out in a piece of writing.

2.1.2 Methodological Steps for Teaching Reading

Sárosdy et al. (2006) have outlined methodological criteria for reading tasks instructions.

2.1.2.1 Pre-reading

Teachers who aim to teach reading are asked to embark this task with a warm-up activity (brainstorming) aimed at drawing learner' attention to the topic or the task in order to engage learners into what is to be tackled and develop students' predictive skills. A warm-up activity can be realized through posing a question (a rhetorical question; why not) or drawing a relevant picture on the board, presenting pictorial object help learners visualize the concept prior to reading. Posing a question at the pre-reading phase; for example, enable teachers to elicit students' perceptions and attitudes towards some issues or facts mentioned in the text.

Sárosdy et al. (2006) exemplified a warm-up activity of teachers who will instruct reading a text talking about London. The authors claimed that teachers are here supposed to draw the capital of Britain on the board. Thus, students will pre-determine what content they will be encountering while reading the text.

Notably, it is claimed that the efficiency of warm-up activities holds in predictive and inferential skills activation and further critical thinking stimulation. In this respect, Anstey and Freebody (1987) note, ''A stimulating repertoire of "before reading" speaking and

listening activities can help students draw upon relevant cultural and language resources to make meaning and improve all levels of comprehension, from recall to inferential and critical thinking'' (as cited in Kathy, 2009, p.325).

2.1.2.2 While reading

The goal behind reading instructions will then shift from drawing to sustaining students' attention while reading. During this phase, teachers are supposed to continuously respond to students' interaction with text events; ask them to underline some keywords that are critical to understanding; pose questions that empower students' understanding and interpretation. For instance, do you agree? Why and why not? What does the author refer to? What evidences does he establish? (Sárosdy et al., 2006).

2.1.2.3 Post -reading

After students have read the text, they will need to practice their reading. Teachers operating at the post-reading phase may ask students to make plausible inferences about the author' opinion, perceptions or even prepare their own appraisals of the content to be presented orally. Another post reading task supported by Sárosdy et al. (2006) is to get students to guess the meaning of some words determining their contextualized usage. Teachers are also supposed to draw students 'attention towards discourse markers, register…etc as discourse must not be solely processed through structural/grammatical approaches. Further, teachers need to make students aware of the socio-linguistic aspects of the discourse (text) as a post-reading task.

Bloom's taxonomy is widely known and influential in the area of planning for teaching reading tasks.

Table 2.1 Planning reading tasks taxonomy(source: Bloom, 1956, cited in Sárosdy et al., 2006, p.56)

CATEGORY	THINKING PROCESS CUES
Knowledge (remembering and retaining)	Say what you know, what you remember. What happened in the story?
Comprehension (interpreting and understanding)	Describe in your own words, say what it means, explain, compare, relate. Why did it happen that way!
Application (making use of the story)	How can you use it? Where does it lead to? What would you have done in a situation like this?
Analysis (taking apart)	What are the parts, the order, the reason, the solutions. Which part did you like best?
Synthesis (putting together)	Develop, create in your own way. What did you think of the story!
Evaluation (judging and assessing)	How would you judge it? Will it work?

2.2 Reading Comprehension: An Overview

Typically, Reading comprehension is referred to as processes of understanding and interpreting text. Although comprehending text is not solely an ability to decode i.e. recognize words, decoding plays an important role as it links between the text and its understanding (Klingner et al., 2007, p.6); therefore, it is ostensible that students of poor decoding skills usually struggle text comprehension.

Likewise, Alderson (2008) also asserts that reading comprehension is essentially comprised of two major components, decoding skills which relates to the effortless recognition of words while reading and comprehension consisting of identifying and understanding text sentences, and discourse structures and eventually integrating all these

understandings with what one knows (p.12). To that point, this established the complex nature of reading comprehension as a process that incorporates multiple complex processes including an individual′ background knowledge which he brings to what he/she reads, fluency, word recognition, and word knowledge. (Anderson, Hiebert, Scott, & Wilkinson, 1985; Jenkins, Larson, & Fleischer, 1983;O'Shea, Sindelar, & O'Shea, 1987, as cited in Klingner et al.,2007). Fluency means the ability to read quickly and adequately, it is also a determinant of the comprehension process as it allows readers to focus on thinking rather than articulation.

Furthermore, McElvany and Kortenbruck(2010) acknowledged that reading comprehension consists of perceiving text vocabularies and use them relating concepts and interpreting plausible interrelationships within the text (as cited in Takaloo & Ahmadi, 2017).

Successful reading comprehension has also been attributed to thinking about one's thinking as termed (metacognition), metacognition is often defined as awareness and control over one 'cognitive processes. Students' use of metacognitive strategies enables monitoring cognitive processing which would potentially regulate learning from the text while reading it (Cubukcu, 2008). In Cubukcu' words this concerns 'elaboration strategies such as the building of links to prior knowledge, or memory strategies such as note taking' also,''planning and monitoring of learning activities, the evaluation of learning outcomes''(p. 2).

2.2.1 Theories of Reading Comprehension

In response to the rising number of struggling readers, Klingner et al. (2007) claimed that different reading comprehension theories have been proposed. The description of these theories would potentially interpret the conduct of reading comprehension scaffolding practices.

2.2.1.1 The schema theory claims that our knowledge about the topic; key ideas and related notions will determine how much we will learn and remember what we read (ibid).Following the same vein, Harmer (2001) argued that we understand things based on our pre-existing experiences and knowledge to which he referred to as 'schema'. The author wrote ''we employ our previous knowledge as we approach the process of comprehension'' (p.199). Harmer claims that we certainly carry in our minds mental

representations of experiences and situations that we got exposed to, the knowledge of these experiences are activated when stimulated by discourse words, notions...etc., the logical consequence of this activation is the ability to recognize what we read. A reader' pre-existing knowledge permits him to predict the newspaper article content both before and while reading it (Harmer, 2001). What Harmer is trying to defend is that prior knowledge activation determines comprehension.

2.2.1.2 The reader-response theory

Beach (1993) identifies the reader-response theory which assumes reading comprehension as an individualistic subjective process. The reader understands what s/he read relying on prior individual experiences and understanding of these experiences i.e. how one perceives the world determines how s/he understands it (as Cited in Harmer, 2001).

2.2.1.3 The direct instruction theory

The direct instruction theory/approach calls for explicit systematic teaching of reading comprehension. For instance, since understanding text is highly dependent on understanding words meaning, the direct instruction theory would suggest pre-explicit teaching of passage-related terms (Klingner et al., 2007).

2.3 Factors affecting Reading Comprehension

How human beings come to be able to process, interpret and understand a print language, what is affecting and what is being involved in reading comprehension process?

2.3.1 Motivation

The correlation between reading motivation and overall comprehension progress is never deniable. It is established that reading comprehension urges readers to invite their own prior background knowledge, experience, and manner of comprehension; this would be unrealizable for a reader who is not even willing to read. As Alexander and Filler (1976) report ''The framework that all of readers use for reading comprehension is their manner to reading comprehension, so readers' manner for reading comprehension refers to their affection to reading''(as cited in Takaloo& Ahmadi,2017).

Besides, it is ostensible that comprehension improves when learners are triggered by an insider positive desire to the reading texts as they make maximal effort to comprehend what they read. Further, researches advocate that reading comprehension is highly linked to the reading motivation because reading comprehension allows readers connect to their prior knowledge to enhance their comprehension (Duke, Pearson, Strachan, & Billman, 2011, as cited in Takaloo & Ahmadi, 2017)

Therefore, the incorporation of reading texts that capture learners' fields of interest and attractions within language learning reading programs engenders high levels of reading motivation. Besides, students' adaptability of what they read is determined by how motivated to read they are. Henceforth, the selection of the reading material should correspond with learner' actual level and field of interest. The more complicatedly texts are structured, the less motivated learners are. In this vein, Trehearne and Doctorow (2005) wrote, ''Books should also be at the child's appropriate independent reading level. If they are too hard, the child will generally become frustrated and give up. If they are too easy, the child may be bored. Either way, engagement is affected'' (p.426). This proves the fact; that material appropriateness stimulates students' reading motivation.

2.3.2 Text structure and genre

Students' lack of schematic knowledge about the text' structural features may be a real impediment towards their reading /listening comprehension (Harmer, 2001). Quite often, it is observed that students are reluctant to read because they find it difficult to get familiar with the text genre, code, and style. It is established that good readers make greater recall of textual information when they read Therefore, teachers should choose adaptable patterned texts to the target group of learners, besides students must be taught how to recognize the textual organization of the text so that concepts are made understandable and memorable (Duke & Pearson, 2002).

2.3.3 Vocabulary

One of the most important components of reading comprehension is word knowledge. Indeed, the meaning of ideas and concepts is embedded within the meaning of words in the text. The more words are known, better comprehension occurs (Fielding & Pearson, 1994, as cited in Trehearne&Doctorow, 2005). Therefore, lack of vocabulary background knowledge is assumed a major source of reading comprehension problems, in this regard,

Baker, Gersten, and Grossen (n.d) report ''Limitations in vocabulary and background knowledge are a primary cause of com-prehension failure'' (p.732). Likewise, Kauffman and Hallahan study (1981) revealed that students of highly sophisticated cognitive abilities also experienced reading comprehension problems, the students had learning difficulties relate to decoding written words (as cited in Burkhour,1999).

Therefore, it became evident that a learner' inability to sound out a lexical item may result in a serious reading comprehension impediment (ibid). Illustrated in Burkhour' words (1999) as ''the meanings of the individual words within the sentences and paragraphs will contain holes that will impair the reader's ability to combine the meanings of the words to grasp the concept that the author is attempting to express'' (p.2). In an alike manner, Lindeck, Greenwood and O' Sullivan (2011) affirmed that the ability to recognize the meaning of keywords is very important for effective reading.

2.3.4 Automatic word recognition

Progressed reading comprehension is also attributed to the reader' ability to accurately decode print words in a quick, effortless manner. Automatic word recognition offers the reader the opportunity for comprehension processing of what he/she reads instead of consuming time thinking of the individual sound of the word and how the word might be pronounced. This is better illustrated in Pressley' words (2002):

If a student is not fluent in word recognition, he/she is thinking about the sounds of the

individual letters and letter combinations rather than using that energy to make

sense of the text being read. In contrast, because a fluent reader dedicates little

capacity to word recognition, most of his/her capacity is available for

comprehension. (as cited in Trehearne & Doctorow, 2005, p.423)

2.3.5 The frequency of reading

It is established that the amount of reading that we do also indicate comprehension capacity as comprehension develops over time. In this respect, Routman (2002)states ''reading program that substantially increases the amount of reading students do will impact their reading achievement'' (as cited in Trehearne & Doctorow,2005). Evidently, the more students read, the more they are trained on the recognition of the language code,

linguistic structures, and formulas and thus they are equipped to identify different semantic relations and even allusions in an easier manner. Likewise, Al Noursi (2014) affirmed that reading materials are an opportunity where learners absorb vocabulary, grammatical structure as they authentically occur, thus students will automatically detect and understand how features of language co-function to construct a meaningful coherent meaning.

Therefore, whenever a free time or learners just finished the tasks, Teachers are recommended to instruct their learners to make more reading. The more reading they do, the better comprehenders they are (Trehearne & Doctorow,2005).

2.3.6 Lack of background knowledge

Majorly, students' frequent struggling comprehensions problems arise due to poor/little knowledge about what they read. In this respect, AL-Mahrooqi (2012) argues that the gap between students' general knowledge and cultural knowledge of text usually result in reading comprehension difficulties (as cited in Al Noursi, 2013). Likewise, Baker et al. (n.d) illustrate ''Knowledge gaps in history, geography, and science interfere with how well these students adequately understand their assigned reading material'' (p.732). Henceforth, it is established that adequate background knowledge about the subject matter of what is read determines the progress of comprehension.

2.4 Teaching Reading Comprehension Strategies

Typically, comprehension is often assessed without being taught. Students are interrogated after they finish reading without having been exposed or taught comprehension strategies. As Allington (1994) stated ''Most children are interrogated after reading but have limited opportunity to receive instruction in the comprehension strategies needed to answer the questions posed'' (as Cited in Trehearne& Doctorow, 2005, p.435). In fact, as any aspect of language learning, reading comprehension has to be assigned heuristic instructional strategies and practices.

2.4.1 The explicit instruction strategy

The explicit instruction strategy denotes making reading comprehension a concrete visible process. Practically, it implies explicit teaching of comprehension strategies, why they should be used, when and how. Duke and Pearson (2002) report ''Comprehension

instruction is best when it focuses on a few well-taught, well-learned strategies'' (as cited in Trehearne& Doctorow, 2005, p.431).. Therefore, these strategies should be adequately and explicitly scaffolded so that they trigger learner' automatic independent comprehension.

2.4.1.1 What Comprehension Strategies to Teach?

Comprehension strategies refer to text analysis acts and procedures that may be implemented either before, during reading to promote comprehension and understanding of the reading material. It is claimed that comprehension strategies should be adequately scaffolded and triggered by teachers through a guided reading until the learner is able to use them independently. Some of the commonly used comprehension strategies are discussed in what follows:

2.4.1.2 Using think-aloud method

The think-aloud strategy is also represented within the umbrella of metacognition which is thinking about thinking. The think-aloud method consists of verbalizing one's thoughts and comprehension while reading. Similarly, it parallels to reciprocal teaching of reading which consists of presenting students with cognitive processes modeling (Klingner et al., 2007, p. 132). The think-aloud method is particularly useful as it reveals learners' inter-processes and thoughts of what they are reading. In this area, Trehearne and Doctorow (2005) report, ''using think-aloud makes the covert or hidden overt! Thinking aloud makes one's thinking processes public'' (p.430). Examples of think aloud method may be as (I am not getting what the author is trying to convey, what does this mean or refer to…etc).

Duke and Pearson (2002) demonstrated that the think-aloud method enhances comprehension both when adopted by students engaged in an independent reading or teachers reading to students (during guided reading). Trehearne and Doctorow (2005) suggest that teachers thinking aloud during a guided reading may even remind students of comprehension strategies such as re-reading, she put ''By thinking aloud, the teacher can help children to understand effective reading strategies. For example, the teacher might say while reading, "I don't understand this. I think I'll reread it to see if I can make it make sense" (Trehearne & Doctorow,2005,p.428).Teachers also trigger the independent use of the think-aloud method by asking such questions (what are you thinking about?). This

method has also been used as a procedure to evaluate comprehension capacities of elementary learners through verbalizing mental reasoning (Baumann, Seifert-Kessell&Jones,1992).

2.4.1.3 Using Graphic organizers

Pictorial devices such as (Images, maps, charts, diagrams, and clusters) help learners visualize concepts, retain the information they read, and support better and effective comprehension (Trehearne & Doctorow, 2005). It is established that Graphic organizers illustrate text interrelationships through visualizing the semantic combinations of the text to be more perceivable for learners. Duke and Pearson (2002) compared ''the text is verbal, abstract, and eminently forgettable; by contrast, the flowchart is visual, concrete, and arguably more memorable'' (p.218).Henceforth, learners should be taught how to pay attention to text –related visual items.

2.4.1.4 Using text structure

Researches indicate that the recognition of the textual organization of text also improves comprehension. To that point, it is believed that comprehension involves to a large extent the recognition of text structure. Trehearne and Doctorow (2005) put, "Comprehension involves what the reader knows as well as the nature of the text itself'' (p. 99). Following the same vein, the National Institute of Child Health and Human Development, 2000; RAND Reading Study Group, (2002) noted that students should be coached how to recognize and identify the textual organization of text which will in turn aid comprehension (as cited in Kathy,2009).

According to Trehearne and Doctorow (2005), teaching students how to use text structure to support comprehension involves teachers teaching learners how to describe graphic organizers, recognize sequences, compare and contrast, recognizing problem and solution, cause and effect structure. Kathy (2009); however, observed that it is important that structures of text should not be presented in a static manner because new forms are constantly changing and extending.

2.4.1.5 Creating mental imagery: Visualization

To visualize means to create a mental image of concepts, thoughts, and ideas. It has been proved that creating a mental picture in mind does help readers conceptualize what

they read and enhance comprehension before, while and after reading. Likewise, their ability to make predictions and inferences also increases to figure out what has not been said by the author (Trehearne & Doctorow, 2005). Moreover, visualization promotes the evocation of text events and the conveyed information. Visualization aids understanding as it enables the reader to link abstract prepositions and concrete experiences i.e. (words, images, sounds …etc).

One visualization fostering instructional practice is asking students to sketch characters, thoughts or places they have already read about or through questions or prompts such as "When you were reading this story(text) did you make any pictures or images in your head? Tell me all about them." (Trehearne &Doctorow, 2005, p.471). Hoyt (1998) asserted that when learners draw before or after they read they tend to be more focused on accomplishing their tasks (as cited in Trehearne & Doctorow,2005).

2.4.1.6 A Model for Teaching Comprehension Strategies

Teaching comprehension strategies should be processes following systematic steps and procedures. The following is a proposed teaching comprehension strategies approach:

1. The teacher first introduces the strategy and how it should be used (e.g., using the think-aloud method).
2. The teacher and the learner, both model the strategy (e.g., while reading the text, I am going to verbalize my thinking or make predictions)

Duke and Pearson (2002) exemplified teacher and learner modeling of comprehension strategies :

Hmm...I see a picture of an owl. It looks like he—I think it is he—is wearing

pajamas, and he is carrying a candle. I predict that this is going to be a make-

believe story because owls do not really wear pajamas and carry candles. I predict

it is going to be about this owl, and it is going to take place at nighttime. (p.209)

3. The teacher and learners both work on a text collaboratively and use the strategy.
4. The strategy is used in guided practice.

5. The learner uses the strategy independently and automatically during silent reading; For example, the learner is instructed to verbalize his thoughts) (Trehearne & Doctorow, 2005).

Duke and Pearson (2002)further believe that teaching comprehension strategies includes more than simply providing instructions in a given comprehension strategy yet, it should be assigned adequate opportunities for actual reading, writing, and discussion of the text (p.208). In Duke and Pearson' sense, these strategies should not be presented solely, but the teacher must assure learners are actually reading the text and not pretending it; besides, teachers should instruct students to write brief summaries on what has been taught in addition to providing an adequate discussion of the events tackled in the text. It is also important to point out that comprehension strategies should be used in an accompanying constant manner (ibid).

2.5 Questioning the author

Teachers may enhance students' comprehension by implementing questioning the author procedure. The teacher poses questions that guide a discussion about the text (Trehearne and Doctorow, 2005). In this regard, Duke and Pearson (2002) state: "Students become more successful at higher order comprehension and monitoring their comprehension as a result of participating in Questioning the Author" (p.231). Questioning the author is a multifunctional tool as it collaboratively engages students with the text, trigger students adopting the author' spirit of thinking; moreover, it measures comprehension (ibid).

Table 2.2. Questions to guide the Discussion in Questioning the Author (Source: Duke &Pearson, 2002, p.230)

Goal	Candidate Questions
Initiate the discussion	• What is the author trying to say?
	• What is the author's message?
	• What is the author talking about?
Help students focus on the author's	• That is what the author says, but what

	message does it mean?
Help students link information•	How does that connect with what the author already told us?
	• What information has the author added here that connects to or fits in with...?
Identify difficulties with the way the author has presented information or Ideas	• Does that make sense? • Is that said in a clear way? • Did the author explain that clearly? Why or why not? What's missing? What do we need to figure out or find out?
Encourage students to refer to the text either because they've misinterpreted a text statement or to help them recognize that they've made an inference.	• Did the author tell us that? • Did the author give us the answer to that?

Far away from teaching comprehension strategies, teachers can also address directed reading comprehension through undertaking specific targeted instructions support and guide students' processing and understanding of the text. The following is a sample of reading comprehension instructions by Vaughn and Stevens (n.d):

Table2.3 Reading Comprehension Instruction Roadmap (source: Vaughn and Stevens, n.d, p.24)

Lesson component	Strategy /instruction
Before Reading	• **Explicit vocabulary instruction** • **Vocabulary map** •**Morphemic analysis** • **Contextual analysis** 　　• **Build Background Knowledge**
During reading	• **Asking and answering questions** 　　• **Clunks** • **Get the gist**
After reading	• **Gist to summery** • **Wrap –up** • **Continuedvocabulary instructions.**

1.6 Assessing Reading Comprehension

As any aspect of language learning, reading comprehension should be assigned an ongoing assessment. Teachers ought to monitor students' comprehension as well as their use of the taught comprehension strategies (Duke& Pearson, 2002). Nevertheless, gauging reading comprehension is not an easy task because comprehension is something that occurs in one' head (mind), it cannot be observed (Klingner et al., 2007).

2.6.1 Oral Retelling

A measure of comprehension that typically consists of asking students to restate or reword what has been read. It is believed that assessing reading comprehension through retelling is a more engaging procedure than simply asking students to follow up comprehension questions. In implementing the strategy, students are encouraged to use

their own language in an informal and relaxed atmosphere (Trehearne & Doctorow, 2005). Therefore, the retelling is particularly efficient in improving learners' language oral performance. Klingner et al. (2007) observed that asking students to reconstruct what they have read compensate comprehension traditional measuring techniques.

Trehearne (2006) believed retelling both improves vocabulary and deepens comprehension (p.42). In a further vein, the author observed retelling does not only consists of superficial recall of events, but it involves selecting the most important events, making plausible connections, then logically representing them (as cited in Kathy, 2009) i.e. when retelling students are asked to refrain salient and unimportant content. Supporting the same claim, Klingner et al. (2007) inserted, ''Stu-dents must remember factual details and be able to relate them in some organized, meaningful pattern. Additionally, they need to come up with inferences to com-pensate for information they are not able to recall clearly so that they can reconstruct a coherent retelling'' (p.33).

Trehearne and Doctorow (2005) suggest students need to be adequately coached on why and how to retell before they are asked to do so. Teachers can teach students to retell following the major steps as listed below:

1. Explain to students why they should practice retelling strategy.
2. Model the strategy by retelling an actually happened story. Besides, show them how retelling ordinarily happens in daily life.
3. Show them what elements should be followed when retelling particularly, retelling a narrative story (e.g., setting, main characters, main events...) (Trehearne & Doctorow, 2005).

2.6.2 Asking questions

By asking students questions, teachers detect learners' thinking process rather than answers. Teachers should allocate sufficient times for students' responses to assure meaningful rather than superficial answers are being contemplated (Trehearne & Doctorow, 2005). Trehearne and Doctorow (2005) suggested that when dealing with a struggling reader, teachers are advised to provide the right response and ask the student to repeat or rephrase it. Students who provide correct answers are asked to model or verbalize their thinking process i.e. how did they reach that answer? This will encourage students to think-aloud and also guide their peers' understanding (ibid).

It is established that through asking questions, teachers stimulate comprehension. Trehearne and Doctorow (2005) added that students must be first taught how to determine the question and formulate a plausible answer. Besides, students themselves may self-monitor their own text comprehension by asking and answering questions. The following are some questions students can ask:

• What is the story about?

• What is the problem?

• What is the solution?

• What makes me think so? (Trehearne and Doctorow, 2005, p.476)

However, the focus in asking questions is not to gauge comprehension as much as to teach students how to find answers.

2.6.3 Questionnaires and interviews

An informal comprehension assessment measure, questionnaires, and interviews are designed to elicit text understanding. Either implemented orally or in a written format, these tools are particularly useful for teachers as they inform teachers what need to be readjusted as far as teaching comprehension strategies. Additionally, questionnaires and interviews can be a reading comprehension self-monitoring tool for students. Moreover, questionnaires and interviews help teachers learn more about students' strategic processes while reading. Nevertheless, questionnaires and interviews are gaining less popularity in the area of gauging reading comprehension as they might be time-consuming to be administered in classrooms as well as they can only workable with advanced learners rather elementary learners.

2.6.4 Reading Comprehension Assessment Measures

Reading comprehension assessment measures are measurement tests used to gauge students' reading comprehension.

2.6.4.1 Norm-referenced test

The point behind the norm-referenced test is to compare students' performance. In implementing a norm-referenced test, students are typically asked to read a short passage then answer comprehension questions. The passage might be either of a narrative or an expository text. Comprehension questions about narrative texts usually ask about (setting, events, plot...etc), questions about expository texts; however, ask about the main claim; as well as, the supporting facts. Norm-referenced tests are typically used with a large group size because they are easier to administer (Klingner et al., 2007). Nevertheless, limitations of Norm-referenced tests have been further discussed, questions are assigned multiple choice format which has been criticized in terms of determining solely basic indications of students' understanding of text rather than revealing their inter cognitive processes. Additionally, students usually answer based on guessing, it has been also assumed that those norm-referenced tests are not able to make teachers identify the struggling readers (ibid).

However, changes were recently made, multiple choice questions shifted to questions requiring open-ended responses (ibid).Bintz (2000) argues, despite the fact that these changes were prompted, reading comprehension measurement tests are still meant to identify reader' ability to recall the author thoughts, Bintz also discussed, comprehension is accurately determined unless thinking processes are revealed. The author reported ''These processes include forming perspectives, extending, analyzing, questioning, taking a stance, shifting interpre-tations, rethinking about the self as a reader, reflecting, and thinking critically (e.g., about disconnects and anomalies)''(as cited in Klingner et al.,2007,p.22). Ultimately, the most effective comprehension measurement tool is the one that highlights the mental processes involved while the reading process occurs.

2.6.4.2 Curriculum-Based Measurement (CBM)

In contrast to norm-referenced test, curriculum referenced tests target the measurement of basic skills of reading. ''Student prog-ress is plotted on equal-interval graphs (i.e., a linear graph in which the distance between lines is the same), either manually or with a computerized version of CBM, and displayed in individual and class profiles (Fuchs, Fuchs, Hamlett, Philips, & Bentz, 1994)'' (as cited in Klingner et al., 2007). The CBM procedure consists of students completing a multiple choice reading activity and the scorer keeps track of the number of correct word choices. The measurability of fluency and

comprehension validated the CBM procedure. As traditional measures, CBM has been criticized for indicating only a narrow picture of students' reading comprehension, and for not being able to reveal students' strategic processing and providing indices on students' erroneous response.

2.6.4.3 How to implement the CBM?

Klingner et al.(2007) outlined procedural steps to guide teachers implement the curriculum based measurement listed in the following:

1. Create a passage that contains forms of expected difficulty. To have a maze task, delete each seventh item in the passage and substitute it with three multiple choices.

2. Once a week, provide each student with a maze passage. Afterward,
   Record the number of right responses.

3. On a graph, record each ''scores to track student's progress, 'set up a graph with the correct response items on the axis and the weeks/months of instruction or evaluation dates on the x-axis'' (Klingner et al.,2007,p.26). Subsequently, set up a goal, 'To monitor progress using this information, create a goal line by drawing a line between the first score, or baseline score, and the predicted outcome score'' (Klingner et al.,2007,p.26).

4. The evaluations of student' scores will allow the teacher to monitor progress as well as making necessary instructional readjustments. If scores hold under the goal line, students are not making any comprehension progress. If scores plummeted above the goal line, students are progressing.

5. Share the CBM results with students in order to help them generate goals for themselves.

6. Execute instructional decisions based on CBM results.

Conclusion

 In this chapter, we attempted to overview the area of teaching reading comprehension within the area of English language teaching and its related concepts. We initially located the process of reading, its importance and sub-skills in; addition, we surveyed important methodological steps for planning teaching reading tasks. Subsequently, we presented the complex notion of reading comprehension where we further discussed contributing

processes and factors affecting the process of reading comprehension. Moreover, teaching comprehension strategies and instructional practices were also brought into discussion in this chapter, how important they are , when and how they should be taught and employed. Significantly, the present chapter sought to adequately survey both reading comprehension' systematic scaffolding and assessment.

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction

The present chapter is devoted to the analysis and interpretation of data obtained and gathered via the implementation of the three research methods. Each method (Observation, structured questionnaire, and focus group discussion) is assigned a rational and aim behind its implementation, structure, and content, and validation in an independent section; in addition , the obtained results throughout this study are interpreted and analyzed in an independent section in this chapter. It is important to acknowledge that the researcher referred to (Sabri, 2016) in adapting a framework for the present research design.

3.1 Research Methodology: Research Design

3.1.1 The Observation

3.1.1.1 Rationale and aim

The choice of research method is determined by the adopted research approach. Since the focus of the present inquiry is to depict attitudes and perception towards integrating vocabulary instruction, classroom observation was used as a qualitative data collection method in the present study. The rationale behind implementing this research method is to allow the researcher to describe and evaluate the overall observable situation of implementing vocabulary instructions at middle school classes with the target group of participants. This method was particularly used to permit the researcher to determine the pupil's attitudes and motivation towards vocabulary teaching.

It is important to note that classroom observation was a useful data collection tool in this study as it allowed researcher to be in a direct contact with participant's natural verbal feedback and response towards the vocabulary instructions; as well as, it allowed the evaluation of pupils' level of motivation and approval as regards the intervention (i.e. learning about words). Overall, this method permitted the record of real data in a naturally occurring learning atmosphere.

3.1.1.2 Structure and Content

Discussing the nature and structure of the implemented classroom observation in this study, it is significant to distinguish the two types of classroom observation as a research method. The two types are structured and unstructured classroom observation. While the former involves a participant researcher going to the class having a definite goal in mind and completing an observation scheme, the latter consists of a nonparticipant observer has no clear focus in mind yet he decides upon what he neutrally observes in the situation.

During the observation sessions, the researcher was a participant observer as he played the roles of both an observer and instructor. The researcher performed the task of the intervention (vocabulary teaching) prior to each pupils' reading of a passage. The observational sessions took place in an ordinary classroom setting. Participants were first informed that they will be taught important vocabulary items used in the passage which they will be asked to read and comprehend during the subsequent session. The group of participants was asked to write down the instructed words in heir tutorial copybook part and to participate in the task through giving their own synonyms, illustrations and examples of the presented vocabulary items.

As regards the description of the scheme, the researcher intended to generate categorical statements that describe overall observational aspects of the target situation; therefore, the scheme was focused on two major aspects, vocabulary teaching and pupils' feedback towards it which also consisted of evaluating learners' answering of comprehension questions. While the former tends to highlight how vocabulary pre-teaching will be performed, the latter focuses on how pupils will respond to the intervention. The scheme was designed in the form of a table divided into two columns, one devoted to the observational aspects in the form of statements followed by a column comprised possible options. The researcher had just to tick on the option box that actually illustrates the situation during the observation session.

The observational aspects regarding the vocabulary instruction tackled either the instructions are presented before, while or after text reading, the time allocated for the intervention, in what forms were the vocabulary instructions performed i.e. direct definitions, translation, synonyms or through using pictures and mimes. As far as pupils' feedback, the scheme highlights pupils' involvement with the instructions, this was partially determined by the frequency of hand rising. Additionally, the scheme highlighted

the evaluation of pupils' verbal response towards both vocabulary instructions and comprehension questions (see appendix 2).

3.1.1.3 The Main inconveniences

Regarding the impediments that faced undertaking the observation, the researcher first could not gain the collaboration of the chosen middle school administration to undertake the intervention i.e. devoting partial instructional time for teaching vocabulary only; therefore, we were urged to shift to Madani Rahmoun middle-school whose administration easily accepted our request. Moreover, It is important to mention that applying the Competency Based Approach(CBA) , nowadays' middle school teachers of English devote no explicit instructional time for vocabulary teaching, teachers only present some new themes in few minutes orally. Therefore, the researcher managed to convince the teacher in charge of teaching English language course to the target sample to devote partial instructional time for vocabulary instructions to observe probable attitudes and feedback among the pupils.

Besides, during the observation session learners were frequently making reference to the native language (Arabic) when responding to the vocabulary instructions which impeded adequate and accurate record and evaluation of data, this revealed the lack of proficiency level among pupils.

3.1.2 The Questionnaire

3.1.2.1 Rationale and aim

After the intervention of the present study has been carried out, the researcher intended to survey middle school teachers' attitudes and perceptions towards vocabulary pre-teaching as a systematic teaching of reading comprehension to EFL elementary learners. Therefore, a questionnaire was used as a data collection method in this study. The questionnaire was designed to obtain detailed estimations about how teachers perceive the importance of vocabulary instructions particularly, with the primary grades, and how they usually approach teaching new vocabularies.

Moreover, the questionnaire was also used to identify plausible reasons which impede the integration of vocabulary instructions with a definite instructional time and strategies within middle school EFL teaching programs and curricula i.e. what prevents devoting a

definitive instructional time for the purpose. Furthermore, the questionnaire also attempted to explore frequent comprehension barriers faced by EFL elementary learners; especially those related to the recognition of word meaning and how teachers manipulate comprehension problems.

3.1.2.2 Structure and Content

It is essential to mention that we opted for the structured questionnaire which is composed of close-ended questions where respondents were presented multiple choice questions, yes/no questions in addition to the Likert scale items which helped us identifying teachers' degree of acceptance or refusal regarding some areas of the study. Almost each question item was assigned a probe (asking for details or clarification), this helped the researcher gather more detailed data. The close-ended nature of the questions was deliberately opted to ensure little time will is taken from the respondents especially the questionnaire will be submitted during teacher' ordinary work time. The questionnaire was divided into three sections with total 21items.

Section One: General Information (item 1-2)

The initial section of general information contained two questionnaire items intended to gather factual data about the respondents, this included how many years they have been teaching English at middle school level in addition to which Middle School levels they are currently teaching.

Section Two: Teaching Reading Comprehension (item 3-11)

This section sought to survey middle school teacher' perceptions towards the task of teaching reading comprehension to the primary grades of learning English, this includes identifying teachers' daily instructional routines and practices promoting and approaching reading comprehension tasks among their pupils. Moreover, this section also attempts to highlight EFL elementary learners' frequent reading comprehension problems and how teachers work to manage these deficiencies stimulating more adequate comprehension outcomes.

Section Three: Teaching Vocabulary (item 12-21)

The present section attempts to investigate teachers' perceptions and estimations towards vocabulary teaching as a systematic teaching of reading comprehension to

elementary learners of English. Particularly, it seeks to survey how middle school teachers perceive EFL elementary learners' inability to recognize words' meaning as a barrier to reading comprehension. Additionally, the section tried to highlight effective practices and strategies frequently used by teachers to teach and promote new words and major themes in the unit. Ultimately, it also provided teachers with an opportunity where they were invited to add further perceived considerations and suggestions regarding the issues under investigation. This permitted the researcher to identify any related areas as perceived by middle school teachers and instructors.

3.1.2.3 Piloting and Validation

In advance to the final administration, the teachers' questionnaire has been piloted and validated. The aim of the piloting stage was to check out the overall quality of the questionnaire. This includes how comprehensive, clear, straightforward the presented questions are in addition to checking out the questionnaire format and layout. The questionnaire piloting phase is intended to help the researcher determine whether the questionnaire items perform the job they are designed for; as well as, to identify probable gaps. At the piloting stage, the questionnaire was submitted to our supervisor and a colleague experienced in analyzing research papers and who had worked as a middle school teacher, both made valuable remarks evaluating and judging the questionnaire content, format, and quality. It is important to note that the questionnaire was piloted one week before the final administration.

During the piloting stage, our supervisor noted important slight reformulations that are necessary to be made such as she proposed adding a sub-question with (question 3) namely, *'how do you perceive the importance of reading with EFL elementary learners'*, from her point of view this will help us figure out how middle school teachers perceive the importance of reading instructions within the primary grades of English language learning and teaching processes.

Additionally, since today middle school EFL teaching approaches no longer apply for reading aloud ,teachers only ask for a silent reading before pupils' answering of comprehension questions, to that point our supervisor proposed adding the sub-question *'Justify'* with (question 5) to enable the identification of possible reasons for only opting a silent reading with EFL elementary learners. Our supervisor also made valuable remarks concerning the questionnaire layout and formatting (such as enumeration progression). The

researcher' colleague who is experienced in analyzing research papers has also raised important notes regarding questionnaire format such as tick boxes alignment and reducing the number of pages. She proposed adding as a note '*you may choose more than one answer*' with (question 2) since middle school teachers are usually in charge of teaching two MS levels.

3.1.2.4 Questionnaire Data Collection Procedures

The questionnaire was planned to be posted online to gather more varied data; however, the researcher feared about the reliability of the responses, in addition, the researcher sought to ensure that the respondents are actually middle school teachers. After the questionnaire has been piloted, it was submitted to eight (8) middle school teachers of English in their ordinary work time. The respondents kindly accepted to answer the questionnaire items after they have been informed about the confidentiality conditions of information provided. We faced difficulties in accessing only one teacher and there remained only two days for the spring vacation and we could not find any teacher to substitute the total number as the intended number of participants was nine (9). Therefore, the number of respondents turned to eight (8).

3.1.3 Focus Group

3.1.3.1 Rational and Aim

As the researcher sought to collect more detailed real data from the target group of participants, a focus group with our sample was additionally implemented in the present study as a qualitative data collection tool. The point behind undertaking the focus group discussion is to allow the pupils to spontaneously report and express their perceptions towards the issue under investigation i.e. towards vocabulary, vocabulary teaching and its correlation with their reading comprehension.

3.1.3.2 Structure and Content

The focus group discussion was held with twelve (12) third-year middle school pupil in a tutorial session. The discussion included twelve (11) questions and sub-questions (see appendix 8) that covered different study areas in an attempt to explore more pupils' perceptions towards English language vocabulary, vocabulary teaching and its sustained correlation with their reading comprehension, how they usually learn about vocabulary and

ultimately how they prefer to be taught vocabulary. Regarding the questions formation, it is important to mention that the researcher deliberately emphasized on using simple language structure and forms taking into consideration the learners' EFL proficiency level and to assure all participants will understand and answer the questions; nevertheless, the researcher was urged to make frequent reference to learners' native language when the participants could not perceive the meaning of the question. Likewise, some participants were making efforts to answer the questions in English, other; however, answered the questions using the Arabic language. Therefore, the researcher was urged to reformulate participants' utterances into meaningful statements when analyzing and reporting the data gathered through the undertaken focus group discussion.

3.1.4 Research Sampling and Population

The present study population concerned third-year middle school pupils at Madani Rahmoun middle school of Biskra which consisted of 134 third-year middle school pupil. It is important to mention that the population for this study was purposively chosen since third year pupils are believed to have achieved an average level of EFL proficiency which will permit them perceive the vocabulary instructions and text reading rather than first and second year pupils in addition to the cooperation that we gained from teachers who teach 3MS level. From this population, a randomly selected third-year class participated in the observation sessions and focus group discussion including 46 pupils who represent the sample of the present research study.

3.1.6 Data Analysis Procedures

Regarding the analysis of data obtained via the questionnaires, observation and focus group, a descriptive approach was adopted to interpret and analyze data. This consisted of only describing what has been observed or determined through the use of the research methods.

3.2 The Results

3.2.1 The Observation

Session one (3/2/2019)

Timing: 16:00

In an ordinary classroom setting, the first session was held with the target group of study third-year middle school from 16:00-17:00h. 44 pupil from a 46 total number of classroom pupils were present. It is important to point out that the researcher was a participant observer and instructor during the initial observational sessions**.** The session was initiated by the researcher' expression of gratitude and identification of the aim of the intervention. In an attempt to identify learners' attitudes and overall reaction towards implementing pre-vocabulary instructions, the researcher displayed the task of vocabulary teaching through guided reading. While the researcher (as an instructor) reads aloud, pauses were frequently made to highlight important word use areas.

Subsequently, pupils were asked to silently read then answer comprehension questions of a descriptive text from the school textbook, page 74 (see appendix 3). The text was adapted from '*lady Harbert, a search for sunshine, 1971'* tackled a foreigner visit to Algerian town ;Constantine, in which the author describes places, citizens, and lifestyles using depicting adjectives and adverbs and related vocabularies which pupils were supposed to retain. In assistance with the teacher in charge, critical words to understanding and which might be anonymous to pupils were selected and highlighted to be instructed and explained by the researcher prior to pupils' reading of the text.

After the researcher had introduced the notions of the text for pupils, addressing more than ten vocabulary items using different strategies (definitions, synonyms and opposites, representative pictures, jesters and even drawings) was subsequently undertaken while reading-aloud the text. The researcher made frequent pauses when encountering an important lexical item , pupils were then asked if they have got any idea about the word through either giving synonyms or opposites or even translating the word into a different language. Afterward, pupils were asked to either restate the meaning of words using their own words or forming meaningful sentences using the words they already learned about. It is important to note that during the presentation of vocabulary items, few pupils were recording the meaning of words on their tutorial copybook part which revealed their interest towards retaining the meaning of vocabulary words.

 Overall, the majority of learners showed great interest in learning about new English vocabulary words and were competing to determine and guess the meaning of the vocabularies. The objective was to detect pupils' engagement with vocabulary instructions. The teacher has partially intervened reminding pupils of words they already learned about.

Table 3.1 The Order of Tasks in The First Observation Session in Relation To Time

Time in minutes	The task performed
10-30 min	Guided reading +vocabulary instructions
30-45 min	Silent reading
45-55 min	Answering comprehension questions orally

Session Two: (14/5/2019)

Timing: 08:15 – 08:45

Since third-year middle school ELT program encompasses only one reading lesson per each unit, the observation sessions were delayed i.e. only one observation session per month was undertaken. The second observation session paralleled with the presentation of a new sequence/unite entitled *'Me and my environment'*. The first introductory lesson was represented in the form of an initial situation aimed to acknowledge learners of the new sequence related concepts and themes. The intervention was teaching major themes and vocabulary items learners will encounter throughout the new sequence. The purpose of the intervention was to stimulate pupils' identification of the further reading text and tasks of the sequence. As mentioned earlier, the researcher was the instructor in the first and second observation session. During the intervention, learners were exposed to the vocabulary instructions for one hour. Initially, the instructor introduced and illustrated the initial situation (see figure 3.1) which was intended to inform learners of what will the new sequence be about.

Afterward, learners were asked to read the situation meanwhile underlining the vocabulary items that they could not recognize or understand. Majorly, the pupils stated that they faced difficulties understanding compound words and verbs that are turned into adjectives. After the instructor has received different feedbacks from the learners, the vocabulary instructions were then embarked, the teacher intervened to highlight major important vocabulary words which she considers to be unknown for the pupils. Immediately, an extended rich discussion about the meaning of the indicated words was

presented through providing definitions, synonyms, antonyms, examples, and illustrations about the word. Significantly, learners showed more understanding of the words when the words were translated into a different language, this relates to the translation into both Arabic and French.

Notably, learners faced some deficiencies when they were asked to redefine the words in their own manner; this revealed actual lack in both proficiency level and vocabulary background knowledge. However, they were able to recall some related words or statements of the item. For example, when participants were asked to restate the word *'danger'* participant 1 stated, *'aa fire is danger of environment…'*. Majorly, most of the participants were able to only detect the meaning yet they only could explain it using the Arabic language. As mentioned earlier, the new sequence' important concepts and themes were presented through an initial situation which is as follows:

> ***'My school will organize an <u>eco-poster</u> show to celebrate <u>Earth-day</u>, I decided to design an <u>eco-poster</u> about the main <u>dangers</u> that <u>threatened</u> the <u>environment</u> to raise <u>public awareness</u> of the urgent need to protect our nature'***

Figure 3.1 The initial situation and the instructed vocabularies

In an attempt to boost pupils' understanding and retention of the instructed vocabulary items, a vocabulary recognition task was ultimately held with learners. The instructor provided learners with an activity where they were asked to match each vocabulary item from column A with an equivalent representative statement from column B. this aimed at figuring out whether learners are able to recognize the words at different modes i.e. definitional statement, antonyms…etc. Significantly, participants were greatly enthusiastic participating and answering the activity on the board. It is important to note, that all pupils' provided answers were adequately correct. They were able to recognize what each vocabulary item refers to.

Ultimately, after learners had answered the vocabulary recognition task, the teacher presented a lexical chain on the board containing the main theme of the sequence which is *'environment'* surrounded by sub-related themes such as *'pollution, water, trees, preservation, global-warming, nature…'*. From her point, this will enable learners to make associations and connections to recognize the meaning of further vocabulary items they will be exposed to throughout the sequence. Overall, it was observed that pupils'

participation and involvement towards the vocabulary instructions was higher as compared to the first observation session.

3.2.2 Teachers' Questionnaire

Section One*: General Information

1. How long have you been teaching English at the middle school level?

Table 3.2 Teaching Experience at the Middle School Level

Experience in years	Number of respondents	Percentage
1-3 years	1	12.5 %
3-6 years	1	12.5%
More	6	75%

Through this question, the researcher intended to recognize the respondents' teaching experiences as regards teaching elementary learners of English. As appears in the table(3.2) , the majority of respondents (75 %) informed that they have been working as middle school teachers for more than six years, this revealed the long experience of our participants. However, 12.5 % of our participants indicated that they have a teaching experience of more than three years. Equally, 12.5% stated they have been teaching English at the middle school for less than three years.

2. Which levels you are currently teaching?

Table 3.3 Respondents' Teaching Levels.

Teaching levels	Number of respondents	Percentage
MS1 & MS3	3	37.5%
MS2 & MS4	3	37.5%
MS1&MS2	1	12.5%
MS1&MS4	1	12.5%

As regards this question, the researcher intended to identify which middle school levels that the respondents are presently teaching; this sought to ensure that the levels actually represent elementary learners of English. As s shown in the table **(3.3)**, 37.5 % of participants are in charge of first and third year classes. Similarly, 37.5% of participants teach MS2 and MS4 levels. Yet, 12.5% of them are in charge of teaching English to MS1 and MS2. Equally, 12.5 % of the participants declared that they teach MS1 and MS4. This implied the variety in the levels, practices, tasks, sequences, and units that the participants routinely approach.

Section Two: Teaching Reading Comprehension

3. Do you instruct your pupils to read?

Table 3.4 Reading Instructions.

The choice	Number of respondents	Percentage
Yes	7	87%
No	0	0%
Total	8	100%

The initial question in the second section sought to figure out whether reading instruction sessions are actually included in Middle school ELT programs and curricula following the CBA approach. Basically, table 4 indicates that the majority of the participants (87%) confirmed that they ask their pupils to read; however, only one respondent left the question unanswered.

3.1 How do you perceive the importance of reading instructions with EFL elementary learners?

This sub-question was asked in order to examine the respondents' perceptions of how important reading instructions are; particularly, within the primary stages of learning English as a foreign language. Although three participants did not respond to this question, participant (1) claimed that reading instructions promote EFL elementary learner recognize the target language written patterns and therefore identify the relationship between written and spoken codes of language through reading. 'S/he reported reading instructions help

new readers to understand the relationship between written letters and spoken sounds'. In a common manner, Participant (2) and (3)stated that the importance of reading holds in training pupils how to absorb understanding and information from a written discourse. Participant (1) stated 'to pick up specific information from a written passage'. Notably, the participant (4) asserted that reading instructions are aimed at triggering learners' use of reading strategies. Ultimately, participant (5) claimed that reading is a prerequisite for EFL elementary learners as it informs them, acquaints them of vocabulary and structure and develops their thinking thus, they gain confidence and awareness of the learning process. In his words ' Self-confidence/ acquiring new vocabulary and structures and gives them new information, it's the food of the mind' .

4. How many times do you ask your pupils, to read?

Table 3.5 The Frequency Of Classroom Reading Instructions.

Times	Number of respondents	Percentage
Once per week	3	37%
Twice per week	1	12%
Once per month	2	25%
Twice per month	1	25%

This question asked about the amount of reading instructions teachers ask for. It intended to determine whether the amount of reading opportunities offered per week or per month is actually sufficient for developing EFL elementary learners' reading comprehension and reading skill. Although our participants affirmed that reading opportunities are determined by the sequence division, the answers were varied. As the table (3.5) illustrates, 37% of respondents declared that they ask their pupils to read once per week, 25% of them asserted that they have a reading session once per month. Equally, 25% of them inserted that they ask for reading twice per month. A rate of 12% of the participant teachers informed that they ask pupils to read twice per week. Only one participant left the question unanswered, probably, the respondent did not perceive the question properly.

5. What type of reading do you ask for?

Table 3.6 The Type Of Reading Instructions.

The type of Reading	Number of Respondents	The Percentage
Silent reading	8	100%
Reading-aloud	0	0%

This question concerned the type of reading that is currently promoted and instructed by middle school teachers of English. As the table (3.6) reveals all of our respondents (100%) ask for silent reading.

5.1 Justify your choice.

This sub-question was added in order to identify teachers' reasons for implementing silent or aloud reading with EFL elementary learners. Most respondents affirmed that they opt a silent reading because reading aloud is no longer included in the ELT program. Participant (1) wrote '*we ask them to read silently cause (Sic.) orally reading is omitted*'. Participant(2) and (3)agreed on that the point behind reading tasks is promoting EFL elementary learners' recognition and understanding of the written language forms rather than the oral performance i.e. they claimed that developing learners' oral performance is the task of further stages of EFL learning process. Participant (3) stated '*because we focus on comprehension and not for pronunciation*'. Participant (4) reported '*silent reading helps LL to focus on meaning, however, loud reading makes them pay more attention to pronunciation*'. Likewise, the participant (5) and (6) considered that learners transfer the oral skills they already learned through silent reading.

Finally, the participant (6) affirmed that comprehension is more promoted through silent rather than aloud reading. He reported '*our goal is comprehension*'. Notably, the participant (1) expressed her dissatisfaction towards current middle school ELT programs' sole inclusion of silent reading and omitting reading-aloud. In her words, '*because most learners are not actually reading, they are faking it*'. The two remaining participants did not provide any response.

6. How much instructional time do you devote to pupils' reading of the passage?

Table 3.7 Time Devoted To Text Reading.

Reading Time in minutes	Number of respondents	The percentage
10-15 min	7	87.5%
15-25 min	1	12.5%
More	0	0%

This question asked about the time allotted for pupils to read the text. Besides, we intended to determine whether the time devoted would be sufficient for an elementary learner to process the text and recognize new terminologies. As the table (3.7) demonstrates, the majority of our respondents provide from 10-15 minutes for the pupils to read the text. Only one respondent representing 12.5 % asserted that s/he devote from 15-25 minutes for reading the text. None of respondents devote more than 25 minutes for reading the text by the pupils.

7. How often do your pupils encounter comprehension problems?

Table3.8 The Frequency Of Encountering Comprehension Problems.

Frequency	Number of respondents	The percentage
Very often	3	37.5%
Often	2	25%
Sometimes	3	37.5%
Rarely	0	0%
Total	8	100%

This question sought to identify how often EFL elementary learners struggle comprehension or face comprehension deficiencies from teachers' point of view. The table (3.8) illustrates that 37% of our respondents claim that their pupils very often encounter

comprehension problems; equally, 37.5% of them stated that their pupils sometimes face comprehension difficulties. Two respondents representing the rate of 25% asserted that comprehension problems are often encountered by pupils.

8. Do you think comprehension problems usually occur due to:

Table3.9 Teachers' perspectives as regards pupils' comprehension problems causes.

Causes	Number of respondents	The percentage
a.Vocabulary	6	75%
b.Text structure	0	0%
c.Anxiety	0	0%
d.Motivation	0	0%
e.Lack of background knowledge	6	75%

This question provided five options to probe the respondents' perceptions of what may cause reading comprehension deficiencies frequently encountered by their pupils. The respondents' answers were similar. The rates revealed that 75% of them attributed reading comprehension problems to vocabulary. Equally, 75 % of the participants affirmed that comprehension problems usually occur due to a lack of background knowledge.

9. How do you usually respond to pupils' comprehension problems?

Table 3.10 Response to Comprehension Problems.

Response	Number of Respondents	Percentage
a.More reading instructions	3	37.5%
b.Teaching comprehension strategies	7	87.5%
c.Think aloud via guided reading	0	0%
d. Teaching vocabulary	4	50%
e.Just ignore	0	0%

In this question, the researcher intended to investigate how EFL middle school teachers usually respond to comprehension problems faced by their pupils. As the table **(3.10)** indicates, the majority of our respondents affirmed that they teach comprehension strategies as a response to reading comprehension problems frequently encountered by their pupils. However, 50 % of them affirmed that they teach vocabulary as an attempt to reduce comprehension problems. A rate of 35.5% declared that they increase reading instructions as a response to reading comprehension difficulties.

9.1 If you use others please state them below.

This sub-question investigated teachers' ordinary methodological response to reading comprehension deficiencies other than the above-proposed options. Since our respondents maintained the proposed options, no answers were provided to that sub-question.

10. Do you teach comprehension strategies?

Table 3.11 Teaching comprehension strategies.

The choice	Number of respondents	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Through this question, the researcher sought to determine whether teaching comprehension strategies is a part of improving the reading comprehension of EFL elementary learners' practices. As table **(3.11)** illustrates, all the respondents (100%) confirmed that they teach comprehension strategies.

10.1 If no please state why.

This sub-question sought to identify the respondents' reasons for not teaching comprehension strategies which are assumed to be necessary to stimulate and improve EFL elementary learners' reading comprehension. Since the majority of respondents selected the choice 'yes' they teach comprehension strategies, no answers were provided for this sub-question.

11. What comprehension strategies you usually teach?

Table 3.12: Comprehension Strategies**.**

Comprehension strategy	Number of respondents	Percentage
a.Think aloud method	2	25%
b.Using graphic organizers	1	12.5%
c.Creating a mental imagery		0%
d.Rereading	4	50%
e.Predicting	3	37.5%
f.All of them	3	37.5%

This question was asked in order to figure out what comprehension strategy EFL middle school teachers teach and which they perceive to be important to be taught for improved comprehension of EFL elementary learners. As (3.12) table implies most of (50%) of our respondents declared that they emphasize on rereading as a comprehension strategy to manipulate comprehension deficiencies. Three respondents representing 37% of the participants affirmed that they teach predicting strategy. Only one respondent (12%) teaches using graphic organizers comprehension strategy. However, 37% of them stated that they teach all of the proposed comprehension strategies.

11.1 If you teach others, please state them below

This probe was posed in order to identify any other comprehension strategies that teachers used to teach and which have yielded positive results on pupils' comprehension. Respondent (1) claimed that she usually teaches and insists on the pre-use of skimming, scanning and brainstorming strategies for improved further text comprehension. Respondent (2) declared that prior to asking her pupils to read, she presents a conceptual map on the board so that pupils will be prepared to conceptualize what they read, and she reported '*I present a map consisting of pictures'*. On the other part, respondent (3) informed that she used to introduce major themes and concepts through a game displayed on the board, 62.5% of the respondents did not provide any answers; however.

Section Three: Vocabulary Pre-teaching

12. How often do your pupils complain about difficult words in the text?

Table 3.13 The Frequency of Difficult Words Complaint.

Frequency	Number of respondents	Percentage
Very often	2	25%
Often	4	50%
Sometimes	2	25%
Rarely	0	0%
Total	8	100%

This question concerned the frequency of pupils' complaint about difficult words while reading a text. The greatest rate, 50% of the participants affirmed that their pupils often complain about difficult words while reading. 25% of them inserted that decoding word meaning inability is sometimes encountered by their pupils. Equally, 25% of the participants declared that their pupils very often face problems of identifying word meaning when they read. Finally, no respondent (0%) stated that pupils rarely encounter decoding word meaning problems while reading.

13. How do you respond to pupils' inability to recognize vocabulary meaning?

Table 3.14 Response to Pupils' Inability to Recognize Vocabulary Meaning.

Response	Number of respondents	Percentage
a. Ask them to check dictionaries	4	50%
b. Ask their peers	3	37.5%
c.Reread	2	25%
d.Provide direct definitions of the word	3	37.5%

This question sought to investigate how our teachers usually respond when their pupils complain that they had difficulties understanding some vocabulary items while reading a text**.** It is important to note most of our respondents chose more than one option while answering this question. As the rates indicate, the majority (50%) of the participants ask their pupils to check dictionaries when they are unable to recognize vocabulary meaning. However, 37.5 % of them inserted that they ask their classmates if they have got an idea about the meaning of the word as a response to their pupils' inability to recognize word meaning. Only two respondents representing 25% claimed that they simply ask them to reread to determine the word' contextual meaning. Finally, 37 % of the participants declared that they provide a direct definition of the word when their pupils complain about not recognizing the meaning of the vocabulary items.

14. Do you teach new vocabulary/ themes?

Table 3.15 Teaching New Vocabulary.

The choice	Number of respondents	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

This question was posed in order to check out whether teaching new vocabulary and themes is part of the participants' teaching routines. As table **(3.15)** shows all the

respondents (100%) affirmed that they teach new vocabularies and themes when presenting a new unit.

14.1 If No, briefly state why.

This sub-question was raised in order to probe our respondents' probable reasons for not teaching new words or themes. Since all the respondents selected the choice 'yes' no answers were provided for this sub-question.

15. When do you explain new vocabulary?

Table 3.16 The Period of Explaining New Vocabulary in The Text.

The period	Number of respondents	Percentage
a.Before reading	4	50%
b.while reading	0	0%
c.After reading	0	0%
d.A+B	1	12%
e.A+B+C	3	37%
f.Neither all	0	0%

The fifteenth question was asked in order to identify when participants teach new vocabulary in the text in relation to text reading, either before, while or during. The participants were provided different time periods in relation to pupils' reading of a text or short passage. The rates indicate that most of participants (50%) introduce new vocabularies before reading yet 37% of them address the new words found in the text during the three periods i.e. before, while and after reading. Only 12% of them stated that they undertake important vocabulary instructions before and while pupils read the text. None of the respondents stated that s/he teaches vocabulary only while pupils are reading.

16. How much time do you spend explaining new vocabulary in the text?

Table 3.17 Time duration of vocabulary explanation.

Time in minutes	Number of respondents	Percentage
1-5 min	3	37%
5-10 min	5	62.5%
10-15 min	0	0%

Through this question, the researcher sought to probe the time teachers usually devote to addressing new vocabulary in the text and whether it would be sufficient for pupils' understanding and retention of the presented words. As the table **(3.17)** indicates 62.5 % of the participants spend from 5–10 minutes explaining new vocabulary in the text. However, 37 % of them informed that they explain new words in the text from 1-5 minutes. Yet, none of the respondents stated that they spend from 10-15 minutes addressing new vocabulary of the text.

17. Do you explain new vocabulary in the text through:

Table 3.18 Strategies for explaining new vocabulary.

Strategy	Number of respondents	Percentage
a.Direct definitions	3	37.5%
b.Synonyms	4	50%
c.Translation	2	25%
d.Pictures	6	75%
e.Mime	4	50%
f.Context Clues	3	37.5%

As far as this question, the researcher intended to determine how participants usually approach teaching new vocabulary found in the text. The respondents were provided six suggestions consisting of vocabulary teaching strategies, it is important to mention that

most respondents ticked more than one option box. The rates indicated that the majority (75%) of the participants use pictures to illustrate new vocabulary words in the text. 50% of the respondents affirmed that they provide synonyms to explain the words for learners. Equally, 50 % of teachers asserted that they usually explain new vocabulary through the miming. Only two participants representing the rate of (25%) declared that they explain new terminologies from the text through translation. Significantly, 37.5 % of the participants inserted that they implement context clues when explaining the vocabulary meaning.

18. Elementary learners of English are usually not able to understand what they read as they find it difficult to recognize the meaning of some English words. Do you agree that pre-vocabulary instructions can actually improve elementary learners' reading comprehension?

Table 3.19 The Importance of Pre- Vocabulary Instructions

Choice	Number of respondents	Percentage
Yes	7	87.5%
No	1	12.5%
Total	8	100%

This question was raised in order to identify whether our participants would agree with the stated claim that denotes that vocabulary instructions can actually improve reading comprehension of elementary learners of English. As the table **(3.19)** illustrates, the majority of respondents (87%) asserted that they agree with the stated claim; however, only one respondent representing 12.5% and disagreed with the proposition.

18.1 If yes, please clarify how.

This sub-question sought to probe participants' perceptions towards how would vocabulary pre-instructions contribute to the improvement of reading comprehension of EFL elementary learners**.** While four respondents left the question unanswered , four respondents clarified their opinions towards the stated claim. Notably, respondent (1) and (2) explained that it is important for an elementary learner to learn about words because

this will permit him to recognize them while reading a text which will, in turn, motivate him to continue reading. This supports the claim that most learners are reluctant to read because they cannot understand the words which construct the text itself. On the other part, the respondent (3) and (4) contended that vocabulary knowledge equips readers to process the text and understand its idea. While respondent (3) wrote, *'vocabulary is the key of the text'*, respondent (4) simply reported *'it helps them understand the text'*.

19. To what extent would you agree with integrating vocabulary pre-instructions within EFL teaching programs and curricula?

Table 3.20 Agreement/Disagreement towards Integrating Vocabulary Instructions.

Agreement/disagreement	Number of respondents	Percentage
Strongly agree	3	37.5%
Agree	4	50%
Neutral	0	0%
Disagree	1	12.5%
Strongly disagree	0	0%
Total	8	100%

This Likert scale question was included in order to identify to what extent the participants would agree or disagree with integrating vocabulary pre-instructions within EFL programs and curricula. The results denote 50 % of our respondents agreed on a systematic integration of vocabulary instructions in elementary ELT programs. Three respondents representing the rate of 37.5% asserted that they strongly agree with a systematic teaching of vocabulary for improved comprehension. Only one participant (12.5%) disagreed with proposition considering that vocabulary is only a slight part of this process i.e. reading comprehension claiming that time should be devoted for more important areas such as monitoring one' thinking processes.

20. Please complete the following statement.

Vocabulary is effectively taught through……………………………………………..

This question was designed in the form of a sentence completion that regarded identifying the most effective vocabulary teaching practice/ method/ strategy participant usually opt and of which they have noted noticeable positive results. It is important to mention that most of the respondents agreed on contextual teaching of vocabulary i.e. putting vocabulary into real context, from their point of view it will help pupils make connections between the word and its meaning which will in turn help learners not only understand but also retain the meaning of the word. Likewise, the respondent (1) reported '*context clues encourage critical thinking skills and help them make connections to the word, ultimately helping them remember its meaning*'. Respondent (2) stated that '*word maps, word journals, and word walls all are excellent tools for helping students learn and apply new vocabulary*'. Not far from that, the respondent (3) affirmed that vocabulary is effectively taught through pictures, jesters and context. In an unlike manner, respondent (4) claimed that it is through extensive reading that pupils acquire new vocabulary independently.

21. Do you want to add any further suggestions /considerations as regards teaching vocabulary to improve EFL elementary learners 'reading comprehension? Kindly share them below.

This question was ultimately raised in order to provide the participants with the opportunity to express final estimations towards related areas of integrating vocabulary pre-instructions as systematic teaching of reading comprehension to elementary learners of English. Nevertheless, most respondents did not add any view; however, respondent (1) claimed that the task is not merely about teaching vocabulary, it rather teaching the vocabulary that learners actually need to know about in addition to choosing the appropriate way to teach these words.

Notably, respondent (2) explained that reading is a matter of perceiving what a given reading passage conveys in terms of meaning which is determined by vocabulary mastery which in turn needs to be effectively scaffolded. Respondent (3) went further and claimed that effective systematic teaching of vocabulary should be undertaken through aloud-reading which needs to be re-promoted in current ELT programs thus, learners will pick up words automatically. Finally, Respondent (4) denoted that vocabulary pre-teaching will make the task of reading easier for both EFL teachers and learners.

3.2.3 Focus Group

Question 1. Do you find text reading difficult because you cannot understand some vocabulary words used in the text? Explain how.

The initial question was asked in order to reveal participants' frequent reading comprehension deficiencies encountered due to vocabulary recognition disability. The provided answers revealed that all of the participants often faced reading comprehension problems due to the complexity of some items which they usually could not recognize. Notably, Participant (1) affirmed that he particularly encounters difficult vocabulary items when dealing with a scientific reading text which he usually finds complex in both structure and content. On one part, Participant (2) reported '*yes, yes sometimes we cannot understand the meaning because of there are words that we do not understand, but when we read the whole sentence we understand well…*'. On the other part, participant (3) declared '*yes, we do encounter difficult words while reading as obviously we are learning a foreign language, I personally check my dictionary all the time without asking my teacher..*'. Participant (4) reported '*yes the texts that we read often contain difficult words, but our teacher explains and writes them on the board….*'. In this vein, participant (5) added , '*the unfamiliar vocabulary words in the text is not the only problem that we face in comprehension, but sometimes we read about what we do not have sufficient background knowledge about*'.

Another participant added '*sometimes we know the meaning of vocabulary words but when they are used in the text they might be assigned different meaning*'. In this vein, participant (5) might be referring to the contextual meaning of vocabulary words which is sometimes not easy for them to determine. Overall, The answers that were provided implied that learners are quietly aware of the new and unknown vocabulary words which they usually encounter without prior instructions and which in turn impede their adequate comprehension.

Question 2. When encountering an unfamiliar vocabulary word while reading, what do you do first? Do you ask your teacher or check your dictionary on your own?

Regarding this question, we intended to determine participants' ordinary strategic reaction when encountering a word or an item which they cannot recognize, most participants affirmed that they ask their teacher about the word who usually provides them with direct

definitions or synonyms of the word. Significantly, participant (1) reported *'I like to be independent in my learning of this language, so I usually bring my dictionary when we have reading'*. Participant (2) reported *' I simply reread all the statement so that I understand better'*. Participant (3) declared that the teacher herself usually asks them to prepare and pre-check by themselves the meaning of some critical vocabulary items in the text at home prior to reading the text at the classroom.

Question3. Do you think that pre-learning about these difficult vocabulary words may facilitate your comprehension of the text?

Regarding question three, we attempted to identify participant' views towards devoting partial instructional time for vocabulary teaching; particularly, teaching text-related vocabulary. Overall, our participants agreed with the proposition. According to them, teaching text-related vocabulary items in one session per week will not only improve their comprehension of texts which they read but also it increases their English vocabulary stock and improves their speaking and writing performances due to having richer lexical storage. Exceptionally, participant (1) claimed that vocabulary is not a real impediment towards comprehension as much as the complexity of the grammatical structure of the text is. She added, *'we can learn about vocabulary at home by ourselves without a systematic guidance, we would like to devote more time for grammar forms; rather'*.

Question4. How do you think pre-learning about vocabulary will benefit you in reading?

We raised this question in order to identify how our participants would perceive the importance of vocabulary instructions in improving text comprehension. Overall, all participants agreed that when they are pre-taught about these vocabularies, they will recall them while reading. Notably, participant(1) stated *'we will easily remember them when we read because we would have written them on our copybooks as well as it would not take too much time checking dictionary with every word we encounter..'*.Other participants stated the contribution of having adequate vocabulary background knowledge in developing their English foreign language overall ability. In this vein, the participant (2) reported *'vocabulary helps us better communicate and express our ideas and intentions in English and speak fluently...'*. Participant (4) added *'umm yes, we use these words when we write...'*.

Question 5: Do you like to learn about new words and vocabulary in English?

Regarding this question, all participants shown enthusiasm towards the integration of vocabulary instructions and affirmed that they find learning about English vocabulary a motivating task, they assume that vocabulary instructions equal lexical storage enrichment which in turn equals improving and developing the foreign language ability.

Question 6. When you learn new words, do you remember them while reading a text?

We raised this question in order to determine whether explicit vocabulary pre-instructions actually help our participants retain and recall text-vocabulary meaning if they were taught them and how they perceive its importance in improved comprehension. Only one participant provided an answer. She stated *'When we read a text we make an effort to recall the words that we already saw in the class which our teacher explained them'*.

Question7. Do you accept vocabulary instructions to be included in your ELT program?

Regarding the seventh question, we aimed at determining whether our participants would agree with the integration of a systematic vocabulary teaching into their ELT weekly program, as it was expected, our participants expressed their acceptance towards the proposition and emphasized again the importance of vocabulary not only in building adequate text comprehension, but also they stressed how it will promote them to answer comprehension question correctly and understand text ideas. Practically speaking, all participants reported *'yes, we accept'*.

Question 8. Do you find vocabulary teaching motivating or boring? Why?

As regards this question, the aim was to figure out whether routinely learning about vocabulary would sound as a boring and demotivating practice for some participants. Overall, our participants affirmed how motivating is to learn and pick up different English vocabulary words in the classroom. Notably, Participant (1) claimed that identifying the devotion of one session per week for learning about important texts-related vocabulary items as motivating or boring would to a great extent depend on the vocabulary teaching strategies and practices promoted by the language teacher, she reported *'..it is really motivating when our teacher brings us pictures or posters to show us the meaning of some words....'*. Another participant declared *'yes, it would be motivating for us as we get rid of some routine lessons ...'* at the middle of this discussion, the researcher intervened and raised a sub-question 'how does your teacher usually teach you vocabulary? Are you satisfied with this practice?, Regarding the already mention sub-question, our participants

informed that their teacher used to simply give direct definitions of the word, they asserted that it would be better if new and different techniques are employed in teaching vocabulary which will possibly help them retain the words for a longer time.

Question9. How does your teacher usually teach you text-related vocabulary items? Does this way/strategy help you effectively understand the words and retain their meaning?

This question was already posed and discussed a sub-question within the preceded question.

Question 10. How would you prefer vocabulary to be taught to you?

As far as posing the last question, we intended to identify how our learners would be effectively taught vocabulary according to their point of view. In this regard, most participants affirmed that they enjoy learning about English vocabulary words through things that they see or touch i.e. images and poster, or objects. Other participants claimed that they prefer to learn new words through integrating games and plays which would promote a competitive learning atmosphere among learners; this fact was also previously stated by the concerned teacher himself who awarded integrating games in overall vocabulary learning and its impact on how motivated learners are.

3.3 Discussion of the Findings

To review, the present study aimed at the determination of vocabulary pre-instructions importance in improved reading comprehension of elementary learners of English. Practically, it seeks to confirm the claim that elementary learners of English have little vocabulary background knowledge which would possibly impede adequate comprehension of what they read. In a further vein, through this study, we attempted to provide learners with vocabulary learning interventions to stimulate an improved reading comprehension of the sequence' reading texts. Moreover, this study sought to re-direct Middle school teachers of English' attention not only into devoting partial instructional time for vocabulary' systematic pre-teaching but also into promoting and integrating creative effective vocabulary teaching practices and techniques to sustain learners' motivation.

Overall, the findings that were drawn from the opted research methods confirmed the previously raised hypothesis in many aspects. Initially, the analysis of the observation checklist results revealed that pupils during the first session showed some interest,

involvement, and curiosity towards the task of text- related vocabulary pre-teaching; participants were constantly responding to the vocabulary instructions, this actually reflects EFL learners' sustained desire to learn about English vocabulary words which were notably determined by the frequency of hand rising among learners who were simultaneously providing synonyms and translating the words. Significantly, pupils' identification of words reduced their inhibition towards reading instructions which motivated them to keep on reading to learn more words for an improved conceptualization of text meanings.

Additionally, it was deduced that teaching vocabulary in relation to the context in which these words have been originally used and found (text) deepens participants' comprehension and attracted their attention rather than teaching words in isolation. Besides, participants' frequent reference and link between the words and their original context helped them retain and recall these words; this was observed when participants were asked to pre-determine the meaning of some words they saw before. Thus, it was deduced that teaching vocabulary in separation from their real context does not generate further word-retention as learners will not be able to recognize the meaning of these words when used in a different context i.e. when used within a connected speech.

Moreover, since the researcher was a non-participant observer during the subsequent observation sessions, this permitted gathering detailed information about how the reading lesson is ordinarily approached by Middle school English language teachers. In this vein, it was deduced that reading-aloud is no longer promoted, teachers do not read loudly for pupils then ask them to write and answer comprehension questions on their copybooks, yet they ask for a silent reading applying the pre-,during, post-reading (PDP) lesson plan framework , comprehension questions are often answered orally between the teachers and pupils. The PDP lesson plan signifies the three reading lesson phases namely, pre, during, and post-reading. In the pre-reading phase, the teacher presents a warm-up activity in which pupils are presented with a related picture or video to prepare pupils pre-determine text concepts. Teachers operating at the pre-reading phase may also initiate a discussion about the subject-matter of the text through asking a rhetorical question (or simply a question) aimed at generating learners' perceptions and estimations towards the area that will be instructed.

In the during-reading phase, teachers usually draw students' attention to grammar structural forms, and functions and continuously raise questions to trigger learners' understanding and to check out comprehension.

At the post-reading phase, several activities may be undertaken which are absolutely driven and related to the reading text. As far as traditional teaching of reading is concerned, teachers often asked students to summarize what they have read as a post-reading activity. Current teaching approaches differ; however. For example, some teachers ask students to select a passage from the text, rewrite it using different tense form as a post-reading activity , other teachers may also select a sentence then write it on the board in a form of phonetic script ,learners are then asked to rewrite the sentence turning out the phonemic symbols into regular letters. Obviously, such sort of activities support the phonemic awareness as a learning objective, what is required is not only post-reading activities but also all teachers' adapted activities should be thematically related to the general theme of the unit/sequence.

The analysis of teachers' questionnaire which was opted in order to highlight teachers' attitudinal perceptions towards implementing vocabulary instructions as systematic teaching of reading comprehension of EFL elementary learners revealed that the majority of middle school teachers showed interest and awareness of the importance of vocabulary instructions in triggering elementary learners of English' reading comprehension ;nevertheless, a small rate of teachers disapproved the proposition claiming that vocabulary only represents a slight component of reading comprehension process; besides, they assume that learners can learn about words independently without a systematic scaffolding.

Additionally, through this questionnaire it was deduced that teaching vocabulary is actually included within middle school ELT programs ;however, learners are only taught few important vocabularies and new themes for less than 10 minutes per each new unite per month, to that point, we shall argue that that the time allocated for this task might not be neither adequately sufficient nor systematic, this actually calls for the aim of the present study which concerns devoting sufficient, definite ,and systematic instructional time for vocabulary pre-instructions to improve EFL elementary learners' identification of text and further to improve their reading comprehension.

Moreover, the questionnaire also implied that most of the middle school teachers consider lack of vocabulary background knowledge a major cause of elementary learners' poor reading comprehension outcomes. Equally, MS teachers also attribute reading comprehension deficiencies to learners' lack of background knowledge which was in turn attributed to lack of intensive reading. In a corresponding line , when teachers were asked how do they estimate the importance of vocabulary instructions, most of them affirmed that when pupils are pre-instructed vocabulary they are likely to recognize and understand these words while reading, more importantly, they will be encouraged to use them when performing at other productive tasks such as writing and speaking. Significantly, teachers also praised the knowledge of vocabulary for reducing learners' inhibition towards reading tasks and increasing reading motivation since learners will be willing to read unless they understand what they read.

As regards teachers' employed vocabulary teaching practices, contextual teaching of vocabulary seems to have gained significant support and promotion among middle school teachers as they estimate teaching vocabulary through real context will serve several considerations. First, it permits learners to make associations between the word, its meaning and its different contextual usages. Secondly, it assists them in retaining the meaning of words. Thirdly, contextual teaching of vocabulary words acquaints learners of how and when each word should be used in an appropriate broader context.

It would be also noteworthy to note that the researcher' direct contact with the respondents while they are filling in the questionnaire items helped to identify teachers' assumptions and views as regards the little time and attention currently devoted for teaching vocabulary to improve the reading comprehension. Our respondents informed that MS pupils study English course for only three times per week which equals three (3) hours which would not be sufficient for learners even to master the necessary skills, with such conditions, they believe that teachers are urged to perform major tasks such as grammar, writing and reading rather than vocabulary instructions.

Additionally, teacher questionnaire also revealed that the majority of teachers regard vocabulary teaching as not solely partial teaching of reading yet, it also targets gradual development of other fundamental skills such as writing, listening and speaking performances. Thus, it can be concluded that the majority of MS teachers are actually aware of how important for learners to be taught about different vocabulary words and at

different modes and how it assists in improved reading comprehension of EFL elementary learners.

Finally, teachers' questionnaire implied that most teachers are aware of vocabulary pre-instructions importance in enhancing the reading comprehension of; particularly, middle school learners of English. Also, it revealed that directed vocabulary teaching seems to have an observable positive impact not only on learners' comprehension of a specific text-passage but general comprehension .i.e. having an adequate understanding of vocabulary items promoted learners to have efficient access of the general curriculum.

As regards the focus group findings, the earlier anticipated hypothesis was confirmed; it was affirmed that EFL elementary learners encounter comprehension difficulties, not only when they read ; but throughout the overall foreign language learning process due to the fact that the English language is a new language for them and they do not know much about its vocabulary words. In the same vein, it was deduced that learners; particularly, encounter reading comprehension deficiencies when reading scientific texts where complex jargon vocabulary is used. Additionally, we deduced that most participants' reading comprehension deficiencies occurred due to lack of vocabulary knowledge first; afterward, lack of general background knowledge. This actually calls for the need to supplement EFL beginning learners with both sufficient vocabulary instructions as well as extending reading instructions.

Moreover, our participants showed great emphasis on integrating creative, interactive, and motivating vocabulary teaching practices where they expressed their advocating towards teaching vocabulary using pictures and images and even media videos, as they claim this would motivate them not only to learn about English vocabulary but also retain them. This particularly reflects the aim of the present study which emphasizes on directing middle school teachers attention towards adapted, effective, and motivating area of vocabulary teaching techniques and practices; therefore, middle school teachers of English are recommended to adopt originative practices to pre-teach text related vocabulary.

Furthermore, based on participants' views towards systematic teaching of vocabulary, it seems to have gained acceptance and support from learners. Participants expressed their enthusiasm towards including vocabulary systematic teaching into their ELT program due to its potential contribution to not only improving their reading comprehension but also due to its contribution to developing their speaking and writing performances. To that

point, we deduced that the need for vocabulary pre-instructions went further. From another part, this implied that learners are actually aware of how important for them to learn about English language vocabulary and they support devoting definitive instructional time for that purpose.

3.4 Synthesis of General Findings

To review the overall findings of the present work, this study sought to survey the importance of vocabulary pre-instructions as a systematic teaching of EFL elementary learners' reading comprehension. In other words, we attempted to examine the earlier proposed hypothesis which implies that EFL elementary learners have poor vocabulary knowledge about the target language; therefore, they often fall into text understanding and reading comprehension deficiencies. This study has been directed by the determination of the relationship between vocabulary knowledge and reading comprehension of beginning learners of a foreign language.

Throughout the current study, we presented the target sample with vocabulary pre-instructions during the undertaken observation sessions. The pre-instructions concerned important vocabulary items used and found in the reading texts that learners will be asked to read the following sessions. Words that might unfamiliar for learners to recognize were highlighted and instructed using different vocabulary teaching practices. Mainly, participants received direct definitions (using pictures and objects) and extended discussions followed by vocabulary recognition tasks about the instructed vocabularies. Overall, our participants' observed curiosity and attention towards the presented instructions revealed their sustained interest and motivation towards the enrichment of their vocabulary stock and learning about vocabulary. After participants had read the text silently, they answered comprehension questions orally where we notice that learners were able to recognize the meaning of the instructed vocabulary words used in the questions. Consequently, participants answered the questions correctly without asking their teacher about the meaning of the words found in the questions. Accordingly, the analysis of the results revealed that learners were motivated and interested in the presented tasks and instructions, i.e. participants showed enthusiasm towards learning about English vocabulary. Also, it was deduced that vocabulary pre-instructions may be a useful practice to trigger comprehension; as well as, to increase the reading motivation.

Further, the observation sessions also revealed how middle school teachers usually approach reading lessons. This indicates applying the PDP teaching approach which encompasses the three phases, namely, pre-reading, during reading, and post-reading, each phase is assigned its definite instructional steps. Vocabulary pre-instructions are usually undertaken during the pre-reading phase in which the purpose is to introduce the main theme and its related concepts to learners through a warm-up activity; however, some teachers prefer to present them at the post-reading phase in sum-up form. In the during-reading phase, teachers typically draw learners' attention to discourse markers, structural forms, semantic constructions, and text events progression. The post-reading phase is a general review of what has been performed. It can be processed through different sorts of activities related to the learning objectives and the general them of the unit.

From another part, this study also took into consideration the results obtained via teachers' questionnaire which was submitted to a representative sample of middle school teachers of English to figure out possible perceptions and attitudes towards the integration of systematic vocabulary pre-teaching to improve the reading comprehension. The questionnaire rates revealed that most of the teachers (if not all) are aware of the necessity to supply EFL elementary learners with vocabulary pre-instructions; particularly, during the primary stages of learning any foreign language. However, the only impediment, as they argued, is the little instructional time devoted to English language course which is assumed as insufficient. The rates also indicated that some teachers are against teaching vocabulary, as they claim, what is more important is knowledge of grammar rules and structures which learners need to transfer to speaking and writing, vocabulary; however, can be learned and acquired independently through reading.

Additionally, the questionnaire also revealed that vocabulary instructions are actually included within middle school ELT programs and they are presented in the pre-reading phase where the teacher introduces few vocabulary items or new themes in order to initiate the reading task, this only lasts for few minutes. In this vein, we deduce that few minutes per unite per month might be insufficient to trigger rich vocabulary knowledge and further text comprehension.

Moreover, the analysis of the focus group discussion that was held with the target group of participants implied accurate reporting of participants' reading experiences and their feedback towards learning about vocabulary and the integration of vocabulary systematic

pre-teaching in their ELT programs and curricula. Significantly, most participants reported that they, very often, encounter comprehension deficiencies while reading due to the fact that they cannot recognize some vocabularies in the text. Additionally, participants affirmed that receiving vocabulary instructions prior to reading the text may actually help them recognize them while reading and; thus, understand better. They reported that when encountering an unfamiliar word they directly check their notebooks were they write down all the words instructed and explained by their teacher. This actually confirms our hypothesis; learners recall the words they already learned about when they read.

Similarly, participants expressed their enthusiasm and acceptance towards the integration of vocabulary pre-instructions in their program unless motivating teaching practices are promoted rather direct definitions, they reported that it would be beneficial for them to learn about text- related vocabulary items because they need it not only to improve reading comprehension but also to enhance their writing and speaking performances. They reported it would be motivating to learn new words in English.

To sum up, the fundamental claim of this study is that EFL elementary, middle school; learners are asked to read without receiving reading comprehension instructions. In this regard, our study attempted to survey the importance of vocabulary pre-instructions as a systematic teaching of reading comprehension to elementary learners of English. It tried to review both middle school teachers and pupils' perceptions towards teaching vocabulary to improve text comprehension by an EFL elementary learner of little vocabulary knowledge. Overall, it was affirmed to some extent that middle school learners come from the primary school with little knowledge about English vocabulary; therefore, they struggle comprehension. To that point, both participant pupils and middle school teachers of English affirmed that pupils are likely to recognize the words that they have received instructions about while reading, thus, they understand what they read.

Conclusion

Throughout the third chapter, we discussed the fieldwork and data analysis of this study. Basically, a qualitative approach was opted to gather data, three types of research methods were used, namely, participant classroom observation, a structured questionnaire, and focus group discussion. Initially, the chapter discussed the intervention which consisted of exposing the target sample with vocabulary teaching practices to determine observable interest, involvement, and attraction regarding teaching vocabulary and also, to

reveal improvements at the level of general comprehension. In this vein, the obtained data were analyzed descriptively. Overall, the analysis of data positively confirmed the earlier study hypothesis.

General Conclusion

Vocabulary meaning recognition has been long researched as a fundamental aspect of the reading comprehension process. Particularly, elementary learners of English' primary impediments towards comprehension is the unfamiliar vocabulary items encountered while reading. Typically, this occurs due to the fact that learners just come from the primary school where they had no exposure to the target language, thus, poor vocabulary knowledge might not only generate poor reading comprehension outcomes but also it decreases elementary learners' reading motivation which, in turn, implies further reading inhibition.

To that point, we argued that throughout current middle school ELT teaching approaches, reading comprehension is measured rather than taught or triggered, and vocabulary teaching is no longer explicitly ranked. EFL elementary learners receive reading instructions rather reading comprehension instructions. Consequently, EFL elementary learners are often reluctant to read because it is difficult for them to recognize the meaning of most English vocabulary words to which they did not receive any adequate systematic prior instructions, given the fact that foreign language reading comprehension process is primarily based on the recognition of the language code.

The contribution of vocabulary teaching as systematic teaching of foreign language reading comprehension has been long discussed and researched. It is claimed that learners will be able to identify the target text words and items unless they were pre-taught them systematically, this will promote reading learners not only recognize different vocabulary items in the text but also motivates them to continue reading without reluctance or de-motivation.

Therefore, this study proposed how can EFL elementary learners' exposure to systematic vocabulary pre-scaffolding reinforces their reading comprehension, enhances further word recognition, and increase the reading motivation. Practically, it presented the target group sample with vocabulary teaching practices which were thematically adapted and related to the teaching unit. Despite the fact that the intervention was not assigned sufficient duration to trigger adequate comprehension due to considerable conditions, learners paid remarkable attention to the presented vocabulary practices and were able to recognize and retain the words answering comprehension questions properly. Notably, participants were motivated to embark their reading after they had received the text-

related vocabulary instructions. The purpose of the opted practices is to identify the effect of vocabulary pre-teaching on participants' reading motivation and general comprehension. Also, the intervention also sought to recognize the level of attraction, interest, and involvement of learners towards related vocabulary instructions. Ultimately, questionnaire and focus group discussion was also used to reveal different attitudes and perceptions of the area under investigation.

Nevertheless, reading comprehension is the process that does not only involve word recognition ability but it is the whole complex that also relates to the recognition of the language code including purposive structural combinations use to convey intended semantic constructions, the recognition of text events progression, in addition to monitoring mental processes while reading. Henceforth, this work was an attempt to investigate one among the different practices to promote EFL elementary learners' reading comprehension which is text-vocabulary pre-teaching to trigger word recognition and further text identification.

Recommendations

By the end of this study, we shall raise some recommendations:

For teachers:

- Middle school teachers are recommended to teach new items and vocabulary words prior to introducing any teaching unit or supplementing reading instructions.
- Teachers should employ creative, adapted, motivating vocabulary teaching practices to sustain learners' attraction, and word meaning retention.
- Teachers should vary the teaching materials in teaching vocabulary using videos, images, posters, jesters, and extended discussions to maintain learners' attraction and enthusiasm.
- Teachers had better link the teaching practices to media technology practices to ensure learners' involvement.
- Teachers are urged to provide pupils with more opportunities to learn about vocabulary by encouraging vocabulary games (wordplay) to create a competitive challenging learning environment.

Also, teachers should:

- Embark the reading lesson by giving instructions about the vocabulary items in the text and which may be unfamiliar for learners.

- Encourage context reference to assist learners to predict word meaning.

- Emphasize vocabulary contextual teaching to allow learners to make associations between the word and its usage.

- Extend the amount of both extensive and intensive reading to stimulate comprehension and independent vocabulary acquisition.

For pupils:

- Learners are required to pay sustained attention to learning about vocabulary and continuously learn new words by themselves.

- Learners are recommended to have their own small notebooks on which they write the words they learned about after receiving the instructions.

For syllabus designers

- Educators should integrate vocabulary teaching into middle school ELT programs and curricula more explicitly and sufficiently due to its potential contribution to reading comprehension.

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Appendices

طلب الموافقة لإجراء الملاحظة Appendix 1.

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التربية لولاية بسكرة

مصلحة التكوين و التفتيش

/الأمــانـــة/

الرقم : 46 / م.ت.ت/2018

بسكرة فـــي :

2 2 OCT 2018

مديـــر التربيـــة

إلـــــى

السيـــد: مدير / ثانوية /متوسطة

.محـاضـــن رحمــون........

.....إسكــرة.......

الموضوع: الموافقة على إجراء تربص/ زيارة/استبيان

يشرفني أن أعلمكم بموافقتي على إجراء تربص/ زيارة /استبيان للطلبة الآتية أسماؤهم :

- معاوي الكرام.......

-

-

-

من جامعـــة : محمد خيضر بسكرة

كليــة : الآداب و اللغات   قسم : الآداب واللغات الأجنبية

تخصص: الانجليزية

سنـــة: أولى/ماستر – ثانية ماستر – ثالثة LMD – رابعة كلاسيك – الدكتوراه

وهـذا إبتداء مـن : 2018/10/22 إلـى غايـة : 2018/11/20

على مستوى المؤسسة، مع تقديم كل المساعدات في حدود الإمكانيات المتوفرة لديكم.

ع/ مدير التربية

رئيس مصلحة التكوين والتفتيش

مسلم غربية

Appendix 2. The Observation Scheme

The observational aspect	Ticked option	
1. the teacher integrates vocabulary instructions	Yes	No

2. Does the teacher integrate the vocabulary instructions:	
a. Before reading	
b. While reading	
c. Post-reading	

3. Time devoted to vocabulary instructions	
a. First 10 minutes	
b. 30 minutes	
c. 1 h	

4. The teacher/instructor presents the vocabulary instructions through	
a. Context (of Text)	
b. In isolation	
c. Both	

5. The teacher explains new vocabulary items through:	
a. Definitions	
b. Synonyms	

c. context clues	
d. Pictures	
e. Translation	

6. Pupils' participation when asked to restate the meaning of vocabularies into their own words	
a. Participation is high	
b. Participation is medium	
c. Participation is low	

7. The frequency of hand rising answering comprehension questions	
a. High	
b. Medium	
c. Low	

8. Pupils' answering comprehension questions	
a. Adequately correct	
b. Partially correct	
c. Incorrect	

Appendix 3. The Reading Text of the First Observation Session

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

Bibliographical Notes

- Title: *A after sunshine*
- Author: *Lady Herbert*
- Source: *A search for...*
- Date of publication: *1871*
- Type of text:
  - ☒ descriptive ☐ narrative
- Type of document:
  - ☐ web page
  - ☒ press article
  - ☐ excerpt from a book

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

1. How many paragraphs are there in the text?

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

3. How long ago did the writer visit Constantine?

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

5. What were the gandouras made of?

6. Who used to wear these gandouras?

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

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

9. Suggest a title to the text.

TEXT 2

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

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

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

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

Adapted from:
Lady Herbert, *A Search after Sunshine*,
Spottiswoode & Co., London, 1871

Task 6. I work with my partner. We discuss our answers in tasks (4 and 5) and correct each other.

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Appendix 4. Teacher' Questionnaire before the Piloting Stage

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Dear teachers,

You are appreciatively invited to answer the following questionnaire which surveys the effectiveness of vocabulary pre-instructions as a systematic teaching of reading comprehension to elementary learners of English. This study is undertaken for the purpose of getting a Master degree in English language specialty, sciences of the language branch. The data that you provide will remain confidential and only used for research purposes. Your answers will be of a great contribution to the conduction of the present study.

Please, tick (✓) in the box that best illustrates your response.

Section One: General Information

1. How long have you been teaching English at the middle school level
   a. 1_3 years ☐
   b. 3_6 years ☐
   c. More   ☐

2. Which levels you are currently teaching?
   a. MS1 ☐
   b. MS2 ☐
   c. MS3 ☐
   d. MS4 ☐

Section Two: Teaching Reading Comprehension

3. Do you instruct your pupils to read?
   a. Yes ☐
   b. No ☐

4. How many times do you ask your pupils to read?

a. Once per week ☐
b. Twice per week ☐
c. Once per month ☐
d. Twice per month ☐

5. Do you ask for:
   a. Silent reading ☐
   b. Reading aloud ☐

6. How much instructional time do you devote to pupils 'reading of the passage?
   a. 10 _ 15 minutes ☐
   b. 20 _25 minutes ☐
   c. More ☐

7. How often do your pupils encounter comprehension problems?
   a. Very often ☐
   b. Often ☐
   c. Sometimes ☐
   d. Rarely ☐

8. Do you think comprehension problems usually occur due to:
   a. Vocabulary ☐
   b. Text structure ☐
   c. Anxiety ☐
   d. Motivation ☐
   e. Lack of background knowledge ☐

9. How do you usually respond to comprehension problems?
   a. More reading instructions ☐
   b. Teaching comprehension strategies ☐
   c. Think aloud via Guided reading ☐
   d. Teaching vocabulary ☐
   e. Just ignore ☐
   If you use others would you state them in the box below!

   ┌───┐
   │ .... │
   │ .... │
   │ ....   │
   └───┘

10. Do you teach comprehension strategies?
    a. Yes ☐
    b. No ☐
    If **No** please state why.

....

....

....

11. What comprehension strategies you usually teach?

a. Think aloud method ☐
b. Using graphic organizers ☐
c. Creating mental imagery ☐
d. Rereading ☐
d. Predicting ☐
e. All of them ☐

If you teach others please mention them below

....

....

....

Section Three: Vocabulary Pre-teaching

12. How often do your pupils complain about difficult words when reading?

a.Very often ☐   Often ☐   Rarely ☐   sometimes ☐

13. How do you respond to pupils 'inability to recognize word meaning?

a. Ask them to check dictionaries ☐
B. asking their peers ☐
b. Reread ☐
c. Provide a direct definition of the word ☐

14. Do you teach new vocabulary items and themes?

a. Yes ☐
b. No ☐

If No, briefly state why!

....

....

....

15. Do you explain new vocabulary in the text:

a. Before reading ☐
b. While reading ☐
c. After reading ☐
d. A+B ☐

e. A+B+C ☐
f. Neither all ☐

16. How much time do you spend explaining new vocabulary in the text?
  a. 1-5 min ☐
  b. 5-10 min ☐
  c. 10-15 min ☐

17. Do you explain new vocabulary through:
  a. Direct definitions ☐
  b. Synonyms ☐
  c. Translation ☐
  d. Pictures ☐
  e. Mime ☐
  f. Context clues ☐

18. Elementary learners of English are usually not able to understand what they read as they find it difficult to recognize the meaning of some English words. Do you agree that pre-vocabulary instructions can actually improve elementary learners' reading comprehension?
  a. Yes ☐
  b. No ☐
If yes, please briefly clarify how?

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

19. To what extent would you agree with integrating vocabulary pre-instructions within EFL teaching programs and curricula?
  a. Strongly agree ☐
  b. Agree ☐
  c. Neutral ☐
  d. Disagree ☐
  e. Strongly disagree ☐

20. Please, complete the following statement.

Vocabulary is effectively taught through……………………………………………..

21. Do you want to add any further suggestions /considerations as regards teaching vocabulary to improve EFL elementary learners 'reading comprehension? Kindly share them below.

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

Appendix 5: Teacher' questionnaire after the piloting stage

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Dear teachers,

   You are appreciatively invited to answer the following questionnaire which surveys the effectiveness of vocabulary pre-instructions as a systematic teaching of reading comprehension to elementary learners of English. This study is undertaken for the purpose of getting a Master degree in English language specialty, sciences of the language branch. The data that you provide will remain confidential and only used for research purposes. Your answers will be of great contribution to the conduction of the present study.

Please, tick (✓) in the box that best illustrates your response.

Section One: General Information

1. How long have you been teaching English at the middle school level?
   a. 1_3 years ☐
   b. 3_6 years ☐
   c. More   ☐

2. Which levels you are currently teaching? *(You may choose more than one answer)*
   a. MS1 ☐
   b. MS2 ☐
   c. MS3 ☐
   d. MS4 ☐

Section Two: Teaching Reading Comprehension

3. Do you instruct your pupils to read?
   a. Yes ☐
   b. No ☐

   3.1 How do you perceive the importance of reading instructions with EFL elementary learners?..

> ……………………………………………………………………………………………
> ……………………………………………………………………………………

4. How many times do you ask your pupils to read? (Intensive Reading)
   a. Once per week ☐
   b. Twice per week ☐
   c. Once per month ☐
   d. Twice per month ☐

5. Do you ask for:
   a. Silent reading ☐
   b. Reading aloud ☐

> **Justify**………………………………………………………………………………
>
> …………………………………………………………………………………………
>
> …………………………………………………………………………………………

6. How much instructional time do you devote to pupils ʼreading of the passage?
   a. 10 _ 15 minutes ☐
   b. 20 _25 minutes ☐
   c. More ☐

7. How often do your pupils encounter comprehension problems?
   a. Very often ☐
   b. Often ☐
   c. Sometimes ☐
   d. Rarely ☐

8. Do you think comprehension problems mostly occur due to:(*Please choose only one*)
   a. Vocabulary ☐
   b. Text structure ☐
   c. Anxiety ☐
   d. Motivation ☐
   e. Lack of background knowledge ☐

9. How do you usually respond to comprehension problems?
   a. More reading instructions ☐
   b. Teaching comprehension strategies ☐
   c. Think aloud via Guided reading ☐
   d. Teaching vocabulary ☐
   e. Just ignore ☐
   If you use others please state them below

....

....

....

10. Do you teach comprehension strategies?

     a. Yes ☐

     b. No ☐

     If **No** please state why.

....

....

....

11. What comprehension strategies you usually teach?

     a. Think aloud method   ☐

     b. Using graphic organizers   ☐

     c. Creating mental imagery   ☐

     d. Rereading   ☐

     e. Predicting   ☐

     f. All of them   ☐

     If you teach others please mention them below

....

....

....

Section Three: Vocabulary pre-teaching

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12. How often do your pupils complain about difficult words when reading?

     a.Very often ☐ b.often c☐   c.sometimes ☐   d.Rarely   ☐

13. How do you respond to pupils 'inability to recognize vocabulary meaning?

     a. Ask them to check dictionaries   ☐

     b. Asking their peers   ☐

     c. Reread   ☐

     d. Provide a direct definition of the word ☐

14. Do you teach new vocabulary items/themes?

     a. Yes ☐

     b. No ☐

     If No, briefly state why!

> ....
> ....
> ....

15. Do you explain new vocabulary in the text:
    a. Before reading ☐
    b. While reading ☐
    c. After reading ☐
    d. A+B ☐
    e. A+B+C ☐
    f. Neither all ☐

16. How much time do you spend explaining new vocabulary in the text?
    a. 1-5 min ☐
    b. 5-10 min ☐
    c. 10-15 min ☐

17. Do you explain new vocabulary through: *(you may choose more than one answer)*
    a. Direct definitions ☐
    b. Synonyms ☐
    c. Translation ☐
    d. Pictures ☐
    e. Mime ☐
    F. Context clues ☐

18. Elementary learners of English are usually unable to understand what they read as they find it difficult to recognize the meaning of some English words. Do you agree that pre-vocabulary instructions can actually improve elementary learners' reading comprehension?
    a. Yes ☐
    b. No ☐

    If yes, please briefly clarify how?

> ....
> ....
> ....
> ....

19. To what extent would you agree with integrating vocabulary pre-instructions within EFL teaching programs and curricula?
    a. Strongly agree ☐
    b. Agree ☐

c. Neutral ☐
d. Disagree ☐
e. Strongly disagree ☐

20. Please, complete the following statement.

Vocabulary is effectively taught through…………………………………………………

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

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

21. Do you want to add any further suggestions /considerations as regards teaching vocabulary to improve EFL elementary learners 'reading comprehension? Kindly share the below.

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

.

Thank you for your cooperation☺

Appendix 6 :Attendance Sheet of the Focus Group Participants

FOCUS GROUP PARTICIPANTS

ATTENDENCE SHEET

DATE: 6/5/2019   Interviewer: Maaoui Ikram

TIMING: 09:00 – 10:00   M.School: Madani Rahmoun (3MS)

Pupil' Full Name	Attendance sign
1. Beza Ouail	
2. Ben Ouaketa Zine	
3. Guasmia Ishak	
4. Guasmia Yaakoub	
5. Ayadi Abed Alrazak	
6. ~~Al Allali Rayan~~ Benmouss sara	
7. Hamcha Ines Al Malaika	
8. Mouakal Fatima Naouara	
9. Gharbi Manel	
10. Bousetta Riyaf	
11. Aamri Manar	
12. Bouzaher Younes	
13. Abd edaim saifallah	

Appendix 8: The focus group discussion questions

Q1: Do you find text reading difficult because you cannot understand some vocabulary words used in the text? Explain how

Q2: When you encounter an unfamiliar vocabulary word while reading, what do you do first? Do you ask your teacher or check your dictionary on your own?

Q3: How do you think that pre-learning about these difficult vocabulary words may facilitate your comprehension of the text?

Q4. How do you think pre-learning about vocabulary will benefit you in reading?

Q**5**: Do you like to learn about new words and vocabulary in English? Why

Q7: When your teacher teaches you vocabulary, do you remember them while reading a text?

Q8: Do you accept vocabulary instructions to be included in your ELT program?

Q9: Do you find vocabulary teaching motivating or boring? Why?

Q**10**: How does your teacher usually teach you text-related vocabulary items? Does this way/strategy help you effectively understand the words and retain their meaning?

Q11: How would you prefer vocabulary to be taught to you?

الملخص

تهدف هذه الدراسة إلى بحث مدى أهمية و فعالية تدريس معاني مفردات النص لمتعلمي اللغة الانجليزية المبتدئين قبل قراءتهم للنص و ذالك لتحسين عملية فهمهم للنص. كما تسعى الدراسة الحالية إلى إثبات فكرة أن متعلمي اللغة الانجليزية الجدد يفتقرون إلى معرفة قبلية كافية حول مفردات هذه اللغة و هو بدوره ما يعيق فهمهم و تحليلهم لنص القراءة بطريقة صحيحة. و عليه قد تضمنت هذه الدراسة جزأين أساسيين: جزء نضري أولي تطرقنا فيه إلى أهم أساليب و طرق تدريس معاني المفردات بما في ذالك مناقشة بعض استراتجيات تقييم عملية التعلم حول معاني المفردات والتمكن من استعمالاتها المختلفة , هذا إلى جانب أننا عرفنا بمفهوم فهم النص من منظور علمي بعدي و كيفية تقييم و قياس هذه العملية. خصص الجزء الثاني من هذه الدراسة للجانب التطبيقي حيث تمت مناقشة ما تم استنتاجه من خلال تطبيق وسائل جمع البيانات الثلاثة , و عليه فقد تم التوصل إلى أن الفئة التي ركزت عليها الدراسة قد أبدت اهتماما و تحفيزا لائق تجاه دمج تعليمات المفردات ما شكل لهم دافعا تحفيزيا للقراءة. كما أشارت نتائج استبيان أساتذة اللغة إلى مدى وعيهم و إدراكهم لأهمية التعلم حول المفردات لتحسين فهم النص إلا أن العائق الوحيد الذي يحول دون إدماج هذه التعليمات في المقرر هو الحجم الساعي المخصص لتدريس اللغة الانجليزية و الذي يعتبر غير كافي. عموما يمكن لهذه الإستراتجية أن تساهم في فهم و بناء النص المقروء وهذا بفضل فهم المتعلمين للكلمات المستعملة في النص.

الكلمات المفتاحية: تعليمات المفردات , فهم النص , متعلمي اللغة الانجليزية المبتدئين