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جامعة الجيلالي ليايس بسيدي بلعباس
وزارة التعليم العالي والبحث العلمي

كلية الآداب اللغات و الفنون

إذن بطبع مذكرة ماستر
قسم: Langue Anglaise
تخصص: Didactics

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أنا الممضي أسفله الأستاذ(ة):

المشرف على مذكرة ماستر بعنوان Challenges of Developing the Reading Skill in English as a Foreign Language among Algerian Primary School Learners (case of Meradi Mohamed in Sidi Bel Abbès)

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للطالب(ة):

أوافق على طبع المذكرة وتقديمها للمناقشة أو التقييم (الإيداع) بعد أن استوفت الشروط الضرورية لذلك.

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People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Djillali Liabes University of Sidi Bel Abess
Faculty of Letters, Languages and art
Department of English



**Challenges of Developing the Reading Skill in English as a
Foreign Language among Algerian Primary School Learners–
Case of study Merradi Mohamed School**

Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Degree of Master in Didactics

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Dedication

To Allah, the Most Gracious and Most Merciful

To my beloved family, who gave me everything, and never asked for anything in return. Thank you for your prayers and for teaching me to believe in myself and to achieve my dreams.

To the soul of my mother (mercy of God upon her), who has always been a source of support and encouragement through the challenges of life.

To my dear husband Ouarmim omar a huge thanks for his support and encouragement, I am truly blessed to have you in my life.

To my precious gifts, my angels Iyed, Asser and Ibtihal. You are the source of my inspiration and pride.

To my colleague and partner in this research study, your hard work and commitment are greatly appreciated.

Mrs. Meriem Kerroum

Dedication

To my beloved **parents**, Thank you for being supportive and encouraging.

To my husband Zouaoui, who has always been a source of support and encouragement.

To my kids , my sons **Mohamed , Ayoub ,Abdelrahman** and my daughter **hadjer**. Whose presence brings joy and inspiration to my life.

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Abstract

This dissertation investigates the challenges faced by primary school teachers in teaching reading in English and explores the strategies and pedagogical approaches used to overcome these challenges. The study aims to provide insights into the specific difficulties encountered in English language instruction at this stage of primary education and to offer practical recommendations for enhancing the teaching and learning experience. This study examines also methodological approaches to developing reading skills in primary school learners. The components of reading proficiency—reading fluency, conscious reading, expressive reading, text comprehension, and retelling—are analyzed from a scientific perspective. The effectiveness of phonetic exercises, text-based instruction, differentiated tasks, and interactive learning strategies in improving reading literacy is demonstrated. Considering the developmental and psychological characteristics of young learners, A mixed-methods approach was employed in the research methodology, combining surveys and classroom observations. Data was collected from a diverse group of teachers working in various primary schools in the province of Sidi Bel Abess, during the academic year 2025-2026. The analysis of the data involved both qualitative and quantitative techniques to provide a comprehensive understanding of the challenges and effective practices. The findings reveal several significant challenges faced by teachers in teaching English to primary school pupils. These challenges include limited vocabulary acquisition, difficulties in sentence formation and grammatical structures, low motivation and engagement, and varying levels of language proficiency among students. The study highlights the importance of teacher professional development and collaboration in effectively implementing these strategies. The implications of the findings suggest the need for curriculum enhancements, resource allocation, and support for teachers in effectively teaching English to primary schools pupils. This study contributes to the existing literature on English language education in primary schools and provides practical insights for policymakers, curriculum developers, and educators to improve the quality of English instruction in primary school level.

General Introduction

In today's interconnected world, language plays a crucial role in facilitating communication, cultural exchange, and global understanding. The ability to effectively communicate in multiple languages is increasingly recognized as an essential skill, and this recognition has led to a growing interest in language learning and teaching. This thesis aims to inquire the challenges and opportunities of teaching English as a foreign or second language to primary pupils, with a specific focus on the Algerian context.

Language policy and planning in Algeria have undergone significant changes in recent years, particularly regarding the teaching of English in the educational system. The introduction of English language instruction in Algerian primary schools marks a significant milestone in the efforts to equip students with the necessary language skills to succeed in a globalized world..

The purpose of this thesis is to investigate the challenges associated with teaching English in Algerian primary schools. Developing reading skills in primary school represents one of the most essential tasks of early education, as reading forms the foundation for students' future academic success. Reading is not merely a mechanical ability to recognize printed symbols; rather, it is a complex cognitive process involving perception, decoding, comprehension, interpretation, and expression.

During the primary school years, children begin to transition from “learning to read” to “reading to learn,” a shift that significantly affects their intellectual, emotional, and social development. For this reason, the methodological approaches used to teach reading must be scientifically grounded, developmentally appropriate, and sensitive to learners' individual needs.

The decision to introduce English language at this stage is based on the understanding that early exposure to a foreign language can facilitate language learning and promote better language proficiency in the long term. By starting English language instruction at a young age, learners have the opportunity to develop foundational language skills, such as listening, speaking, reading, and writing, which will be further developed in subsequent years.

Introducing English language to primary schools pupil is aligned with the curriculum guidelines and educational objectives set by the Ministry of National Education.

The curriculum aims to provide a balanced approach to language learning, focusing on the communicative aspects of English language skills.

It emphasizes interactive and student-centered teaching methods, promoting engagement and active participation among young learners.

However, the implementation of this policy may encounter certain challenges. Limited resources, such as textbooks and teaching materials, can pose obstacles to effective English language instruction. Additionally, the availability of qualified English language teachers who are trained to teach young learners may also be a concern.

To address these challenges, efforts are being made to enhance teacher training programs, develop age-appropriate and culturally relevant teaching materials, and provide ongoing support and professional development opportunities for English language teachers in primary schools. Therefore, this study includes three main chapters in which we highlights the challenges encountered by the primary school English teachers in developing the reading skill.

Firstly, we gave a general view of the importance of teaching English for young learners, in addition to the current methods of second language teaching, we have tackle also the recent methods of teaching English as a second language such as the Total Physical Response, Task based Teaching and Content and Language Integration.

In the second phase, we highlight the literature review of the reading skill by sitting all the models of the reading process and giving multiple examples. We have also mentioned all the importance of the reading instructions and the different types of the reading strategies.

In the third section of the research, we have introduce a case of study in a specific primary school, were we have shared our study with a number of primary school English teacher and we collect all the information and suggestions to enhance the reading skill among young learners.

To conclude with, the teaching of English to young learners poses unique challenges that need to be addressed to ensure effective language acquisition and learning outcomes. Understanding these challenges and identifying potential solutions can contribute to the development of more targeted and impactful teaching practices. Therefore, the central problem addressed in this thesis is: What are the main challenges faced by teachers in teaching English to primary pupils in Algerian primary schools, and how can these challenges be effectively addressed especially in reading ?

Chapter One
Teaching English as a Foreign/Second
Language to Young Learners

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CHAPTER ONE: Teaching English as a Foreign/Second Language to Young Learners

1.1 Introduction

The policy of teaching English in Algeria reflects the recognition of English as a global language and its importance in various domains, including education, economy, and international communication. The policy aims to equip Algerian students with English language skills to enhance their opportunities and competitiveness in the globalized world.

In the context of primary education, the introduction of English language in Algerian primary schools pupils is a significant step. These pupils are considered young learners who are in the early stages of language development and acquisition.

1.2. Teaching English as a Foreign Language

Teaching English as a Foreign Language is the practice of teaching English to non-native speakers, in a country where English is not the primary language,. The goal of Teaching English as a Foreign Language is to help students develop their language skills, including reading, writing, listening, and speaking, in order to communicate effectively in English.

Teaching English as a Foreign Language is a significant field of education that plays a crucial role in promoting global communication and understanding. Through effective teaching and learning of English as a Foreign Language, students can develop their language skills and increase their opportunities for education, employment, and cultural exchange.

Teaching English as a Foreign Language involves a range of teaching methods and approaches, depending on the needs and goals of the students. Some common Teaching English as a Foreign Language approaches include communicative language teaching, task-based language teaching, and content-based language teaching. These approaches emphasize the importance of using language in meaningful contexts, with a focus on developing real-world communication skills.

The role of the teacher, the learner, and the social and cultural context in language teaching and learning is crucial and understanding language learning and teaching theories and research in the context of Teaching English as a Foreign Language is very important in

addition to a flexible and adaptable approach to language teaching that takes into account the diverse needs and backgrounds of learners.

1.3 Language Acquisition Theories

There are several prominent theories of language acquisition that help explain how individuals acquire and learn languages. Some of the key theories include:

1. **Behaviorist Theory:** This theory, associated with behaviorist psychologists like B.F. Skinner, suggests that language acquisition is a result of conditioning and reinforcement. It emphasizes the role of environmental stimuli and rewards in shaping language development.
2. **Innatist Theory:** Proposed by linguist Noam Chomsky, this theory suggests that humans are born with an innate ability to acquire language. It posits the existence of a universal grammar that provides the underlying structure and rules of all language.
3. **Cognitive Theory:** Cognitive theories, such as Jean Piaget's theory of cognitive development, emphasize the role of cognitive processes in language acquisition. These theories suggest that language development is closely linked to overall cognitive development and the child's ability to understand and process information.
4. **Interactionist Theory:** Interactionist theories, including the social interactionist theory proposed by Lev Vygotsky, emphasize the role of social interaction and communication in language acquisition. These theories emphasize the importance of social interaction, cultural context, and meaningful communication in language learning.
5. **Connectionist Theory:** Connectionist theories, also known as neural network theories, view language acquisition as a result of neural connections and patterns. They propose that language learning involves the formation and strengthening of connections between different elements of language.

These theories provide different perspectives on how language is acquired and learned. It is important to note that language acquisition is a complex and multifaceted process, and a combination of these theories may contribute to a more comprehensive understanding.

1.4 Current Methods of Foreign/Second Language Teaching

There are several methods and approaches to teaching foreign/second languages, and the most current methods combine elements from different approaches to provide a more comprehensive language learning experience. Here are some of the current methods of foreign/second language teaching:

1.4.1. Total Physical Response

Total Physical Response is a language teaching method that was developed by James Asher in the 1970s. It is based on the idea that language learning can be facilitated by incorporating physical movement into the learning process.

The Total Physical Response approach operates through the use of basic instructions, such as "Stand up", "Close your book", and "Go to the window and open it", prompting the student to respond physically. This technique emphasizes the significance of auditory understanding and the value of learning through movement.

The Total Physical Response method is characterized by the following principles:

1. Listening comprehension comes before speaking.
2. Language is learned through action, or physical movement.
3. Repetition is essential for language acquisition.

The students listen and respond to the teacher's commands, and they learn the meaning of the words through the physical actions they perform.

Total Physical Response is a method that can be effective for some learners, especially those who enjoy physical movement and hands-on learning.

1.4.2. Communicative Language Teaching

Communicative Language Teaching is a language teaching method that was developed in the 1970s in response to the perceived limitations of more traditional grammar-translation and audio-lingual methods. It is based on the idea that language learning is most effective when learners engage in meaningful communication in the target language.

The key principles of Communicative Language Teaching include the following:

1. Communication is the primary goal of language learning.
2. Language is learned through using it in meaningful, real-life situations.
3. Learners are encouraged to communicate with each other in the target language.
4. Grammar and vocabulary are taught in context, through the use of authentic materials and activities.
5. Learners are encouraged to take risks and make mistakes, in order to develop their communication skills.

In a Communicative Language Teaching lesson, the focus is on communicative tasks that require learners to use the target language in real-life situations. For example, learners might engage in role-play activities, debates or discussions, in which they must use the language to accomplish a goal. The teacher acts as a facilitator, providing guidance and feedback as necessary, but allowing learners to take the lead in communication.

However, Communicative Language Teaching is not without its limitations. Some learners may find it difficult to participate in communicative activities if they lack confidence in their language skills, and it may not be appropriate for teaching more complex grammatical structures or for developing accuracy in the language. Additionally, some critics argue that Communicative Language Teaching can result in a lack of attention to form and structure in the language.

1.4.3. Task-Based Language Teaching

Task-Based Language Teaching is a language teaching method that was developed in the 1980s in response to the limitations of more traditional grammar-based language teaching methods. It is based on the idea that language learning is most effective when learners engage in tasks that require them to use the language to accomplish a goal.

The fundamental tenets of Task-Based Language Teaching are as follows: Language is acquired through the use of language in meaningful tasks; tasks should be created to reflect real-life language use; learners should be encouraged to use the language creatively to complete tasks; and teachers should give students the chance to reflect on their language use and receive feedback.

Nevertheless, Task-Based Language Teaching has some drawbacks, including the fact that some learners may find it challenging to participate in task-based activities if they lack confidence in their language abilities and that it may not be appropriate for teaching more complex grammatical structures or for improving language accuracy.

All in all, Task-Based Language Teaching is a popular and successful approach for teaching languages that emphasizes the value of applying the language to real-world situations.

1.4.4. Content and Language Integrated Learning

Content and Language Integrated Learning is a method for teaching languages that was created in the 1990s in response to the need for students to improve their language abilities while also learning content in a subject area.

The concept behind Content and Language Integrated Learning is that language and content are intertwined and that students can simultaneously improve both their language and subject knowledge.

The following are some of the main principles of Content and Language Integrated Learning:

1. Language is learned through the use of authentic materials and activities.
2. Learners are encouraged to use the language to communicate about content in a subject area.
3. Language and subject matter are given equal importance in the learning process.

Content and Language Integrated Learning emphasizes the importance of using language in authentic contexts and offers learner's opportunities to practice using the language in a variety of subject areas. It is widely used in language teaching and is considered an effective method for developing both language and subject knowledge in learners.

There are some learners who might find it challenging to participate in Content and Language Integrated Learning activities if they lack background knowledge in the subject area, and it might not be appropriate to teach more advanced grammatical structures or to improve language accuracy.

1.4.5. Competency-Based Language Teaching

Language learning should be focused on the development of specific communicative competencies, such as the ability to initiate and respond to conversations, understand spoken and written texts, and express oneself in the language. Competency-Based Language Teaching is an approach to language teaching that focuses on developing learners' communicative competence in the language.

The following are some of the main precepts of Competency-Based Language Teaching:

1. Learners are encouraged to use the language to communicate in a variety of contexts.
2. Language learning is focused on the development of specific communicative competence.

3. Language is learned through the use of authentic materials and activities.
4. Teachers offer feedback and guidance to learners to help them develop their language skills.

Competency-Based Language Teaching does have some limitations, including the fact that it may not be suitable for teaching more intricate grammatical structures or for enhancing language accuracy. Some learners might find it challenging to participate in CBLT activities if they lack confidence in their language abilities.

All in all, CBLT is a popular and successful approach to teaching languages that places a strong emphasis on helping students acquire particular communicative skills.

1.5 Conclusion

The main objectives of teaching English to young students are to: Increase students' communicative proficiency in English, stimulate their interest in the language and culture of English-speaking nations, foster positive attitudes toward learning English, increase students' self-confidence in their use of English, and prepare students for further study of the language.

Learning a second language at an early age offers numerous advantages for children. Research studies have provided evidence to support these advantages, focusing on the positive impact on various cognitive, linguistic, and socio-cultural aspects of development.

Therefore, the next section of this research is devoted to highlights the methods and the strategies of the reading skill. In addition to the reading instruction techniques which helps the learners to enhance their reading .

**CHAPTER TWO:
Literature Review of Developing
the Reading Skill**

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Chapter Two: Developing the Reading Skill

2.1 Introduction

In English as a Foreign Language context, reading is a skill that requires a specific interest, for it represents a source of input for language learning and an end in itself as a skill to use outside the classroom as well. Besides, reading seems to be the major channel through which learners can keep in touch with English. It is for that reason that many educators testify to the fact that reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language.

In this context, finding out the ‘best’ method for teaching reading becomes a fundamental goal to reach for many educators. This requires a systematic understanding of the nature of reading. Unfortunately, it is not that simple because reading is not an unconscious and simple process. It is rather a complex mental activity when examined in all its detail. There is a long history of attempts to conceptualize reading through the formulation of abstract models of the reading process. Some of these models are presented below.

2.2 Models of the Reading Process

In English as a Foreign Language context, insights into the nature of the reading process are so important and have a direct impact on English as a Foreign Language classroom methods and materials. In an attempt at providing a systematic definition of reading, researchers have been concerned with what happens in the readers’ eyes and mind when they are reading. This is what comes to be known as ‘model of the reading process. Put differently, in order to understand the nature of the mental activities involved in comprehending texts, reading specialists have created reading process models. A model of reading maybe defined as a representation of what goes on in the eyes and the mind when the reader is understanding or misunderstanding a text. In addition, a reading model illustrates the processes involved while reading, the factors influencing these processes and the interplay among them.

Disputes over the nature of the reading process have a long history in psycholinguistic literature, resulting generally in three main models of the reading process: bottom-up, top-

down and interactive models. Before examining these different models, it is worth pointing at the fact that the first attempts to understand the reading process were highly influenced by first language models of reading. This stems from Kenneth Goodman's assumption that some processes are universal .

2.2.1 Bottom-up Models

Also known as 'part to whole' models, bottom-up reading models emphasize a single direction (from bottom to top) processing of text. They describe the reading process in terms of serial steps in which the direction of processing is from 'bottom-level' features of text to 'higher levels. Stated differently, the bottom-up models of the reading process perceive reading as a decoding process which involves reconstructing the author's meaning via recognizing the letters and words.

At the heart of the bottom-up models is the idea that:

“Visual information is initially sampled from the printed page and the information is transformed through a series of stages with little (if any) influence from general world knowledge, contextual information higher order processing strategies.”

(PollatsekA,and Rayner K.1989:464-465).

According to David Nunan, in this view, reading is basically a matter of decoding a series of written symbols into their aural equivalent for the sake of creating meaning from texts. The writer is perceived as a transmitter of a message, the reader as a receiver of that message, while the visual system as a communication channel through which the message is transmitted

The major limitation of bottom-up models, in general, is the lack of flexibility attributed to the reader. The latter is perceived as a passive recipient of the information in the text. In addition, bottom-up models have been under attack for their over-reliance on the formal features of language. Yet, what must not be neglected is the fact that language knowledge, or more precisely, knowledge of linguistic features of texts, is also necessary for comprehension to take place.

2.2.2 Top-Down Models

Developed within the framework of psycholinguistics, top-down models of the reading process assume that fluent readers first anticipate the meaning of text before checking the available syntactic and graphic clues. To these models, the reader, rather than the text, is at the heart of the reading process. They emphasize the reader's interpretation of texts by guessing the meaning on the basis of their background knowledge. In opposition to bottom-up models, they describe the processing sequence proceeding from predictions about meaning (Top) to attention progressively to smaller units of texts (Down).

The best known top-down models of the reading process are those suggested by Kenneth Goodman and Frank Smith. Goodman's model is the most frequently cited in both L1 and L2 literature. It was initially developed on the basis of his experience with beginning readers, yet he claims that the process is basically the same for more skilled readers. Goodman's approach to reading is highly influenced by psycholinguistics, with its emphasis on how we make sense of our world through the use of language. Meaning construction is called by Goodman 'psycholinguistic guessing game', because when readers approach a text, they have in advance a hypothesis of what the text might be about. Then they test their hypothesis and confirm or reject it as they read through the text. Reading, to borrow Goodman's words, is:

“ a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.”

(Goodman, K. in Carrell, P. et al 1988: 12)

Goodman describes the reading process by dividing it into four cycles “between the visual input supplied by the eyes to the brain and the meaning constructed by the brain: visual, perceptual, syntactic and semantic” (ibid). His aim is to create a model explaining the reading behavior which may be taken as a basis for reading instruction effectiveness.

Another major limitation of Goodman’s “guessing game” concerns its pedagogical implication to reading classes. In the words of Barbara Birch, instruction about sounds and letters is sometimes neglected by teachers and syllabus designers as well.

In fact, many reading researchers think that not Goodman’s model only, but all the models that rely so heavily on top-down mechanisms to explain the reading process, suffer from the lack of precision. This is partly due to the lack of knowledge about how higher-order processes work. Another major limitation of the top-down models to reading is that for many texts, the reader has little knowledge of the topic and cannot generate predictions.

Despite all the critics addressed to top-down oriented models, one cannot deny the powerful impact of the top-down approach on English as a Foreign Language reading as it has led to extensive research on how higher-level processes and back ground knowledge affect the reading process.

2.2.3 Interactive Models

In opposition to the previous views of reading, presented so far, which consider comprehension as the outcome of exclusive bottom-up or top-down processes, current research in the field of Second/Foreign Language reading is oriented towards a ‘multi-layered Interactive Approach. The latter focuses on the various kinds of knowledge that the reader employs for the sake of understanding texts. The roots of this approach go back to a theory developed by David. E Rumelhart in the late 1970’s, where he demonstrates that reading is a “bi-directional” perceptive and cognitive process, involving both the reader and the text. In simpler words, getting meaning from a text is the result of the interaction of the information presented in the text and the reader’s background knowledge and experience.

Before examining the most notorious interactive models prevailing during the last decades, it is worth mentioning that though each model emphasizes a specific element of the process, all of them share the basic principle of the interactive approach. The latter refers to the fact that the most efficient processing of text is interactive, a combination of top-down and bottom-up processing modes. Top-down processing relates to the process of prediction, confirmation or rejection on the basis of prior knowledge, as it is mentioned earlier. On the other hand, bottom-up processing relates to the building of textual meaning from the smallest units to the largest on the basis of the information encountered in the text.

2.2.4 Rumelhart’s Model

Rumelhart’s model represents the first of a number of interactive models of reading. Developed from laboratory research on fluent skilled readers, it proposes the combination of both decoding and interpreting processes in order to reach understanding. For Rumelhart, “the process of reading Begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author’s intended message. Thus reading is at once a ‘perceptual’ and ‘cognitive’ process. Moreover, a skilled reader must be able to make use of sensory, semantic and pragmatic information

to accomplish his task. These various sources of information appear to interact in many complex ways during the process of reading.”

Rumelhart describes the reading process as an interactive process in total opposition to what he calls “linear models”, that is, bottom-up and top-down models. According to him, linear models are deficient because they describe reading as an information flow passing along in one direction, and thus do not account for the interaction between lower and higher levels of meaning processing.

In a word, the Rumelhart’s model sustains that efficient reading entails decoding and interpreting texts to create meaning.

2.2.5 Schema Theory:

The idea expressed by Immanuel Kant during the Enlightenment era, as the above quotation asserts, becomes at the heart of current theories in comprehension processes in general and reading comprehension in particular. It reflects the shift of emphasis of comprehension processes from exclusively on the language to be comprehended, to include the comprehender, that is, the reader in our case.

This shift results in a new field of research which is “Schema Theory”. The latter is a theory of knowledge representation which has a pervasive influence on current thinking about text comprehension.

Within the framework of this theory, reading comprehension is viewed as a comprehension process involving an interaction of text-based processes and knowledge-based processes. It is worth mentioning that the schema theory is not a theory exclusive to reading processes. Rather, it seeks to explain the comprehension process in general, be it in reading or any other process of language learning.

Schema-driven models of reading assert that the reader’s background

knowledge of the text's topic and context affect his/her reading process and comprehension. Efficient comprehension requires the ability "to relate the textual material to one's own knowledge" as Anderson and others point out: "Every act of comprehension involves one's knowledge of the world as well" (Quoted in Carrell, P. et al 1988: 76). At the heart of these models are schemata, more often referred to as background knowledge.

2.2.5 Schemata the Background Knowledge

According to cognitive scientists, schemata relates to "the building blocks of cognition". Put differently, schemata are complex structures of information that represent the individual's past encounters with the world. They contain his/her knowledge of objects, situations, and events as well as knowledge of processes, such as reading, washing clothes, or home buying. In simpler words, background or prior knowledge relates to the world understanding that learners bring to school.

Schemata might best be conceptualised as "cognitive maps". It means that the knowledge stored in the individual's mind is organized in the form of maps where in each location represents a concept or an idea with "roads from one location to the next signifying conceptual linkages" .

In the context of reading, schemata refer to the reader's pre-existing concepts about the world and about the text to be read. Though many researchers use the terms Schemata and background knowledge interchangeably, a slight difference between the two concepts may be drawn. Following Patricia Carrell, background knowledge refers to the reader's previously acquired knowledge, whereas schemata relate to the reader's previously acquired knowledge structures.

The value of background knowledge to reading lies in its support to the construction of interpretation for the print being encountered.

When area comes upon new information, during the reading process, he/she evaluates the relevance and the appropriateness of his/her background knowledge being used to support the understanding of the text.

In the light of what has been said so far, one may claim that background

knowledge has a significant role in reading comprehension. It allows the readers to appreciate and anticipate the content embedded in the text. This anticipation helps the learners to decode the text easily and deepen the understanding of its meaning. Two types of schemata are generally referred to in the reading literature namely; content and formal schemata.

2.2.5.1 Content Schemata:

Content schemata relates to the content knowledge that a reader has about the topic of the passage at hand. When a reader approaches a text with sufficient content schemata, this will help him/her to understand and recall more than does a reader less familiar with text content.

2.2.5.2 Formal Schemata:

It relates to the reader's knowledge of the textual features of different texts. In other words, it defines the reader's expectations about how pieces of textual information will relate to each other and in what order details will appear.

This encompasses the reader's knowledge of characteristics of different text types and genres. For example, in a narrative text, the reader could expect the following steps: introduction, the climax and the resolution.

2.2.6 Stanovich's Compensatory Model:

The scholar Keith Stanovich claims that readers draw on both bottom-up and top-down processes when reading. He argues that "readers use information simultaneously from different levels and not necessarily begin at the graphic (bottom-up) or the context (top-down) level. Moreover, he suggests that because the different processes interact, the reader's weaknesses are compensated for by his /her strengths. That is the reason why he describes the reading process as an "interactive compensatory model.

The compensatory assumption, according to Stanovich, states that "a deficit in any knowledge results in a heavier reliance on other knowledge sources regardless of their level in the processing hierarchy

For example if a beginning reader comes upon a new word he does not know, he may use sentence, context, and his background knowledge on the topic to deduce the meaning of the word. On the other hand, if a skilled reader (on word recognition) comes upon a text that he does not know much about the topic, he may rely more on his bottom-up processes to understand the text.

2.2.7 Bernhardt's Constructivist Model

In 1986, E. Bernhardt proposed what she called a “constructivist model” of L2/FL reading to describe how an L2/FL reader interacts with a text to construct meaning. The model that she proposed is interactive and multidimensional involving some text-based (word recognition, phonemic/graphemic decoding...) and extra text-based components (intra textual perception, prior knowledge and metacognition).

2.3 Reading Instruction

The different theoretical perspectives on the act of reading, described so far, lead to different approaches to the teaching of reading, as the quotation above states. The various reading models “have been directly influential in the formulation of educational policies and hence have played a central, if sometimes ‘hidden’, role in shaping teaching methods. For instance, from a bottom-up view to reading, learning to read encompasses first learning the letters of the alphabet and establishing the principle of sound- symbol identification and then applying this in order to decode words.

Before examining the different approaches to reading instruction, a brief introduction to the Foreign Language Methods prevailing during the last century, or so, is necessary. This provides a clear framework of the history of reading instruction in EFL contexts. More importantly, this helps to demonstrate how current reading research and instructions are triggered by some traditional assumptions.

2.3.1 Foreign Language Teaching Methods and Reading Instruction

Serious attempts at providing systematic methods of reading instruction have a history of almost forty years. Before 1970, reading was viewed as an adjunct to oral skills and described as being “speech written down”. This view rooted in the principles of the Audio- Lingual Method which were in vogue at that period. The primary reason for ALM neglect of reading seems to be a historical one. Older teaching methods emphasised the written forms of language, largely ignoring speech. The typical representative of these old-fashioned assumptions is the Grammar Translation Method which was used in the teaching of Latin and Greek during the beginning of the twentieth century. Because the purpose of language learning was limited to the appreciation of classical language literature and to make the learners cope with the great literary works, the basic classroom activity was reading. Yet, the focus was not on the development of reading strategies and skills, but on translation. In other words, reading was a means to an end and not an end in itself.

On both linguistic and psychological grounds, it was argued, during the mid-twentieth century, that spoken language should be the principal objective in language teaching at the expense of reading. These grounds relate respectively to structural linguistics and behaviourist psychology, which were in vogue at that time. Language learning was viewed as a process of habit formation, and language itself as speech.

Thus, oral skills instruction was emphasized while reading and writing skills are supposed to be developed only after long systematic exposure to oral language.

2.3.2 Approaches to Reading Instruction

A common agreement among reading researchers upon the interactive characteristic of the reading process is reached. Yet, there is still a debate among teachers and teacher-trainers about the type of knowledge and processing strategies that must be emphasized, mainly concerning beginners. This debate gives birth to two major approaches to reading instruction, namely, Phonics and Whole Language. While advocates of the former approach place more importance on bottom-up processing to the detriment of comprehension, advocates of the latter emphasise top-down processing instruction.

Many reading researchers speak of Whole Language and Phonics in terms of “approaches” or “philosophies”, whereas Stephen Krashen prefers the term “Hypotheses”, symbolising the non-end of the debate or more precisely “the reading wars” which “show no signs of stopping.

At the heart of the great debate Phonics Vs Whole Language lays the conflict between “Bottom-up” and “Top-down” models of the reading process. Accordingly, the following section is about the conflicts and the tensions that are raised over how to teach reading by researchers and practitioners who are drawing upon psychological-based models of the reading process. Before then, we find it necessary to point at the fact that these two approaches are not exclusively concerned with FL reading instruction. Even current L1 reading researchers are divided over the issue of these two opposing views, mainly in the United States of America.

1. Phonics Approach

The Phonics approach to reading instruction, be it in first or second language, claims that literacy is developed from the bottom-up, reflecting the principle that learning to read starts by learning sound-spelling correspondences. It is a part-to-whole approach grounded in bottom-up models of the reading process. In the English writing system, one letter may not necessarily refer or represent one specific sound. Therefore, providing learners with explicit and systematic instruction about correspondences between letters and sounds is of paramount importance, mainly in early stages of foreign language learning. Some researchers refer to letter-sound relationships as phonics instruction.

In English as a Foreign Language contexts, hostiles to Phonics as an instructional method have the tendency to emphasize the irregularity of the spelling-sound correspondences in English. As a matter of fact, Frank Smith thinks that one of the major weaknesses of the bottom-up models and by implication the Phonics ,is that they do not“ account for the fact that there are at least 166 different grapho-phonetic rules covering the regular spelling-to-sound correspondences of English words and that these are not easy to teach. Furthermore, Florence Davies states that teaching grapho-phonetic rules to beginning readers can be “counter-productive, forcing the reader to focus on lower-level sources of information such as letter-sound correspondences at the expense of other sources of information.

The most frequent example given by the opponents to Phonics is the pronunciation, which can be pronounced differently in teach, bread, great or create. As for spelling, the example provided is the sound /f/ which can be assigned to different spellings as in frog, **phone**, **tough**, **stuff**, etc.

Many researchers in the field of reading instruction show their total opposition to Phonics by claiming that it is useless, pointless, a waste of time, and boring. However, after discussing two traditional methods of teaching grapheme-to-phoneme correspondences namely, “phonic generalizations” and “linguistic method”, Barbara Birch comes to say that this “bad connotation” stems from the methods adopted to phonics instruction. “Phonic generalizations”,

for instance, is based on explicit instruction of grapheme-to-phoneme correspondences through the use of rules. Accordingly, teachers are right in rejecting this method, because learning phonic generalization rules does not lead to reading proficiency. It is like learning grammar rules without being able to generate or understand language.

2. Whole Language:

Also known as “real books” in the United Kingdom, the Whole Language approach is initially advocated by literacy educators, such as Kenneth Goodman and Frank Smith, and has become a major movement in literacy education during the last decades. The term ‘Whole Language’ seems to be used for the first time by Harste and Burke in 1977. There is no conventional systematic definition of the whole Language. Some consider it as an instructional approach while others prefer to consider it as a philosophy. This approach draws upon psycholinguistics and represents a top-down approach to reading instruction.

The core of the Whole Language approach is Goodman’s guessing game hypothesis. In this regard, he contends that efficient reading does not result from precise perception and identification of all elements, but from selecting the fewest, most productive clues necessary to produce guesses.

Many reading scholars testify to the fact that Whole Language is difficult to define. Yet, many principles are shared by most advocates of Whole Language. The most salient one is the fact that language is used for authentic purposes, so it is best learned if it is learned for authentic purposes.

The theoretical basis of the Whole Language approach may be summarized in the following tenets:

1. Learning to read is natural just like learning to talk is natural. That is, since children do not need to be taught to listen so they do not need to be taught to read. In other words, reading must be taught in context without direct instruction in grapheme-to-phoneme correspondences.
2. Because reading is natural, it should be learned in natural settings that involve actual authentic language situations, for example, real books, and authentic texts and mainly for authentic purposes.
3. Good readers guess the words they do not know using context, not sound-it out or by using decoding strategies, and all readers should be taught to do this.

Even though many reading researchers tend to support Whole language as a substitute to Phonics, some proponents of Phonics reject it completely.

For instance, Keith Stanovich criticises the Whole Language approach with its top-down view to reading on the basis that it lacks scientific validity because it was seen to be operating on broad assumptions and not having sufficient empirical data.

3. Towards an Integrated and Balanced Approach

Because successful reading requires both bottom-up and top-down processing, an integrated approach taking into account both directions of information processing should be adopted. Even more to the point, the examination of the different models suggested so far makes it clear that interactive models are more convincing models of the reading process. Accordingly, current research in the reading instruction field runs counter to exclusive versions of either Whole Language or Phonics approaches to reading instruction to support a more balanced approach.

2.4 Reading Strategies and Reading Skills:

Starting from the point that reading is the process of constructing meaning from texts, one may say that effective beginning reading instruction should target three main goals: fluency, comprehension, and motivation to read. These three goals are interconnected. One of the concerns of the present study is comprehension, more precisely teaching the learners reading strategies to help them develop the ability to understand and learn from texts.

The traditional linguistic view to literacy has been challenged in the last three decades by the psycholinguistic-cognitive theories. The core element of the alternative view of literacy is “text-processing”, for instance. Meaning construction is the result of the interaction of the reader with the text.

On the basis of the latter theory, the pedagogical focus shifts from the text to the interactive process between the text and the reader. This interaction cannot be achieved without some kind of processing mechanism. The processing component, also known as procedural knowledge, consists of a variety of strategies and skills that allow the reader to take the text as a source of information, and drawing on his/her background knowledge as another source, to make sense of what is on the printed page. Theorists and practitioners believe that literacy may be acquired through teaching reading strategies for text processing.

2.4.1 Reading Strategies Vs Reading Skills:

Because of the potential vagueness and varied interpretations that may surround the use of the term ‘strategy’, an operational definition of the term should be conveyed. It may be defined as the various perceptual and cognitive processes that the readers engage in during their reading process for the sake of reaching understanding.

Another definition is provided by Stephen Kucer and others, for whom reading strategies refer to information processing procedures driven by print, background and purpose, guide the reader’s transaction with print and the construction of meaning.

In simpler words, we can say that reading strategies refer to the different procedures that the reader appeals to for the sake of constructing meaning from texts. By using the various strategies, the reader builds a web of meaning (deep structure) from the print (surface structure

Even though some scholars believe that reading strategies can be distinguished from reading skills, it can nevertheless be assumed that no clear-cut distinction between the two concepts can be agreed upon. An important point of dispute among reading researchers revolves around the extent to which reading strategies/skills involve conscious or unconscious behaviors .

In this regard, Cohen and Pritchard note that: ‘strategy’ refers exclusively to conscious behavior. A similar viewpoint is shared by other researchers in this field, such as Paris, Lipson, and Wixon who consider skills as cognitive processes that are executed automatically, without the reader’s conscious attention or choice. In contrast, strategies are “deliberately chosen and applied to a reading situation (Quoted in Hayes, .

In the context of the Algerian educational system, the syllabus designers seem to use the two concepts interchangeably. For instance, whereas Florence Davies consider ‘skimming’ and ‘scanning’ as reading skills .

The Algerian syllabus designers speak of them in terms of reading strategies. Accordingly, for our purposes, the term reading strategy is used throughout this research paper to include any of a wide array of procedures that readers use to engage in and comprehend texts. By doing so, we are siding with Patricia Carrell and Marva Barnett, among others, for whom the term reading strategy refers to reading skill too .

2.4.2 Types of Reading Strategies

In order to categorise the different reading strategies, researchers in the field have tried to develop different taxonomies .For example, the scholar Block.E categorises them only into top-down, or general comprehension strategies, and bottom-up or text-based strategies. A further distinction between the different strategies of reading has been provided by Hossein Nassaji in regard to the learners' literacy level. He distinguishes between two component processes:higher-level and lower-level skills. According to him, lower-level skills involve word recognition processes (such as orthographic and phonological abilities) which enable decoding print.

The most current categorisation agreed upon by many researchers, and on which our research is based, is the binary division of reading strategies as cognitive and metacognitive processes.

2.4.2.1 Cognitive Reading Strategies:

The cognitive reading strategies range from 'concrete strategies', such as guessing the meaning of unknown words from context, to more 'abstract strategies', such as relating what is being read to the reader's background knowledge. Concrete and abstract strategies are also called respectively, 'bottom-up' and 'top-down' reading strategies. These two types of strategies work together in parallel in such away to construct meaning from the printed text.

2.4.2.2 Concrete Strategies

The concrete or the 'Bottom Processing' of the interactive model contains knowledge about language as well as bottom-processing mechanisms. Bottom-up processing relates to the recognition of letters and words. Therefore, bottom-up strategies refer to the skills that the reader uses in processing information at the word and sentence level. They permit the transformation of "squiggles on the page into meaningful symbols. They are also known as word attack strategies. This category consists of some strategies like:

1. Rereading text to find additional clues to the word.
2. Skipping unknown words the scholar Michael Pressly et al. suggest that if the learners are given the option of skipping unknown words, they will learn that it is acceptable to read more challenging materials.
3. Classifying the words into grammatical categories.
4. Inference: It refers to making use of "syntactic, logical and cultural clues to discover the meaning of unknown elements".

Barbara Birch classifies the bottom-processing strategies into four major categories:

1. **Phonological strategies:** They are processing mechanisms through which the reader recognises the sounds of language.
2. **Orthographic strategies** (or decoding strategies): They allow the reader to recognise the letters and match them with their sounds.
3. **Lexical strategies:** The reader appeals to this kind of strategies to recognise words and their meanings. More importantly, they may be used also when dealing with unknown words.

4. **Syntactic strategies:** They are used in the process of constructing phrases and sentences so that“ the meaning can be constructed at the top of the reading process”.

2.4.2.3 Abstract Strategies:

The Abstract or the “Top-Processing’ represents the reader’s background knowledge. Generally speaking, it relates to the influence of what the reader brings to the text in terms of prior knowledge Therefore, top-processing strategies relate to high-level processing strategies thanks to which meaning for big pieces of text, like sentences and paragraphs, is constructed.

Unlike the bottom-up, the top-down strategies refer to a higher level of information processing, wherein the reader attempts to understand how the different pieces of information fit together. The reader may do so by getting the gist of the reading selection, making predictions about what the text is going to be like, inferences about the motivations of the characters, etc. This category consists of some strategies like:

1. **Associating:** combining information in text to background knowledge
2. **Predicting:** Considered as basic to the process of reading, predicting relates to making use of the grammatical, logical and cultural clues to guess what is to come next. It is a strategy that turns reading into an active process.
3. **Anticipating:** Anticipating what might be up coming in a text on the basis of structure and content clues. At first sight, it seems that anticipating and predicting are similar. However, Françoise Grellet draws a significant distinction. For her, anticipation is psychological sensitizing, i.e., the aim is simply to create the need and wish to read as well as to familiarize the learners with some of the ideas they will come across in the text. As for prediction, she considers that it relates to more detailed guessing of the text’s content.
4. **Previewing:** It is a very specific reading strategy involving the use of “the table of contents, the appendix, the preface, the chapter and paragraph headings in order to find out where the required information is likely to be”

5. Skimming: It refers to going quickly through the text “to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer”

In other words, it is a reading strategy used to quickly identify the main idea of the text. A simple way to practice skimming is to read, as quickly as possible, the first few sentences of every paragraph and the last few sentences of every paragraph.

6. Scanning: It is considered that scanning is a kind of skimming to see if a particular point is present or to locate it. In other words, scanning is an attempt to locate specific information. It involves letting our eyes wander over the text without following the linearity of the passage “to find what we are looking for, whether it be a name, a date or a less specific piece of information. It is a strategy that we often use when looking up particular words in reading materials.

7. Elaborating: it relates to linking ideas contained in new information, or integrating new ideas with old information.

8. Setting a purpose: It is important to have an authentic purpose for any reading task. This will increase the learners’ motivation and engagement. It is worth mentioning that these abstract reading strategies and others should be taught in conjunction with the concrete ones.

2.4.2.4 Meta cognitive Reading Strategies

Metacognitive strategies can be defined as strategies that control and guide the reading process. O'Malley & Chamot define them as “higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity.

Following the definition above, we may say that this category consists of some strategies like:

1. Checking the outcome of any attempt to solve a problem.
2. Testing the effectiveness of a strategy used.
3. Planning.
4. Self- Monitoring: As they are reading, readers think about what they are reading to ensure that they are constructing the appropriate meaning.

5.Evaluating: Checking comprehension after the completion of a reading activity.

Metacognitive awareness is the fact that learners become aware of their cognitive reading strategies and the way they can regulate their thinking while they are reading. Developing the learners' metacognitive awareness is of paramount importance, because the learners need to know the kind of reading and thinking required from them to understand different types of texts .

Foreign language learners need to develop a variety of reading strategies in order to become proficient readers. Some foreign language beginning learners have already grasped and developed some basic reading strategies in their first language (L1) reading, but many of them need reading strategies instruction. The latter relates to the teaching of the cognitive and the metacognitive reading strategies referred to earlier significance of motivation etc.. major strategy. There is a common agreement among reading researchers upon the indispensability of teaching reading strategies to learners. Yet, a debate over the best method to apply inside the classroom is still open. Some advocate an explicit instruction, while others think that it is better to appeal to cognitive apprenticeship instruction.

One widely recommended method of improving learners' ability to understand FL texts is explicit instruction in reading comprehension strategies. A sits name indicates, it focuses on explicit teaching of a single strategy at a time assuming that the strategy will be used, along with other strategies, when reading teachers should provide the learners with basic definitions of reading strategies together with explaining how and why to use them effectively.

Within the framework of the view stated above, specialists in reading instruction suggest that in consistency with the interactive approach to reading and the balanced approach to reading instruction,

The most salient reading strategies teaching procedure is the ‘three-phase’ procedure involving pre-, while- and post- stages

- 1.The Pre reading stage leads the learners to activate what they know about a topic and anticipate what they will read.
- 2.The While-reading stage aims at encouraging learners to be active as they read.
- 3.The Post reading stage aims at checking the learners’ comprehension as well as developing their metacognitive awareness.

Given that the roles of textbooks, as well as teachers, are vital in encouraging and helping the learners to develop and use the reading strategies effectively in accordance with text variables, this procedure is taken as our analytical framework throughout this research work.

Different reading specialists suggest different plans for textbooks and teachers to be followed in order to reach proficient reading instruction. Yet, most of our analytic categories will be borrowed from Marva .Barnett’s frame work of a reading class lesson plan (More Than Meets the Eye Foreign Language Reading) together with Françoise Grellet’s taxonomy Of reading comprehension activities (Developing reading Skills)

The combination of these two theories is done for two main reasons. The first is that there is a common agreement among reading instruction specialists on following an outline containing three phases in reading instruction namely; pre reading, while reading and post reading stages.

The second reason is that in order to fill in Barnett’s three- phase procedure framework with appropriate reading activities for each phase, we have thought it is most appropriate to appeal to Françoise Grellet’s taxonomy of reading comprehension activities. In fact, Marva Barnett herself recognises that the two theories are complementary.

As a matter of fact, she sustains that Françoise Grellet provides probably the most complete compendium of exercise types. In addition, Grellet explains the advantages of each exercise by relating them to reading strategy practice.

2.4.2.5 Reading Instruction Activities :

1.Pre -reading Activities:

Pre reading activities aim at helping the FL learners to be involved in reading particular texts by eliciting their motivation, providing and activating the appropriate content and formal schemata in addition to setting a purpose for reading. In a word, the aim of the pre reading activities is to “guarantee that students begin a text on the right foot” (Barnett, M. 1989: 114).

1.1 illustrations and Titles: Texts’ titles play an important role in comprehension, in that they provide information about what a text is about. So do illustrations; they represent the starting point of the learners’ prediction for text’s meaning .

(see appendix 3)

1.2 Skimming: Asking the learners to skim through the text before reading helps them to confirm the predictions from the title and the illustrations as well as to recognise the text content and structure, and thus activate the appropriate schemata. In addition, this leads them to state a purpose for their reading and ignore temporarily details.

Françoise Grellet provides the following exercise types:

NB: Skimming is a reading strategy and a reading activity alike

(see appendix 4)

A.3 Scanning: Scanning involves reading a text or part of a text rapidly in order to find specific pieces of information. The purpose of teaching scanning is to help the learners to comprehend a text in general by relating the information gathered through scanning to their previous predictions from titles and illustrations.

The aim of the pre reading phase is to motivate the learners and help them to approach reading more meaningfully and purposefully. The selection of the pre reading activities depends on the text to be read. Each text requires specific background knowledge and introduction. the pre reading activities depends on the text to be reads

they examine precisely what each word entails.

2.While Reading Activities:

The core of the while reading phase is concrete reading strategies practice

The meaning of unknown words may be guessed through “a complex combination of context, background knowledge, and morphology

The best-known strategies of guessing the meaning of unknown words through word formation clues are the word families and the different meanings of some prefixes and Suffixes. The former relates to the comparison between verbs, adjectives and nouns. That is, the learner can guess the meaning by comparing it to the verb from which it derives.

In addition to morphology, the learners may use syntax and sentence structure to guess words meanings. For example, knowing that “in contrast” signals a contradiction may help the learners to guess the meaning of the word ‘optimistic’ in the following example :(see Appendix °5)

All in all, while reading activities aim at helping the learners to go beyond language and comprehension problems using the appropriate strategies. Given that reading is an individual process, it is difficult to provide a systematic way of helping the learners employ strategies while reading. Yet, teachers should explain which strategies individuals most need to practice.

3.Post reading Activities

This phase consists of checking how well the text was comprehended. In fact, this phase is the most frequent in traditional reading instruction. Yet, traditionally it relates to a series of comprehension questions focusing on text details.

Some reading instruction specialists reject this traditional procedure of checking comprehension. As an alternative, they suggest a post reading phase targeting real world objectives. In other words, this phase should evaluate what a native reader may gain from reading and understanding a text. To establish these realistic objectives, researchers in the field provide different types of exercises.

It is worth pointing at the fact that together with checking the learners’ comprehension, the post reading activities evaluate the extent to which pre reading and while- reading strategies are appropriately practiced by the learners to reach comprehension.

To conclude, we may say that the lesson plan provided so far represents a general framework of a reading class. It may be applied to many texts for the sake of helping foreign language learners to treat foreign language reading as a meaningful activity. As a result, learners will participate more actively in class and in their own language learning.

2.5 Reading Instruction Techniques:

The reading lesson plan together with the general procedure of task-based teaching mentioned earlier, techniques for reading strategy instruction are divided into pre-, while- and post reading techniques. Different interactive techniques are suggested by different researchers, and we shall attempt to provide some of them in the following taxonomy. It is worth noting, however, that though most of our analytic categories are borrowed from Marva A. Barnett's framework of a reading class lesson, the taxonomy of teaching techniques is rather eclectic.

2.5.1 Pre reading Techniques:

A fundamental feature of all pre reading techniques is to tap into learners' prior knowledge. Many pre reading techniques are recognised in the literature, such as:

1.K.W.L : First suggested in 1986 by Donna Ogle, K.W.L stands for what I Know (K), what I Want to know (W) and what I have Learned (L). Accordingly it consists of three columns. This technique aims at assisting the learners in understanding specific information, mainly in content areas. In addition, it facilitates connections between prior knowledge and new knowledge.

2. Brainstorming: To encourage the learners to say whatever comes to their minds about the topic.

3.Text Genre and Structure: Much evidence can be found in the literature concerning the role of formal schemata in reading comprehension. Research shows that recognising the text genre helps readers understand easier and better. Given that foreign language learners are supposed to be familiar with some genres in their first language, foreign language teachers may ask their learners what they know about a specific genre before they begin reading. If the genre is not familiar, it is up to the teacher to introduce the genre and show some of its characteristics.

3.Scanning: Because scanning is common in real world reading, teachers may help foreign language readers to practise this strategy through questions. They may ask questions about information essential to the text or relevant to the learners' background knowledge.

4. Developing Vocabulary:

One cannot deny the importance of having the adequate vocabulary for particular texts and contexts in comprehension. In foreign language settings, this idea seems to be more important "because of the many cross-cultural aspects of vocabulary. Vocabulary development is considered as an important prereading activity. In order to make it semantically based, three techniques for vocabulary development are to be found in the literature, namely semantic associations, semantic mapping and semantic feature analysis.

Semantic associations consist of making the learners brainstorm all the words related to the text, context, or content area.

Semantic mapping consists of asking the learners to "brainstorm words related to a concept crucial to the text. Then, the teacher together with the learners organise the words into visual maps.

1.While Reading Techniques

While reading techniques offer English language learners the questioning and the predicting strategies essential to the development of reading comprehension. This category consists of some techniques, like:

1.The Use Graphemic Rules and patterns to Aid in Bottom-up Decodin

Making the correspondences between spoken and written English represents one of the

major difficulties in English as a Foreign Language beginning learners encounter in learning to read. What may facilitate this process is the acquaintance with some English orthographic rules and peculiarities. It is up to the teachers to provide the learners with hints on such patterns as the following examples:

Short' vowel sound in VC patterns (bat,him,leg,wish etc.)

'Long' vowel sound in VCe (final silente) patterns (late,time etc.)

One of the paramount aims of while reading techniques is vocabulary building through guessing (inference).

2. Post Reading Techniques

The primary aim of post reading techniques is to help retain the crucial information to the literacy success of the English language learners (Jenks, C. 2002: 02). In other terms, they help the learners to interpret, analyse and deepen their understanding.

1. Collaborative Strategic Reading : One way to teach reading strategies through direct instruction is through Collaborative Strategic Reading. It is carried out across three phases: strategy training, cooperative learning and role playing under the supervision of the teacher.

2. Story Maps: The Story Maps' technique is a stratagem recommended first by D, Carrell and others in order to help the learners to identify meaningful relationships among concepts or events. It consists mainly of graphic organizers representing new concepts or events.

3. In addition, Rutzel argues that a story map could also facilitate the schema building process, and thus improve reading comprehension.

Because the lack of familiarity with the organisation of different texts may cause learners' struggle in comprehension, it is essential to provide explicit instruction in the area of recognizing key text features. Graphic organizers and concept maps, among others, may be used by teachers as teaching techniques to help the learners to organize the ideas and information taken from texts.

2.6 Conclusion

On the basis of what has been said so far, one may come up to the conclusion that reading has been the object of various, and sometimes contradictory views during the last decades starting from the traditional view which is said to be a linguistic approach. The latter describes reading as a receptive activity focusing on the print from the text. Then the trend moves to the cognitive view, which enhances the role of the reader's background knowledge in meaning construction. The view, which is in vogue, now, is the Interactive Approach to reading, an approach that combines the two views. It assumes that reading is a process of meaning construction through the interaction of the reader's knowledge with printed or written information.

One of the pedagogical implications of the Interactive Approach indicates that in order to construct meaning from texts, the reading learner should develop his/her procedural knowledge.

In order to highlights the best methods and strategies , the next part of the study has been submitted for the primary school teachers to collect and analyze the information and their subject recognition through a questionnaire followed by a sufficient discussion about the subject matter;

CHAPTER THREE
Data Analysis and Interpretation of Results

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Chapter Three: Data Analysis and Interpretation of Results

Chapter Three: Data Analysis and Interpretation of Results

3.1 Introduction

This chapter on Research Design and Methodology sets the foundation for the research study, providing a clear roadmap for how the challenges of teaching reading English to primary school pupils were investigated. It establishes the framework within which data were collected, analyzed, and interpreted, ultimately contributing to the development of insightful conclusions and meaningful recommendations. It encompasses a mixed-methods approach, combining both quantitative and qualitative methods. The choice of this approach is justified by the need to capture a comprehensive understanding of the challenges from multiple perspectives and to explore the experiences and perceptions of teachers in depth.

3.2 Research Methodology :

In this research studies the complexities of teaching reading English to young learners in primary schools which introduces positivism and interpretivist approach. The research design of this study on the challenges of teaching reading English to primary school pupils is a mixed methods design, combining qualitative and quantitative data collection and analysis techniques. This approach allowed for a comprehensive investigation of the research problem by utilizing the strengths of both qualitative and quantitative research methods.

3.2.1 Positivism Approach:

Positivism emphasizes objectivity, empirical evidence, and the use of the scientific method to uncover universal laws and causal relationships. In the context of this research, a positivist approach involves quantitative methods to measure and analyse the challenges faced by teachers in teaching reading English to primary school pupils. Questionnaire was designed to gather numerical data on the prevalence of specific information related to the challenges faced when teaching reading English to primary school pupils.

3.2.2 Interpretivist Approach:

Interpretivist focuses on understanding and interpreting the phenomenon through subjective meanings and experiences. It emphasizes the context, perspectives, and interpretations of individuals involved.

Chapter Three: Data Analysis and Interpretation of Results

In the context of this research, an approach involves qualitative methods to explore the experiences, perceptions, and challenges faced by teachers in teaching reading English to primary school pupils. Observations of classroom interactions and the analysis of teachers' reflections and narratives were also part of this interpretivist approach.

By considering both positivism and interpretivism in this research, a mixed-methods approach was adopted. This approach combines quantitative and qualitative methods, enabling a more comprehensive understanding of the challenges from multiple angles. We triangulated data from different sources and perspectives, providing a more holistic view of the challenges faced by teachers in teaching English to primary school pupils.

3.2.3 The Qualitative Methods:

It employed in this research included classroom observations. Classroom observations provided an opportunity to directly observe the teaching practices, interactions, and challenges faced by teachers in the real classroom environment.

3.2.4 The Quantitative Methods:

In addition to qualitative methods, quantitative data collection techniques were used to gather numerical data on language proficiency levels, student performance, and other relevant factors. A questionnaire was administered to a larger sample of teachers to collect quantitative data. Statistical analysis of these data helped identify patterns, trends, and relationships, providing a more objective understanding of the challenges and outcomes associated with teaching English to primary school pupils.

3.2.5 Sampling and Sample Selection:

Sampling and sample selection are crucial components of the research methodology in this study on the challenges of teaching English to primary school pupils. It involves determining the appropriate sample size and selecting participants who represent the target population. The sample size was determined based on the principle of data saturation, which means that data collection continues until no new information or themes emerge from the observations. This approach ensured that the sample size was sufficient to capture a wide range of perspectives and experiences related to the challenges of teaching English to primary school pupils.

Chapter Three: Data Analysis and Interpretation of Results

The sampling and sample selection strategy employed in this research was aimed at obtaining a representative and diverse group of participants who could provide valuable insights into the challenges faced in teaching English to primary school pupils. By carefully selecting the sample, the study enhanced the validity and generalizability of the findings to a broader population.

Data Collection Methods In this study on the challenges of teaching reading English to primary school pupils, multiple data collection methods were employed to gather comprehensive and rich data. These methods included:

Classroom observations: Direct observations of English language classes in primary schools provided an opportunity to observe teaching practices, interactions between teachers and pupils, and the implementation of different teaching strategies. Observations were recorded through structured observation protocols and field notes.

Questionnaire: questionnaire was designed to gather quantitative data from teachers. The survey included multiple-choice questions, Likert-scale items, and open-ended questions to assess various aspects related to teaching English, such as challenges faced, teaching strategies used, assessment practices, and perceptions of language proficiency.

These tools were carefully selected to align with the research objectives and provide reliable and valid data for analysis. They helped in capturing the perspectives, practices, and experiences of teachers and potentially learners, shedding light on the challenges and strategies associated with teaching English to young learners in primary schools.

By utilizing a combination of these data collection methods, the study aims to capture a comprehensive understanding of the challenges and experiences related to teaching English to primary school pupils. The qualitative methods (observations) provided in-depth insights and

3.2.6. Data analysis methods

In this study, the collected data was analyzed using various data analysis methods. The specific methods chosen for analysis depended on the nature of the data and the research objectives. The data analysis was carried out through the following methods:

Mixed methods analysis: The qualitative and quantitative data were integrated during the analysis phase. The data were triangulated, comparing and contrasting the findings from

Chapter Three: Data Analysis and Interpretation of Results

different data sources to provide a comprehensive understanding of the research topic. This integration occurred at different stages across the entire dataset.

Qualitative data analysis: The qualitative data, such as observation notes were analyzed using thematic analysis. This involved identifying recurring themes, patterns, and categories in the data to gain a deeper understanding of the challenges, experiences, and strategies related to teaching English to TYPP. Coding and categorization techniques were applied to organize and analyze the qualitative data.

Quantitative data analysis: The quantitative data collected through surveys or questionnaires were analyzed using descriptive and inferential statistical analysis. Descriptive statistics, such as frequencies, percentages, and means, were calculated to summarize the responses. Inferential statistics, such as correlation analysis were employed to examine relationships or differences between variables of interest.

Interpretation and synthesis: The analysis of both qualitative and quantitative data was synthesized and interpreted to draw meaningful conclusions. The findings were compared with existing literature and theoretical frameworks to provide insights into the challenges of teaching English to TYPP. Connections and relationships between different themes or variables were explored, leading to a comprehensive interpretation of the research finding

The selected data analysis methods aim to provide a rigorous and systematic analysis of the collected data, ensuring that the research objectives are addressed and meaningful insights are gained from the study.

Chapter Three: Data Analysis and Interpretation of Results

3.2.7 Ethical Considerations

In this dissertation, ethical considerations were given utmost importance to ensure the protection and well-being of the participants involved in the study. The following ethical considerations were carefully addressed:

1. **Participant Anonymity:** To maintain confidentiality and protect the identity of the participants, all personal information, including names and specific identifying details, were either omitted or anonymized. Each participant was assigned a unique identifier to ensure their anonymity throughout the study.
2. **Voluntary Participation:** Participants were informed about the purpose and nature of the study, and their voluntary participation was sought. They were assured that their decision to participate or withdraw would not have any negative consequences, and they had the freedom to decline participation without any obligation.
3. **Informed Consent:** Prior to participating in the study, participants were provided with a written informed consent form explaining the purpose, procedures, risks, benefits, and confidentiality measures of the study. They were given ample time to read, understand, and ask any questions regarding their participation before providing their informed consent.
4. **Data Confidentiality:** All data collected during the study, including observations, were treated with strict confidentiality. Only the research team had access to the data, and appropriate security measures were implemented to protect the data from unauthorized access or disclosure. Any personal identifiers were removed or anonymized to further safeguard the confidentiality of the participants.
5. **Transparency and Honesty:** Throughout the research process, the researchers maintained a commitment to transparency and honesty. The participants were provided with accurate information about the purpose, scope, and potential implications of the study, allowing them to make informed decisions regarding their participation.

By addressing these ethical considerations, this study aimed to uphold the rights and well-being of the participants while conducting rigorous and responsible research.

Chapter Three: Data Analysis and Interpretation of Results

3. Data analysis and interpretation

3.5.1 Introduction

In the present study, a “teachers’ questionnaire” is used as a primary tool for gathering data related to the challenges encountered by primary school teachers of English in teaching reading . The questionnaire aims at exploring the views and attitudes of primary school teachers of English concerning the different aspects involved in the teaching-learning process. The questionnaire is intended to elicit information on their teaching experiences with primary pupils and the daily difficulties they come across.

3.5.2. Description of the Sample

The questionnaire was created on concrete forms and was addressed to 20 primary school teachers of English in the province of Sidi Bel Abess. ,printed copies were hand-delivered to and responses were received from a sample of 20 teachers from different districts of Sidi Bel Abess province.

3.5.3. Description of the Questionnaire :

The questionnaire consists of 19 questions of different forms (open-ended, close-ended, and multiple-choice questions). They are sorted into three sections:

Section One: General Information

This section includes four (4) questions. Questions seeking to know the teachers’ gender, the age , the educational degree and qualification. In addition to the number of primary schools they were assigned to work at.

Section Two: professional experience and developement

This section consists of four (4) questions seeking to know the professional background of the teacher, and whether the last had any professional supervision from senior teachers. Besides the support they need to improve their teaching

Chapter Three: Data Analysis and Interpretation of Results

Section Three: challenges in teaching reading

This section consists of eleven (11) questions seeking to know the challenges faced by the teachers in teaching reading English in primary school . It includes the numbers of classes, the number of pupils and the difficulties the pupils faced in reading, and what are the main struggles in reading tasks. In addition to, the factors that contributes in reading difficulties, the methods and strategies applied in reading instructions .

Section One: General Information

Q1:Participants' gender

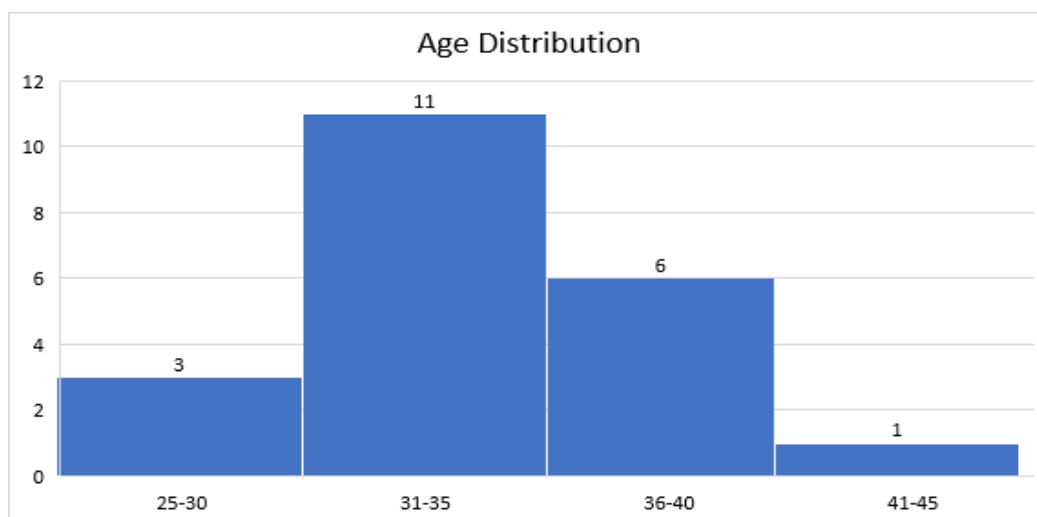
Table 1:Gender Distribution

Gender	Number	Percentage
Male	08	38.1%
Female	13	61.9%

Among the participants of this study, we observe that 61.9% are female while 38.1% are male teachers.

Q2: Age

The participants' ages range from 28 to 41 years old. The distribution of the participants across different age groups is shown in Figure 1 below:



Chapter Three: Data Analysis and Interpretation of Results

Q3: What is your educational degree/qualification?

We asked this question to be able to recognize the educational background of our respondents and to try to identify whether there is a correlation between the revealed data and other factors surveyed in this research. Our findings show that 17 participants (81%) hold a BA degree while only 4 (19%) have a Master's degree.

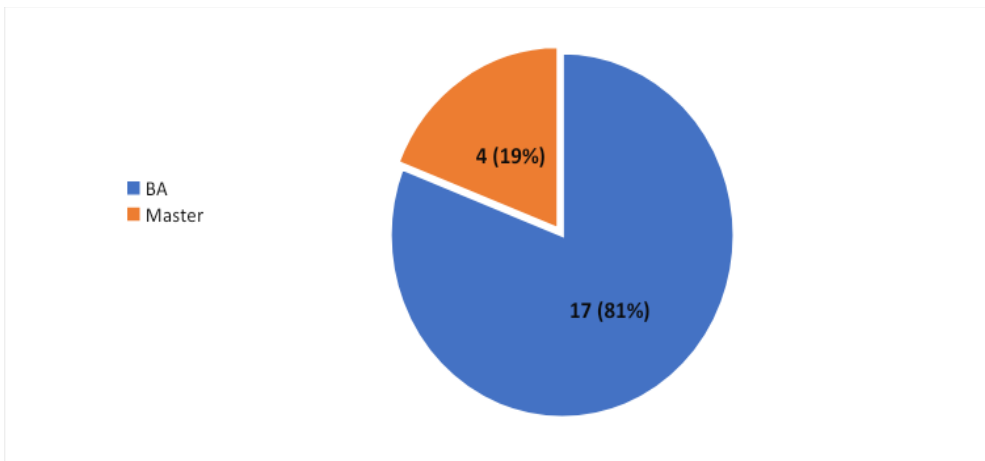
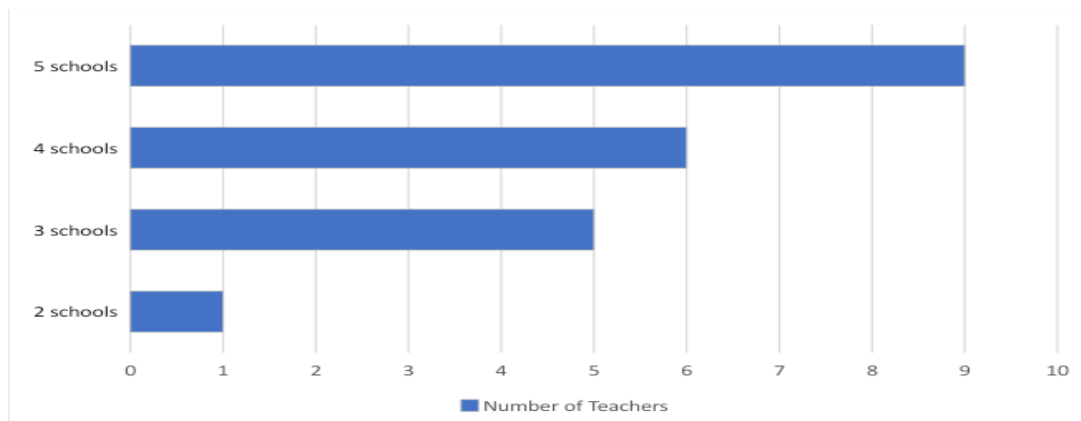


Figure 2: Educational

Qualifications of the Participants

Q4: How many primary schools have you been assigned to work at?

Figure 4 demonstrates the number of primary schools that were assigned to teachers. We notice that there are apparent discrepancies between teachers in relation to the number of schools they work at which may pose a significant challenge to the ones with the highest number of schools.



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Figure 4: Number of Schools Assigned to Teachers

Q5: Have you had any experience teaching English?

The data gathered out of this question indicate that the majority (86%) of the teachers concerned with this study have had an experience in teaching English before while only 3 of them (16%) didn't have any experience prior to their official recruitment last year.

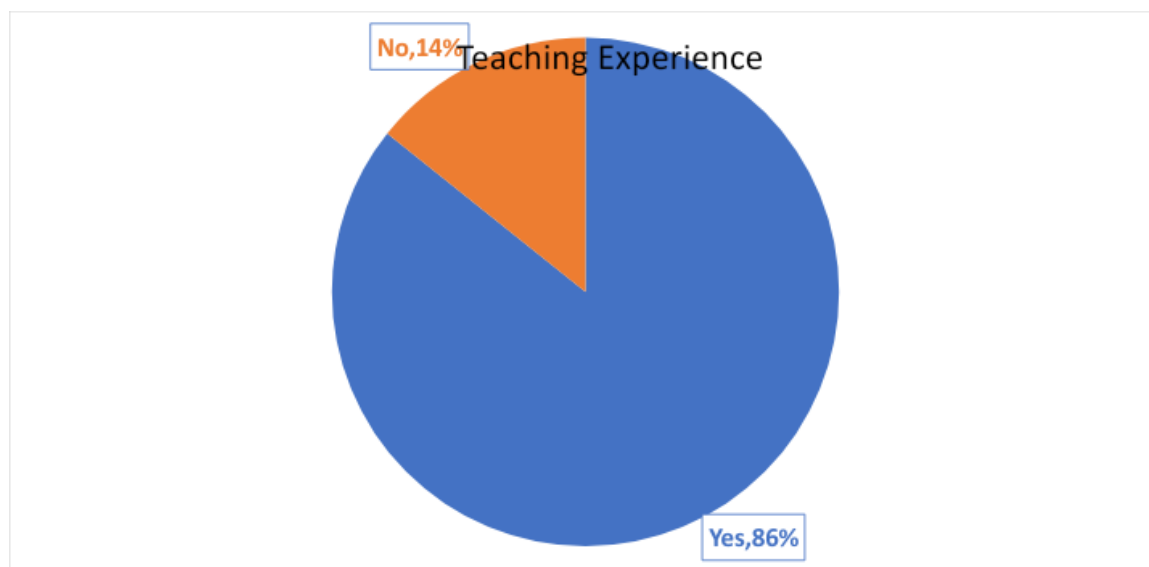


Figure 5: Participants' Experience in Teaching English

Q6: If yes, for how long have you been teaching English?

When asked about the length of their teaching experience, the participants' answers varied widely between a few months of experience and up to twelve years in teaching English. Conveniently, we categorized the different durations under three headings as shown in Table 2 below.

Table 2: Length of Teaching Experience of the Participants

Teaching Experience	Less than 5 years	5 to 10 years	More than 10 years
Number of Participants	13	5	2

Chapter Three: Data Analysis and Interpretation of Results

Q7: Have you received any professional supervision by a senior teacher while teaching?

Table 3: Professional Supervision

Option	Number	Percentage
Yes	03	14.3%
No	17	85.7%

Table 3 displays remarkably the lack of professional supervision that ought to be provided, especially to novice teachers. Only 3 (14.3%) participants reported they were offered professional coaching by an experienced teacher. The rest (85.7%) did not have that privilege.

Q8: What support do you need to improve your teaching of English to pupils?

Figure 8 shows a bar graph representing the type of support teachers said they needed in order to improve their teaching of English to TYPP. Most teachers (18) emphasized their need for professional training while 16 of them asserted the importance of collaboration with their colleagues. Quality resources were considered an essential requirement by 9 of our informants for enhancing their teaching practices.

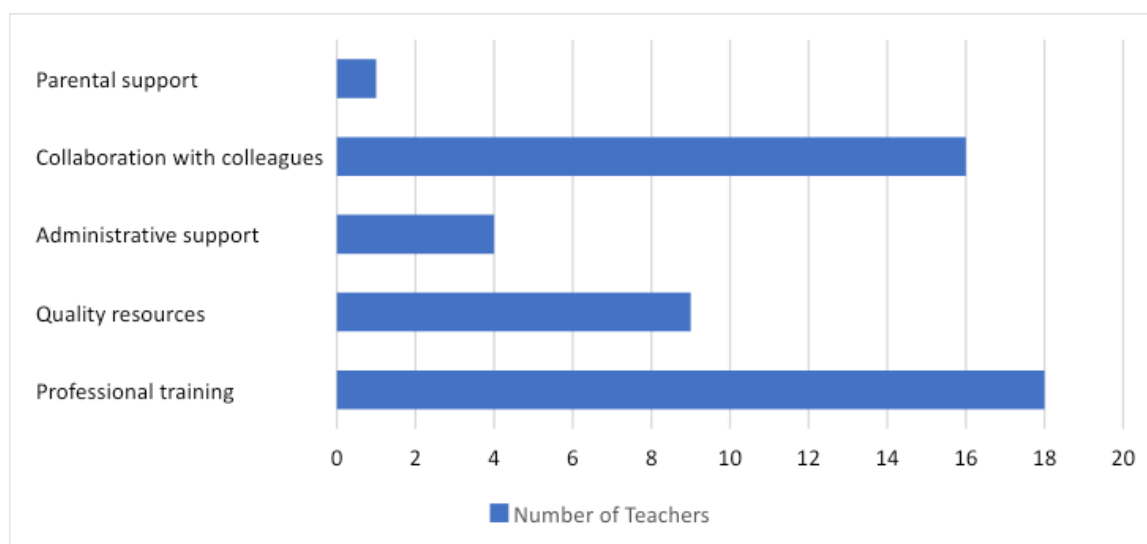


Figure 8: Support Needed by Teachers to Improve their Performance

Section Three: Challenges in Teaching Reading

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Q9: How many classes have you been assigned to teach?

The number of classes assigned to each teacher ranged widely between 4 and 9 classes (as shown in Table 4), which draws attention to the fact that some teachers had to cope with additional workloads than others.

Table 4: Number of Assigned Classes

Number of Assigned Classes	Four classes	Five classes	Six classes	Seven classes	Eight classes	Nine classes
Number of Teachers	1	2	3	3	4	8

Q10: Does the number of classes you teach negatively affect your performance?

Although 8 participants reported the absence of any negative effect of the count of their assigned classes on their teaching performance, a considerable rate of about 62% (13) of the participants acknowledged the negative impact of their workload (number of classes) on their daily practice.

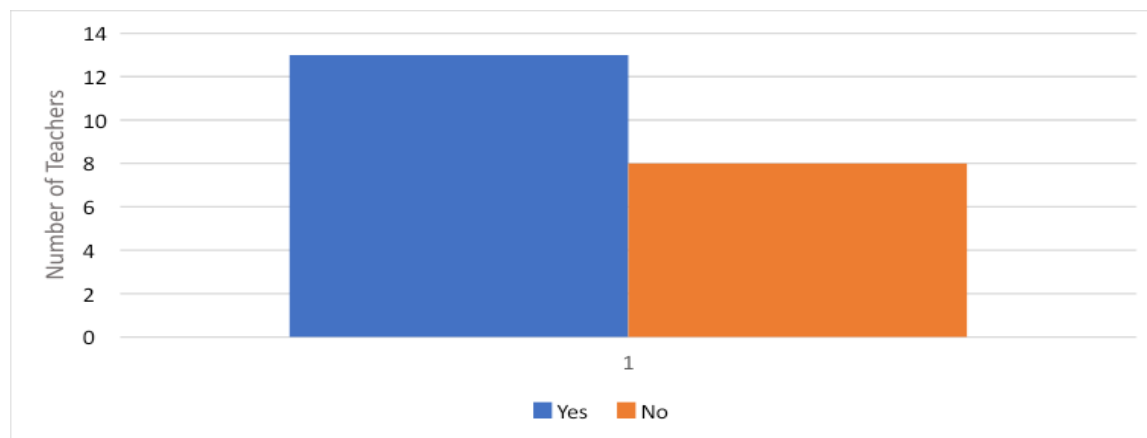


Figure 9: The Negative Impact of the Number of Classes on Teaching Performance

Q10: What is the average number of pupils per class?

Table 5: The Average Number of Pupils per Class

Average Number of Pupils per Class	Less than 20	20-30	31-40	More than 40
Number of Teachers	2 (9.5%)	10 (47.6%)	9 (42.9%)	0 (0%)

The average number of pupils per class differed clearly from one teacher to another. We classified the various numbers into 4 ranges presented in Table 5 above.

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Q11: What are the main difficulties your pupils face in reading?

In this question, the respondents were provided with five options to choose from,. Their answers were as follows. One third (33.3%) said the pronunciation is the main struggle for the pupils pupils, two thirds (66.7%) agreed on the reading fluency of the learners, and 52.4% of participants claimed that vocabularies and understanding,

Besides, an equal rate of participants (38.1%) claimed that recognizing the letters and sounds is the main straggle in teaching reading English for primary school pupils.

Q12: how often do your pupils struggle with reading tasks?

The majority of participants agreed that they had sometimes a struggle with their learners in reading tasks.

Q13: What factors do you think contribute most to reading difficulties?

This shows that the greater part of teachers (85.7%) encountered challenges in teaching reading due to the large classes and inadequate teaching materials during lessons. However, 14.3% of them said that the limited vocabulary and the lack of parental support are the major factors for the difficulties in teaching reading.

Q14: Do you feel that the current curriculum support effective reading instruction?

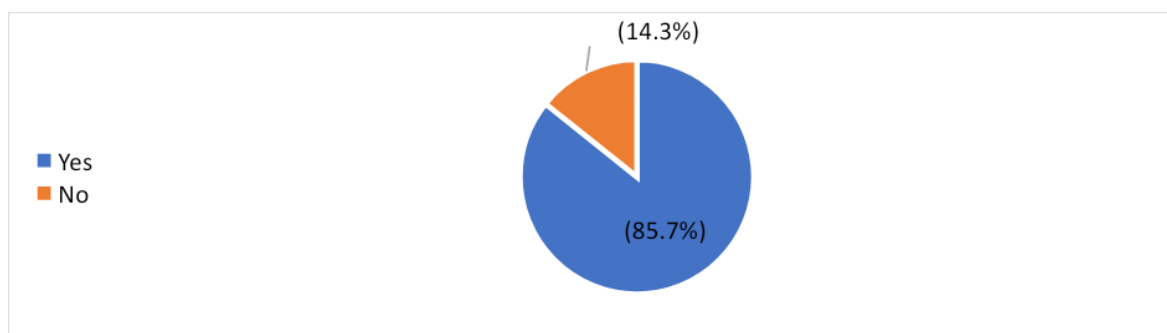


Figure 11: supporting the current curriculum support effective reading instruction

Figure 11 shows that the greater part of teachers (85.7%) stated that the current curriculum is partially supporting. However, 14.3% of them said it isn't.

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Q15: What teaching methods do you mostly use for reading instruction?

When asked about the methods they used for reading instruction, 52.4% of teachers used the Phonics-Based- Approach, about half of them (47.6%) applied the Mixed approach, while other responses included different methods such as using TPR and gestures convey the meaning.

Q16: What challenges do you face as a teacher when teaching reading?

This question helped us to gather information about the challenges faced by the teacher when teaching reading .Majority of the participants claimes that the time constraints and mixed ability levels.

Q17: How confident do you feel in teaching reading skills?

The choice of the majority of the participant stated that they are very confident in teaching reading skills.

Q18: What strategies or support would help you improve reading instruction?

The question was asked to explore how teachers involve different strategies to help improving reading instruction. Out of the 11 responses, the most commonly responses received, 7 teachers mentioned that using mixed approaches are very essential to build a strong base for reading, while 8 teachers claimed that reading fluency is achievable when giving the pupil a considerable amount of vocabularies. Additionally,. However, some teachers reported that reading should be focused on the pronunciation and visual aids .

3.5.3 Conclusion:

This study identified several significant challenges faced by teachers, including limited vocabulary acquisition, difficulties in sentence formation and grammatical structures, low motivation and engagement, and varying levels of language proficiency among students. These challenges were found to be influenced by factors such as inadequate resources, large class sizes, limited instructional time, and language interference from the mother tongue and French.

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3.5.4 Implications and Recommendations

Based on the findings of the study, several implications and recommendations can be made:

Enhanced curriculum: The study highlights the need for curriculum enhancements that address the specific challenges faced by teachers in teaching English to third-year pupils. The curriculum should focus on vocabulary acquisition, sentence formation, and grammar, while also promoting student motivation and engagement.

Resource allocation: Adequate allocation of resources, such as teaching materials, is crucial to support effective English language instruction. Policymakers and school administrators should prioritize the provision of sufficient resources to address the challenges identified in the study.

Professional development: Teachers should be provided with ongoing professional development opportunities to enhance their pedagogical skills in teaching English primary school pupils. Training programs should focus on effective instructional strategies, differentiated instruction, and the use of technology to enhance language learning.

Collaboration and support: Collaboration among teachers and support from school leadership are essential in implementing effective teaching strategies and addressing challenges.

Integration of technology: The study highlights the importance of integrating technology into language learning. Educational apps, games, audio and video recordings, and online resources can be valuable tools .

Individualized instruction: Given the varying levels of language proficiency among students, differentiated instruction should be emphasized. Teachers should adapt their teaching approaches and provide personalized support to meet the diverse learning needs of pupils.

Continuous assessment: Effective assessment practices should be implemented to monitor students' progress and identify areas that require additional support. Formative assessments, such as regular check-ins and feedback, can help guide instructional decisions and ensure targeted language development.

By implementing these implications and recommendations, educators and policymakers can work towards improving the quality of English language instruction for third-year pupils, addressing the identified challenges, and promoting effective language learning outcomes.

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3.6 General Conclusion

In conclusion, this dissertation sheds light on the challenges faced by teachers in teaching reading English to young learners and offers evidence-based strategies and pedagogical approaches to overcome these challenges. The findings have practical implications for improving the teaching and learning of English in primary school settings and enhancing pupils' language proficiency and communicative skills at a crucial stage of their education.

This study explored the challenges of teaching reading English to primary schools pupils. Through a comprehensive analysis of various factors such as language proficiency, curriculum constraints, assessment practices, and teaching reading strategies, valuable insights were gained into the difficulties faced by teachers in this context. The findings revealed the importance of addressing language transfer issues, providing targeted support, and promoting accurate and proficient English language skills among pupils.

Since reading is an important factor in the learners' educational success, it seems necessary to investigate in depth the causes of poor reading instruction in the Algerian primary school. With this end in view, our area of investigation in the present dissertation, includes reading strategies instruction. We have documented how reading strategies instruction is structured in the textbooks and carried out by primary school English teachers of Sidi Bel Abess. Broadly speaking, this study reveals that the main cause of the problem is the fact that teachers are not well prepared to teach what is expected for their learners to learn.

Our study has allowed us to establish undeniably that many underlying factors contribute to the inappropriate reading strategies instruction in the Algerian Middle School. These include some weaknesses of the reading activities designed in the textbooks together with the teachers who are not prepared to teach what they are expected to teach. The lack of learners' motivation and involvement together with overpopulated classrooms are also factors that contribute to this 'failure'.

Considered as a focal point for both learners and teachers, the textbook determines the daily activities in the classroom and dictates to a considerable extent the content and form of teaching. Unfortunately, the primary school textbooks provide teachers with a coherent body of

Chapter Three: Data Analysis and Interpretation of Results

considerations about ‘what’ to teach, without any methodological directions concerning ‘how’ to teach it.

As far as the teachers are concerned, the study results indicate that there is a gap between the teachers’ reading instruction practices and the educational reform’s teaching principles grounded in the CBA and constructivism. This makes us assume that the most alarming weakness of the reform implemented in Algeria is the lack of coordination between the different compartments of the global teaching operation, i.e., methodology, syllabus design, textbook design, teacher training and teaching. There is no collaboration between syllabus designers, textbook designers and teachers’ trainers and supervisors.

To successfully implement reading strategies instruction, teachers will need to invest some significant time and effort. In addition, the education authorities should contribute in this matter by providing necessary aids and by limiting class sizes, etc., in a word to create an adequate, safe, and supportive school environment for learning.

Though further research is needed to substantiate a causal link between teacher training and failure in the first steps of implementing the Algerian educational reform, we think that this study provides significant insights in this issue.

As a conclusion, we may say that the educational objective of developing the learners’ reading strategies is an important and challenging one. Its achievement requires a greater investment by teachers and the teaching institution. To become strategic instructors, teachers progress through the same phases of development that their learners do as they learn to self- regulate their use of strategies. Just as learners need interactive modeling ,and direct instruction to become strategic readers, so teachers need these components to carry out effective reading strategies instruction.

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Appendices

Appendix A: Observation Checklist: Teacher Classroom Practices

➤ Focus Area: Instruction

1. Clear instructions provided for learning activities.
2. Variety of teaching methods used to cater to different learning styles.
3. Effective questioning techniques for student engagement.
4. Differentiation strategies implemented for diverse learners.
5. Visual aids and multimedia resources used for instruction.
6. Clear learning objectives and outcomes communicated.

➤ Focus Area: Classroom Management

1. Clear rules and expectations for student behaviour established.
2. Positive reinforcement and rewards for encouraging positive behaviour .
3. Effective use of proximity and non-verbal cues for behaviour management.
4. Efficient management of student materials and resources.

➤ Focus Area: Student Engagement

1. Active participation and involvement of all students encouraged.
2. Incorporation of real-world examples and connections to students' lives.
3. Use of technology and multimedia resources for student engagement.
4. Integration of games and fun activities for enjoyable learning.
5. Encouragement of student creativity and critical thinking.

➤ Focus Area: Assessment and Feedback

1. Use of various assessment methods (formative, summative, peer assessment).
2. Timely and constructive feedback provided to students.
3. Use of assessments to inform instructional decisions and differentiate instruction.
4. Clear expectations and criteria set for student work and assessments.
5. Support for student self-assessment and goal setting.

Appendix B: Questionnaire



University of Sidi Bel Abess

Faculty of Letters and Languages

Department of English



Teachers' Questionnaire

Dear teacher,

You are kindly invited to participate in this research study which aims at exploring **the main challenges of teaching English as a foreign/second language and developing the reading skill to primary school pupils**. Please answer all the questions as honestly as possible and be notified that your responses are dealt with confidentially and used only for research purposes.

Please tick (✓) the appropriate box or make full statements where necessary.

Section One: General Information

1. Please select your gender: Male Female

2. Age: years.

3. What is your educational degree/qualification?

- BA (License) - Master - Doctorate

4. How many primary schools have you been assigned to work at?

One school two schools More

Section Two: Professional Experience and Development

5. Have you had any experience teaching English? Yes No

6. If yes, for how long have you been teaching English ?
.....

7. Have you received any **professional supervision** by a senior teacher?

- Yes - No

8. What support do you need to improve your teaching of English to pupils?
.....
.....

Section Three: Challenges in Teaching Reading

9. How many classes have you been assigned to teach?

10. What is the average number of pupils per class?

11. Does the number of classes you teach negatively affect your performance?

Yes No

12. What are the main difficulties your pupils face in reading?

- o Recognizing letters and sounds
- o Pronunciation
- o Vocabulary understanding
- o Reading fluency
- o Reading comprehension

13. How often do your pupils struggle with reading tasks?

- o Always
- o Often
- o Sometimes
- o Rarely

14. What factors do you think contribute most to reading difficulties? (*Choose all that apply*)

- o Lack of motivation
- o Limited vocabulary
- o Large class size

- Lack of parental support
- Inadequate teaching materials

15. Do you feel that the current curriculum supports effective reading instruction?

- Yes
- No
- Partially

16. What teaching methods do you mostly use for reading instruction?

- Phonics-based approach
- Whole language approach
- Mixed approach
- Other: _____

17. What challenges do you face as a teacher when teaching reading?

- Time constraints
- Lack of resources
- Mixed ability levels
- Lack of training
- Classroom management

18. How confident do you feel in teaching reading skills?

- Very confident
- Confident
- Neutral
- Not confident

19. What strategies or support would help you improve reading instruction? (*Open-ended*)

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APPENDIXE N°1

1. Illustration Assignment

Strategies Involved	Exercise Types	Specific Aim
Previewing Predicting anticipating	<ul style="list-style-type: none">▪ Ask the learners to guess the topic of the passage from the title	<ul style="list-style-type: none">▪ To train the learners to use titles and tables of content to get an idea of what a passage is about
	<ul style="list-style-type: none">▪ Skimming a short passage in order to look for specific gist	<ul style="list-style-type: none">▪ To train the students to hint the gist
	<ul style="list-style-type: none">▪ Use of illustration together with asking and answering questions▪ True or False▪ Multiple Choice Questions▪ Matching titles of books.	<ul style="list-style-type: none">▪ To train the learners to use the pictures/ headlines and their prior knowledge to anticipate the content of the text.

APPENDIXE N°2

1. Skimming (Activities)

Strategies	ExerciseTypes	SpecificAim
<p>Skimming Anticipating</p>	<p>Skimming through a table or a ID card</p> <p>To predict what the book is about.</p>	<p>To train the learners to use the text</p> <p>To get an idea of what the Book is about</p>
<p>predicting</p>	<p>Paragraph completion: the</p> <p>Learners are given the first and</p> <p>The last paragraph of an article</p> <p>And asked to find the content</p>	<p>To show the learners the importance of the</p> <p>Therefore to give them the means of reading</p> <p>Their whole attention to what they are really</p> <p>Interested in.</p>

APPENDIXE N°3

Strategies targeted	Exercise Types	Specific Aim
<p>▪ Inference</p> <p>a. deduce the meaning of unfamiliar words through contextual clues</p>	<p>Recognising: Finding in the text synonyms, antonyms and markers of short passage</p>	<p>To recognize synonyms and antonyms</p>
	<p>Table filling:</p> <p>a. Filling a table with related words</p> <p>b. Filling a table with examples where different devices (e.g. i.e., parentheses etc.) are used to explain the meaning of a word or an expression</p>	<p>To train the learners to recognise related words in a text</p>
	<ul style="list-style-type: none"> ▪ Cloze exercise: reading a text in order to find the meaning a word ▪ Blank filling Asking and answering questions ▪ Ask the learners to guess the meaning of some suffixes, then find other words with similar suffixes or prefixes and analyse their meaning. 	<p>To train the learners to use context to deduce the meaning of an unfamiliar word through contextual Clues</p>