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ThesisTitle :

**The Effect of Pre-Teaching Vocabulary Activities on Improving EFL Learner's
Reading Comprehension .The Case of First Year Pupils in Korichi Mohamed
Belgacem Middle School (Ouargla).**

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Dedication

First, praises and thanks are to the Almightily Allah who provides me with

strength to finish this research.

I dedicated this paper to my beloved parents, who have been my source of

inspiration, who continually provide their normal, spiritual, emotional, and

financial support.

To my husband and his family who were the source of motivation.

Finally, To all my teachers throughout my career of study.

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T

Zerrouki Asma.

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Abstract

Wether the language is a second or a foreign language, vocabulary learning is essential to the learners' overall language acquisition .The meaning of familiar and unfamiliar words are essential in building learners' reading comprehension .Consequently, this action research project experimentally investigated the effect that pre-teaching vocabulary activities had on improving EFL learners' reading comprehension in the Middle School of Korichi Mohammed Belgasm in Ouargla .With the sample of first year level of the academic year 2022/2023. The method applied in this study was a quasi-experimental research and the findings were gathered from three used research tools. A pre-test ,a post-test and an interview were conducted with fifty (50) pupils in order to investigate the effectiveness of using pre-teaching vocabulary activities among EFL learners 'reading comprehension .Therefore, the analysis of the post –test results confirms the first hypothesis. It reveals that pre-teaching vocabulary activities has a significant effect on EFL learners' reading comprehension. Through the use of instructional pictures and suggestopdia method, learners have developed their reading comprehension. This research opens up doors for further research on the importance of reading comprehension and other effective classroom techniques or strategies to increase reading comprehension.

Key terms:

Reading Comprehension Skill, Pre-teaching vocabulary activities, Suggestopdia method, Instructional pictures.

List of abbreviations

EFL: English as a foreign language.

H: Hypothesis.

PTV: Pre-Teaching Vocabulary Activities.

%: Percentage.

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General Introduction

1. **Background to the study :**

During my life experiences, I passed by a certain incedies that open in my mind many inquiries. When I was teaching at Middle School. Teachers attracted me when they are talking about learners' reading difficulties. They said " we are teaching reading skills, but no valid results are appeared. Though we read and explain the meanings of words, they can't answer comprehension questions. This incident has pushed me to read about the importance of reading skill and how can teachers build and enhance learners' reading comprehension .

During my research and reading, some scholars suggested the pre-teaching vocabulary as a strategy to improve reading comprehension .As Harmer (2007:272)stated:

> "*One way of helping students is to pre-teach vocabulary that occurs in the reading or hastening text. This removes at least some of the barriers to understanding which they are likely to enconnter.One useful technique is to use some (possible unknown) words from a reading or listening text as part of our procedure to create interest and activate the students' schemata; suggest topic, genre or contruphrase and then predict what a text with such words is likely to be about* ".

Thus, the aim of this peace of research seeking to investigate the effectiveness of using pre-teaching vocabulary activities on improving EFL learners 'reading comprehension.

2. **Statement of the problem**

Reading and comprehension presents a problem to many learners due to several factors. Comprehension is the reason for reading. If readers can identify the words but, don't understand what they are reading , they have not achieved the goal of reading. Some scholars suggested pre- teaching vocabulary activities as a strategy to enhance reading comprehension . Middle School learners are seen to be ready to improve their reading comprehension . In this respect , the present study attempts to investigate the effectiveness of pre teaching vocabulary activities to improve pupil's reading comprehension .

3. The purpose of the study

The Purpose of this study is to investigate the effectiveness of pre-teaching vocabulary activities in improving EFL learners reading comprehension .

4. Research uestions

This study attempts to answer these questions

Q1 -To what extent can pre-teaching vocabulary activities improve learner's reading comprehension ?

Q2 – What are pupil's attitudes towards pre-teaching vocabulary activities on reading comprehension ?

5.Research hypothesis

To answer these questions, I formulated the following hypothesis :

*H*0. 1. Pre- teaching vocabulary activities has a significant effect on reading comprehension .

*H*0. 2. Pre -teaching vocabulary activities has no significant effect on reading comprehension .

H0. 3. Pupils cooperated when using pre-teaching vocabulary activities.

6. Structure of the Dissertation

The present study consists of general introduction, general conclusion ,and two main chapters. The general introduction includes the background of the study, statement of the problem, the purpose of the study,research questions , research hypotheses and the structure of the dissertation .The first chapter is the literature review of the study.It is devided into two parts. The first part sheds light on the reading comprehension skill and tries to explain its key concepts such as; definitions, purposes ,difficulties and different models processing ore presented. Reading comprehension skills, strategies , techniques and finally its essentials are also portrayed. The second part presents the pre-teaching vocabulary activities as a strategy to improve reading comprehension. It contains its definitions, strategies, and teaching vocabulary activities. The second chapter is about the methodology and results of the study.It tackles the research design ,the target population and research instruments of this study.It describes the obtained data through the description of pre-posttest, training sessions and pupils interview. Then in details , It provides the analysis of the data collection and gives interpretation of the main findings. Finally, the general conclusion briefly summarizes the main findings, stated some limitations and recommended some pedagogical implication for further research.

Chapter One

Literature Review

2.1. Introduction

This chapter presents the theoretical part of the present paper . It sheds light on the reading comprehension skill and tries to explain its key concepts such as ; definitions , purposes ,difficulties and different models processing .In addition to the reading comprehension skill ,this chapter also highlight the pre teaching vocabulary activities as a strategy to improve reading comprehension . It tackles its definitions, strategies, and teaching vocabulary activities .

2.2.What is Reading ?

Reading is one of the basic skills of language learning . The definitions of it were provided from different perspectives.

Leipzig (2001)stated that "reading is a multifaceted process involving word recognition , comprehension , fleuncy , and motivation ".That is to say it is a cognitive process that invohes decoding symbols to arrive at meaning through; making meaning from print (recognition), constructing an understanding from then (comprehension), and coordinate identifying words (fleuncy).

According to Harmer (2007:99) "reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read , the better they get at it"

According to Day and Bamford (1998) reading is the construction of meaning from a printed or written message . It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding .

2.3.The definition of reading comprehension :

According to Zimmerman and Hutchins(2003)" Reading comprehension is the ability to read text , process it and understand its meaning .It relies on two , interconnected abilities : word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words)" .In othrer words ,when we make sense of a text, we don't just recall the words and phrases we read.Rathe, we create a mental model of what the text describes by combining the meaning of the words and sentences into a meaningful whole, much like a movie in our heads.

2.4. The purposes of reading.

Reading is playful activity in the process of learning. Its purposes and objectives have been stated by many scholars and researchers. The objectives of reading may differ from one to anther. A learner may read to gain information, to improve vocabulary , to increase speed

reading and comprehension ,and to read for enjoyment. Grabe and Fredrika (2002) stated that the category of purpose for reading includes reading to search for simple information ,reading to skim quickly, reading to learn from text, reading to integrate information, reading for writing , reading to evaluate texts and reading for general comprehension are all good reasons to read . Therefore, to achieve these purposes and objectives, a teacher has to suggest and apply some strategies and techniques to build learners 'reading comprehension .

2.5The reading models.

Reading is an interactive process which tends to use different models for the sake of having better understanding of a certain text;in the light of what have all been said before, it is worth to restate that reading is a playful and an active process that makes use of different models such as; the bottom -up model , the top-down model and the interactive model.

2.5.1.The bottom -up model

It is also known as data driven process;in this model, the readers processing the data from the smallest unites to the largest ones, Aebersold and Field(2003) stated that the bottom-up strategies help readers to comprehend a text sentence by sentence. According to Mdani (2016) bottom -up requires readers to process the text at grammatical and structural levels and leads them to build comprehensive semantic analyses of the text in order to build up meaning.

2.5.2. The top -down model:

It is also known as the reader driven model, the readers processing the data through the use of his or her background knoweldge, Aebersold and Field(2003) stated that the top-down model aid readers in comprehending larger pieces of the text, such as paragraphs or sections. According to Madani (2016) the top-down model process during which the reader approaches the text as a whole by using the background knowledge, making predictions, and interpreting meaning.

2.5.3. The Interactive Model .

The interactive model has been defined by Stanovish (1980:35) as:

> *"A third class of theories formed by those models that posit neither a strictly bottom–up nor strictly top-down processing, but instead assume that a pattern is synthesized based on information provided simultaneously from servecal knowledge sources (e,g,features extraction , orthographic knowledge, sementic knowledge)".*

In other words, he is arguing that this model gathers the features of the bottom-up and the top-dawn models. In this model, readers use their pre-experience of written words and their own expectations to make predictions about the reading text. The most important advantage of this model is that the communicative activities and the reading skills are integrated. (Abu Baha, 2017).

2.6. Teachniques of Reading Comprehension :

Practicing reading skills is one of the cornerstones of language learning . They improve the overall language competence as well as enhance the learners' critical thinking , analytical skills. In order to have a productive reading session , the teacher must conduct the lesson following the three stages for teaching reading comprehension ; pre –reading , while reading ,and post reading stage . For every stage , some strategies can be applied .

2.6.1. Pre – reading Stage:

Pre- reading stage plays the major role in the comprehension of the reading texts . It prepares the learners for the reading activity , It is the appropriate setting of context , and It familiarize the learners with the unknown vocabulary and arises their interest . Harmer clarifies this by saying :

> *" We will not get students to interact properly with spoken and written materials unless we ensure that ctheir desire to read or listen has been awakened . Especially where the subject matter of the texts may not be immediately appealing to them we have the responsibility to make student interested and to encourage them to tackle the text with positive anticipation"* . (1991: 188).

Author kylene in his book when kids Can't Read , What teachers Can Do(2003) suggests that teachers can help students increase comprehension by activating their prior knowledge before they actually begin reading the text .

According to Babaiba (2015) in this stage , in order to make the reading activity easier , the teacher can use various techniques such as ; using pictures or any visual aids that can help the learners make predictions , ask questions related to the topic , and think of some of the vocabulary items that will appear in the text .

2.6.2. While Reading Stage :

The main task the reading session is aimed at comprehension questions (true or false statements, skimming and scanning ,etc ,) . According to Richards (1990) considered while reading as a combination of top-down processes that uses prior knowledge and schema , as well as bottom-up processes that are primarily text or data driven .

According to Prezler, Gunn and Hartmaan (2005,) the role of during reading strategies is to help students process and manage complex information as they read and learn . They often use organizers or frameworks which allow students to efficiently classify information .

According to Babaiba (2015,) the purpose of the reading phase is to develop the student.'s comprehension of the writer's purpose and the student's linguistic knowledge , familiarize the students with unfamiliar words , teach the student how to skim and scan , and develop conscious reading .

2.6.3. Post -Reading stage :

Post reading activities are ones in which students summarize , reflect or question what they've just read . They're ideal for building reading comprehension and there are a number of different activities you can do .That is to say that the strategies of it tends to be interactive so that student learn from each other .

2.7.The Reading Strategies

As mentioned earlier, reading comprehension has a various definitions from different angles ,

but it is worth to add that reading is one of the important skills in the process of learning and

teaching since it is a tool to increase language learning gains. In the sake of easing the learning process, many scholars have put tremendous strategies to facilitate reading process.

According to Hudson(2007: 107) "a reading strategy can be described as any interactive process that has the goal of obtaining meaning from connected text, and reading skills operate within the context of such reading strategies. Among these strategies skimming and scanning is cited as one of the familiar reading strategies".

2.7.1. Skimming

Skimming is one of the reading strategies that uses rapid eye movement and keys words to look for the main ideas of the topic. In other words, it is a way to have a general idea about what you are reading in similar vein.

2.7.2. Scanning

In the other hand, scanning is the second tool of reading strategies that uses also rapid eye movement for the sake of finding specific or particular information ignoring the unrelated one. In different words, in scanning you read only to find an answer to specific question in your mind .

2.8. Reading Comprehension Skills

Reading involves different techniques and skills which are applied according specific purpose. Reading comprehension skills were generally set to describe learning strategies, to help learners to solve their problems and to improve their language and fluency in reading. Many researchers revealed different skills. Its purpose is to identify the main ideas of a topic. In short, these skills are to predict, to infer, to monitor , to imagine, and preview.

2.8.1. Predicting

Predicting is one the reading skills relying on previous knowledge. It is about the meaning and the main ideas of a certain topic in three stages which are before, during and after reading.

Grellet (1981:17)"It is the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues." In different words, to predict means learners activate their background knowledge to extract the ideas of certain topic. Similarly, Madani (2016:54) stated that "Prediction helps readers activate their prior knowledge about a topic and combine what they know with the new material in the text".

 In the end of this task learners either confirm or reject their predictions

2.8.2.Inferring

Inferring means knowing how to make inferences, in different words it is to get the general ideas of a topic through positive or negative inferences by reading between the lines . In this respect, Madani (2016:56) states that "Inferring is the ability to read between the lines or to catch the meaning that a writer implies but does not state explicitly".

2.8.3. Monitoring

It refers to the consciousness of using reading strategies when meeting with some written materials . In this vein, Madani (2016:57) reveled that "Monitoring can be seen as a process of talking to oneself about whether the meaning being found is the meaning anticipated or not".

2.8.4.Imaging

Madani(2016:58) define "imaging requires students to use prior knowledge and to predict information".

2.8.5.Previwing

For Grellet (1981:17-18), previewing is a very specific reading technique which involves using 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.

Mikulecky and Jeffries (2007:75) define "Previewing is a rapid kind of reading that allows you to get a general sense of what a passage, article, or book is about and how it is organized".

2.9. Essentials of reading:

According to Madani (2016) reading requires a variety of skill , including identifying and interpreting information . It entails a variety of cognitive processes that aid students in comprehending their reading . Indeed, in order to arrive at a satisfactory understanding , they must decode words , relate sentences , and make use of the prior knowledge and relate it to the new information . He explained the five ingredients of reading such are ; phonological awareness , vocabulary knowledge , background knowledge, syntactic knowledge, fluency and comprehension .

2.9.1.Phonological awareness :

The phonological awareness is highly predictive of reading development . It mainly refers to the ability to read loudly , detect phonemes , and manipulate the sound segments of words . In short , the phonological awareness is the ability to notice , think , and work with individual sounds . It can be developed through practice reading aloud activities such as songs , poems ,and rhymes .

2.9.2.Vocabulary knowledge :

Vocabulary is an essential element to reading as it is considered as rhe primary determinant of reading comprehension . There is a link between vocabulary size and reading ability (Snow et al ,1998). Limited vocabulary bulk could impede learners from achieving a higher level of understanding . Indeed , students who use vocabulary to help them understand the whole text

The skill of word reading entails processing written words , their meanings and their pronunciation . A skillful reading is a result of processing these three elements interactively . Some studies have shown that training students on rapid and accurate vocabulary recognition could improve their reading comprehension (Burt et al . , 2003) .

2.9.3.Background knowledge :

Reading becomes more effective when students are able to link the reading passage to their own experiences . Researchers have shown that background knowledge plays a significant role in understanding the reading materials . The way a student's knowledge is applied to content area topics affect deeply students' comprehension .

Besides , students need to think deeply , before reading about the topic and link their existing knowledge to the new information in order to build correct understanding . Comprehension can be reached only when learners integrate text information with their previous experiences with language concepts , ideas , world knowledge and vocabulary items

2.9.4.Syntactic knowledge :

The syntactic process refers to students' ability to recognize the relationships between words and sentences . It involves using word –order and morphological indecations such as "subject followed by a verb "in order to understand the meaning of each word . Teachers can use texts that include specific words and forms to emphasize parts of text in context .

2.9.5. Comprehension :

Comprehension occurs when learners construct mental representation of a text , it involves making logical connections between sentences , ideas ,and paragraphs of the text . Self-regulated thinking or metacognition is an internal interaction between the reader and the text which focuses on what the reader is thinking . According to Duffy (2009 : 18- 19) , comprehension is :

➢ Proactive, because a reader must be actively thinking and constantly monitoring the meaning.

➢ Tentative, because predictions made in one moment may change in the next moment.

➢ Personal, in that meaning exists in the reader's interpretation, which is controlled by his or her prior knowledge.

➢ Transactive, because the reader's background knowledge interacts with the writer's intent.

➢ Thoughtful, because readers must always analyse the clues the included in the text.

➢ Imagistic, because, in narrative text, readers use the writer's descriptive language to generate pictures in their minds of what is happening.

➢ Inferential, because the reader can only guess the writer's meaning since the writer proceeds from one set of experiences and the reader from another.

➢ Reflective, in that good readers assess what they have read and determine its meaning and how it can be used after finishing reading.

Reading comprehension is obviously the ultimate goal , as it is defined as the act of extracting meaning from the text . It necessitates some interactions between the information in the text and the reader's background knowledge. This knowledge includes students' experiences in understanding words meanings, print concepts, graphic organizers , and text structures .

2.9.6. Fluency

Fluency in reading is considered as an essential ingredient of reading . Fleuncy , whether in oral or silent reading , is " reading like you talk ". Reading fleuncy can be described as the ability to read passages accurately , rapidly , expressively , and with appropriate expression .

According to Marice (2008:2), fluency consists of the following skills   :

A)Accuracy: It refers to the ability to successfully generate phonological recognition of each word by using decoding strategies. This accuracy requires decoding skills such as; the alphabetical awareness, the ability to combine sounds, and the ability to use signs and indicators to identify the meaning of words in different contexts.

B)Automaticity: It refers to the ability to quickly recognize words with little cognitive efforts. This automaticity can be reached when word decoding becomes fast and effortless with full text comprehension. It can be developed through exposing learners to a variety of complex tasks in reading.

C) Prosody: It refers to the ability to read with appropriate phrasing and expression. It is considered as an indicator of readers" ability to construct the meaning of the text.

In short, fluency bridges comprehension and word recognition . It requires both recognizing most of the words in the text at sight and proper phrasing and intonation that reflect the author' s meaning . Learners who want to improve their fluency in reading are encouraged to do lots of easy reading so that they can develop a feeling of being fluent .

2.10.The importance of pre-teaching vocabulary activities :

According to Elley (1989) "Vocabulary is the best single indicator of intellectual ability and an indicator of intellectual ability and an accurate predictor of success at school". Though the quote is very old , It is still crucial to today's classroom .As result , pre-teaching vocabulary is not just important , It's essential .

Balanc (2018) stated the benefits and the importance of pre-teaching vocabulary activities such as follows :

- Pre-teaching vocabulary of essential words from a reading text helps the learners apply their cognitive faculties to predict the content of the text they are about to read , and thus helps them become more engaged with the text .

- Pre-teaching vocabulary enhances the chance for the learners to achieve their learning objective of understanding the writer's viewpoint and using the target language more comfortably by providing them extra support when a text becomes daunting with advanced vocabulary .

- Pre-teaching vocabulary contributes to both the teachers' and students' convenience by developing fluency and interest in reading activities , who are required complete a certain number of lessons within their allotted class time .

In other words , pre-teaching vocabulary activities facilitates the reading of new text by giving students the meanings of the words before they encounter them .The number of unfamiliar words encountered reduced through this practice .

2.10.1.The definition of pre-teaching vocabulary (PTV)

There was a number of scholars and researchers who have come up with different definitions to the term pre-teaching vocabulary . According to St .John (2019:2) :

> *"PTV is a vocabulary teaching methodology that uses symbols and pictures on visual prompt cards to support teaching children how to learn new words . It's aim is to support existing teaching methods for word learning and to develop teachers' existing vocabulary learning strategies . It provides teachers and children with a practical framework upon which to develop critical thinking skills and tools for independent word learning ."*

According to Theory and Ara (2021) pre- teaching vocabulary is an instructional technique used by teachers to help pupils understand a reading content . The increased morphological awareness achieved by learning unfamiliar words allows the learners' cognitive function to focus on understanding the text without being distracted by decoding the meaning of new words . This technique used by teachers to assist their students in developing a vocabulary fluency for spontaneity and accuracy in understanding the text by making a connection between vocabulary and comprehension .

2.10.2.Strategies for Pre-teaching Vocabulary

There are several strategies of vocabulary teaching that can be used by teachers . Remil and Baraka (2021 cited in Alpino 2017) suggested the following strategies .

- Teaching vocabulary using object :

Using pictures and objects to teach vocabulary helps students remember it . This technique necessitates the use of visual aids and demonstrations by teachers (Tacka & Singleton , 2008). However , It only works with concrete nouns , not with abstract nouns and other parts of speech Teaching vocabulary by drilling , spelling , and active involvment :

Teaching vocabulary through drilling is very useful and workable , but It is time consuming and has not proved to be valid . Drills are useful in teaching vocabulary because learners are to repeat the words they hear .

- Teaching vocabulary using drawing and picture :

Drawing on a blackboard or using flashcards , according to Alpino (2017) ; might be a simple technique to teach students new words . This strategy can be employed in a variety of situations and can assist young learners in comprehending some parts of form .

- Teaching vocabulary using mime , expressions and gusture :

Mimes and gestures are important features in communication between pupils inside the classroom . Some vocabulary can be taught using this technique such as the adjectives "sad and happy" . Also , gestures have a significant role in teaching language such as English and French .

- Teaching vocabulary through guessing from Context :

According to Dubin (1993) , guessing from context is an effective approach for expanding a learner's vocabulary .There are two main types of context . The first is a text related type with a specified context . It encompasses a text's morphological , sementic and syntactic information . The second type is the general context , which is dependent on the reader's prior knowledge of the subject being read (Alqahtani ,2015). The specific context of the text refers to the words and sentences that surround the targeted term . These words assist students in comprehending the meaning of the word (Alqahtani ,2015) .

From the above techniques , teachers can select one or more techniques that suit students' needs and requirements . The combination between these techniques will lead to a better of vocabulary acquisition among students of EFL learning.

2.10.3.Pre-teaching vocabulary activities

"Knowing vocabulary words is a key to reading comprehension . The more words a child knows , the better he or she will understand the text " Colorin (2007).

PTV is always helpful before teaching content or reading a text in the class . There are several pre-teaching vocabulary activities that can be used before reading .

- Using illustrations :

Clarke (2019) suggested this activity as pre-teaching vocabulary to prepare children for reading . Illustrations can be used to introduce the text , elicit vocabulary , introduce difficult words , and generally excite the interest of the child . Using illustrations through exploit pictures help the child understand and visualize the story.

- Using gestures

According to Hermann (2017) "The use of gestures helps to make vocabulary and content concepts more comprehensible for English learners by making the abstract more concrete . Through a simple movement that mimics the content concepts comes alive and the meaning becomes much clear to students. "

- Role playing

According to Wunsch-Nagy (2013) role play can help students to find connections with the text , to activate background knowledge , to contextualize the text and to explore the setting , to use new vocabulary and have real-life speaking skill .

2.11..Reading Comprehension Difficulties :

Many studies investigated reading comprehension difficulties among learners . Chawwang (2008) found that inadequate vocabulary knowledge is the main issue . It plays an important role in understanding complex reading materials .

Another problem faced EFL leareners is the ability to understand complex sentences (sentences that consist of several clauses) .

According to Davoudi and Yousefi (2015) , for many learners difficulties include environmental ; instructional , and biological sources . Learners have comprehension problems that could be due to imprecise or ineffective word recognition and decoding methods .

For others , comprehension problems could be due to deficiencies in language or cognitive processes . Also motivation and concentration are factors that might influence comprehension Other factor influencing reading comprehension is the background knowledge .

According to Lerner (2000), learners with good background in reading tend to read more and improve their proficiency compared to those with poor background in reading .

2.12. Conclusion

To sun up with this chapter which aimed to focus on the key concepts relating to reading comprehension and pre-teaching vocabulary activities as a strategy to enhance reading comprehension. In other words, how pre-teaching vocabulary activities is essential and can affect the learners' reading comprehension. Form books, papers , and articles, this chapter highlight reading as a term, Its purpose ,essentials, strategies techniques and other key concepts while in pre-teaching vocabulary activities, it highlights its definition ,strategies , and some pre-teaching vocabulary activities.

Chapter two:

Methodology and Results.

3.1. Introduction

This chapter is devoted to the presentation and the analysis of the data obtained through the implementation of the present study. It describes the research design, the target population, and the research instuements used for the data collection. It is provided through the descriptions of pre-test, the training sessions and the post- test, as well as the pupils interview . Then in details, It discusses the findings through the descriptions of pre - post test results and pupils interview results. Finally, the analysis will be accompanied by the discussion of findings.

3.2.Research design

A research dosign has been defined by McCombes (2021) as:

> " A strategy for answering your research question using imperical data. Creating a research design means making decisions about; your overall aims and approach, the type of research design you'll use, your sampling methods ot criteria for selecting subjects,your data collection method,the procedures you'll follow to collect data and your data analysis method".

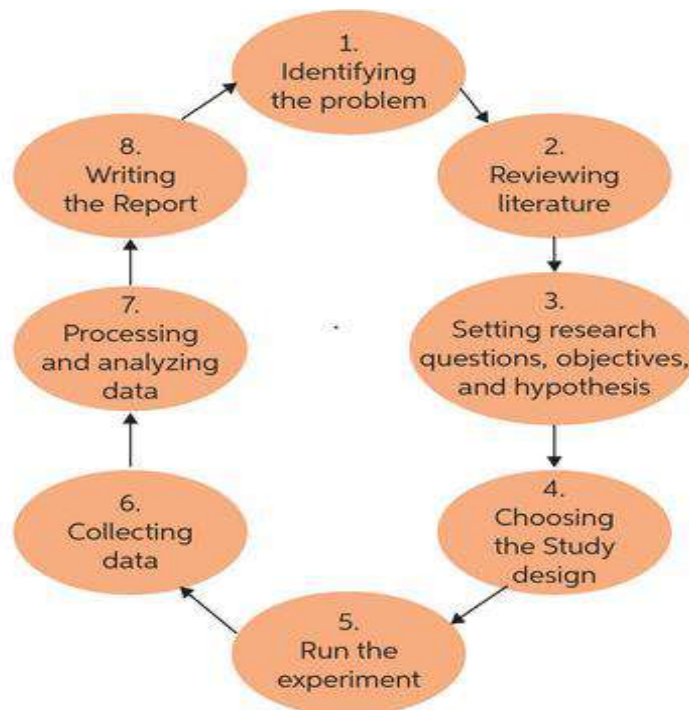The figure below explains more how the process of a research design works**.**

Figure 01: The research design process adapted from chegg writing (2022).

3.2.1. The Target Population

Table 01. Description of first year pupils.

Gender	Male	Female	Total	
Numbre	**30**	**20**	**50**	
%	**60**	**40**	**100**	

The target population was selected from Korichi Mohemed Belgasm Middle School . This study dealt with (50) first year pupils from a total population of about 255 pupils ; (30) males and (20) females .They represent two groups from 11groups . They are chosen to be the sample of this study for different methodological reasons . The main reason is that at this level , pupils vocabulary knowledge needs to be taken into consideration because they are learning English for the first time .

3.3. Research Instruments

It is hypothesized in the present study that if pre-teaching vocabulary activities is used , the problem of the lack of comprehension will reduced . It means that pre-teaching vocabulary activities have a great impact on learners reading comprehension .To serve the needs of this hypothesis and inform the research question , a quasi-experiment method was used . In this research work , three research tools have been used ; pre-test , post-test and an interview for the pupils .

3.3.1. Description of the pre-test

The present study designed a pre-test as a first step to collect data and to get information about the difficulties that face learners' reading comprehension. The test contains a text about daily routine activities with a comprehension questions and three tasks. They are asked to do it in one hour . (See appendix B) .

3.3.2. Description of the training sessions

As a second step , the present research conducted two training sessions   to make learners gain more vocabulary about the daily routine activities in order to help them comprehened the text . Instructional pictures used as a pre-teaching vocabulary activities . (see appendix D) . On the other hand ,suggestopedia method was used as a second pre-teaching vocabulary activities (see

appendix E) . Each session is of forty-five minutes . The texts have extracted from Liveworksheets and the lesson plans is created from the researcher and the coordinator observes and accepted them .

3.3.3. Description of the Post-test

Finally, the post-test was conducted to evaluate and compare the learners' reading comprehension from the pre-test to the post-test . How the training sessions develop their reading comprehension skills . Its form is like the pre-test ; text , reading comprehension questions , true or false statements and ordering tasks . It is extracted from (see appendix G).

3.3.4. Description of pupils interview

The pupils interview was composed of three questions . They are asked in English and translated into Arabic . It is conducted after the pre-test to identify the difficulties that face participants' reading comprehension . (See appendix A) .

3.4.Description of findings

3.4.1.Description of pupils pre-test results

The bar chart 2 below shows that the majority of participant (60%) scored low level while Small number of participants (40%) have got a high level of reading comprehension .
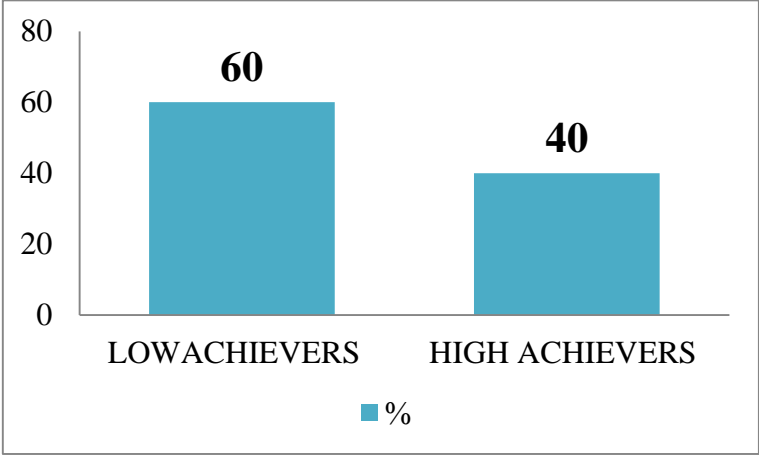

Figure 02. Pupils results in the pre-test.

3.4.2.Description of pupils post-test results

The bar chart 3 below shows that the majority of participants (70%) have got a high level in reading comprehension while (30%) scored a low level .
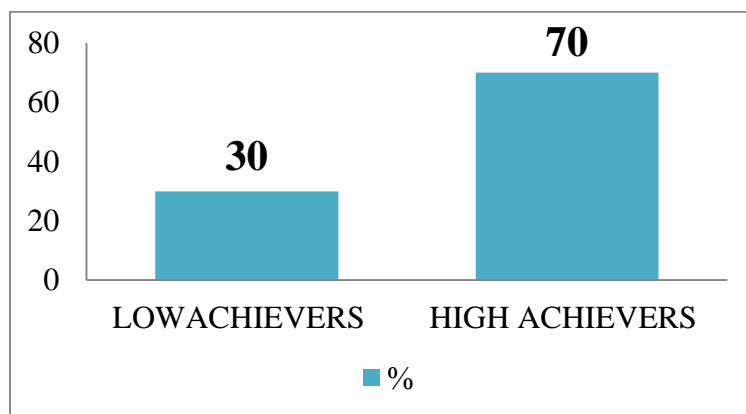

Figure 03. Pupils results in the post-test.

3.4.3.Description of Pupils Interview Results

The pupils interview aims at finding the difficulties the learners face when they are reading a text and answering a comprehension questions . (See appendix A).

Q1 : Is the test easy or difficult ?

Table02. Description of pupils results in the interview.

Suggestions	Number of participants	%
Easy	35	70
Difficult	15	30

The table 2 below shows that the majority of participants (70%) found that the test is easy while (30%) of participants found it difficult **.**

Q2: where did you find the difficulties ?

The purpose of this question is to find the difficulties that face learners reading comprehension

Table 03. Description of pupils reading comprehension difficulties.

Suggestions	Number of pupils	%
Comprehension questions	16	32
Text and unfamiliar vocabulary	24	48
Reading Fluency	10	20

The table 3 below shows that (32%) participants found the difficulties in reading comprehension questions . Texts and unfamiliar vocabulary are difficulties for (48%) participants. Other (10%) pupils said that they have difficulties in reading fluency .

Q3: Which task you find it difficult ?

The purpose of this question is to determine the most learners' difficult tasks .

Table 04.Description of pupils writing task difficulty.

Suggestions	N	%
Writing	50	100

 A clear remark was founded after doing the pupils interview. The table 4 below noted that all participants (100%) have low level in writing task . But, the difference is in other tasks .

Table 05. Description of pupils difficulties tasks.**.**

Suggestions	N	%
True or False statements	12	24
Who questions	18	36
Ordering	20	40

The table 5 below shows that out of (40%) participants found that the most difficult task is ordering . The second difficult task is Wh questions to (36%) pupils while (24%) have difficulties in True or False statements .

3.5. Discussion of Findings

Based on data collection, the main purpose of this study was to investigate the effectiveness of using pre-teaching vocabulary activities as a strategy in improving EFL learners' reading comprehension . The present study now will state the main finding with relation to the research questions and the results will confirm or disconfirm the hypothesis .T he analysis of the post-test results confirms the first hypothesis . It reveals that pre-teaching vocabulary activities has a significant effect on EFL learners' reading comprehension .From the figures (02).in the pre-test (40%) participants scored a high level while in the post-test (70%) pupils have got a high level at comprehending texts and answering its task . This significant difference goes back to several factors that have a great impact on the development of reading comprehension. They are as follows :

➢ The first factor is the use of instructional pictures that helped the learners build their reading comprehension . It activates their prior knowledge and forced them to find relationship between the unfamiliar and the familiar vocabulary . In other words , when learners visualize what they are reading , they form images of the story in their minds . In the present research , It also helped the learners to challenge the difficulty of ordering task . The table below clarifies that 40%participants have difficulties in oredering tasks in pre-test results while 80% participants have improved the difficulty of ordering sentences in the post-test results .

Table 06. Comparison results between the pre-test and post –test ordering task.

Task	Pre-test result	Post- test result
Ordering	40%	80%

➢ The use of suggestopedia method is the second factor in this present research results . The use of soothing or soft music helped the learners feel at ease and gain much vocabulary in a short time . It creates a positive learning experience . Through it , pupils learnt more vocabulary that helped them comprehend the texts . As Vebrian and Syamsal (2016) stated that :

"as a result , suggestopedia method can improve the students reading comprehension in narrative text".

➢ The third Factor is the drills of true or false statements task. It play an important role at comprehending the text. .

➢ The fourth Factor may also goes back to the selection of low achievers of the pre-test to be the most participants during the session .

➢ Fifthly ,after using the two pre-teaching vocabulary activities , field notes that learners can write about their daily routine activities . That is to say that suggestopedia method and the use of visual aids did not affect reading comprehension only ,but also writing skill .

➢ Finally, this study supports Molly findings (2017), he stated that the results suggested from pre-teaching vocabulary was effective in helping students comprehend reading .

Conclusion.

To sum up, the use of pre-teaching vocabulary activities made the learners' cooperated and to some extents can enhance pupils' reading comprehension.

General Conclusion.

1. Summary of the main findings

At the end of this work, the main result reveals that First Year Middle School EFL learners have improved their reading comprehension through the implementation of pre-teaching vocabulary activities. Depending on the data analysis and discussions, It has been noticed that knowing the learners difficulties through the pupils interview helped the teachers plan their lessons according to the learners' needs and lacks and can achieve the learning objectives. In addition, the effect of the training sessions decreases learners' reading comprehension difficulties.

2. Limitations of the study :

Some limitations were raised during the accomplishment of this research work .

- ❖ An important limitation was the area of the study which covers one school, limited number of groups and one level.
- ❖ Due to the Covid 19, the English sessions changed from three to two sessions in the week and also the number of the groups changed from thirty-five to twenty in each class .
- ❖ Concerning materials and aids, teachers are still struggling with the lack of using technology in teaching English as foreign language due to the degradations' of the school administration and the Ministry of education support.
- ❖ The researcher planned to use a role play as third pre-teaching vocabulary activities , but due to the new regulations because of Covid 19 such as ; the sessions changed from one hour to forty-five minutes , the teachers can not add extra-sessions and bring learners out of their time and the late starting of the practical phase influence the researcher plans .
- ❖ It might be considered as limitation that this research uses a quasi-experimental pretest-posttest design without a comparison group limiting the ability to draw causal conclusion from the study.
- ❖ Although the present research shows a great difference between the pre-test and the post-test , the low achievers should be taken into consideration for more valid results .

3. Pedagogical implications:

Based on the findings of the present study , an important areas can be suggested for further research . The following are the implication to be taken into consideration :

- ❖ It is recommended that teachers should be motivated to improve their learners' reading comprehension through pre-teaching vocabulary activities .

- The Ministry of education should support teachers with all materials, aids they may need to avoid reading difficulty.
- Extra-curriculum sessions and sources highly recommended to enhance reading comprehension.
- As recommendation, for more reliable results, teachers should take into consideration the low achievers .
- Developing learners 'reading comprehension through pre-teaching vocabulary can have good results on writing skill.
- The activation of learner's prior knowledge must be taken into account on the improvement of learners' reading comprehension.
- The drills of difficulties tasks will decrease the reading comprehension difficulties.
- It is recommended that it is necessary to conduct the study with larger number of learners from different levels to further achieve any difference between levels.
- It is recommended that the use of soft music during the session can help learners feel at ease, and improves learning outcomes.
- This study reveals the importance of pre-teaching vocabulary activities (instructional picture and suggestopedia method) for understanding the text, further researches can focus on other reading strategies for increasing students reading comprehension .
- The activation of learners' prior knowledge must be taken into account on the improvement of learners 'reading comprehension. As it is stated by rouai and kahi (2021:100) "The instructors must take into account the reading process, if the students schematic knowledge is not retrieved in this case, the instructors must provide their students with activities that would activate and refresh their mind in reading task".

Conclusion.

As a conclusion, this section stated a summary of the main findings and explained some limitations that were existed while conducting this research. In addition,   It suggested some recommendations and pedagogical implications for further research.

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Appendices

Appendix A: The pupils' interview.

Appendix B: The pupils Pre-test.

Appendix C: Lesson plan of the first training session.

Appendix D: Instruction picotures.

Appendix E: Lesson plan of the second training session.

Appendix F: Reading Text worksheet.

Appendix G: The pupils post-test

Appendix A: The Pupils' interview.

THE PUPILS INTERVIEW

Q1 :

Is the test easy or difficult ?   هل الامتحان سهل او صعب

Q2 :

Where did you find the difficulties concerning reading comprehension ?

اين وجدت الصعوبات بخصوص القراءة

Q3:

Which task you find it difficult?   اي النشاط وجدت فيه صعوبات

_K_ORICHI MOHEMED BELKASEM MIDDLE SCHOOL

Full Name :……… Class :…………… Group :…………   Duration : 1hour

READING COMPREHENTION   THE PUPILS PRE-TEST :

Jim's Morning Routine

Hello ! My name is Jim and I am going to tell you about my morning routine. I get up at 7 o'clock. I take a shower and get dressed. Next I eat my breakfast. After that I brush my teeth and go to school.

READING COMPREHENSION QUESTIONS :

A-Read the text then answer the questions :

1 –What is the boy's name ?

(Jim / Joe) …………………………………………..

2- What is he talking about ?

(Daily routine /Morning routine) …………………………………………….

3- What time does he wake up ?

(Nine o'clock / Seven o'clock / Ten o'clock) …………………………………………………….

B-Read the text and put Jim's morning routine in the right order .

(eat my breakfast – take a shower – get up – get dressed).

➢ 1-………………………………………….
➢ 2-………………………………………….
➢ 3-…………………………………………..
➢ 4-…………………………………………….

C- Say if the following sentences are True or False :

a. He wakes up at nine o'clock .   ………………...
b. At night, he takes a shower and get dressed .   ………………….

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c.   In the morning , he eats lunch.   ………………......

D-Write 3 things you do in your morrning routine .

    1. ………………………………………………..
    2. ………………………………………………
    3. ……………………………………………….

Appendix C: Lesson plan of the first training session .

Teacher : Zerrouki Asma   **Level :** 1MS

School : Korichi Mohemed Belgacem Middle School.

Session N°:01   **Sequence:** Me and daily routine activities .
Lesson: I read and do

➢ **Learning objective:**
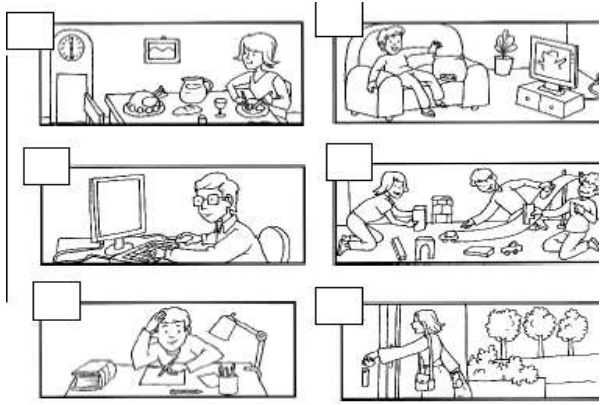
By the end of the lesson, Ls will be able to discorer new vocabularies about daily activities through instructional pictures and reading comprehension text.

➢ **Target Competencies:** Interact/interpret / produce .
➢ **Domain:** Oral /Written /bath
➢ **Materials:** W. Boord,worksheets,instructional pictures.

TIME	PROCEDURE	FOCUS	OBJECTIVES	VAKT
10 Minutes	Before Reading : Before introducing the key words and expressions for the lesson , the teacher puts the target language into context . ➢ She asks the learners about what they did before they cane to school. Trying to elicit from then that the first thing they did was" wake up "or get up. ➢ The teacher picks some daily routine expressions on the board, then she reads and asks then to repeat as an example she tries to present her daily routine During Reading : ➢ The teacher brings the worksheets and gives them to the learners. ➢ The teacher reads the text with explanation and then gives the opportunity to the learners to read.	T/L T/L T/L	Elicit information from the learners about the topic . To introduce the familiar and non – familiiar vocabulary	V A V A
15 Minutes	## READING: ### Read and answer true or false Hi, I'm Daniel and I'm ten years old. I get up at half past seven every morning. I wash my face, I brush my teeth, I comb my hair and I put on my clothes. I have breakfast at eight o'clock. I eat toast with jam and I drink a cup of hot chocolate. I go to school at half past eight. I go to school by bus. At school I read and write. I have a break at half past ten. I have lunch at school at midday and I go home at four o'clock. In the afternoon I play with my friends and I watch TV or I play videogames at six o'clock. I have dinner with my family at half past seven in the evening. Then I take off my clothes and I brush my teeth. At nine o' clock I go to bed, sometimes I read a book.	T/L T/L	To learn how to read and understand the text .	V A
15 Minutes	➢ TRUE OR FALSE? 1 Daniel is nine years old………………… 2 He gets up at eight o' clock……………….. 3 He eats toast and jam for breakfast……………….. 4 He drinks milk for breakfast………………… 5 He goes to school by train………………….. 6 He has lunch at school………………….. 7 He plays with his friends in the afternoon…………… 8 He plays videogames at seven o'clock…………….. 9 He has dinner with his family………………….. 10 He goes to bed at eleven o' clock…………….. 11 He sometimes reads a book in the evening ………. 12 He never watches TV…………….	L/L	To evaluate learners'	V

		reading comprehension of the text.	
Post Reading ➢ Task one 2) Number the pictures 1. I GO HOME 2. I PLAY WITH MY FRIENDS 3. I USE THE COMPUTER 4. I DO MY HOMEWORK 5. I WATCH TV 6. I HAVE LUNCH TASK TWO : From the above tasks try to write about your daily routine . ……………………………………………………………………… ……………………………………………………………………… ……………………………………………………………………… ……………………………………………………………………… ………………………………………………………………………	T/ L L/ L	To use learned focus To write written messages	 V A V

Appendix D: Instructional pictures.

get dressed

play with friends

go to school

study English

practice the guitar

have lunch

do your homework

cook dinner

watch TV

read a book

go to bed

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Appendix E: Lesson plan of the second training session.

Teacher : Zerrouki Asma   **Level :** 1MS

School : Korichi Mohemed Belgacem Middle School.

Session N°: 02   **Sequence:** Me and daily routine activities.
Lesson: I read and do

> **Learning objective:**

By the end of the lesson, Ls will be able to be established more the vocabularies about daily routine activities through suggestopedia method and reading comprehension.

> **Target Competencies:** Interact/interpret / produce .
> **Domain:** Oral /Written /bath
> **Materials:** W. Boord,worksheets,instructional pictures, concrete objects, and softmusic.

TIME	PROCEDURE	FOCUS	OBJECTIVES	VAKT
10 Minutes	**Before Reading :** Before introducing the key words and expressions for the lesson , the teacher puts the target language into context . She opens soft a music : ➢ The teacher picks some daily routine expressions on the board, then she acts and performs the key words and expression while she is reading.	T/L	Attract learners attention to the topic	A V
	During Reading : ➢ The teacher brings the worksheets and gives them to the learners. ➢ The teacher reads the text with explanation and then gives the opportunity to the learners to read .	T/L	To introduce the familiar and non – familiiar vocabulary	A V
15 Minutes		T/L	To learn how to read and understand the text.	V A
15 Minutes		T/L	To evaluate learners' reading comprehension of the text .	V A
	Post Reading ➢ Task one : order the following words to make a coherent sentence . ➢ At /get / I /up / half/ seven / past /./ ➢ To /go / I / school / foot / by / . ➢ Friends / play /I / my / with / and / watch TV/./ ➢ Teeth /brush / my / I/./	L/L	To use learned focus	V A

	➤ Lunch / have / I /./ TASK TWO : From the above tasks try to write about your daily routine . ………………………………………………………………… … ………………………………………………………………… ……. ………………………………………………………………… ………………………………………………………………… ……… ………………………………………………………………… …….	T/L L/L	To write written messages	V A V A

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Appendix F: Reading Text worksheet

Name _____ class _____ date _____

READING:

Read and answer true or false

Hi, I'm Daniel and I'm ten years old. I get up at half past seven every morning. I wash my face, I brush my teeth, I comb my hair and I put on my clothes. I have breakfast at eight o'clock. I eat toast with jam and I drink a cup of hot chocolate. I go to school at half past eight. I go to school by bus. At school I read and write. I have a break at half past ten. I have lunch at school at midday and I go home at four o'clock. In the afternoon I play with my friends and I watch TV or I play videogames at six o'clock. I have dinner with my family at half past seven in the evening. Then I take off my clothes and I brush my teeth. At nine o' clock I go to bed, sometimes I read a book.

TRUE OR FALSE?

	TRUE	FALSE
1 Daniel is nine years old.		
2 He gets up at eight o' clock.		
3 He eats toast and jam for breakfast.		
4 He drinks milk for breakfast.		
5 He goes to school by train.		
6 He has lunch at school.		
7 He plays with his friends in the afternoon		
8 He plays videogames at seven o'clock		
9 He has dinner with his family.		
10 He goes to bed at eleven o' clock		
11 He sometimes reads a book in the evening		
12 He never watches TV		

2) Number the pictures

1) I GO HOME
2) I PLAY WITH MY FRIENDS
3) I USE THE COMPUTER
4) I DO MY HOMEWORK
5) I WATCH TV
6) I HAVE LUNCH
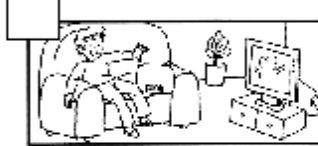
Maestralidia.com

Second Term Exam the pupils post –

Korichi Belkasm Middle School 2021/2022

Duration: 1:30 hour

Mark:……...Full name:……………………………………Class : ms1 …... Group …..

Elyne's Daily Activities

Hello, my name is Elyne. I am 11 years old. I am a pupil at Opiniatre middle school. I have a pet dog called Fox.

   Every day morning, I get up at 6.00 am, I get dressed, have breakfast and I go to school at 07.30 am.

   In the evening, I watch TV at 06.00 pm and I do my homework at 07.00 pm. after that, I have dinner with my family and I go to bed at 09.00 pm

Part one : Reading Comprehension:I Read the text then do the tasks:

Task one: Answer the question about the text .

   What is the girls'name ?

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

   What she is talking about?

   …………………………………………………………………………………………

   What time does she wake up?

   …………………………………………………………………………………………

Task two: I read the sentences and I write :**true**, **false** or **not mentioned**:
   1) **Elyne gets up at 09.00 am …………………………**
   2) **She plays tennis at 05.00 pm ………………………**
   3) **She has a pet dog ………………………………………..**

Task three: I find the synonyms / opposites of the following words :

Wake up =…………………   **Wear** =………………………
Come ≠ ……………………..   **Morning** ≠ ……………………

Mastery of language

Task for : I order the following daily routine activities in the righ place.

(go to bed – wear my clothes – have breakfast -go to school -get up -wash my face -seven -do my homework – brush my teeth – have dinner – watch cartoons)

Every day I ……………   at ………o'clock   I ………………. ,

I ………………. , I ……………..   . Then I …….. .

After that I ………..   at 7.30 . When I return home , I ……….......

then I ……………..….   . After that, I …………….….with my family

at nine o'clock. Finally I ………… At 10.00 pm .

Situation of integration : Write about your daily routine.

…………………………………………………………………………………………….

…………………………………………………………………………………………...

....

Abstract

Wether the language is a second or a foreign language, vocabulary learning is essential to the learners' overall language acquisition .The meaning of familiar and unfamiliar words are essential in building learners' reading comprehension .Consequently this action research project experimentally investigated the effect that pre-teaching vocabulary activities had on improving EFL learners' reading comprehension in the Middle School of Korichi Mohammed Belgasm in Ouargla .with the sample of first year level of the academic year 2022/2023. The method applied in this study was a quasi-experimental research and the findings were gathered from three used research tools. A pre-test ,a post-test and an interview were conducted with fifty (50) pupils in order to investigate the effectiveness of using pre-teaching vocabulary activities among EFL learners 'reading comprehension .Therefore, the analysis of the post –test results confirms the first hypothesis. It reveals that pre-teaching vocabulary activities has a significant effect on EFL learners' reading comprehension. Through the use of instructional pictures and suggestopdia method, learners have developed their reading comprehension. This research opens up doors for further research on the importance of reading comprehension and other effective classroom techniques or strategies to increase reading comprehension.

Key terms: Reading Comprehension Skill, Pre-teaching vocabulary activities, Suggestopdia method, Instructional pictures.

Résumé

Qu'il s'agisse d'une deuxième langue ou d'une langue étrangère, l'apprentissage du vocabulaire est essentiel à l'acquisition globale de la langue. La signification des mots familiers et non familiers est essentielle à la compréhension de la lecture. La signification des mots familiers et inconnus est essentielle à la compréhension de la lecture par les apprenants. Par conséquent, ce projet de recherche-action a étudié de manière expérimentale l'effet des activités de vocabulaire préalables à l'enseignement sur l'amélioration de la compréhension en lecture des apprenants d'EFL. sur l'amélioration de la compréhension de la lecture des apprenants d'EFL dans le collège de Korichi Mohammed Belgasm à Ouargla. Ouargla, avec l'échantillon de la première année de l'année académique 2021/2022. La méthode La méthode appliquée dans cette étude était une recherche quasi-expérimentale et les résultats ont été recueillis à partir de trois outils de recherche utilisés. trois outils de recherche utilisés. Un pré-test, un post-test et un entretien ont été menés auprès de cinquante (50) élèves afin d'enquêter sur le comportement des élèves. (50) élèves afin d'enquêter sur l'efficacité de l'utilisation d'activités de vocabulaire avant l'enseignement chez les apprenants de l'EFL. de vocabulaire avant l'enseignement chez les apprenants de l'EFL _ compréhension de la lecture. Par conséquent, l'analyse des résultats du post - test confirme la première hypothèse. test confirme la première hypothèse. Elle révèle que le pré-enseignement des activités de vocabulaire a un effet significatif sur la compréhension de la lecture des apprenants de l'EFL. Grâce à l'utilisation d'images pédagogiques images pédagogiques et de la méthode suggestopdia, les apprenants ont développé leur compréhension de la lecture. Cette recherche ouvre la voie à d'autres recherches sur l'importance de la compréhension de la lecture et d'autres techniques ou stratégies efficaces en classe pour améliorer la compréhension de la lecture. et d'autres techniques ou stratégies efficaces en classe pour améliorer la compréhension de la lecture.

Mots clé : Compréhension de lecture, activités de vocabulaire préalables à l'enseignement, méthode Suggestopedia, images pédagogiques.

ملخص

سواء كانت لغة ثانية أو لغة أجنبية ، فإن تعلم المفردات ضروري لاكتساب اللغة بشكل عام. معنى الكلمات المألوفة وغير المألوفة ضروري لفهم القراءة معنى الكلمات المألوفة وغير المألوفة أمر بالغ الأهمية لفهم المتعلمين للقراءة. لذلك ، قام مشروع البحث الإجرائي هذا بالتحقيق بشكل تجريبي في تأثير أنشطة المفردات قبل التدريس على تحسين الفهم القرائي لمتعلمي اللغة الإنجليزية كلغة أجنبية.حول تحسين الفهم القرائي لمتعلمي اللغة الإنجليزية كلغة أجنبية في مدرسة كوريشي محمد بلقاسم المتوسطة في ورقلة ورقلة مع عينة السنة الأولى للعام الدراسي 2021/2022. الطريقة كانت الطريقة المطبقة في هذه الدراسة عبارة عن بحث شبه تجريبي وتم جمع النتائج من ثلاث أدوات بحث مستخدمة.ثلاث أدوات بحث مستخدمة. تم إجراء اختبار تمهيدي وبعده ومقابلة مع خمسين (50) طالبًا للتحقيق في سلوك الطلاب.طالبًا لتقصي فاعلية استخدام أنشطة مفردات ما قبل التدريس بين متعلمي اللغة الإنجليزية كلغة أجنبية. من المفردات قبل التدريس في اللغة الإنجليزية كلغة أجنبية ـ فهم متعلمي القراءة ، لذلك فإن تحليل نتائج الاختبار اللاحق يؤكد الفرضية الأولى. يؤكد الاختبار الفرضية الأولى. إنه يكشف عن أن أنشطة ما قبل تدريس المفردات لها تأثير كبير على الفهم القرائي لمتعلمي اللغة الإنجليزية كلغة أجنبية. من خلال استخدام الصور التعليمية الصور التعليمية وطريقة الاقتراح ، طور المتعلمون فهمهم للقراء هذا البحث الطريق لمزيد من البحث حول أهمية فهم القراءة وتقنيات أو استراتيجيات الفصل الدراسي الفعالة لتحسين فهم القراءة وغيرها من التقنيات أو الاستراتيجيات الفعالة في الفصول الدراسية لتحسين فهم المقروء.

الكلمات المفتاحية: مهارة الفهم القرائي، أنشطة المفردات قبل التدريس، طريقة الإيحاء ,الصور التعليمية.