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Major: Linguistics

Investigating Teachers' Use of Phonics on EFL Pupils' Word Recognition

The Case of First year Middle school Pupils in Ouargla

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Dedication

To my forever loving and caring father for his unconditional support and sacrifices and for pushing me forward. To my wonderful mother for her constant love and support thank you for giving me the courage and strength to pursue my dreas To my sister Amina, brothers Imad and Mohamed, and sister-in-law Madjda all deserve my sincere appreciation for supporting me, thank you my best friends Wiam and Ferial for sharing the good and difficult times with me; special thanks go to my colleague Nadia for her efforts and encouragement

To everyone who cares about me.

SELMA MOUNIB

Dedication

I dedicate this work to my mother who helped me reach my dreams and supported me, cried and laughed with me; she shared with me every moment of my academic journey. I also want to thank my father, my brothers Anes and Taki; my sisters Romaisa and Tasneem, I cannot without dedicating this work to my friend The one who provided me with all the support, Salsabil and the writer Amina Jebbari, and Oussama thank you for always being with me. I will end with my nephew Rasime hope I see him graduate.

OUMAIMA BELMAHDI

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Abstract

The aim of the study is to investigate the impact of phonics training on EFL learners' word recognition. Poor word recognition ability has become an issue among weak students in the educational system. This problem has been studied by many researchers and scholars who proved that using phonics instructions helps EFL learners recognise words and improve their reading. It helps them decode a text and analyse, explain, and express their ideas about reading materials. This study hypothesized that using phonics training by qualified teachers and appropriate lesson plans and tools can improve reading for EFL learners. To achieve the intended aims and test the hypothesis, a descriptive qualitative research method was selected to approach the topic, and an interview and classroom observation were used for gathering data. The population of this study was middle school English language teachers. The findings revealed that using phonics to ameliorate word recognition is a successful method to help learners in first-year middle school to decode and recognise words. Even though it is not generalised in all EFL classrooms, most teachers rely on using this method for the beginners' readers.

Keywords: *phonics, word recognition, reading, EFL learners, middle school.*

Lists of abbreviations

EFL: English as a foreign language

ELLS: English Language Learners

ESL: English as a second language

ESOL: English to speakers of other languages

IRIS: Ivanhoe Reading Intervention Scheme

WR: Word Recognition

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General Introduction

Introduction

Learning is a relatively lasting change in behavior that is the result of experience. It is the acquisition of information, knowledge, and skills. When you think of learning, it is easy to focus on formal education that takes place during childhood and early adulthood. However, learning is an ongoing process that takes place throughout life and is not confined to the classroom. On the other hand, learning a language is difficult. That is why, there should be attempts that demands qualities such as perseverance, devotion, patience, and hard effort. It has also become a need and a fashion trend in recent years. Many people tend to learn English as a foreign language, otherwise known as EFL because it is the International language.

In learning English as a foreign language, learners need to be versed in all skills: reading, writing, speaking, and listening. One of the most critical skills is reading. Students cannot be expected to be successful readers if they lack knowledge of reading abilities. In fact, they cannot have the level of understanding required to pass exams in their respective fields. The reading skill should be developed gradually in the early years of schooling so that students can deal with comprehension difficulties. Reading is a term that is frequently used to describe both what beginners do when learning to read and what experienced readers do when engaging in fluent reading. However, the two types of readers have very distinct demands as they strive to become better readers, for they do different tasks. Reading is a sequence of actions that presuppose different levels of knowledge, needs and objectives at these two extremes of expertise as well as at the varied levels of competency in between. It should be obvious that what may be true for reading at one level of skill may not be true for reading at much higher or lower levels. Reading is essentially a mental activity.

The main problem that the beginning readers face in learning reading is word recognition. A great body of research has shown that using phonics in improving word recognition for EFL learners is very useful. Beginning readers are regarded to require instruction in a variety of areas including phonemic awareness, phonics, fluency, reading comprehension and vocabulary. The National Reading Panel (2000) looked at the results of studies that sought if there was enough evidence to support the usefulness of different types of instruction in helping pupils learn to read. Phonics is a teaching method that teaches children how to read and spell words by teaching them the correspondences between graphemes in written language and phonemes in spoken language. There is evidence that teaching phonics to children helps them learn to read more efficiently than teaching reading without phonics instructions. The need for conducting this research is to investigate if phonics instructions are used properly in EFL classrooms and to examine the impact of it.

Background of the Study

After decades of scientific research, the experts found that reading is not an innate skill. They found out that the human brain is incapable of reading. Children must be taught explicitly how to connect sounds with letters, which is referred to as "phonics". Thousands of studies have been conducted, said Louisa Moats, an educational consultant, and researcher who has been teaching and researching reading since the 1970s. This is the most studied aspect of human learning. Furthermore, Dommel and Langenberg mentioned in the "national reading panel" (2000) that the greatest improvements in reading were seen from systematic phonics instruction. This instruction consists of teaching a planned sequence of phonics elements rather than highlighting elements as they appear in a text. Here again, the evidence was so strong that the panel (ibid) concluded that systematic phonics instruction is appropriate for routine classroom instruction. This study is not conducted in many school classes nowadays. That is why, the reading instruction methods used in all schools are incompatible with scientists' basic understanding of how children should learn to read. Chard and Osborn (2010) believed that phonics training is a helpful way of teaching how to read and write. It helps identify and use different sounds that distinguish one word from another.

2. Statement of Purpose

The overall aim of this research is to focus on the importance of using phonics in recognising words and learning to read. Moreover, it demonstrates that teaching reading is more about the instructions that are used in teaching reading. It is essential to claim that teachers must have the required skills in how they tend to teach phonics and reading using several methods and strategies.

3. Statement of the Problem

After a deep observation in the field of teaching reading, we have noticed that there is no specific method for teaching phonics on the part of teachers. It has also been noticed that phonics is not integrated into reading programs and that reading is not connected with phonics. Our concern in this research is to raise the awareness of teachers to start teaching phonics at an early age in school. Students who have received phonics instruction have a higher reading ability and will not struggle with decoding and blending letters to form words.

4. Research Questions

The main questions that should be asked are the following:

To what extent does teaching phonics help in developing students' word recognition and reading skill?

What are the strategies used to enhance the reading skill?

What are the pupils' attitudes toward the use of phonics to learning reading?

5. Research Hypotheses

It is hypothesised that:

1. When students are provided with sufficient training in phonics, they will be able to recognise words and enhance their reading skill.
2. First year middle school pupils have serious problem in recognizing words.
3. Using the appropriate materials and activities inside an EFL classroom can improve word recognition.

6. Research Methodology

In order to examine the existing situation of teaching reading through phonics training, a qualitative approach was used. Data will be gathered using a structured interview and classroom observation with first year middle school teachers, some English language teachers have been chosen to be interviewed about the methods used in teaching reading and how phonics is integrated into it.

7. The Structure of the Dissertation

The present study contains two main parts: theoretical and practical. The theoretical part includes two chapters. The first chapter is devoted in the main to the literature review of reading skill and how to teach it and with phonics and its importance and main types. The practical part focuses on the methodology, the description, and the analysis of the results.

8. Definition of Key Terms

Reading: it is a cognitive process that involves decoding symbols to arrive at meaning, it is the ability of a person to recognize, comprehend, interpret and decode written language and texts.

Phonics: it is the matching of the sounds of spoken English with individual letters or groups of letters.

Recognition: it is to acknowledge the existence, validity, or legality of something.

Scaffolding: it is the process by which a teacher adds support for students to improve learning and task mastery.

Accuracy: it is a degree to which the result of a measurement conforms to the correct value or a standard, and essentially refers to how close a measurement is to its agreed value.

Word recognition: it is the ability of a reader to recognize written words correctly and virtually effortlessly.

Theoretical Part

Chapter one: Reading Skill

Introduction

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1.7. Fluency in the Reading Process

1.8. Assessing Word Recognition in Isolation

1.9. Teaching Reading in a Foreign Language

1.9.1. Planning and Teaching Reading Lesson

1.9.2. Developing a Lesson Plan

1.9.3. Main Elements of a Good Lesson Plan

1.9.4. Characteristics of a Well-Developed Lesson Plan

1.9.5. Setting an Objective

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1.9.7- Different Work Assignments

1.9.8. Stages of a Lesson Plan

1.9.9. Format of a Lesson Plan

1.10. Teaching Reading

1.11. The Role of the Teacher

1.12. Role of the Students

1.13. The Wrong Kind of Help

1.14-Testing instead of teaching

1.15. Scaffolding

Conclusion

Introduction

The first chapter is divided into two sections: the first one includes the reading definition, its materials and strategies. It also focuses on the purpose of reading and the factors that affect it besides the fluency in reading. The second section contains planning and teaching a reading lesson and the major steps of it and the role of teacher and the student as well as the role of scaffolding.

Definition of Reading

Reading is the act of obtaining and comprehending information in a language from a printed medium. It is also a method of creating meaning through the use of text. Intensive reading, extensive reading, aloud reading, and silent reading are examples of different forms of reading (Cited in Nuttall, 2005).

According to Davies (1995) and Alderson (2000), it is an active skill that requires the reader to guess, predict, check, and ask himself or herself questions about a book through a range of actions. Aebersold and Field (1997) defined reading as a powerful activity that confers knowledge, insight, and perspective on readers (paragraph 1.p. 6). To them, defining reading entails comprehending the act of reading Broughton et al. (1980) claimed that reading is a multi-faceted skill that includes sub-skills such as letter recognition, word recognition, and word correlation. This viewpoint has been deemed traditional since it considers reading to be a decoding process. Grabe (2002) stated that the primary goal of reading is comprehension. Thereby, reading comprehension requires the use of prior knowledge in addition to other factors (Cartwright, 2009 & Jennings et al, 2006). Irwin (2007) reported that reading comprehension is an active process that involves bringing attitudes, interests, expectations, skills and prior knowledge on the part of readers. While most of the time, the goal of reading is comprehension, first year learners read to find and become acquainted with the language.

Reading comprehension is a cognitive and productive process that is both flexible and continual. As it is mentioned in Nuttall (2005), it is claimed that the creation of a situation (mental) model of text ideas involves both conceptually driven (top-down) and data-driven (bottom-up) processes. It is a two-way process that uses inferential processing to combine information from the text-based model with prior knowledge.

1.2. Types of Reading

Kouti (2021) mentioned four types of reading as follows:

1.2.1. Intensive Reading

It is a style of reading that focuses on idioms and vocabulary that are taught in school and that are found in poems, novels and other sources. Brown (1989) claimed that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details to understand literal meaning, implications, rhetorical relationships, and the like. In intensive reading, students concentrate on the linguistic or semantic nuances of a text rather than its structure, such as grammar.

Intensive reading includes different activities. For example, the students read a short text and put events in chronological order, understand the main ideas and details, associate one idea with another, make assumptions and draw conclusions, all depending on the level of the learner.

1.2.2. Extensive Reading

It is a sort of reading in which students read books for pleasure and to improve their reading skills. It also contains a variety of materials. Broughton et al. (1978, p. 92) claimed that "it is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved." The topic of the text should be something that piques the learner's interest.

In extensive reading, learners interview each other about their reading. It can also be combined with writing. For example, learners report or summarize what they have read, or even set their expectations for the next session of reading.

1.2.3. Reading Aloud

Research has shown that reading aloud improve comprehension (Duke & Pearson, 2008). It is a practical tool that improves language codes, pronunciation, and word recognition. Reading out loud correctly necessitates prior comprehension of the content.

When reading aloud, the learner can read aloud Interactive reading aloud to teach particular reading strategies or Reading aloud: reading plays, novels, poems, and so on with other readers.

1.2.4. Silent Reading

According to Davies (1995), silent reading is not open to direct observation. It is designed to teach students how to read silently so that they can concentrate their attention and comprehend the texts. For instance, students may memorize a passage.

In silent reading, the learner can practice silent reading by reading newspapers, magazines, novels, and documents.

1.3. Reasons for Reading

Kaya (2015) stated that reading comprehension is an essential skill that helps students progress in their various scholastic activities. It enables individuals to decode a text, analyze, explain, and express their own opinions. To struggle with academic activities, learners should

develop a strong ability to understand textual content. Their teachers are in charge of dealing with them. The main goal of reading comprehension is to help students increase their abilities and knowledge. If they wish to be competent readers, they must be able to comprehend texts.

Learners read books for a variety of reasons, ranging from getting knowledge to having fun. It assists EFL students in becoming more familiar with their major's subjects while also improving their language skills. According to Kim and Anderson (2011) and Salehi, Lari, and Rezanejad (2014) reading plays an important part in completing all university courses. Even though EFL students are fluent in their native language, they frequently struggle to understand texts. As a result, it is possible to conclude that some factors influence learners' reading comprehension.

Anderson (2003) and Cohen (1998) claimed that reading methods play a critical role in improving reading comprehension in language learning. Hong-Nam and Leavell (2006), Shen (2003), Wharton (2000) and Yang (2002) reported that the effectiveness of readers' reading techniques is connected to their linguistic skills (cited in International Journal of English Linguistics). According to these studies, readers with high competency stated that Readers with low skills try to recognize a book by employing approaches that strive to interpret a book using global methods, which are ineffective (Cited in Kletzien, 1991; Zhang & Wu, 2009).

1.4. Reading Comprehension Strategies

To completely comprehend texts, students must be taught a variety of comprehension skills. The strategies listed below are all necessary for good comprehension:

1.4.1. Before Reading

The following are strategies used by readers before reading, mentioned by EIKouti (2017):

➤ Activate Prior Knowledge

- It helps students develop their comprehension by establishing connections between what they already know and new information. Teaching reading strategies “promotes students’ active engagement with text” (Wilkinson & Hye Son, 2011, p. 365).
- Ask what the title of the book or article, the cover illustration, or the chapter heading reminds them of. Oral ideas can be written down, illustrated, or gathered.
- Discuss keywords and the memories they create.
- Let students compare and contrast a character's actions or behavior with someone they know.

➤ **Predict what a Text or Part of a Text might be about.**

Goodman and Burke (1980) describe the successful reader as one who actively constructs meaning, using prediction and confirmation strategies.

-Demonstrate how to read sections of text to explain what is going on and how to use information from the text to predict or imagine what will happen next.

-Encourage the reader to find and debate supporting evidence that helped to make the prediction. Ideas can be written down and posted on post-its, then examined and revised as the reader progresses through the book.

➤ **Ask Questions to get a better understanding of the Situation**

This strategy improves “memory for text information, the identification of main ideas, and accuracy in answering questions” (Rosenshine, Meister, & Chapman, 1996 cited in 2009, p. 209-210).

-Explicit information from the story can be used to answer simple recall questions.

-Interpreting the story's content is required to answer inferential questions.

-More difficult questions necessitate a review of the text and a response based on Bloom's taxonomy. As mentioned by Palinscar, Anne-marie Sullivan and Brown, Ann L (1984)

➤ **Create a visual Image to link Prior knowledge to New Ideas**

-Learners can use visualization, drawing, or drama to build connections between their knowledge and experience and new ideas they encounter when reading.

-After hearing a chapter read aloud by the teacher, readers can be encouraged to imagine a situation in which they discuss the evidence offered in the text and check for details.

-Information from the text could be used to generate a character drawing early in the story, with additional details added as the story progressed and more information was presented.

Learners may also produce maps, diagrams, models, or they could draw a still picture of a moment from the story that could be shot with notes added to demonstrate what the characters were thinking or experiencing. as stated by Palinscar, Sullivan and Brown (1984).

➤ **Reciprocal Teaching -Predict -Question -Summarise-Clarify**

Palinscar, Sullivan and Brown (ibid) claimed that predicting, questioning, summarizing, and clarifying are four strategies used in reciprocal education to promote reading and understanding of texts. This debate is led by the teacher and the students take turns as the teacher. Modeling by the teacher should always come first.

1.4.2. During Reading

When working with students who struggle with comprehension, it is especially important to clarify. When they are asked to clarify, they recognize that there are a variety of reasons why a text is difficult to comprehend, such as new vocabulary, and unfamiliar or difficult concepts. They are taught to be aware of the consequences of their actions.

The following are some suggested activities for teaching clarifying:

-The teacher asks students to indicate information or unfamiliar words and make sense of them by looking for them in the text and underlining them, or by looking for supporting evidence. This could lead to a debate over cause and effect, as well as feelings and motivations.

-Showing students how fluent readers assess their understanding and apply strategies to explain it will help them develop the abilities necessary for successful comprehension.

-Illustrating the skills used by expert readers to find the meaning of an unfamiliar word or to speculate about character or plot, pupils are then encouraged to use a variety of comprehension strategies, such as applying a teacher-modeled strategy to new material, before moving on to work independently.

-Memorizing words is an important part of reading. It helps students get familiar with the most common words. It also helps them become aware of the rhythm and sounds of sentences. (Grabe, *ibid*; Grellet, 1981; Jordan, 1997).

1.4.3. After Reading

➤ Summarising

According to Grabe (2009), summarising texts leads students to better comprehension. This method aids pupils in not only remembering what they have read, but also assessing how well they comprehended it. Learners should be taught to think about what significant information they already know, do not know, and need to know while they read. The teacher might demonstrate how to skim a text and offer an oral summary of brief sections, then use additional text, to sum up the section just read, either orally or in writing. Information can be represented in a new way, such as a diagram, chart, or labeled image.

1.5. Reading Materials

Reading materials can be found almost anywhere. In the classroom, students typically have access to books as their primary reading material, which provides them with a diverse range of reading levels, stories, and genres. There are numerous other types of reading materials available for learners to practice their developing reading skills.

For example, Mohamed, a 10-year-old boy, has shown an interest in a variety of different types of texts, including explanatory, narrative, science, and adventure stories; on the other

hand, it is clear that the variety of texts read by adults readers, as well as the purposes for reading, is much broader, confirming Halliday's (1985; 1989) observation that real world reading can frequently involve the processing of over twenty distinct types of written material in a single week. The various sorts of text read by adult readers in this study included predictable 'genres' such as newspapers, academic texts, and novels, but also less predictable material such as student essays, poll tax instructions, and novels. The selection of texts by junior and secondary school readers shows a much more diverse range of preferences and reading practices. Many of these readers appear to be free to limit their reading to a relatively narrow range of different types of text.

Furthermore, gender differences in text preferences reported by Whitehead et al. (1977), Heather (1981), Gorman et al. (1981, 1982), and Ingham (1981) appear to operate, with girls preferring fiction and boys preferring nonfiction in their text selections.

Example:

Ahmed, a 12-year-old boy, prefers texts that include an Encyclopaedia-type, informative book, single-topic "information" series, classic and modern detective stories, magazines, particularly special sports editions, comics, and instructions manuals for computer games.

On the other hand, Maria's selection of texts is mainstream modern fiction, humor, and fantasy. From these brief examples, we conclude the slight difference between boys' and girls' selections and also indicate the very wide range of different types of reading material read outside of the classroom. Authentic texts are those chosen by a reader or a teacher and recognized by the reader to achieve some need for information, entertainment, or instruction, and this process might include specific tools like slates, notebooks, and whiteboards.

Authentic material is contrasted with simplified material in L2 contexts. These are texts chosen by a teacher to teach a specific item or aspect of language, such as phonic rules, word shapes, or linguistic structure, in which the context is strictly controlled to focus attention on the feature of language being taught.

1.6. Factors that affect Reading

A student's reading performance is highly affected by his success with five fundamental literacy skills, Background knowledge, ability, home environment, school experiences, and interest level can all influence a pupil's reading ability. However, a learner's success can be directly linked to his or her reading performance. Parents and teachers can better encourage successful reading performance by comprehending and nurturing these five fundamental skills .The following are some factors that are highly common to be affecting reading:

1.6.1. Environmental factors

Environmental factors are linked to Reading difficulties, Students grow up in many different environments, and each one has a major impact on their learning needs and skills. The student's

home environment, school environment, social environment, and cultural environment are all factors to consider. Each of these factors can have an impact on a student's ability to read.

The home environment of a child can be the foundation for important mental development and progress. Parents who read to their children, take them to libraries, and buy books as gifts create a love of reading in their offspring. According to studies, successful pupils are more likely to have a positive family environment.

1.6.2. The School Environment

Some education systems can worsen a child's reading difficulties. Poor readers in school read only one-third as many words as average students. Some teachers abandon all attempts to teach a student to read and instead they read everything to them. In such cases, the educational system does nothing to assist the student who is dealing with serious challenges. Low-achieving students often do not read enough to become better readers (Blachman, Tangel, & Ball, 2004). A reading problem might be increased by instruction that does not suit a student's needs.

1.6.3. The Social Environment

Poor achievers often are rejected or ignored by classmates and are uninvolved in extracurricular activities (Lavoie, 2007). Successful social connections give a lot of satisfaction and possibilities to grow in confidence. Many students who struggle with reading often struggle socially. School failure is associated with social unpopularity, according to evidence. Poor students are frequently rejected or ignored by their peers, and they are uninterested in school activities. Low-achieving pupils have a tendency to exaggerate their popularity. They do not seem to be able to see their own social flaws.

1.6.4. The Cultural Environment and Resource Availability

Teachers must be aware of the impact that poverty and social situations may have on pupils' academic performance. According to a research, poverty has an impact on brain development, leading in learning difficulties and behavioural issues. A recent study shows that poverty can take a toll on the brain development of children, leading to learning disabilities as well as behavior and emotional problems (Action for Children, 2008). Another common factor is different backgrounds, providing an effective education to kids of diverse cultures is one of the most difficult problems schools confront. Many students are English language learners who come from backgrounds where a language other than English is spoken which might be a problem to some of them.

1.6.5. The Emotional Environment

Failing readers frequently have emotional issues that make reading difficult. Students with severe emotional disorders may need psychotherapy or counselling (Silver, 2006). It might be difficult to tell whether a reading challenge is caused by an underlying emotional disorder or if emotional issues have arisen as a result of a reading disability. A positive approach to reading instruction can help students gain confidence, generate self-esteem, and spark their interest.

1.6.6. Intelligence and Intellectual Factors

The intelligence of a student can be used to predict his or her learning abilities. Teachers have long seen a difference in their pupils' responses to reading instruction: one student grasps the lesson quickly, another learns the lesson in an uncommon or distinctive way, and a third student struggles to acquire the lesson at all. This difference is sometimes attributed to "intelligence", as (Morris et al., 2012) reported. An EFL learner cannot acquire reading skill without the need of the other skills (writing, listening, and speaking), this process is the responsibility of the teacher to integrate two or more skills in one lesson.

1.6.7. Language Factors

The ability of students to express and acquire information through oral language is the foundation for reading. Some students with reading difficulties also have linguistic issues. Humans can use language to communicate about things they cannot see, remember the past, and express their desires for the future. It is an essential component of literate societies' linguistic systems.

English language learners (ELLS) are students who are learning English as a second language since English is not their first language. Today, one out of every five students lives in a home where they speak a language other than English. Because they do not yet know English, ELL kids often struggle with reading claimed (August & Shannahan, 2006; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Sullivan, 2011). Teaching strategies for ELL pupils are also investigated. For them, reading in English is a significant challenge. They may be able to communicate in English orally, but mastering the written language, reading, and writing takes a long time. Learning difficulties are frequently identified in ELL learners, stated (Sullivan, 2011).

1.6.8. Physical Factors

Reading difficulties are identified more frequently in boys than girls; however, many girls may have reading difficulties that are not recognized. Language learning and reading can be affected by hearing impairment, even minor or temporary hearing loss. Myopia, hyperopic, astigmatism, poor binocular vision, and maybe colour sensitivity are all examples of visual issues. Reading disabilities are linked to other physical variables such as general health and nutrition, as well as neurological disabilities. A student with myopia could have difficulty seeing objects such as writing on the blackboard (Lerner & Johns, 2012).

1.7. Fluency in Reading Process

Fluency used to be associated only with the reading rate or speed; it was largely defined as automatic word recognition. Both of these concepts are based on a narrow viewpoint. The National Reading Panel (2000) defines fluency as reading with accuracy, rapidity, and

expressiveness while not paying conscious or overt attention to the reader. The following are the main components of fluency:

Accuracy is the first component of fluency. Both known and new words are correctly identified by fluent readers. Unfamiliar words are those that students have never seen in print before. Fluent readers use decoding mechanisms to match letter and sound patterns and pronounce new words almost effortlessly. Words they have encountered before are referred to as "familiar words." They may have recognised them using the decoding technique at first, but they have seen them so many times that they can now recognise them from memory.

These well-known terms are referred to as "sight words." Speed is the second aspect of fluency. Fluent readers instantly recognise both novel and familiar (sight) words. They engage in the process of word identification without consciously thinking about it or paying attention to it. Good readers may devote their energies to the meaning of what they are reading since they recognize practically all words naturally and rapidly, as reported by (La Berge & Samuels, 1974; Samuels, 1988).

Expressiveness is the third aspect of fluency. Readers must possess three qualities in order to be fluent. They must be able to decode unexpected words using appropriate procedures. Readers must also be able to recognize a large number of sight words.

1.8. Assessing Word Recognition in Isolation

Gough (1984) defined WR as "the foundation of the reading process" (p. 225) as cited in El Kouti (2017, p. 51). It is the act of seeing a word and instantly recognizing its pronunciation without any conscious effort (Cited in Roberts et al., 2011, p. 229). Since reading comprehension is the ultimate goal in teaching children to read, a critical early objective is to ensure that they are able to read words with instant, automatic recognition (Garnett, 2011).

When students are asked to read words that are not embedded in a text, they are assessed on word recognition in isolation. Word recognition assessments can take the form of word lists or flash cards. Word recognition as a stand-alone test highlights strengths and weaknesses in sight vocabulary and decoding strategies. It is a standard aspect of IRI evaluation. Most IRIS includes lists of words that are graded according to difficulty, usually from pre-primer to eighth or ninth grade. The frequency of a word in spoken English and its orthographic complexity define its difficulty. As a result, a commonly spoken one-syllable word like "cat" might be on one of the easier lists, such as pre-primer or first grade. One of the more difficult lists—eighth or ninth grade—might include an unusual four-syllable word like spontaneous. When administering word lists, follow these instructions.

Begin by informing the reader that the teacher will be reading word lists in order for the learner to understand her/his reading habits. They have to be aware that the teacher will be there to observe how they are reading. The teacher gives a genuine compliment once the activity is completed. If a learner has used chunking to decode unfamiliar terms, for example, she/he should congratulate the student on his efforts.

Start giving out word lists at a level where the teacher thinks the reader will do well, such as 90% to 100% word recognition accuracy. When determining where to begin, the instructor keeps specific circumstances in mind. Start a confident learner one level below his or her current grade and a nervous student two levels below his or her current grade. If a student does not perform well on the test, the teacher may choose to give him or her lower-level lists until he or she can correctly read 90 to 100 percent of the words. At whatever level, some pupils will not achieve this high level of achievement.

To indicate a correctly timed performance, check the timed column. In the timed column, write a word that is incorrectly spoken. If the word was an eagle and the student responded with eagerness, write "eager" in the timed column. Decoding methods are used when a student pauses for a few seconds before reading a word, sounds it out, or chunks it to identify the word. In such circumstances, look at the untimed column. Mistakes that occur after a two-second or longer interval should be recorded in the untimed column. Decoding strategies such as sounding out or chunking a word should be noted.

1.9. Teaching Reading in a Foreign Language

Reading in a foreign language involves many elements. For successful teaching, there should be good planning, and this is our concern in this section.

1.9.1 Planning and Teaching Reading

➤ Planning a Reading Lesson

Khan (2011) claimed that Lesson planning is a time-and energy-saving method for teaching a certain topic. It guides a teacher in the appropriate direction toward achieving pre-determined objectives. It also helps a teacher self-assess and evaluate their teaching in order to apply new techniques and strategies.

A teacher's detailed description of the teaching and learning activities for a single lesson is called a lesson plan. A teacher creates a daily lesson plan to follow established criteria for teaching and learning. This definition tends to focus the teacher's emphasis on the pupil's outcomes or results. The plan's details will differ from subject to subject, unit to unit, and lesson to lesson. The lesson plan includes a number of factors, including the course, target group, and learning tools.

Daily lesson planning: Lesson planning is essentially an experience, so the teacher must also know about the classroom issues, learning theories, and other teaching-related factors. The most approved teaching methods, approaches, and strategies to fulfill the general and specific learning needs are all part of lesson planning.

1.9.2. Developing a Lesson Plan

Khan (2011) stated that Lesson plans come in a variety of formats. However, most lesson planning techniques have the following features:

- The lesson's title and sub-titles
- The amount of time given for the lesson
- A list of educational resources
- A list of specific objectives (based on Bloom's taxonomy)
- Methodology (teaching and learning activities)
- Strategies applied: recapitulation, Self-study exercises, etc.

1.9.3. Main Elements of a Good Lesson Plan

Many teachers are aware of the necessity for some type of guidance as the session progresses as Khan (2011) reported. For many reasons, a new teacher usually finds the teaching hours quite tough. Inexperienced teachers frequently fail to predict specific types of issues in their target class. It is necessary to have a decent lesson plan in order to benefit from it in a classroom situation that is not ideal. The core elements are as follows:

1. The plan should show a clear knowledge of the intended result;
2. The plan should clearly relate the lesson to the course's past work.

The following items should be included in an effective lesson plan:

1. The strategy must be based on the results.
2. It must be related to prior knowledge.
3. Subject matter, resource materials, and teaching activities should all be organized.
4. It should also concentrate on appropriate strategies.
5. A good plan should include an adequate evaluation method.
6. It should examine the lesson's future usefulness.

1.9.4. Characteristics of a Well Developed Lesson Plan

A lesson plan is not a simple task because it requires the teacher's knowledge, experience, and qualifications. The background of the teacher is crucial. A comprehensive need analysis is

a necessary component of any successful lesson plan. It helps to identify the gap between the planned instruction and the current situation. Different learning theories such as trial-and-error, Skinner and Pavlov's conditioning theories, and Kohlar's insight theory (1917) are all important to consider while planning or teaching a lesson.

1.9.5. Setting an Objective

The main focus of the lesson is included in the objective statement, as well as what the students will be able to do by the end of the class. Harry Wong (1998) stated that "Each [objective] must begin with a verb that states the action to be completed to prove achievement." The most important word to use in an assignment is a verb because verbs describe how to show whether something has been accomplished or not.

1.9.6. Selecting a Lesson Plan Material

A lesson plan must be connected to the target class's topic (textbook) and level. The board/higher authorities are normally in charge of selecting the text. However, the teacher must select the most appropriate book for the learners with great care reported by (M. Diana and S. Tchudi, 1999). Despite this, technology plays such a significant role in today's educational context that the blended learning approach can also be applied in traditional classroom settings.

The Internet is a great tool for teaching English, especially for drilling sounds, discovering synonyms, and teaching context through pictures and videos. The most significant factors in the reading selection process are related to the students: their level, interests, needs, and background knowledge. Other factors that are related to the text itself are content, relevance, and authenticity.

1.9.7. Different Work Assignments

Khan (2011) claimed that "the teacher must choose if the activity distribution is for the entire class, Small groups, self-study, peer-study, or problem-based Learning". (Elixir Social Studies, 2011, p. 3959)

1.9.8. Stages of a Lesson planning

A/Anticipatory Set:

- Engage students.
- Connect with prior learning.
- -Explain what students will learn
- -Explain what students will do.

- -Connect to future learning.

B/Introduction of New Material:

- Provide content instruction directly.
- Demonstrate new abilities.
- Check for understanding,

C/Guided Practice:

Facilitate students' work.

D/Independent Practice:

- Assign independent classwork or homework to students.
- Ask students to summarise their learning in a few sentences.

1.9.9. Format of a Lesson Plan

Khan (2011) stated that the taxonomy of educational objectives should be followed when planning lessons. Generally, it concentrates on the following parts of the lesson plan:

- Introduction
- Objectives
- Specific objectives
- Previous knowledge
- Teaching aids/learning resources
- the primary teaching/learning activities,
- Recapitulation,
- Summary of the Board and
- Homework

1.10. Teaching Reading

Khan (2011) also mentioned that almost all teachers and language planners are interested in the following questions: what to read, why to read, and how to read. This is probably the

starting point for most discussions among those concerned with the teaching or learning of "reading" in particular.

Reading, in general, relates to reading that is done with comprehension. When someone says, "I read a letter," they are implying that they are familiar with its contents. As a result, a teacher's main responsibility is to assure understanding, as reading without comprehension has no academic value.

Teaching English as a second or foreign language as well as the language itself entails four fundamental skills. Teachers of English frequently believe that teaching reading covers all of the target language's skills and sub-skills. It has been discovered that ESL/EFL students are not motivated to read, and even if they do, they are likely to encounter numerous difficulties during the reading process.

If they can hardly read a text, they will be unable to comprehend the meaning in its entirety. Such difficulties are important for a reading instructor in an EFL/ESL class to consider during the teaching/learning process. Almost every single aspect of teaching English can be covered in the reading curriculum except listening skills. On the other hand, the learner should be able to practise the same skills while also transferring the knowledge to other language skills as needed, and the English teacher must develop and perform to the best of his abilities. He should be a high-energy person and completely dedicated.

1.11. Role of the Teacher

Some would go so far as to claim that reading is a skill that must be learned rather than taught as Nutall (2005) mentioned. The extent to which the student learns to perform things without guidance is unquestionably a measure of the teacher's success. Does this imply that the teacher has no responsibilities? Contrary to popular belief, there is a great deal.

The following are some of the teacher's responsibilities:

- Teachers should enjoy and value the first reading for themselves and demonstrate this by reading always by reading first in the presence of students to clarify the pronunciation of the words, assisting children in enjoying and valuing reading, including ensuring the availability of an appealing extensive reading program.
- Determining what the children can and cannot do, and developing a strategy to improve the skills they lack.
- Deciding on appropriate books to focus on deciding on or creating successful tasks and activities, preparing students to do the tasks.
- Ensuring that everyone works productively and to their full potential by encouraging students, promoting text-focused discussion, and providing "scaffolding" to enable them to interpret the text without relying on the teacher.

1.12. Role of the Student

Nutall (2005) believed that the teacher is in a position that implies a necessary function for the learner. Participating actively in the learning process First and foremost, it is said that reading is learned rather than taught, and that learning can only be accomplished by learners. Consequently, their first job is to be active and in charge of their actions.

Teachers should keep an eye on students and know how to grasp how texts work and what learners do when they read. Instructors must also be able to monitor their student's comprehension, for example, by recognizing when they do not acquire a text, determining why, and devising a method to remedy the situation.

Metacognition (1990) is the ability to think about what is going on in a pupil's own mind, and it is widely recognized as a fundamental aspect of people's ability to grow as readers children may learn to develop these qualities, and teachers can assist them cited in Nutall, C (2005)

Taking chances by participating, people must accept the risk of making mistakes. If they do not do this, they will not learn much. The sooner pupils understand that making a mistake is a chance to learn, the better. They must be willing to admit when they do not understand something. Of course, students will only do so if the classroom environment supports it; it is the teacher's responsibility to ensure it.

As a result, pupils have duties that teachers must help them comprehend and accept. As previously stated, teachers must examine what they do in the classroom. It is now time to consider classroom procedures for the reading lesson.

1.13. The Wrong Kind of Help

Although no instructor intends to prevent pupils from learning, there are some common misconceptions about which methods are beneficial as Nutall,C(2005) mentioned. In many reading lessons, the teacher does far too much work, or at the very least, the work she/he does is wrong. Many of the activities that take place in classrooms are best described as "testing rather than teaching." For example, the teacher asks questions, and the pupils answer some correctly and some incorrectly to evaluate their level.

1.14. Testing instead of Teaching

- Activities are largely designed to discover what the pupils are capable of. Teacher must let the learner try alone ; he is there first and foremost to facilitate learning, and only then to ensure that learning has occurred.

➤ **Doing what the Reader must do to Himself**

If a student has a problem during the class and the teacher immediately explains or translates, this is an inappropriate form of assistance: the student must understand only the teacher, not the text. All of these exercises are appropriate in some situations, but they do not build autonomous silent reading skills. They teach pupils that the reader's position is a passive one because the majority of the work is done for them.

Cekiso (2012) suggests that English language teachers should provide pupils with reading strategy instruction that helps them become strategic readers. The teacher's well-intentioned assistance has tainted the correct goal of instruction. This type of assistance also devalues the text. The printed material becomes nearly obsolete when the meaning is mostly received via the intervention of the teacher (especially if she translates it into the native tongue). This may increase the issues caused by some of the texts contained in foreign language course books.

The teacher might argue that her students would be unable to comprehend the given materials without such assistance. There are various replies to this argument. To begin with, teachers could be mistaken. According to research, it frequently underestimates students. They may be capable of comprehending far more than they currently have the opportunity to do so, the teacher can only find out if she/he tries.

➤ **The Reason why Students fail**

According to Botha et al. (2008) one of the complex factors resulting in pupils' poor reading, learning and achievement are the teachers because most of them are not trained to teach basic reading. When the teacher attempts and the pupils do not succeed, there could be a variety of reasons for their failure. Perhaps the teacher expected the learners to fail, and this has been shown to have a detrimental impact on student performance, another reason might be the lack of exposition to the English language for EFL learners since it is a foreign language and their level cannot be advanced unless they are guided by the teacher with the appropriate methods and tools to improve their level in English.

Inappropriate tasks cause a problem: they were excessively demanding, off-topic, or dull. The teacher needs to reread them and talk about them with his/her coworkers. the teacher use of activities to foster learning (rather than merely testing) by providing 'scaffolding' to assist students in developing their interpretive skills, is like Expecting children to run before they can walk is an unrealistic expectation. Students who are used to take a passive role must be gradually pushed into active involvement and given more responsibility for their reading.

1.15. Scaffolding

Nutall (2005) stated that Scaffolding is centred on assisting pupils with poor abilities in reading in developing and progressing to the "next step" or level; it never does anything for them that they are capable of accomplishing for themselves with a little help stated. Scaffolding strategy refers to supporting students to certain extent until the degree of acquiring new skills in an individual basis (Rosenshine & Meister, 1992; Lorkin, 2002).

Some teachers provide scaffolding intuitively, understanding from experience what each learner is capable of and how to provide the final push that each need. Other educators will have to learn how to do it as well.

Some of the steps you can take are as follows, in roughly the order in which the teacher would apply them in class:

- Encouraging: encouraging students to try, praising them for what they get right, and using what they get wrong to help them improve their learning.
- Prompting: assisting students in completing the original task by providing clues, asking easy questions, and assigning supplementary tasks;
- Probing: determining why a student has given a particular answer so that the educator can assist him in determining where he went wrong if necessary.
- Clarifying: providing examples, explaining, and so on; and other comparable behaviours, such as providing explicit instruction when it appears to be essential. This suggests that teachers must cater to the needs of each student in a class.

In addition to the foregoing, teachers must use each individual's progress as an opportunity for everyone else to learn. As a result, easy questions are directed to weaker students, because everyone needs to feel successful; even the brightest student is forced to explain why he produced a satisfactory answer (and he only gets a fair share of the questions), and everyone learns to recognize when someone has misunderstood, and what can be done to help.

Conclusion

To conclude, in this chapter, we discussed the most common sort of materials in reading. We have also presented the strategies of reading and the lesson plan, concentrating on the importance of teaching reading nowadays by competent teachers.

Chapter Two: Phonics

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2.9. Phonics for EFL Learners

Conclusion

Introduction

Due to the intricacy of written English, there has been a century of dispute about whether English phonics should or should not be employed in teaching beginning reading. Phonics has been widely employed in elementary education and literacy instruction around the world since the start of the twentieth century. So, what are the advantages of studying phonics in the early years of life? Should phonic awareness and teaching be included in pre-school English language learning programs? In this chapter, we shall answer those questions and provide guidance on why young students should be taught phonics and to determine the influence of phonics instruction on EFL learners' development in English language learning.

2.1. Phonics History and Definition

The first attempt to teach reading independently was most likely an alphabet spelling system that dates back to the Greeks and Romans, if not earlier. It was used in the well-known New England Primer of 1690 in this nation. First in this method, Children were taught the names of the alphabet's letters, then they were taught how to spell each new word as it was presented. Certainly, the sounds of the letter names were nothing like the sounds represented by the letter names in the word content. However, some people, particularly those who advocate for computerised instruction, continue to embrace this century-old approach today. In the early 1534, Ickelsamer advocated the teaching of sounds rather than letters. In 1570, John Hart approved Icklesamer's point of view.

The 1940s saw little interest in phonics and few studies, probably because the public was preoccupied with other issues. People began to reconsider the role and purpose of phonics in a whole reading program in the 1950s, probably as a result of Rudolf Felsch's (1955) book, "Why Johnny Can't Read". There was a flurry of research studies reported. Triggs (1952), Mulder (1955), and Luser (1958) all published studies that supported the view that phonics and phonic education are beneficial to readers. Several other trials did not reveal such clear and favorable findings.

Phonics is a method of decoding written letters and spoken sounds (Kouti, 2021). Children are taught the letters that represent these phonemes and are taught to mix them into words. Most learners will be able to read simple words and phrases in three to six months if they use the phonics strategy. It provides the learner with resources to help them enhance their vocabulary. Phonics training aims to provide beginner readers with essential information and abilities.

2.2. Types of Phonics

Phonics is a method of teaching language instruction that involves breaking words down into pieces to make them much easier. It aids pupils in learning to code and decode letters and words. Phonemes (spoken sounds) and their graphemes (the letter combinations that represent sounds) are the codes that make up our language.

To interpret language and learn to read, students must acquire all 44 phonemes and graphemes in the English language. Phonics is the most widely used method of teaching reading in the world.

Phonics can be classified into four categories:

Synthetic phonics

Analogy phonics

Analytic phonics

Embedded phonics

2.2.1. Synthetic Phonics

It begins with the teaching of phonemes and develops to include the teaching of complete words. It always begins with a systematic approach to teaching phonics, with specific instruction on the 44 phonemes and graphemes that make up the English language. This stage of training usually consists of a whole-class explicit teaching course and a lot of phoneme repetition. The Rose Review in England (Rose, 2006) concluded that: the case for systematic phonic work is overwhelming and much strengthened by a synthetic approach.

Teachers focus on combining phonemes to construct words as students progress. As a result, synthetic phonics is frequently referred to as the "blending and building" approach. However, research has shown that from the very first year at school, students from areas of deprivation perform less well in reading than those from more advantaged areas, as reported by (Stuart et al., 1998; Duncan and Seymour, 2000).

Synthetic phonics is taught by whole-class direct instruction, which allows students to quickly learn all 44 phonemes. Phonemes and graphemes are taught separately rather than as elements of words.

The teacher provides planned lessons that include combining phonemes to generate whole words as students gain competence with each phoneme. If the pupils know the basic single-letter phonemes (a, b, c, d, e, etc.) as well as the basic two-letter phonemes (at, it, ing), they can begin blending them to form words like cat, mat, fat, hat, and sat.

2.2.2. Analytic Phonics

Begins with familiar words that pupils have memorized. The pupils must then decode and break down the words into their phonemes during the lessons. The words being studied usually have a beginning phoneme (onset) and an ending phoneme (rime). The linguistic phonics approach is a variation of the analytic phonics approach, as stated by (Bloom & Barnhard, 1961)

Machin, McNally, and Viaregno (2018) defined analytic phonics this way:

“Analytic phonics does not involve learning the sounds of letters in isolation. Instead, children are taught to recognize the beginning and ending sounds of words without breaking them down into their smallest constituent sounds” reported by (Machin, McNally & Viaregno, 2018, p. 221).

Thereby, the focus is on deconstructing rather than producing language to uncover patterns.

How Analytical Phonics Is Taught: The known words, such as mat, fat, cat, hat, and rat, will be presented by a teacher. After that, the pupils try to find the phoneme "at" within such words.

The teacher will then give the students numerous instances of words that share a common phoneme or grapheme. Children will learn to recognize or "find" patterns in written language through examples, which will help them become more adept readers. The range of examples can assist children in comprehending and experiencing that "lightbulb moment”

DI Stasio et al. (2012) claimed that Analytic phonics is favored as a method by some teachers because it moves in the direction from meaningful whole to part, rather than part to whole.

2.2.3. Analogy Phonics

Analogy phonics is basically a subset of analytic phonics. They both concentrate on full words and then break them down into their phoneme and grapheme components. The research of Patricia Cunningham (e.g. Cunningham, 1975-1976, 1978, 1979, and 1980) focused on using analogy-based approaches to help students decode unknown words

Analogy phonics differs from other phonics programs in that, it aims to expand a student's vocabulary of recognized words by introducing analogous words (similar). For example, if a student knows the word "sing," you can teach them the word "ring" by extension.

Teachers frequently form word families and concentrate on words within those families, attempting to fill that word family with as many words as possible.

The Teaching of Analogy Phonics: In the classroom, the teacher work on the "ing sisters" as a word family. The "ing sisters" are three words that sound like "ing" when spoken

together. The teacher will go over the definition and history of the word "sing." Then the teacher expands the lesson to include terms like "ring," "king, "thing, "cling, "ping, and "bring," as well as additional "ing" words.

Go Swami's work (1993, 1998) suggested that children can use analogies before they can use other phonological information to read words.

2.2.4. Embedded Phonics

It involves teaching phonemes and graphemes as they appear in teachable moments throughout a book. Rather than scheduled instruction, it focuses on learning to decode text through reading assignments. It highlights the necessity of contextual learning and constant exposure to words. The national reading panel (2000) reported that embedded phonics approaches have been used as a part of explicit and systematic phonics instruction.

The embedded approach, a completely outdated strategy of teaching reading, is frequently used as part of the whole language acquisition method. However, it is a highly useful strategy for teachers to employ, particularly when working one-on-one with a student. In a two-year study of Embedded Phonics (EP), Torgesen and his colleagues (2001) demonstrated large and lasting effects for students reading well below grade level.

How to Teach Embedded Phonics: The teacher will do most or all of the reading at the start of an embedded phonics program. They will come across phonemes or graphemes that are interesting or repeated during the reading session and teach the student about them while they are reading.

As the pupils gain greater competence, the teacher will progressively give up control to them. Teachers may sit with a student who is reading a text and, when the child comes across a difficult word, he may take the opportunity to explain the phoneme or grapheme in question.

2.3. Phonics Instruction

Scarborough and Brady (2002, p. 20).claimed that “Phonics has been defined as “an approach to, or type of, reading instruction that is intended to promote the discovery of the alphabetic principle, the correspondences between phonemes and graphemes, and phonological decoding”

➤ What does Phonics Instruction look like?

It should include teaching letter shapes and names, phonemic awareness, and all important letter-sound correlations. It should approve that all children master these skills. By progress students should be taught to use what they have learned to read and write words.

➤ **Who needs Phonics Instructions?**

The purpose of phonics instruction is not that children learn to sound out words. The purpose is that they learn to recognize words, quickly and automatically, so that they can turn their attention to the comprehension of the text mentioned by (Stahl, 1992). Beginning readers will almost certainly need to learn to recognize and use letter sounds as well as basic spelling patterns. They will mostly utilize decoding to recognize and decode words whose meanings they already know. (They also use it to come up with pronunciations for words whose meanings they do not know, but they do not come across these terms very often because beginning readers are usually reading easy literature.) This description emphasizes the difference between experienced and novice readers. Learners' goal is to "get the words off the page." Their major responsibility, and frequently their most pressing problem, is to recognize the words. Stahl (1992) also advocated phonics instruction that forces children to look closely at the internal structure of words, at the patterns in words, because "it is through the learning of these patterns that children learn to recognize words efficiently" (p. 624).

Even in relatively easy literature, new readers are frequently confronted with unfamiliar vocabulary. However, the majority of these unfamiliar terms exist in their spoken vocabulary, and if they can decipher them, their difficulty will be solved. Skilled readers come across new terms as well, but the issue for them is not deciphering. If they do not know what a word means, it is unfamiliar. Skilled readers develop a pronunciation pretty automatically and then utilise additional tactics, such as context clues or consulting a dictionary, to arrive at the meaning. Consequently, phonics training is critical for beginning readers. Intermediate readers may profit as well. If their decoding skills are not completely natural, phonics review and repetition can help them identify words more accurately, resulting in enhanced reading speed and fluency.

➤ **Materials for Beginning Readers to Practice Reading**

Mcshane (2005) claimed that Practice is necessary no matter which method of systematic training the teacher picks or which sequence he/she follows. To acquire decoding skills and knowledge into long-term memory and enable learners to apply what they have learned quickly and naturally, takes a lot of repetition. Reading and rereading words from lists and flashcards is one approach to obtaining practice. Learners can read aloud on their own or with a partner, noting which words or sounds they already know and which they need to practice. Even beginners need practice reading words in context because they will not commonly read words in isolation outside the classroom. Using controlled-vocabulary texts is the most efficient way to accomplish this process.

For example, in the first three lessons of a basal reading series, ten consonant sounds, three vowel sounds, and 15 frequent sight words might be introduced. Only previously introduced words or words containing those 10 consonants and three vowels would be used in the stories in lesson three. Clearly, these constraints severely limit the early sentences and narrative! If the teacher is not using a basic reading program, he can write these short texts or give the students a list of decodable words and have them form sentences and stories with them. Simple, limited-vocabulary texts may appear childlike, and he might wonder if adults will

find this content engaging and worthwhile to read. The educator may find that his concerns are not shared if he demonstrate that he respect them as adults, keeping their records confidential, provide privacy when necessary, and demonstrate that the teacher is sensitive to their individual reading goals, especially if he also explain how these texts will help to reinforce their growing reading skills.

Beginners recognise the importance of basic training and are typically eager to go to any length to become proficient readers.

They need to succeed in order to feel secure in their learning abilities, and controlled texts improve the possibility that they will read correctly-possibly for the first time in their lives. And, of course, as they gain more phonics and sight word knowledge, they read more interesting content. They will accept the teaching materials that the teacher uses as long as they feel successful and show improvement.

Finally, no one is implying that these regulated texts will be the only things used in a teacher's classroom by adults. Reading classes should also include authentic content connected to students' goals, life requirements, and interests.

2.4. The Alphabetic Principle

Brian Byrne (2015) stated that the alphabetic principle means that letters in a written language represent individual sounds in our spoken language. In general, a letter can be used to represent a specific sound in a spoken word whenever and wherever it occurs. The fact that the words "dog" and "den" both have three letters and begin with the same letter is unremarkable—even trivial—to literate individuals. However, it is not incredibly easy for beginner readers to figure out why things are written the way they are. Because English is fundamentally an alphabetic language, it lends itself to a story about a kid discovering the alphabetic principle.

Pupils are unlikely to understand unique print sequences they have never seen unless they understand why writing takes the shape it does. Students may comprehend why "dog" and "den" are spelled the way they are, but they may struggle to interpret new words. However, decoding can be used as a check to see if the alphabetic principle is present in a learner's thinking. Failure to decode does not always mean that a child does not understand the concept.

Perfetti and Zhang (1995) stated that structured instruction that focuses on sounds, letters, and the relationships between sounds and letters helps students with learning difficulties or foreign language learners. They also benefit from word-recognition training that includes practice with word families with similar letter patterns. Foreign language students can benefit from opportunities to apply what they have learned by reading and rereading stories and other texts. These texts have a high percentage of words that correspond to the letters, sounds, and spelling patterns that the students are learning.

Viewing the previous studies over the last fifteen years showing the essential importance of phonological sensitivity for achieving literacy in an alphabetic system, but unfortunately, all too often it does not, one would expect teacher training to reflect these results.

Many teachers are taught to teach reading without ever learning how an alphabetic orthography represents the language, why it is important for beginners to understand how the internal phonological structure of words relates to the orthography, and why it is difficult for pupils to acquire this understanding.

In fact, all too often, teachers are given an instructional approach that tells them not to bother the students with specifics about how the alphabet works. Rather, students are taught to view reading as a "guessing game" as explained by (Goodman, 1976), in which the overall meaning, rather than the specific words in the text, should be stressed.

Beginners are taught to memorize the appearance of words as visual patterns by any means possible, then they apply their store of memorized words and "whole language" abilities to predict the rest of the message based on visual clues and context.

2.5. Phonemic Awareness

McShane (2005) believed that Phonemic awareness is the ability to detect individual sounds within words. Phonemes are the smallest units of sound in a spoken language. When asked, most good readers can distinguish phonemes within those words, even though they hear and recognise all words and understand them as a whole when they read, they conceive of a rug as something that is placed on the floor when they hear or read the word, but they can also recognise the sounds in a rug: /r//u//g/. (Note: The sounds are represented by letters within slash marks.) They can also modify the sounds by swapping the "b" sound for the "r" sound, for example, to make a rug rhyme.

For the most part, these are easy skills learned from childhood games and songs, with having no idea how or why to accomplish them. On the other hand, Phonemic awareness is not gained "organically" as human beings learn to talk. Instead, it is frequently learned via reading and writing an alphabetic language such as English or Spanish .stated by (Kruidenier, 2002), which many children may readily take up. Even if some adults do not recall learning this skill or even know they have it, they can learn it if given the proper training. Scarborough, Ehri, Olson and Fowler (1998) found that many skilled readers can recognize and modify phonemes with considerable accuracy.

However, some people (particularly poor readers) struggle to develop phonemic awareness. When students are having difficulty with reading or spelling, they may not acquire what the teacher is asking when she says, "What sound does it begin with?" --paraphrase alternatively, for a more challenging question, "What vowel sound do you hear in the middle?" They are unable to comprehend because they are unable to distinguish between

different sounds. They understand the words but are oblivious to the phonemes. The teacher may as well be speaking a foreign language to these students. An adult learner writes, "It is not that no one ever taught me how to read before, it is just that they never brought me back far enough. (Podhajski, 1998) reported that "They had no idea of what I was not aware of".

2.5.1. Decoding, Phonics and Phonemic Awareness

McShane (2005) said that Phonemic awareness is similar to, but not the same as, decoding. Phonemic awareness is solely concerned with spoken sounds. Decoding is the process of connecting letters to the sounds they represent. When talking about phonics instruction, it means talking about learning how to employ letter-sound correlations to recognize words in reading or approximate word spelling. Decoding skills, which are heavily reliant on phonemic awareness, are developed through phonics training.

2.5.2. Phonological Awareness

McShane (2005) claimed that Phonological awareness is a broader, more generic phrase that refers to the sounds of speech as opposed to their meanings, and in particular, an understanding of how oral language can be subdivided. Phonological awareness has been described as a progression of abilities that begins with rhyme awareness and progresses to awareness of words within sentences, syllables within words, onsets and rimes (/b/-/at//th-/in/), and finally perception of individual sounds within syllables and words as mentioned by (Chard & Dickson, 1999).

The most sophisticated (or challenging) form of phonological awareness is phonemic awareness. When working with struggling readers, it is crucial to understand this continuum. You may find that most adults are aware to some extent, even if phonemes evade them.

Bruck (1992) claimed that individuals with reading disabilities may never achieve total phoneme awareness, but they may eventually learn to control onsets and rimes.

NICHD (2000, p. 2-10) claimed that there are some phonemic awareness tasks (listed below) that were identified by the National Reading Panel for evaluation and instruction. Although they are not necessarily listed in the order in which they should be introduced, common sense says that the first few tasks are the easiest and may serve as prerequisites for the more challenging ones.

- Phoneme isolation, which entails identifying individual words' sounds, such as "Tell me the initial sound in the word "paste" (p)
- Phoneme identification, which entails recognising a common sound in a wide range of words. Tell me the sound that is the same in: bike, boy, and bell, (/b/).
- Phoneme categorization, which entails identifying the word with the strange sound in a group of three or four words, such as "Which of the following words does not belong? A bus, a bun, and a rug. The process of listening to and combining multiple distinct spoken sounds to form a recognizable word is known as phoneme mixing. "School" has four phonemes: /s/k/u/l/ (school).

- Phoneme segmentation is the process of breaking down a word into its constituent sounds, either by typing out or counting the sounds, or by saying each syllable and marking each sound.

2.5.3. The Importance of Phonemic Awareness

Chard and Dickson (1999) claimed that Phonemic awareness is a foundational skill that must be developed before decoding skills can be developed. Written English is an alphabetic language, which implies that symbols (letters) are used to represent the sounds of spoken words. When "sounding out" a word, however, the teacher must be able to know and generate the sounds that the letters represent, as well as blend those distinct sounds as she/he hears them in sequence, and recognize the word.

Step one, which is at the heart of the phonics system, is frequently the focus of early reading instruction. The educator believes that teaching novices the sounds of the letters is all they require. However, for many students, the procedure fails at steps two and three due to a lack of phonemic awareness. Consider the learner who stated, (Podhajski, 1998) stated that "They never took me back far enough". It is insufficient to memorize the sounds that the letters represent if a learner is unable to use that information because he is unable to perceive the distinct sounds in a word. If a struggling reader's brain cannot process the various sounds, how can he mix them and recognize the word? The series of sounds does not automatically transform into a complete word. Similarly, how can a writer guess at the spelling of a spoken phrase if he does not "hear" the sounds? Readers with phonemic awareness are able to.

2.5.4. Who needs Phonemic Awareness?

According to research, non-readers have essentially no phonemic awareness, and beginning readers have similar problems as (Kruidenier, 2002) reported. Even intermediate ABE readers may have a poor understanding of phonemes (Read, 1988). According to Kruidenier (2000), adults with low literacy skills may benefit from direct training to improve phonemic awareness. Learners at the next level—those who can read independently—may also benefit. The studies on phonemic awareness impairments, on the other hand, may not apply to ESOL students who cannot read English. You should not presume that these "non-readers" have problems with phonemic awareness.

2.5.5. How can Phonemic Awareness be Measured?

Not every adult requires a phonemic awareness evaluation and instruction. However, if the teacher's work with beginning literacy learners, she/he should use a structured curriculum with initial evaluations. However, for a mid-level learner with inadequate decoding abilities, he/she may want a test to make referral decisions or a diagnostic measure to understand more about the source of the problem. He/she can utilize tests or similar measures for these reasons.

2.6. Decoding

Decoding is a word recognition technique that requires recognizing words in print using letter-sound correspondences. Mentioned by Cshane, S (2005) .When reading, beginner readers use decoding to identify words, and when writing, they use it to approximate the spelling of words. Phonics is a decoding-based instructional method that enables students to read words independently and accurately. Word reading is also required for comprehension, which is the wider purpose of reading teaching. However, decoding abilities do not work in isolation; they are used to help other language-related processes in reading. (Adams, 1990) claimed that In order to identify words, the reader employs spelling, sound, meaning, and context cues the following is how the procedure works:

- 1-Learners are taught letter-sound relationships and common spelling patterns (ack, op, ake, etc.).
- 2-They apply this knowledge when they come across a word in print that they are unfamiliar with. They "sound out" the unknown word to come up with a rough pronunciation.
- 3-They match the approximation with words in their speaking vocabulary
- 4-Then they check to see if the word they suspect is correct in the context. For example, the word colour may "sound out" as collar or color, so readers must rely on context clues to determine whether the word makes sense before making a final determination.

2.6.1. Importance of Decoding

According to research and experience, children and adults will not be able to read fluently enough to read with understanding until they develop the ability to detect words independently and quickly. A written language is a form of code because it employs letters to represent the sounds of spoken words. Beginning readers must learn to decode the code by matching letters to the sounds they represent (thus the term "decoding"). New readers who lack this skill must learn thousands of words by sight in order to read even reasonably simple adult books, which is a time-consuming process. They also have limited strategies for recognizing words that are not already in their sight vocabulary. The decoding process provides opportunities for the reader to internalize the orthographic features of new words, a key process in learning to read (Share, 1995).

2.6.2. Assessing Decoding Skills

There are various ways to gather assessment data (Rhodes & Shanklin, 1993). Again, not all students will require this level of evaluation and training. For novices, a structured curriculum is essential, and these programs should include assessments. A test will determine which phonics aspects should be taught or reinforced for mid-level learners with gaps in their decoding skills. An example of an assessment of decoding skills is to present a student with isolated words and ask them to read each word aloud (Wren, 2004).

2.7. Relationships between Letters and Sounds

A first step towards decoding involves teaching children about individual letters and the sounds the letters represent (Greaney and Arrow 2012; NIFL 2008; Turnbull et al. 2010). Before learners can be expected to do tasks such as writing their names, learning to read, and engaging with print, they must be able to distinguish the name and sound of each letter of the alphabet. Venezky's (1967) analyses of the spelling-sound relationships in some 20,000 English words showed that the writing system of this language is more predictable than often believed.

Learning to say individual sounds and recognize their corresponding written letters is one of the first skills a student will learn in school, but it is a difficult task that requires a wide range of abilities, including articulation (the ability to pronounce sounds), visual perception and memory (recognizing letter shapes), and auditory memory and processing (identifying individual sounds in isolation and context and recalling sounds in words). All other reading abilities are built on pupils' knowledge of the alphabet's 26 letters and their accompanying sounds. It is one of the most crucial skills to learn. Letter-sound interactions are frequently confused in students with learning disabilities, preventing them from succeeding in reading and spelling. Before doing any more work, they must be addressed. Single sounds can be taught in alphabetical order, but because the letters are taught so close together in alphabetical order, this sets the stage for e/i, b/d, and p/q confusions. It is vital to note that the alphabetic principle (letter-sound correlation) is a simplified method of thinking about the letters in the English language and is in no way sufficient for the student to become literate. The letter-sound correspondence method of teaching has drawbacks, including the fact that there are only 26 letters in the alphabet.

The letter-sound correspondence method of teaching has problems, most notably the fact that, despite the alphabet's 26 letters, there are actually 44 sounds in the English language, which can be spelled in over 70 distinct ways. When working with a pupil with a learning disability or a beginner, it is important to put the student's needs first and consider adopting "easy approaches" or "Spalding" to address the sounds of the English language.

2.8. Activities in the Classroom that Improve word Recognition

Calabretta (2006) assumed that as students get familiar with the letters of the alphabet, they become more conscious of the sounds in our language. In a variety of contexts and activities, students must recognize, name, and write uppercase and lowercase letters. The activities in the classroom use songs, art, games, body movements, puzzles, autograph books, T-shirts, and literature to teach, reinforce, and enrich the alphabet in a fun and meaningful way. The alphabet activities are many. These are the most important and used ones of them.

2.8.1. Word Box

Create a word box in which to store the learned word cards. Make a box with your student's name on it and invite him or her to decorate it. Request the pupil to read his cards and tell the educator about the words every few days. As the student's collection of cards grows, the teacher will assist him or her in sorting the words alphabetically or into subject categories (for example, food, toys, and body parts), possibly by drawing the subject dividers or the cards themselves, each time the teacher choose a student to see his progress. As mentioned by Joseph (2002).

2.8.2. Simple Sentences

The teacher writes the beginning of a phrase on a piece of card and let the pupil complete it using words from her Word Box. "I like...", "I eat...", "I can...", "I see...", and so on. Another option is to simply write "eat" or "can" on a piece of paper and let the student create sentences like "dogs eat bones" or "Dad can run."

2.8.3. Flashcards

Expose the pupils to some words written on the flash cards and ask them to try to memorize some of them. Then hide the cards and ask them to tell the words they remember. Or he /she can simply write on the board one of the words written on the flash cards and ask them to raise the right card and pronounce it. as tested by Nakata (2020).

2.8.3. Singing Songs

Sing songs that help children consider music's lyrics and sounds. According to Yopp (1992), the teacher can either stress a single sound throughout the song or focus on a new sound in each verse. Medial or final sounds can also be emphasized in songs.

For example, sing "Old MacDonald Had a Farm" to the rhythm.

What's the sound that starts with these words?

Turtle, time, and teeth?

/t/ is the sound that starts these words: turtle, time, and teeth.

There's a /t/. /t/ here and a /t/. /t/ there.

Everywhere a /t/, here a /t/, there a /t/.

/t/is the sound that starts these words: turtle, time, and teeth!

2.8.5. Picture Cards and Videos

Write the names of the pictures on the backs of the cards and glue them together. Place the cards face down on the table and choose one at a time. Pronounce the isolated sounds that are used to identify the image. (For instance, dog-/d/-/o/-/g/) Show the students the picture as confirmation once they have blended the sounds and guessed the word. Or simply show them short videos on the data show, like a dialogue between two people or educational parts of cartoons, and then recreate the scene with them. as claimed by Calabretta (2006).

2.8.6. Body Movement

Ask the students to clap their hands, snap their fingers, or do a special movement each time they hear a specific sound she/he told them about while reading some sentences aloud. as stated by Calabretta (2006).

2.8.7. Reading Short Stories

Ask them to read silently, and then do the first reading aloud with an explanation. Focus on the familiar words and the easy ones, and then ask one of the pupils to read at least three sentences of the story, and so on for each student. in agreement with Pitriani (2019).

2.8.8. Sight Words

Words that should be memorized to help a student learn to read and write are known as sight words. Strong readers know most words by sight, which allows them to recognize them at a glance, without having to break them down into individual letters. Knowing common, or high frequency, words by sight makes reading easier and faster since the reader does not have to stop trying to sound out each letter individually. as said by Calabretta (ibid).

2.9. Phonics for EFL learners

Salama (2021) stated that Students' knowledge of letters and sounds is developed through pre-reading activities or games. Decoding and blending skills can be improved through phoneme segmentation activities. Different strategies are also used by EFL teachers to teach phonics to different levels of students in different settings. Teachers should be aware that it takes time to acquire this skill, which may be a challenge for them.

The development of phonics knowledge and skills in students typically leads to an increase in their capacity to comprehend texts. Furthermore, Reading fluency is the capacity to read quickly, accurately, and expressively as a result of considerable practice. Mastering letter sounds, employing decoding methods, and increasing sight words can all help to improve reading flow.

Phonics is given as an effective instructional strategy for promoting reading fluency to EFL learners that can greatly improve their reading comprehension. The process of word decoding can be slowed down by a lack of reading fluency, which can lead to problems in comprehension. As a result, it is critical for EFL pupils to be able to comprehend words quickly and accurately before they are exposed to reading comprehension activities in the classroom.

It is claimed that the importance of sounds for effective communication means that foreign language teachers need to emphasize pronunciation teaching in their classes (Hariri 2012). The most frequent phonics instructions used in EFL classes for teaching reading are synthetic and analytical phonics. The synthetic phonics model involves sounding out letters and combining them together to read words. Learning to recognize words by sight is called analytic phonics. For this method to be successful, it must be presented in a clear and systematic manner, with a defined progression plan. In Algerian EFL classrooms, synthetic phonics appears to be a promising instructional strategy for teaching reading to beginners.

It is also appreciated in the classroom because it has the potential to improve the reading comprehension abilities of younger students. As beginning readers gain confidence in their abilities, they begin to self-teach and need to read a lot to consolidate their skills, that is, to develop effortless reading and focus more on understanding the text. For that reason some academics use phonics as a reading education method that breaks down language into its basic components. Beginner's readers learn the sounds of individual letters first, then the sounds of letters in combination in short phrases, according to Stephen. "Those simple reading assignments with limited vocabulary helped to solidify the technique".

"Phonics is not a way of teaching reading, but it is an essential part of reading instruction," "Heilman" stated. We can see that phonics is closely linked to reading and that learning to read the English language requires phonics. Teachers give systematic, direct, and explicit phonics instruction so that students learn the basic alphabetic code-breaking skills required for foundational reading mastery, according to Australia's National Inquiry into the Teaching of Literacy. "It appears that everyone agrees that one of the most obvious benefits of phonics is the improvement of reading ability because establishing automatic word identification can help children improve their comprehension skills".

When learning English in a non-English-speaking setting, EFL students are forced to rely more on their reading skills than on speaking, listening, or writing in English. And particularly reading comprehension is regarded as the most important skill.

"It is usually considered that in order to learn a foreign language, one must be exposed to it as much and as frequently as possible". Torgesen, Alexander, Wagner, Rashotte, Voeller, and Conway (2001) verified this notion in a study.

However, neither teachers nor schools in our country appear to be prepared to implement the exact use of this strategy. Which it is hoped will be more widely spread in our schools.

Conclusion

It has been suggested that phonics is a crucial aspect of language learning, because it helps students grasp how letters and combinations of letters make up specific sounds and words. Many studies have shown that students can learn a foreign language, so phonics should be taught systematically as part of a well-balanced and integrated foreign language program. The impact of phonics instruction on the development of the learner of English language was discovered to be reflected and denoted in some parts or areas of word recognition development, such as decoding importance, using effective phonics instructions, and knowing the various types of phonics that are useful for the target situation.

Practical Part

Chapter Three: Research Methodology

Introduction

3.1. Research Design

3.2. The Sample and Population

3.3. Data collection

3.3.1. Observation

3.3.2. Interview

3.4. Data Analysis

3.5 .Discussion of the Findings

Conclusion

Introduction

This chapter is devoted to the practical part of this research study, It generates a full analysis of the gathered data about the role of phonics instructions in improving word recognition for first year middle school pupils .A classroom observation and a structured interview will be conducted for middle school English language teachers, in order to check the research hypothesis and test the efficiency of it .in the previous chapters We presented our research's literature review. We also shared what researchers had to say about our main concerns in this chapter. While this chapter has the methodology used in conducting this investigation, research design and research instruments. And finally, it ends with the main results of the conducted study.

3.1. Research Design

An analytical design was chosen for this case study about teaching reading to first-year middle school students. The effect of using phonics in boosting word recognition was investigated using a class observation and a qualitative approach in the current study. Merriam Webster's dictionary (2009) defines a case study as" intensive analysis of an individual unit (as a person or a community) stressing developmental factors in relation with the environment". The research methodology refers to the procedures, strategies, and practices used to lay the groundwork, build a data base, and provide processed data for analysis in order to meet the study objectives. Usually A case study is a detailed examination of a certain situation or a person that is used to try to answer the researcher's specific questions.

3.2. The sample and Population

This study was conducted in five (5) different middle school in Ouargla :Moulay Larbi middle school ,Ibn Badis middle school, Sid Rouhou middle school , Bousaid Abdelkader middle school ,Lala Fatma Nsoumer middle school .from each institution we choose one (1) English language teacher that teach first year middle school ,for the classroom observation three classes was selected out of five .concerning the semi structured interview, five (05) English teachers, who we attended lessons with, are chosen.

3.3. Data Collection and Analysis

For this study, two instruments have been adopted, namely observation and interview. The following will deal with describing them and analyzing the data.

3.3.1. Observation

In the middle school cycle, EFL pupils have lately experienced reading impairments in English. They are unable to distinguish the letters printed and how they are spoken when paired with another sound, yet some of them are unable to decode the symbol of a letter to a sound, making it difficult for them to read. In order to examine the current case, four classes were attended with first-year Ibn Badis and Sid Rouhou middle school classes. The observation period lasted for an hour for each session.

The goal of using this instrument (observation) is to get a close look at what is going on in the classroom during instruction and to see if phonics is being integrated into the reading English programme and its efficiency on beginning readers. Another goal of utilising this instrument is to figure out which methods the teacher employs to teach word recognition.

Therefore, the main purpose of this study is to show the importance of phonics instruction in teaching reading for first-year middle school learners of English.

During the session, we were looking for answers to the following questions:

1) How do Teachers Interact with learners that are learning English for the first time?

The teachers find obstacles in interacting with the first-year middle school pupils. It has been observed that the English Alphabet is presented as a rigorous material in the first year of middle school; in other words, teachers teach letters' names while neglecting letters sounds which take only two or three sessions. When learners come across sounds that are mixed with other sounds such as short and long vowels, they are unable to recognise the words and read them without the assistance of the teacher.

2) How do Teachers Start their Reading Class?

After examining the classes of English language, it has been observed that the teacher began their reading classes with a pre-reading stage. Its purpose is to activate learners' schematic knowledge and ensure that they read for a specific purpose. On the other hand, the pre-reading stage is unlikely to help learners build their reading techniques if it is not adequately executed.

Another teacher began her lesson by asking the students about their prior knowledge in the previous class, she showed them pictures that are related to the text that they are going to read and told them the topic of the text, and she asks them to read silently, after that she asks one of them to read loudly. It has been noticed that the teacher did not correct the mistakes that the learner does, that are related to the sounds of alphabets. She focuses more on the meaning.

3) What Type of Reading do the Teachers use more, and what Type does the Student Respond to the most?

During the reading session, the majority of teachers use more intensive reading because the objective of the lesson is related to a grammatical and linguistic goal, when they do the first reading, learners are asked to underline words, adjectives, and nouns. One of teachers has asked them to read loudly, learners participate more in reading aloud. Learners can tell the meaning by hearing but can't read any written words.

4) How does the Teacher use Systematic Synthetic Phonics Instruction during the Session?

It has been noticed that a teacher uses exciting games such as alphabet phonics clip cards. He asked the students to mark which animal or thing name starts with "z," "b" or "s" depending on the card. In these colourful cards, the learner starts working on word blending and sound associations.

Another teacher tended to ask his or her learners about the beginning letter in words. In addition, asked them to give the sound that the letter makes, they identify the last letter in the word and the sound it out.

5) Did the learners tend to Apply their Phonics knowledge and Skills during Reading activities?

It has been noticed that Learners tend to divide the difficult words into parts when the teacher asks them to read loudly, for example, they divide the word information to "in for ma tion", (decoding). others cannot convert letters into sounds. They are unable to blend sounds together. They do not use clear phonics instruction they only care about the meaning rather than the sound of a word.

3.3.2. Interview

Since phonics instructions is a method of teaching reading we thought that a semi-structured interview is the most appropriate tool to investigate the effectiveness of phonics and if it is integrated into first-year middle schools programme, it also brought all the details from the teachers which we used when analysing the data.

Question one (1): What is your pupils' level in English?

Teacher (A) stated that first year middle school classes have medium level in English. Teacher (B) mentioned that: in general she can say medium for first year middle school. Teacher (C) said that their level is Average. Teacher (D) indicated that she would say medium level as they are beginners while Teacher (E) claimed that their level is very weak.

Question two (2): Which skills do you think are more important to improve your learners' level in English?

Teacher (A) said she thinks that the four skills: writing, reading, speaking, listening are related to each other somehow but each skill is important for a certain purpose. Whereas Teacher (B) confirmed that she thinks that every skill is necessary but it depends on your goal as a teacher, it might be listening in a listening lesson and it might be reading, speaking or writing. Teacher (C) reported that speaking, reading, and writing skills are the most important. Teacher (D) mentioned that she personally focus on writing skill for her students but when it comes to other skills like reading and listening and speaking she teach it according to the lesson programme. The last Teacher (E) claimed that she thinks reading and speaking will improve her Learners' English literacy

Question three (3): What is the first impression you have on your pupils after the reading session?

Teacher (A) said that her first impression is that they do not recognize actually without her help sometimes they make mistakes in pronunciation for example they pronounce "p" as a "b". Teacher (B) claimed the first thing is that she needs to demonstrate whether pictures or she uses gestures to show them the words because they actually do not recognize words when they read it by themselves, it is impossible. Teacher (c) indicated that the first thing she noticed is that they are Very weak in recognition and pronunciation. Teacher (D) stated that the first thing she noticed about her pupils during reading in English is problems in pronunciation.

The last teacher (E) said that her first impression after reading session is that pupils didn't understand the text, they do not make an effort to understand the difficult vocabulary, sometimes they do not even read the text because it is silent reading, they do not distinguish between W h questions and yes/no question.

Question four (4): Why do students encounter difficulties in reading?

Teacher (A) reported that after all, it is a foreign language for them but there are some factors that prevent the reading fluency for the pupil, for example, they do not read outside the classroom, there are also some pupils that are not encouraged to practice reading at home. Teacher (B) said that the problem is that they are not exposed sufficiently to the language.

Teacher (C) stated that because they cannot identify or memorize the sounds they hear nor can they associate them with the words they see. Teacher (D) claimed that they encounter difficulties in reading because it is a foreign language to them and they do not practice it every day. Teacher (E) believes that students face difficulties in reading because they do not understand the text's vocabulary; the majority read the text once they should read it several times and all the difficulties I mentioned above.

Question five (5): Do the students find difficulties in recognizing words?

Teacher (A) confirmed that Yes, they do find difficulties recognizing words. Teacher (B) said "Yes, they do" Teacher (C) stated that most of the time they face obstacles. Teacher (D) indicated that they encounter difficulties in spelling and distinguishing words because it is a foreign language to them and they do not practise it every day. Teacher (E) mentioned that they do face problems in recognizing words.

Question six (6): Do your pupils participate during the reading session?

Teacher (A) stated that they are always excited or reading. Teacher (b) said: yes they do sometimes. Teacher (c) mentioned that they do not participate a lot. When it is time to read, most of them become hesitant. Teacher (D) reported that not all of them, some of them are afraid of making mistakes do they do not participate while the others do participate even though it is not always a correct answer, Teacher (E) confirmed that they do participate (not all of them).

Question seven (7): What are the useful materials you usually use in the reading session?

Teacher (A) mentioned that she usually uses data to show them short videos or dialogues, and sometimes she read short stories to them. Teacher (B) said that she uses flashcards, pictures and the data show. Teacher (C) stated that Pictures, videos, interactive tasks are the most useful materials that she uses for her classroom. Teacher (D) indicated that she usually uses visual aids like data showing or pictures or cards ..., and she also uses printed texts. Teacher (E) confirmed that she uses pictures and videos it depends on the topic of the session.

Question eight (8): Do you think that choosing the right material is necessary? Why?

Teacher (A) confirmed that it is very important because it increases the chance of the pupil to learn faster. She explained that when you support your lesson with the right material, the student will improve his level in a variety of ways and will be able to use what he learned outside the classroom. Teacher (B) stated that it is very important to choose the right material because the majority of the learners learn by pictures “sight words” not by listening or reading they have to see the word manifested in a picture in order to understand its meaning. Teacher(C) said that it is important because it will motivate the students to be engaged more in the session. Teacher (D) also mentioned that it is important to choose the right material for the lesson, because it encourages the students for learning in different ways. Teacher (E) reported that choosing the right material is necessary to clarify and pave the way before reaching to achieve the objective of the lesson..... Materials are usually used in the pre-reading stage, here we focus on the new vocabulary. The teacher can present them through a game, he writes the words in colorful cards, and their definitions in other cards and divides learners into two groups, and one read the word and the other try to find its definition. Or through photos, the teacher sticks the photos on the board and learners sticks the new word under the correct photo. They can also match, here it depends on the teacher, and he can be creative. When she taught Tasnime (a pupil of her) the vocabulary of daily activities, she brought materials from home and she acted each action; for example she gets up, she slept, on the table, a pillow under her head and a bed sheet then she woke up, then she brushed her teeth. She brought everything, they liked it. She puts all the materials, she mention the action, and they come select the materials they need to act it out.

Question nine (9): Based on what criteria do you select your reading material?

Teacher (A) claimed that she chooses the material based on the school programme and she also sees the students' needs. Teacher (B) stated that she thinks that she is that type of teacher that uses the same materials in each lesson whether power point or just the flash cards ,these are the most used for her and she choose them based on the level of the student. Teacher (C) said that she chooses the material Based on the nature of the text, its level of difficulty and the level of students and their degree of involvement. Teacher (D) believed that choosing the appropriate material is based on the obstacles that face the learner. Teacher (E) reported that she chooses materials that have relevant information and appropriate to the objective and learner's abilities, she also selects interesting materials to attract learners and motivate them, and bring concrete materials from real life situations.

Question ten (10): What do you do to improve their word recognition?

Teacher (A) stated that each time she uses different and fun activities to facilitate the pronunciation of the words. Phonics is one of the most methods she uses in her class. Teacher (B) said that she uses printable sight words worksheets, writing unfamiliar words on the board and sound it out and a lot of other activities that should keep the student interested while he/she progresses in decoding words. Teacher (C) assumed that using dictionaries to explain the unfamiliar words. Spelling them, and using some of these words in other tasks can be helpful in recognizing words. Teacher (D) helps her students improving word recognition by sounding letters and decoding words. Teacher (E) assured that to improve word recognition, learners should master the names and shapes of the alphabet and of course their sounds. She introduces words in pictures, and let the pupils repeat.

Question eleven (11): How did they learn to recognize words at the beginning of the school year?

Teacher (A) stated that at the beginning of the school year, the learners recognized words by sight, but after they got used to the alphabets, they started learning vocabulary's synonyms. Teacher (B) mentioned that she try to simplify everything she teach even if she had to explain in their mother language. Teacher(C) claimed that she uses alphabet games and drilling (Listen and repeat). Teacher (D) confirmed that at the beginning of the school year, she started working with visual aids and each time she remind them with previous information or word they have learned earlier. Teacher (E) said that at the beginning of the year, beginners need visual aids to learn to recognize words and they should repeat each session to memorize them.

Question twelve (12): Do your pupils read easily? If no, why? Could you explain, please?

Teacher (A) said that they cannot read easily because of the lack of exposure to English language and they cannot decode words yet so they do not understand the meaning of each word to form a meaningful sentence. Teacher (B) mentioned that they cannot read easily because they do not practice enough to this type of activities, they do not read a lot whether at home or at the classroom or outside. Teacher (C) reported that the majority of pupils face difficulties while reading because they cannot remember the pronunciation of the words. Teacher (D) stated that they do not read easily because they have obstacles in dividing words into syllables and they do not associate the sound to its letter. Teacher (E) indicated that her learners do not read easily; some of them are speechless. The new programme imposes silent

reading. Previously, when she started teaching, learners used to read loudly. Within time, they improved.

Question thirteen (13): Do you do your first reading or you ask one of the learners to read first? Why?

Teacher (A) said that she always reads first because it lets the pupil identify the units of meaning that are phrases rather than word by word it also help them to distinguish punctuation marks, stress and intonation in words. Teacher (B) stated that she reads first to give them a general idea and so they can listen to the exact sounds of letters then she chooses the ones that they are good at reading and then the rest of the class, but before all of that at pre reading stage, she explains the difficult words and lets the pupils read silently, first. Teacher (C) claimed that she does the first reading to clarify the words for them. Teacher (D) mentioned that she reads first to facilitate the pronunciation of some unfamiliar words they might encounter. Teacher (E) assumed that she does the first reading as she is the model, and they follow her pronunciation and intonation.

Question fourteen (14): Do you ask them to read loudly?

Teachers (A), (B) and (C) confirmed that they ask pupils to read loudly to correct their mistakes. Teacher (E) said that even though it is forbidden in reading sessions to read loudly, she does it. She reads first then she asks two or three learners to read. She thinks reading is useless without reading loudly. And she asked their inspector to insert it again.

Question fifteen (15): Do you generally ask them to memorize words?

Teacher (A) said “absolutely”; she uses word families to help them memorize words. Teacher (B) mentioned that memorizing words is for sure a part of their language acquisition. Teachers (C), (D), (E) confirmed that they do ask their pupils to memorize words.

Question sixteen (16): How do they memorize words? Using slates? Putting words in sentences? Using crossword puzzles? ...

Teacher (A) stated that she personally uses the notebook method. At the end of the session, they write the key words of the lesson's topic and their meanings, and sometimes she uses games like crosswords. Teacher (B) confirmed that vocabularies are important in any language; she uses flash cards most. She explained that she shows them the cards then she hides the written word and asks them to remember before seeing the written word. Teacher (C) thinks that all the above mentioned options are helpful. She uses them for memorizing words (slates, putting words in sentences, using crossword puzzles). Teacher (D) said that some may find slates as a traditional method to memorize words and new vocabularies, but she finds it very important and always useful for beginners. Teacher (E) reported that she uses slates, puzzles. According to her experience, pupils learn and memorize quickly when they see pictures or videos or when they play games.

Question seventeen (17):-More specifically, did you teach them to associate sounds to letters? Could you tell how you did it?

Teacher (A) said that she teaches them to associate the sound with a letter by writing on the board the sound /æ/ and asks them to make new words from their prior knowledge using that sound; for example the words hat, fat, cat...

Teacher (B) confirmed that she does; she first makes them distinguish between the sound and the letter. This is important because in English, we might have the same letter, but we pronounce it in different ways although it is the same letter. The learner must know that there is a difference between a letter and a sound. Teacher (C) assumed that she does by reading slowly and aloud word by word so that they can associate letters and the combinations they make with the sounds they hear. Teacher (D) stated that she did this by dividing the word into syllables or by doing other different activities like teaching them the initial sounds in the English language and how one letter can have many sounds depending on the letter's position in the word. Teacher (E) reported that her method in associating sounds to letters is through introducing a picture that begins with the target sound. She asks some questions about it. Then, she focuses her attention on the beginning sound. She produces the sound separately and she asks them to repeat.

3.4. Discussion of Findings

Four Teachers admit that the level of first year learners is medium, whereas one of them claimed that their level is very weak. The general reason is that they are beginners. Facing a problem in one of the skills can be normal, teacher need to have sufficient comprehension about their pupils' prior experiences in using language both in and out of the classroom. This helps teachers to plan the best way to support their continued learning and set realistic targets and challenges for them. And according to the level of the learners, the teacher will select the methods and materials that are appropriate for their level as it is mentioned in 1.14 (testing instead of teaching / the reason why students fail).

Almost all the teachers agree on the important of all skills, like it was said in 1.6 (Factors / intelligence and intellectual factor) it is necessary that a learner of a foreign language has to work on the main four 4 language skills: speaking, listening, writing and reading. Teachers need to integrate the four main skills because they will affect positively on the learner performance. The learner cannot read without speaking. Integrating English language skills in a lesson is a natural process of "skill-mixing" that facilitates the teacher's job to provide maximum learning opportunities for the learner.

All the teachers confirmed that the first impression was that the beginning readers have a serious problem in word recognition and pronunciation. Teachers find themselves obliged to use other materials (pictures, gestures ...) to facilitate spelling and pronunciation as we mentioned in 2.6.1. (Importance of decoding).

The majority of the difficulties mentioned by the five teachers are the difficulty in recognizing the words. They mixed between the "p" and "b". Also, they added that they are not able to associate sounds to letters. They confirmed that the reason of these difficulties is English being a foreign language. They do not read outside the classroom besides the lack of motivation. On the other hand, one of the most significant problems faced by teachers is reading deficiency in English texts, which reflects the students' poor academic performance. Learners who do not recognize words cannot enjoy reading and this was previously explained in 1.6 (factors that affect reading).

The five teachers stated that some learners are motivated during the session, while others are not but are also afraid of making mistakes during reading as mentioned in 2.8 (activities in the classroom that improve word recognition). Motivation during a reading course is an important part of teaching reading. It can encourage students to read more and strengthen their reading skill. In an EFL classroom, there are two types of learners. The first type are the motivated ones; they are curious about learning a new language. The second type are not motivated because they are afraid of making mistakes.

All teachers agreed that choosing the material wisely for a reading lesson has a major impact on pupils' acquisition. Suitability of content, exploitability and readability are three things that the teacher should focus on. The five teachers prefer to work with VA (visual aids) like the data show, pictures, short videos (dialogues), flash cards, which can help learners

recognize words easily and develop the students' abilities in reading as already indicated in 1.5 (Reading materials) and 2.8 (Activities that improve word recognition).

All the teachers mentioned that selecting the right materials is necessary in order to achieve the objective of the lessons. Studying the way of choosing materials in teaching reading differs from a teacher to another. Some of them focus on choosing the appropriate material on the learner's needs and abilities while the others on the level of the pupil. Course materials are the foundation of teaching English as a foreign language as they are a key component for moving the course forward and student's success as seen in 1.9.6 (Selecting a lesson plan material).

The teachers suggested a list of activities and tools that are used to improve word recognition and proved their efficiency on pupils. The five teachers agreed that sound and spelling are key parts of word recognition. The diversity of exercises shown by teachers like using dictionary, sight words and worksheets allow pupils to rapidly and spontaneously convert the letters or spelling patterns of written words into speech sounds and be more fluent in their later abilities to read as stated earlier in 2.8 (Activities that improve word recognition).

The five teachers confirmed the difficulty of recognizing words at the beginning of the school year because there are some background factors that affect the pupils' capacity to absorb a new language. Consequently, the teachers proposed some methods they used and saw a positive result such as drills, repetition, sounding out letters and visual aids. One of the teachers even claimed that using L1 in conveying the information to English has helped her, so each EFL teacher has his own way of teaching word recognition exactly as mentioned in 2.5.2 (Phonological Awareness).

The lack of exposure to the English language, decoding and the lack of memorization of words and their spellings besides the lack of out loud reading make the students' development harder is the main obstacle to pupils in reading. The unfamiliarity with the alphabet and limited access to language has also an effect on the accuracy of reading performance. It is known that a student's phonological awareness ability is a strong predictor of eventual reading success or failure. Through the words of the teachers, it is clear that EFL students struggle with reading due to language barriers like phonological awareness, mother language interference, and motivation. As we have already mentioned in 2.7 (relation between letter and sound) and 1.6 (Factors that affect reading).

All of the teachers confirmed that they read first because students require teacher's assistance in reading. The research found that reading aloud by the teacher assists EFL readers in discovering units of meaning, which can have a positive impact on students' first reading comprehension and let the pupil know the right pronunciation of each word. Dhaif (1990) said that learners with only a basic level of proficiency in English have a better understanding of what they are reading in a teacher' aloud reading situation than in a silent reading situation as cited in 1.11 (The role of the teacher).

The five teachers assured that reading aloud is one major step for EFL students as it helps them read larger semantic units rather than focusing on graphic cues and make them accept their mistakes and improve their limited linguistic competence. Despite the words of the

professional linguists on forbidding reading loudly in EFL classrooms, the results has demonstrated that it has a positive outcome on students' progress as stated in 1.2 (Types of reading).

All the teachers approved the importance of memorization as it assists EFL learners to embrace what they have learnt and applied in real-life situations. The instructors established some examples about various methods used in memorizing and learning vocabularies. Presenting the vocabulary in the form of flashcards, pictures, a real object, videos, games, slates, short stories and other activities in order to facilitate the learning by heart on the part of learners and retaining more vocabularies over time when the teacher has broad knowledge base, as cited in 2.8 (Activities that improve word recognition).

All the teachers validate that associating sounds to letters (phonics) is the key of learning reading, and they admit that phonics is taught in EFL classrooms and it is very effective for beginning readers' literacy. They also believe that integrating a sound-to-letter curriculum in first year middle school increases the interactive side of language learning, especially for learners learning to read in English 'EFL'. Learners who can recognize all of the English letters and their sounds, they have a better chance of learning to read quickly, blend and form words more easily than others. Each teacher employs a different method, but the most common techniques are dividing words into syllables and reading aloud. And this is exactly what was mentioned in 2.7 (Sound-letters relation) and 2.9 (Phonics for EFL learners).

Conclusion

This chapter covered the practical side of the thesis, such as data collecting, teacher interviews, observation, and data analysis. The findings showed the teachers' perspectives on the impact of phonics training on students' reading development. The research findings indicate that first-year middle school learners have difficulties in word recognition. Incorporating phonics instructions into a middle school program has a beneficial impact on students' reading fluency in English. A little emphasis is placed on phonics training some teachers tend to use phonics instruction, and some still care only about the meaning of the words. Learners face problems with sounds that are mixed with other sounds, such as short and long vowels.

In conclusion, since teaching phonics has a significant impact on learners' recognition of words we strongly advise Algerian English instructors and curriculum designers to spot a light on the issue of teaching reading phonics.

General Conclusion

The use of phonics in middle school early reading programs has proven to be a successful method of teaching pupils to read independently. Students who received phonics teaching in a blended and integrated approach performed better in their reading programs, according to the study. Students benefit from a phonics-based foundation when it comes to developing their reading skills.

The purpose of this study was to investigate the learners' difficulties, impact, and techniques used in recognizing words by employing phonics in the case of first year middle schools in Ouargla. In order to improve word recognition, the study provided some practical ways for planning and teaching reading. To achieve these objectives, five teachers were asked on how they cope with first-year students' word recognition and the different techniques used

The following hypothesis was developed in response to the study questions:

Integrating phonics education into reading sessions may help children in word recognition.

A qualitative method was used in this research to analyse data collected from EFL teachers through a structured interview and classroom observation.

Teachers agreed that phonics seems to be a promising instructional approach for teaching reading in an EFL classroom and associating sounds with letters has a big difference the student's development in reading in English using the appropriate materials. Curriculum designers should emphasize the issue of teaching reading problems. It is clear that teachers and students alike are frustrated by their inability to achieve good scores on English exams due to a lack of reading and a low literacy rate. As a result, phonics training is crucial in the teaching of reading.

Recommendations

The incorporation of a phonics-instructions educational curriculum into the courses will lead to remarkable improvement, at the very least in terms of pupils being able to read without the assistance of a teacher. "Once you learn to read, you will be forever free," as Frederick Douglass said. Through this research, it is significant that Phonics is the answer to many of the problems that face teachers.

The following recommendations have been made based on the study's findings and conclusions:

- Phonics training strategy is recommended to be used as a framework for enhancing word recognition and reading with middle school pupils.
- When planning a reading lesson, EFL teachers should consider the needs and requirements of their students.
- The materials used by the teacher in the course should be more varied in terms of accessibility to the learner.
- Ministry of Education should allow middle school teachers to teach reading aloud since it has been beneficial to EFL pupils.
- Middle school teachers should create activities that encourage students to apply new vocabulary acquisition strategies while also providing opportunities for practice.
- Setting more reading sessions in English in the school program to enrich the learner' vocabulary.

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Appendices

Appendix 1: Teachers' Interview

- 1 - What is your pupils' level in English?
- 2 - Which skills do you think are more important to improve your learners' level in English?
- 3 - What is the first impression you have on your pupils after the reading session?
- 4 – Why do students encounter difficulties in reading?
- 5-Do the students find difficulties in recognizing words?
- 6– Do your pupils participate during the reading session?
- 7 -What are the useful materials you usually use in the reading session?
- 8 -Do you think choosing the right material is necessary? Why?
- 9 –Based on what criteria do you select your reading material?
- 10 - What do you do to improve their word recognition?
- 11 – How did they learn to recognize words at the beginning of the school year?
- 12 – Do your pupils read easily? If no, why? Could you explain, please?
- 13 -Do you do your first reading or you ask one of the learners to read first? Why?
- 14 -Do you ask them to read loudly?
- 15- Do you generally ask them to memorize words?
16. How do they memorize words? Using slates? Putting words in sentences? Using crossword puzzles? ...
- 17-More specifically, did you teach them to associate sounds to letters? Could you tell how you did it?

Appendix 2: Classroom Observation

- 1) How the teachers interact with learners that are learning English for the first time?
- 2) How does teachers start their reading class?
- 3) What type of reading does the teachers use more, what type does the student respond to the most?
- 4) How does the teacher measure Systematic synthetic phonics instruction during the session?
- 5) Did the learners tend to apply their phonics knowledge and skills during reading activities?

الملخص

أصبح ضعف القدرة على التعرف على الكلمات مشكلة بين الطلاب الضعفاء في النظام التعليمي. تمت دراسة هذه المشكلة من قبل العديد من الباحثين والعلماء خاصة لمتعلمي اللغة الإنجليزية كلغة أجنبية وتوصلوا إلى أن استخدام تعليمات الصوتيات يحسن قراءة الطلاب. يساعدهم في فك تشفير النص وتحليله وشرحه والتعبير عن أفكارهم الخاصة حول مواد القراءة. يجب أن يطور المتعلمون قدرة قوية على التعرف على الكلمات وتعلم كيفية ربط الحروف بالأصوات. الهدف الأساسي من تحسين التعرف على الكلمات باستخدام الصوتيات هو مساعدة المتعلمين على تحسين مهارات القراءة وفهم النصوص. افترضت هذه الدراسة أن استخدام تدريب الصوتيات من قبل المعلمين المؤهلين وخطة الدرس والأدوات المناسبة يمكن أن يحسن القراءة لمتعلمي اللغة الإنجليزية كلغة أجنبية. ولتحقيق الأهداف المرجوة واختبار الفرضيات تم استخدام مقابلة منظمة وملاحظة الفصول الدراسية لجمع البيانات، وكانت عينة هذه الدراسة معلمي اللغة الإنجليزية للطور المتوسط. كشفت النتائج أن استخدام الصوتيات لتحسين التعرف على الكلمات يستخدم كوسيلة ناجحة لمساعدة المتعلمين في السنة الأولى من الطور المتوسط على فك رموز الكلمات التي يعتمد عليها معظم المعلمين باستخدام هذه الطريقة للقراء المبتدئين

الكلمات المفتاحية: الصوتيات، التعرف على الكلمات، القراءة، متعلمين اللغة الانجليزية كلغة أجنبية، المدرسة الإعدادية.

Résumé

La mauvaise capacité de reconnaître les mots est devenue un problème chez les élèves vulnérables du système d'éducation. Ce problème a été étudié par de nombreux chercheurs et scientifiques en particulier pour l'anglais en tant qu'apprenants de langue étrangère et a conclu que l'utilisation d'instructions phoniques améliore la lecture des étudiants et les aide à décoder, analyser, expliquer et exprimer leurs propres pensées sur le matériel de lecture. Les personnes apprenantes doivent acquérir une solide capacité à reconnaître les mots et à apprendre à relier les lettres aux sons. Le principal objectif de l'amélioration de la reconnaissance de mots à l'aide de la phonique est d'aider les personnes apprenantes à améliorer leurs compétences en lecture et en compréhension de texte. Cette étude a supposé que l'utilisation des instructions phoniques par des enseignants qualifiés, le bon plan de leçon et les outils appropriés pourraient améliorer la lecture pour l'anglais en tant qu'apprenants de langue étrangère. Afin d'atteindre les objectifs et les hypothèses de test souhaités, un entretien structuré et l'observation des classes ont été utilisés pour recueillir des données, et l'échantillon de cette étude était des professeurs d'anglais pour le stade intermédiaire. Les résultats ont révélé que l'utilisation des instructions phoniques pour améliorer la reconnaissance des mots est un moyen efficace d'aider les apprenants de la première année de la phase intermédiaire à déchiffrer les mots sur lesquels la plupart des enseignants comptent pour utiliser cette méthode pour les lecteurs débutants.

Mots clés : phonique, reconnaissance de mots, lecture, apprentissage de l'anglais comme langue étrangère, collègue.