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Title

Investigating Reading Comprehension Difficulties among EFL learners

The case of:Ms4 pupils in 27th February 1962 school

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Dedication

To the soul of my father "Khelifa" whose Dream was to continue my Master degree at university.

To my beloved "mother" who has suffered a lot to educate and teach us.

To every one who encouraged me and paved the way for me to finish my studies Mrs Chaima Saharoui, Youcef and Saleh

To my brother Anwar.

Acknowledgments

Praise to "Allah "for making me strong and gave me the power to face all the troubles to reach my dream.

I am deeply grateful to   Dr Nourredine BELARBI for his great efforts without forgetting Mr. Youcef BENCHEIKH for his support; the kind and helpful teacher.

My deepest gratitude goes to myself for being confident and courageous.

I extend my thanks to Mr. Zidouri and Uncle Saleh, the great man for their encouragement.

Special thanks to all my teachers, my friends, and colleagues.

Abstract

Reading in foreign languages is considered as one of the most difficult tasks for foreign learners, these causes for them reading comprehension difficulties, and prevents them from a good acquisition of the English language. The purpose of this present work is to investigate on these reading comprehension difficulties and discover the various causes attribute to these problems. The used tools of research are: questionnaire, Interview and a practical exercise. The questionnaire and the practical exercise is addressed to ms4 learners. The interview is done with Ms4 teachers. The results reveal that MS4 learners face reading comprehension difficulties because of different causes: related to the learners themselves, designed texts, inadequate approach, boring content; inexperienced teachers.

Keywords:

Reading, Reading comprehension, difficulties, comprehension, learners, teachers

List of Abbreviations

EFL: English as a Foreign Language

MS: Middle school

TSI: Transactional strategies instruction

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Chaptertwo: Reading Comprehension

General Introduction

Because of the globalization and new technologies, learning English has become a necessary need for individuals and governments, that's why the Algerian educational authority has given great focus to teaching /learning English at schools.

Learning /teaching English as a foreign language requires mastery of the four skills: reading, listening, speaking, and writing.

Reading is a receptive skill that helps the pupils to acquire and discover the target language; through it, new vocabulary and knowledge is stored in the learner's brain, and then it is used in interacting and communicating with others.

What 's observed is that MS 4 middle school learners face and encounter difficulties while doing reading comprehension tasks after the reading session, in other words they can 't perform well in reading comprehension.

Research questions

-What kind of difficulties do MS4 pupils face and encounter when doing reading comprehension?

Sub questions

_what are the main sources beyond these difficulties?

_How do teachers deal with these difficulties?

Hypothesis

1)Ms4 learners face difficulties in reading comprehension due to different factors: cognitive

linguistics, psychological reasons.

2) Teachers do less than what they are expected to in helping pupils overcome reading comprehension difficulties.

3) There are other causes involving to this problem: cognitive, lack of vocabulary …etc

General Introduction

Research objective

This research was conducted to reach these objectives:

1_To find the different difficulties faced by ms4 learners.

2_ To suggest solutions and help learners /teachers to improve reading comprehension skill.

Rational of the study

Since reading is a very important skill in acquiring the language, pupils must be good readers that they can understand well,but ms4 pupils struggle to read English texts and cannot do the reading comprehension tasks due to the adopted approach and other many factors.

Methodology

This research is a case study identifying reading comprehension difficulties among ms4pupils.to collect date, a questionnaire was addressed to ms 4 pupils in which they are asked questions about the reading comprehension skill in the English sessions.

Another tool is used which is an interview for three teachers about the reading /reading comprehension sessions and the texts in the pupil's book

Chapter one: Theoretical background

Chapter one: Theoretical background

Chapter one: An overview of Reading

1. Introduction

Reading is a very interesting skill and a habit in our Academic and professional life, It can affect our life, skills, ideas in a positive and creative way. It is defined as «active process of understanding print and graphic texts."

In this chapter, there will be an introduction of the term "reading ", types, strategies and importance of this skill, then the reasons beyond teaching it.

Finally, this chapter was finished with difficulties of reading followed with conclusion

2. Definition of reading

Reading is a crucial skill in language teaching .it is a complex process which involves cognitive, linguistic, cultural and other abilities.

Many definitions of this skill were suggested. The Longman dictionary (2002) provides a simple definition of the term "reading" claiming that it is:

"The process by which the meaning of a written text is understood. when this is done silently it is known as silent reading (………….). Reading employs many different cognitive skills, including letter and word recognition, knowledge of syntax, and recognition of text types and text structure" (Richards and Schmidt 2002 :483)

It is also defined as "an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness and William 2005,21).

The purpose of this activity is to gather information from a particular text. During this process, the reader makes relationship between the words (written form) and their previous knowledge about the text.

Grabe gave another definition "the process in which readers learn something from what they read and involve it in Academic context as a part of education "

To conclude, reading is an important skill for learners and it is an activity done using eyes and brain in order to get information from a text which in a form of a written text.

3. Strategies of Reading

There are four strategies of reading

3-1-skimming:in this strategy, the reader moves his eyes quickly to get a rapid overview of the whole content.

3-2_ **scanning: is** similar to skimming, but in scanning the reader looks for a specific data.

3-3-**Intensive**: the reader reads a piece of discourse in a detailed manner for learning something.

3-4-Extensive: the purpose of this type is reading for enjoyment and pleasure.

4. Models of Reading

Reading models describes what happen in this process. They explain how readers process printed texts. We shed light on three main theoretical models of reading process that has been reached by cognitive and behavioral scientists (bottom up top-down /and interactive models (Mar-toRedono ,1997 p140)

4-1-**bottom _up model**

It is known as" phonics ", which requires the learners to match letters with sounds in a defined sequence i.e. reading in a linear process by which readers decode a text word by word ,linking the words into phrases and then sentences (Gray and Rogers 1956cited in Kucer 1987p27_51).This model of reading is interested in the recognition of individual letters ,phonemes and words that means the meaning of the whole texts begins from the word level (as cited by Lisson and Wixon 1991,in Rumptz,2003).

It is also involving a series of steps that the reader has to go through i.e. moving from the smallest linguistic units until reaching the meaning of the text (James, E and Gentry ,2008)

4-2-Top down model

In this model the reader does not concentrate on phonics and decoding

She/he uses his/her experiences to help him/her to read, decode and make sense of texts.

Top down model asks readers to construct meaning from text to the part (words).

5

4-3-The interactive model:

It tries to combine the valid insights of bottom _up and top down models. It attempts to take into account the strong points of the bottom up and top down models and tries to avoid the criticism against previous models cormick,1988)"An interactive reading model is a reading model that recognizes the interaction of bottom up and top down processers simultaneously throughout the reading process ".*

5. The importance of reading

Reading is important in our life, and it has many benefits:

a_ Reading give us more ideas, and it keeps our minds young.

b_ Reading allows for creative thinking; it can inspire the reader with new ideas.

c_ It helps to improve concentration skills.

D _Reading offers students a wide range of vocabulary and grammar

e_students who read foreign books are able to speak more fluently than who

Don't

6. Reasons for teaching Reading

In foreign language teaching, reading is taught because of many reasons as stated by Harmer (2001;68)"in the first place, many of them (learners)want to be able read texts in English either for their careers for study purposes or simply for pleasure ". The fact that most of the studies in high technologies, like electronics and petroleum, are carried out in English language, reading English texts and documents went for many students a requirement for their studies and professions, some others read English texts for enjoyment.

It is obvious here that Harmer (2001:68) distinguishes clearly between scientific-technical reading and literary reading. He also focuses the utility of reading as an effective exposure to the target language as stated below: "any exposure to English is good thing for language students.

At the very least, some of the language sticks in the minds as part of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely between more success-ful. It seems here that reading English text is a very effective tool for learners to well acquire English language, since when reading texts, a great deal of language is stuck and memorized in the minds of learners.

Harmer (2001p68) also added that:" reading texts also provide good models for English when we teach the reader the skill of writing, we will need to show students models of what we are encouraging them to do "The more students read, the better they will write, in addition to that Harmer (Harmer 2001p68) points out that "reading texts also provide opportunities to study lan-guage; vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts ".

Reading and text selection

Selecting good texts is important for learners and teachers, there must be appropriately se-lected teaching material that depends on the learner 's cognitive level, and interests. It's better to give them liberty and freedom to select what do they like to read.

The careful selection of texts motivates and helps teachers and learners in the class.

Text selection takes into account many factors that lead to the successfulness of texts, among them the use of authentic materials since the reader can react whenever she/he reads texts.

Shahidullah(1995_96p226) states «students present linguistic level and the level of their content and cultural schemata have to be taken into consideration in selecting texts for them.

7. Difficulties of Reading

Developing strong reading skills in pupils is one of the key goals of every education program. It is through reading that students expand their vocabulary and learn about the word. reading is also the key to success in spelling and writing.

Sometimes, there are some undiagnosed learning difficulty to blame as in the ease for students who suffer from (dyslexia)or show processing in these situations, so educators must understand these difficulties and help learners to progress in the reading skills.

8-1Common difficulties

a)_Issues with decoding

It is also known as "sounding out words». decoding is the ability of learners to put sounds to letters in order to sound out written language.

Beginners usually struggle when they meet new and unfamiliar words, to make decoding an easy step, phonics instruction and repeated practice is a good solution.

b)- Issues with Speed

It is a learning disorder that is characterized by difficulties with reading despite normal intelligence.

Problems may include difficulty in spelling words, reading quickly, writing words, sounding out words in the head, pronouncing words when reading aloud and understanding what one reads.

c)- Issues with Dyslexia

This learning problem may be the cause of interaction of genetic and environmental

Factors treatment of this difficulty involves adjusting teaching methods to meet the person's interests

8. Stages of teaching Reading

Teaching **reading** goes through three stages:

a)- Pre-_Reading: The teacher introduces the topic and the key lexical items that are necessary to the understanding of the reading passage through pictures, guessing games, videos, mind maps, word association technique.

b) during- Reading

The learners read silently and exploit the text through meaningful tasks and activities related to their environment and interests. The teacher monitor and provides help when necessary. the teacher helps the learners to interact with the text.

c) Post_ Reading

The teacher can use follow up activity such as using a speaking or written tasks related to the topic; summary, letter, oral press

Introduction

During the first decade of the 20ᵗʰcentury; many factors lead to the appearance of a new educational approach (competency based approach) that will help learners in their day life, and support them with different skills and tasks (shopping, filling out a cheese).

9. Origins of Competency-Based Teaching

CBA is" an instructional approach that teaches competencies, rather than language components such as grammar and Lexis".

The term" competency "refers to the teaching of skills and tasks that learners are required to do in everyday life (reading an electricity invoice) using language skills and components.

During the first decades of the 20ᵗʰ century, Taylor (1911) and Bobbitt (1918) began to be interested in teaching skills needed in daily routine. In 1949, it was supported by Tyler who established these steps in the syllabus design :1_ the identification of the teaching objectives 2_the teaching experiences (tasks)3_ evaluation of the achievement of the instructional objectives.

Later, Mager(1962)and Gagnè(1965)popularized this approach ,and Gagnè added a final task to the objectives _based teaching to test the learner's performance.

In 1970, many immigrants from South _East Asia entered USA,so it was a necessity to teach them English systems and objectives based approach were set up for them ,at this point ,competency _based approach was introduced to adult English second language learning (AESL_Auerbach 1986)and later was called (CBLT).

10-1-Definition of Competency

Language competency consists of knowledge, skills and attitudes. knowledge to information and facts, skills refer to the ability to do certain activities, and attitudes refer to positive manners that an individual should observe while carrying out a task(Scallon,2004)

Richards and Rogers (2001) defined the concept competency as «competencies consist of a description of the essential skills, knowledge, attitudes and behaviors required for effective performance of real –world task or activityP144

For example, in teaching showing the directions, the teacher designer needs first to identify and teach the necessary knowledge such as; please, show me, where, next to, opposite to then, He /she determines the necessary skills of this task such as: asking others to show the way, answering them, describing the direction. After mastering these elements of the competency (showing the way), learners are invited to use them in a complex task

10-2-Teaching Reading in Competency based _approach (I read and do)

One way to teach language skills in competency _based approach is through embedding them in life skills. Naturally, CBA is focused on teaching real life skills, not language structure and grammar   is the language skills are taught with the life skills that the learner need in his daily routine.

10-3-Teaching Reading/Reading Comprehension

At this stage of middle school; learners read to search information, discover clues/title, date place, personal information /to understand meaning and interpret situations.

Teacher should arouse in the learner love and pleasure for reading, and should help him to reflect on what, why and how he reads: dialogue; letter; email; article

When reading a text, it is necessary to identify the following elements:

a) Para- textual elements: writer, text,source,publication date.

b) Supra-textual elements: discourse type,

c) Lexical elements: words from the same family, words belong to the lexical field,

Learners should be independent, they should be given the opportunity to read silently and exploit the text through meaningful tasks and activities.

Chapter two:Reading comprehension

1- Definition of reading comprehension
2- Literature review
3- Theories of reding comprehension

3.1 Schema theory   3.2Comprehension as a thinking process

4- Strategies in teaching reading comprehension
5- Assessment of reading comprehension
6- Reading comprehension disorder
7- Reading comprehension difficulties
8- Causes of reading comprehension difficulties

Chapter two: Reading comprehension

1- Introduction

Reading comprehension is a significant, not just for understanding texts, but for more learning success in education and employment. It is also important for our social life because of emails and social networking sites.

Reading comprehension is a complex process, which requires the orchestration of various cognitive skills and abilities, it helps the reader to gain and acquire information, to be successful in our communication with others.

2- Literature review

In the literature, reading comprehension has been defined in 18 of different ways by different experts.

Sweet and Snow (2003) defined reading as process of constructing meaning from text, while Grabe and Stoller (2002) point out that reading is drawing and interpreting meaning from the printed page to become solid information ".Further Yekselir (2014,P66) specifically mention that reading comprehension is the result of complex interaction between, the text ,the setting ,the reader ,the reader's background ".

To sum up, one can define reading comprehension as the ability to process text, understand its meaning and to integrate with what the reader already knows .it is an interaction between the text and reader's, background knowledge.

There are some abilities are required for good reading comprehension are:

1_To know the meaning of words.

2_Ability to understand meaning of words from discourse context.

3_ Ability to draw inferences.

4_Ability to identify the main thought of a passage.

3- Theories of reading comprehension

3- 1) Comprehension as a thinking process

Wooley (2001) claimed that comprehension is a very process which involves cognitive activities like summarizing, predicting synthesizing, evaluating.

There are 5levels of reading comprehension literal, interpretation, evaluation or critical reading, integration or application to self-life and creative reading. distinctively, each dimension is "cumulative in that each builds on the others" (Hermmosa ,2006p 56)

3-2) schema theory

This theory mainly focuses on the critical role of the reader's background knowledge and experiences or technically known "Schemata" in reading comprehension (Armstrong and Newman p2011).

It also claimed that everyone's schemas are individualized (Tracy and Morow ,2006.p51)

There are 3types of schemata mostly used by the reader :1_script knowledge 2_knowledge of text structure 3_knowledge about language.

A) Refers to "every day information stored in memory "which usually derived from repeated experiences with people, places events and situations" (Hermosa ,2006p 121)

B) text structure indicates "aspects of texts (complete messages) that signal how the content is related "(Hermosa ,2006p 122)

C) This type of schemata concerns knowledge of graph phonic, syntactic and semantic

Systems of particular language, moreover, knowing how these systems operate within a given context or social setting is also important. This is because "language cannot exist outside of context "Hermosa (2006, p 122)

4- Strategies in teaching reading comprehension

Research on teaching comprehension could be classified into 4 waves of studies:

4-1-first wave: single strategy instruction

These strategies were done in 1970's and early 1980's. some of them are: identification of main idea, story theme identification, self-regulation, semantic mapping.

4-2-Second wave: Multiple strategies instructions

These were conducted in 1980's which highlighted the effects of teaching students 's multiple strategies in comprehending a particular reading material or materials which is _are not comprehended concurrently but as a single entity (Wilkinson and Son,2O11). for example, Reciprocal teaching, Direct explanation approach to strategy instruction, Reading (CSR).

4-3- Third wave: Transactional **strategies instruction (TSI)**

Students are taught a set of strategies which includes predicting based on prior knowledge and summarizing.

4-4_**Fourth wave: Dialogic approach**

It is a response to the previous waves of reading strategies instruction and the belief that comprehension was a more fluid, context _sensitive process that required a more dynamic flexible approach to instruction "Wikinson and son 2011p367).

These are some examples:1) content _rich instruction _ 2) discussion3) Argumentation.

5- Assessment of reading comprehension

Assessing reading comprehension is very important because; firstly, it is significant to assess children's development thus the teacher can discover to what extent a particular learner is motivated and respond to the teaching or remediation. Secondly, it's good for both (teacher learner) to know that the planned objectives are reached or no. Thirdly, there must be a specific diagnosis of comprehension difficulties so that intervention can be tailored.

In schools, there are two types of assessment:

5-1_ formative which can be done during the learning process or lesson; it is less formal and it is associated with recommendations.

5- 2_Summative is used to assess achievements but not in a way that will feed back into teaching examples: would be end –of-year exams or national tests.

6- Reading Comprehension disorder

6-1Definition: a reading disability in which a person has trouble understand the meaning of words and written passages.

6-2Signs

Reading comprehension problems can be discovered through these symptoms:

A)   Difficulty of distinguishing significant information from minor ones.

B)   Difficulty of pronouncing or recognizing words.

C) Inability to solve basic tasks and spending long time to do them.

E)   Issues understanding what was read.

F)   Inability to connect ideas in a passage.

G) Confusion about the meaning of words and sentences.

 H)   Struggle to make inferences, which involves using what you know to make a guess about what you don't know, or reading between lines.

7- Reading comprehension difficulties

Many researchers have investigated different reading comprehension difficulties among foreign learners. This due to many reasons: inadequate vocabulary was discovered as one of the main issues (Gunning 2002), having rich vocabulary has an important role in facilitating the texts for the reader. Another problem which face flies to understand complex sentences in reading

Comprehension.

There are other difficulties among learners is coordinating conjunctions, prepositional phrases, participial phrases; they cause difficulty in reading comprehension because they make the writings more complex and hard to understand. For others, comprehension troubles could be due to deficiencies in language or cognitive process. Also motivation and concentration are causes that might influence comprehension

8- Causes for poor Reading Comprehension

There are mainly three causes of poor reading comprehension:

A) Disinterest and boredom

Being bored or lack of interest make learners not motivated for why they are reading, so they will not concentrate and pay attention for the reading content, this lead to difficulty of comprehension.

B) The learner's working memory is poor

This problem happened with learners who can't remember what they have read long enough to talk about it or explain it immediately after reading, it's common with kids with ADHD.

C) Limited vocabulary

This problem can cause poor reading comprehension. if the learner doesn't know the meaning of the words they are reading, they can't understand the content of the passage

D) The learner cannot think logically

Logical thinking is the process in which one uses reasoning consistently to come to a conclusion. Problems or situations that involve logical thinking call for structure, for relationships between facts, and for chains of reasoning that "make sense."

There is a big relationship between logical thinking and reading. It has been said that "there is no reading without reasoning," and even that reading is reasoning.

E) Text complexity

Complex texts may influence the learner's understanding. It means learner's fluency in language enables them to have more _in depth understanding of text. Hence, oral ability is prominent when it comes to recognize how a skilled reader can be since students acquire new vocabulary through listening. having adequate vocabulary helps students in clarifying the strange words by relating them with the context in which they are used (Dennis p2008)

conclusion

In this chapter, the term of reading comprehension is introduced by many experts.

In addition to that, the different theories of reading comprehension are explained and presented Then, the study deals with reading comprehension difficulties and the reasons beyond these difficulties

Chapter three:The practical part

Introduction

1- The description of the questionnaire
2- The administration of the questionnaire
3- The analysis of the questionnaire
4- conclusion
5- The teacher's interview
6- The description of the interview
7- The analysis of the intervew
8- Discussion of the intervew
9- The practical exercise
10- Description of the practical exercise
11- Analysis of the practical part
12- Discussion of results
13- Conclusin

Chapter three: The practical part

Introduction

This chater is devoted to the practical part in which I present mu study that aims to investigate and discover the diffivultiesw of reading comprehension among MS4 pupils .

To test the hypothesis ,I gained data from various sources , a qestionnaire with ms 4 learners and an interview with ms4teachers,in addition to a practical exercise in the class with pupils .

In the first section of this chapter ,I will analyze the learner's questionnaire and in the second section ,the analysis of the interview ,finally,I analyze of the learners answers about a text taken from their course book .

The collected date and gained results will enable us to diagnose the difficulties of reding comprehension and their causes (coursebook,teacher's performance,environment).

*1*_**Description of the questionnaire**

The structure of the questionnaire was arranged from general to specific in order to make the pupils familiarize with the topic of the research .

It is composed of questions , and multiple answers were offered to facilitate the process of answers .

The questionnaire was divided into three sections:

2_1 Section one : (Q1_Q5)General information

It is designed to discover the learner's tendency to the English language and the reading skill.

2_2 Section two:(Q5_Q13)learner's attitudes to English and reading

This section is about the learners attitudes ,wiews to different points:texts in the coursebook ,the accompanied pictures and photoes,topics ,the vocabulary and structure of the texts)

2_3 Section three :Q14_ 16) Reading comprehension tasks

This section is about the reading comprehensipon tasks and how learners tackle with them,moreover the the strtegies that he /she uses to facilitate thses tasks when they come to the class.

Chapter three: The practical part

2- The description of the questionnaire

The questionnaire was given to 40pupils (ms4)chosen randomly from two schools:27th February 1962 and Sid Rouhou school .

The questionnaire was in Arabic language because it was addressed to beginners and they can understand the different questions freely .

This number of learners are questionned in the class ;they constitite the sample of the research .

2_Description of the questionnaire

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3_Analysis of the questionnaire

3_1 Results and discussion

Chapter three: The practical part

Questionnaire consist of sixsteen questions which aim to discover the learners views to the reading skill and their difficulties in the reading comprehension session.

Question one :   Do you like the English language?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	40.0	40.0	40.0
	Not too much	21	52.5	52.5	92.5
	No	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Table 3.1 pupils love of English

It is noticed that 50percent of the learners don't like English so much it means that there is another subject may be french or arabic that domintes their interest ,however fourty percent of them adore it ,so we can not deny that English is prefered by learners.

Chapter three: The practical part

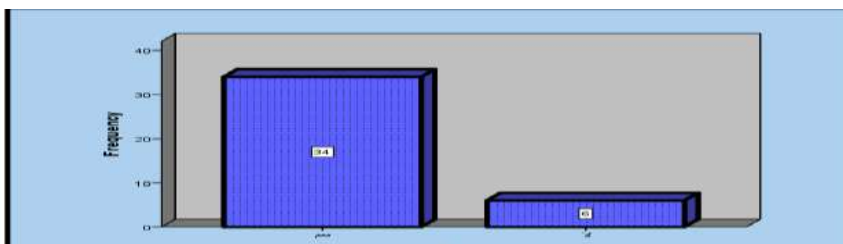Question two :   Which skills do you prefer most?
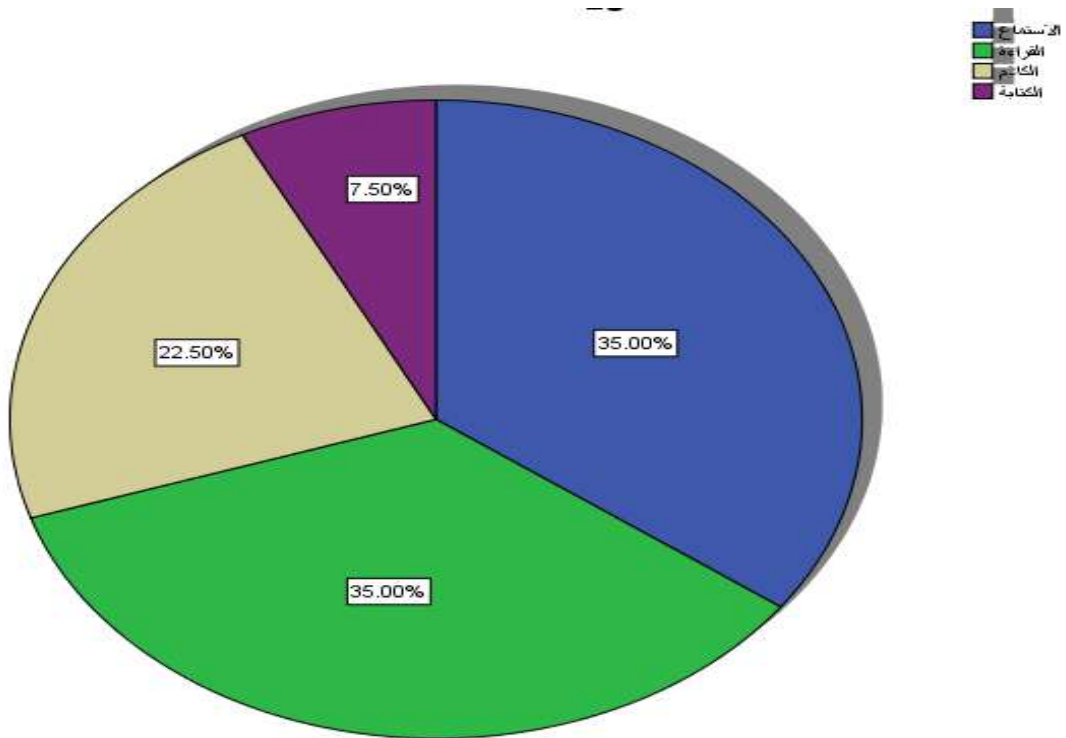
Piechart 3.2the preferable skill

For this question ,the participants show that they are interested more in reading and listening ,this display that reading is a an attractive skill for the pupils.

Question three: Do you like reading ?


Bare graph 3.3 pupils love of reading

From the table below ,it is observedthat 34out of 40pupils answer with yes,this means that majority of pupils like this skill ,but only a minority don't prefer it.

Different justification are suggested to the learners ,most of them answer that they like reading ,because it makes them enjoy their free time.

Learners justifications 3.4
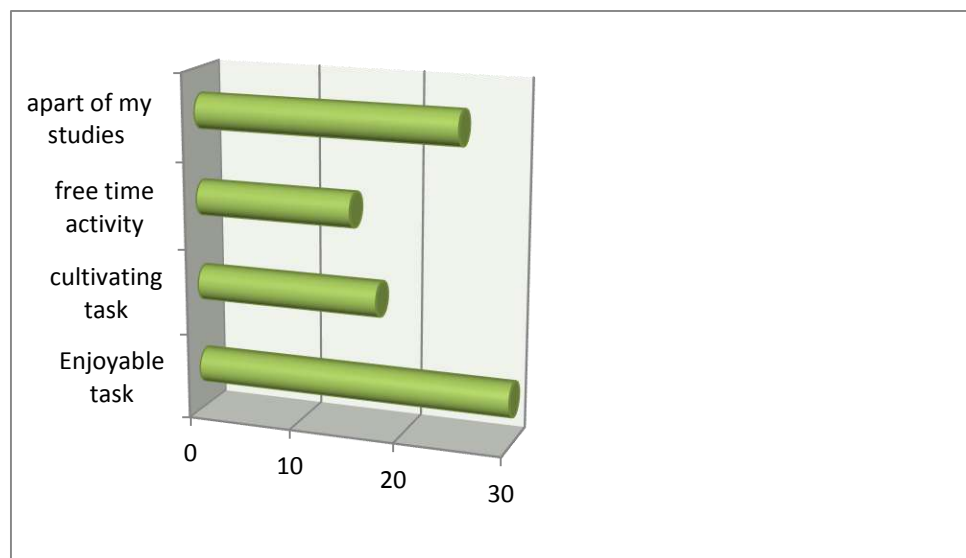
The rest answer with no ,and they have their own reasons

		Frequency	Cumulative Percent	Valid Percent	Percent	Frequency
Valid	Boring	2	5.0	22.2	55.6
	Im careless	1	2.5	11.1	66.7
	Not useful	2	5.0	22.2	88.9
	I haveother meansof enjoyment	1	2.5	11.1	100.0

Table 3.5

Question 4 : what are the means do you prefer to enrich you language and culture ?

Through this question learners show a great interest and tendency towards the internet than reading books ,as a result books are not loved by the participants.

Bare graph 3.6 favourite cultivating means
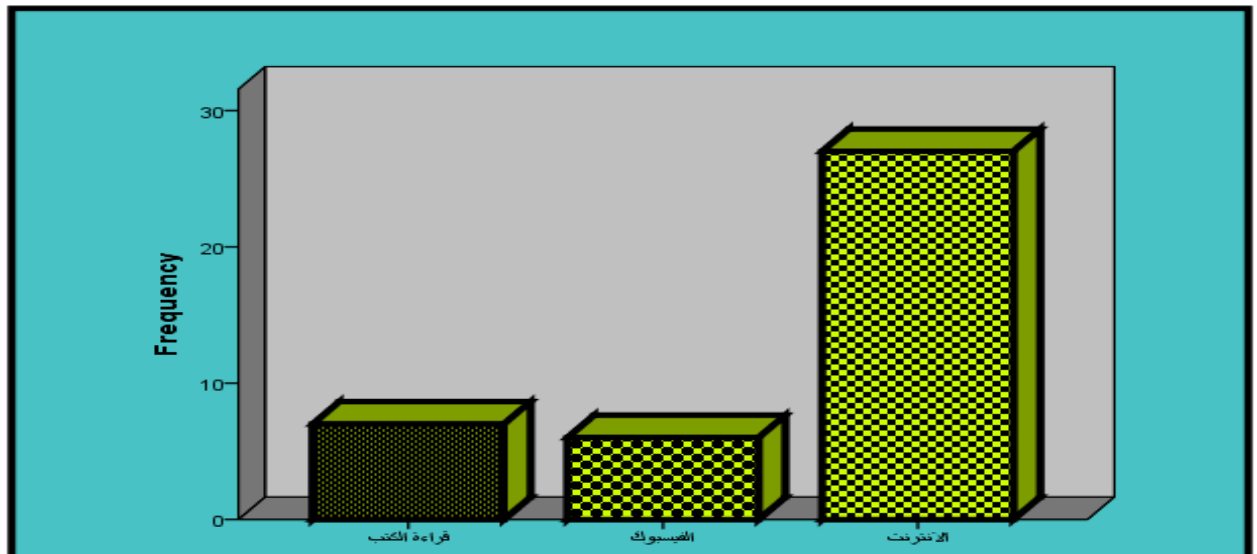
Question 5:   Can you read an Englisg text?

Most of the pupils claim that they cant read a text written in English ,they don't have a good ability to achieve this cognitive skill.

Pie chart 3.7 The pupils reading abilities
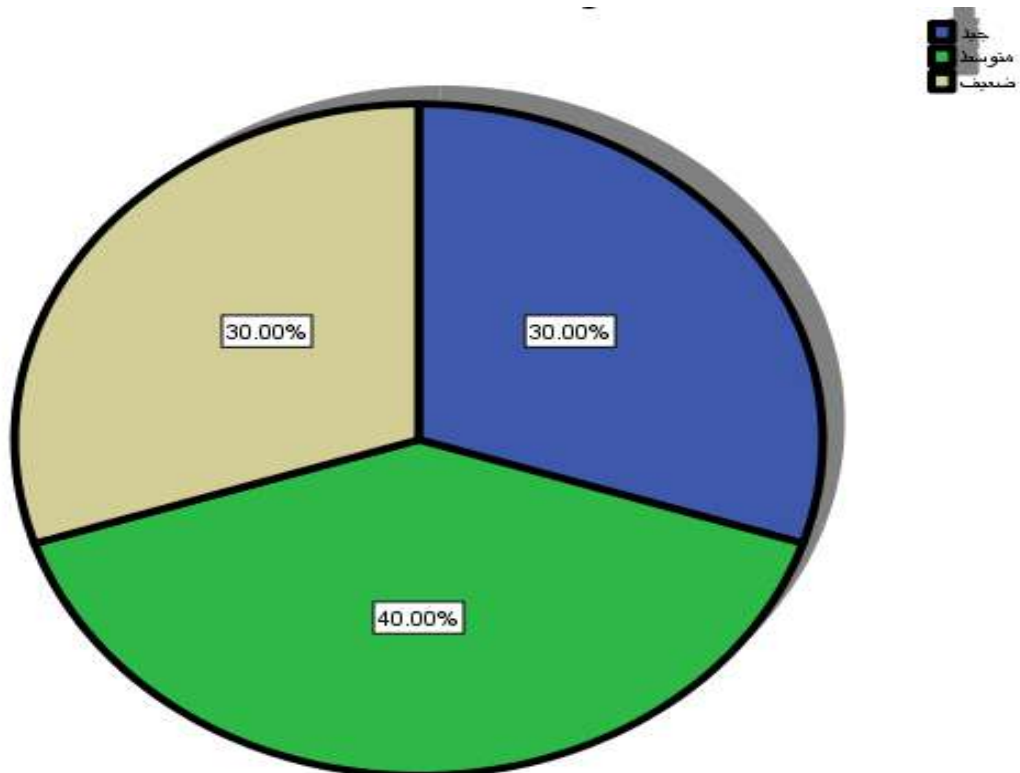
Chapter three: The practical part

Question 6:   **Do you enjoy the textsof the course book?**

Table 3.8 The enjoyment of the texts

		Frequency	Percent	Valid Percent	Cumulative Percent
	yes	22	55.0	55.0	55.0
Valid	No	18	45.0	45.0	100.0
	Total	40	100.0	100.0	
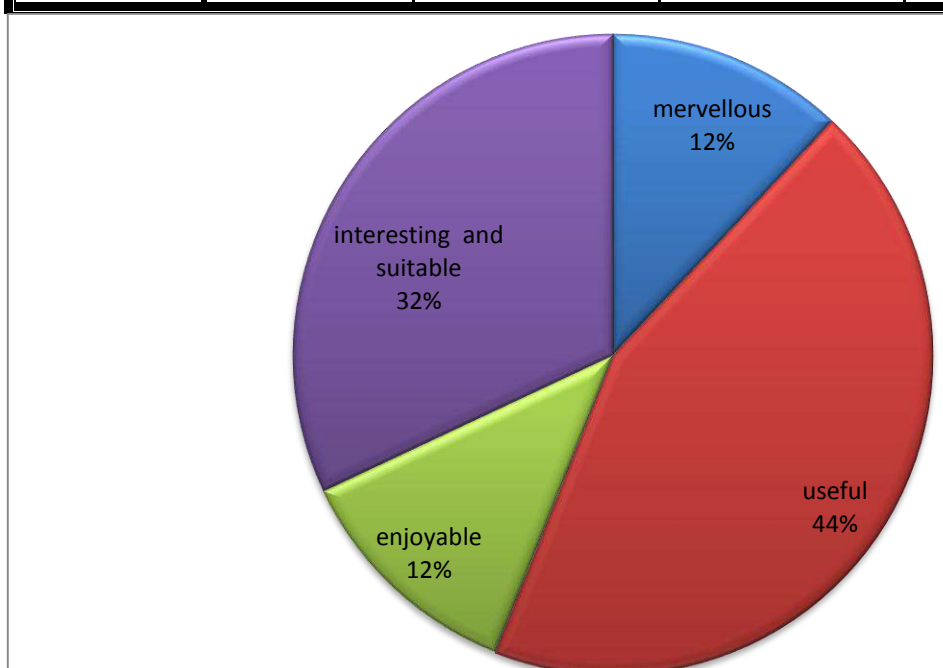
The gained results show that half of the participants enjoy reading the adopted texts ,due to
manyreasons :useful and fill in their needs and interests**.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	3	7.5	15.8	21.1
	Boring	3	7.5	15.8	36.8
	Hard	4	10.0	21.1	57.9
	It s not my interests	8	20.0	42.1	100.0

Question 7:   How are the designed pictures ?

    22 pupils declared that the pictures have a relationship with the tackled topics,on the contrary they don't love the used colours ,and they don't attract them **PPP**
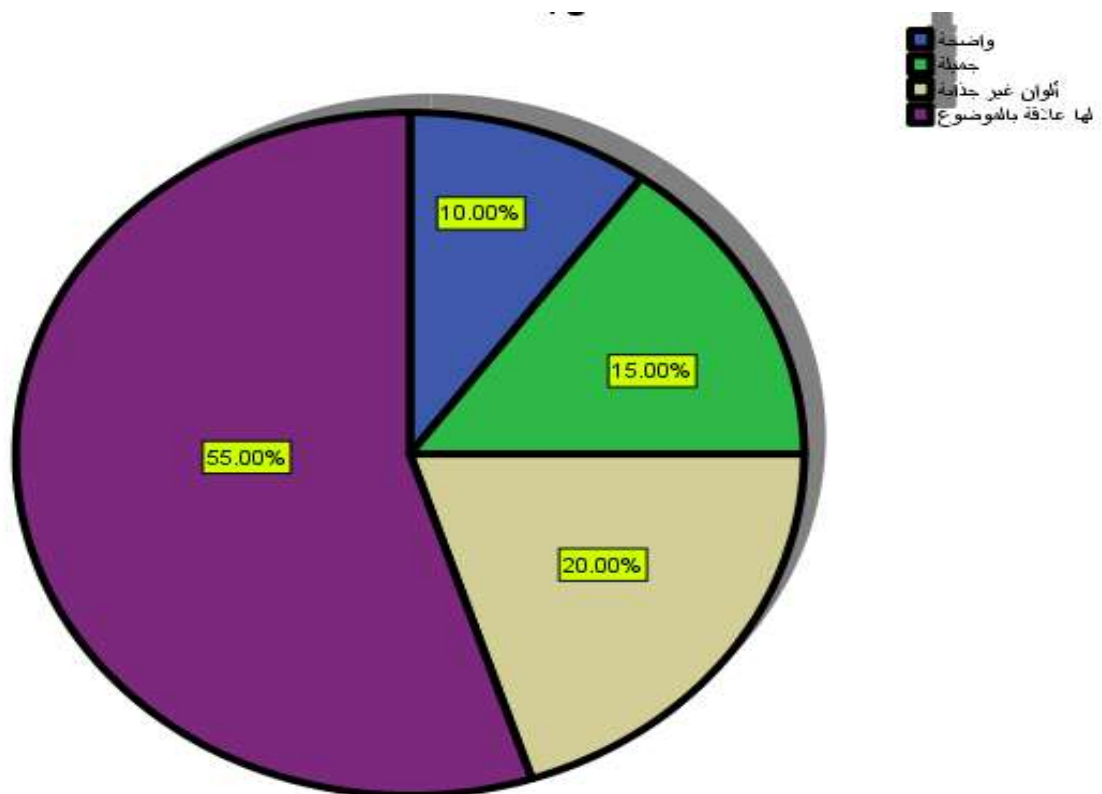
Pie chart 3.11 Learners comment on the pictures

Chapter three: The practical part

Question 8:   Are you satisfied with the length of the texts in the course book?

The majority of the pupils agree that the texts are of medium length ,however 37percent viewthat they are long .

Pie

Pie chart 3.12The length of the text
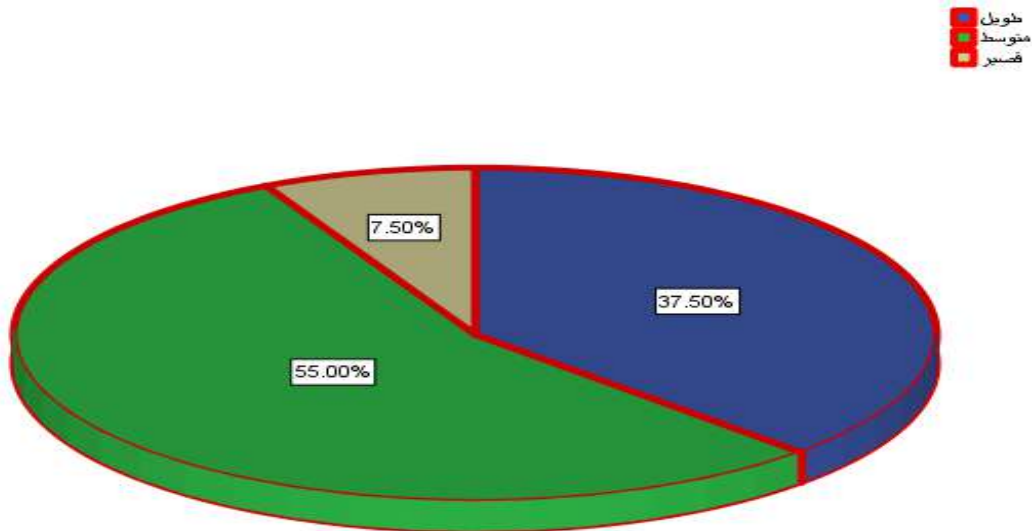
Question 9:what do you think of the chosen topics?

Most of the participants see that the chosen content and topics are clear and undersatadable ,but they are boring and don't attract their interest.

Question 10:   what do you think of the used vocabulary and lexix in the texts?

Table 3.13

		Frequency	Percent	Valid Percent	Cumulative Percent
taValid	Easy	7	17.5	17.5	17.5
	Difficult	14	35.0	35.0	52.5
	Used	13	32.5	32.5	85.0
	Difficulty in pronouncing them	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

35 percent showed difficulty in understanding the used vocabulary and lexis ,because it seems to them that they difficult and not wideused.

Question 11: Are you satisfied with the devoted time for thbe reading session ?

Baregraph 3.15 the devoted time for reading
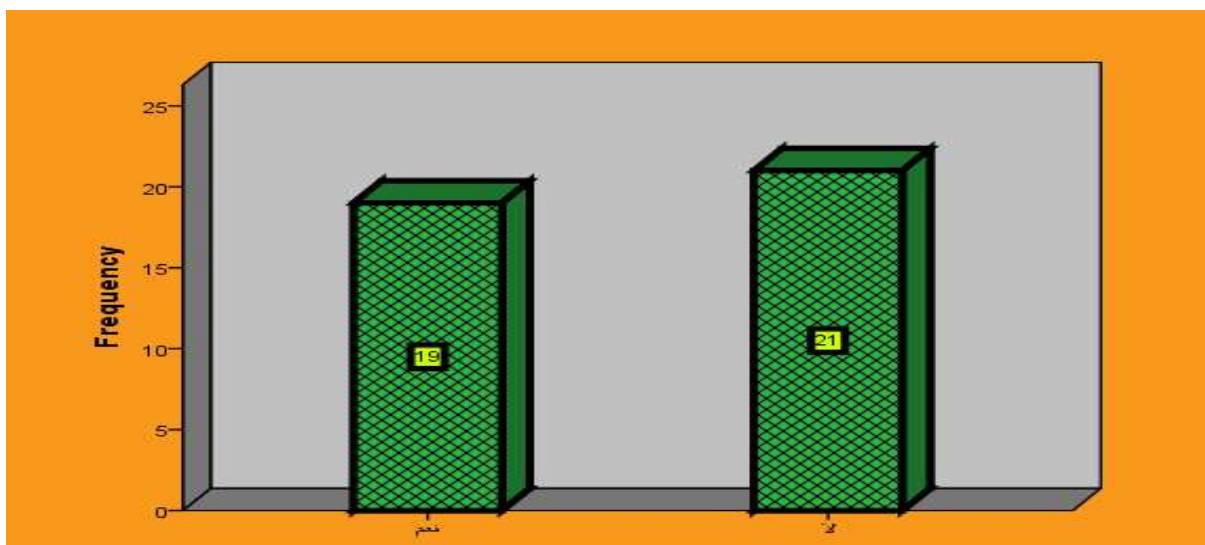
Half of the pupils said that the devoted time for the reading session is not enough ;they need more session to master this skill well ?

Question 12:   Do you use the dictionnary to explain the difficult words?

Bare graph 3.16 use of dictionary
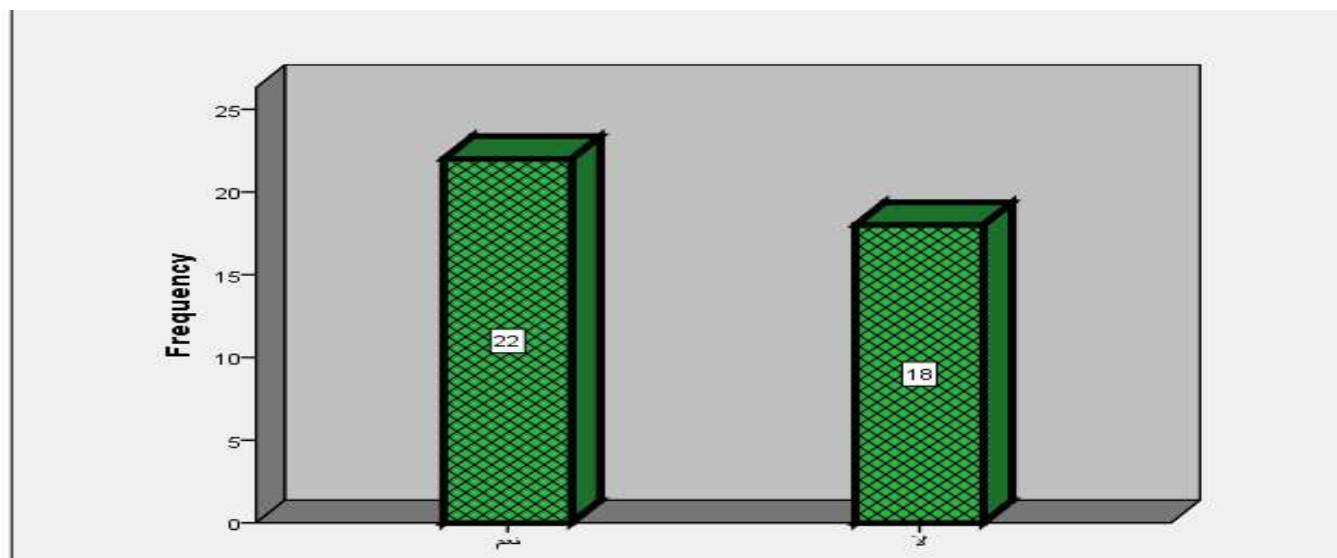
22learners infrmed us that they use the dictionary to explain the new vocabulary.

Question 13:   Are the reading comprehension tasks easy or difficult ?

The majority of the participants agree that the tasks of the reading comprehension are easy to do ,however a minority find these tasks as difficult.

The learners are asked to justify there answers through providing them with some justifications: because it is hard to understand –does not go with my interests- easy and clear to do _doen not take much time.

Most of thelearners who answer that reading comprehension tasks are easy ,justify because they can understand them and it does not need much efforts.

Chapter three: The practical part

Pie chart 3.17 The reading tasks
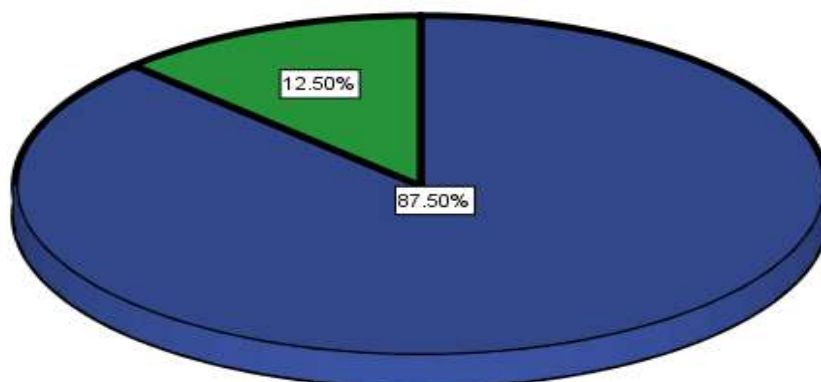
14of them said that the tasks are difficult and hard to do due to thses reasons:hardness of the activities and don't attract my interests and attention.

If the answer is yes ,the learners must justify

Table 3.18 Pupils justification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Short	2	5.0	5.6	5.6
	Understandable	17	42.5	47.2	52.8
	Goes with the pupi 's level	14	35.0	38.9	91.7
	Not Intensive	3	7.5	8.3	100.0
	Total	36	90.0	100.0	

If the answer is no:these are pupils justification

		Frequency	Percent	Valid Percent	Cumulative Percent
	Hard	4	10.0	57.1	57.1
Valid	It does not go with pupils abilities	2	5.0	28.6	85.7
	Intensive	1	2.5	14.3	100.0
	Total	7	17.5	100.0	
Total		14	100.0		

Question 14:   Why can 't you do the reading compreheonsion tasks without your teacher explantion ?

Learners agree that this problem occurred because of:firstly, the difficult tasks and activities.secondly,the shortness of time devoted to the reading tasks.thirdly,the intensive number of tasks .
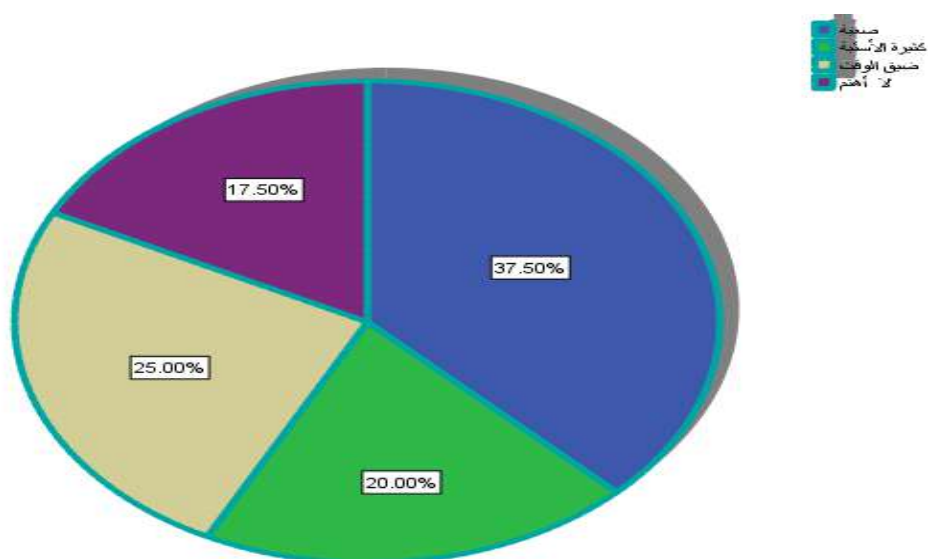
Pie chart 3.19 learners justifications

Question 15: Can you understand read the text and do the tasks of comprehension alone?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	42.5	42.5	42.5
	No	23	57.5	57.5	100.0
	Total	40	100.0	100.0	
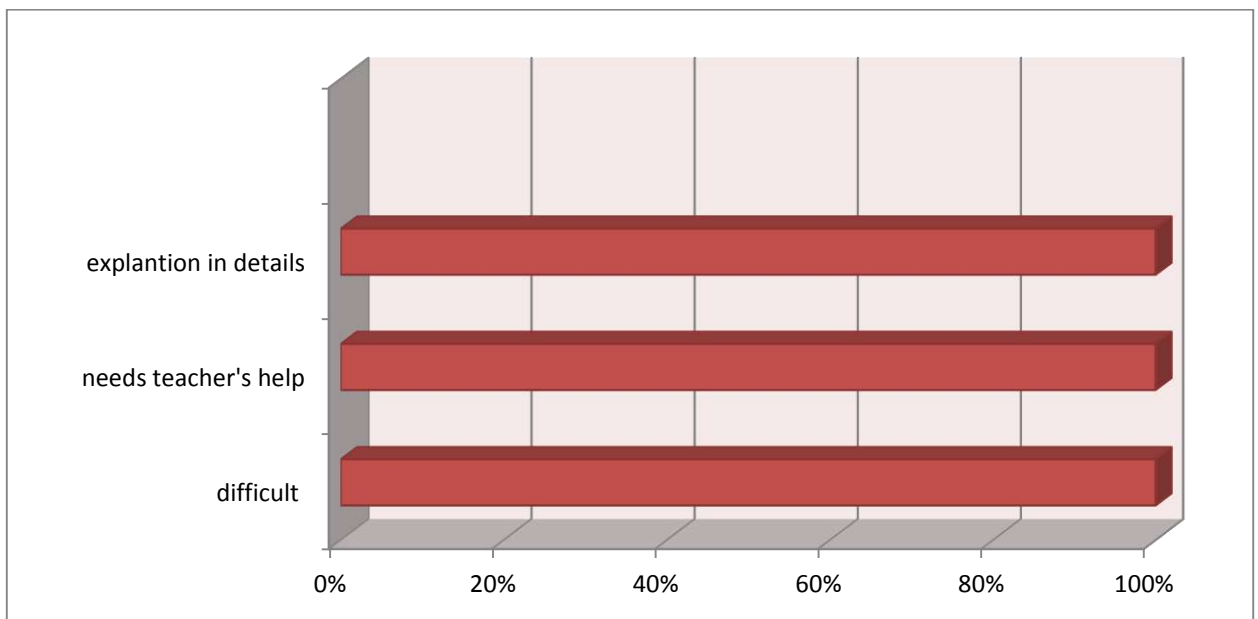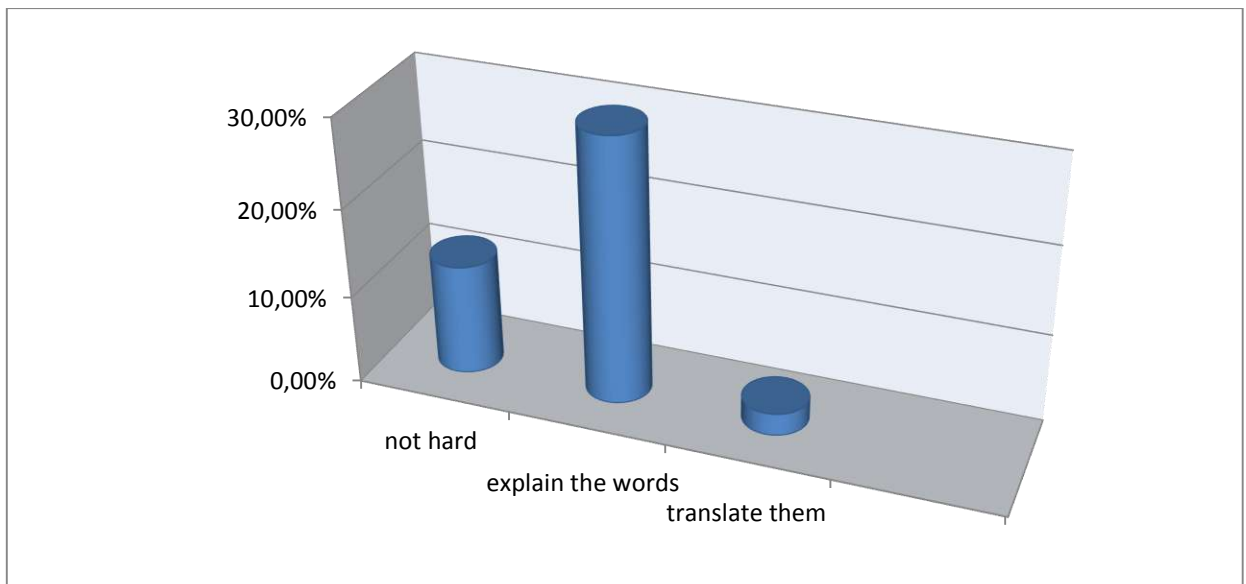
Question 16:W hat do you do to understand the texts before the reading session ?

22out of 40pupils answer that they read the texts before they come to the classes ,however 10of them declared they are not interested to understand,a minority use dictionaries to help them in explaing the ambigious words.
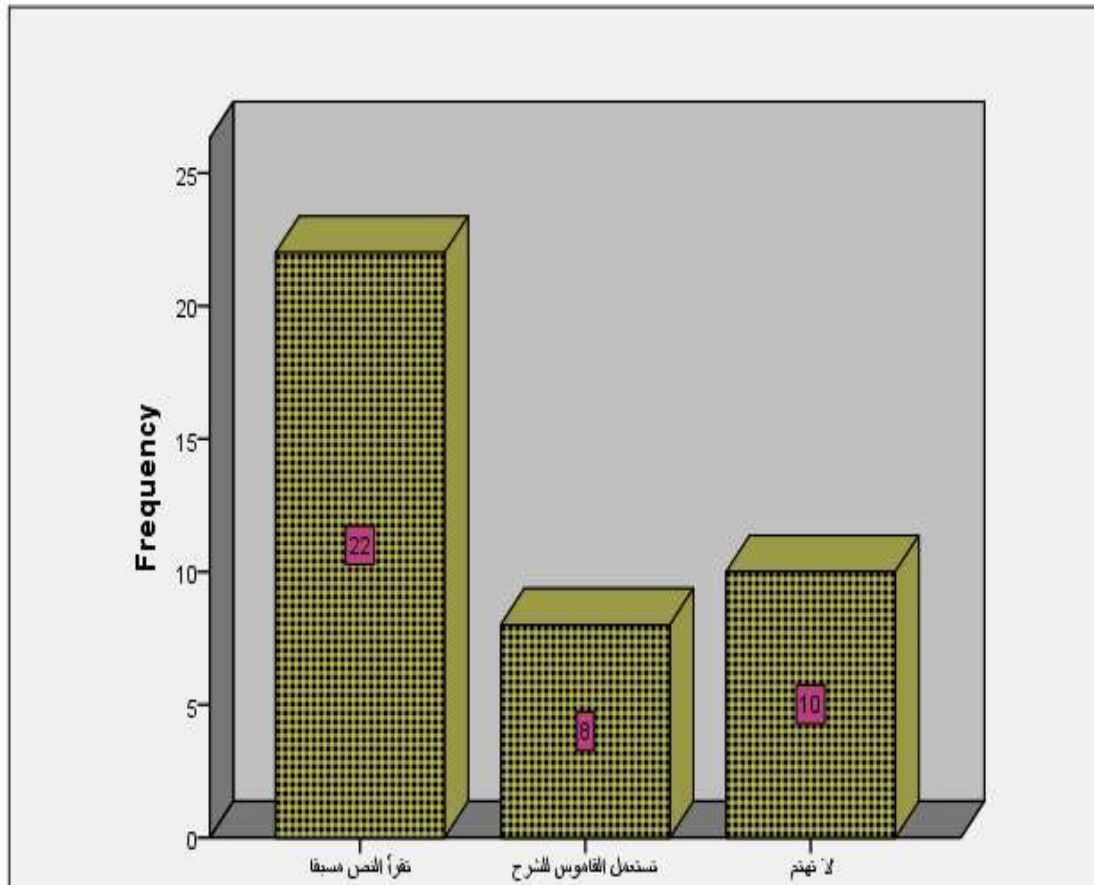
Bare graph 3.20 Pupils techniques to explain difficult words

Chapter three: The practical part

4_Description and analysis of the teacher's interview

Introduction

   The interview was addresseded to three teachers who teach Ms4 classes .It is composed of questions about the following fiels: teacher's beliefs towards the reading skill_the adopted approach _methodology _texts of the coursebook _learners_reading comprehension tasks

4_1 Section one

_ When teachers are asked about their favourite skill ,two of them reveal that they prefer the reading skill due to these reasons:Teacher A answers that her learners perform better in reading in comparison to other skills,however one teacher says that learners struggle while reading an English text.

A_Teacher's beliefs towards the reading skill

- The three teachers agree that teaching reading is not an easy task because of reading difficulties (decoding,speed ....)that disturb the session management ,so text selection was the main difficulty for them.
- -Scanning was the hardest strategy to implement while doing the reading session
- Teachers justify their answers that scanning needs concentation and attention of the readers ,however learners sruggle to read the texts .

 B_ The adopted approach

  One teacher out of three shows his dissatisfaction to the used approach CBA, He considers it as inadequate to be applied in Algerian schools, the rest of teachers liked it because it develops the learner's abilities in analyzing and thinking.

Concerning the difficulties that they face within the application of CBA is: large classes, lack of technological materials, inadequate rooms).

 Methodology

Teachers do not have similar and unified objectives:

- Teacher A and B state their objectives as the following:learners can understand the text
- They can anser the reading comprehension tasks.

The third teacher says that the reading session has not a particular objective, each text has its own specific features, consequently, different goals.

Texts and pictures

The three teachers agree that not all the texts are preferred by learners, some of them are not appreciated by pupils specially that teenagers have their favourite topics and preferences, in addition the included pictures and photos are not motivating for the pupils.

For the used vocabulary and Lexis, teachers comment that they create a difficulty for the learners, because it needs teacher's interference and use of dictionaries.

E_ Learners

Not all the teachers find difficulty in motivating the pupils in the reading session, one of them says that using videos and flashcards were successful tools to engage learners and be positive learners.

4_2 Section two

A_ Reading comprehension tasks

Theparticipants do not agree that the desingned tasks are useful and adequate to the pupils abilities ,teacher 's performance,and devoted time for doing reading comprehension

Teacher A informs us that she chooses the easy and relevant tasks because of the low level of pupils, but the B and C say that they try to tackle with all the tasks, so learners can experience variety of tasks.

Concerning the relationship between the tasks of the course book and tasks in BEM exam

One teacher answers that the reading comprehension tasks do not improve the pupils 's performance in BEM exams.

Teacher A and B share the same view, they find that tasks in the course book have positive impacts on the achievement of MS 4 pp's; because they include familiar tasks in BEM exam's examples:

-I say true _false_not mentioned
_I answer these questions
-I fill the table from the text
_I find synonyms and opposites

_How many paragraphs

_What do the underlined words refer to?

5_ Discussion of the interview

The collected data from the interview show that MS4 teachers have similar views towards the asked questions:

- They prefer the reading skill ,but they have destinct difficulties while doing reading :
- 1- learners suffer from reading troubles :decoding
- 2_ boring content
- 3- Insuffecient session for the reading ;one hour in a month
- 4_ Large classes

6_ The practical exercise

Since the area of reading skill is complex and incomprehensible, I integrated a practical exercise as a class observation to assess MS4 pupil's performance and their abilities in reading comprehension without the teacher's help.

6_1 The aim of the practical exercise

The reading comprehension tasks are other instruments used to collect data about learner's ability to do the reading comprehension tasks when reading an English text.

The main objective of the tasks is to test and explore to what extent MS4 can perform this mission alone and without any help (no explanation, no dictionaries)

6_2 The description of the exercise

The reading comprehension exercises are taken from the MS4 course book; the text is from sequence two" Me, my personality and life experiences "(I read and do) p80.its title is "AGaza refugee child's dream".

The participants are from "Sid Rouhou middle school", they are chosen randomly, their number is 10pupils.

The pupils are asked to do the three tasks: task one-, two- and five-page 80/81.

Task one: is about filling the bibliographical notes of the text:

Chapter three: The practical part

1_The title2_the author3_the source of the text4_the date of publication Type of the document.

Task two: I say: True/false, then correct the false statements.

This task includes 5 statements.

Task three: I find in the text words that are; synonyms/opposites of these:

It contains 3 words as synonyms, and 3 words as opposites.

The learners are given the freedom to ask any question, and without limiting them with time.

The analysis and discussion of the exercise:

The learners are given a text taken from the course book; the text is about a Palestinian refugee named "Yare Juda ".

In this text "Yara" presents herself, hobbies and interests. Yara as other teenagers has her dreams, she wants to deliver a message to the world and describe the mystery of the Palestinians.

The text is not difficult to be scanned and skimmed by the pupils, and contain clear and easy vocabulary.

When the pupils are exposed to the text, the majority started doing it without hesitation, however two of them say that they don't understand the text and what they must do.

The purpose of this exercise is to test learner's performance without teacher's help, so no explanation is presented to the pupils.

Most of the learners find it easy to do task one which is about bibliographical notes of the text; this because no need for reading and understanding the text, all information is clear.

In task two, difficulties started to appear, learners began to ask questions, what does this mean? Can you explain the statement?

In task three, most of pupils cannot perform the task, they asked for help to explain the words because their vocabulary is not rich.

From this class observation it is noticed that pupils don't face difficulty in identifying para-textual elements, but they find difficulty in finding lexical elements.

7_Discussion of the main results

Chapter three: The practical part

The purpose of this study is to investigate the different difficulties that EFL pupils face while doing reading comprehension, and the reasons beyond these problems, that solutions will be proposed to solve these problems.

This section will state the main findings with relation to the research questions, so results will confirm; or disconfirm the hypotheses:

Research question one: What kind of difficulties do Ms4 pupils face when doing reading?

The relevant hypothesis: such learners suffer from difficulty in reading comprehension because of many causes: linguistic and cognitive problems: unfamiliar vocabulary difficult texts, not interesting content, decoding problem, The analysis of learner's questionnaire and teacher's interview show that ms 4 face these kinds of different problems; so one may notice that the first hypothesis is confirmed.

Research question two: what are the causes beyond these problems?

The questionnaire and interview reveal that many causes contributing to these problems:

-Causes related to type of texts ,their vocabulary ,sentence sructure ,that's why text selection is so important to motivate learners .
-Causes related to the adopted approach (teacher's interview);CBAis not an adequate approach to be applied in Algerian schools,consequentely hypothesis N 1 is confirmed .
-Causes related to learners abilities and interests .

Conclusion

The present practical chapter provides a practical analysis case study both qualitatively and quantitatively by using three tools of research .

From the data analysis phase ,the findings present that ms4 learners face a list of difficulties in the reading comprehension session ;through the used research tools;reading comprehension difficulties have many sources :learners,textbook;adopted approach ,devoted time.

LIMITATIONS AND PEDAGOGICAL SUGGESTIONS

Introduction

This last chapter presents some practical techniques for teaching reading comprehensipon in EFL classes to improve the teacher's and learner's achievements and overcome the discussed difficulties

1_ Suggestions

1_1 teachers

Studies on good readers have identified a number of comprehension strategies to be highly useful .these strategies range from simple to complex

1. Help learners activate their prior knowledge of a topic and take guesses about what they are about to read by analyzing pictures and titles .
2. Create mind maps as a pre-reading activity or put few quiestions on the board ,and ask learners discuss them to prepare them for reading .
3. The more words a pupil know the easier it will be to recognize them in reading .
4. Teachers can provide a glossary terms before the reading begins .
5. Teach the dolch list : repeates exposure to high frequency terms that are common across pp's books and schoolworksheet can help learners to save their cognitive energy for decoding harder and less frequent vocabulary .

1_2 Classroom procedures for teaching reading comprehension

It is suggested three stages for teaching reading comprehension

A_ Pre-reading activities

There are several benefits to doing pre-reading activities , they can help the learner to be more prepared for what they are about to read ,it is also help, them to anticipate the topic of the reading .In doing this, they can also prepare themselves for the kind of language,vocabylary and even grammar that might be used in the text .

Here are some ^pre-reading activities to use in the calss:

1. Speed chatting : prepare one or two simple questions related to the topic of the reading ,ask the class to make two rows facing each other nthen encourage your learners to ask each other the questions ,but warn them that they have only 60 seconds
2. Discussion:Encourage the learners to have a discussion about the topic of the reading

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3. Brainstorming :Give the class five minutes to brainstorm ideas relating to the topic of the reading ,then give them (a further five minutes to organize their ideas ,and share them with colleagues.

B_ While reading activities

The objective of these activities is to skim the text and find specific information

There are some examples of while-reading activities

1. Identifying the toipc sentence.
2. Confirm predictions:check whether or not predictions are confirmed
3. Skim the text for a specific information
4. Answer literal and inferential questions
5. Inferring :inferring the meaning of new words using the context .
6. Coding text :teaching learners a method of margin marking so they can plce question mark next to statement they don't understand .
7. Scan the text for specific information .

C_ After –reading activities

I n the post reading activities ,learners need chance to work further with the text and its topic ,vocabulary and grammar ,they have to personalise what they have read ,they need to see how the text relates or is applicable to them and the world outside the class .

Here are some activities

1. Roleplays

2. Summary of the text

3. Imagination of a different end to the story

4. Writing a reply

5. Disccusion of the topic with a friend

1_3 Learners

Learners encounter many difficulties while reading here are some solutions that may help them:

Faced problems	Solutions
➢ -forgetting what have read	✓ Read aloud _take notes
➢ Not getting the point	✓ Take breaks and read again the passage
➢ Identifying the main idea	✓ Highlight the ideas with a colouring pen

1_3_1 Advice for specific learners :

<u>A/ Dyslexia</u>

Dyslexia is a difficulty in reading not in understanding ,here are some steps that may help who fuffer from this difficulty :

1. Read carefully and deliberately
2. Re-read for mistakes and content
3. Be patient with unfamiliar words
4. Take notes
5. Try to avoid breakd during passages

<u>B/ Memory difficulties</u>

Long texts make reading a hard work ,and create memory troubles ,these are solutions to overcome them:

1. Don 't worry about details
2. Take notes
3. Mark the location of notes
4. Look for connections between each passage.

General conclusion

General conclusion

To reach any Academic and professional success,individiduals have to be accustomed to the reading skill ,which is the only tool to acquire any foreign language The main concern of this research is identifying the different difficulties in EFL classes in middle schools .

This research work was devided into3 chapters :

The first chapter is about defining the reading skill, its various types ,difficulties and different difficulties ;then an overview about the adopted approach "CBA".

The second chapter deals with the reading comprehension skill;its theories definition of reading comprehension disorder ,signs and finally the reading comprehension difficulties .

The third chapter is devoted to the practical part in which a questionnaire is addressed to the learners ,they are asked to answer questions concerning the texts of the coursebook and the different problems they encounter in reading comprehension session .another tool of research is used an interview with Ms4 teachers ,it includes questions about the adopted approach ,the learner's attitudes towards the reading skill reading comprehension difficulties includedin the coursebook .

The last chapter is for presenting solutions and recommondations for teachers and learners to reduce these kind of difficulties .

The main results show that Ms4learners encounter many problems while doing reading comprehension tasks ,because of different sources :bad selection of texts,short devoted time,an inadequate approach .

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Appendices

Appendices

- Appendice N 1: Questionnaire to MS4 pupiles

- Appendice N 2: Lesson plan from teacher's guide

- Appendice N 3: MS4 Teacher's lesson plan

- Appendice N 4: MS4 Teacher's lesson plan

- Appendice N 5: Jnterview

- Appendice N 6: Texts from MS4 Coursebook

Appendices

Appendice N 1: Questionnaire to MS4 pupiles

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استبيان لتلاميذ سنة رابِعَة متوُسط

عزيزي: التلميذ / التلميذة

في اطار تحضير مذكرة الماستر في علم الانسانيات حول موضوع الصعوبات، التي تواجهكم في قراءة النصوص المدرسية الإنجليزية وتمرينات الخاصة بفهم النص (Reading comprehension) ونرجو منكم الإجابة على الأسئلة الآتية بدقة ومصداقية

– العمر: .... سنة

– الجنس: ☐ ذكر ☑ أنثى

الأسئلة:

1) هل تعجبك اللغة الإنجليزية؟ ☐ كثيراً ☑ نوعا ما ☐ لا

2) ايُ من المهارات المفضلة لديك في مادة اللغة الإنجليزية

☑ الاستماع ☐ القراءة ☐ الكلام ☐ الكتابة

3) هل تحب القراءة؟ ☑ نعم – لماذا؟ ☐ ممتعة ☐ مثقفة ☐ تشغل وقت فراغي ☐ جزء من الدراسية

☐ لا – لماذا؟ ☐ مملة ☐ لا أهتم ☐ غير مفيدة ☐ لدي وسائل تثقيفية أخرى

4) ماهي الوسيلة التي تفضلها لإثراء لغتك وتثقيف نفسك؟

☐ قراءة الكتب ☐ الفيسبوك ☑ الانترنت

5) هل تستطيع قراءة نص باللغة الإنجليزية؟

☐ جيد ☑ متوسط ☐ ضعيف

6) هل تستهويك نصوص الكتاب المدرسي؟ (اختار الإجابة المناسبة)

☑ نعم – لماذا؟ ☐ جميلة ☐ مفيدة ☐ ممتعة ☐ توافق سني واهتماماتي

☐ لا – لماذا؟ ☐ سيئة ☐ مملة ☐ صعبة ☐ لا توافق اهتماماتي

7) ما هو رأيك في الصور المرافقة للنص في كتابك المدرسي؟

☑ واضحـة ☐ جميلة ☐ ألوان غير جذابة ☐ لها علاقة بالموضوع

</div>

Appendices

8) علق على طول النص المبرمجة

☑ طويل ☐ متوسط ☐ قصير

9) ما رأيك في مواضيع الكتاب المدرسي؟

1- (☐ مملة / ☐ جذابة) 2- (☐ غامضة / ☐ واضحة)

3- (☑ تتناسب مع سني / ☐ لا تتناسب) 4- (☐ تعجبني / ☐ لا تعجبني)

10) ما رأيك في المفردات واللغة المستعملة في النصوص؟

☐ سهلة ☑ متداولة ☐ صعبة ☐ صعبة النطق

11) هل انت راض على الوقت المخصص لمهارات القراءة في البرنامج المدرسي؟

☑ نعم ☐ لا

12) هل تستعمل القاموس في شرح المفردات؟

☑ نعم ☐ لا

13) هل تمارين فهم النصوص سهلة أم صعبة؟

☑ نعم لماذا؟ ☑ قصيرة ☐ مفهومة ☐ في مستوى التلميذ ☐ ليس مكثفة

....

☐ لا لماذا؟ ☐ طويلة ☐ صعبة ☐ لا تتوافق مع مستوى فهمي وقدراتي ☐ مكثفة

....

14) لماذا لا تستطيع القيام بتمارين فهم القراءة بدون مساعدة الأستاذ؟

☐ صعبة ☑ كثرة الأسئلة ☐ ضيق الوقت ☐ لا أهتم

15) هل تستطيع أن تقرأ النص وتقوم بالتمارين دون شرح أستاذك؟

☐ نعم لماذا؟ .... ☐ لا لماذا؟ ....

16) ماذا تفعل كمجهود إضافي لتسهل على نفسك فهم النصوص قبل حضورك حصة القراءة؟

☐ تقرأ النص مسبقاً

☑ تستعمل القاموس لشرح الكلمات

☐ لا تهتم

نشكركم على تعاونكم ونتمنى لكم النجاح

Appendices

Appendice N 2: Lesson plan from teacher's guide

Level: Ms 4

Sequence: 01   *Lesson:* 10   (*I read and do*) **part 1**

Lesson Focus: Language use

Learning Objective: By the end of the lesson, my pupils will be able to:
- read the text about Mohamed Dib and sort out information.
- write a short biography of an outstanding Algerian freedom fighter.

Target Competencies: interact – **interpret** *– produce.* (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)

Domains: Oral – *Written - Both*

Target Structures: the simple past, the passive voice, chronological markers...

Materials: Handouts with captions of leaders / white board / books/ Videos...

Cross-curricular Competencies:	*Core-values:*
1. Intellectual competence: - *The learner can interpret and understand non-verbal messages.* - *He can show creativity when writing about national leaders.* *2. Methodological competence:* - *He can work in pairs and in small groups.* - *He can assess his work and his peers'.* *3. Communicative competence:* - *He can mobilise his knowledge and English to introduce national leaders.* - *He can use the new ICT to introduce Algerian outstanding figures* *4. Personal and social competencies:* - *He respects our national leaders and behaves consistently*	- *Valuing and respecting Algerian outstanding figures (writers, martyrs....*

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Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A. K.T M.I
10'	Warm up	T. shows a mute video about The Soummam Congress 1956 and asks pupils to guess what it is about. T: Can you name some leaders in the video? T. elicits from the pupils all the possible answers.	T/PPs PPs/T	To interpret the video and sort out information	A video about the Soummam Congress. https://www.youtube.com/watch?v=S66eGiHrgtA	V /Au
10'	Pre-reading	T: There were martyrs and freedom fighters who fought for the Algerian independence using weapons; there also were others who fought using their pens as writers, actors, poets, novelists... can you name some of them? T. elicits all possible answers from pupils. T. provides pupils with the table below and asks pupils to work in pairs and write information about Mohamed dib.	T/PPs PPs/T	To check and recall prior knowledge	Pictures and photos of martyrs, poets, writers...	V/A ud. Au.
			What do you already know about Mohamed Dib?	What do you want to know about Mohamed Dib?
---	---
*................	*................
*................	*................
*................	*................	 T. provides pupils with a task, where they are asked to read and match the words with their synonyms or definitions:	T/PPs PPs/ PPs PPs/T	T raise pupils schemata.	The envelopes and the strips of papers. White board	V/T
			1- Novel	a- Unfortunate situation
---	---
2-Trilogy	b- A group of 3 novels, plays, films...
3-Portray	c- A fictitious narrative of book length, representing character and action with some degree of realism
4-Plight	d- Prevent a person or place from having or using something.
5-Dispossess	e- Describe someone or something in a particular way.		T/PPs PPs/ PPs PPs/T	To present the key words to facilitate the understanding of the text.	White board, Pupils' copybooks and books.	V /Au.
20'	During reading	T: Let's read and know more about Mohamed Dib. **First reading:** T. involves the pupils in reading to do tasks 1 and 2 page 40 Task1 **Bibliographical Notes (text 1)** *Title:* Mohamed Dib *Author:* Thinley Kalsang Bhutia *Source:* Encyclopedia Britannica *Date of publication:*Feb.25, 2016	T/PPs PPs/ PPs	-To read for more details(to scan) -To seek specific information).	Pupils' copybooks and books	V/ Aud ./T

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Level: Ms 4

Sequence: 01   Lesson: 11   (I read and do) part 2

Lesson Focus: Language use

Learning Objective: By the end of the lesson, my pupils will be able to:
- read the text about the great mosque of Tlemcen and sort out information.
- write an article about a famous or oldest building or land mark in their region.
Target Competencies: interact – **interpret** – produce. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)
Domains: Oral – Written - Both
Target Structures: the simple past, the passive voice, chronological markers...
Materials: Pupils' copybooks / white board / books/ Video ...

Cross-curricular Competencies:	Core-values:
1. Intellectual competence: - The learner can interpret and understand non-verbal messages. - He can show creativity when writing about national landmarks. **2. Methodological competence:** - He can work in pairs and in small groups. - He can assess his work and his peers'. **3. Communicative competence:** - He can mobilise his knowledge and English to introduce national landmarks. - He can use the new ICT to introduce Algerian landmarks and network with friends from other countries. **4. Personal and social competencies:** - He values national landmarks.	- Valuing the Islamic buildings and landmarks

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Appendices

Time	Framework	Procedure	Focus	Objectives	Materials / aids	V.A.K. T M.I
10'	Warm up	T. elicits from pupils information about famous mosques in Algeria and the world. T. shows a video about The five most beautiful mosques in the world. T. writes six names of the mosques on the board. https://www.youtube.com/watch?v=Q6xG5mu9Y34 - Ubudiah Mosque /Kuala kangsar (Malayzia) - Sheikh Zayed Grand Mosque /Abu Dhabi(UAE) - The Blue Mosque/ Istanbul(Turkey) - Crystal Mosque / Terengganu (Malayzia) - Qolsarif Mosque / Kazan (Russia) - Badshahi Mosque/Lahore (Pakistan) The pupils are asked to watch the video and cross the name which isn't mentioned. T. asks pupils to watch again the video and order the names of the mosques.	T/PPs PPs/T PPs/T	To check PPs' prior knowledge To interpret the video and sort out information. To check and recall prior knowledge. To introduce the key words to facilitate the understanding of the text.	A video about the world's five most beautiful mosques. https://www.youtube.com/watch?v=Q6xG5mu9Y34 White board White board	V /Au V/Aud Au. V/Aud
10'	Pre-reading	(Memory game) T. writes a set of words in the circle and make the pupils repeat them. region Almoravids extend undertake artisans to commission preserved - Each time the pupils repeat a word, the teacher erases it till they can remember and repeat all the erased words. T. asks pupils to give him the meaning of the words they already know and explains the difficult ones through giving examples. T. provides the pupils with a table to fill in about what they already know about Almoravids (Almourabitine) and what they want to know 	What do you already know about the Almoravids?	What do you want to know about the Almoravids?
---	---		T/PPs PPs/T T/PPs PPs/PPs PPs/T T/PPs PPs/PPs	To check the PPs' prior knowledge	White board, Pupils' copybooks and books. Pupils' copybooks and books	V /Au. V/Aud./T V/Aud./T
20'	During reading	T. accepts all possible answers and invites pupils to read the text 2 page 41 and check their answers. T. invites pupils to read the text again and do task 3 page 41:	PPs/PPs PPs/T	-To read for more details(to scan) -To seek specific information).	Pupils' books and copybooks	V/Au.

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| 20' | Post reading | **Bibliographical Notes (text 2)**
Title: The Great Mosque of Tlemcen

Author: Foundation for Science Technology and Civilisation
Source: www.muslimheritage.com
Type of document: Web article

Task4 page 41
Fact File
Ruling Period of the Almoravids:
1080 – 1142
Geographical boundaries:
From Senegal to Mediterranean to Andalusia
Date of foundation of Tlemcen: 1082
By: Yusuf Ibn Tashfin
Date of the mosque's construction: 1136

*Task 5 page 41 (*Read the text and answer the questions)

As you are an active citizen, you want people around the world know about a famous landmark in your area.
Choose one and write an article and post it on your school blog. | T/PPs

PPs/ PPs

PPs/T | To produce a piece of writing about a famous or ancient landmark. | Pupils' books and copybooks

Pupils' books and copybooks | V/Au./

V/Au./ |

What worked:	What hindered:	Action points:
1-................................ 2-................................ 3-................................	1-................................ 2-................................ 3-................................	1-................................ 2-................................ 3-................................

Appendices

- Appendice N 3: MS4 Teacher's lesson plan

-LEVEL :4YMS -TEACHER :SAHRAOUI CHAIMA

-Sequence: 1	-Lesson: 7-I read and do (2h)	-Frame: P.D.P

-Learning objectives: By the end of this lesson, I expect my learners will be able to read, talk and write abo an Algerian famous figure and a famous landmark.

-Target competencies: Interact/ Interpret/ Produce -Domains: Oral/ Written/ Both

-Target structure: The past passive voice, the past simple, comparative of similarity and inferiority.

-Core values: Valuing outstanding figures, famous landmarks and their country culture heritage.

-Materials: board/ flash cards.

DON'T WORRY BE HAPPY

Cross curricular competencies

-Intellectual competency: They can interpret verbal and nonverbal messages to get information about a biography of an outstanding figure and a famous landmark.

-Methodological competency: They can use readi strategies in interpreting messages and work in pairs, individually or in groups.

-Communicative competency: Ls can interpret and gather information about the mentioned topics.

-Social and personal competency: They can socialize through written exchanges.

Time	Frame work	Procedure	Focus	Aims	Materials	VA
5 mns	Warming-up	-T greets the Ls. Ls reply. -T presents the picture of the novelist and then, asks questions about him:	T/Ls	To present the new topic.	White-board/ flash cards/ the book	V A K
10 mns	Pre-reading	-T: What's the picture about? -T: Do you know his name?-Ls try to answer. -T:He's Mohammed Dib. -T: Where is he from? Ls answer. -T: What's his job? Ls try to answer. T helps.	Ls/Ls	To involve Ls into the topic.		
10 mns	While-reading	-T asks Ls to open their books p 40 to do:	T/Ls			V A K

- 1 -

Appendices

15 mns	-Follow to: Lesson 7; I read and do(1)
	 -Task 1/ p40:
	
	 Bibliographical Notes
	 (Text 1)
	 -Title: Mohammed Dib
	 -Author: Thinley Kalsang Bhutia
	 -Source: Encyclopedia Britannica
	 -Date of publication: Feb, 25, 2016
	 -Type of document:
	     a- blog article
	     b- press article √
	     c- web article
		Ls/Ls	To skim and scan the text to get information for doing the tasks	White board/ the book	V A K

	-Correction. Ls answer orally. T writes on the board. Ls correct on their papers. -T asks Ls to do: **Task 2/ p40:** **-1- Answers by "True" or "Flase":** a- True b- True c- False d- False e- True f- False **-2-** They refer to: -his → Mohammed Dib's -which → The trilogy " The big house", "The fire" , " The loom" -trilogy → the three novels -its → the war for independence -He→ Mohammed Dib -He → Mohammed Dib **-3- plight:** **-4-** The tenses used are: -The present simple to present the novelist as it's a fact. -All the other verbs are in the past simple because the author narrate past events. **-5-** early ≠	T/ Ls Ls/Ls T/Ls			

Appendices

- Appendice N 4: MS4 Teacher's lesson plan

Level: MS4   School: 2+ February 1962   Teacher: ▓▓▓▓

Sequence: 2   "I read and do"

Lesson (....):   Language focus: ....   Frame work: pdp

Learning objectives : by the end learners can write a summary of the text after reading it.

Targeted Competencies: interact / interpret / produce   Domains: Oral/Written/both

Materials: words/   Target Structure:

Core values : valuing the Palestinian fight and struggle

Cross-curricular Competencies:

Intellectual: He can show creativity when producing written message

Communicative:

Methodological:

Personal and social:

Procedure	Focus	Objectives	vakt
warming up			
• Teacher asks learners to write the date as usual.	T→PB	to brainstorm the learners ideas	
• Teacher writes the word "Palestine" on BB			
• T: what comes to your mind when you read or hear this word? L: war, struggle, crowds	PB→T		
Before reading	T→PPS	to present the topic of the text	
T: presents the personality of the text			
Yara Jouda is palestinian girl, but she is refugee. She is a student, but she can't live as other children. she has many dreams and hopes but ------?			

Appendices

I read the text carefully and answer
I do the tasks.

[While reading]

Task 1 I fill in the bibiographical
notes.

Title:
Author =
Source =
Type of document = a- blog article.
                    b - press article.
                    c - web article.

20m

Task 2: I say = true / false then correct.
1) Yara Joudi lives in Ashdod.
2) she is a palestinion refugee from the
west bank.
3) writing is her favourite hobbs.

Task 3: I answer the questions =
1) why has yara dreamt of travelling?
2) what was the dream of the dead Palestinion
Kids?

(Post- reading)

20m

Task 4: I write a summary of this text
through answering the questions.

1) who is yara?
2) How old is she?
3) what's her political status?
4) what are her hobbies 5) what's her dream?
6) why does she like writing and travelling?

to fill
the bibiographical
notes of
the text

to test the
reading
skill
and
understanding

skimming
scaning

to develop
the learner's
skill of summarizing
a text and discover
important
points.

Appendices

- Appendice N 5: Jnterview

Interview for English teachers

This interview is adessed to English teachers (ms4) for the fulfillement of the requirements for the degree of Master in Linguistics

Age: ...... sex: Experience:

Teachers s' beliefs and ideas towards reading comprehension:

1) Which among the four skills you better prefer? why?

2) Is teaching reading is an easy task? why?

3) As an E F L teacher; what are the sub skills and strategies you find hard to implement while doing Reading?

The adopted approach:

1) what does CBA mean for you?

2) Is it reliable and successful approach in Algeria?

Yes............Why.No................... why?

3) what are the difficulties you face in the reading session through this approach?

Methodology:

1) Are you aware of the reading stages while doing reading session?

Could you provide us with a sample of your lesson plan?

2) what are the different learning objectives you plan to reach in the reding session?

Books*texts*pictures:

1) Are the adopted texts suitable for the learner's interests and likes?

2) Do learners like the adopted texts?

Appendices

3) Can learners understand texts *vocabulary without your explanation?

4) What skills do you use do you rely upon to explain difficult words and vocabulary?

5) How do you deal with difficulties of reading?

6) Are pictures in the text book suitable or the content of texts?

Learners:

1) Do learners appreciate the reading session ?
2) Are they motivated during this session ?

3) what are their difficulties ? Do you help them ? how?

Tasks:

1) Are tasks planned in the text book relevant and accesible ?

2) Is it easy for you to explain these tasks ?

3) Does it take long time to finish all the tasks?

Reading comprehension and exams:

1) Are the integrated tasks in reading comprehension similar to those in official exams?

2) To what extent reading tasks improve the learner's achievement in BEM exams?

Appendices

- Appendice N 6: Texts from MS4 Coursebook

Task 17. I complete the following statement with the appropriate words from the list: pros; cons; proponents; opponents. (There are two possible answers.)
"The ...(1)... of an idea, proposal, project or plan of action always try to emphasise its ...(2)..., whereas the ...(3)... focus more on its ...(4)..."

Task 18. I match each word with its antonym (opposite). Some words may have more than one antonym. (I can use my dictionary.)

LIST (A): Words	LIST (B): Antonyms
1. pros	a. counter-argument
2. proponent	b. disapprove of
3. supporter	c. oppose
4. advantages	d. cons
5. argument	e. disagree with
6. agree with	f. disadvantages
7. approve of	g. critic
8. defend/support	h. opponent

Task 19. I sort out all the synonyms in lists (A) and (B) in **task (18)** and classify them in the table below. Some words may have more than one synonym.

WORD	SYNONYM
pros	advantages

Task 20. I discuss with a group of partners the effects of "globalisation" (= the influence of other cultures on our own, for example: fast food; fashion clothes and hairstyles; music; etc.) and we make a list of the pros and cons of this cultural globalisation.

Task 21. I work with my partner. We exchange our copybooks and compare our answers in **tasks (16, 17, 18, 19)**. Then, we use a dictionary and correct each other.

Task 22. I complete each of the sentences below with an "-ing" form to express my likes and dislikes regarding people's opinions/attitudes/behaviour; friends; studies; entertainment; food; hobbies, as in the following example:
Example: I *hate* sharing my secrets even with friends.
a. I like ...   b. I dislike ...   c. I love ...   d. I hate ...   e. I enjoy ...   f. I prefer ...

Task 23. I work with my partner. We read **"My Grammar Tools 4"** and correct each other's answers.

I read and do.

Task 1. I read **text (1)** and complete the bibliographical notes in my copybook.

Differences between countries become less evident each year. Nowadays, all over the world people share the same fashions, advertising, brands, eating habits and TV channels. Do the advantages outweigh the disadvantages of this? It is undoubtedly the case that the world today has become a global village. One of the effects of this is that increasingly people all over the world are exposed to similar services and products and adopt similar habits. **My** view is that this is largely a beneficial process and in this essay **I** will explain why.

The first point to make is that there are some downsides to this process of cultural globalisation, but **these** are relatively minor. The most significant of these disadvantages is that **it** can weaken national culture and traditions. For example, if people watch films and television programmes produced in the United States, sometimes **they** will adopt the lifestyle of the American characters they see on television. Typically, however, this only affects minor details such as clothing and does not seriously threaten national identity.

When **we** turn to the other side of the argument, there are two major points to make in favour of this process. The first of **these** is that the more we share habits, products and services, the better we understand each other and this reduces prejudice against other nations. The other point relates to modernity. It is a sign of progress in a society that people no longer are restricted to brands and products from **their** own society but are able to access more international goods.

In conclusion, **I** understand the point of view of people who worry about cultural globalisation because **it** is a threat to national traditions. However, this is outweighed by its positive impact on international understanding and the fact that **it** represents progress within a society.

Essay by Dominic Cole (www.dcielts.com)

Bibliographical Notes

• Author	• **Type of document:**	• **Type of text:**
• Source	**a.** blog article	**a.** descriptive
• Number of paragraphs	**b.** press article	**b.** narrative
	c. web article	**c.** argumentative
	d. essay	**d.** prescriptive

Task 2. I read the text again and answer the following questions:

1. Who or what do the words in bold type in the text refer to?
2. Which of the following sentences explain the writer's statement: *"the world today has become a global village"*?

a. "Differences between countries become less evident each year."

b. "All over the world people share the same fashions, advertising, brands, eating habits and TV channels."

c. "This is largely a beneficial process."

d. "Increasingly people all over the world are exposed to similar services and products and adopt similar habits."

3. The text is about:

a. economic globalisation   b. cultural globalisation   c. technological globalisation

4. Justify your answer to question (3) with two sentences from the text.

5. Match each word from the text (1, 2, 3 ...) with its corresponding definition (a, b, c ...).

1. a brand (§ 1)	**a.** an unfair, unreasonable opinion formed without enough thought
2. outweigh (§ 1)	**b.** negative aspects of something regarded as good
3. essay (§ 1)	**c.** a type of product made by a particular company
4. downsides (§ 2)	**d.** a short piece of writing on a particular subject
5. prejudice (§ 3)	**e.** be greater or more important than something else

6. Find in the text the words that are closest in meaning to the following: obvious, clear (§ 1) – way of life (§ 2) – in support of (§ 3) – limited (§ 3) – products (§ 3)

7. Find in the text the words that are opposite in meaning to the following: decreasingly (§ 1) – major (§ 2) – strengthen (§ 2) – against (§ 3) – negative (§ 4)

8. In which paragraph(s) does the writer express his opinion on cultural globalisation? Justify your answer with two sentences from the text.

9. How many arguments against cultural globalisation are mentioned in the text? Which adjective does the writer use to qualify these arguments?

10. How many arguments in favour of cultural globalisation are mentioned in the text? Which adjective does the writer use to qualify these arguments?

11. Does the writer use sequencers when he presents his arguments?

12. In the last paragraph, the writer summarises the pros and cons of cultural globalisation. Copy them out and classify them in the following table:

PROS	CONS
....	....

13. Do you agree with the writer when he declares that cultural globalisation "*does not seriously threaten national identity*"? Justify your opinion with relevant examples.

14. Do you agree with the writer when he says that "*It is a sign of progress in a society that people no longer are restricted to brands and products from their own society but are able to access more international goods*"? Justify your opinion with relevant examples.

Task 3. Choose the most appropriate title to the text.

a. Pros and Cons of Cultural Globalisation

b. Cultural Globalisation: A Threat to National Culture and Identity

c. Cultural Globalisation: A Beneficial Process to All Nations

Task 16. I use my dictionary and match the adjectives that describe personality with their corresponding definitions.

Adjectives	Definitions
1. loyal	a. someone who is impolite, bad-mannered
2. neat	b. someone who is kind and shows concern for others
3. caring	c. someone who is irritable, bad-tempered
4. rude	d. someone who is nasty or not generous
5. mean	e. someone who thinks only about themselves
6. selfish	f. someone who accepts opinions different from their own
7. tolerant	g. someone who is not changing in their friendship
8. grumpy	h. someone who is tidy, organised

Task 17. I use my dictionary and add one of the following prefixes (dis; un; in; im; il; ir) to each adjective in brackets to find out more about the personality features of my "ideal friend".

My ideal friend is someone who shouldn't be (*kind*), (*friendly*), (*caring*), (*helpful*), (*responsible*), (*tolerant*), (*mature*), (*loyal*), (*sincere*), (*disciplined*) or (*honest*). He or she has to obey the law and not do anything (*legal*). My ideal friend should also be an (*selfish*) person who thinks about what is good for others, not just about his or her own advantage and profits.

Task 18. I use my dictionary and form adjectives in the table below by adding the suffixes (**ful**; **less**) to the following nouns: beauty; care; fear; harm; success; hope; pain; peace. (Sometimes, I can add both suffixes to the same noun.)

Adjective with 'ful'	Adjective with 'less'
....	....

Task 19. I work with my partner. We choose two of our classmates who have different personalities and write a short comparative paragraph (3 or 4 sentences) about them.
We use the words ("like"/"unlike"/"whereas"), the comparative/superlative of superiority and some of the adjectives we have learnt in **tasks (16, 17, 18)**.

Task 20. I work with my partner. We exchange our copybooks and compare our answers in **tasks (15, 16, 17, 18 and 19)**. Then, we read "My Grammar Tools 6" and correct each other.

Appendices

I read and do.

Task 1. I read **text (1)** and complete the bibliographical notes in my copybook.

Bibliographical Notes

- Title
- Author
- Source
- Date of publication
- Type of document:
  a. blog article
  b. press article
  c. web article

Task 2. I read the text again and answer the following questions:

1. Answer by "true" or "false", then correct the false statements.
   a. Yara Jouda lives in Ashdod.
   b. She is a Palestinian refugee from the West Bank.
   c. She is a teenager.
   d. Writing is her favourite hobby because she thinks it's fun.
   e. She is a high school student.

A Gaza Refugee Child's Dream

Yara Jouda lives in Alnusierat refugee camp in the Gaza Strip. Her original hometown was Ashdod -- now occupied after the war of 1948. She is a student at Mamdouh Saidam High School. She says, "writing is my favourite hobby. It's a way to tell our true story to the world." Yara also loves reading novels, listening to music, dancing and riding a bike. This is what she wrote for "The Palestine Chronicle", an online Palestinian newspaper, on 20 December 2015:

I am a girl from Gaza barely 15 years old. Maybe I'm not old enough, but I'm mature enough to write in the name of dead Palestinian children **who** didn't have enough time to enjoy life. These kids dreamt of being doctors to treat people **who** suffer during military offensives. **They** wanted to fight against those who stole our land, destroyed our houses and killed our families and friends, not to mention that **they** made us refugees.

I have a little bit of a different dream. I have always dreamt of traveling around the world, not to enjoy or have fun, but to deliver the message of these kids. I believe that every person in the world should protect **these children**. I hope those who are reading this message— Muslims, Christians, Jewish and everyone else—have enough humanity to do something about it, to take some responsibility.

When I was 7 years old, I remember clearly that I always wanted to fight our enemy. I really hope that you won't judge **me** or my dream because that's the dream of every child in Gaza.

I hope that my message reaches your hearts and makes you understand **our** situation in Gaza.

Adapted from: www.palestinechronicle.com

Task 4. I read **text (2)** and complete the bibliographical notes in my copybook.

An Algerian Charity Group That Raises Hope

Few years ago, the Algerian society witnessed the emergence of several charity groups, namely "Ness el Khir". It first started in 2009 with a small group of young people (mostly friends and neighbours) from Algiers, who decided to assist poor people without having to be part of an official organisation. We had the pleasure to meet one of the most active members of "Ness El Khir", Souf Mounir Youcef, who told us about the remarkable and successful experiences the group has been through.

1. Youcef, having had more than three years of experience with this amazing group, could you tell us a little about the steps you go through before proceeding into a given activity?

"Before proceeding into any activity, we first organise a meeting to make a plan for the operation we intend to carry out as well as to determine the required budget. Then, we start collecting money starting from our families to everyone we know. For the time being, we are planning to take breakfasts to hospitals on a regular basis."

2. Are there other activities that you perform within hospitals?

"Sure! We occasionally arrange what we call a *Colourful Day*; a day in which we pay a visit to hospitalised children. This consists in organising a small party in which we disguise into clowns and decorate the children's rooms with balloons and paintings. At the end of the day, we give them some presents such as toys and short stories."

3. Is there anything else that you do for children?

"Yes. At the beginning of every school year, we prepare *My School Bag* event. We just try to find the maximum of poor families, counting the number of children they have, and then buy all the books they need and the necessary things they will be using at school."

4. Going out and looking for poor families in a city as big as Algiers must be very difficult!

"Not at all! When we are united, we never feel the heaviness of work. For example, with the beginning of every winter, we collect blankets, coats and some warm clothes, then donate them to the homeless people we find in the streets. We call this activity *A Warm Winter For All*."

5. What about religious events?

"In Ramadan, for example, we prepare supper and take it to the rest homes, where we break the fast with old parents abandoned by their children. In El Eid, when Ramadan is over, we organise a *Cake Workshop*; we often take the necessary ingredients to the orphanage, and teach orphans how to make cakes."

6. Ness El Khir are also concerned about environmental issues. Could you tell us more?

"We often organise a *City Day* in which we get divided into small groups and clean different neighbourhoods, streets, parks, universities and even cemeteries. There is also what we call a *Green Day*, an activity that we organise mostly is spring, and in which we plant trees. Even in summer, we have what we call a *Blue Day* activity in which we clean beaches in different cities."

Adapted from: an interview by Lina Ghiat,
Fusion Magazine, issue 2, April/May 2014
American Corner, University of Constantine 1

Abstract

Abstract

Reading in foreign languages is considered as one of the most difficult tasks for foreign learners, these causes for them reading comprehension difficulties, and prevents them from a good acquisition of the English language. The purpose of this present work is to investigate on these reading comprehension difficulties and discover the various causes attribute to these problems. The used tools of research are: questionnaire, Interview and a practical exercise. The questionnaire and the practical exercise is addressed to ms4 learners. The interview is done with Ms4 teachers. The results reveal that MS4 learners face reading comprehension difficulties because of different causes: related to the learners themselves, designed texts, inadequate approach, boring content; inexperienced teachers.

Keywords:

Reading, Reading comprehension, difficulties, comprehension, learners, teachers

Résumé

La lecture considére parmi les plus difficiles habilités pour apprendre les langues étrangères, ce qui a conduit à une difficulté de compréhension, et de faire les activités.Ce difficulté constante chez les apprenants quand ils trouvent des grandes problèmes pour apprendre , étudier la langue anglaise .L'objectif de cette recherche (étude) est de trouver et découvrir les causes de ces difficultés .

Et pour les outils de recherche utilisés afin d'atteindre les résultats attendus sont comme à la suite :

_ un questionnaire adressé aux apprenants de 4Am accompagné d'une activité appliquée en classe.

_faire un débat d'idée avec les enseignants de 4Am pour signaler les obstacles qu'ils les empêchent à enseigner cette compétence et les résultats obtenus par les apprenants de 4AM qui ont des difficultés à la compréhension et la lecture du texte, cela pour plusieurs raisons :

1- des raisons liées à l'apprenant

2-les textes programmés (Longs _ un vocabulaire nouveau et difficile)

3-des raisons liées au contenu (des contenus n'attirant pas)

4- le manque d'expérience et la compétence chez les enseignants

ملخص

تعتبر القراءة من أصـــعب المهارات في اكتســاب اللغات الأجنبية، هذا ما أدى إلى وجود صـــعوبات في القيام بها وإنجاز تمرينات الخاصة بالفهم. هذه المشاكل خلقت صعوبات لتلاميذ في اكتساب وتعلم اللغة الإنجليزية.

هدف هذه الدراسة الحالية هو إيجاد واكتشاف الأسباب وراء هذه الصعوبات والمشاكل.

وسائل البحث المستعملة من أجل الوصول إلى النتائج المرجوة كانت على النحو التالي:

– استبيان موجه لتلاميذ سنة رابعة متوسط بالإضافة إلى تمرين تطبيقي في القسم.

– إجراء حوار مع أسـاتذة أقسـام السـنة الرابع متوسـط للوقوف على أهم العراقيل التي تواجههم في تدريس هذه المهارة.

النتائج المحصلة:

إن تلاميذ سنة رابعة متوسط يعانون من مشاكل في فهم وقراءة النصوص وهذا راجع إلى الكثير من الأسباب:

1- التلميذ (اهتماماته، خاصية مرحلة المراهقة، العزوف عن القراءة واستبدالها بوسائل التواصل الاجتماعي)

2- النصوص المبرمجة (طويلة، مفردات صعبة، مفردات جديدة، صور لا تشرح النصوص جيدا)

3- المضامين الغير جذابة

4- نقص خبرة وكفاءة الأساتذة