



**Democratic and Popular Republic of Algeria**  
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**Faculty of Letters and Foreign Languages**  
**Section of English**

***The Perspective Of First Grade English Teachers  
Of Middle School On The Textbook Reading  
Comprehension Questions:  
The Case Of Fourth-Year Pupils At Chadli  
Mohamed Middle School Mecheria, Naama***

Dissertation Submitted to the Department of English as a Partial Fulfilment of the requirement for the degree of Master in Linguistics

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***DEDICATIONS***

*I Dedicate This Work To  
My Parents, my wife and my dear daughter  
Fatima Rodaina.*

*I Dedicate This Work To  
my husband my children my parents  
my sisters my step sister my brother my  
teachers and all who love me.*

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## **Abstract**

The reading comprehension skill is considered as one of the four fundamental language skills that an EFL learner must perform. Actually, it is not an easy skill since most of learners have many reading issues. The literature review emphasizes the importance of reading comprehension questions. Moreover, there is limited research specifically addressing the perspectives of first-grade English teachers in this context.

The study aims to provide valuable insights into the effectiveness and relevance of textbook reading comprehension questions from the perspective of those directly involved in their implementation. The findings of this study will contribute to the outgoing discourse on the use of textbook reading comprehension questions by understanding the perspectives of first-grade English teachers, curriculum designers and educators can make informed decisions about the design and implementation of comprehension questions that align with effective teaching practices and promote students reading comprehension skills and also, other purpose of this present work is to investigate on these reading difficulties that fourth Middle School learners face, and to identify their reading problems and the reasons behind their weaknesses in performing the reading task. The questionnaire and have been used as research instruments which are addressed, respectively, to Fourth-year learners and teachers at Chadli Mohamed middle school. The results reveal that most of the learners have difficulties in reading comprehension at the level of pronunciation and ambiguous words, as well as the nature of the selected materials.

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## **List of Acronyms**

EFL English as Foreign Language

ELT English Language Teaching

ESL English as a Second Language

L1 First language

L2 Second language

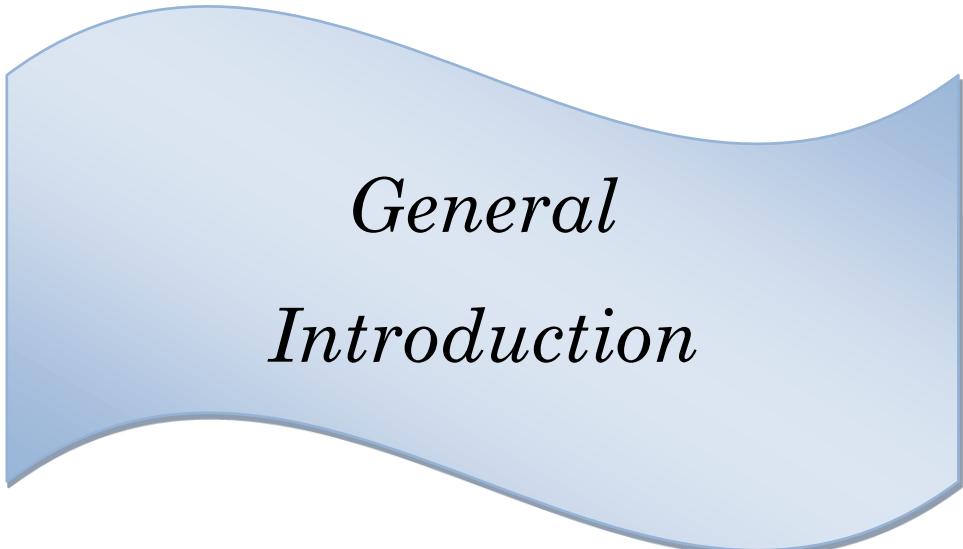
TEFL Teaching English as Foreign Language

## **List of Abbreviations**

BEM Brevet d'Enseignement Moyen

RC Reading Comprehension

W Written Production



*General  
Introduction*

# ***General Introduction***

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## **General introduction**

Foreign language instruction is presently now a vital component of the educational system and instructive framework in Algeria and a challenging procedure. The teaching and learning of foreign languages in Algeria has experienced advancement on different levels as result of worldwide patterns and undergone development on various levels as a result of global trends. The four core skills of reading, writing, speaking, and listening must actually be mastered in order to master English.

As one of the fundamental language skills, reading aims to educate the student how to establish the essential elements in the reading process. By defining these elements, it also makes an attempt to describe this process and identifies linkages among them. Although the ability to read plays a crucial role in learning a language, EFL students are known to encounter a number of challenges.

There are numerous challenges that students encounter that make it difficult for them to complete the reading task. The following research questions are created in this regard:

1. How do first grade English teachers in middle school perceive the effectiveness of textbook reading comprehension questions in promoting students reading comprehension?
2. How do first grade English teachers in middle schools approach the development of reading comprehension questions for their students?

For this reason, the following hypotheses have been defined:

1. First grade English teachers in middle school think that reading comprehension questions are somewhat helpful for student to understand what they read .They believe that questions and instructions can guide students, but they may not fully meet the different needs and learning styles of each student.
2. First grade English teachers in middle school approach to advancement of reading comprehension questions for their students using assortment of strategies and factors. These may incorporate making question that platform students understanding consolidating visual aids, using real world cases, and encouraging critical thinking and analysis. These factors

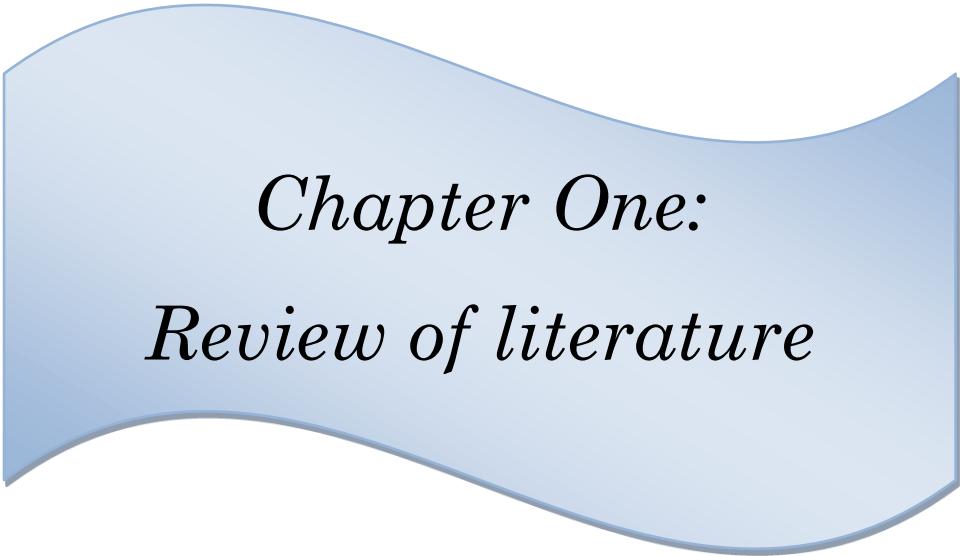
## *General Introduction*

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impact students reading comprehension by chapping the scope,depth, and complexity of the questions as well as alignment.

There are two main chapters. The first chapter provides literature review of the reading comprehension. The second chapter deals with the research methodology and data analysis.

This case study investigates first grade-middle school English teachers' perspectives of reading difficulties among EFL students. At Chadli Mohamed Middle School, fourth-year students and teachers were asked a set of questions in order to accumulate measurements. There are some segments make up this lengthy essay. The introduction explains the term of reading and reading comprehension with its definitions of the first grade English teachers of middle school reading comprehension questions talent, defines reading skill, lists reading types and models, discusses teaching methods, and lists reading challenges ,lists strategies and factors that influence the design and development of textbook reading comprehension questions and importance of reading comprehension questions.



*Chapter One:*

*Review of literature*

## **Chapter One: Review of literature**

### **1.1 Introduction**

The development of reading comprehension skills is crucial for students as it enables them to derive meaning from text and engage with content in a meaningful manner. Textbooks are commonly employed to teach reading comprehension, often incorporating questions at the end of each section or chapter to evaluate students' understanding of the material. However, the effectiveness of these questions in enhancing reading comprehension remains uncertain, and gaining insights from teachers' perspectives on the use of textbook questions could provide valuable insights regarding their usefulness.

Reading comprehension refers to the ability to comprehend and interpret written text, involving a complex process that encompasses various skills such as vocabulary knowledge and cognitive strategies. Successful comprehension entails active reader engagement with the text, making connections with prior knowledge, and monitoring comprehension while reading. Textbooks, along with reading comprehension textbooks, serve as prevalent resources in classrooms to teach subject matter and foster reading comprehension. These textbooks typically present information on diverse topics organized into sections or chapters, accompanied by questions at the end of each section or chapter to assess students' grasp of the material. However, research suggests that relying solely on textbooks may not be sufficient to promote reading comprehension, emphasizing the potential need for additional instruction in comprehension strategies, such as explicit guidance on comprehension techniques.

Textbook questions and reading comprehension textbook questions are commonly employed to evaluate students' understanding of the material presented in the textbooks. These questions are typically positioned at the end of sections or chapters and are designed to assess students' comprehension of the content. Nonetheless, the efficacy of textbook questions in enhancing reading comprehension remains uncertain. Some research suggests their potential utility in promoting comprehension, while teacher perspectives play a crucial role in this regard. Teachers are instrumental in fostering reading comprehension in their students, and their viewpoints on the use of textbook questions can shed light on the efficacy of this strategy. While some teachers may find textbook questions to be useful tools for promoting comprehension, others may consider them ineffective or even detrimental to students' understanding of the material. Furthermore, teachers may have differing opinions on the types of questions that are most effective in promoting comprehension.

## **1.2 Reading**

Reading is a broad term concept. It is not easy to give a clear and direct definition of reading. Many writers and researchers in the fields of psychology, linguistics and language teaching e.g.( Adams (1990); Grabe and Stoller (2002); and Goodman (1973), they have given different definitions about what reading really means.

Reading does not just imply knowing how to pronounce and make words, but it contains a kind of awareness of those words that are linked to each other in sentences, forming a text and understanding the meaning. The reading process starts with the visual activity performed by the reader. First, the reader recognizes the language he/she is reading, and then the brain processes the information and gives its logical meaning.

Adams (1990, p.102) asserted that "decoding the words of the text individually is important to establish an overall understanding of the text."Moreover, Goodman (1973) believes that successful reading is not based on simple deciphering of text symbols, but on a more solid foundation, which consists of many strategies who extract meaning from any type of text.

The composition of reading comprehension strategies also includes contextual clues and language forms.

Other researchers look at reading from the perspective of psycholinguistics. Goodman (1973) defines reading as a “psycho-linguistic guessing game” in which “the reader does his best to reconstruct the information encoded by the writer”. Goodman (1973) agrees that reading cannot simply be interpreted verbatim until meaning is reached, and he emphasizes the use of world knowledge to understand the text in the reading process. Further definition of reading was suggested by Grabe and Stoller (2002, p.9) who pointed out that "Reading is the ability to extract meaning from printed pages and interpret this information appropriately". Which means that reading consists of two related processes; word recognition and comprehension, even word recognition refers to the process of perceiving how written symbols correspond to ones spoken language.

Reading depends on elements in the language, misunderstanding of words or lexicon can lead to wrong text interpretations, that is to say, readers cannot directly understand when the text read without studying it. Moreover, comprehension is the process of making sense of background knowledge, grammatical, vocabulary, experience and strategies to help understand the context and written text.

### **1.3 Reading Comprehension**

Fundamentally, this section is devoted to review some perspectives relating to reading. These includes the definition, reading comprehension as process, teaching reading comprehension strategies and the significance of reading comprehension in E.F.L learning.

### **1.4 Definition of Reading Comprehension**

Reading comprehension is “the construction of meaning of a written or spoken communication through a reciprocal, holistic interchanges of ideas between the interpreter and the message in a particular communicative context” (Harris & Hodges, 1995, p.39).

Reading comprehension expresses the overall relationship between the reader and the text, as Grabe and Stoller (2002) believes that the main goal of reading is to gain understanding.

From the diverse definitions of reading comprehension what got here within side the Encyclopedia of Education and Training; claims that reading comprehension is the combination of recent knowledge in the overall inner one. Irwin (2007) mentioned that Reading Comprehension is an active method to which each reader brings his or her individual attitudes, interests, expectancies, talents, and prior information. Even though, as we read, we construct an intellectual model, a photo in our head of what is taking place inside the text since it calls better-comprehension for literal comprehension, the capacity to look at and analyze from text that may lead to the re-statement of meaning and the creation of multiple meanings, ideas and positions on a subject. Hence, it ‘smiles the manner of concurrently extracting and building that means through interaction and involvement with written language (RAND Reading Study Group, 2002).

### **1.5 Reading Comprehension as a Process**

Barbra (2008, p.x, as stated in Utomo, 2008) asserts that there are three views of reading method; they are bottom up, prime down, and interactive perspectives.

- **Bottom-up:** simply put, the bottom view of reading focuses on text-based processing as a primary didactic concern for teachers. Learning to read is seen as a series of associations or secondary skills that each other till they become independent.

According to the bottom-up angle on studying comprehension, Gough(1972) explained that a toddler desires handiest on the way to decode the broadcast language, and comprehension will comply with due to the fact the kid previously has a comprehension device designed to system spoken language. Once the learner is aware of the way to recode the written shape into the phonological device, a written message may be fed immediately into the ordinary linguistic.

- **Top down:** top down view of studying makes a specialty of the reader. During this reading process, the reader is considered as a Energetic the matter convergent thinker who guesses what the writer is saying. Then he samples the text suggestions, that is, studying is considered as negotiation of meaning among the writer and the reader. This is often seen as top down process in which the reader's concept creates its response.
- **Interactive:** Interactive see of reading emphasizes the active and constructive nature of reading as the teachers" primary teaching concern. The reader is respected as the usage of both reader-based processing to construct a sense model in which he strategically bear between the text and what he already got to build an answer.

### **1.6 Types of Reading**

Reading can be divided into two major types that may differ in terms of purpose, level, and length. These types are described in accordance to ELT.

### **1.6.1 Extensive Reading**

There are many definitions of the term « *extensive reading* ». Some use this term to refer to the skimming and scanning activities, while some others relate it to the quantity of the reading material. Certainly, extensive reading has an essential role in language education. It is viewed as a practical option for reading pedagogy in foreign language teaching. According to (Carrel et al., 1997),extensive reading involves rapid and long reading of large amounts of material including books and novels .

This type of reading plays a significant role in improving language proficiency and helps learners develop comprehensive awareness of grammatical structures (Davis, 1995). In this respect, Hafiz and Tudor view:

*The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 materials, will in the long run, produce a beneficial affect on the learners «command of L2 .( Hafiz and Tudor, 1989 : 5 )*

That is to say that the extensive reading can be seen as an important strategy in language learning. Indeed, it improves the writing skills, broadens the vocabulary knowledge, and consolidates grammar mastery. Certainly, this canhappen through the exposure to a range of lexical, syntactic, semantic, andtextual features in the reading material.

Extensive reading varies according to students' motivation and attitudes. Indeed, it helps learners develop their reading comprehension abilities and achieve autonomy in reading. Moreover, they become able to practice specific strategies such as skimming and scanning. In general, extensive reading gives learners the opportunity to improve their language proficiency in comfortable environment and non-classroom contexts.

In other words, learners are encouraged to increase their learning capabilities without the pressure of text analyses and reading activities which usually occur in the classroom academic studies. In this respect, Carrel and Eisterhold (1983: 567) viewed: « *Students select their own reading texts with respect to content, level of difficulty, and length*». Actually, students feel the autonomy in choosing their favorite texts according to their wills and wants. In addition, extensive reading is a type of reading that helps learners to choose from a variety of non-academic texts such as fiction series, detective stories, and biographies. Certainly, students are given the opportunity to read texts at lower and higher levels. Through this process, they can develop a comprehensive database and increase their background knowledge as they are exposed to a variety of subjects (Nuttal, 2005).

Still, extensive reading allows learners to read at their own pace and make them ameliorate their individualized learning without the dependency on their teachers. Indeed, this independent language skill is an important path to successful L2 learning (Hedge, 1985). Students who are engaged in extensive reading experiences are better able to decide about which words are essential and central to comprehension. They become able to focus on text understanding instead of stressing the meaning of individual words. Truly, this kind of reading leads learners to enjoy reading and makes them feel comfortable during reading (Constantino, 1995).

Research has revealed that extensive reading impacts oral production and improves students' communicative skills when it entails dialogues, plays, idioms, and collocations. This helps learners make connections between spoken and written language. Moreover, this kind of reading enables students to develop their writing skills as they become more able to command the grammatical structures and the textual features of the written language (Miriam et al., 2003).

Obviously, it is difficult to engage learners in extensive reading in normal classes because of the time limitations and the curriculum requirements. However, teachers

can guide their students through helping them to select some useful books and interesting articles.

In brief, no one can deny the fact that extensive reading enables learners to improve their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

### **1.6.2 Intensive Reading**

Intensive reading includes the deep understanding of words, sentences, and paragraphs. Its concern is for detailed comprehension of the text. The goal in the intensive reading is to achieve full understanding of the arguments, the rhetorical arrangements, and the structural patterns of the text. Besides, it includes the understanding of the symbolic and emotional tones, the purposes and the attitudes of the writer, and the linguistic tools which are deployed in the text.

Intensive reading is also called a creative process in which learners try to grasp every meaning including the arguments and details. It involves the learning of complex grammatical structures and discourse analyses techniques which are considered as necessary elements for the whole reading process. As for the difference between the intensive and the extensive reading, Hafiz and Tudor say:

*In intensive reading activities, learners are, in the main, exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic, or discourse al system of L2, or to provide the bases for targeted reading strategy practice. The goal of extensive reading, on the other hand is to “flood” learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.* (Hafiz and Tudor, 1989:5).

In other words, intensive reading is used to refer to short texts that students can be asked to read, to find out the main ideas, and to build their

understanding of the text. The main aim of this kind of reading is to focus on the meaning of the text and how this meaning is produced. According to (Nuttal, 2005 ), learners need to try to comprehend the text as good as necessary in an intensive reading activity. Still, Students are required to focus on a small amount of material under the guidance of their teachers who can introduce short texts and stories so as to develop intensive reading skills and strategies.

An intensive reading approach is crucial and important in the teaching of reading as an essential language skill. In fact, it includes an explicit instruction and deals with more detailed comprehension strategies. Its practice focuses on vocabulary knowledge, patterns of text organization, and texts genres and types.

Instruction of intensive reading is necessary as it helps learners comprehend written texts, use and monitor reading strategies, and develop general literacy skills ( Paran, 2003 ).

Furthermore, intensive reading serves to deepen the cognitive process through practicing particular reading skills in effective and useful ways. Indeed, it provides the bases for explaining text structures and developing knowledge of vocabulary and idioms. It occurs generally through extracting short texts and articles and focusing on vocabulary, sentence structure, and cultural insights.

### **1.7 Teaching Reading Comprehension**

Reading comprehension is as a rule one of there for most difficult language skills teachers (especially novice ones) may experience whereas teaching E.S.L or E.F.L pupils. Typically, Karen (2007) states that when comprehension is depend thorough, a reader is able to understand, evaluate, synthesize, and analyze and gain information through an interaction between the reader and the author. At that point by teaching, pupils are anticipated to able comprehend the content ,and that's with the help of the teacher by using a strategy which offers basic way of understanding and get the best result while the teacher is considered as a model reader and a guide for the pupils in their intellectual activity, especially for complex cognitive tasks as reading comprehension. However, this requires other resources that

specifically depend on the knowledge of the teacher expertise. The ultimate goal must be towards pupils knowing to use the strategies unassisted and automatically.

### **1.8 Reading Comprehension Strategies**

According to Vacca and Gove (1991), strategies are essential in the teaching of reading since it is achieved through a variety of ways. Once prediction, visualizing, skimming, scanning, summarizing, inferring, and asking and answering questions.

- **Prediction:** Pupils skim the text to see what might happen next in the text. Before and during reading, students can use textual information to develop logical predictions, incorporating it into their schemata.
- **Visualizing:** it is to enable the student to completely interact with the book and translate this knowledge into another form where he taught to use mental images to transform their literal grasp of text into graphical

### **1.9 The Significance of Reading Comprehension in EFL Learning**

Reading is one of the most important studied skills in language teaching. As Judi Moreilon notes, “Reading is active process that requires a great deal practice and skill” (2007, p.10).

Reading is the repertoire of knowledge, which involve to give human a great ability for self-learning, and lets people experience different cultures, as indicated by Bamford& Day “In order to become good readers, students need to read large quantities of material”. Bamford & Day (1997, p.7).

Second language for learners, reading is the most recommended method to ensure skill proficiency, the ability to read is acknowledged as the most stable durable of the second language[L2] (Bernhardt 1991), that means it enable to improve of the S.L or F.L and communication skills. According to Pretorius “the improvement in the reading levels of the pupils, leading to better comprehension, understanding and academic achievements” Pretorius (2000,p.46).

Also read increase the vocabulary and develop thinking, will automatically lead to more accurate spelling and correct use of grammar in writing process.

### **1.10The importance of reading comprehension questions**

Reading comprehension is a critical component of literacy development and is essential for success in all areas of academic and personal life. It involves not only decoding written or printed words, but also understanding the meaning and purpose of the text. The ability to meaning and purpose of the text. The ability to comprehend what is being read is essential for effective communication, critical thinking, problem solving, and decision making.

Effective reading Comprehension requires the cognitive and linguistic skills, integration of various including vocabulary knowledge, syntax and grammar, text structure, and background knowledge.

Skilled readers are able to use these skills to make connections between different pieces of information, draw inferences, and synthesize new ideas from the text. They are also able to evaluate the text for accuracy, bias, and relevance, and use this information to form their own opinions and perspectives.

Research has shown that reading comprehension is strongly correlated with academic achievement and success. Students who struggle with reading comprehension are more likely to experience difficulties in other academic areas, such as mathematics and science, and may be at a disadvantage in terms of future educational and career opportunities (National Institute of Child Health and Human Development, 2000).

Effective reading comprehension instruction involves providing students with explicit instruction in the strategies and skills necessary for successful comprehension, as well as opportunities to practice and apply these skills to a variety of texts. Instructional approaches may include explicit vocabulary instruction, teaching students to identify text

structure and organization, and providing opportunities for discussion and reflection on the text (Sweet & Snow, 2003).

In summary, reading comprehension is a critical component of literacy development and is essential for successes in all areas of academic and personal life. Effective reading comprehension instruction is essential for promoting academic achievement and preparing students for future success.

### **1.11 Factors that influence reading comprehension**

#### **1.11.1 Reading comprehension**

is a complex process that is influenced by various cognitive, linguistic, and environmental factors.

Understanding these factors can help educators design effective reading comprehension instruction that meets the needs of all students. In this section, we references to support these claims.

#### **1.11.2 Vocabulary knowledge**

is one of the most critical factors that influence reading comprehension research has consistently shown that readers with larger vocabularies have better comprehension skill than readers with smaller vocabularies .students who struggle with reading comprehension often lack the necessary vocabulary knowledge to understand the meaning of words in context(Mason & Allen 2014).

#### **1.11.3 Background knowledge**

Is refers to the knowledge that a reader brings to a text based on prior experiences and exposure to different concepts and ideas. Students with rich background knowledge are better able to understand and make connections between different pieces of information in text .In contrast; students who lack background may struggle to comprehend the text and may need additional support (Hirsch, 2003)

**1.11.4 Text structure**

Text structure refers to the organization and format of a text. Different types of texts have different structures, and readers need to be able to identify and understand these structures to comprehend the text effectively. For example, readers of informational texts need to be able to identify the main idea and supporting details, while readers of narrative texts need to be able to identify the plot and character development (National Reading Panel, 2000).

**1.11.5 Fluency**

Fluency refers to the ability to read quickly and accurately with appropriate expression and phrasing. Fluency is essential for reading phrasing. Fluency is essential for reading comprehension because it allows readers to focus on the meaning of the text rather than decoding individual words (National Institute for Literacy, 2001).

**1.11.6 Metacognitive skills**

Metacognitive skills refer to the ability to think about one's own thinking and learning processes. Students who are skilled in Metacognition can monitor their comprehension while reading, identify when they are having difficulty, and use strategies to overcome these difficulties (Pressley & Afflerbach, 1995).

**1.11.7 Cultural and linguistic diversity**

Students from diverse cultural and linguistic backgrounds may face additional challenges when it comes to reading when it comes to reading comprehension. These students may be unfamiliar with the cultural references and background knowledge present in texts, or they may struggle with decoding and vocabulary due to language barriers (August & Shanahan, 2006).

In conclusion, reading comprehension is a complex process that is influenced by various cognitive, linguistic, various cognitive, linguistic, and environmental factors. Effective reading

Comprehension instruction should take these factors into account and provide students with explicit instruction in the skills and strategies necessary for successful comprehension. By addressing these factors, educators can help all students develop strong reading comprehension skill. Reading comprehension skills and achieve academic success.

### **1.12 Approaches to teaching reading comprehension**

Effective reading comprehension instruction involves teaching students a range of strategies and skills that enable them to comprehend complex texts. In this section, we will explore some of the approaches to teaching reading comprehension and provide references to support these claims.

#### **1.12.1 Explicit instruction**

Explicit instruction involves teaching students specific strategies and skills for reading comprehension. These strategies may include making predictions, asking questions, summarizing, and making connections between different pieces of information in the text. Research has shown that explicit instruction is effective in improving students' reading comprehension skills (Pressley et al., 2001).

#### **1.12.2 Modeling**

Modeling involves demonstrating reading comprehension strategies and skills to students. Teachers can model strategies such as making connections and summarizing by thinking summarizing by thinking aloud as they read a text. Research has shown that modeling is an effective approach to teaching reading comprehension, particularly for struggling readers (Duke & Pearson, 2002).

#### **1.12.3 Collaborative learning**

Collaborative learning involves working together in small groups to read and discuss a text. This approach allows students to approach allows students to share their thoughts and ideas with their peers and build their comprehension skills through group discussion. Research has shown that collaborative learning is effective in improving students' reading comprehension skills (Webb et al., 2005).

**1.12.4 Content-based instruction**

Content-based instruction involves teaching reading comprehension skills within the context of specific subject areas, such as science or social studies. This approach allows students to build their background knowledge and develop their comprehension skills in a meaningful context. Research has shown that content-based instruction is effective in improving students' reading comprehension skills (Shanahan & Shanahan, 2008).

**1.12.5 Technology-based instruction**

Technology-based instruction involves using digital tools such as e-books and online platforms to teach reading comprehension skills. These tools can provide students with interactive and engaging ways to learn. Technology-based instruction can be effective in improving students' reading comprehension skills (Unal & Unal, 2017).

In conclusion, effective reading comprehension instruction involves a range of approaches, including explicit instruction, modeling, collaborative learning, content-based instruction, and technology-based instruction. By incorporating these approaches into their instruction, educators can help all students develop strong reading comprehension skills and achieve academic success.

**1.13 Instructional interventions to enhance reading comprehension**

Reading comprehension is an essential skill that students must acquire to succeed academically and in their future careers. However, many students struggle with comprehension, which can lead to a host of negative outcomes, including poor academic performance and decreased motivation to read. As such, educators have developed a range of instructional interventions designed to enhance reading comprehension among students. One such intervention is explicit instruction, which involves explicitly teaching students strategies for Teacher's Perspective on Reading Comprehension, such as predicting, summarizing, and making connections between the text and their own instruction. Explicit instruction has been shown to be effective

in improving range of age groups and content areas (National experiences. Explicit comprehension across a Reading Panel, 2000).

Another instructional intervention is the use of graphic organizers, which are visual tools that help students organize and synthesize information from a text. Graphic organizers have been shown to be effective in enhancing comprehension among students with learning disabilities and English language learners (Coiro & Dobler, 2007).

Collaborative learning is another instructional intervention that has been shown to enhance comprehension. Collaborative learning involves students working together in groups to read and discuss a text. This approach has been shown to be particularly effective in enhancing comprehension among struggling readers (Rosenshine & Meister, 1994).

Finally, technology-based instructional interventions, such as online reading programs and interactive eBooks, have been shown to be effective in enhancing comprehension among students. These interventions often incorporate multimedia components, such as videos and animations, to help students better understand and engage with a text (Coiro, Knobel, Lankshear, & Leu, 2008).

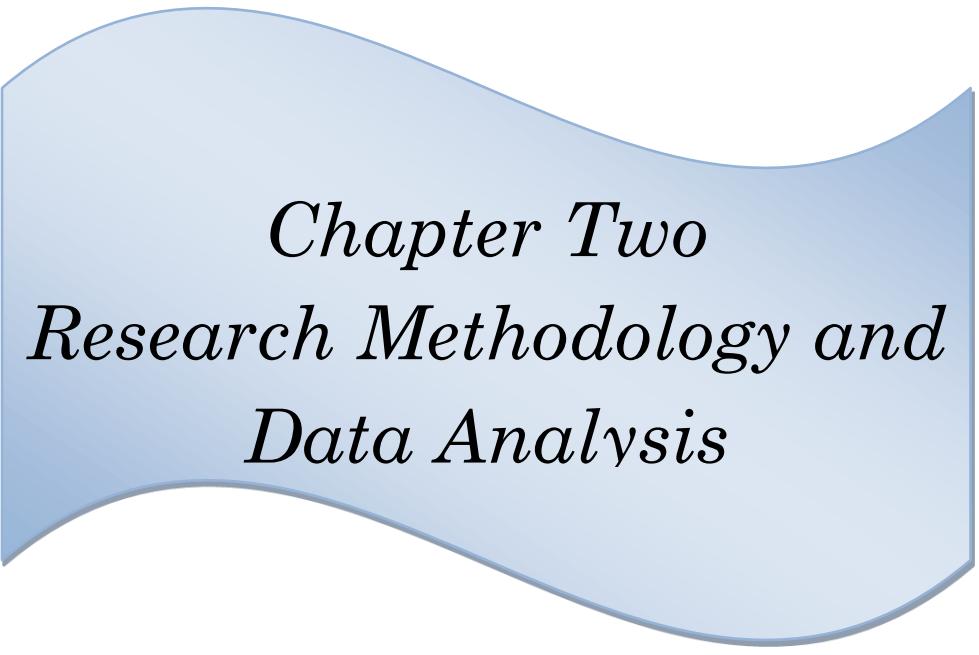
In summary, there are a variety of instructional interventions that can be used to enhance reading comprehension among students, including explicit instruction, graphic organizers, collaborative learning, and technology-based interventions. By incorporating these interventions into their instruction, educators can help students develop the reading instruction.

### **1.13 conclusion**

In conclusion, reading comprehension is a vital skill that is essential for academic success and personal growth. It involves the ability to understand and interpret text accurately and efficiently.

Several factors, such as vocabulary knowledge, background knowledge, fluency, and metacognition, influence reading comprehension. Teachers can

use various approaches and instructional interventions to enhance students' reading comprehension, such as explicit instruction, graphic organizers, peer-assisted learning, and digital tools. These strategies can help students to build a solid foundation of reading comprehension skills, which they can apply across disciplines and throughout their lives. By adopting evidence-based practices and addressing students' individual needs, teachers can empower their students to become competent and confident readers.



*Chapter Two*  
*Research Methodology and*  
*Data Analysis*

## **Chapter Two: Research Methodology and Data Analysis**

### **2.1 Introduction**

This chapter is the core of our research; it describes the methodology used to investigate the perspective of the first grade English teachers of middle school on textbook reading comprehension questions for the Fourth year middle school pupils“ progress at Chadli Mohamed middle school, in Mecheria, Naama. On the one hand, this section represents the practical part of the current study. It attempts to clarify our choice of research method population and sampling method, as well as a description of the data collection tools that helped in gathering the data needed to make this research. On another hand, the chapter discusses the results obtained by analyzing the data collected from the research tools employed in order to answer the research questions and that reading comprehension contribution among fourth year middle school pupils

### **2.2 The Status of English in Middle School**

English in Algeria is taught as a second foreign language after French. Algerian pupils learn English from the first year in middle school. The middle school is a period of four years. What is more, pupils are provided with a basic education with the aim of them to discover his identity in harmony with social and moral values, traditions and others. In Algeria, English holds a significant status in middle school as part of curriculum, and its importance has increased over the years due to globalization and the need for English proficiency in various domains. There are some key points regarding the status of English in middle schools in Algeria:

1. Mandatory Subject: English is mandatory subject in middle schools in Algeria. It is typically taught as a separate subject and is included in the curriculum alongside other core subject such as Arabic, mathematics, science, and social studies.
2. Early introduction: English language instruction often begins in the early of middle school, around the fifth or sixth grade. Students are gradually introduced to Basic English vocabulary, grammar, and communication skills.

3. Language skills Development: Middle school English curriculum focuses on developing student's language skills in reading, writing, listening, and speaking. Emphasis is placed on vocabulary building, grammar rules, sentence structure, and comprehension skills.

4. Textbook-based learning: English classes in middle schools typically rely on textbook approved by the Ministry of National Education. These textbook provide structured lesson and exercises to support student language acquisition and skill development.

5. National Examination English proficiency is assessed through national examinations such as the brevet, which is taken at the end of middle school. These examinations evaluate students English language competence in listening, reading, and speaking.

6. Communicative Approach: There is growing emphasis on communicative language teaching through in English classrooms in Algeria. Teacher's aims to create opportunities for student to engage in meaningful interaction and develop their oral communication skill pair work, group activities, and role-plays.

7. Extracurricular Activities: Some middle schools in Algeria offer extracurricular activities such as English club, language exchanges, or language competition to provide additional opportunities for students to practice and enhance their English skills outside the regular classroom.

The classroom time of English subject is three hours per week for all levels, for programs, each syllabus includes sequences that consist the four skills(listening, speaking, reading and writing). In middle school the E.F.L teachers in each sequence are asked to give the pupils phonemic concepts, try to help them identify the sounds and meanings of each unit and repeat words to learn the new words with correct pronunciation. Furthermore,

In the fourth year, the pupil will be interacting, interpreting and producing oral and written texts of average complexity, of a descriptive, narrative or prescriptive type, using the main points of a familiar text on personal and cross curricular topics by describing in speech and writing experiences and events and giving some simple explanations for opinions or plans related to background, with a reminder of what he had studied in the past years to sit for the final exam.

### **2.3 The Objectives of Teaching English at Middle School**

Today, the demand to know language is progressively recognized, as the world joins together in a „global village“ with the appearance of computer and web. People go from one place to another, regularly, for a good deal of reasons. Dr. B.S.Bloom (1956) claims that educational goals are « the desired goal or outcome at which instruction is aimed ». So English is a vital way in through which we learn a lot of items that are existed.

Thompson and Wyatt (1952) have set four specific objectives of teaching English:

- 1) To understand spoken English.
- 2) To speak English.
- 3) To understand written English.
- 4) To write English.

The author clearly stated that the learner must be able to understand spoken English where he must be given the chance to listen to English through ordinary conversations, listening to lessons, speak, etc. Then, to produce in English; a pupil is required to speak with proper stress and intonation to talk fluently in English to communicate with other persons. Moreover, the learner ought to be able to comprehend texts written in textbooks and articles by increasing his vocabulary in order to be capable to read English with understanding. Finally, to make the student capable to write simple letters, description and a number of events in English which is a required ability in schools to take notes of lectures and producing small texts in English.

Learning English as a second language can submit a decent amount of interest socially and personally to any learner by offering him the opportunity to participate in modernization communication with others and tolerance to cultural differences. Hence, teaching English at Middle school is not just concerned with conventional educational goals, but also with universal ones such as understanding of how the language works, interacting with family members, friends, and even having conversations with people from different countries.

### **2.4 Field Work**

The researchers have conducted their investigation at Chadli Mohamed Middle School in Mecheria, Naama in the current academic year (2022-2023). The school contains

about two classes, each one of them includes thirty (30) pupils with a number of two EFL teachers. However, the research has been done with a group of thirty pupils of fourth year (MS4). The internal state of the class is static it contains a significant number of pupils, and therefore, a minority of learners interact with the teacher where we see her doing her best to achieve the teaching and learning processes using the English language in addition to Arabic in some cases.

### **2.4.1 Research Methodology**

The research objectives and questions make the researchers decide on the use of the survey research design since it best served the purposes of the study. In addition, they adopt the experimental approach, as almost all pupils from the two classes will be assigned as the participants of the study as McBurney (1994, p.170) defines the method assessing public opinion or individual characteristics by the use of questionnaire by mix methods.

#### **2.4.1.1 Method**

For the purpose of gathering data and to substantiate the extent to which the research results are valid and correct, the investigator adopted a mixed method where they have largely used a quantitative research method in conducting this study. In fact, questionnaires, testing, class observations were used to accomplish the quantitative method in order to qualify data and inferred the results. While, the mix method approach was used to elucidate the data collected descriptively in order to explore the pupils' writing production problems and difficulties together with some suggestions to improve their writing production.

### **2.5 The Sample Population**

The population of our research is represented by Two EFL teachers and thirty pupils of 4th year level. Basically, fourth pupils among of the target population will constitute our sample in addition to one teacher out of Two teachers. The study aims to gather insights and perspectives from these specific teachers who are responsible for teaching English to first-grade students in middle school. By focusing on this particular group, the research intends to understand their experiences, opinions, and perspectives related to the reading comprehension questions found in the textbooks used in their classrooms. The sample population may include teachers from various middle schools. The selection of participants

may involve a purposive sampling technique, which means that teachers who possess relevant knowledge and experience in teaching first-grade English and who are willing to participate in the study may be chosen. The goal is to capture a diverse range of perspectives by including teachers from different schools. The sample size of the study may vary, but it typically consists of manageable number of participants to insure in-depth data collection and analysis.

### **2.5.1 Pupils' profile**

The pupils involving our study are from all Chadli Mohamed Middle school in Mecheria Naama.

They were enrolled in the fourth year level (MS4) in the current academic year (2022-2023).In this middle school, there are two (02) classes in fourth year level. Our study was conducted with a total number of (60) ,however, I selected (15) students from each section. The participants represent the total population male-dominated learners (18 boys and 12 girls) aged between 14 and 16 years old among them who come from different neighborhoods of mecheria. According to the English teacher, pupils do not care about English classes since the teacher is not satisfied with their level and evaluated it as weak.

### **2.5.2 Teachers' profile**

The teachers who participated in this research were three (03) females' and one (03) males; three of them hold a License in English whereas the three others have a Master degree. These instructors are teaching some classrooms ranging between the first year and the fourth year levels. The first teacher has been teaching from one (01) to five (05) years at Middle School, The second one also has been teaching from one (01)to five(05) years at middle school, the third one has been teaching from six(06) to ten (10)years at middle school while two others have been teaching English from eleven (11) to fifteen (15) years, whereas, the sixth teacher has an experience of teaching English for more than sixteen (16) years in Middle Schools. The teacher represented in this thesis is fluent in English but she sometimes switched to French or Arabic to explain ideas or instructions to her pupils.

## **2.6 Research instruments**

In this section, the research instruments used in the study are described. The instruments are designed to collect data on the perspectives of first-grade English teachers in middle school regarding textbook reading comprehension questions. The two main instruments used in this study are a survey questionnaire. The first questionnaire was for pupils, whereas, the second questionnaire was for teachers.

### **2.6.1 Pupils Questionnaire**

For the pupil's questionnaire, it was handed to pupils in an English session and in the same session by fourth year EFL pupils at Chadli Mohamed middle school of Mecheria, Naama. The aim behind selecting fourth year's pupils is that; by the end of the school year, they are to pass the BEM certificate exam in all subjects including English language.

The purpose of questionnaire was to gather information directly from the pupils themselves regarding their experiences perceptions, and attitudes related to reading. It aims to know the assessing pupils self-perceived reading comprehension abilities. This pupil's questionnaire composed of (10) questions which include three (03) open questions and seven (07) questions closed one. It was divided into two rubrics. The first one devoted to personal information about the pupils like their gender and age while the second rubric included questions about pupils' perspectives on their reading and writing level and the last section is about pupils' perspective of reading.

Data Analysis: is a crucial phase that comes right after the data was collected. It is the process of organizing data to extract patterns and other explanation from it. There are two types of analysis were employed: mix method data analysis. In short mix method analysis is making sense of data in terms of the participants 'definitions of the situation, nothing patterns, themes, categories, and regularities. Cohen et al (2007:461). In other words, qualitative data analysis provides detailed description of collected data in the form of text. In this research, by analyzing the data, researchers get the following results:

### **2.6.2 Teacher's Questionnaire**

The teacher questionnaire major objective was to give the research a better grasp of teacher's perspectives of the first grade English teachers of middle school on textbook reading comprehension questions for E.F.L fourth year middle school pupils.

Hence, the teacher was asked to answer seven open-ended questions and three questions related to the research study one of them demand justification from the teacher, and that for the purpose of qualified data and discussion about the teacher's perspective on their pupils reading comprehension difficulties.

For the first three questions of the teacher's questionnaire were set to know the sociodemographic information such as; gender, degree, the specific period of time working as a teacher. The next three questions aim to find out the teachers perspective on their pupils in writing level and the importance of reading in English program and the perspective of reading comprehension on textbook integration. The last three questions were about the teacher's perspective on their pupils reading and writing level where researchers aimed to know the teachers attitudes towards reading, degree to the difficulties of reading comprehension. Lastly, it was two last questions considered in the teacher's opinions about the aspects that related to their difficulties of reading and the last one it was about reading comprehension tasks help reducing of writing difficulties.

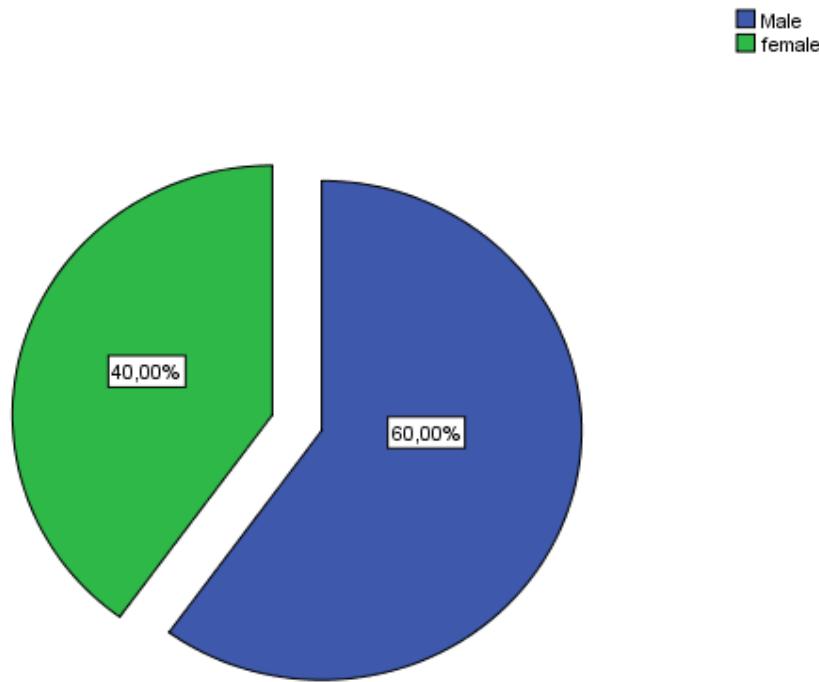
### **2.6.3 Pupils Questionnaire Analysis**

#### **Section one: Sociodemographic information**

- Q1 : Pupils gender ?**

Gander	Number	Percentage%
Male	18	60,0
female	12	40,0
Total	30	100,0

Table 1: Pupils Gender



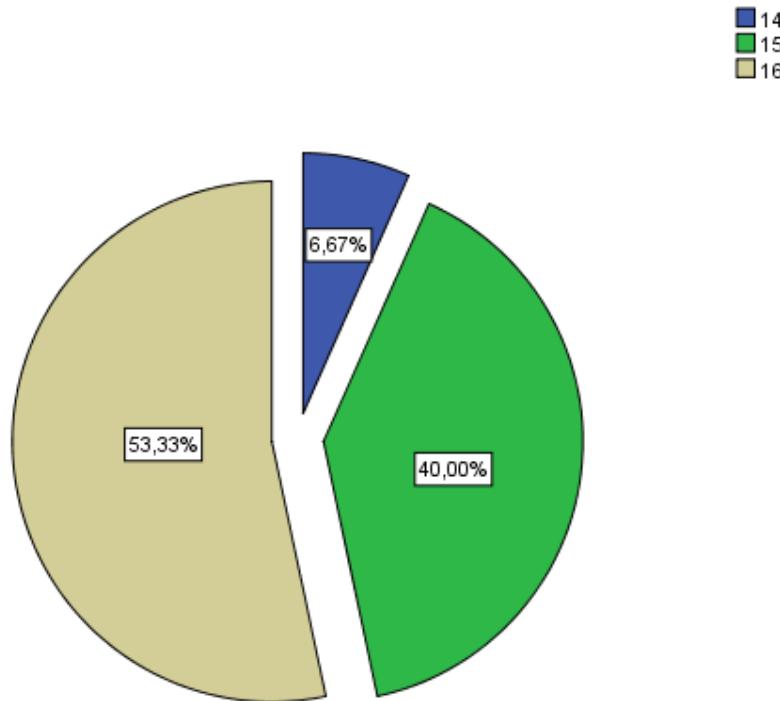
Pie-Chart1: Pupils Gender distribution

As it shown in pie-chart above, the pupils total number in all classrooms is 30 which considered 100, whereas, there are 18 males(60%) and 12 females(40%). The number of males is more than females pupils since there is(60%) males and just (40%) females pupils of fourth-year level.

- **Q2: Pupils age?**

Age	Number	Percentage%
14	2	6,7
15	12	40,0
16	16	53,3
Total	30	100,0

Table 2 : Pupils Age



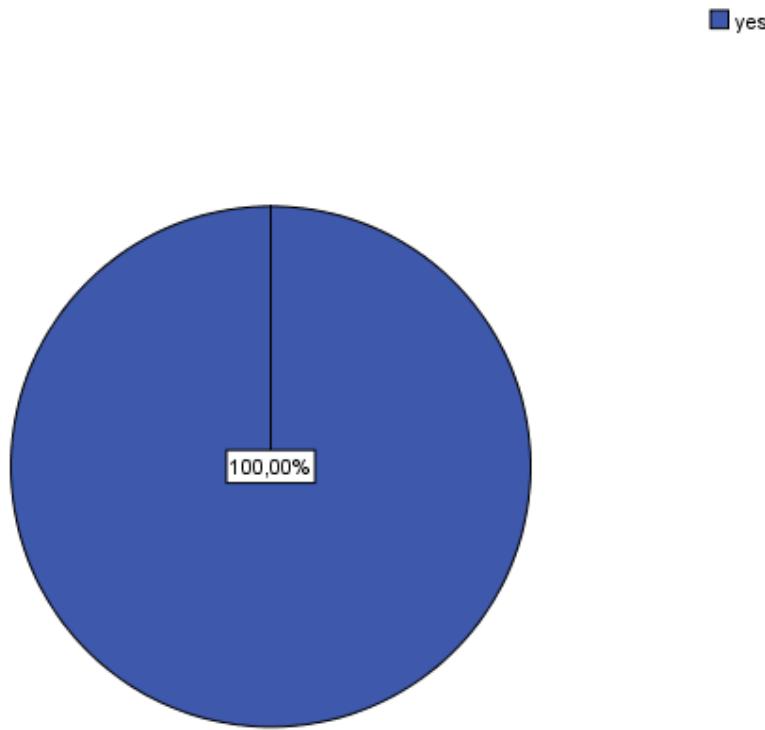
Pie-Chart2 : Pupils Age

As it is shown in the pie-chart above, most of the pupils are aged between (14-16) years old.(40%) and (53%) of the participants are aged between (15-16).This means that the majority of pupils are young. At this age, pupils are subject to assimilate and acquire foreign language, English.

- **Q3: Do you enjoy your English learning?**

Options	Number	Percentage%
Yes	30	100,0
No	0	0
Total	30	100

Table 3: Pupils Attitudes towards English learning



Pie-Chart 3: Pupils enjoying their English learning

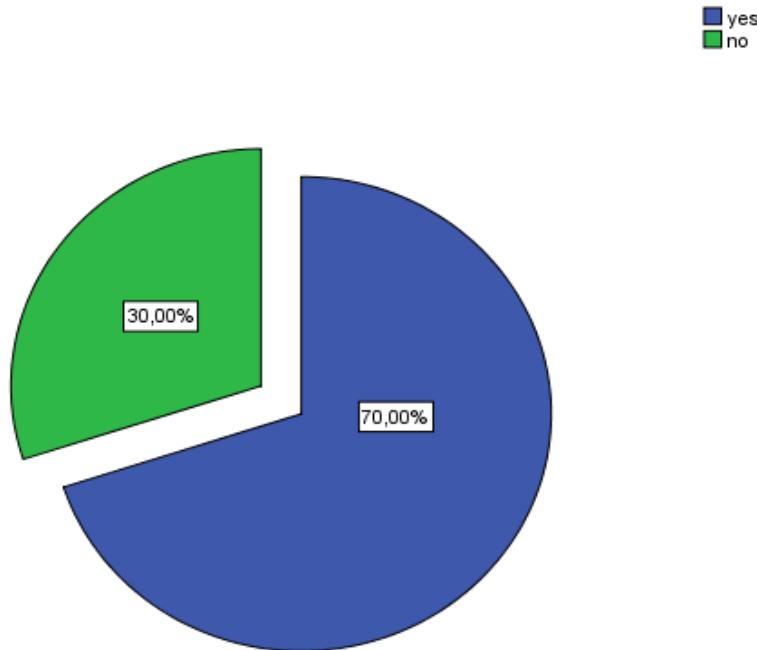
Among 30 research participants, all of them (100%) said that they enjoy English.

### Section two: Pupils perspectives on their reading and writing level

- **Q4: Do you like reading comprehension tasks?**

Options	Number	Percentage %
Yes	21	70,0
No	9	30,0
Total	30	100,0

Table 4: Pupils Attitudes towards like Reading Comprehension



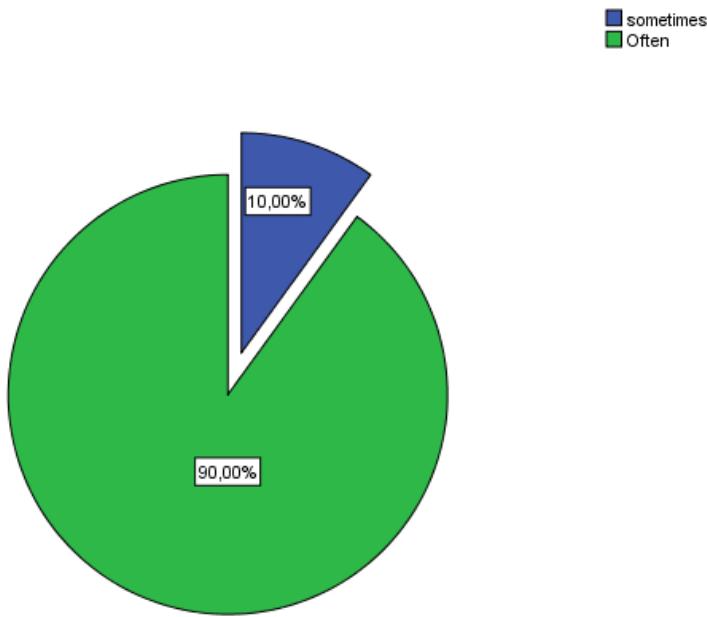
Pie-Chart 4: Pupils liking reading comprehension tasks

The results of question four, As shown in the pie-Chart, reveal that out of 30 pupils, (21) of them (70%) claim that they like reading comprehension. This assumes that the pupils realized the importance of reading comprehension. However, nine 9 of the respondents,representing (30%) indicate that they do not like reading comprehension.This might mean that the pupils were not excited enough about reading.In fact,this situation may be due to the difficulties that these pupils face when reading, and they consider it boring task according to their opinion, and this hinders them from appreciating the efficacy of reading.

- **Q5: How often do you deal with them in classroom?**

Options	Number	Percentage %
sometimes	3	10,0
Often	27	90,0
Total	30	100,0

Table 5: Pupils Reading Comprehension frequency in the classroom



Pie-Chart 5: Pupils Reading Comprehension Frequency in the classroom

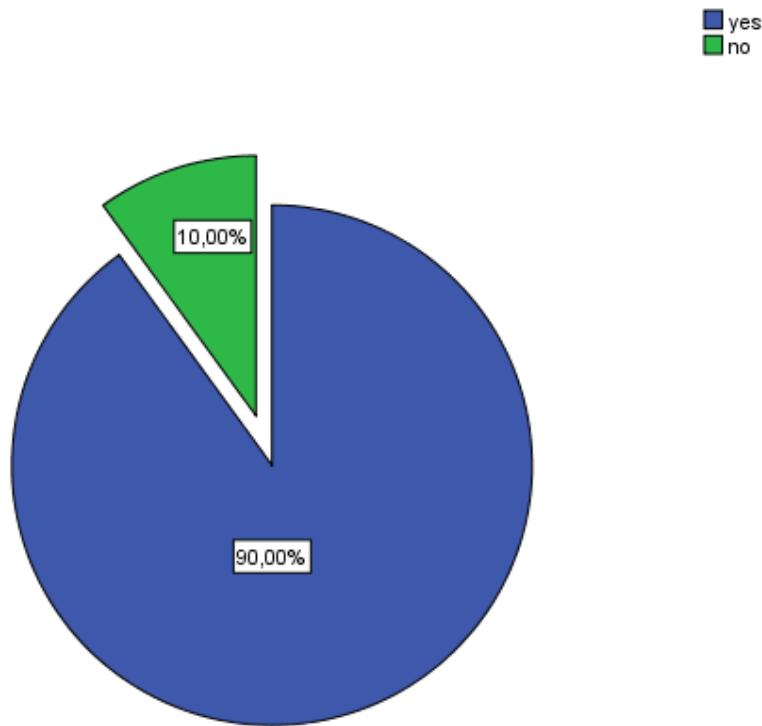
This Pie-Chart show that three (3) pupils with (10%) said sometimes that they do these tasks in classroom and the majority of them with (90%) said that they often deal with them in classroom. The first one might be due to an unknown reason.

- **Q6: Do you have difficulties with writing?**

Options	Number	Percentage %
Yes	27	90,0
No	3	10,0
Total	30	100,0

Table 6: Pupils difficulties in writing

From the answer recorded to determine whether there are difficulties with writing. The majority of the pupils (90%) admitted the existence of difficulties. However, (10%) of them declared that they do not have problems with writing.

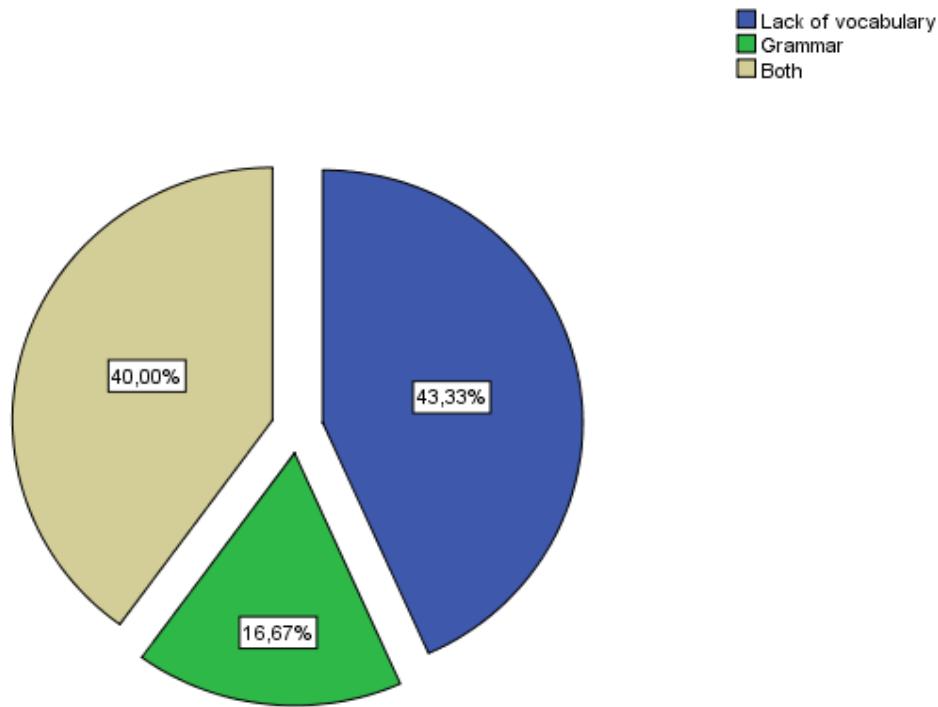


Pie-Chart 6 : Pupils difficulties in writing

- **Q7: Do you think you have these difficulties because of.....?**

Options	Number	Percentage %
Lack of vocabulary	13	43,3
Grammar	5	16,7
Both	12	40,0
Total	30	100,0

Table 7: Pupils writing Difficulties



Pie-Chart 7 : Pupils writing difficulties

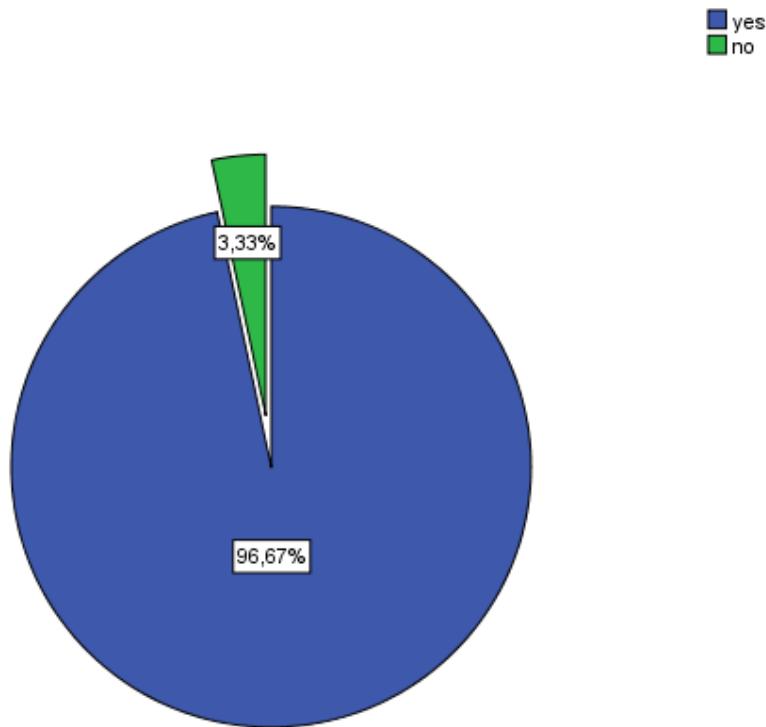
Pupils answer illustrate that majority of them have the luck of vocabulary, surely this hinders their comprehension and causes their reading failure. Therefore, this problem should be targeted by teacher of reading. A considerable number of participants think that the luck of practice is the cause of their reading problems. Besides, 40% both of them say that the difficulties of reading in the grammar and vocabulary while 16% say that the difficulties of reading in grammar

### Section three: Pupils perspectives of reading

- **Q8: Does your teacher use your previous reading comprehension?**

Options	Effectifs	Percentage %
yes	29	96,7
no	1	3,3
Total	30	100,0

Table 8: the using of previous reading comprehension



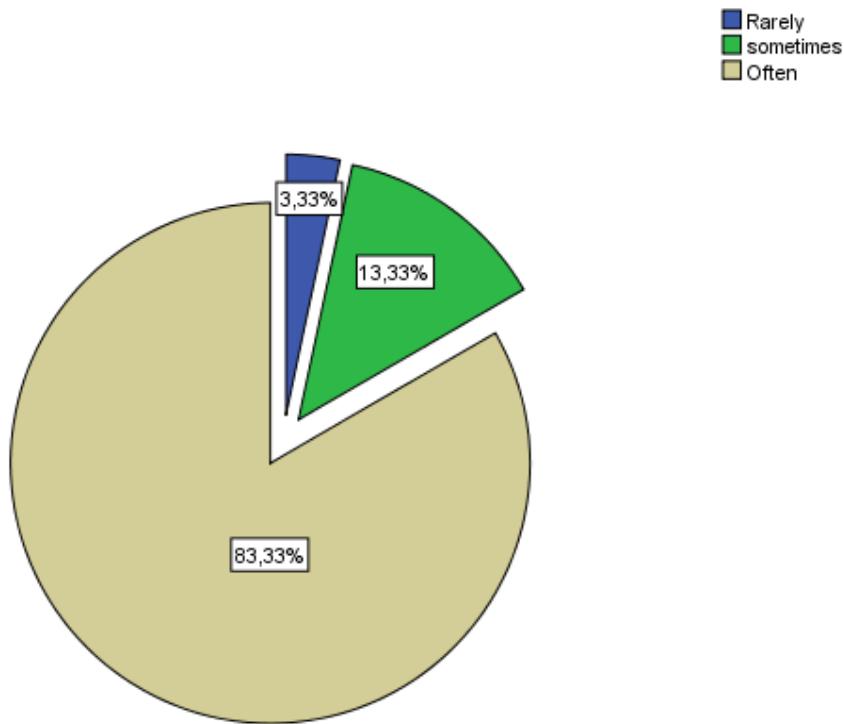
Pie-Chart 8: Teacher using previous reading comprehension tasks

Pupils answers reveal that (96%) of them are satisfied with their previous reading tasks. only (3%) say that the previous reading tasks is not help them to do.

- **Q9: How often does your teacher relate your writing assignments previous reading?**

Options	Number	Percentage %
Rarely	1	3,3
sometimes	4	13,3
Often	25	83,3
Total	30	100,0

Table 9: Teachers Writing Assignment Engagement



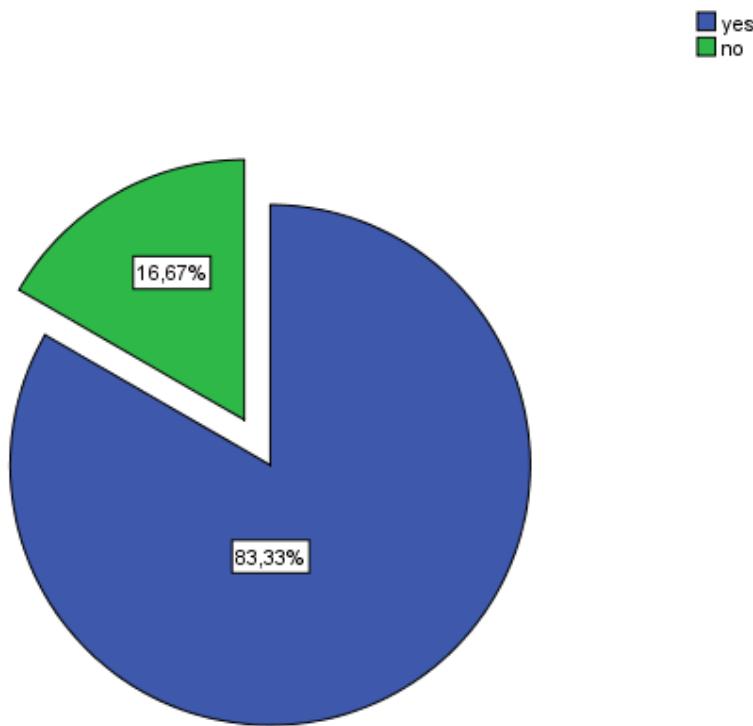
Pie-Chart 9: Pupils Teachers Writing Assignment Engagement

According to the above Pie-Chart, shows that pupils with (3.30) claimed that their teacher rarely relate a writing assignment with previous comprehension, four (4) of them with (13.30) said that their teacher sometimes links writing assignment with comprehension tasks, while twenty five pupil of them with (83.30) said that their teacher often relate a writing assignment with previous comprehension. It is with nothing here that no one opted for ever.

- **Q10: In your opinion, have Reading comprehension tasks helped you improve your writing?**

Options	Number	Percentage %
Yes	25	83,3
No	5	16,7
Total	30	100,0

Table 10: Reading comprehension tasks helps improving writing

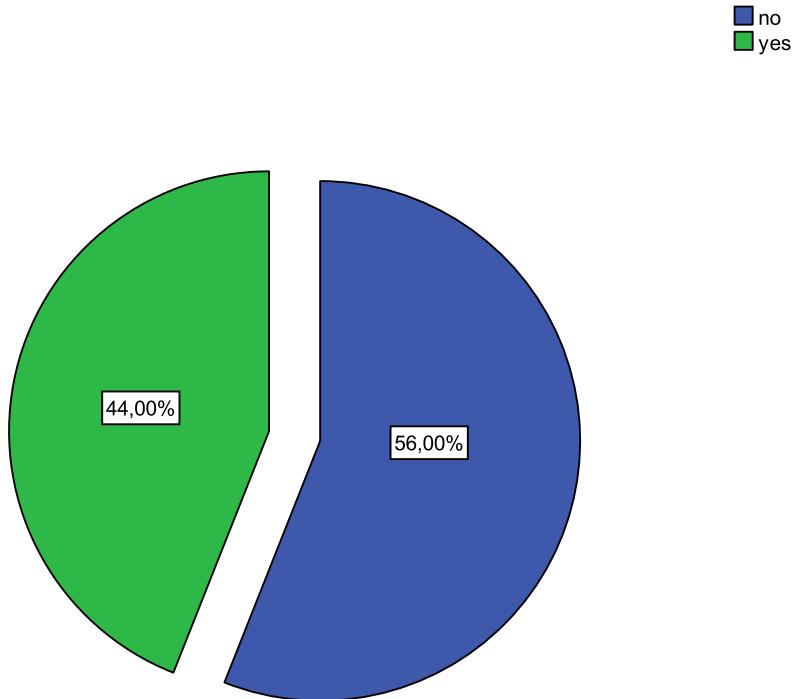


Pie-Chart 10: Reading Comprehension helps pupils to write

The pie-chart show that (25) pupils with (83%) said that the reading comprehension helps them to improve their writing. In the following question, the pupils were asked to specify why or how Reading comprehension tasks boost their Written Production.

Options	Number	Percentage %
No	14	56,0
yes	11	44,0
Total	25	100,0

Table 11: Collect ideas



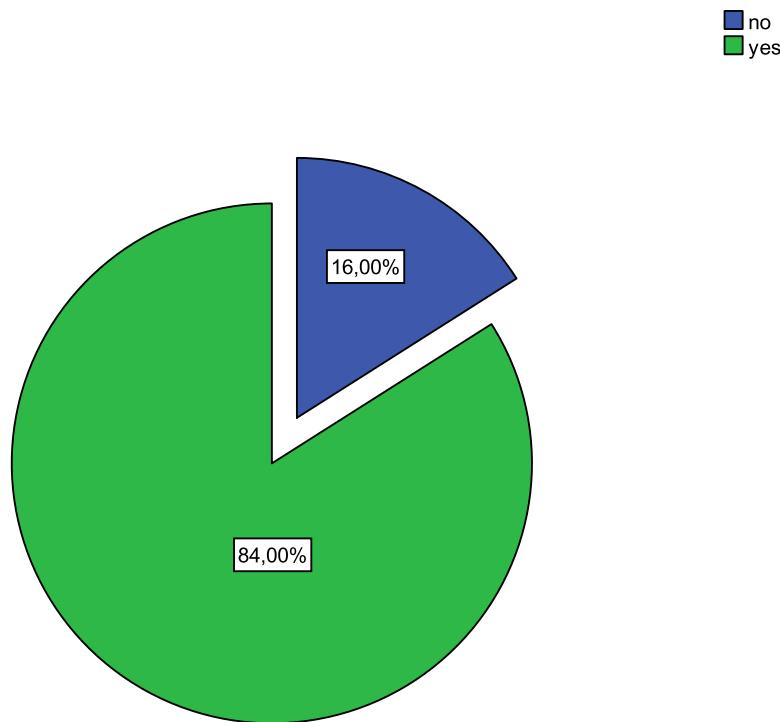
Pie-Chart11:Collect ideas

According to the result shown in Pie-Chart fourteen (14) of them with (56%) said No, and eleven (11) pupils with (44%) said Yes

Options	Number	Percentage %
no	15	60,0
yes	10	40,0
Total	25	100,0

Table 12: Learn New Words

This case study investigates first grade-middle school English teachers' perspectives of reading difficulties among EFL students. At Chadli Mohamed Middle School, fourth-year students and teachers were asked a set of questions in order to accumulate measurements. There are some segments make up this lengthy essay. The introduction explains the term of reading and reading comprehension with its definitions of the first grade English teachers of middle school reading comprehension questions talent, defines reading skill, lists reading types and models, discusses teaching methods, and lists reading challenges, lists strategies and factors that influence the design and development of textbook reading comprehension questions and importance of reading comprehension questions 5.

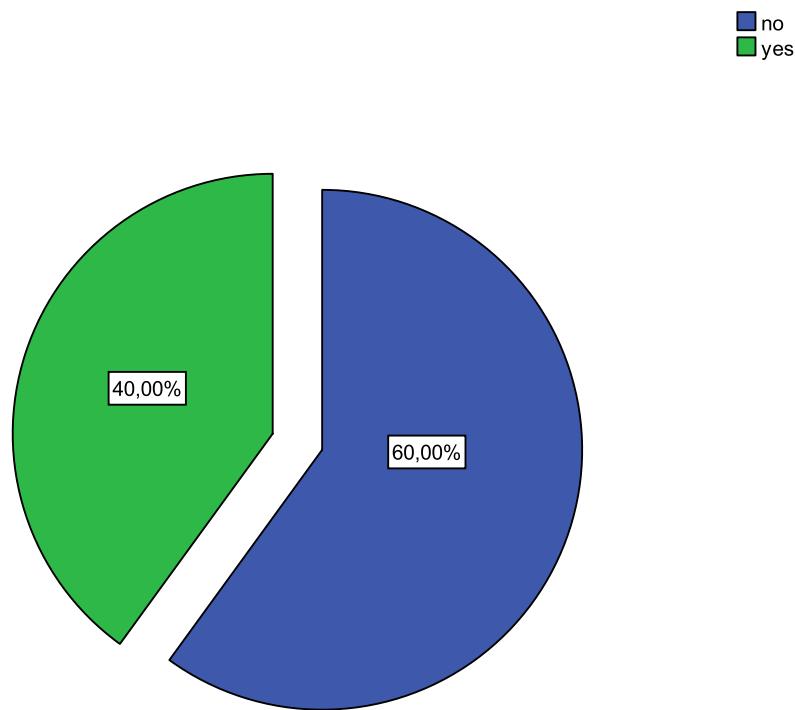


Pie-Chart 12:Learn New Words

The result shown in pie-chart. The majority of them (84%) said Yes, which relates to learning new words and expressions. Only (16%) of them said No.

Options	Number	Percentage %
Valide no	15	60,0
yes	10	40,0
Total	25	100,0

Table 13:Organize ideas

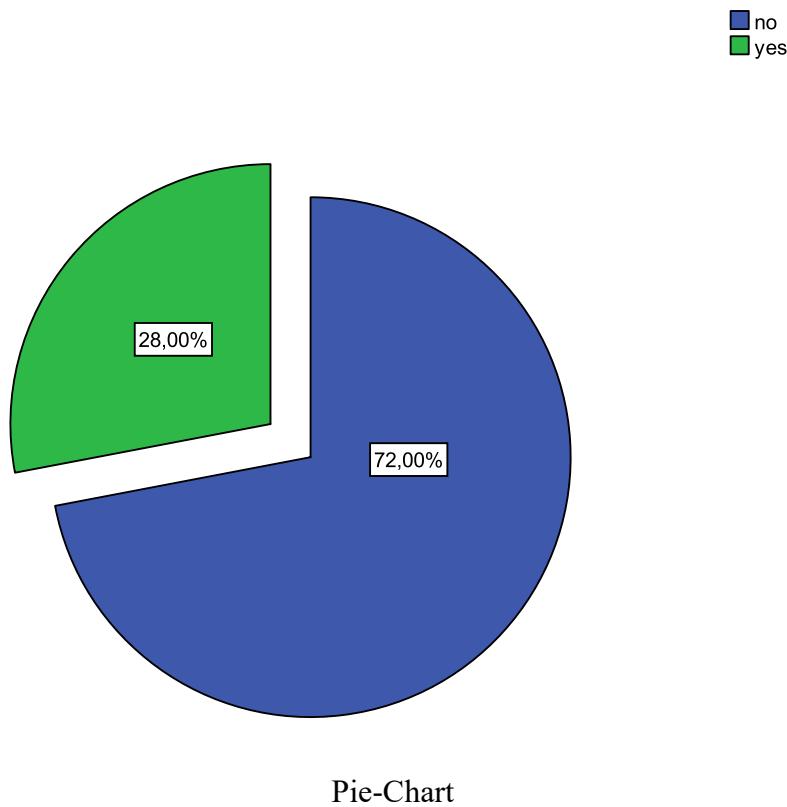


Pie-Chart 13: Organize ideas

As it show in the pie-chart above, (60%) of pupils said No.(40%) of them said Yes.

Options	Number	Percentage %
no	18	72,0
yes	7	28,0
Total	25	100,0

Table 14: Improving writing style



Pie-Chart

Pie-Chart 14: Improving writing Style

Pie-Chart shows that (72%) of pupils said No.(28%) of them said Yes.

#### 2.6.4 Teachers' Questionnaire results

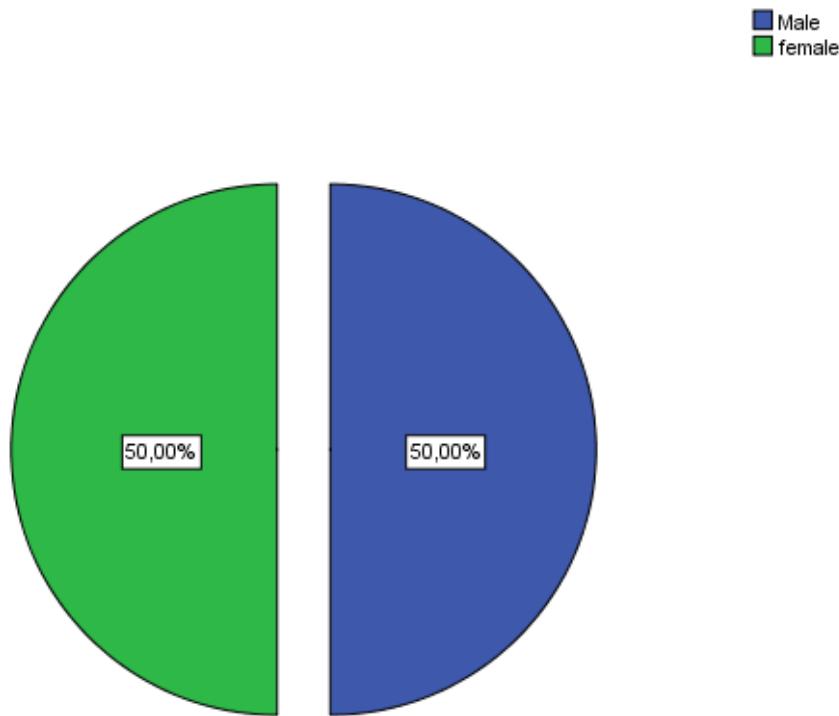
For the purpose of verifying the hypothesis which claimed that written production may be largely affected by reading comprehension; this questionnaire was addressed to six (06) teachers of English language different Middle Schools at Mecheria, Naama.

##### Section one: Sociodemographic information

- Q1 Teachers Gender?

Option	Number	Percentage %
Male	3	50,0
female	3	50,0
Total	6	100,0

Table 15: Teacher Gender distribution



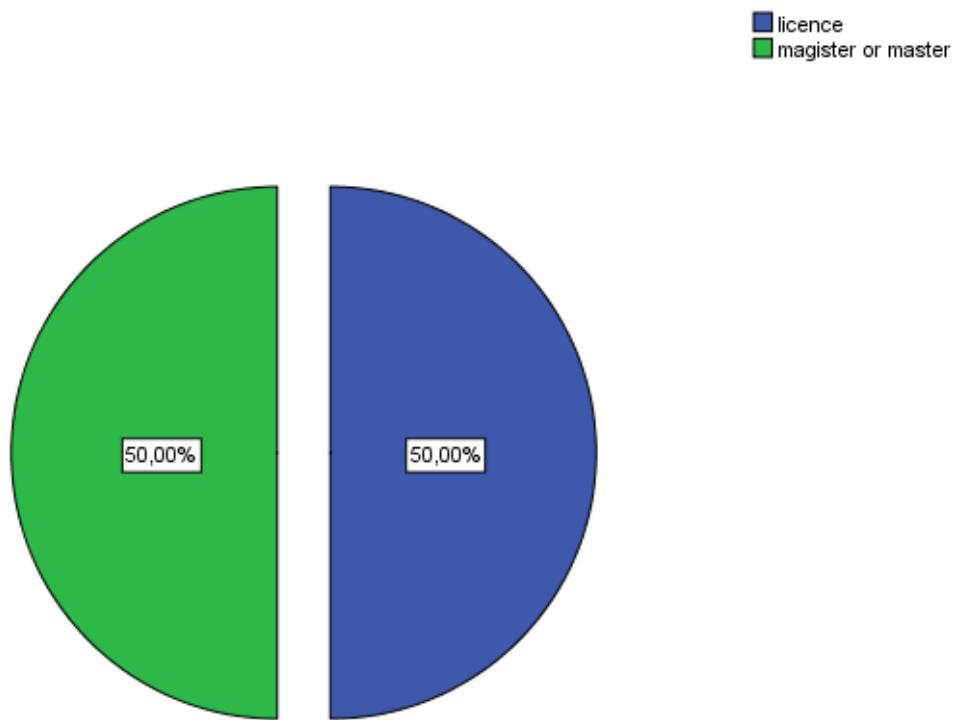
Pie-Chart 15 : Teachers Gender distribution

As it is shown in the pie-chart above, the number of females is more than malesteachers since there is (75%) females and just (25%) males teacher of fourth-yearlevel.

- **Q2: Teacher's degree**

Option	Number	Percentage %
Licence	3	50,0
magister or master	3	50,0
Total	6	100,0

Table 16 : Teacher's degree



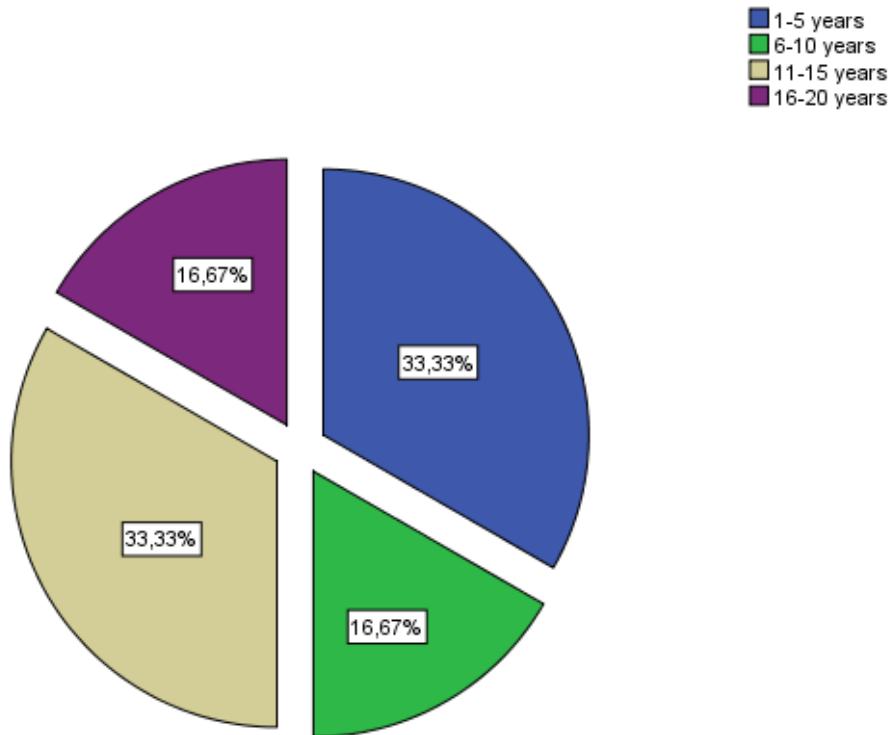
Pie-Chart 16 : Teacher's degree?

According to the table (16), three teachers have a License degree,whereas the remaining three teachers have a Master or Magister degree in English language. As it shown in the pie-chart above (50%) of teachers have a license degree and (50%) of other three teachers has a Master or Magister degree.

- Q3: How long have you been working as a teacher?

Option	Number	Percentage %
1-5 years	2	33,3
6-10 years	1	16,7
11-15 years	2	33,3
16-20 years	1	16,7
Total	6	100,0

Table 17: Length of teaching experience



Pie-Chart 17 : Length of teaching experience

The results in table (17) outline the teachers' experience in the field of teaching English language at middle schools. According to the table, one teacher has an experience of

teaching from one to five years, two teachers with an experience of eleven to fifteen years, and one teacher has an experience of teaching for more than twenty years. These findings prove that the majority of teachers are longstanding in the domain of teaching English language.

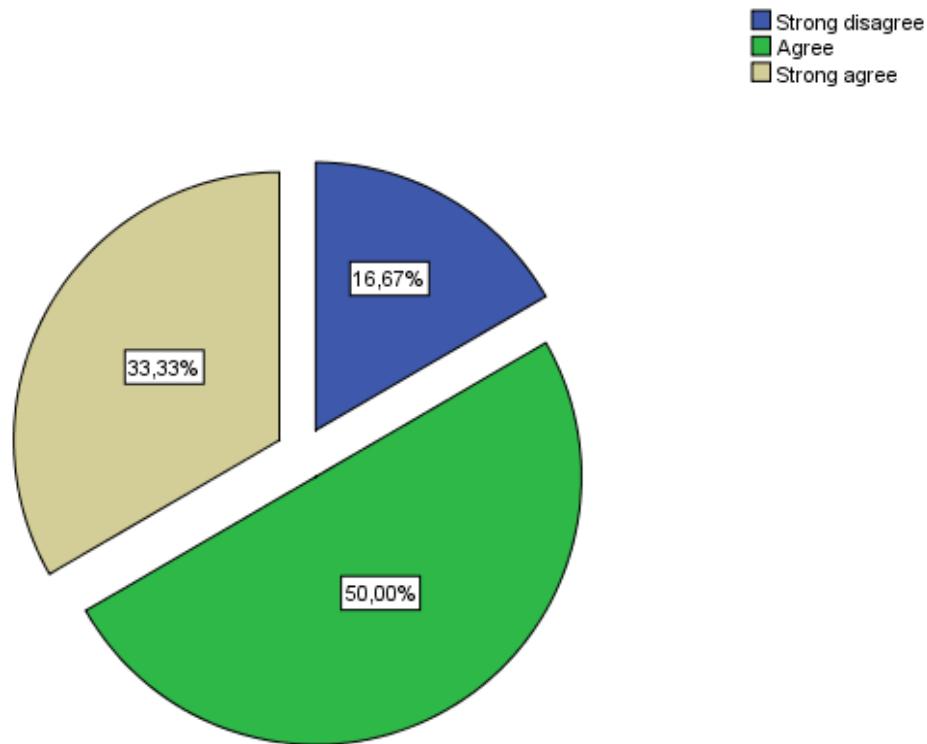
**Section two: Reading and writing in the pupils' Textbook**

In Q4, 5 and 6, the teachers were asked about the Reading and Writing in the Pupils' Textbook.

■ **Q4:Reading has an important role in English program:**

Option	Number	Percentage %
Strong disagree	1	16,7
Agree	3	50,0
Strong agree	2	33,3
Total	6	100,0

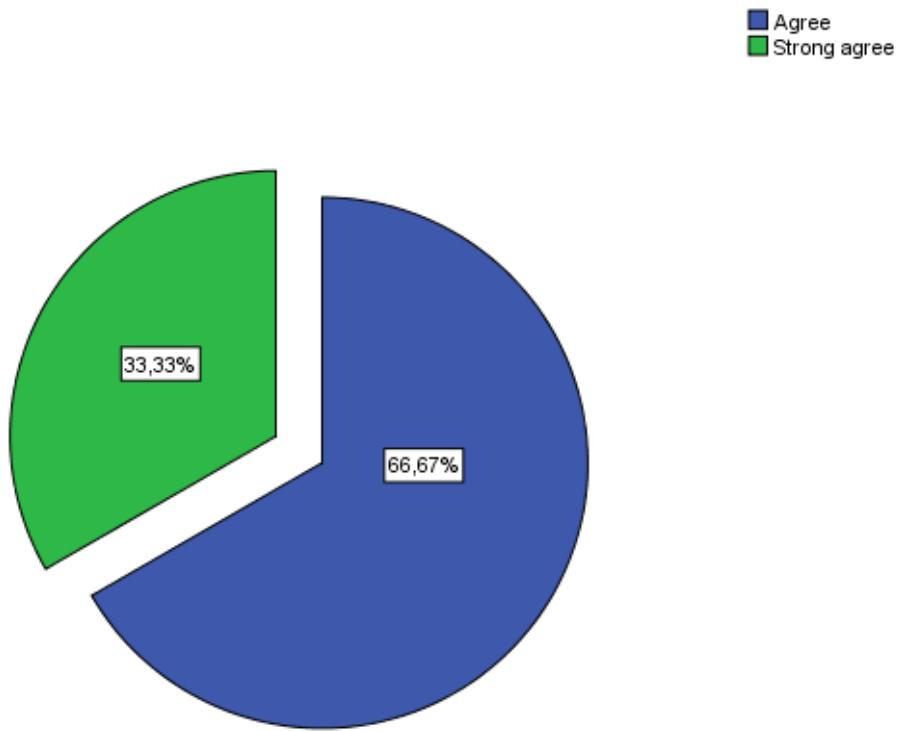
Table 18: Teachers' attitudes Towards Reading and writing in the pupils' Textbook



Pie-Chart 18 : Teachers' attitudes Towards Reading and writing in the  
Pupils' Textbook

Option	Number	Percentage %
Agree	4	66,7
Strong agree	2	33,3
Total	6	100,0

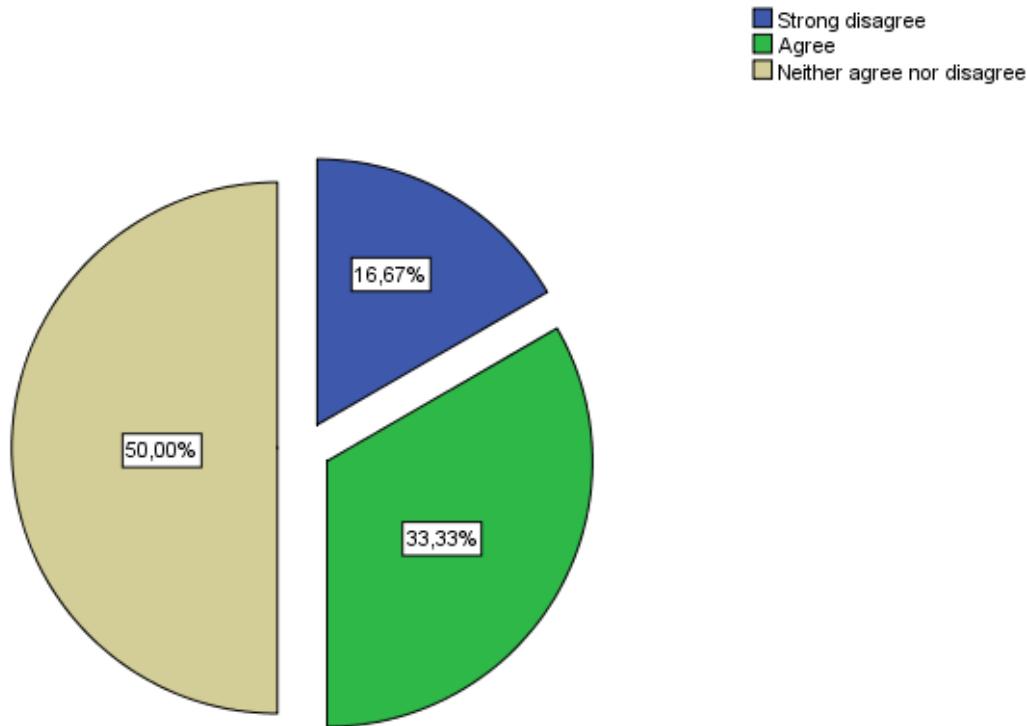
Table 19 :Writing importance role in English program



Pie-Chart 19 : Writing importance role in English program

Option	Number	Percentage %
Strong disagree	1	16,7
Agree	2	33,3
Neither agree nor disagree	3	50,0
Total	6	100,0

Table 20 : The integration of textbook on reading comprehension



Pie-Chart 20 :The integration of textbook on reading comprehension

Strives to obtain the teachers' importance of reading in the English. The teachers' answers were divided between „agree“ (50%) and strongly agree“ (33.30%), strong disagree (16.70%) This assumes that it is crucial to implement reading tasks in Middle School education in general and 4<sup>th</sup> year pupils in particular.

Similarly, when asked about their attitudes about the importance of writing in the English syllabus (Q5), the results were obtained; in that four teachers agreed with (66.70%) while the two others (33.30%) strongly agreed on implementing writing skill in the English program since it has a major role in expressing the pupils' ideas and conveying messages in the target language seeing that the pupils are required to write a composition in the final phase of their exam.

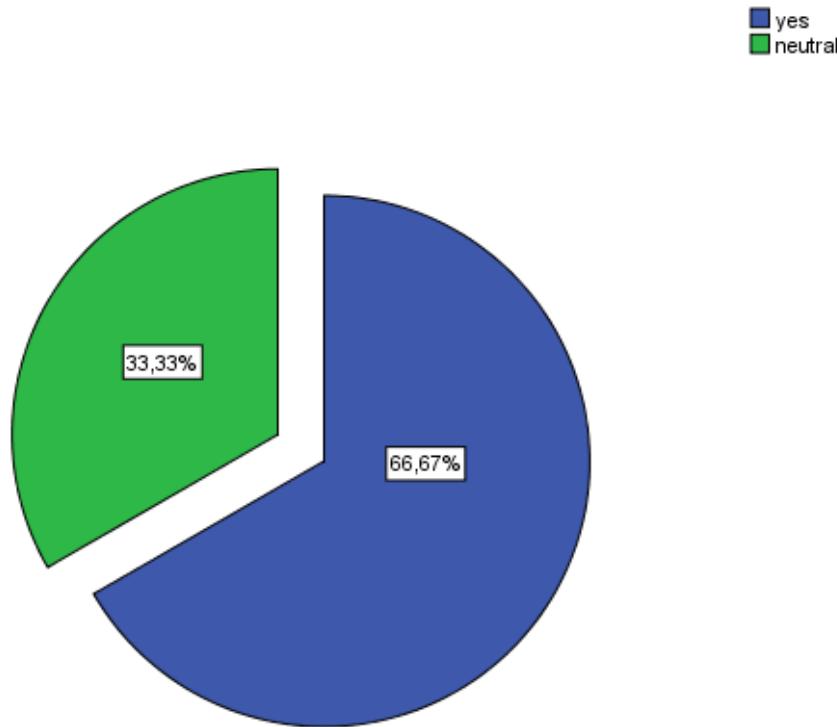
Subsequently, in question 6, the teachers were asked if the fourth year middle school textbook specifically integrates reading comprehension tasks. The results outlined in the above table claim that two teachers agreed (33.30%) since they claimed that the school textbook integrates reading comprehension. While the one teacher (16.70) strongly disagrees, three teachers (50%) neither agree nor disagree.

### Section three: Teachers' perspectives on their Pupils 'reading and writing level'

- Q7: Do you have learners read frequently in class?

Option	Number	Percentage %
yes	4	66,7
neutral	2	33,3
Total	6	100,0

Table 21 :Reading frequently in class



Pie-Chart 21 : Reading frequently in class

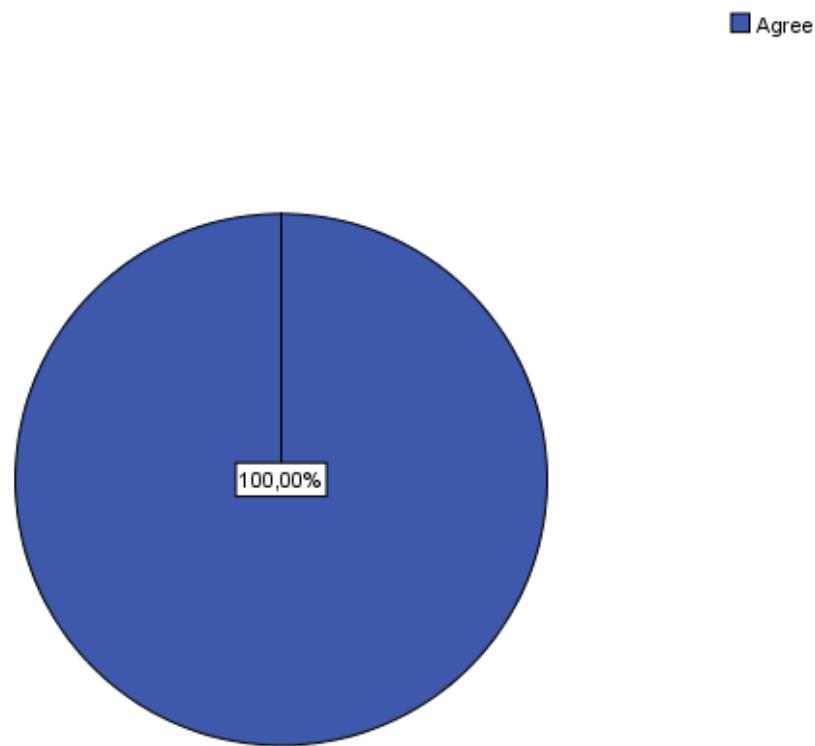
For this question, there were different opinions among teachers. There were four teachers (66.70%) who answered by "yes" and two teachers (33.30%) who were neutral". They gave explanations about why they have pupils read frequently in the classroom. Based on the answers; some agreed that sometimes when it is possible learners should read in order

to improve their reading and because they are affected by the current environment that facilitate reading, such as YouTube channels, online games. Also, a teacher claimed that pupils may read frequently when they previously prepared the text at home. Whereas, one teacher disagrees claiming that for some pupils, reading is a boring activity. Others think that the program is very large and loaded, that is why they do not find enough time to read.

- **Q8: do you think that your learners find reading very difficult?**

Option	Number	Percentage %
Agree	6	100,0

Table 22 : Pupils' reading difficulty



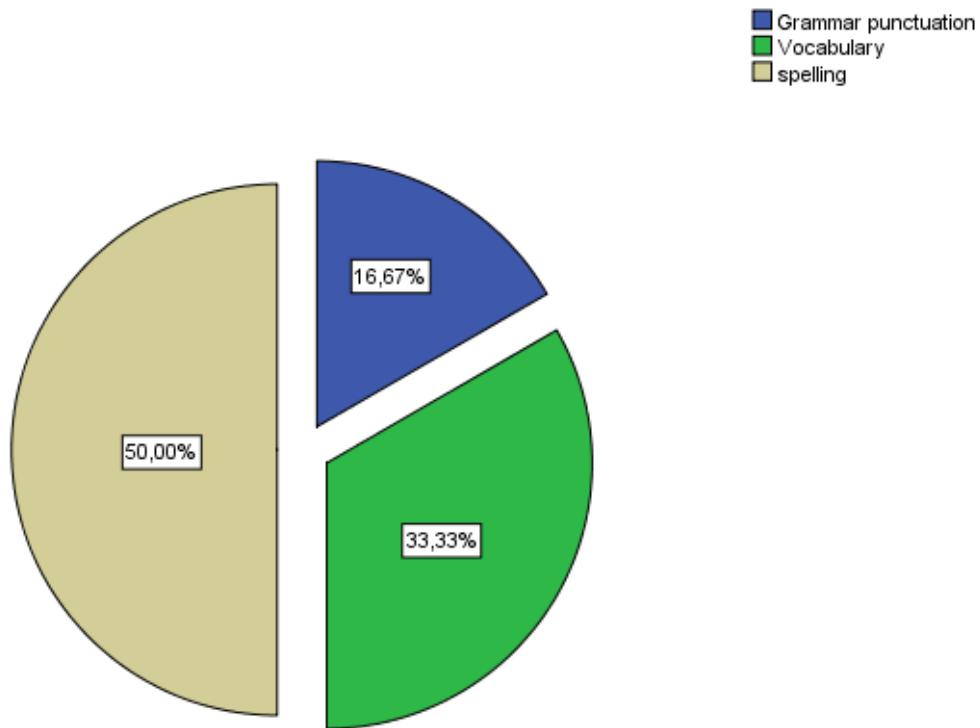
Pie-Chart 22 : Pupils' reading difficulty

The pie-chart shows us that (100%) of the instructors agreed wide difficulty in reading short paragraphs in English language which indicates that EFL teachers are not satisfied enough with their pupils' reading.

- Q9: Which of these aspects those relate to their difficulties when reading?

Option	Number	Percentage %
Grammar punctuation	1	16,7
Vocabulary	2	33,3
spelling	3	50,0
Total	6	100,0

Table 23 : Pupils' Difficulties in reading



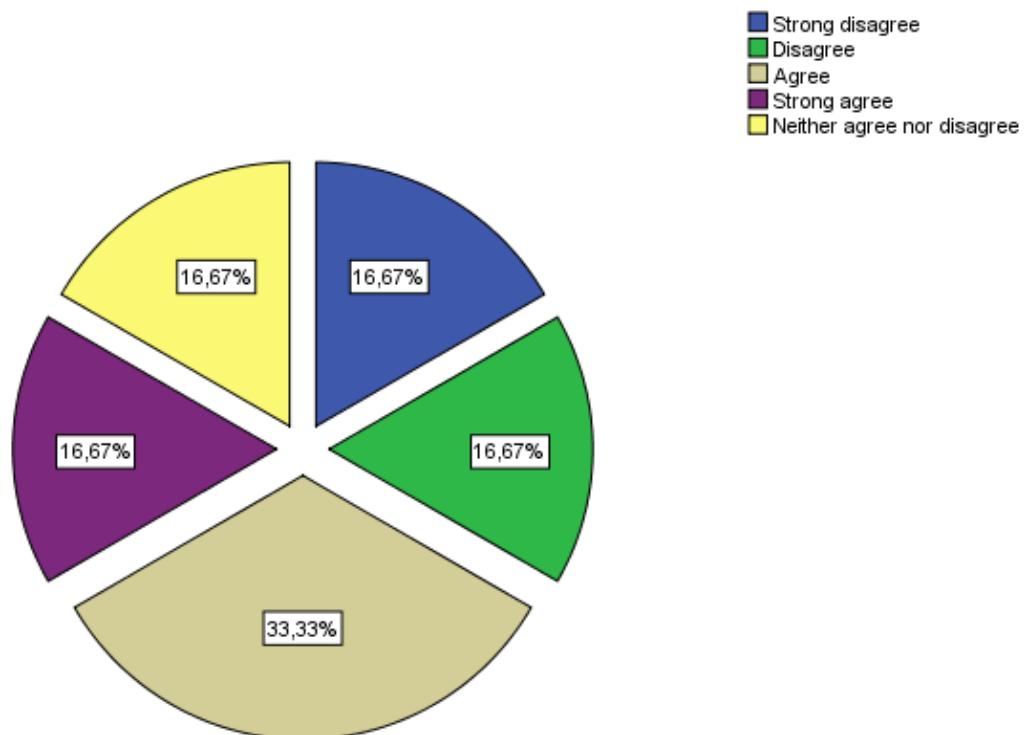
Pie-Chart 23 : Pupils' Difficulties in reading

Based on the pie-chart above, the participants declared that the majority of their pupils have various difficulties when reading. Starting with vocabulary (33.30%), where they meet problems with word choice and verbs or expressions that hinder them from producing correct sentences. For the grammar punctuation (16.70%). and finally spelling (50%). These results confirmed that there was a huge lack and weakness in their reading level.

- **Q10: Reading comprehension tasks help reducing those writing difficulties?**

Option	Number	Percentage %
Strong disagree	1	16,7
Disagree	1	16,7
Agree	2	33,3
Strong agree	1	16,7
Neither agree nor disagree	1	16,7
Total	6	100,0

Table 24 : Reading Comprehension Tasks Contribution



Pie-Chart 24 : Reading Comprehension Tasks Contribution

The results shown in the pie-chart (16.70%) indicate that (16.7%) of teacher (01) teachers strongly disagreed that reading comprehension tasks contribute in advancing learners' writing. In addition, (66.70%) agreed that ReadingComprehension tasks

empower the pupils to investigate diverse language structures in composed writing styles, grammar, vocabulary and lexicon, and (33.30%) disagree that reading comprehension tasks contribute in advancing learners writing. (83.30%) of teachers said that strongly agree, while, (16.70) of teachers said neither agree nor disagree.

## **2.7 Summary of the main findings: Pupils results and teacher's results**

The main finding of the study on the perspective of first-grade English teachers in middle school on textbook reading comprehension questions are summarized as follows:

1. Importance of reading comprehension: The teachers unanimously recognized the significance of reading comprehension in all overall language development and academic success of students. They emphasized that strong reading comprehension skills are essential for students to comprehend and analyze complex text across different subject areas.
2. Use of textbook reading comprehension the majority of teachers reported using textbook reading comprehension questions as part of their instructional practices. They found these questions to be a valuable tool for assessing students understanding of the text, promoting critical thinking, and guiding classroom discussions. The results obtained from the pupil's questionnaire reveal that most of them are conscious of the enjoyment of English learning. However, in the question (Q4) the majority of pupils answered that they like reading comprehension tasks, and they report that they have some difficulties in dealing with them in the classroom, because the minority of them said sometimes in (Q5), here the results shown that the misunderstanding of the instruction of tasks, the lack of knowledge, lack of motivation, and poor vocabularies. Other results in the questions(Q6) reveal that the majority of the pupils answered that they had some difficulties in writing such as a complex task where the learners applies himself/herself to writing down the ideas he/she has in mind according to an instruction given by the teacher. According of the question (Q7) they thought that they have their difficulties because of the lack of vocabularies knowledge is the main obstacle which cause their reading failure. The results indicate that the minority of pupils selected grammar. Moreover, we have noted some limitations in their grammar and vocabulary level which are among the difficulties that some pupils with the majority of instructors unanimously agreed on. It is mentioned the most dominant error was with the auxiliary (to be) ;where the pupils mixed between using the present or the past tense,

and sometimes, they do not conjugate the verbs at all providing dealing with tenses by learning the verbs as it is in the infinitive form. Pupils may apply their reading comprehension input on their written production tasks at the higher extent. The results of questionnaire items (Q8 and Q10) and based on the data collected from the pupils drafts (even possible to generalize the result based on small sample population that consist on two elements results from the all sample in submitting the homework assignment) they terms and information from the reading material in their writing content.

According to teacher's answers that the majority of them agreed with reading has important role in English program, because reading instruction should involve classroom intensive reading and extensive reading. In the classroom, teachers focus on the reading skills and strategies and provide practice and drills.

The results obtained from the teacher's questionnaire shows that 4<sup>th</sup> years middle school textbook specifically integrates reading comprehension textbook is great importance, because it will affect the learning of generation of learners. In addition, the success or failure of coursebook depends on whether the textbook is effective or not. Moreover, the results show that the majority of learners they read frequently in class, because reading has a positive impact on developing language learning. Infact, it improves oral fluency, broadens information, and expands vocabulary. Besides, it improves pupils syntactic knowledge develops reading skills, enhances writing abilities, increasing motivation. Indeed there is a firm relationship between reading and writing. In fact, by reading extensively, learners become better able to master the textual and grammatical structures which they can later use in their own writing.

In addition, teacher's view that classroom reading can be used a strategy to teach and improve the language skills. And the majority of teachers agreed with reading comprehension tasks help reducing their writing difficulties. The findings from this study align with previous research, supporting the notion that textbooks play a significant role in middle school reading instruction. The confirmed hypotheses emphasize the positive perception of teachers towards textbooks, highlighting their potential to enhance the quality of reading education in middle schools. This study contributes to existing literature by shedding light on the perspectives of middle school teachers specifically regarding instruction .the confirmed hypotheses

underscore the importance of considering teachers viewpoints and preferences when designing and selecting instructional materials for reading curricula.

## **2.8 Suggestions and Recommendations**

Reading is vital tool in language teaching/learning process, and writing is a complex activity where the learner applies himself to writing down the ideas he has in mind according to an instruction given by the teacher. Faced with such a complex task (planning, organizing, writing, reading, rewriting) and obtained results from research the different employed tools, the researchers have come up with some suggestions that may help overcoming this problem. In what follows, some suggestions were put forward for pupils and others for teachers.

- ✓ Developing pupils' awareness about the importance of reading.
- ✓ Providing pupils with appropriate reading and writing strategies and techniques depending on the learners' styles and needs. In this regard Nuttal (1982), states that the reading teacher has first, to provide the pupils with appropriate texts, and second, to use activities which focus the pupils' interest.
- ✓ Encouraging pupils to use the dictionaries in EFL classes as this tool provides vocabulary and spelling; two parameters necessary for written production.
- ✓ Giving them every session some words to look for in dictionary and memorize them to improve their vocabulary knowledge.
- ✓ Motivation is determining factor in the success of written production. Admittedly, the themes proposed are imposed by the program but the teacher can involve the learners by negotiating with them certain constraints of the topics, so that they would be empowered and therefore motivated to read and write.
- ✓ Time is a very important element in the success of written production, so it must be adapted to the writing skill difficulty, the length of the sessions proposed as won't never be effective the level of the pupils. It is not normal for the time granted to written production to be the same for all learners from the beginning of the school year until its end.

- ✓ A safe and effective way to learn to write well is to compose sentences, structures ...as often as possible. The teacher can seize every opportunity to ask his pupils to produce (reuse of a word in a sentence, give an opinion..., and even to read a corpus attached to the board). Thus, the fear of reading and writing will gradually disappear.
- ✓ During these sessions the teacher can adapt the work according to the level of the pupils and choose the topics that attract their attention (social life and sports) and thus give them confidence in their white paper to improve their level. In addition, teachers should intensify these activities in the form of homework assessment.
- ✓ The way teachers behave and teach plays a big role in making the pupils like or hate the material, so teachers need less authoritative and more with their pupils.

### **Suggestion for Pupils**

- ❖ Learners must be able to learn words they have never encountered before. In this vein, Nagy et al. (1994, p. 46) assert that Experienced readers must not only know a lot of words, but also be able to handle new ones well.
- ❖ Dealing with writing preparation and practice activities are a safe and continuous learning tool for written production.
- ❖ Pupils should be aware of the importance of English both of their academic career and in all areas of life (travel, work, communication, etc.).
- ❖ Pupils should revise their drafts according to their teachers” .

### **1.9 Conclusion**

In this second chapter, we have presented the research methodology employed to investigate the perspective of first –grade English teachers of middle school on textbook reading comprehension questions. We began by outlining the objectives of the study, which aimed to understand the effectiveness of the questions in promoting students understand and identify areas for improvement .The research design utilized a questionnaire-based approach to collect data from a sample of first –grade English teachers.

The questionnaire was carefully designed to cover various aspects related to the textbook reading comprehension questions, including their effectiveness alignment with the curriculum, differentiation, and any feedback or suggestions for improvement ,six teachers participated in the study representing a divers rang of teaching experience and educational backgrounds. The responses collected were then subjected to a through data analysis process. During the data analysis phase, we employed both qualitative and quantitative techniques to examine the teacher's perspectives.Qualitative analysis involved identifying recurring themes and patterns in the responses, allowing us to gain a deeper understanding of the teacher's perceptions and insights. Quantitative analysis, on the other hand, involved summarizing and quantifying other hand, involved summarizing and quantifying the responses to provide a statistical overview of findings. Our analysis revealed several key findings. Firstly, the majority of teachers expressed positive views regarding comprehension questions in promoting students understanding. They found the questions appropriately challenging and aligned with the curriculum objectives. The research methodology employed in this study successfully captured the perspectives of first-grade English teacher on the textbook reading comprehensions. The data analysis process shed light on the teacher's perception, effectiveness of the questions, and alignment with the curriculum, differentiation, and areas for improvement. The finding from this chapter will serve as a foundation for the subsequent chapters, allowing us to delve deeper into the quality and effectiveness of the textbook reading comprehension questions. Furthermore, the insights gained from this study have the potential to inform instructional practices and curriculum development, ultimately benefiting the learning outcomes of first-grade English students in middle school.

## *General Conclusion*

# ***General Conclusion***

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## **General Conclusion**

The present research investigated the perspective of first-grade English teachers in middle school on textbook reading comprehension questions. The study aimed to gain insights into how these teachers perceive and utilize reading comprehension questions, as well as their strategies and challenges in implementing them in the classroom. The research findings shed light on the importance of reading comprehension, instructional approaches, and the role of supplementary materials in enhancing student's comprehension skills. The study revealed that the participating teachers recognized the significance of reading comprehension in students overall language development and academic success. They acknowledged the value of textbook reading comprehension questions as a tool for assessing understanding, promoting critical thinking, and guiding classroom discussions. The teachers also emphasized the need to adapt the questions to meet the diverse needs of their students, ensuring they are appropriately challenging and accessible.

Furthermore, the findings highlighted the incorporation of supplementary materials and instructional strategies to enhance reading comprehension. Teachers utilized variety of resources and approaches, such as authentic text, graphic organizer, and explicit teaching of comprehension strategies, to engage students and support their understanding of the text. These strategies aimed to foster student's comprehension skills and promote a positive reading culture in the classroom. However, the study also revealed several challenges faced by teachers. These challenges included addressing individual differences in student's abilities, managing time constraints, engaging reluctant readers, and aligning the questions with curriculum objectives. The findings underscored the importance of ongoing professional development for teachers to enhance their knowledge and skills in teaching reading comprehension. In conclusion, the study contributes to the existing literature by providing valuable insights into the perspective of first-grade English teachers in middle school regarding textbook reading comprehension questions. The findings highlight the importance of creating a supportive and engaging environment for reading comprehension instruction and the need for continuous professional development for teachers. The implications of this research can inform curriculum development, instructional practices, and teachers training programs aimed at improving reading comprehension instruction in middle school English

## *General Conclusion*

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classrooms. Overall, this study provides a foundation for future research in the field of reading comprehension instruction, with potential for exploring additional factors that may influence teacher's perspectives and examine the impact of different instructional approaches on students reading comprehension skills.

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# *Appendix*

# Appendix

## **Appendix**

### **Appendix 1: Pupils' Questionnaire**

#### **Section one: Personal information**

##### **Dear Pupils**

You are kindly requested to read attentively the items of this questionnaire that can be used to gather feedback from people's regarding their perspective on the text book reading comprehension questions , where you answer and needs will be taken in to consideration We extremely appreciate your collaboration.

1) Gender:

Male

female

2) Age:

14

15

16

3) how Often do you use textbook for English reading comprehension activities ?

A) Almost everyday

B) A few times a week

C) Once a week

D) Rarely

E) Never

#### **Perception of textbook reading compromission questions**

Do you find the reading comprehension questions in your textbook helpful for understanding the text ?

A) Yes , Always

B) Yes , most of the time

C) Sometimes

D) No , never

5) do you think the reading comprehension questions in your textbook help you think deeper about the text ?

## Appendix

- a) Yes , always
  - b) Yes , most of the time
  - c) Sometimes
  - d) Rarely
  - e) No , never

6) Do you have difficulties with writing?

Yes \_\_\_\_\_ No \_\_\_\_\_

7) Do you think you have these difficulties because of

Lack of vocabulary      Grammar      All

### **Section Three: Engagement and interactivity**

8) Do you find reading comprehension questions in your textbook engaging and interesting ?

- a) Yes , always
  - b) Yes , most of the time
  - c) Sometimes
  - d) Rarely
  - e) No , never

9) Do you think the reading comprehension questions in your textbook are easy to understand ?

- a) Yes , always
  - b) Yes , most of the time
  - c) Sometimes
  - d) Rarely
  - e) No , never

## Appendix

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10) Would you prefer if the reading comprehension questions in your textbook were more interactive ( e.g fill in the blanks , multiple choice ) ?

Yes , definitely

Yes , somewhat

No , I like them as they are

No, I prefer other types of questions

Thank you for your participation ! your feedback is valuable will help impove our English reading comprehension activities

# *Appendix*

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## **Appendix 2: Teacher Questionnaires**

**Dear Teacher**

This present questionnaire is a part of a research for a master degree, which aims at investigating the perspective of reading comprehension on the progression of written production.

We are deeply appreciative to your cooperation:

### **Section one: Sociodemographic information**

1) Gender:

Male

female

2) Degree: licence  magister or master  doctorate

3) How long have you been working as a teacher?

1-5 years  6-10  11-15  16-20  more than 20years

### **Section two: Reading and in the Pupils' Textbook**

4) Reading has an important role in English program:

Strong disagree  Disagree  Neither agree nor disagree  Agree   
Strong agree

5) Writing has an important role in English program:

Strong disagree  Disagree  Neither agree nor disagree  Agree   
Strong agree

6) 4th years middle school textbook specifically integrates reading comprehension.

Strong disagree  Disagree  Neither agree nor disagree  Agree   
Strong agree

## *Appendix*

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### **Section three**

7) Do you have learners who read frequently in class? Why?

Yes

No

Neutral

.....

8) Do you think that your learners find reading very difficult?

Strong disagree  Disagree  Neither agree nor disagree  Agree   
Strong agree

9) Which of these aspects that relate to their difficulties when reading?

Grammar punctuation  Vocabulary  Spelling  Coherence   
Unity

10) In your opinion, can reading comprehension activities help reducing those writing difficulties?

Strong disagree  Disagree  Neither agree nor disagree  Agree   
Strong agree

### Arabic Summary:

تستكشف هذه الدراسة وجهة نظر معلمي اللغة الإنجليزية من الصف الأول بمتوسطة شادلي محمد في مصرية، نعامة، بشأن أسئلة فهم القراءة في كتاب الدروس. تركز هذه الدراسة على حالة طلاب السنة الرابعة. تهدف الدراسة إلى فهم كيفية تصور هؤلاء المعلمين لفعالية وملاءمة أسئلة فهم القراءة في كتاب الدروس. تقدم نتائج هذه الدراسة رؤى قيمة حول التحديات التي يواجهها المعلمون وال المجالات المحتملة للتحسين في تصميم أسئلة فهم القراءة لطلاب السنة الرابعة.

### **English Summary:**

This research study explores the perspective of first-grade English teachers at Chadli Mohamed Middle School in Mecheria, Naama, regarding textbook reading comprehension questions. Specifically, it focuses on the case of fourth-year pupils. The study aims to understand how these teachers perceive the effectiveness and appropriateness of the reading comprehension questions in the textbook. The findings of this research provide valuable insights into the challenges faced by teachers and the potential areas of improvement in the design of reading comprehension questions for fourth-year pupils.

### French Summary:

Cette étude de recherche explore la perspective des enseignants de première année d'anglais du collège Chadli Mohamed à Mecheria, Naama, concernant les questions de compréhension de lecture du manuel. Plus précisément, elle se concentre sur le cas des élèves de quatrième année. L'étude vise à comprendre comment ces enseignants perçoivent l'efficacité et l'adéquation des questions de compréhension de lecture du manuel. Les résultats de cette recherche fournissent des informations précieuses sur les défis auxquels sont confrontés les enseignants et les domaines potentiels d'amélioration dans la conception des questions de compréhension de lecture pour les élèves de quatrième année.