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The Role of Textbook Reading comprehension in Enhancing Learners Linguistic Competence

Case of 2nd year Malek Bennabi Middle school

Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment for the Degree of Master in Applied Linguistics.

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Abstract

English language learning and teaching has attracted increasing attention in recent years. It is argued that teaching English language whether in the middle or secondary schools is grounded on certain Approaches, methods and techniques, and requires manuals, textbook, and authentic materials. English being not just as an international language but a world language used in all fields imposes its status in education throughout the world including Algeria. Thus, the present work is mainly concerned with the role of textbook reading comprehension lessons in enhancing learners' linguistic competence case of second year middle school. It also focuses on the way reading is taught and learned particularly in middle schools. It sheds light on the major approaches and strategies of the reading comprehension skill. The present research methodology is based on triangulation, to seek for quantitative and qualitative data. Thus, the research used firstly classroom observation which is handle with second year classes. In addition, an evaluation test for the learners is presented by the researcher herself. Then questionnaire is addressed to middle school teachers. The interest of this work is not only achieving specific fitting cues and remedial perspectives to pedagogical courses of EFL classroom, but, it also insists on the necessity to focus on improving the reading skill to improve linguistic competence of middle school EFL learners.

Key-words:

Learning and teaching, Middle school, EFL, textbook, reading comprehension, linguistic competence.

General Introduction

English language is an international language and the most popular foreign language used in all fields. In education, teaching learning English as a foreign language is based on mastery the four major skills; listening and speaking, reading and writing. In addition to many different competencies such as (culture, pragmatics and others).

Reading is a source of learning and discovering a foreign language. Despite of years of instruction and practice in reading, many EFL middle school learners have difficulty in making sense to texts, they seem to read considerably more slowly and they feel less confident when reading in English because of a number of possible reasons, which is partly based on the way reading is approached in the EFL classes, such as reading comprehension textbook.

Moreover, textbook integrated in order to develop learners' knowledge about language. Thus for the sake of showing a clear image about the role of reading comprehension textbook plays in improving learners' language competence.

The research aims at exploring the following main research question:

- To which extent can text book reading comprehension develop learners' linguistic competence at middle school.

From this main question the following sub questions are derived:

- What are the strategies required in reading comprehension?
- What are the advantages of reading comprehension?
- What are the benefits behind reading comprehension home work?

In order to answer the previous questions the following hypotheses:

- It hypothesized that reading comprehension develops learners' linguistic competence effectively.
- May be among the techniques they should read for specific purposes.
- May be among the techniques they should read for specific purposes.
- May be among the advantage increase students' vocabulary and grammar in addition to communicative competence.
- Perhaps by developing written expression skill and memorizing of new rules (lexis, grammar).

Thus, the present work is divided into three main chapters, the first one aims at showing the significance of reading comprehension. While, the second one dealing with the design and methodology of the study, it describes the sample of population and the instruments used, the last one demonstrates the analyses of the findings from which some recommendations are suggested.

1.1. Introduction

Reading is the basis of today's of information age and due to its critical importance in the student life any teacher aims to enhance it on his students .This first chapter gives a bird's eye view on teaching English as a foreign language and focusing on the reading skill in enhancing learners' language competence. In addition to teaching the four skills in middle school. Therefore, showing the importance of reading skill and the main strategies made by teachers in order to improve their learners reading and their benefits from reading that have a great role in enhancing the communication skill.

1.2 Teaching English as a Foreign Language

The increased learning and teaching of the English throughout the world during recent years in both state and commercial educational institutions has produced a new cadre of professionals: teachers of EFL. Where English language is considered as a foreign language, that means is taught in schools, often widely, but it does not play an essential role in national or social life.

In a foreign language situation, English is the language of the mass media, official institutions, education, and large commercial and industrial organizations.

It is obvious; however, that a good command of English is the passport to social and economic advancement. There is, however, a further reason which enables English language enjoys the entire world. The fast growth of technology of the English-speaking countries has made what is British and American readily available in all except the undeveloped countries. Therefore, English is considered as the only available tool for twentieth-century learning.

1.3 .Teaching the Four Skills in Middle School

The teaching of English as foreign language is now one of the most important subjects in most countries in middle schools. The different educational departments have decided to establish, as the main purpose of the EFL teaching, the development of the four skills: listening, speaking, reading and writing.

1.3.1. Listening

Listening is the language skill which learners usually find the most difficult. This often is because they feel understand every word. To achieve the aims related to this skill, the teacher plays an important role that is defined in the following steps. It is important to help pupils;

Prepare for listening task well before they hear the text itself. The next important step is to encourage pupils to **anticipate** what they are going to hear. During the listening the pupils should be able to **concentrate** on understanding the message so make sure they are not trying to read, draw, write at the same time. Give a second chance to listen to the text for those who were not able to do the task. Finally, when pupils complete the activity, invite answers from the whole class.

1.3.2. Speaking

Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form (Chney,1988:13 and Gebhard,1996:169).

There are many speaking activities used in the first levels that enable pupils to participate with a minimal verbal response. In order for any speaking activity or be successful children needed to acknowledge that there is a real reason for asking a question or giving a piece of information.

1.3.3. Reading

Reading is a process undertaken to reduce uncertainty about meaning a text conveys. Many researchers had defined reading. There are some definitions and characterizations of the reading process.

> **"Skillful reading depends uncompromisingly upon through familiarity with individual letters, words, frequent spelling patterns .only to the extent that we have developed such familiarity can the written words follow effortlessly from print to meaning"**
>
> **(Adams,1990: 165)**

In other words reading depends on the familiarity with different letters and utterances.

Reading specialists would generally agree that the reading skill includes

the following components:

- ✓ Knowledge of language to be read.
- ✓ Ability to separate spoken words into component sounds.
- ✓ Ability to recognize and discriminate the latter of the alphabet.
- ✓ Understanding of principle of reading (from left to right or right to left).
- ✓ Understanding of correspondence between letters and sounds.

Ability to recognized printed words from a variety cues, such as context, semantic.

In order to make reading an interesting challenge as opposed to a tedious chore, it is important that pupils do not labour over every word, whether they skimming the text for general meaning or scanning it to pick out specific information.

1.3.4. Writing

Writing involves the conventional collection of letters into words, and words into sentences that need to flow efficiently to form a coherent whole. Writing is transforming our thoughts into language. White (1995:242) views:

> **Writing as an activity that involves a number of thinking processes which are drawn upon in a complex and varied ways as an individual composes, transcribes, evaluates, and revises.**

In other words writing is the description of what the individual think in form

of letters, sentences and paragraphs.

In middle schools EFL pupils progress from writing isolated words

and phrases, to short paragraphs about themselves or about very familiar topics (family, home, hobbies, friends, food, ets)

Since many pupils at this level are not yet capable either linguistically

or intellectually of creating a piece of writing it is important that time to spent building up the language they need and make efforts.

1.4.The importance of Reading Skill

Reading is one of the important academic focus areas on the primary levels. Pupils should have a solid foundation in reading skills at an early age in order to more complex books laters and proficient in their understanding of them. Reading is essential in any school subject, as textbook and other written media are used to convey the majority of information being taught. Reinforce reading skills at home and help the child develop a care for reading by giving the child affluent language teaching setting. In middle school teachers emphasize much more on reading skill as the first skill used by learners in their learning process. People have wondered why reading is important, reading is essential for a variety of reasons: because it develop the mind, through reading discovering new things. In addition to increasing the imagination, develop the creative side of learners which is the most important.

1.5.Reading Strategies .

In order to make a comprehensive, good and successive reading, readers need more strategies that can help them to achieve their goals.

> **To understand the reader and the nature of the act of reading more clearly and comprehensively, one needs also to find out and describe the reader's strategies and reactions with regard to the reading task, and to see how the reader copes with the reading task and solves the problems.**
>
> **(Quoted , in: Nunan, 1995:69)**

Success in reading comprehension is not an inborn capacity and it can be learnt. Thus, to learn how to read successfully, four variables conditioning

the course of reading process have to be taken into consideration. The variables are: the reader, the text, the strategies and the goal. As far as the reader

is concerned, his reading skills are vital, as well as his interest in the topic.

All these factors influence the success in reading.

Also the type of the text has an impact on the reading process, as there

is a certain degree of difference in difficulty between various types, e.g. between

a story and a scientific text. There are many different reading strategies, but they are all based on the same basic assumptions. First, before reading, the reader should think about the purpose for which he is going to digest the text. Second, the reader should look at the title, headings, pictures, or any other visual cues accompanying the text. Third, the reader is advised to read the introduction and conclusion, or to read the first line in every paragraph, and only then the whole text. Fourth, the entire reading should be scanned to look for the most important parts to focus on during detailed reading. Fifth, the reader should take notes as he reads. Sixth, when the reader has problems with understanding a passage, he should stop and reread it once more. Seventh, long texts ought to be divided, as the longer the reader works with the text, the less he can focus on it entirely. Finally, the reader ought to retell difficult material in his own words, and possibly answer the questions concerning the contents of the text.

Readers should have many strategies and guidance to make their reading effective, which they use their minds to think , evaluate and comprehend the text that they have read.

There are two main strategies in reading comprehension

1.5.1. Skimming

This strategy enables the reader to say what kind of text it is and what kind

of information it contains. Thus, the learner can expect what the passage

is about and, consequently, he can activate appropriate schemata. Skimming

is also helpful in deciding whether a text is relevant for particular reader's purposes, as the reader can quickly estimate the relevance of the text by skimming it. Since this technique provides the reader with the main ideas of the text, it affords a logical framework for details to be fitted into it during more intensive reading. What is significant to add, during skimming the reader does not pay attention to details and can skip new words providing the text can still be understood.

1.5.2. Scaning

If the reader's task, however, is to quickly look for specific facts or key words

and phrases, scanning should be applied. During scanning the reader runs his eyes down the page in search for particular information. If unfamiliar words

are encountered, the reader should look them up in a dictionary, as they can be key words in the text. Scanning is also very helpful if the reader needs to search out statements, definitions etc. To sum up, the use of both skimming and scanning improves retention of important details contained in a reading passage, as well as the speed of completing a reading task.

1.6. Comprehension Strategies.

Comprehension strategies are the cognitive and metacognitive strategies readers use to accomplish the goal of comprehension. Which are interrelated

and will rarly be used in isolation.

A. making connections ; learners make personal connectios from the text with :
    - Somthing in thier own life (text to self)
    - Another text (text to text)
    - Somthing occurring in the world (text to world)
B. predicting ; learners use information from graphics, text and experiences
C. to anticipate what will be read, viewed, heared and to actively adjust comprehension while reading, viewing/listening.

D. questioning ; learners pose and answer questions that clarify meaning

E. and promote deeper understanding of the text. Question can be generated by the learner or the teacher .

D. monitoring learners : stop and think about the text and know what to do when meaning is disrupted.

E. visualising ; learners create a mental image form a text. Visulising brings the text to life, engages the imagination and uses all of the senses.

F. summarising ; learners identify and accumulate the most important ideas

and restate them in thier own words.

1.7. Effective Reading Comprehension Practices

In recent years, research about effective reading comprehension instruction has helped educators to understand that learning to read is a complex process. Requiring knowledge, strategies, skills and awarness to be develped together and over time. Students read many types of text, inclusing fiction and non-fiction, continuous and non-coninuous, printed and electronic, text presented through words and text presented through images. As students comprehend these texts they learn to draw on their personal, social, cultural and academic knowledge and experiences in order to read and interact with the ideas in the text and the ideas and reactions of other readers. They take the information they read and integrate it with their own thoughts, knowledge and experiences to help them make meaning from the text.

1.7.1. Reading Comprehension: processing strategies

Beginning and developing readers are learning the processes of knowing how to read. As they develop control over the processes, they learn to use and integrate a range of information. Developing and early readers learn to read for meaning by using reading comprehension processing strategies. They learn to attend to the print and visual information on each page, to search purposefully for particular information and to anticipate to form expectations about what the text might be about. They cross-check and monitor their reading to either confirm that

what they are reading makes sense or to self-correct when it does not. These processes can be described as follows :

'Attending and searching: focusing attention on particular letters and letter clusters and drawing on knowledge of letter–sound relationships.

Anticipating/predicting: drawing on letter–sound knowledge; decoding strategies; awareness of patterns in text; using detail in illustrations and diagrams; using prior knowledge.

Cross-checking and confirming: drawing on meaning from text; looking at patterns in text; using illustrations and word knowledge to check and confirm; using re-reading strategy to check and confirm.

Self-correcting: thinking about what they are reading and the meaning of what they have read and self-correcting when needed.

1.7.2. Reading comprehension: comprehension strategies

Skilled readers often apply strategies unconsciously as they read.

However, when they encounter difficulty or confusion they consciously draw on their knowledge, selecting from a range of strategies in an integrated way to assist and build their comprehension.

> **Readers can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehensoin even when the material is niether easy to understand nor instrinsically interesting…**
>
> **(Rand, 200 : 185)**

Readers actively learn to use comprehension strategies as tools to help and support their understanding, knowledge and comprehension of text. When students understand what skilled reading involves, they learn to monitor their own reading comprehension and development. Skilled student readers know more about how they read than weak student readers they are more metacognitively active and aware. They also know when and how to apply reading strategies to a particular piece of text or to a task. Now we

know from extensive research, that proficient readers use a variety of strategies as many as thirty to gain meaning from fiction and non-fiction material.

1.7.3.Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. It enables students to become aware of how they think, and the strategies they use to help them think.

Cognitive skills are often described as mental or learning skills; they are the skills necessary for students to use in order to learn. They help a reader to attend to, remember, process and analyse information as they learn, not only about what they are reading but how they are reading and how they are comprehending what they read.

As it should be, much work on the process of reading comprehension

has been grounded in studies of good readers. We know a great deal about what good readers do when they read:

- Good readers are active readers.
- Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.
- As they read, good readers frequently make predictions about what is to come.
- They read selectively,continually making decisions about their reading what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- Good readers construct, revise, and question the meanings they make as they read.
- Good readers try to determine the meaning of unfamiliar words and

Concepts in the text, and they deal with inconsistencies or gaps as needed.

- They draw from, compare, and integrate their prior knowledge with material in the text.
- They monitor their understanding of the text, making adjustments in their reading as necessary.
- Good readers read different kinds of text differently.
- For good readers, text processing occurs not only during "reading" as we have traditionally defined it, but also during short breaks taken during reading, even after the "reading" itself has commenced, even after the "reading" has ceased.
- Comprehension is a consuming, continuous, and complex activity,

but one that, for good readers, is both satisfying and productive.

1.8. Improve Reading Comprehension

Improving your reading skills will reduce unnecessary reading time and enable you to read in a more focused and selective manner.you will also be able to increase your levels of understanding and concentration.

> **Proficient readers… are capable of acquiring new knowledge and understanding new concepts, are capable of appliying textual information appropriately and are capable of being engaged in the reading process and reflecting on what is being read.**
>
> **(Rand: 2002: 189)**

One can say that strategic readers can develop their linguistic competence, by acquiring new knowledge and concepts, in order to improve their reading and being proficient.

This guide shows you how to read with greater efficiency and effectiveness by a range of different reading skills.

- Have a clear focus for your reading. set your reading goals.
- Survey the text before you spend the time and effort involved in detailed reading.
- Scan and skim to select the text for detailed reading.

- Scan and skim after detailed reading to reinforce your understanding.
- Use a form of note taking whilst reading in detail, to keep you concentrating, aid understanding and provide you with a record of your reading.
- Using clear reading goals and a variety of reading skills is more important than increasing your reading speed.
- To improve your reading speed, don't increase the speed of the eye across the page, but increase the number of words the eye recognises in a single fixation.

1.8.1. learners' benefits

May read for a variety of purposes throughout their lives, icluding reading for pleasure, enjoyment and enhancement. According to a report entitled Reading for change, programme for International Student Assessement by the organization for Economic Co-operation and Development : 'Reading for pleasure is more important for children's educational success than their family's cocio-economic status' learners have many benefits from reading, below are some benefits of engaging children in reading.

Reading is key for future success, by supporting children to read in their free time at every age by looking at reading through picture or chapter books.

Reading helps to develop a number of skills ; once children have mastered the ability to read they will be able to use oral and written communications. National Endowment for the arts stated that 'leisure reading makes students more articulate, develops higher order reasoning, and promotes critical thinking'

In other words students should read in their free time because it is helpful for them.

Reading aloud creates a classroom community by establishing a known text that can be used as the basis for building on critical thinking that are related and unrelated to reading .also it helps student to learn how to use language to make sense of the world ; it improves their information processing skills, vocabulary and comprehension.

1.8.2. Communicative results

Communication is the heart of every organization. Therefore good reading, writing, speaking and listening skills are essential if tasks are going to be completed and goals achieved.

Hedge (1985 :77) says that **''through extensive reading learners advance their ability to guess the meaning of unknown words and phrases from clues in the context.''**

One can say that learners can undersanand more and develop their knowledge by reading.

Krashen and Terrell (1989 :88) point out that 'reading is enables the learners to comprehend better which is an important factor that can develop language competence they need for conversation through reading, language learners can learn vocabulary knouledge which may facilitate their speaking performance and their usage of structure in the target language.

Reading helps learners to acquire suitable vocabulary and grammatical structure of the sentence. By reading learners understand how words fit together. through reading learners have a good results in improving their language competence and performance. Thus, it is clear that reading not only develops writing skills but also helps in improving speaking with speech fluency and sentence accuracy. So reading skill is more effective in developing learners' communicative competence.

1.9. Conclusion

As it transpires, the reading process can be influenced by many factors. All of those factors, however, are reader-dependent. Very important is the reader's proficiency, and what results from it, his knowledge of vocabulary. As vocabulary is stored in the learner's memory, also memory plays a very significant role in the whole process. Its additional task is to activate cognitive schemata. Appropriate reading strategies, however, are of paramount importance, as they condition the success in the overall comprehension of a text.

2.1.Introduction

The present chapter attempts at giving a clear overview about the topic of research through the discription of the target situation under investegation. Hence, it sheds light on English language teaching situation in Algeria, language competence, and the role of the teacher in middle school.

2.2. English Language Teaching in Algeria

The fact that English language is nowadays a necessary requirement for bouth devlopment and internatinal communication in many countries, learning it is a useful tool among ordinary people, scientists, institutions and goverments. While searching for the reasons behind the interests towards learning English, my find different answers.in this sense, Kennedy et al (1984 :01) claims that :

> **The growth of business and increased occupational mobility is resulting in a need for English as common medium of communication ;and access to much scientific and technical liturature is difficult for those with no knowledge of English.**

Today most scientific publications, business and exchange of ideas, institutions, media and communication are in English.

English has become the dominant language on globe, the Algerian goverment had decided years ago, like many other countries, to adopt English mainly at all tertiary-level institutions, all over the country.

Despite the fact that the language of instruction in Algeria is largely either Arabic or French to a lesser extent, Algerian decision-makers who are aware of the vital role played and held by English language, try to implement the use of English at all levels of education.

Zughoul (2003 :122) argues :

> **In Arab North Africa , and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and loosing alot of ground to English .In fact the tendency of what can be tremed a shift from French to English in these countries cannot be cancelled.**

English language is introduced in different curricula at different departments nation wide. It becomes more power in these countries.

2.3. Language Competence

The notion of 'competence' has its basis outside linguistics. It plays an important role both in professional life and in disciplines concerned with the professional personality such as sociology, pedagogy, psychology, personnel management. A competencies a bundle of cognitively controlled abilities or skills in some particular domain. It implies both knowledge and the ability and disposition to solve problems in that domain. Relevant domains are often occupational areas; and asset of problems in such a domain is often called, for short, a job. The solution of problems presupposes the ability to make informed and responsible choices.

Competence is essentially acquired through practice and experience. It is assessed according to some established standard.

Linguistic competence requires from communicators to comply with the rules of the language in order to produce grammatically correct statements.

Definition of linguistic competence

The unconscious knowledge of grammar that allows a speaker to use and understand a language. Contrast with linguistic performance.

As used by Noam Chomsky and other linguists, linguistic competence is not an evaluative term. Rather, it refers to the innate linguistic knowledge that allows a person to match sounds and meaning.

Canale (1983:17) defines linguistic competence as the knowledge of linguistic units at different levels, the rules for their combination and their use in speech.

"An initial set of rules which helps a speaker to form various new sentences and understands them." (switalla 1999: 204-205).

2.4. The Role of the Teacher in Middle School

Student achievement has a close relation with the teacher in which the teacher guide, help, and mange his learners to be the perfect. "**Teachers quality is one of the key factors that influence student achievement"**

(Hattie, 2009:26)

A school is an institution largely made up of clear-cut roles. A pupil in school is expected to work as the teacher may require, to give attention, to keep reasonably quiet, to be proper when talking to a teacher…All these, means a degree of subordination to and distance from the teacher. A teacher is expected to control, instruct, guide, help and discipline pupils. He has responsibility for, and a corresponding degree of authority over, them. In the normal course of events, teachers and pupils do not need to think much about what is expected of them, and do not feel they are putting on an act during the course of a lesson.

The good teacher

The question arises as to what is a good teacher. A good teacher can be defined as a teacher who helps the student to learn. He or she contributes to this in a number of ways. The teacher's role goes well beyond information giving, with the teacher having a range of key roles to play in the education process. Good teaching is based on two concepts are based on strategies of teacher-centred and student-centered education. teacher centered strategies are focused on the teacher as a transmitter of information, with information passing from the expert teacher to the novice learner. Student-centred strategies, in contrast, see the focus as being on changes in students' learning and on what students do to achieve this rather than on what the teacher does. If students are to learn desired outcomes in a logically effective method, Shuell (1986:78). then the teacher's fundamental task is to get students to engage in learning

activities that are likely to result in their achieving those outcomes. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.

2.5. Language Comprehension and Production

Psycholinguistics as a field of study was interested in language form and meaning, it was motivated by Chomsky's work in linguistics, and by his claim that the special properties of language require special mechanisms to handle it (e.g., Chomsky, 1959).

The special feature of language on which Chomsky focused was its productivity. Possessed with grammar, or syntax, humans can produce and understand new sentences that take new messages. we do this in a way that is elegantly sensitive to the structure of language. To produce and comprehend words and sentences, people use their knowledge of language structure, their knowledge of the situation they are in, including the previous discourse and the local situation, and their cognitive abilities, including memory, attention, and motor control.

Language comprehension

Understanding what other people say and write. comprehending language involves a variety of capacities, skills processes, knowledge, and dispositions that are used to derive meaning from spoken, written and signed language. In this broad sense, language comprehension includes reading comprehension, which has been addressed in separate tutorial, as well as comprehension of sign language.

Language production

Language production is one of the three core topics in psycholinguistics, along with language comprehension and language acquisition. It is the production of spoken or written language. It describes all of the stages between having a concept into linguistic form. Garnhan wrote that " **It is easier to study language understanding than language production, and comprehension has therefore been more widely investigated" (1985:205).**

In other word understating words and sentences is more simple and easy than producing it.

Listeners and readers must map the spoken or written input into entries in the mental lexicon and must generate various levels of synactic, semantic, and conceptual structure. speakers are faces with the converse problem, mapping from a conceptual structure to words and their elements. In the production of witten language are similar to those in the production of spoken language. Yet the major difference is that, once a lemma and its morphological representation have been accessed, it is the orthographic rather than the phonological form that must be retrieved and produced. Phonology plays an important role in this process, just as it does in the process of deriving meaning from print in reading.

It have talked about language comprehension and language production in separate sections, but the two processes are carried out in the same head using, presumably, many of the same representations and processes.

2.6. Informants' Profile

We have chosen Melek Bennabi Middle School as a sense of research. This schooling phase in the Algerian Educational System consists of four (04) successive levels where English is taught as a second foreign language by the average of three hours per week.

Our studies turn around the 2nd MS level as a sample. The only reason behind this choice is that students are bigeners of English Language.

2.6.1. Learners' Profile

The learners involved in this case are 2nd year learners of the Middle School level. The pupils' number of the class is twenty-four (24), and their ages range from 12 to15 years old. They have been learning English language for two years, they have some difficulties in their understanding of English. However, not all of them are motivated to learn this language.

2.6.2. Teachers' Profile

This case involves ten (10) teachers from different Middle Schools in Mecheria, the teachers' experience ranges from 1 to 32 years.

Some teachers have been teaching English language for thirty-two years. They think that the pupils will participate in the classroom if the way of explaining the lesson is very simple and clear. They also like using drills that are based on role plays to let their students think, speak freely, and participate. Some of them use drills based on real life and authentic situations.

Other teachers have been teaching English language for three years. They focus on training the learners to listen to each other.

Three of them have been teaching for ten years. They use a variety of activities including reading texts.

All of them try to make their learners understand by using clarifications and helping them to speak even if there are some mistakes.

2.7. Data Collection Phase

At this part, there will be a collection of data from pupils' test and teachers' questionnaire and sessions held in the classroom.

2.7.1. Research Instruments

To understand better what learners are in fact interested in, need and lack, and in order to have a better acquisition in the reading skill, and how the teacher should be abreast of those needs and interests, the classroom observations , teachers' questionnaire and learners' test are employed as instruments to both teachers and learners as well. While gathering data for this research work, both quantitative and qualitative data has been collected. The questionnaire mainly used for quantitative data whereas, classroom observation and learners 'has been used to collect qualitative data.

All in all, triangulation as a key-parameter in this research work is expressed in Denzin's words (1978):

> **The term triangulation refers to the generation of multiple perspectives on a phenomenon by using a variety of data sources, investigators, theories, or research methods with the purpose of corroborating an overall interpretation.**
>
> (Quoted in Dörnyei 2007: 165)

2.7.1.1. Classroom Observations

The first procedure is characterized in the use of classroom observation which started in January 2016 and has finished by April 2016. The main purpose to visit these classes was to find out teachers' methods when dealing with reading instructions and how can pupils acquire rules from this lessons.

As researchers, we attended a lot of sessions in MALEK BENNABI middle school in Mecheria. After many attendances with learners, we collected some important observations. We have noticed that:

i. No more than 06 learners could contribute in managing and controlling the classroom.

ii. The teacher always uses the whiteboard in order to avoid spelling mistakes.

iii. The teacher usually revises the previous lesson before starting the new one.

iv. The teacher combines many skills in one lesson.

v. He controls the learners' activities during the lesson.

vi. When the teacher asks some questions and no answer is given, he tries to simplify the way of explaining and if no interaction is given from the learners again, the teacher gives the answer himself.

vii. there is a lesson in the week for working in groups « TP ».

viii. When the learners do not understand something, the teacher from time to time translates from English to Arabic or French Language in order to convey the meaning.

These are the general observations in the class, concerning the reading comprehension lessons the teacher :

- ✓ Ask pupils to read the text silently on their own .
- ✓ Ask some pupils to read loud to the whole class.
- ✓ The teacher read aloud to the class and help pupils to understand new vocabulary in text they are reading.

2.7.1.2. Learners' Test

Test was made in order to collect data from pupils of second year 2nd MS 'Melek Bennebi' middl school, that constitute of twenty-four (24) pupils, in this research tool pupils was given text about illness, this test contain three sections the first one is about the comprehension of the text, the second section deal with mastery of language, and the last one is the written expression task.

2.7.1.3. Test design

Firstly we are kindly ask the pupils to make the test and answer to the questions in order to evaluate their knowledge, in which can help us to collect and analyze our data.

We distributed the copies to the pupils regularly with the management of the classroom, of course with the help of the teacher. Then we read the text aloud to the pupils and ask them to read it again for themselves, and answering to the questions that we are already read it aloud for them.

After pupils finish their work we collected the copies and thank them for their patience and help.

The purposes of this test are:

Section one :This section aims at appreciating pupils' comprehension and vocabulary.

Section two *:*This section tends to discover how can pupils master their language.

Section three : In this section the goal is to figure pupils' managing written expression and assessing their level.

The objective of making test

This test is a part of a research work , it aims at evaluating learners' knowledge and language competence, that can reading comprehension textbook develop. The information collected will help us to understand and clarify the capacity of the learners in the four skills, grammar and vocabulary.

2.7.1.4. Teachers' Questionnaire :

The questionnaire is composed of thirteen questions, some of them are opened and others are closed(see appendix B)

The purposes of this questionnaire are:

Question one: to get an idea about the teacher's career.

Question two: to ask about the hardest and the important skill that encounter their learners.

Question three: to show the obstacles faced learners in reading

Question four: to know if learners have enough practice in reading skill.

Question five: to ask about learners reading comprehension tasks.

Question six: to know to which extent can reading skill develop learners written expression.

Question seven: to deal with teachers' view toward their learners' level in reading.

Question eight: to ask about the time devoted to reading sessions and activities.

Question nine: to know how teachers deal with reading comprehension texts in the classroom.

Question ten and eleven: to know what kind of questions that can teachers asks to their pupils to answer, and the kind of text to be read by pupils.

Question twelve: to ask whether reading comprehension develop learners abilities in understanding and acquiring rules or not.

Question thirteen: to ask teachers suggest some solutions from their part in order to improve the learners' level as well as the reading skill.

2.7.1.5. Questionnaire design

Questionnaire was designed to collect information from teachers of middle school level that constitute of ten (10) teachers from different middle schools in Mecheria. in this research tool , teachers were given thirteen (13) questions, including both close ended and open ended ,questions ; each question serves a specific purpose.

This questionnaire is part of a research work , it aims at identifying the teachers' attitudes towards teaching reading skill. The information collected will help us to understand and clarify what can the teacher do with reading comprehension lessons, in addition to which extent can the teacher help their pupils to develop their reading skill.

2.8.Conclusion

To make an end to this chapter, we may say that learners' test, and teachers' questionnaire are very important to collect information, and will help us to analyze our data. in addition to make us in the right way.

3.1. Introduction

In this chapter, we will attempt to analyze the data obtained from learners' test and teacher's questionnaire and classroom observations as well. So that, to give an answer to the present research questions and helps in developing the language competence of learners from good reading, among the 2nd .M.S level. As for the third part of this concluding chapter, we will try to offer some suggestions and remedial activities that may help remedy the problem faced in the skill under consideration.

3.2. Analyses of appendices

A mixed methods approach has been chosen for this study both for data collection and data analysis. Dornier (2007:268) suggests that: **"… the analysis of data should proceed independently for the QUAN and QUAL phases and mixing should occur only at the final interpretation stage".**

Data analyses as a tool is a systematic method to analyze information have been gathered from a variety of sources in order to complete an area of interest.

3.2.1. Learners Test

Section one: dealing with the comprehension of the text and vocabulary.

Answers	Number of learner	Percentage
All are correct	8	32٪
More than half are correct	12	48٪
Half are correct	0	0٪
Less than the half are correct	4	16٪
Bad answers	1	4٪

Table3.1. Answers of Comprehension of the Text and Vocabulary

The table above reveals that most of the pupils got good answers. 32٪ of the student had a very good answers (all the answers are correct), 48٪ of the students had

more than the half of the mark. While 16٪ other pupils had less than the half of the mark. Finally 4٪ stand for pupils who got bad answers.

Section tow: dealing with Mastery of language (grammar and pronunciation).

Answers	Number of learner	Percentage
All are correct	0	0٪
More than the half are correct	17	68٪
Half are correct	2	8٪
Less than are correct	4	16٪
Bad answers	2	8٪

Table3.2. Respondents' Answers About the Levels of Mastery of Language.

After the results, the majority of learners' answers are good in which 68٪ of pupils answer more than the half of the questions correctly.16٪stand for pupils who have less than half of the correct answers, while bad answers, and half of the answers are correct takes 8٪.however there is no pupils that they have all answers correct.

Section three: dealing with written expression tasks (match the sentences)

Answers	Learners' number	Percentage
Fully correct linking	15	60٪
two correct links	0	0٪
one correct link	8	32٪
No correct linking	2	8٪

Table3.3. written Expression Task

60٪ of pupils have the correct answers the full mark, 32٪ of pupils have less than the half. In addition to 8٪ those who take bad marks, whereas no one have the half mark.

3.2.2. Teachers' Questionnaire

Question01: Teachers experience in teaching English Language.

Teachers	Experience
4	From three (02) to thirty (30) years.
5	From fifteen (15) to thirty two (32) years.

Table 3.4. Teachers' Careers

The table shows the variety of our samples' career which arranges as we can see from 2 to 32 years in teaching English language.

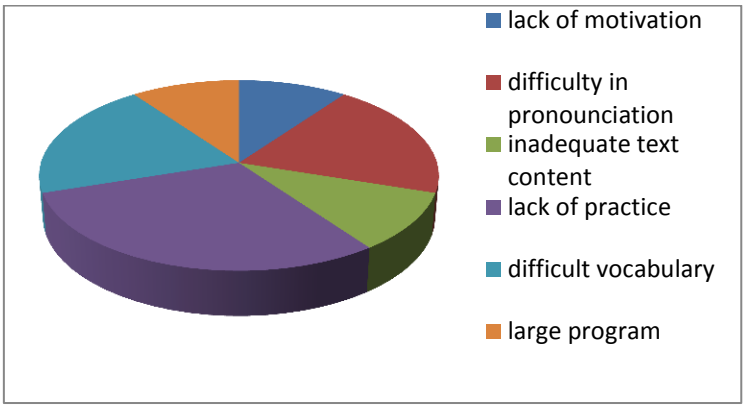
Question 02: This question deal witht the difficult skill that learners faced when dealing with English as a whole.

difficult skills to students	T(A)	T(B)	T(C)	T(D)	T(E)+(F)	T(J)	T(H)	T(I)	T(k)
reading	x		x	x			x	x	**x**
listening		x							
speaking		x	x	x					
writing	x	x	x		x				

Table.3.5. The Difficult Skill

From the above table it has been noticed that the most teachers 60 % considered the reading skill as both difficult and important for learners. It is at the first position. Writing on the other hand comes at the second position. 30% of the teachers show that speaking is difficult and 10% of teachers admit that there are such problems while dealing with listening.

Question 03: This question asks for the obstacles that learners face that prevent them reaching their goals.



.**Chart .3.1.** The Obstacles that Face Learners in Reading**.**

Teachers agreed that lack of practice is the main obstacle which prevents their goals; they see also that difficult vocabulary and difficulty in pronunciation are big problems that pupils face in reading. Other teachers say that lack of motivation in addition to large program and inadequate text content were presented by 10%.

Question04: Asks about the amount of reading practice.

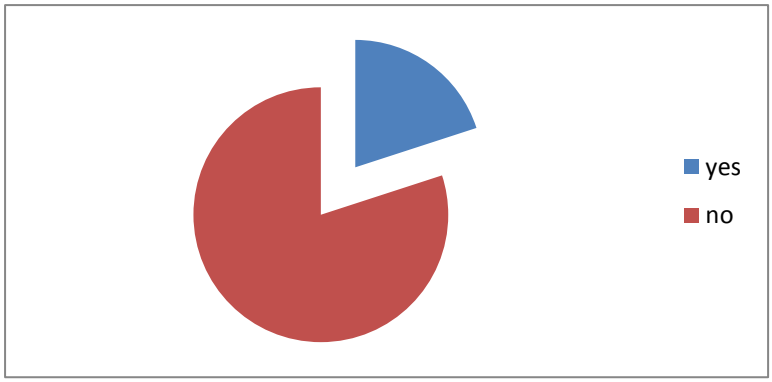


Chart 3.2. The Practice of Reading Skill

In response to this question, the majority of teachers 80% considered that the time devoted for reading is not enough for learners, since it is the most important skill should give more than tree ours in a week. In contrast, 20% argued that the time is sufficient.

Question05: Asks about timing of reading comprehension tasks.

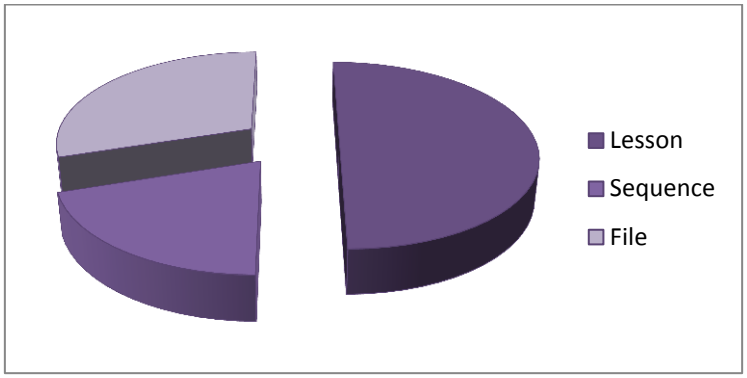


Chart3.3. . The Distribution of Reading Comprehension Tasks.

After the result most of teachers give their pupils reading tasks after lesson, others give them after file 30%, while 20% dealing with reading tasks at the end of sequence.

Question06: this question asks about the respondents' views about the role reading in developing reading.

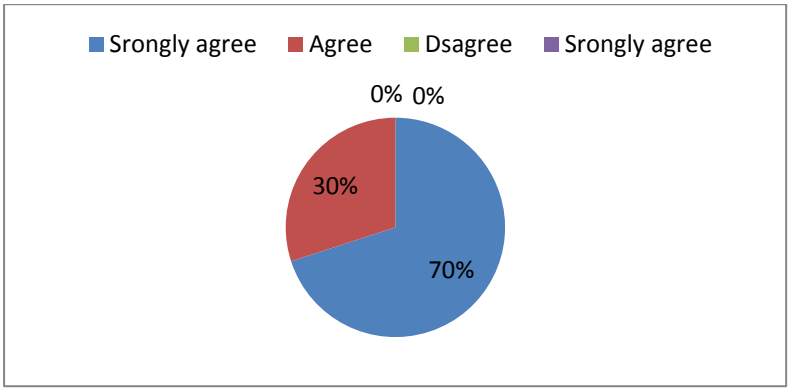


Chart3.4. Respondents' Views Concerning the Development of Writing Through Reading.

70% of teachers are strongly agree that reading develop pupils written expression, in addition to 30% are agree, while no one is disagree.

Question 07: The chart below shows the level of pupils' in reading.

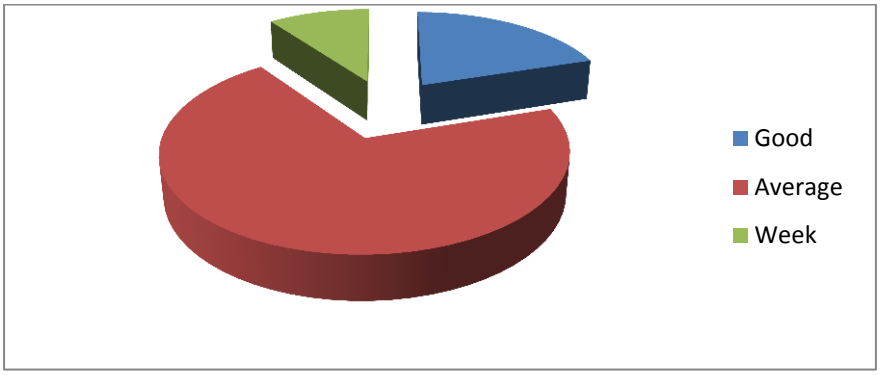


Chart .3.5. Learners' Level in Reading.

The result show that 70% of teachers stat that the level of their learners is average and other 30% is good, while 10% declare that there are week.

Question 08: dealing with reading comprehension tasks in the classroom.

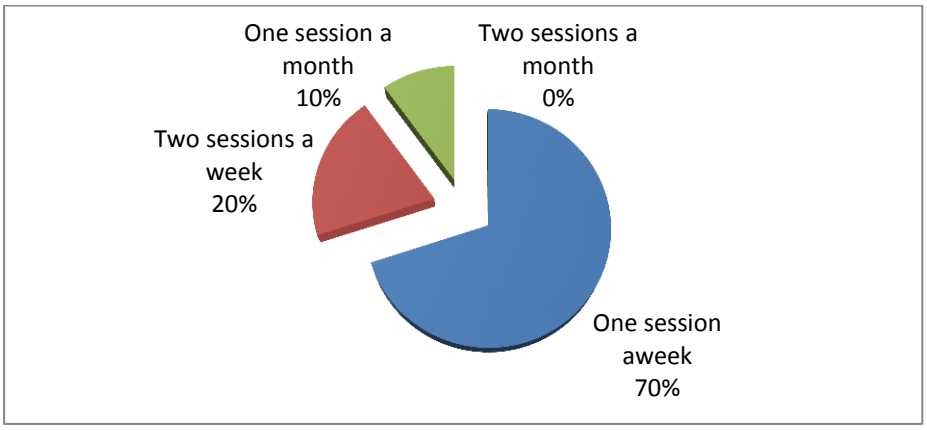


Chart .3.6. The Amountof Reading Instructions and Activities in the Classroom.

The majority of teachers do with their pupils reading activities and instructions one session a week 70% because it is very important. Others do it tow sessions a week 20%, while 10% do it two sessions a month, While two sessions a week take 0%.

Question 09: This question asks about the method of the teacher when dealing with reading comprehension lessons.

Teachers answers	classification	percentage
Ask pupils to read aloud to the whole class.	1	50%
Ask pupils read silently on their own.	2	
Read to the class and help them.	3	
Ask some pupils to read aloud to the whole class.		20%
Help them and ask them to read aloud to the whole class.		30%

Table.3.6. The Teachers' Methods.

After result, the majority of teachers classify the steps from one to three which presented by 50%. Whereas, others ask their pupils just to read aloud to whole class. 30% of teachers help them and demand that they read aloud to the whole class.

Question 10: the figure bellow shows the kind of activities done bypupils.

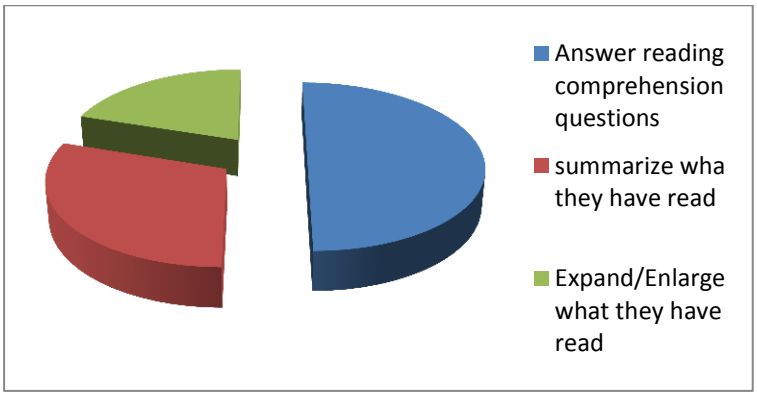


Chart 3.7. Different Kind of Activities.

As a request for this question, answering reading comprehension questions is the common task which cover up 50%. Summarizing what they have read come in the

second position with percentage of 30%, other teachers mentioned that expanding and enlarging what they have read come at the third position.

Question 11: The figure below shows the types of text read by pupils.

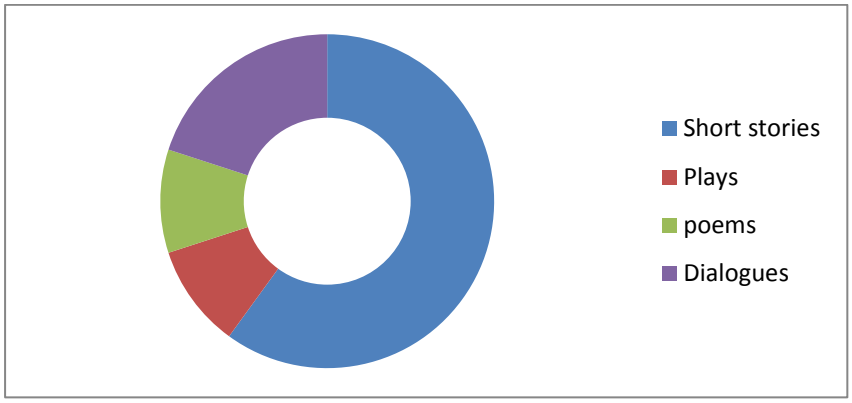


Chart.3.8. Types of Texts.

In the above figure we noticed that the majority of teachers ask their pupils to read short stories to reach their knowledge. Other teachers give them dialogues to read, Adding to their answers poems and plays in the third position since there are more difficult for them.

Question12: ask about the role of textbook reading comprehension in developing learners' ability in understanding and acquiring rules.

Teachers	Answers
Teacher(A)	Reading affects writing and writing affects reading. Reading provides pupils with prior knowledge that they can use in their stories. Reading is learning
Teacher(B) & (C)	With reading comprehension learners will be able to analyze text, questions(Yes/No or Wh Q) Lexis,…So reading is the basic thing before writing.
Teacher (D)	To give them the opportunity to have more practice activities; to get new vocabulary, motivating, involving and interacting.
Teacher(E)& (F)	Textbook are useful to highlight the syllabus in which are created to teach some grammatical structures, but the teachers are not slaves of

	it they have to create.
Teacher (J)	Textbook can help the teacher and the learner in practice on the grammar instruction which are programmed in the learner's curriculum.
Teacher (H)&(I)	it is very helpful and important because we have to teach grammar or meaning in a context and not isolated
Teacher (G)	Reading is the basic thing before all skills, because with reading pupils can develop their knowledge (Grammar, vocabulary, lexis, punctuation, and so on. By which can write listen and speak.

Table. 3.7. The effect of Reading in Developing Learners' Comprehension of Rules Understanding.

From the table, we can say that all the teachers agree that reading develop learners' language competence in which they stat that it enhance their knowledge, grammar, vocabulary, pronunciation, writing,….

Question13 : Asks for suggestions proposed by teachers for learners to achieve more successful in English in general and reading in particular.

Teachers	suggestions
Teacher (A)	Dealing with interesting stories, creating space of reading as much as possible every time.
Teacher(B)	Pupils learn through games, work to have the opportunity to use the language.
Teacher(C)	Focusing more on reading to be able to write & communicate.
Teacher(D)	Pupils must pay attention and focus more opportunities when learning, and when being though.
Teacher(E)	Learners should give an efficient time to their learning.
Teacher(F)	Let the learners see the beautiful aspects of English language, and motivate them.
Teacher(J)	Give them more practice in reading and writing in order to avoid spelling, grammar and even punctuation mistakes.

Teacher(H)	Learners should focus much more on all the skills and follow their teacher, do their activities.
Teacher(I)	Learners should read to write (read short stories) to develop his/ her background and knowledge.
Teacher(G)	Encourage them to read small books, journal pomes,… give them enough time, and provide new methods.

Table.3.8.Teachers' Suggestions

To solve learners' reading problems, many teachers suggested that the matter of English language teaching should be taught over again; in other words, use different approaches and methods, in addition to significant text book which they could provide interesting topics, practice also plays a great role on developing this skill and completing the homework will give the learners a chance to develop and master the reading skill. The number of pupils in classes should be also taken into consideration since large classes are to some extent involved in a poor performance on the parts of both teachers and learners.

3.3. Data Interpretation

Data analyses have revealed that reading skill is the most important for learners. Since, teacher emphasize much more on reading tasks when teaching.

The result of pupils' reading comprehension test show that the most of them have good answers and this due to the reading of texts, dialogues and paragraphs that are programmed in the syllabus. In which there is suitable knowledge in grammar, lexis and vocabulary.

The finding elicited from teachers' questionnaire show that teachers were agreed that textbook reading comprehension is helpful for learners to develop their language competence, in which they state that when pupils read extensively they write correctly. Thus, more reading for better writing. Reading help pupils learn, memorize and use text structures appropriately in their own writing.

Reading plays a major role in writing. However there are some obstacles that prevent them from reaching their goals, in fact problem is more practical than theoretical. In other words, many factors are to be taken in to consideration like; time allowed to reading, lack of practice, this is why, the teacher directs, controls learners and through providing them good techniques and strategies in order to motivate reading capacities . In fact, the teacher should offer a variable assistance and helpfulness to his/her, he should react according to the situation in hand.

Moreover, teachers give a set of suggestions in order to help and give a hand in developing their language competence. The suggestions differ from teacher to another, but most of them agree that learners should have more practice within the classroom through interaction, do their homework tasks because of the insufficient time devoted to the reading sessions . In addition learners should have dictionaries of the English language and providing a good atmosphere for learning this foreign language. In fact is a shared responsibility between teacher and learner, other suggestions are planned in order to raise learners' level in all skills.

Results have revealed that 2nd M.S learners have studied the English language two years; however, they are not able to communicate and interact in this foreign language but at least they become aware of the language textbook basis.

3.4. Recommendations

3.4.1. Suggestions for teachers

The teacher is the main actor and manager in the classroom, he has a determining influence on his learners positively or negatively. Learners' success or failure may be directly attributed to him consciously or unconsciously. Allwright and Baily argued (1981:160):" **if you ask people about the language they have learnt, then you are likely to arouse memories of particular teachers".**

In other words, the teacher's role in the classroom may change from one activity to another. So the switching between the various role is obvious understandable because of some activities are difficult to organize without the acting

of the teacher, whereas, there are times when teachers will need to act as prompter so that to encourage learners to think creatively rather than to hang them on every word, in other situation, he would be act as resource when learners may ask him how to say or to write, however, the main important job is to encourage them to use material resource in order to become more autonomous and independent in their learning.

The teacher should encourage the learners with positive feedback considered errors a part of learning process, thus, errors-correction should be an advantage notjust another way of learning, for instance, teachers should never blame his learners who make mistakes, but rather help them by useful explanation about how to correctthose errors or mistakes.

3.4.2. Suggestions for Learners

Learners are always affected and influenced by their way of behaving. They have many factors that make them good learners, including pair work; it is a way to help and support activities to the less successful learners, and group work may give the learners more chance to cooperate and negotiate than pair work, besides of changing opinions and contributions, this kind of learning would go a wrong way if the teacher does not really control the situation.

3.4.3. Suggestions for parents

To set up a substantial basis for future readers, parents should be aware and should spread the awareness of reading importance among their children from an early age by reading in front of them. From another part, parents have to create a conductive intellectual climate at home they can do that through rewarding their children for all their achievements by buying books and encourage them to read. Parents thus can foster this capability of reading in their children.

3.5.Conclusion

From the research findings, of this chapter, we may say that second year student of middle school are motivated. A fact that this is due to their knowledge about the importance of reading skill. Teachers often think to enhance their learners' level, in which they recommend some suggestions or even trying to adopt them as much as possible within teaching/learning process may help and give a great opportunity to the learners and help them in developing an acceptable level of accuracy in reading and the four skills.

General Conclusion

Teaching English language means the appropriate building of four main skills; Reading, writing, listening and speaking, the learners' mastery of those skills depends heavily on utilizing the correct approaches and materials to the fullest. One those helping tools is one that is put in the very hands of the learner, which is the textbook.

The learners' textbook can hold the keys to a successful learning experience; this research investigates its content that is categorized under reading comprehension as a possibly very important means of developing the linguistic skills of the learner. In accordance this research aims at identifying the extent of enhancement that textbook reading comprehension can bring to the learners language competence.

The sample taken for study demonstrates the far-reaching effects of the reading comprehension texts in teaching/learning processes. Thus, develop learner's ability in writing, speaking and even in listening since they are beginners.

Learners' temperament, attitudes to the English language , and teachers' guidance to decrease the difficulty of learning this language allow the teacher to reflect on his/her experience and reconstruct it, moreover, language should be taught in its cultural context and good understanding of its basic elements, The research proceedings have led to discovering interesting facts about reading comprehension In text book. When applied correctly, textbook reading comprehension based specific texts for specific purposes, it has proved to be of immense importance. Among the advantages…

The fundamental aim behind this study is to encourage researchers in any language classroom especially 2nd .M.S Middle School, thus, resort to suitable remedial work since many learners fail to be successful ones in English language.

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Appendix A

Melek Bennabi Middl School Mecheria School year :2015/2016

Level : 2 M.S.

Evaluative Test

Text : Last night, Rafik was very ill. He had a terrible headache. It was too late to take him to the doctor, so his mother decided to preapre him ;an infusion of mint to calm his illness. In the morning, rafik was happy because there was no pain.

Questions

Section one :Answer by true or false

1-Last night, Rafik was very sick ……..

2-Rfik had a terrible stomache . …….

3-Rafik did go to the doctor. …….

4-Rafik was very unhappy. ……..

Lexis 1)find in the text synonyms of these words :

Sickness =……...../sick =….....

2)-Find in the text opposites of these words :

Unhappy≠……/Morning≠……....

Section two : Mastery of language :

A) Complete the table :

Adjective	Adverb
-Careful -…… -fast -…… -Small	…… -heavily. -…….... -Well -……

B) Complete with : can – could –must –should

You……respect your parents.

You…….eat a healthy food.

I……..read and write.

When Iwas a child, I……swim very well.

c) Classify these verbs in the right column.

Decided –finished –played –learned –

/id/	/d/	/t/
-	-	-

D)- What do these statements express :(Polite request- permission)

-Can I use your phone ?.....

-Could I have a biscuit, please ?.....

<u>Section three :</u> Match these sentences

-I’ve got a terrible backache . - You should use ointment.

-I suffer from insomnia . - You shoud take som aspirin.

-I’ve got a terrible headache. - You should drink a large glass of warm milk.

Good luck

Appendix A

Teachers' Questionnaire :

This questionnaire a part of a research work, it aims at identifying the teachers' attitudes towards teaching reading skill. The information collected will help us to understand and clarify some reading skill issues in the middle school. So you are kindly requested to answer the following questionnaire.

How long have you been teaching English language? ☐

1)In which skill (s) do learners find difficulties ?

Listening ☐ Reading

Speaking ☐ Writing ☐

2) What are the obstacles learners face which prevent them from reaching their goals?

Lack of motivation ☐ Lack of practice ☐

Difficulty in pronunciation ☐ Difficult vocabulary ☐

Inadequate text content ☐ Large program ☐

3) Do you think that learners have enough practice in reading ?

Yes ☐ No ☐

4) How often do you give your learners reading comprehension tasks ?

After : Lesson ☐ Sequence ☐ File ☐

Others, ...

5) Reading skill helps to develop the pupils writing skill do you ?

Strongly Agree ☐ Agree ☐

Disagree ☐ strongly disagree ☐

How ?.....
.....
.....

6) According to your experience, how would you describe the reading level of your learners ?

Good ☐ Average ☐ Weak ☐

7) How often do you have reading comprehension and or reading activities with pupils, in classrooms ?

One session a week ☐ Two sessions a week ☐

One session a month ☐ Two sessions a month ☐

8) When you have reading instruction and/ or reading activities with pupils do you ask your pupils to do the following ?

Ask some pupils to read aloud to the whole class. ☐

Ask pupils read silently on their own. ☐

Read aloud to the class and help pupils to understand new vocabulary in text they are reading. ☐

9) After pupils have read something, do you ask them to do the following?

- ✓ Answer reading comprehension questions about what they have read. ☐
- ✓ summarize what they read. ☐
- ✓ Expand/ Enlarge what they have read. ☐

10) When you have reading instruction and or reading activities with pupils what are types of texts that you ask your pupils to read ?

Short stories ☐ Poems ☐

Plays ☐ Dialogues ☐

11) To which extent can textbook reading comprehension develop your learners ability in understanding and acquiring rules (grammar, meanings..)?

……
……
……

12) Relying on teaching experience ,what suggestions would you make to your learners to achieve more successful result in English language in general and reading in particular ?

……
……
…….....

Thank you