People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

DjillaliLiabes University, Sidi Bel Abbés

Faculty of Letters, Languages, and Arts

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Teaching English Language through Literary Texts:
A Way of Implementing Linguistic Competencies at
the Secondary School Level

A Dissertation Submitted at the Department of English for the Fulfilment of the Requirements
of the Degree of Doctorate in Didactics

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Academic Year: 2020-2021

Dedications

I dedicate my dissertation work to my parents and my younger brother Mounir (May They Rest in Peace). I declare a special feeling of gratitude to my dearest wife for her assistance and encouragement, which helped me to fulfil my research. I also dedicate this dissertation to my wonderful children, Ritedj and DjoudAbderrahime.

Acknowledgments

A great part of this research work considers both theoretical and practical sides of the English as a Foreign Language Teaching. The reading skill has taken a paramount importance inside classroom. A subject matter I could investigate through varieties of books available both in libraries and Internet. To this extent, a lot of theoreticians and practitioners in the didactics and language teaching inspired and enlightened my ideas during the research period. I must name K. Johnson, H.G. Widdowson, J. Lyons, C. Brumfit, J. Harmer, G. Yule, C. Wallace, and others. I am so grateful to them because their publications were great resources and help to me.

I would like to present my sincere gratitude to my supervisor, Prof. Ouerrad Bel-Abbés. I am indebted for his support, assistance, encouragement, and valuable feedback during the process of my dissertation, and for his inspiration, advice and explicit clarifications. Then, I wish to thank all the board of examiners members, for accepting examining my thesis and their valuable comments. I should name Prof. MerbouhZouaoui, Prof. Hahiaoui Habib, Dr.MouriDjilali and Dr.Berrabah Boumediene.

My gratitude to the teachers of the English Language at El Emir Secondary School in Mascara for their consequential aid, naming them individually: Mrs BoussaïdSafia the English staff coordinator, Mrs MelianiSaliha, Mrs Bioud, and Mr HerarMostefa.

Also, many thanks to professors Andrew Breeze and his wife, Pr Ruth, for their warm welcome at the University of Navarra, in Pamplona, Spain, where I was offered a comfortable situation to work at the library. Also, both Professors Andrew and Ruth Breeze guided and supported me during my research, particularly in the area of language education and language teaching. My deepest gratitude to Professor Bel-AbbésNeddar (God Bless His Soul) from the University of Abdel Hamid IbnBadis in Mostaganem. He was of a good help and inspired my Magister as well as my Doctorate researches.

Abstract

Although literacy skills are associated with social, cultural, economical, and academic spheres, experts in the teaching field have identified the link between reading and learning a foreign language. Reading comprehension is one of the most critical academic skills to be acquired in school. Reading is a means that allows learners to develop their language competencies and capacities. The choice of literary texts for young learners is a fundamental option to avoid de-motivation. This research focus concerns the intensive reading where reading lessons take place in the classroom situation. It also scrutinizes texts which learners discover during their English classes. This study postulated many questions concerning the reading skill performed inside Algerian high schools such as the types of literature provided in textbooks, how the reading comprehension is performed in the classroom and, at which level do the reading sessions enhance the students' linguistic competences. In order to reach the core problem of the reading comprehension lessons, the researcher made theoretical and practical surveys. The researcher employed qualitative tools aiming at gathering data through the use of interactive questioning techniques such as questionnaires, interviews and observations which contributed in developing hypotheses about cognitive practices types of the reading comprehension experiences. Based on these hypotheses, the researcher selected reading comprehension lessons models targeting at involving both teachers and learners. The collected data was analysed using quantitative and qualitative methodologies through a questionnaire, an interview, and an observation procedures with a population composed of students and teachers. Thus, descriptive results suggest positive outcomes in reading comprehension are included in this study. The implementation of a variety of literary texts and the classroom instruction developed positive learning behaviours in the cognitive process of English language learning. The findings offer recommendations and suggestions for teachers to improve the reading process, in parallel with the practice of other skills naming listening and speaking.

List of Abbreviations

AD: Anno Domini

A.S: AnnéeSecondaire

CBA: Competency Based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELL: English Language Learning

ELS: English Language Standard

ELT: English Language Teaching

ESL: English as a Second Language

GTM: Grammar Translation Method

LMD: Licence-Master-Doctorate

NEB: National English Board

SE: Standard English

TBA: Task Based Approach

List of Tables

List of Figures

List of Charts

List of Graphs

Table of Contents

General Introduction

Chapter One: Reading, a Theoretical Survey

Chapter Two: Teaching Reading Literature Review

Chapter Three: Methodology and Discussion

Chapter Four: Findings and Interpretations

General Introduction

Reading has long been a question of big interest in a wide range of fields. It has been studied by many researches and educators (Charles, 2001; Baumann, 1997; Holly & Styles, 2002). Recent developments in the field have led to a renewed reading concern. To date, teachers tend to develop new reading tools for learners. The gap persists at the reading comprehension level. A major area of interest encountered in any language learning. Our students find difficulties in understanding texts. Some of them complain of their length. For them, a long text limits their comprehension task. Others explain the difficulty of the words, and ask for simple lexis to facilitate the text understanding. This complexity is manifesting their language learning limitation through literature. Thus, investigating the reading-learning aspects is a continuing teachers' concern.

It might be assumed that the reading activity has three knowledge areas: linguistic knowledge, orthographic knowledge, and general knowledge which comprise the knowledge about the world, including knowledge of text forms. Reading is such the activity of deciphering letters which form words having certain meanings. The activity of reading could be defined as the effort performed in order to look, and at the same time, to understand an object which is written or printed, a code that needs the brain's organism for the understanding procedure.

This explanation justifies the relation between literature and the reader, or the reading task clarified as the joint between a message (text) and the receiver (reader). The Easy Harrap's dictionary defines a reading activity as to look and understand written words or to speak aloud words which are written (Collin, 1990). The main core of the problem is about the functioning of literary texts in the teaching of the English language, as a way of implementing linguistic competences at the level of secondary school level. It has been said that the use of literary texts is an appropriate teaching material for both young and adult learners of English as a foreign language in Algerian schools. In fact, texts provide to both learners and their teachers varieties of genres, i.e. prose, drama, poetry, idiomatic structures, proverbs and other scripts such as fiction texts, situational dialogues, narrative, descriptive, argumentative, and expository texts. Accordingly, a succinct survey of the reading situation inside the Algerian society may be useful to have an idea about if reading motivation exists out of schools or not.

In this respect, stating the problem throws light on the relation between learner and reading materials.Dealing with early childhood literacy, emerges two patterns of reading instructions: either learning to read or reading to learn. As students progress in

their learning process, education researchers focus on the teaching of the reading skill towards the teaching of the reading comprehension.

This transition is occurring since the first year of primary education till the third secondary school level. A process that goes through twelve years studies of Arabic, ten years for French, and seven years of English language studies. This problem implies the extent of an effective reading that implements an effective learning of the linguistic competencies. The study examines how high school English reading lessons contribute to the learning of the language. It is therefore, a field of research requiring series of questions. To this extent, a set of three research questions are formulated to guide this study area:

➢ How is the reading comprehension lesson practised inside a secondary school class?
➢ Do secondary school textbooks contribute to developlearners' reading comprehension skill?
➢ To what extent does textbook literature contribute to enhance learners' linguistic competencies?

The above research questions necessitate formulating some urgent and pertinent hypotheses. They address the following research hypotheses:

1. The teaching experiences have shown several attempts which have been made to improve learners' reading skill through varieties of proposed texts. Based on the premise that there are three prevailing reading steps; before, while, and after reading stages.
2. The textbooks literature is regarded as a positive tool towards learning a foreign language. It may provide a variety of updated and attractive texts, which supply a serious pupil's motivation. Through reading comprehension tasks, students practise and learn the English languages features and master more the language.
3. This case study testifies the contribution of the academic textbooks literature and its implication in the development of the learners' English linguistic competencies. The implementation of the English language features during classrooms' readings is supposed to foster and instil the high school learners' linguistic competencies.

In this study, the researcher collected and analysed a multiple evidences of the reading reality among the Algerian adolescents. The analysis focused on the amount and type reading literature, leading to identify what causes difficulties in reading. This analysis, systematically, leads to the main subjects concern of this study, secondary schools students and their relation with both, leisure literature reading, and their official textbooks literature reading. This connexion between the two reading activities types conducts the researcher to centre his investigation on the language acquisition through reading, and to which degree do the literary texts available in the official secondary schools textbooks engage the students' language competencies.

Thus, and as stated in the three research questions, the Algerian young generation has certain literature reading preferences. To go back to the first research question, the reading interests inside the younger generation go round the religious, scientific and novel literature. A penchant justified in the statistics resulting from the questionnaire. Then, what was realized as an observation research inside some secondary schools classes, much more importance is given to reading comprehension tasks following the three reading steps, pre-while-after readings. The official textbook provides a variety of literature types that motivate learners' reading eagerness. Meanwhile, through doing such reading activities, students develop their English language competencies.

The target population of this study defines first, the young Algerian generation reading interests. Then, the mostly concerned subjects are the secondary school students. An observation case is done at a high school English reading lesson in Mascara. Teachers of Emir School are interviewed in order to provide a realistic idea about how reading lessons are performed inside the classroom. This population of study is including a number of two hundred and fifty-four students of the three secondary school levels: 165 from diverse Mascara region schools representing the third year (3 AS), and high school learners at E-Nadjah school located in Sidi Bel Abbés, 61 of the first year (1 AS) and 28 of second year.

Then, four teachers (representing the English staff) of Emir School in Mascara city were interviewed for the sake of locating practitioners' views about the practical side as far as the reading skill is practiced inside classrooms situations. This quantitative data reveals the teachers' outcomes of their teaching reading experiences. It is also a good

tool that provides realistic and concrete answers to many questions related to the practical side.

Looking forward the significance of this study, emerge the following questions: What about the laymen, did they go to schools in their childhood? Are they capable of reading English texts after so many years of studies? If yes, to which extent? It is supposed that laymen represent the largest component of the Algerian society. Indeed, they are considered to make the readers majority. Young laymen represent more than half population and they encounter texts of different languages in their daily lives. It could be justified by those unemployed persons looking for jobs announcements on newspapers. Others are concerned in making relations with foreigners through the internet web dating, may be for the sake of paving the way to emigrating. And, we could also note those hundreds of thousands of young people fascinated by their local soccer team as far as the national football club. To satisfy their needs, more than half a dozen of daily soccer newspapers were created and are becoming daily best sellers.

The present research work purpose objecting the doctorate degree is to dig deeper inside the classroom's situation, as far as the reading sessions are implied in the Algerian Secondary schools programmes. The question that many educators are concerned with, is to what extent the reading skill is a success or on the contrary, a failure? As a matter of fact, the present thesis is an attempt to shed light on the English literary texts proposed by textbook designers of high school students. An investigation is made in order to raise the followings points:

- The types of texts dealt with during reading sessions.
- The texts motivation in conveying the learners' attraction and interest.
- The official texts published on pupils' textbooks to fulfil or not the teachers' aims.
- The kind of Reading Comprehension lessons procedures practised inside classrooms.

The research seeks for both teachers and students (male and female) interest vis-à-vis the textbooks literature which differs according to the studied items during the units, parts, files, or sequences encountered in the English language syllabus intended for secondary school level. A deeper study is then, necessary to dig into different difficulties, facilities and positive sides encountered in the reading sessions. A practical aspect and a comparative study between theory and practice will be provided in this research. This academic investigation also seeks for if there are alternatives for

teacher's eclecticism, possibilities and flexibility of adapting reading texts by taking into consideration the learners' levels, backgrounds, and gender.

As parts of needs, it is necessary to shed light on the different tools used in collecting data. First, there was a literature review of documents such books, journals' articles, seminars, and conferences attended by the researcher. These types of quantitative data collections were the partial and the starting point to gather information through moving from the known to the unknown.

Since questionnaires and interviews remain the most common methods of data collection, statistical data was collected through providing a questionnaire administered to a young population summarized in secondary schools and university students. Also, a similar interview was supplied. It was intended to the staff of the four teachers of English at Emir high school located in the city centre of Mascara. This qualitative data enriches the thesis with useful statistics, records and facts. Hitherto, this thesis is presented in six chapters. It is structured and based on the following stages:

- *The general introduction:* It is supposed to give a succinct view of the reading reality throughout the Algerian society itself. It is providing some recent statistics about what intellectual and the laymen read. The tendency is nowadays, moving from reading books (such as novels, science fiction, politics and so) to the interest of paging magazines and newspapers, most of the time, those documents which are printed in Arabic alphabet. The survey shows that, despite the high costs of books, other reasons exist, which motivate this tendency to read Arabic documents. It could be noted that the involvement of schools readings has to do with this reality.

- *A theoretical survey:* It is in fact, an illustration of Reading as a skill to be developed at school. Numerous theories are continuously published. Our focus will be based upon the effectiveness of reading as a tool implementing the English language linguistic competencies. The usefulness of the key words is then, to be defined and redefined: the meanings of the contextual items such the terms reading, skimming, scanning, text, silent and loud reading, read and do, comprehending, analysing, and interpreting a text. The first chapter also concerns touching the definitions of the diverse genres of linguistic competences that could be learnt from a studied literature proposed in the classroom's lesson.

The reading aspect: It is the main concern of our second chapter. A deeper study case will focus on the classroom situation. One might wonder how a secondary school teacher deals with a reading lesson. Thus, a practical description will be involved, thanks to the contribution of some high school teachers that this study is supposed to be fulfilled. This phase will scrutinize the realty that happens inside classrooms. It is known that teachers are often busy with scheduling a list of texts often, followed by a series of activities, in the form of oral and mostly, written tasks related to the proposed passage. May be that the most important teacher's aim is to seek for his/her students understanding. A step which leads the learners to expand certain linguistic competencies, allowing them to produce a written essay.

Reading theory and practice: At this stage, are involved theories about reading tasks. This third chapter will undertake the faculty of testing the learners' reading comprehension skill that allows them to enhance their linguistic competencies. The teaching of English as a foreign language has always been a motivating field of research. Though the listening and speaking skills have taken a large field of inquiry, the reading device is of a paramount importance. Another consideration is to be regarded because learners are moving from the status of English learning beginners, to a medium level, before being advanced English learners at higher education (university). To say, they are confronted with different types of literature, including the literature related to their daily life. Most of texts available at high school textbooks, are containing passages taken from newspapers articles, advertisements, jobs announcements, computer and mobile phones literature, and so on. In fact, more theoretical techniques and methods are provided for teachers for reading lessons, and this is the core of the investigation that will be sought in the third chapter.

Findings and Interpretations: The fourth part of the thesis will be the last chapter. It is supposed to concern a comparative method, i.e. what is working at the present during the reading lessons for secondary school level, and what can be applied regarding the abundant theories and recommendations published by educators and researchers. It is assumed that there is no model teaching method. Indeed, this makes teaching enjoyable because of its flexibility. It is evident that this flexibility enhances teachers to look permanently for adequate and better ways, for the sake of making their lessons a success. What is intended and objected in this fourth chapter, is the teacher's decision making in selecting the available literature inside pupils' textbooks, and on the contrary,

the ability to substitute what does not work with other texts by taking into consideration, the learners' backgrounds and competencies. Of course, it is provided that the selected texts are tools to enhance the learners' English language competencies, i.e. lexis, grammar, punctuation, phonetics, and so.

The general conclusion: It is a step that is supposed to give cues and solutions to all problems raised in this thesis, inconveniences concerning difficulties in running the pupils' textbooks. Since then, teachers are all time looking for adequate solutions to perform successful reading lessons. The resolutions are never static. Every day, new researches propose keys to the reading skill inquiries. The diversity of texts (either on paper or electronic) is facilitating the teacher's business, and the teaching field is witnessing a continuous change regarding the society's alteration. Henceforth, a teacher is permanently seeking for solutions to bring both motivation and positive effect, mainly, in our concern of providing a challenging and motivating literature that facilitates the deal.

Again, in this general conclusion, the researcher presents a background study. It describes the reading situation in the Algerian society. A context which gives the most reading references summarized in daily newspapers. The reading problematic is so forth, a matter of study. To this extent, an illustration is provided of two kinds of readers: those who read because they are obliged to do so such as students, and the laymen who read for leisure. This introduction also explores the different chapters' synopsis which investigates the research questions indicated in this introduction.

Chapter One

Reading Theoretical Survey

Contents

1.1. Introduction

At a glance, both teachers and learners think of a text as a stretch of language that is often encountered in the classroom as well as in real life outside school. Learners of diverse scholastic grades (to say from primary school to university), are supposed to deal with different types of texts. From the simplest to the most difficult literature encountered, the activity of both reading and trying to comprehend a text is a part of the studies. Outside school, learners are also confronted with diverse types of texts such letters, electronic mails, kitchen recipes, leaflets, newspapers and magazines of multiple interests. Wallace (2010) describes the reading and learning to read activities as a social interactive process.

At Algerian school's curriculum, a paramount importance is given to the reading skill. A concept that has always been an important subject matter in the educational system, mainly, the most recent movement established since the year of 2003. At the primary school level, children are supposed to enhance their reading faculty through oral, then printed language. At their third grade, and besides facing Arabic texts, they are confronted with the emergence of the French literature. Then, pupils discover the English language starting from the first year of the Intermediate school. These challenges have interested educators to refer to EFL reading theories taking into consideration the learners' ages, backgrounds, and competencies. Some would suggest an early reading teaching, even, before the pre-school stage. The latter suggestion hastaken place in many developed countries. This isthe chapter's concern where the theoretical survey of the reading skill is involved.

1.2. World Languages

Reading has always inspired educational researchers trying to find out the most adequate techniques to enhance reading lessons at different schools' levels. The act of deciphering letters takes a supreme position in the teaching concern. Pupils who study at primary, middle, or high schools, are supposed to be confronting diverse literature genres inside classes, and also, outside school, in their local agglomerations. Wherever they walk, there must be a text that is daily read. At home, the future generation deals with instructions that accompany the new machines and apparatus; starting for example, with television set, to the refrigerator, a washing-machine, a new plasma TV, an air conditioner, a heater, a computer, or it might be a new Smart-phone.

It is noticeable that the world's languages differ from one region to another, in terms of their linguistic structures and pronunciations. People all over the globe while speaking their language regard it as their own property so s strangers cannot identify themselves with it. Linguists see the world's languages to be so equal and so important because they fulfil the same function of a communicative system, even if there are differences between them. There might be two ways in understanding and using another language: either employing translators, or what is more frequent, learning it.

Cook (2003)adds that languages are compared through two ways: by numbers of speakers and by geographical distributions. No doubt, Mandarin is considered the world's most spoken language with a roughly more than a billion speakers in China. Cook validates that "While the world's largest languages such as Chinese, English, Hindi, Spanish and Arabic, have hundreds of millions of speakers and are frequently used beyond their homelands, the majority of the world's languages are much smaller...restricted in specific ethnic groups and are often vulnerable." (Cook, p. 23-24).

1.2.1. Language Definition

Language is then an important tool used to communicate between men of different ethnicities and nationalities. It helps today for reading how to use and function the diverse modern inventions such machines and apparatus. There is a need to read thousand of television programmes, to read scientific, political, and economical, sports, and fashion newspapers and magazines. Any language is seen to be a way of speaking of a country, a group of people, a human speech and a means of communication (Collin, 1990). The Oxford dictionary defines a language as: *"/'læŋgwɪdʒ/, the system of communication in speech and writing that is used by people of a particular country. E.g. what is your first language? = your mother tongue?"* (Bull, 2016, p. 420).

Used as a means of communication, language is a defined as a system of sounds and writing that people use to express their thoughts, ideas, and feelings in both written and spoken forms. It is a style of speaking and writing consisting of words of a particular type, or words that are used by a particular person or groups in such a legal language like the language of Shakespeare (Bull, 2016). Language is also a series of signs, symbols, and movements, and a system of symbols and rules used to operate a computer like the *'Basic'* as a common computer language (Bull, 2016, p. 421).

1.2.2. Language Characteristics

De Saussure makes a genuine comparison of any language to be similar to a chess game (Harris, 2009). Chess as a game was brought to Europe from Persia. It is an external fact and everything which concerns its rules and systems is internal. That means the pieces of ivory and if it happens to be replaced by wooden or plastic pieces, chess will never lose its system when it is played. However, and if the number of pieces is increased or decreased, it will automatically, affect the game's rules or *'grammar'* as it is the case of languages. Any language accepts then, its own order.

De Saussure describes another feature which characterises a language. He called it the *'past inheritance'*. "In fact, no society has ever known its language to be anything other than something inherited from previous generations, which it has no choice but to accept...The sole object of study in linguistics is the normal, regular existence of a language already established." (Harris, 2009, p 72).

Then, in his concept of the language, Trask (1999) makes a difference between what he calls *'Individual language'* and *'Language in general'* (Trask, 1999, p. 138). Trask distinguishes between what he calls an individual language such as English or Swahili, and language in general:*"All individual languages necessarily possess important properties in common...with a number of accidental and often idiosyncratic* features."*Trask pursues by considering that every individual language is a combination of universal properties. Such language features and principals are called by the American linguist Chomsky, as *'universal grammar'*.

It might be pointed out that linguists have recently shown an interest in the origin of languages. "The reason is simply that no sign of evolution from a simpler to a more complex state of development can be found in any of the thousands of languages known to exist or to have existed in the past." (Lyons, 1977, p. 85). So, a language is described to be only an inheritance of the past. Saussure said that languages are anchored both in the community and in time (Harris, 2009, p. 74).

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* **idiosyncratic** or idiosyncrasy is defined as a person's particular way of behaving and thinking especially when it is unusual (Oxford Word Power Dictionary, 2016: 372).

This criterion leaves no chance for language changes and allows only connection to the past. It is what de Saussure described two linguistic features; the *invariability* that refers to the acceptance of a language as an inheritance of the past, and *variability* meaning the continuity and evolvement of languages *(Harris*, 2009, pp. 72-75).

For several European languages, the English word 'language' is translated into the French word 'langue', 'lingua' in Italian and 'lengua' in Spanish. Philosophers, psychologists and linguists commonly differentiate between men from animals at the level that the formers possess a language. Lyons (1999) proposes some definitions of the term language as follows: "According to Sapir, language is a human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. Bloch and Trager wrote that a language is a system of arbitrary vocal symbols by means of which a social group co-operates. Hall then, notifies a language such an institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols (Lyons, 1999, pp. 3-4). The American linguist Chomsky makes it clear enough when he defines a language to have a set of sounds and letters in its alphabets (Lyons, 1999).

1.3. The English Language

Being a worldwide fast spreading language, English is considered as the most important tool for communication in almost, the whole globe. One might travel to Spain with no Spanish language competencies, but the language of Shakespeare will do the job to facilitate communication between tourists of diverse ethnicities and the native Spanish citizens.

1.3.1. English Language History

As it was stated before, a language is supposed to be a continuity of a past existed linguistic sign. The English language which is a matter of the concern is an evolving language which is extending along a wider geographical area. If it s an official language in many countries, such the United States of America, Great Britain and Australia, it is quickly spreading to be a second, or a foreign language for hundreds of nations. Saussure discussed the relationship between time and language, as it was mentioned the line of continuity that involves any language change. So far, English language dues its existence to the Germanic and Indo-European history.

As stated by Penhallurick (2010), languages do not get born, they evolve out of previously existing linguistic situations.Penhallurick goes back to the mid-fifth century AD after the withdrawal of the Romans from Britain by the early of the fifth century. Germanic tribes settled first in the south and east parts of Britain. The Celtic inhabitants of Britain were joined by Angles coming from the south of the Danish peninsula, Jutes (from Jutland in the north of the Danish peninsula), Frisians (from the coastal areas to the west of the Saxon lands), Saxons (from the coastal plain to the west of the Danish peninsula), and Franks (from western Germany). It was after the Franks that France was named, following their involvement in the conquest of Gaul in the sixth century.

Henceforth, Penhallurick reports that all the newcomers brought a diverse group of Germanic dialects and, by the eighth century, labelled under what is named as 'Englisc'. This sounds to start from what linguists name as Proto-Indo-European (PIE) or Indo-European, as being the original source language for both English and many other European languages. A language tree that emerged Old English during the period stretching from the mid-fifth century AD to the Norman conquest of England, followed by the Middle English (1150-1500) after the Norman conquest of England which lasted to late fifteenth century. It is a period when England was governed for more than two centuries by French speaking elite. This historical event helped thousands of French words to be introduced in the English language. At last and not least, Penhallurick states the emergence of the 'Early Modern English' during a period between 1500 and 1800 (Penhallurick, 2010, p. 29). This evidence helped the appearance of the 'standard' form of English.

1.3.2. Modern English

The 'Early Modern English' period was also characterised by the 'Renaissance' movement witnessing thousands of Latin, Greek, French, Italian and Spanish words drawn into the English language during the sixteenth and seventeenth centuries. The British colonies in the Americas, Asia and Africa stimulated a great influx of foreign vocabularies into English. These time effects ensured the English language changes, and gave birth to the Modern English. This period characterized with the regulation and achievement of the English language spelling, adjustments and sounds.

1.3.3. English Growth in the World

In their book 'Teaching English as a Foreign Language', the authors (Broughton et.al, 2003) report that among four to five thousand living languages in the world, English is the most widely used and comes in the second position as a mother tongue, just after Chinese. English has become world widely a useful language such as in the debates of the United Nations expressed in the language of Shakespeare. English is also the language of command in the NATO (North Atlantic Treaty Organisation), and international aviation communication. Moreover, it is argued that mainly, political and historical considerations influenced the world-wide spread of the English language. As a matter of fact, the fast continuous developing technology of the English speaking nations, as far as numerous television channels programmes, movies, and books which boosted the language ((Broughton et.al). There is then, another truth which denotes that half of the world's science and literature are written in English.

Whereas it is estimated that the existing world's languages are about six thousand, some of them are seen to be disappearing during the actual twenty-first century. In the recent decades, the English language is witnessing an accelerating growth throughout the globe. On the contrary, French, German, Spanish and Russian, are no more dominating languages. This reality might be justified by the American economical, scientific, and military power. So, the influence of the English language is noticeable in the world's business, movies, songs, television broadcastings, advertisements, and also the internet. Moreover, English is taught in almost all countries schools as a foreign language. This new situation has involved the development of the teaching of English and also, the Teaching of English as a Foreign Language for both native and non-native speakers of English (Cook, 2003).

1.3.4. The Standard English

It is approved that in Britain, the Standard English is the central issue of language education. Even if the Standard English is a variety of language which can be resumed in its role in the education system. It is said that a Standard English could be seen as correct, proper, good grammatical or academic English. It has been described as the most successful language with over 1,500 million speakers worldwide. The 1990s were a revolutionary decade in respect of the proliferation of new linguistic varieties through the implementation of Internet. As a world authority on English Language, David

Crystal (2003) speaks about English as a global language. Indeed, the emergence of English in the world is seen in politics, economics, the press, advertising, broadcasting, popular music, international travelling, and so. To say that, what is mostly learnt at the world's schools is purely the English Language Standard. So forth, the Standard English (SE) is that variety of English Language used as the national norm in an English speaking country, mainly as the language for public and formal use.

1.3.5. Spoken and Written English

• **Speaking:** The spoken language is then, produced through the human's vocal system. It is usually accompanied with facial expressions, hands and head gestures, and specific utterance manners such intonation, rhythm, and words' stresses. All these factors contribute in interpreting what is uttered by any speaker.

Trask describes speech as a spoken language; either in general or in particular instances (Trask, 1999, p. 284). It is now clearly understood that speaking, seen as a productive skill, will no more be achieved if there is no receptive phase, which is listening.

• **Listening:** At a glance, listening is automatically preceding speaking. A student is expected to be provided with a foreign language model forms in the sense of the rhythm, intonation and stress, to foster his sound production. Broughton (2003) mentioned:

> At first sight, it appears that listening is a passive skill, and speaking is an active one. This is not true, since the decoding of a message, i.e. listening, called for an active participation in the communication between the participants. A receptive skill is involved in understanding the message (Broughton et al., 2003, p. 65).

It is understood that both listening and speaking are active skills. Listening involves receiving a spoken message, comprehending the utterances, and reacting to them through speech. These procedures involve some active efforts as well as it is done in speaking. The same thing can be applied to writing and speaking. These two skills (speaking and listening) has taken a big part of interest in the researches of the teaching

of English as a foreign language (TEFL). Theoreticians developed didactic theories for the speaking skill classroom practice.

Indeed, group or pair work discussions and dialogues, are good tools to enhance learners' speaking. Also, many visual stimuli, such maps, pictures, films (videos), and so, engage learners to speak a foreign language. This can be also the case for stimulating the written tasks. There is a tendency of moving from guided to free written and spoken activities. Then, teachers are supposed to provide realistic situations in order to enhance real linguistic use of English.

- **Writing:** In parallel, another productive skill in implicated in the teaching of a foreign language. That is to say 'writing', when people are engaged to produce a language similarly to the speaking production. Whereas, and while speakers are asked to react to listeners, spontaneously, writers have more flexibility in writing language patterns. According to Geoffrey, some aspects are to be considered for making appropriate written language (Geoffrey et.al, 2003).

There are problems with the English script, problems of accuracy of English Grammar and lexis, problems of style of a particular situation, and problems in expressing what needs to be said. The various educational programmes tend to develop the learners' writing skill. Producing an appropriate, and what is more important, an accurate written language is the aim that teachers look for. So far, different language features are taught, to name grammar, spelling, word order, and other writing generating English language rules. These English language characteristics are perceived to enhance the learners' writing skill and also, it is a means to produce better language utterances when it comes to read aloud what is available as printed texts.

- **Reading:** In the following diagram, Widdowson (1978) reviews reading as a receptive and passive skill, opposing the productive writing skill.

Table 1.1.
A Presentation of the Four Skills (Widdowson, 1978, p.57)

	Productive/Active	**Receptive/Passive**
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading

Widdowson (1978) puts the following question: Is reading simply receptive? And here, the same question refers to listening as described to be not only receptive, but also, an active activity since there is an effort of recognizing and understanding a message sent. Reading involves some similar characteristics of making efforts in order to comprehend what is written and therefore, to reach the communicative use of a printed language.

Widdowson states: "...Reading can refer to the ability to recognize sentences and their meaning as linguistic elements or it can refer to the ability to recognize how they function as parts of a discourse." (Widdowson, 1978, p. 63). This leads to make a relation between reading as a passive activity, and comprehending which presents an active deal.

1.4. Meaning of Reading

It is defined that the meaning of the word 'reading' is the act of deciphering letters in order to comprehend the sense of an exposed text. Nowadays, it is known and observed that most of the communications between people of different nationalities are based on literature. The universal television channels programmes, even if they expose a lot of spoken languages during TV programmes such debates, news, movies, songs, documentaries, and advertisements. There are also various written texts which are simultaneously manifested on televisions screens. The computer and internet works are necessarily conducted in written forms. Also and in the outer world, at bus-stops, supermarkets, administrations, airports, railway and underground stations, people are confronted with various information shown on unlimited diversity of languages. This modern life reality places the importance of the reading activity. What is then, meant by the verb to read?

According to Harrap's dictionary (1990), reading as a noun is the act of looking at and understanding printed words, example: I'm not very fond of reading; he gave poetry reading... (Harrap's, 1990, p. 363). The Oxford Word Power Dictionary defines reading as books, articles...etc, that are intended to be read and, the particular way in which somebody understands something (OUP, 2016, p. 600). The verb 'to read' /'ri:d/ (reads, reading, read), is to look at words and understand them, or to say words that you can see (Waters, 2016, p. 335).

Henceforth, Wallace presents reading as interpreting to mean reacting to a written text as a piece of communication (Wallace, 2010). It is noted that reading has been a human daily activity for centuries. The American Indian, for example, who are considered the natives of the Americas, were using signs and symbols to communicate between each other, and that was the case for long distances communications such by using fires' smokes. The signs produced by mastering smokes of burnt wood, were deciphered as alphabets are read today. Reading is then, considered as a social interaction phenomenon, and holding diverse meanings. Reading could be an individual, personal, or a collective activity.

1.4.1 Reading View

Hereafter, it is the teacher's task to select alternative texts relevant to his/her learners' level and environment. A teacher is supposed to be aware of his/her learners' level and background. It is proposed a smooth movement from simple to complex texts, providing interesting, attractive, and motivating passages in order to motivate the students' curiosity to read a text and perform the attached comprehension tasks proposed by the teacher. Widdowson suggests three sorts of passage: *extracts, simplified versions and simple accounts* (Widdowson, 1978).

- *Extracts:* coping with ones learners' level and background that will have a good impact to them. Textbooks often propose reading passages within lot of complicated statements, numerous and difficult lexis. Thus, regarding pupils' ability to understand texts, complex ones could be easily avoided (provided that middle school and secondary learners are still beginners).

So, the extracted versions are recommended. Reading passages could be related to the students' social and psychological reality. A newspaper report, for example, deals with topics associated to our interest. Moreover, more existing knowledge is to be found in foreign texts and the learner will broaden his world's information through extracted texts. Widdowson characterizes extracts to be: "Genuine instances of language use ... Genuineness is a characteristic of the passage itself and is an absolute quality." (Widdowson, 1978, p. 80).

- *Simplified versions:* This is another kind of reading passage. Simplified versions are passages which are derived from original texts (taken from a newspapers' article, a

novel...etc). The teacher proceeds by an operation of substituting lexical and systematic parts of a discourse or text. It is a kind of translation from the author's genuine passage to an extracted version available to the scope of the learner's knowledge. Widdowson (1978) raises the problem of distortion which will spoil the original meaning. He proposes to adjust the syntax to accommodate them within the linguistic competence of the learner. Again, and to avoid distortion, Widdowson suggests that the simplified version needs to be exemplified.

- *Simple accounts:* As it was previously mentioned, simplifying a language may focus on the language usage. I mean by usage when we depend upon knowledge of the grammatical rules of the language rather than the use, which demonstrates the suitable language appropriate in a particular context (Widdowson). This prevention from exercising the communicative goal of the language could be overcome by using simple accounts of the language. It is a way of using the source of the script whereas, for the simplified version, it consists of presenting easy language from the original form.

It happens to find a narrative script of a foreign newspaper typed on the learners' textbooks. This sort of discourse might be difficult to be understood by learners. The teacher can just substitute it by another article, may be taken from a local newspaper or magazine that accumulates both the communicative goals as far as the linguistic competences objected to be taught in class.

1.4.2. Reading and Readers

People may read a lot or less according to their daily lives habits, needs, and situations. Reading is, as it was previously mentioned, a daily activity practised like the other skills to name listening, speaking and writing. Even if we consider paper documents reading, the new technologies urge people to read their electronic mails (e-mails), political slogans before voting, television programmes (either visual or oral texts), advertising material exposed on the different medias and street panels, and instructions attached to a new bought apparatus and machines.

Wallace (2010)describes these situations as we are daily 'flooded' with unlimited printed materials. So far, reading purpose might be classified in three personal reasons: reading for survival, for pleasure, and for learning.

a- Reading for survival: It is so connoted by Wallace (2010) who describes some literature as a matter of life or death. Some concrete environmental examples are given where people, both children and adults, are facing daily literature. Among the numerous traffic signs, the word 'Stop' or 'Don't turn left' are warnings intended for vehicles' drivers. Disobeying these signs will certainly mean a street accident which can lead to serious injuries or what is grief, to death.

On the contrary, obeying the traffic signs simply means putting oneself in a safety situation. The same thing could be said about reading and comprehending diverse warnings such as 'an electric choc zone', a "trucks exit', a 'Fresh paint', and children's toys warnings.

b- Reading for pleasure: While reading for survival involves a direct reaction to a text, reading for pleasure is no more an obligation. A child is supposed to be prompted to leisure reading since his/her early childhood existence. Many parents start reading stories to their infants before going asleep. Through this practice, they aim at instilling the reading habit to their teens. Then, at schools, children are confronted to various types of literature. They discover scientific and other genres of texts may be different from those fairy tales narrated by their parents before sleeping. At school, the texts are supposed to offer a certain enjoyment, and being tough to understand. This will be later, a field of investigation that will take place in this present thesis.

c-Reading for learning: At this stage, reading takes another dimension, consisting of a specific purpose to learn a given language. People may read in order to acquire knowledge and information about the world's culture, economy, sports activities, politics, religion, and so on. Reading for learning also takes place in a classroom's environment. Learners are given tasks to read and solve activities such looking for texts' key words, antonyms and equivalents of lexis, answering comprehension questions, or even a reading aloud of a passage that enables teachers to check their learners pronunciation. These latter activities may be well noticeable during the learning of English as a second or foreign language. A field of study will take an important part of this research, which is a focus of the reading activities that enhance the learning of linguistic competencies in the Algerian high school situation.

1.5. Reading Reality in Algeria

This question has always been a matter of investigation for both sociologists and educators. They are interested in the mount and frequency of reading habits. Reading then, asserted to be an important society's concern. Statistics, study cases, and webinars have tried to illustrate the Algerian reading reality. A symposium held in Sidi Bel Abbés in 2014 gathered researchers from different Algerian universities. The topic *'The Child and the Book'* was aiming at the objective of providing a book for each child. Among the conferences presented, M. Saïd, from Abou Bakr Belkaïd university of Tlemcen, raised some of the reasons which discourage young Algerians from reading. The speaker focused on five existing factors that instil reading to young generations. The first cause is the family environment. Rare, are those parents who devote a part of their incomes to purchase books for their family members. In reality, most families' budgets are spent on affording food, clothing, and other accessories such electronic apparatus (Symposium, 2014).

Then, it is stated that there is another factor which discourages children from the reading activity. It is related to the outer environment with its video and internet private clubs as explained in 2014 Symposium: "This situation leads to a continuous insomnia, an illness that provokes difficulties during the day while following the school lessons."

Today, the internet is exceeding the television impact on children's occupations. They devote less time in learning and reading. Added to schools' overloaded pupils' learning time-tables where leisure time is decreasing. Although, all Algerian schools (of primary, intermediate and secondary levels) are equipped with libraries, pupils' reading motivation is lacking. Their main concern is to attend and achieve the long days studies, and when to accomplish their numerous and continuous homework. "Our schools discourage leisure reading, concluded the interveners of the seminar" (2014).

Dr Saïd pursues by arguing the fourth factor that does not motivate pupils' spare time reading. After the family, the street (environment), and school, the society's effect is noticeable on the young generations. In fact, and today, the society is more interested in soccer, violence at stadiums (hooliganism), except raising the problem of this phenomenon of non-reading reality. Then, it should be noted a fourth factor related to the Algerian writers themselves. Their first concern is purely commercial. There are plenty of new historical, biographical, and political books and novels intended for adults

rather than enriching children's publications. During the same symposium, the lecturer El HadiKourichi from Biskra, added that adults have the duty to instil the reading habit to the future generations.

What should be noted, pupils need to purchase school books varying from Arabic textbooks, French ones, and even English books for the case of middle and high school pupils. This reality may encourage students to increase their reading eagerness, but for others, it does not motivate their reading enthusiasm. The lecturers came to a conclusion that today; about 70% of the Algerian population is literate(Symposium, 2014).

1.5.1. The Algerian Population Reading Preferences

Henceforth, as it was stated, there are various reasons which motivate young Algerians to learn English. Since French is a historical and social heritage (due to the long colonizing period mentioned before), varieties of dialects are the Algerian nation's tongue to the majority of the population. Besides, the Tamazight is seen as the common language of the Kabyle society, as well as an official language like the Modern Standard Arabic. On the other hand, and for two and three decades, there has been a bigger interest in learning the English language. Besides, and as it is admitted, Modern Standard Arabic, Tamazight, and French are dominating throughout the Algerian's state institutions, administrations, and inside families.

The probe intended for Algerian high school and university students (that will be discussed later), shows some facts about leisure reading preferences. For example, at En-Nadjah secondary school in Sidi Bel Abbés, among eighty-nine students aged between fifteen and eighteen, forty-four of the first secondary school year read Arabic items against twenty-eight who read French subjects, and only nineteen of them who read English literature.

Their interest is the Islamic religious texts (25 students out of 89 subjects), history (29 out of 89), followed by computer science (23). Besides, a similar questionnaire was intended in 2015 for a hundred and sixty-five secondary school learners in the region of central Mascara district. Aged between eighteen and twenty years, the majority demonstrated that they usually read English literature rather than French and Arabic ones. They comprise a number of a hundred and fourteen (114) students amongst a hundred and sixty-five ones, what makes a percentage of sixty-nine (69%). They are

followed by ninety-seven (58%) who read Arabic, and in the third position, fifty-two learners (31%) reading French manuscripts in their free times.

These high schools learners also showed their spare time reading activity, i.e. after ending with their schools' home works. Among one hundred and sixty-five questioned subjects, eighty students read topics about literature such poems and prose. Then, religious and historical books are following to be topics of interest. The resulting statistics of the questionnaire are dealt with in detail in the following thesis chapters. So far, the reading skill has been a case study for theoreticians whose main concern is the teaching and learning domains.

1.5.2. Printed and Electronic Media as Dominating Reading Tools

Bookshops propose to the youth titles such as the French papers 'Compétition' (Competition), 'Le Buteur' (The Scorer) and the Arab versions 'Al Haddaf (the Scorer), Al HaddafDawly (the International Scorer) and Al Khabar Riadhi (The Sport News).

As a matter of fact, the printed quantity of these soccer specialized papers are sold in huge numbers everyday in comparison with the other famous dailies in Algeria such the French versions 'Le Quotidien d'Oran' (Daily Oran) and 'Liberté' (Liberty) or the Arabic edition 'Al Khabar' (The News). 'Le Quotidien d'Oran' was printed for the amount of 119.652 copies on September 18, 2013. Moreover, 'El Khabar' reached the number of 448.796 copies on May 31, 2013, and the record number is when the Arabic newspaper version of 'E-Chourouk' went beyond half a million copies and reached 527.673 in 2013.

So, young Algerians are passionate readers of the written Medias. The question that could be raised is the following: Is this activity of looking at a piece of writing found in newspapers a reading task? To answer the question, one may say that this type of reading is just for the sake of leisure. Yet, it is so and since it is a practice of deciphering printed letters. On the other side, sports are not the only interest for Algerian readers. As a matter of fact, it is often experienced throughout the Algerian territories where people from different backgrounds, social classes, and of diverse intellectual levels are enthusiastic readers of daily printed news.

Meanwhile, bookshops and kiosks sell dozens of titles of various newspapers are sold everyday. Effectively, two languages are dominating, classical Arabic with titles

such as 'El-Khabar' (The News), 'E-Chourouk'(The Dawn), and 'E-Nahar El Djadid' (The New Day). Also, the French roaring success newspapers can be resumed at names such as El-Watan (The Nation), 'Le Quotidien d'Oran' (The Daily Oran), 'Liberté' (Libery), 'Ouest Tribune' (The Western Tribune) and 'Le Soird'Algérie' (The Algerian Evening).

It is noticed that in the mornings, thousands of hundreds of Algerian people buy at least one or two titles before joining their workplace, their universities for students, or just for leisure time for those who are jobless. This habit is also observable for people who read PDF newspapers in front of their computers screens. Then, as it is usually the case, newspapers are not thrown but, brought home after work. Housewives, grandparents and even children will have access to them. Each family member reads his/her favourite topics and articles such sports news, political ones or about economics. The, other people are more interested in reading specialized periodicals and magazines.

Throughout Algerian bookshops, one would find local magazines dealing with fashion typed in French language such 'Côte Ouest' (Western Coast), or 'E-ChouroukUsbouï' (Weekly Dawn) printed in Arabic letters. Whereas, other periodicals are important from abroad naming for instance, 'France Football' (France Soccer) which is specialized in soccer world and also 'Paris Match', the French fashion periodical, or the Arab magazine imported from Kuwait, 'Al Arabi' (The Arab), that deals most with politics and culture.

One question might come to mind: How many press titles are printed in Algeria? The answer is itself surprising more than one. In fact, and according to the Algerian ministry of communication (2018), there are exactly a hundred and sixty-two (162) daily and weekly newspapers printed in three languages, i.e.Arabic, Tamazight and French. These printed newspapers are added to abundant electronic news sites.

This growing number of publications provides the latest national social, cultural, economical, political, and sports news. This truth shows that there is an increasing concern and a larger interest in reading news. It will later be observed that Algerian people in general, are addicted to reading what happens in their own regions, no matter their belongings to different social classes and intellectual levels. As a fact, the daily Arabic version 'El Haddaf' was printed at a number exceeding four thousand copies like the version dated on June 10, 2013. The second largest daily newspaper in Algeria is

'Al Khabar' (The News) is also printed at a number exceeding 300.000 copies.This recent evidence will be discussed in the third chapter through the investigation of the questionnaire.

Besides, even laymen represent the greatest electronic readers' proportion outside academic institutions. If we make a daily estimate, we will discover that, in Algeria for example, laymen represent the biggest reading mass. This social encounter justifies the reading eagerness among the Algerian inhabitants, who, in their majority, possess their individual internet connexion either through telephonic home fibre optics lines, or mobile telephones web connexions. It could be noticed through some the following reality: thousands of unemployed young people looking for job opportunities on paper and electronic newspapers' announcements; the hundreds of thousands of young Algerians (scholars or not being so) are keen on local and foreign soccer events. They read thousands of specialized soccer periodicals, papers and sometimes books.

1.5.3. Who, What, Where to Read

On the other side, the three questions: who, what and where, do not concern only the schools domain. It is confirmed that the 'who' could be referring to schools' subjects such learners. A specific situation when students are asked to read texts for specific purposes. For instance, to read and do a task (either oral or written one) such a gap filling exercise, re-ordering sentences, or to search for synonyms and antonyms of given words. These reading objectives will be dealt with in more detail later, which are among the major concerns of this thesis.

The 'who reads?' could be also interpreted for those people who do not go to school. Laymen, for example, read books such novels, poetry and biographies for leisure. They can also read newspapers, magazines and periodicals, may be, just for the sake of providing themselves with the latest news either sports ones, cultural, political or simply daily events.

1.6. Reading Stages

One might say that the pre-school reading is too early for a young child aged less than five years. Even though Steinberg (Steinberg et al., 2000) made an experiment with his own, by starting from the age of twelve months, this model research with English language reading might be effective for a society and not for another.

1.6.1 Primary School Readings

In Algeria however, young children are learning new words as long as they grow. The reading skill is left for teachers' role until they integrate their schools at the age of six. At primary schools, Algerian pupils are supposed to start by differentiating between their home dialects and the academic classical Arabic language. At the first year, and according to the new syllabus established about more than ten years ago, they learn to read sentences before knowing all the Arabic alphabets. A technique used to get them acquainted with the language taught. This matter has created an opposition from the part of many educators. It is noticeable that pupils begin with effective sentence reading at their second grade. At this phase, pupils are supposed to rely on themselves in reading and comprehending passages.

Indeed, no one can deny the basic role of the Algerian primary school in teaching reading to those children aged from six forward. Their first Arabic textbook is granted to contain plenty of attractive illustrations (figures and drawings). This textbook published for the first time in the year 2003, provides also a set of texts under the instructions 'I see and listen', 'I use and read', 'I play and read' (Arabic Language textbook, 2014).

These instructions are then, moving to deciphering the Arabic alphabets in the second primary level textbook through the instruction 'I read' (2nd year book, 2015). It could be concluded that the effective pupils' reading starts from the second grade at Algerian schools. Learners are supposed to read by their own, and rely on themselves in interpreting texts. This pupils' independence in reading enhances them to discover the outer language. The kind of language encountered in streets signs, shops announcements, television scripts, and also computer language. A kind of literature that is believed to reinforce the learner's language discovered outside the school environment.

1.6.2. Middle School Readings

It was said that primary school pupils are engaged in learning the Modern Standard Arabic and French languages. At the middle school stage, they are supposed to study a third language, which is English. The Middle School curriculum provides new outlooks of language learning. In this respect, grammatical rules are given a paramount

importance. Such the case for pronunciation, vocabulary, writing, and reading skills. Pupils learn about the English culture, and then, they are engaged in performing a final written task called 'the project'. They are supposed to develop their language competencies in learning through doing process in doing exercises and drawing the rules of English language functions. This learning procedure engages them problem situations. To say, this Competency Based Approach is learner-centred.

As a sample, the fourth year middle school English programme is split into six main files and each, dealing with a specific topic. Every file is then, conceived in five parts according to language functions and skills (On the Move, 2007). The six files are concerned with six different topics which are: Food and Drink – Citizenship and Sustainable Development – People and Places – Customs and Mores – Cultural Exchanges – Arts and Sciences.

One file contains subsequently, five streams which can be summarized in the following:

✓ Listen and Consider: At this first phase, pupils are supposed to discover, analyse and practise grammar in its oral and written texts. The 'Grammar Window' helps pupils master the grammatical rules by doing some practical written exercises. The grammatical rules are intended to perform learners' English in the 'Write it Up' and 'Write it Out' rubrics.

✓ Read and Consider: It is developed into three phases, before reading, while reading, after reading. Pupils acquire the new vocabulary related to the topic of the file, and practise word formulation.

✓ Words and Sounds: After discovering the new vocabulary related to the files' topics, it is time to acquire and practise words formation as well as their pronunciation, stress and intonation. Unlike the previous programmes, Phonetics is then, one of the newest language teaching introduced in the current English language syllabus.

✓ Research and Report: It engages learners to do research tasks via the internet, interviewing, and recording events. Pupils are supposed to be acquainted with the English speaking countries and become more autonomous.

✓ Listening and Speaking: The focus is on these two skills as teacher reads or plays an apparatus (a recorder on a CD for example). There is a variety of exercises that pupils are supposed to perform orally, in teacher-pupil discussion, or peers work.

✓ Reading and Writing: At this stage, learners are thought to discover an authentic text dealing with the whole unit's topic. The three reading stages are practised by pupils, to name: pre-reading, while-reading, and post-reading stages. In this latter step, pupils are given a task (or tasks) to write, a piece literature, by implying what had been learnt during the different unit's lessons.

✓ Project and Round Up: If the previous lesson is intended to be practised inside the classroom, the project task tends to achieve the final unit's objectives.

1.6.3. Secondary School Readings

It was said that by the end of the first primary school grade, children aged between six and ten years, are believed to decipher the Arabic alphabets and consequently, read short texts. Then, at the third grade, they are engaged to learn the French alphabet. So, they start reading French literature which takes place as a second language in the Algerian society. This second language acquisition is established in the national educational syllabus from the third primary school grade till the third year of secondary level. That means that French is taught for a period of ten years.

This early Arabic and French languages acquisition is followed by the learning of English. Pupils start to learn it from the first year at middle school until the end of their school, i.e. till the Baccalaureate class. This latter transition (from first to third high school grade), is the matter of this dissertation concern. To this extent, a theoretical review of the reading concept will be conducted.

1.7. EFL Readings in Algeria

In many countries, English is considered as a Second Language (SL). This means that the language of Shakespeare takes a great place in the mass media such as national newspapers, radio and television broadcasting. However, it is a foreign language in other nations even if it is taught at schools but, without playing an important role throughout the societies' daily communication. This distinction between English as a Second Language (ESL) and English as a Foreign Language (EFL) can be noticeable in the Algerian country where two languages are dominating. First, French is known to be the second language because of a historical reason. Even if the country's official language is Arabic as far as it is also the most nation's dominant language, French takes a dominant place in the Algerian political, social and scientific domains. It is known

that the French colonization of the Algerian territory lasted for a long period of a hundred and thirty-two years (from 1830 to 1962). After the nation's independence, other foreign languages were taught at schools besides Arabic and French such as German, Spanish and of course, English.

During the decade of the 1990's, English was even taught in some selected Algerian primary schools. It used to be an experience projected by the general inspection of English depending on the ministry of education. When pupils reached the fourth primary school level, they (with their parents' accord) were invited to choose between studying French or English as a foreign language. Despite its encouraging results obtained after few years later, this experimental issue of studying a foreign language was simply cancelled by late 1990's.

Today, as English dominated the international sports, economics, mass media, and scientific language, the Algerians who travel abroad (as tourists or students and businessmen), learn English as an international tool of communication. A kind of motive called 'instrumental motivation'. English then, provides a voyage to different sciences. It gives a motivating reading task of plenty of books, reviews and magazines of different rubrics. It permits to understand the most of the best movies and worldwide songs language. But, what is the most prevailing today, the English language is the basic tool of communication through the internet websites and mainly the social networks like the Facebook, Instingram and Twitter. For another part of young Algerians, English is learnt in order to integrate the English, Canadian or American communities to emigrate and look for jobs or getting a state's scholarship. Besides these English language learning motivations, the reading realism states that only two languages are prevailing; Arabic and French. A fact which has taken a concern in this case study.

1.7.1. Text Reading: an Introduction

A question is then raised about reading classroom texts: What texts should a teacher choose in order to foster the linguistic competences in a reading course? A text provides cues for teaching any language: "It is a commonplace of teacher education that teachers tend to teach by the methods which are used by the teachers who taught them. In no area of language teaching is this more, true than in that of reading." (Broughton et al., 2003, p. 89). Hyland adds that literary studies are of a great importance for the writing

area. Literary texts are seen as aesthetic art facts open to a range of critical theories or as models of writing to be emulated." (Hyland, 2002, p. 217).

In this sense, a basic factor is an important consideration. It is the learners' levels and their abilities to understand texts. Of course, there is a difference between English texts studied at Middle School, and those of High school or university. This is a passage taken from intermediate school grade textbook, where we can find the following text:

> Once upon a time, there was a little girl. She lived in a very poor family. Some people helped her to get food and clothes. This girl had a good idea. To say thanks for the food and clothes, she decided to draw a picture and to send it to the people who helped her. This picture displayed happy children, dancing in the sunshine. It moved to many people and they started sending it throughout the world. This is how the first UNICEF greeting card was born (Book III, 2005, p. 28).

It is clear that the text above demonstrates the main objectives and notions taught throughout the sequence of the first file. The objectives can be summarized in expressing likes and dislikes, elaborating a television programme, poster writing, and even narrating. Middle school learners discover an authentic and updated text. It is meant for the whole classes taught and for pupils coming from different backgrounds, i.e. from the capital, the west, the east, farthest rural places, and from the southern regions. Now, if a text were about an American movie or pop music, would pupils' reactions be the same? The text below offers a significant argument of the question.

> Britney Spears was born on December 2nd 1981 in Kentwood, Louisiana (USA). At the age of 8, she auditioned for "The Mickey Mouse Club" in Atlanta. She was too young for this programme, so a producer gave her, an introduction to a New York agent (Merazga, 2004, p. 13).

It has been shown in this short text intended for English learning beginners that it is intuitionally not. And one might say that those pupils living in the farthest parts of the Algerian desert have no interest and motivation towards Hollywood's movies stars and

consequently, they are unmotivated to read such types of texts. To say, it creates a gap between northern and southern pupils. One among the primary aims of this thesis is to investigate either the usefulness or uselessness of the official textbooks, in regard to pupils' backgrounds. The coming generations may not identify the pop singer 'Britney' cited in the text. Some academic texts edited in the pupils' textbooks refer to a period of time, and they cannot be updated each year. A circumstance which propels teachers who are supposed to cope with these kinds of situations and provide texts that will do the job of motivating their learners' reading.

1.7.2. Text Definition

Part of the aim of this study is to shed light and explore the word 'Read'. As a verb, the Oxford dictionary defines the term to read: "To look at and (be able to) understand something written or printed. (C. Ruse, 1989, p. 515). Collin explains reading as a fact of looking at and understanding written words. (Harrap's, 1990, p. 362). But, before, I highlight the item 'text'. Seliger and Shohamy (2000, p. 69)reveal different types of texts that students can read. Both of them locate the literature review adjacently to areas such as linguistics, education, psychology, sociology and other disciplines considered relevant to the specific search topic.

The notion of 'text' as a printed record is familiar in the study of literature. A text may be differently presented in different editions, with different type-face, on different sizes of paper, in one or two columns...etc. These different presentations all represent the same 'text'. (Brown & Yule, 2003). A text is then, meant, for the printed or written words for a book. Again, Brown and Yule describe the word text to be familiar as applied to the written language. The term is applied to spoken 'texts' as well. The word text means verbal records of communication.

1.7.3. Readable Texts

This early child's literal contact is supposed to develop the children's eagerness towards reading. Then, going to school is the following stage when pupils learn to decipher alphabets by themselves. This phase allows children to rely on their individual efforts while reading. Parents' role is no more dominating. On the contrary, they can become advisers and controllers. They may help them in finding solutions and ideas for their children's reading difficulties, for example, training them to devote some time for

daily reading. Ait is a device which increases the child's interest vis-à-vis literature. One would suggest some ideas such:

- Reading to ones' child everyday, and preferably before going to bed.
- Pointing out and learning new words and expressions encountered in daily life while doing shopping or travelling.
- Sharing some songs and proverbs between parents and children.
- Going to the school or local library in order to instil the culture and habit of doing the reading activity as a personal need.

1.7.4. Intensive and Extensive Readings

According to Harmer (2001), there are two reading types what he names intensive and extensive readings. Harmer means by intensive reading those texts chosen and directed by a teacher to be read in class and where he designs a variety of reading comprehension tasks in order to enable learners to develop specific receptive skills. Whereas, extensive reading occurs when a teacher encourages students to choose freely books to be read for pleasure for self language improvement.

For the former, it means extensive reading, pointed at while referring to the four reading stages. Hence, the researcher would like to shed light on extensive reading, a fundamental obstruction met by university students. They are worried about the meaning of each single difficult word and even a set of sentences. It is suggested for learners to choose graded reading passages that will not obstruct their reading motivation as well as their comprehension capacities and genres of reading which suit their capabilities with their language and subject matters (Broughton et al., 2003). I might be suggested then, not giving much importance to every difficult word while reading. Students can appreciate reading through neglecting the explanation of words.

Reading extensively the literature related to subjects taught at university is a good deal. A student may select those parts of the book which have direct relation with the subjects taught as a further reading because it will be a burden to read a whole book of five hundred pages and time is often limited because of exams preparation.

1.8. Reading Tools and Strategies

Reading is not an isolated activity, but it is practised for one purpose or another in order to achieve a social purpose. Recently and almost actually, literacy events take place at a considerable number of practices. People read newspapers printed at millions of issues everyday and all over the globe, telephone directories are consulted, and their numerous applications are operated at every second, posters, signs and instructions at airports and other public places are noticed and acted upon, television advertisements and different types of announcements are read, and reading a bedtime book is a habit for many of our pupils and students.

1.8.1. Reading Tools

Reading texts often presents problems for readers, especially in comprehension like those related to unknown words, inability of understanding sentences and their interpretations, or the deficiency in having the prior knowledge that boosts the perception of ideas. These reading tools may differ in reading reasons for children and adults. The formers would argue their need of texts for the urgent exam undertaken. For pupils at different educational levels, a text means for them a script followed by a series of questions to fulfil a given written exam. For others, it is a tool to enrich their English Language competencies. One may ask about the most reading tools that an Algerian secondary school learner might find. To give an answer to this question, it is significant to make an overview about the main reading tools.

Speaking about tools can be illustrated with the students' struggle with reading. It is frequently saying that improving the reading skills helps learners to become more confident. Doing the activity of independent reading might frustrates them and that is why, they prefer peer and group reading tasks. This can be shown as an embarrassment inside a classroom. Following some reading steps at home can indeed, help them developing their reading skills. Family reading is one of the important activities helping learners since their childhood. A regular family reading time involves not only parents, but also children to get familiar with the different language forms and sounds. A variety of reading materials inside home encourages children to read in their free time.

Moreover, technology is becoming a relevant reading material for secondary schools' students. Computers, Smartphone, and other modern technologies provide

them with varieties of audio and visual texts. These contribute in improving learning the English spelling, words and sentences orders, pronunciation, grammar, and punctuation. Downloading language applications through the internet has a positive impact in learning a foreign language outside schools.

The research emphasizes the choice of the text to be read but, how to what extent it can be accommodated with the learners' level and interests? Then, the following step is related to the reading task. As it was defined at the beginning of this research, reading is defined to be the activity of looking and understanding written or printed words. Among university students, some of them are considered as poor readers. So, what can be done in order to overcome this problem?

One learner would certify that he/she is motivated and love reading English prints but, can hardly understand the vocabulary or the sentences. As a solution, Steinberg (Steinberg et al., 2000) proposes what they call a Universal Four-phase Reading Programme embodied in these four phases:

a- World familiarization: which purpose is to let children be aware and familiar with the written words and let them know that different spoken words have different written forms. A words cards task in the classroom for instance, will enable young learners to identify objects, their pronunciation and their written forms.

b- Word identification: at this step, the child learners train what is called their 'long-term memory' by associating learned words with *concrete* adjectives as in a <u>bigred</u> apple, and, *abstract* adjectives as in a <u>good</u> and <u>tasty</u> apple.

c- Phrase and sentence identification: Now, larger linguistic units are dealt with. The child learns a larger linguistic unit to name it, the sentence. Morphemes such as verb, subject and adjective, are taught in a connected parts of reading. E.g. we add to the previous example a subject and a verb: He ate a red tasty apple.

d- Paragraphs and stories: At this fourth stage, the learner knows to read one, two and more sentences related to each other. They form paragraphs embodied in a story. The core objective here is to be able to identify the right order of sentences.

1.8.2. Reading Strategies

Typically saying, teachers are called to implement new teaching materials and ideas acting as a medium between theory and practice (Widdowson, 1990). Harmer (2001) points out four teacher's roles in intensive reading, i.e. classroom reading task. These four roles can be summarized in being an organizer in proposing the relevant reading activities, instructions, and time to do them. Being an observer means not interrupting children's reading but, observing their work and progress. As a feedback organiser, is to check the learners' answers and compare them in pairs or for the whole class. Harmer adds the fourth teacher's reading strategy which is prompting and controlling pupils' reading task to notice the language features.

Additionally, Grabe (2009) lists a number of reading strategies for better understanding and outcome of a text. Some of these strategies are as follows:

- Activating prior knowledge.
- Constructing mental images.
- Monitoring.
- Text structure awareness.
- Selective reading.
- Concentrating.
- Rereading.

Again, in the theoretical view of what was discussed and noted at a seminar held between teachers of El Emir Secondary School in Mascara, the reading strategies are used for scaffolding the students' interactions with texts. These reading strategies are enumerated in Appendix P.

Henceforth,reading textbooks typically provide many aspects of the scope of reading curriculum, what to teach in reading, the methods and materials of reading, how to teach reading, setting goals, to say why teaching reading inside a classroom. All these tips are summarised in the following table 1.2.

Table 1.2.

Reading Strategies Outline

• Make use of your existing knowledge of the world • Predictwhileyouread • Read with a purpose • Infer word meanings by using context • Predict text structure and content from genre • Analyze text structure: comparisons and contrasts, arguments and counter arguments • Identify narrative point of view • Predict story direction • Skim for the main idea of a passage • Scan for specific information • Analyze the text structure: find the main parts • Recognize and analyze tone, style, and atmosphere • Infer word meaning by using cognates • Infer word meaning by using prefixes, suffixes, and word families • Infer word meaning by analyzing compound words • Look at parts of speech • Identify words by examining word formation • Identify the subject of a sentence • Identifypersonal and objectreferents • Recognizetransitionalwords and phrases • Recognize story setting	• Make use of visual clues • Apply textual information to maps and charts • Relate information from a text to maps or charts • Recognize and analyze tone, style, and atmosphere • Recognizechronologicalorganization • Identify time relationships • Interpretcategorized information • Recognize argumentative organization • Recognize descriptive texts • Recognize the function of a text • Recognizecriticism • Paraphrase sentences and paragraphs • Summarizetexts • Distinguish between topic sentences and supporting sentences in a paragraph • Recognize and follow flashbacks • Identify the main idea of an article • Recognize relationships between different elements of a text • Recognize the author's perspective • Recognize the author's opinion and how it is expressed • Identify narrative strategies • Interpret figurative language • Analyze the text structure: find the main parts • Recognize and analyze tone, style, and atmosphere

*Source:*Teachers' In-service Seminar, Mascara 2017

1.9. The School's Books Conceptions

In this respect, reading is usually linked to comprehending written and printed passages. Johnson (2001) explains a text as a collection of words, those little black marks on the page, which are grouped into phrases, sentences, paragraphs. "In order to understand the text, what the reader needs is the linguistic knowledge necessary to decipher the little black marks." (Johnson, 2001, p. 271). In a classroom, literary texts are meant to provide a certain enjoyable learning environment. A context where English Language proprieties are induced such as the grammatical rules, phonetics, linguistics and the lexical competences are also involved. In recent years, the role of literature has become a basic component of the English language school's programmes. Literature has gained an important part in English learning, as a Foreign Language in Algerian classes, such as the case in the official learners' textbooks.

Vigorous discussions and instructions have, in fact, been raised and the fact that many teachers consider the use of literacy texts as an interesting and worthy concern. In this thesis, the researcher will focus on theories correlated with the use and benefits of literary texts exercised in the classroom. Hence, different genres of literature are supposed to be dealt with in secondary school classes. There must be a parallel discussion between theory and practice. A practical view about the different teaching phases (reading comprehension, listening comprehension, oral practice and even grammatical courses where literature is commonly applied). At these stages, various sorts of texts are in use, referring to the fact of finding the appropriate texts. Ii would be said that the basic resource of texts is the official schools' textbook itself, which is, split in three levels: that of the first year (1 AS), followed by the second year (2 AS) and last, the textbook which learners of the third year level (3AS) frequently use.

Also, teachers do not solely rely on official (ministerial) books. They (teachers) sometimes, select the most suitable official texts and henceforth, make researches in order to accommodate texts from further resources. This task is performed after the deduction of not finding the literature that suits the students' level or interests in the textbook. The aim now, is to look for the kind of literature which provides motivation and makes learners eager to discover extended literature rather being slaves of texts proposed in their official school textbooks. Then, and for many teachers, the choice of literature is a kind of burden but at the same pace, a self-satisfaction after accomplishing

the lesson and realizing how much their learners were motivated. Teachers always seek different sources and explore what they can find in internet webs, paper books, magazines. This effort will allow them to discover varied kinds of poems, prose, short stories, advertisement texts, and other texts reflecting real English literature.

1.10. Conclusion

In this first chapter, a succinct view of Algerian schools reading task is enlightened related to school's curriculum. A text may be presented differently in different editions, with different types and different sizes of paper. A written text is then, presented in diverse sizes and a multitude types. Passages differ from a situational conversation to advertisements and traffic signs.In this respect, schools provide varieties of texts starting from the first primary grade. Pupils are intended to begin with learning the mother tongue language through its Arabic alphabets. They start from deciphering letters to extended phrases and paragraphs. Always at primary school, children discover the French language at their third year. They discover the language of Moliere, which is considered as a foreign language in Algeria. This happens at the third grade, followed by learning English since the first intermediate school level, exactly after five years of learning Arabic, and three years of French.

Throughout the period of twelve years of their education, learners study Arabic for twelve years, French for ten, and English for seven years only.One might argue that early reading is so efficient and enhances learners' reading skill. Children, who learn to read at their early age, will not spend time to learn elementary school reading steps. On the contrary, they are devoting more time to acquire other school's subjects. Hence, at secondary school, reading lessons play a crucial role since the major claim in the fact that the baccalaureate exam, which ends the high school studies, is exclusively in a written mode. To this purpose, a more theoretical review is included in the following chapter of this dissertation.

Chapter Two

Teaching Reading Literature Review

Contents

2.1. Introduction

Because reading has taken a major part in the teaching of English as a foreign language, the secondary school educational syllabus is mostly based on text study. This feature involves a priority of theoretical reviews and definitions vis-à-vis the reading skill. Reading is not a process of only lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text. To this extent, a theoretical review about the reading concept is to be explored. An overview of reading literature review is a necessary tool. Thischapter embraces two main parts: a literature review of the Foreign Language learning, specifically, the branch of English learning at Algerian Secondary Schools in general, and the reading concept as a means to develop the students' linguistic competencies.

2.2. The Learning Process

It is most prolific to provide the learners' reading interest, needs, and procedures. Teaching experts devoted much interest of their studies to the role of input and output through literal texts. Krashen (1985) influenced the debate of human acquisition of languages and notifies it by understanding messages through what he calls comprehensible input.

The historical learning process concept stimulated applied linguists to find out better explanations for this psychological phenomenon. A lot of experiments have been done on animals and their language learning. The one shown by Steinberg when many attempts were experimented to teach language to apes and chimpanzees (Steinberg et al., 2000). Though, these animals showed a certain ability of repeating some words. A behaviour purely prompted by hunger and submission. Steinberg et al. concluded that one of the most important characteristics of human languages is creativity. Humans create their language forms according to their needs and objectives. A complexity which animals are not capable of doing so.

One might say that a child learns a language at his early age. From the second or third year on, he/she acquires the capacity of learning the basic rules of his mother tongue language. This mind's ability to acquire the language enables him/her to use some basic grammatical rules such the affirmative, negative and interrogative forms. Even though a child cannot master the language, he/she develops an ability of producing

comprehensible sentences using even the intonation according to his faculty of listening to adults and imitating them.

Steinberg advocates this early learning stage in detail (Steinberg et al., 2000, p. 3-4). In general, children are automatically learning the language through communicating with their environment. They produce spoken language accompanied with speech features such gestures and facial expressions. May be the family's environment is the best example for learning and practising utterances. This language practice enhances both cohesion and coherence as they are defined: "Cohesion is the presence of explicit linguistic links which provide recognizable structure...Cohesion is the degree to which a discourse makes sense..." (Trask, 1999, p. 79). A discourse that is explained by any connected piece of speech or writing.

2.2.1. Input - Intake - Output Devices

Among more learning theories, three devices are then, of a major importance classified as follows:

2.2.1.1. Input

Language learning could be described like the process of electronic information processing as follows: Input - Intake box - Output. The term *input* served to name the electric wire that goes into the black fuse box. This metaphor was applied to language learning. The choice of using the input metaphor came at a time when electrical engineering was becoming a prestigious field as far as applied linguists was an evolving subject study. The following question might be raised: How does input make an impact towards language learning?

To answer this question, the input concept is cleared around during the reading task while a reader is exposed to comprehensible input. That is to say when reading a sentence, is happening the input, and understanding a sentence leads to comprehensible input. Then, the reading contributes to ongoing language learning. The input may come in written or spoken forms. According to Ellis (1994), there are three distinct views about input in language learning, the *behaviourist*, the *mentalist*, and the *interactionist:*

➢ *The behaviourist view:* For the behaviourist point, the mind is rejected since there is a direct effect between input and output. The learners, and instead of relying on their internal process (which is ignored), learn through feedback and then, imitation is

practised to perform a stimuli and produce the model received language. A process seen to be a passive learning mode.

The input is said to happen when there is an exposure to the target language in a classroom situation. This exposure leads to pupil's interaction through the use of English as a foreign language. Learning comprises the ability to understand, analyse, and interact within a received language.

➢ *The mentalist theory:* However, gives importance to the internal language processing when a learner uses his *'black-box'*, a term designed for innate knowledge. A method judged not to be sufficient to learn a new language.

➢ *The interactionist theory:* It combines both behaviourist and mentalist views. Language is then, learned through the interaction of linguistic environment as far as the learner's internal mechanisms are important.

2.2.1.2. Intake

It has been cited that language learning involves a number of attitudes. It is a mental process. It is behaviour towards what is given and at the same time, an interaction since a language is means of communication, either written or spoken. The term *input* is referred to language data that a learner is exposed to. It is a procedure which involves the learner's mental process related to his black-box and self experience.

Yule defines intake to: "That part of input that has actually been processed by the learner and turned into knowledge of some kind has been called intake." (Yule, 1993, p. 167). Furthermore, Ellis (1994, p. 35) views intake as a metaphor of how the second language acquisition takes place, implying that the human's mind functions like a computer as it is represented in this figure 2.1.

Figure 2.1.
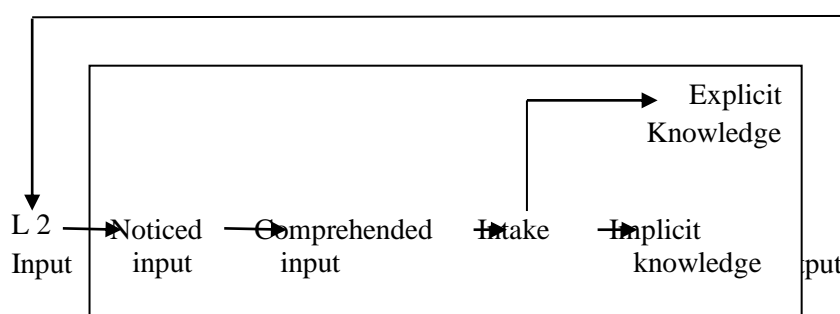
A Framework of Investigating L2 Acquisition (Ellis, 1994, p. 349)

The learner is exposed to the *input* which is first processed partly into a short-term memory, referred as *intake*. After, some of the intake is stored in the so called long-term memory, and the language knowledge occurs within the black-box of the learner's mind. Finally, this language knowledge is produced in spoken and written forms described as *output*. Still, language acquisition is tending not to be a result of the intake only, but, it is due to a complex interaction of input. The distinction between input and intake was originally made in order to distinguish language that is produced in the presence of learners *(input)*, and the language that is actually absorbed by learners *(intake)*.

Van Patten describes intake as an input processing in second language acquisition as follows: "intake is that subset of the input that a learner comprehends and from which grammatical information can be made available to the developing system" (Van Patten, 1997, p. 227). This SLA processing shows that intake is part of a chain of processes suggested by Van Patten in the following figure.

Figure 2.2.

Pattern's SLA Processing (Van Patten, 1997, p. 226)

Input ⟶ Intake ⟶ Developing System ⟶ Output

2.2.1.3. Output

So far, the learning system includes the input which is seen to be the actual language that the learner is exposed to. This input becomes an intake when happens the language acquisition. It is a complex interaction of input when noticing takes place. Henceforth, Van Patten (1990) defines intake as a subset of the input that the learner actually perceives and processes. This issue about input-intake leads to thinking about the role of production in English language learning. It can be viewed that output is closely related to the productive process.

The act of producing language, either spoken or written, constitutes a part of second language learning. Teachers' approach focusing on the four skills, have the tendency to vary input strategies for the sake of waiting the learners' production. Ellis writes: "...output contributes to acquisition in that learners need to be pushed into producing output...There is evidence to show that indirect feedback in the form of clarification requests, pushes learners to improve their output..." (Ellis, 1994, p. 286-287).

The issue of the role of input-intake-output will be discussed later towards the reading approach, which is a subject matter of this thesis. Regarding the EFL reading skill, it might be pointed out the following question: Why is there a need of foreign language teaching?

2.3. EFL Policy in Algerian Schools

Many theories have been published citing arguments and reasons of learning a foreign language. Some of these arguments are listed by Rivers (1968, p. 8-9) such as:

- It aids foreign languages learners to intellectual development.
- It develops their cultural knowledge through a contact with other languages written literature.
- It enriches their personalities through contact with other customs and ways of thinking.
- It deepens their understanding of languages, even their native one.
- It enables learners to communicate (in spoken or written forms) with speakers of other countries.
- And, finally, English Language learning contributes to international better relations.

These reasons for learning foreign languages will lead to the following question: What are the needs for learning foreign languages? To answer such a question, it is evident to make a distinction between personal and social needs.

a- Personal needs of learning a foreign language:

A person looks for learning a language of others in order to satisfy an individual eagerness. Someone who wants to travel abroad (as it is the case of many Algerian people), seeks for learning at least some of the most useful lexis. Travelling from Algeria to Spain for example, needs to learn in advance some practical terms and useful expressions like: Buenos dias*(good morning)*; Buenos Tardes*(good afternoon)*; Buenos noches (good night); Hola *(hello)*; Muchas gracias *(thanks very much)*; Cõmoestas? *(how are you?)* and so on such as the case of German, French...etc

The personal needs could be also determined by those scholars who undertake academic studies. Pupils at middle school level are confronted with compulsory formative English language exams during the three academic year's terms planned by their teachers for the sake of establishing a pupil's continuous evaluation. Then, comes what is called pedagogically, the summative exam, known as the BEM exam (Brevet

d'EnseignementMoyen in French, synonym to the English Middle Education Patent).
After, and such the case of the high school level with its formative exams, ending with
the summative Baccalaureate exam.

b- Social needs:

What could be understood by social needs resumes people's intentions between
diverse societies and communities. It is said that nowadays, the globe itself has become
a small village. People from farther points of Earth can easily communicate between
each other, either by travelling by modern means of transportation, or simply by using
the most developed internet contacts like the social networks such Skype, Twitter, or
electronic mails.

Language is then needed as a tool of communicating, and so far, the English is the
most useful language in the world. It was indeed a personal experienced moments in
Spain in the summer of 2015. Even though the Spanish Kingdom is neighbouring
France, the Spanish citizens rarely talk in French to those French speaking tourists, and
prefer to do it in Spanish or English. A question might be raised then: If English is so
important at the international sphere, what should be taught, spoken or written English?

2.4. ELT and the Teaching Skills

The ELT concern is aiming at both spoken and written purposes. One might ask
about ELT: what is taught inside a classroom, reading, listening, writing or speaking?
Pupils are supposed to convey a certain assimilation of the foreign language going from
learning grammatical rules, using words and phrases, conveying messages, and
practising or producing a language.

2.4.1. Listening and Speaking

It is commonly known that listening should precede speaking. This latter cannot be -
and it is impossible - to be produced as a sound without providing the learner with a
language model (Broughton et al., 2003). Listening is to be described as the ability to
receive and interpret oral messages. It is the key to an effective communication through
the speaker *(sender)* and the listener *(receiver)*. It is also stated that 'hearing' is with the
ears, but listening is with the mind.

Since it involves an active task of an individual, listening may comprise some components such discriminating between sounds, recognizing words and understanding their meanings, and identifying expressions and sets of utterances that create meaning (Tyagi, 2013). Listening and speaking engage effectively students in a range of collaborative discussions. It can be a one-on-one, in groups, or a teacher-led discussion about a given topic. Henceforth, integrating the listening – speaking skills is designed to be an essential teaching tool. This gives more confidence to English language learners. According to Tyagi, the listening process could be illustrated in the following five stages.

Figure 2.3.
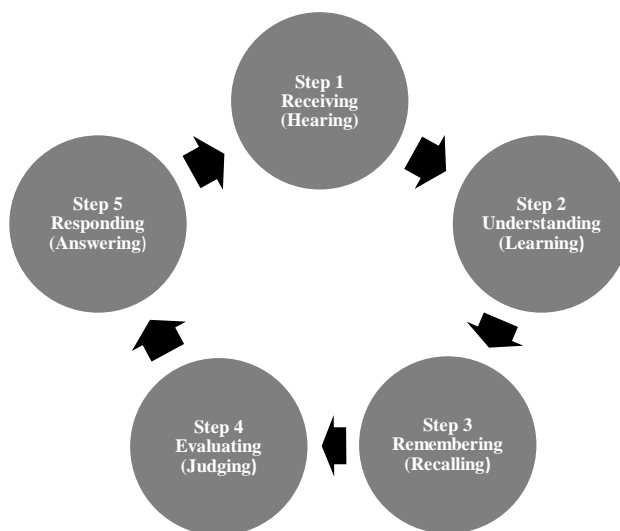
Illustration of the Listening Process (Tyagi, 2013)

2.4.2. Reading and Writing

One can say that the two skills, reading and writing, are firmly closed together, since both of them depend on deciphering (for the first) handwritten or typed letters, and producing a language (for the second). In describing the nature of the writing skill, Broughton et.al, make the following difference:

> When we write, unlike when we talk, we are engaged in an activity
> which is usually at the same time both private and public. It is private

because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience...The act of writing differs from that of talking in that it is less spontaneous and more permanent. (Broughton et al., 2003, p. 116).

It is worth saying that a written passage (either in a class situation or in another private and professional situation), belongs to the reader, i.e. the mission of any writer stops when it is once published such as the case of newspaper article, scientific journal essays, or published book. A reason that school learners are taught to avoid language mistakes like grammatical and spelling ones. Students are given varied tasks in order to improve their writing skill, and more over, they are often advised to practise reading intensively and extensively.

2.5. Reading Types

Broughton specifies two reading activities. The one which is practised inside a classroom following teacher's instructions named as *intensive* reading; and the second reading category happening outside schools described as *extensive* reading (Broughton et.al, 2003).

2.5.1. Extensive Reading

It would be worth starting by describing the extensive reading style that shows surveying, skimming, and doing a superficial reading comprehension (Broughton et.al, 2003, p. 92). It might be understood that extensive reading targets to get a maximum benefit from reading for pleasure, and seeking for the English language improvement. It is the kind of activity supposed to be practised out of classrooms situation. But, "It is not enough to tell students to read lot; we need to offer them a programme which includes appropriate materials, guidance, tasks and facilities." (Harmer, 2001, p. 210).

Extensive reading could be defined by the fact of reading in leisure time, a moment of 'freedom' that students feel. Whether it is practised inside class or outside it, it brings a moment of self pleasure. According to Harmer (2001), the teacher has a role to play as far as extensive reading is concerned. We all know that students rarely do some extensive reading, as it was stated in the first chapter about reading reality in Algeria. Today, too many modern inventions are occupying most of the youths spare times. A multiple choice of the most recent entertainments products are available to students nowadays; to name the available and unlimited television programmes, free internet

access for most of modest Algerian families, video games, and mobile I-phones or Smartphone's numerous electronic applications. Yet, it is not easy to motivate learners towards reading.

Harmer (2001) proposes a set of measures included in teachers' roles in order to promote reading. Amongst them, students are given to choose which genre of books they like to read, to name fiction, romantic novels, and so. The need of a school's library is important, even though, it costs money: "It will be money well spent." (Harmer, 2001, p. 211).

It is worth saying that extensive reading does not impose a certain academic constraints but, on the contrary, it gives learners flexibility of topics choice to be read, and it is advisable to allow them to take their time and feel at ease while reading for pleasure. It is such motivating when students do not feel obliged to fulfil academic reading comprehension activities by answering classroom questions about a given text they are engaged to read compulsory. This will certainly, motivate their reading eagerness, mainly if their teachers convince them of the benefits of reading, in improving their foreign language competencies.

This fact does not involve to 'struggle' to find meanings for each printed word existing in the material that pupils read like the case of classroom reading comprehension tasks. It would be an activity for pleasure reading without academic constraints. Even though it is not a compulsory task for students, the extensive reading can be evaluated by their teachers through asking the readers to report what they have read. It is a kind of evaluation that encourages, motivates and prompts learners to keep on reading (Harmer, 2001).

Again, extensive reading is that kind of reading large quantities of diverse materials for the sake of searching for a global general understanding. The intention is purely to obtain pleasure from the text. It is also specifically an individual reading, and students are not obliged to be ordered to read those types of texts chosen by their teachers, but, on the contrary, they are free in the choice of materials they read.

2.5.2. Intensive Reading

At this stage, the reading task is performed inside class. Students are more directed. It might be considered that intensive reading is a part of the teaching-learning process, enhanced by the official texts dictated by the educational authorities.

Unlike what was defined previously about the extensive reading, the intensive one calls for more grammatical attention, discourse markers, and linguistic details aiming at understanding the literal meanings. It can be described as a 'narrow reading' since it allows students to practice a deep reading of a specific given classroom text. Hitherto, it should be noted some of the characteristics of intensive reading in the following points:

- It is usually a classroom task.
- Intensive reading involves looking inside the text.
- Students focus on linguistic or semantic details of a reading passage (material).
- Students are called to identify key vocabulary.
- Texts are read carefully, thoroughly, and repeatedly.
- It aims to build more language knowledge rather than simply practising the skill of reading.

Consequently, the reading materials are usually summarized in short texts, chosen by the teacher according to students levels, and which provide the types of reading and skills aiming to be covered by the teacher.

2.5.2.1. Intensive Reading Tasks

Inside a classroom, intensive reading activities include skimming a given text for specific information, objecting to answer the teacher's proposed tasks such 'true or false statements' activity, 'gaps filling' for a text summary, scanning a text to find general meanings of the different text paragraphs, and putting jumbled sentences or paragraphs in their right orders.

These activities involve intensive readings of literature; engage learners to read in detail and deeply for specific learning aims and tasks, a different comparison with the extensive reading which evolve students to read for enjoyment and develop only the general ideas of passages.

2.5.2.2. The Reading Plan: an Overview

Widdowson (2009) proposes a general view of a classroom's intensive reading plan. It generally starts by 'pre-reading' phase which includes the starting point of the lesson for the sake of activating the students' background knowledge through introducing the text's characters and key vocabularies. This stage is enhanced by giving oral or written activities allowing students to predict the topic they are going to read later. Then, there is a move towards the 'while-reading' stage through providing the intended text to be read (often available in the learners' text-books). Students are given instructions to read a text silently, discussing individually or in groups, and practice some written exercises related to the text as a reference tool. The usual final reading-comprehension step proposed by Widodo (2009) is the 'post-reading' part seen to be described as a productive procedure. These three phases will be dealt with in detail later.

2.5.2.3. Intensive Reading Teacher's Roles

It should be noted that before enhancing any reading lesson plan, the role of the teacher is to be specified such advanced by Harmer (2001). Indeed, four strategies are adopted as follows:

a- *Organiser:* Students are told about their reading purpose and the teacher gives clear instructions of how and how long to achieve their reading tasks.

b- *Observer:* The fact of observing is of a paramount importance at all teaching sequences. Teachers have the temptations to control everything, even their students' works and behaviours. Instead, retaining oneself from interrupting reading is a better strategy given by Harmer (2001). In fact, teachers' effectiveness is to observe how their learners are doing their reading, either individually or collectively. The observing feedback allows teachers to react by giving more reading tasks time or simply help if it is necessary.

c- *Feedback organiser:* After the teacher's observation phase, the students' feedback is completed, following some tasks related to pre and while reading stages. Harmer proposes to students to compare their answers, or asking them from which part of the text they found their answers.

d- *Prompter:* Other roles re also suggested such to prompt students for noticing the language features that occur in a given text. We might also qualify teachers as controllers, instructors, and evaluators.

The above teacher's classroom roles are dealt with in the following chapter of this research. A subject matter related to the practical side of classrooms' reading. It is important to make a link between reading and reading for comprehension, which constitutes the prevailing objective of the classroom's intensive reading. A point that needs to clarify and answer the following question: What is meant by reading comprehension?

2.5.3. The Reading Comprehension Aspect

It is said that Reading Comprehension is the ability to process information after understanding its meanings. It is a complex skill that needs some mental procedures and efforts. It is commonly that there are different levels of understanding a text (Liu, 2010). So far, three understanding distinctions are made: literal, referential, and critical.

2.5.3.1 Literal Understanding

It concerns understanding the meanings which are directly stated in text. Literal meaning or understanding may involve surface meanings and the readers find information and ideas that are clearly stated in the text. Again, literal meaning deals with what the text says and what actually happens in it. Understanding the material would enable readers to look for deeper meanings. As to illustrate the literal comprehension, a teacher may ask his/her learners for some types of information questions to measure their understanding such asking about the main idea, stated facts, events sequences, or characters in the text. To sum up the meaning of literal understanding, it is about what the author is actually saying without going deeper in comprehending what is beyond or between the lines.

2.5.3.2. Referential Understanding

This second understanding type is referring to the referential understanding. It stands at going further than the literal comprehension in order to look for deeper meanings. Referential understanding leads readers to read carefully and analyse the read item. It defines the activity of going beyond what is written for deeper meanings. Also called interpretive comprehension, the reader must first understand the ideas that are stated (literal understanding). It involves reading between the lines through for example, drawing conclusions, predicting outcomes, and judging the author's point of view. At this level, teachers may ask more challenging questions such as explain the author's

purpose of writing the text, summarize the ideas not explicitly stated in the text, or making deductions from the given text.

2.5.3.3. Critical Understanding

After understanding the ideas and information, readers are able to be tested on the some reading skills. For instance, they are tested about their ability to differentiate between facts and opinions, and to judge the information given in the text, and to evaluate ideas and information. It requires the reader to use some external criteria from his/her personal experiences. This ability allows readers to evaluate and criticize the writers' text. There is also an involvement of an emotional and intellectual reaction toward the material. Teachers may ask their learners such types of questions: Do you agree or disagree with the author? Is the writer's argument logical? Is this a fact or an opinion? To conclude the literal, inferential, and critical comprehensive readings makes the skilled and strong readers, and consequently, these three understanding levels denote that strong readers make good writers.

2.5.4. Schema: a Historical Background

Reading can be seen as an interaction between a reader and a text. A process which involves trying to elicit the meaning of a passage using kinds of knowledge, i.e. linguistic and schematic ones. In this respect, this semantic meaning provides considerable attention to literature comprehension theories. It is seen to have a link with what is pointed as schemata, or a pre-existing knowledge. It should be necessary to define the term 'schemata', a terminology often being a concern for acquiring a foreign language. What is meant by 'schema' or 'schemata'?

According to Neddar (Neddar, 2004), the German philosopher, Emmanuel Kant, claims that the knowledge we acquire comes from a synthesis of experience, a knowledge that can have meaning only when we refer it to a previous one. It is noted that Kant's definition is the starting point of what is known as schema theory. The British psychologist Frederick Barlett shared the existence of a *top down* approach to understanding. He was the first to use the term *schema* in its current sense (Neddar, 2004). The experiments made by Barlett (1932) with some British students proved that we interpret and adjust events in a way that fits our expectations and perception of the world, saying that remembering events which are either similar or related to one's own

life experience. Barlett explains: "Remembering...is an imaginative reconstruction, or construction, built out of the relation of our attitude towards a whole active life mass organised past experience..." (Barlett, 1932, p. 213).

2.5.4.1. Schemata, Text and Discourse

It is important to clarify these three concepts related to language learning. Since reading takes the core concern of our thesis, it would be advisable to define schema and the move toward discourse then, text.

2.5.4.2. Schema

It was said that schemata is a prior mentally existing knowledge that helps to identify a new linguistic situation. For instance, when a teacher asks someone a question about students' daily activities, it is expected that the answer could be as follows: *'Every morning, I get up at seven. I wash myself and take a breakfast. Then, I leave home for school at a quarter to eight.'*

Such description might be satisfying enough but, supposing the student says:

'Every day, I wake up at seven when I'm in bed. I throw back the blanket. I get out of bed. I walk to the bathroom door. I open the door...etc'

Even if this second answer is grammatically correct, the details given by the learner are redundant from the point of view of meaning. These given details in the second answer are not necessary since it is obvious that the fact of getting up in the morning is followed by walking to the bathroom, washing oneself, looking to the mirror and so.

Cook (1989) calls for a pre-existent knowledge for a 'getting up schema', whereas, the other features (like getting out of bed, drawing the blanket...) are the kind of knowledge assumed to be present by 'default'. Cook adds to this schemata knowledge, another evidence related to English grammar. If we consider the following statement: 'I called a taxi but the driver spent a long time finding my address.' The use of definite article 'the' for the driver, even if this latter is mentioned for the first time, our taxi schema contains a 'driver'.

2.5.4.3. Text and Context

Trask (1999) defines the word text as "A continuous piece of spoken or written language, especially one with a recognisable beginning and ending. Linguists have long used the word 'text' very informally to denote any stretch of language they happened to be interested in..." (Trask, 1999, p. 312).

Again, Widdowson (1996) views a text as the product of the process of discourse "In written language, the text is produced by one of the parties involved (the writer) and is a part of the communication." (1996, p. 132). The Oxford Dictionary defines text as: "... a book or a short piece of writing that you study: Read the text and answer the questions." (The Oxford Essential Dictionary, 2016, p. 423).

Widdowson views a text as the product of the process of discourse. Existing in both written and spoken language, it can be alleged that any text is inert, composed of a set of sentences showing how a language functions at its formal case. Therefore, Neddar (2004) presents what he calls a *context*, which is relevant to those aspects of the outside worldwide language. At this level, we consider the pragmatic meaning of a text. Schiffrin (1994) asserts that a *text* provides for 'what is said', and *context* are the situations in which people interact with their social, cultural, and religious believes and knowledge.

It should be noted that, in educational contexts, the study of texts has engaged political values. Many academics and educators reject the traditional concentration of language studies based upon the received literary texts. Modern pupils' textbooks are provided with varieties of texts dealing with the local history, religion, science, economics, and political texts. These types of literature enable the learners to discover the different facets of the English language in its varied and targeted educational perspectives.

2.5.4.4. Discourse

Trying to understand a piece of writing involves a pre-requisite knowledge described previously as schema or schemata. Still, a reader needs to comprehend the context of a given text. Understanding the meaning of a message is not solely based on words and sentences to convey any message. There exist the grammatical forms and rules which underline a given language. Is it then, sufficient to convey the meaning of a text? To

answer such question, it might be wise to concern the language actualized as a behaviour denoting the language background viewed as the schematic knowledge. This is referred as discourse in parallel to the text itself.

If we take for example, the traffic sign 'Stop', the driver's schemata obliges him/her to stop the vehicle because it means an obligation, an order. Otherwise, the driver will be fined, or will have a street accident because he/she has no priority to go ahead and accelerate. On the other hand, this traffic sign described as a force, loses its communicative value since it has no reference, such the case when it is used like a tray for holding objects. Another example can be shown: a doctor exhibits his working hours (e.g. open from 08.00 am to 12.00 am) and then, it has no reference if the doctor is late.

Again, a sentence has no communicative value (Ex: The book is on the table) unless it moves from a language as a context to the language as a discourse such in the following example: The 'blue' book is on the table, i.e. when describing a language by 'sentence' (context) and 'utterance' (discourse). So, what is meant by discourse? It is evident to point up at two main reading processes, to say bottom-up and top down ones.

2.6. Reading Pragmatics

According to Neddar (2004), all reading tasks which consolidate the knowledge of the system have a number of shortcomings: "Splitting communication into levels may sometimes help, but those separate levels will always need to be integrated if communication is to take place, sadly, this does not always happen." (Cook, 1989, p. 81). It was previously stated that the text holds a set of grammatical, lexical, phonetic and all language rules. They show and rule how the language works, which is a part of ELL in Algeria, as far as, in universal schools.

2.6.1. Top-down and Bottom-up Processing

A discourse involves both reader/hearer, the use of their backgrounds knowledge to interpret a text. It was noted previously that a text could be defined as an idealized language meant to show how it functions. Its concern is the formal and systematic language (grammar, lexis, phonetics, phonology...etc). Discourse is the actualized language as behaviour in context. Widdowson (1996)views the term 'text' as the product of the language process, produced by one of the parties involved, i.e. the writer.

Defined as any connected piece of speech or writing (Trask, 1999), discourse has become a prominent case study in recent decades. Brown & Yule (2003), assert that the analysis of discourse is necessarily, the analysis of language in use.

Yet, Schiffrin notes: "The need to consider both text and context also increases the scope of discourse analysis. One obvious reason is that context can be tremendously broad and defined in different ways." (Schiffrin, 1994, p. 42).The author gives reasons such mutual knowledge, social situations, speaker-hearer identities, and cultural constructs.

This idea could refer to a text which is idealized and meant to show how language functions through the formal and systematic knowledge (grammar, lexis, phonetics, phonology...etc). This leads to 'Atomistic' learning approach. At this level, the learning process adapts what is meant by *bottom-up* approach. The atomistic approach is concerned with the separated, individual parts of a subject, rather than being concerned with the subject as a whole. This explanation can be shown in the English Language Teaching where the teacher focuses on the analysis of a sentence through its various syntactical methods, and its grammatical features of every single word. "We work out the meanings of the words and structure of a sentence and build up a composite meaning for the sentence, i.e. bottom-up processing." (Brown & Yule, 2003, p. 234).

Whereas, in a holistic approach, the teacher would be rather interested in making sure the students understand the meaning of the sentence taken as a whole. The aim is to communicate the message that the language is offering, getting across, and paying less attention to the particularities of the text. The emphasis is on the complete meaning.

It is described as: "At the same time, we are predicting, on the basis of the context plus the composite meaning of the sentences already processed, what the next sentence is most likely to mean, i.e. top-down processing" (Brown & Yule, 2003, p. 234).

2.6.2. Language Use and Language Usage

This atomistic (bottom-up) approach is said to focus only on the linguistic knowledge. On the other hand, a further interest might be necessarily. It deals with language usage (rules) compared with language use (form). The language usage refers to the rules for making language such in the example: The 'usage' of the third conditional is: If + past perfect + would + present perfect. Whereas, the language 'use'

refers to the communicative meaning of the language to say that, the third conditional type can refer to express regret such in the example: If I had worked hard, I would have passed my exams (British Council, 2011).

2.6.3. The Semantic Meaning

The language principle is distinguished by the Swiss scholar, de Saussure (2009). He names 'langue' as the abstract system of a language, and 'parole' which means the individual concrete use of the language. In this vein, an area of enquiry is fundamental in language as a means of communication. Widdowson (1996) makes a focus on meaning in language, which is the central business of semantics.

Trask defines semantics as the "branch of linguistics which studies meaning." (Trask, 1999, p. 268). This branch was almost ignored by linguists even if people were interested in the question of meaning. It was until the 1960's, after the Chomskyan revolution, that the American linguists were interested in the semantic question (Trask). The meaning of words in utterances and writings are nonsense if they are not argued by their context existence.

2.6.4. English Words and Meanings

Another care consists of vocabularies that are the main part of any utterance or piece of writing. Mc Carty and O'Dell (2000) report the existence of at least 500.000 words in English language, five thousands lexis used by the average native English speaker in his/her everyday speech, and only fifty words make up about forty-five per cent (45%) of everything written in English. This fact proves that the amount of the words known does not prohibit the language user to send his/her message either in a verbal or written form.

It is said that English vocabulary has a remarkable range, flexibility and adaptability, thanks to the periods of contact with foreign languages and its effectiveness to produce new words out of old elements (Mc Carty and O'Dell, 2000). It is then, advisable to learn new English words in phrases not in isolation, regarding their grammatical characteristics, spellings, and pronunciations. Through associating a new word with others that share the same environment, it might be prescribed the following example.

Figure 2.4.
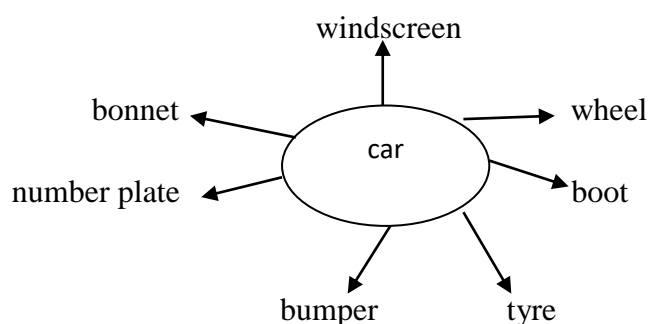
Frames and Elements Stereotypes Example

This method helps learners defining new lexis associated with a given word (here, car). Putting these newly discovered words in context, would rather enhance learning English words in their real situations, starting by general frames then to smaller elements (Minsky, 1975).

As an example, a car 'bumper' shown in the diagram before, means a bar (often made of rubber) put at the front and rear parts of a car which helps to protect the car if it hits something. This noun 'bumper' could be found in another different context such the 'bump', meaning a part of something that is higher than the rest. 'Bumpy' as an adjective has the sense of not being flat, meaning the opposite of smooth (Oxford Dictionary, 2016, p. 54).

Even though the students' schema about the lexicon 'car' is seen as something man made that is used as a means of transport, this individual experience and knowledge is to be associated with the need of learning new and unknown vocabularies, in parallel to the term car such the ones we showed as 'tyre, number plate and bonnet.

2.6.5. Meanings and Pragmatics

It was previously pointed out that grammar remains the skeleton which works any language. An issue discussed later in the following chapter. Linguists outline that there is no language without grammar which conducts it. Further, grammar helps to understand what structures object and this is what could be understood as sentences and their meanings.

2.6.5.1. Meaning

It is defined as the: "characteristic of a linguistic form which allows it to be used to pick out some aspect of the non-linguistic world." (Trask, 1999, p. 181). Thus, the notion of meaning is related to comprehension. The one, who receives the language, either reader or listened, is confronted to recognize the meanings of a text or utterance. To this approach, there are two concepts which explain a language meaning, i.e. type and token (Widdowson, 1996). The former *(type)* refers to the abstract knowledge which has to do with the grammatical description of a language. Token considers language in its actual behaviour. This distinction suggests what differs between meanings and pragmatics.

I may consider the following sentence in order to illustrate that the meaning of: 'I went to a stadium where I watched the first Algerian soccer league match.' From the *'type'* point of view, this sentence is grammatically correct and the sense shows that the speaker has gone to a stadium and looked at a soccer match. By 'token', the reader understands that the speaker (or writer) was not alone since there should be tens, hundreds, or even thousands of spectators and supporters of both teams.

Also, this actual stadium's situation shows the presence of two soccer teams, of eleven players each, a referee and his assistants, and security agents. This acquired knowledge and pictures are understood by the reader, and known as a schema representing the knowledge of the world.

The relation between messages with the outer world, are perceived in its semiotic sense. Trask explains the term semiotics as "the study of the social production of meaning from sign systems...In recent years, however, semioticists have increasingly turned to the study of popular culture, and semiotic treatments of soap operas and pop music are now commonplace." (Trask, 1999, p. 270-271).

It could be perceived then, that regarding the semiotic point of view, words and phrases meanings are attached to their grammatical forms, and also, as a transmission between the sender (speaker-writer) and receiver (listener-reader). Since the message is encoded by the sender and decoded by the receiver, the sense of any code is naturally engaged in its social context to reach its communicative goals (Widdowson, 1990).

2.6.5.2. Pragmatics

It is assumed that a language is a tool of communication between users of the same language. For this sake, linguists combine between langue and parole, text and context, text and discourse, bottom-up and top-down processing, semantic and semiotic meanings. One would ask if these language criteria are quite sufficient to fulfil the whole meaning of an utterance or a piece of writing.

To this level, Widdowson (1990) points out what he calls 'the negotiation of meaning'. "How context acts upon grammar so that the specific meanings of particular expressions are realized and communicative outcomes brought about." *(*Widdowson, 1990, p. 99*)*.

In the case of the learners, both systematic (grammar, phonology, word order...) and schematic (background, environment, the outer world...) knowledge of the mother tongue grow automatically since their childhood. Then, both text and context are developed mutually. If this is the case, what about the use of the foreign language learning in Algeria? It is noticed that the influence of the mother tongue leads to making errors in the negotiation of meaning. What should be done to move beyond the first language influence?

One can argue that, when we read something in English as a foreign language, it is advised not to look up every new word or expression. Otherwise, a reader will soon feel fed up and annoyed. It is preferable to look up what is important for understanding the idea, or the text as whole. It is quite understood that any utterance differs from a written piece. But, learners are concentrating on what is the type of piece of language and how the listener/reader is supposed to react (Mc Carthy, 1991).

To this extent, the study and teaching of language pragmatics take a wider approach related to English as a Second Language (ESL), and English as Foreign Language (EFL) learning. The study of pragmatics explores the ability to use and match utterances with their appropriate context. Sometimes, pragmatics use of language is subconscious, and even native speakers writers are unaware of this aspect of their language, until the utterance or piece of writing are offending or hurting them.

We said that semantics is concerned with the study of meaning, and pragmatics results from the interaction of the linguistic expression with the context in which it is used (Trask, 1999).

Indeed, language pragmatics has recently taken a great concern in comprehending both oral and written English. Teaching pragmatics may object some benefits such to raise learners' language awareness and give them opportunities to interact in their target language; to be familiar with the range of pragmatic devices and foreign language practices; and also to participate and practice the learned language communication.

These goals may help to achieve a real interpretation of English texts as a Second Language, as pupils do with their mother tongue language. Widdowson argues: "It is the teacher's task to mediate through everyday pedagogic activity: it is their exercise of pragmatism which should achieve the double objective of learning outcome and professional development." (Widdowson, 1990, p. 33).

2.6.6. Cohesion, Coherence and Texture

As it was previously defined, a text is the verbal record of a communicative event. Scholars are concerned with the form of a text (coherence) and its effects on understanding (interpretation).

2.6.6.1. Cohesion

It is assumed that both coherence and cohesion are defined differently by different linguists. If coherence is regarded to be the connection between utterances and discourse which influences meanings, it underlines the organisation of words and sentences into a unified discourse, targeting a meaningful text. Coherence concerns the way in which the text is configurative, and achieves meaningful texts.

Then, cohesion is the concern of how sentences are linked in a text. According to Halliday and Hassan (1976), the writer is able to hold together meanings in the related sentences in a number of ways, and cohesion is created to establish the structure of meaning. It is claimed that cohesion is an important element that shows whether a text is well connected or not. However, even if cohesion concerns the meaning between sentences, it has no deal with the text content. Halliday & Hassan state: "Cohesion does

not concern what a text means; it concerns how the text is constructed as a semantic edifice." (Dascalu, 2014, p. 12).

Henceforth, the concept of cohesion is a semantic one. It refers to the relations of meaning that exist within the text. It can be argued that cohesion could be compared to the soccer game. This most popular sport in the world is composed of two teams of eleven players each. The one responsible for the team's technical domain is called a trainer. Whenever you ask him/her about his or her first concern, the answer will certainly be the duty of creating cohesion between players, since soccer is a collective game, played with a team of eleven footballers, and everyone is supposed to accomplish his task in a specific part of the pitch. It could be deduced that if coherence deals with connectors and segments of a text, cohesion refers to text construction which concerns the meaning.

2.6.6.2. Coherence

It is identified as the degree to which a piece of discourse makes senses (Trask, 1999). Understanding a piece of writing, needs a set of factors summarized in the knowledge of the subject, the text structure, organisation, and a correct connection between words and sentences. These criteria underlie a coherent text (either a speech or a piece of writing), and it differs from an incoherent one.

Coherence establishes links between words and phrases. In the following example, the subject pronoun 'it' replaces what is preceding and the purpose is simply to avoid redundant words or repetitions.

E.g.*I bought a car. It is grey.*

Regarding the example above, it is meant by coherence, the connection of ideas, words, and sentences. A smooth cohesion between the different parts of a text will consequently, facilitate the reader's comprehension task. As an important aspect academic writings, coherence concerns grammatical links, ideas, and a semantically meaningful text. Coherence is then, structuring a clause as a message, including the two notions: theme and information.

If we take the following statements: *"Andrew took a train from London to Manchester. He likes eating fruit."* This example does not help the reader to establish a

67

logical and semantic link, since in the first sentence, Andrew took a train showing which kind of means of transport he took, and the second sentence speaks about eating preference that is fruit.

Then, coherence is a linguistic concept that is a necessary feature. It is text coherence for clarity and comprehension of any discourse. Authors, while writing, design a text such a way that their addresses detect the relationship between different ideas and phrases. There might be implicit text coherence such in the following example: *"John is sick today. He did not go to work.'* The reader may easily understand the link between the two sentences when John did not work for the reason of his sickness. Also, the text coherence is simply explicit as the writer uses the connectives such in the example below: 'As John was sick, he did not go for work.'

2.6.6.3. Texture

It is said that all texts have a texture. So, a passage in English containing more than one sentence is perceived as a text. This means that it has some linguistic features which contribute to its semantic unit giving its texture. Trask describes texture as follows: "The identifying properties of each type of text constitute its textuality, or texture. One of the principle goals of text linguistics is to identify, as explicitly as possible, the distinguishing features of each type of text." (Trask, 1999, p. 314).

Halliday & Hassan provide the link within and between sentences as a cohesion relation which makes texture *(Brown & Yule, 2003)*. Again, the aspect of texture is defined as the arrangement of threads in a cloth or the arrangement of the parts that make up something (Hornby & Ruse. C, 1989).

Since Halliday & Hassan define a text as a unit of language in use (1976), a text is considered a semantic unit of meaning instead of its own form. In this respect, texture makes the difference between what is a text and what is not. Texture is indeed, the quality of a text when it is cohesive, as it is the case for cohesion in clothes manufacture and people's dressing.

Trask refers to textuality as the characteristics of a text which make what kind of text it is (Trask, 1999). For instance, a television advertisement text differs from a political one. We can also encounter various texts which have various and specific textures: a poem is quite different from a prose, a medical report is not the same as a newspaper

article, and even the level differs when teachers suggest a text to their pupils of a middle school, and to those of high school or university levels. In this sense, the choice of texts studies in classrooms, according to their levels of difficulties and textures have a paramount importance.

2.7. Levels of Grammar - Vocabulary - Punctuation

Another point that can be raised is the levels of text difficulties for foreign language learners might encounter, as far as grammar, lexis, and punctuation are concerned. Second language learners have, most of the time, some fears in mastering the grammatical target language rules. They would say that the grammar they are learning is quite different from that of their mother tongue.

It is known that school syllabus contain both spoken and written elements, and course books are mostly devoted to only one skill, i.e. reading. While speaking is characterized by hesitations, interruptions, no spelling and punctuation conventions, sometimes it is informal and relying on gestures. However, a text is formal, having a structure and containing arrangements of words, clauses and sentences.

2.7.1. Grammar

It is defined as an art and a science of language and the rules of the forms of words and their relationship in a language (Collin, 1990), while reading an English passage, the reader should make the difference between 'I did' and 'I have done', referring to the statement's tense, or when the articles are used, such 'a' and 'the'. When we read: 'Tom is looking for his key' and 'He cannot find it'; this means that the action of looking for the key is happening at the moment and that it is still continuing (Murphy, 1999).

It should be noted that Raimes puts the language form as an essential feature. The diagram describes grammar as rules for verbs, articles, pronouns...etc, being close to syntax which is composed of sentence structure, sentence boundaries, and stylistic choices. Grammar is said to be generating any language: "Students of all levels can benefit from reading a text and identifying and describing the grammatical rules used in it." (Raimes, 1983, p. 55). Again, Raimes presents the following aspects in producing a piece of writing.

Figure 2.5.

SYNTAX
sentence structure,
sentencesboundaries,
stylistic choices, etc

CONTENT
relevance, clarity,originality,
logic, etc

GRAMMAR
rules for verbs,
agreement, articles,
pronouns, etc

THE WRITER'S PROCESS
getting ideas,getting started,
writing drafts,revising

MECHANICS
handwriting,
spelling,
punctuation, etc

AUDIENCE
the reader/s

ORGANIZATION
paragraphs,
topic and support,
cohesion and unity

PURPOSE
the reason for writing

WORD CHOICE
vocabulary,
idiom, tone

Aspects of producing a piece of writing *(*Raimes, *1983, p.6)*

The grammar concern has always taken a prior importance in elaborating students' course-books. An issue that will be discussed later in the following chapter, where, each unit or sequence of the book provides a language focus resumed in grammatical items. These latter go hand in hand with other units' components such vocabulary, reading and listening skills, and diverse written activities.

In this sense, Widdowson reports Oliver Goldsmith's play song 'Let schoolmasters puzzle their brain with grammar, and nonsense, and learning...' (Widdowson, 1990, p. 79). The descriptive word 'nonsense' to grammar happens when structures are correct but have no sense. It is a claim that learning grammar alone does not fulfil a good language acquisition if the meaning is not taken into consideration. Widdowson (p. 81) argues that grammar is essential to language functioning but, it should be used randomly).

He suggests that grammar is not a collection of sentence patterns, signifying nonsense. On the contrary, there is a relationship between words and contexts (Widdowson, 1990). Some argue that the traditional teaching of grammar at schools

does not promote the alliance between words and contexts. "Teaching which gives prime to form and uses words, simply as a means of exemplification, actually denies the nature of grammar as a construct for the mediation of meaning. Widdowson (1990)suggests reversing the idea by starting with lexis and shows how they need to be modified and reaching sense by using grammatical rules.

In this sense, it is appealed for considering both meaning and grammar: *"But there is much reason to consider semantics a part of grammar as syntax or phonology. It is often said that a grammar describes what fluent speakers know of their language."* (Akmajia et al., 2001, p. 227). This consideration shows that grammar includes semantics because a language conveys a communicative goal in exchanging messages. The writers show some examples denoting the role of meaning in grammar such in this imperative form 'Keep off the grass!', which implies that the order is referring to the reader of the sign/warning that might be met at a garden (p. 228).

2.7.2. Vocabulary

A common view about reading is the fact that is essentially divided into two components: vocabulary and comprehension. Although the vocabularies have shown to be strong predictors of academic reading performance (Qian, 2002), comprehension was often described as consisting of understanding sentences in their context and discourse (Gough et al., 1992). Certainly, one of the most difficulties meeting readers is the vocabulary and its meanings. Most of our learners complain about the existence of different and difficult lexis encountered throughout proposed texts, and that they did not come across during their English Language learning. This reality seems to be an exaggeration for some teachers. Others consider the new and difficult vocabularies read in a text, not to be motivating in pursuing reading the rest of texts.

But, the reality of reading is denoting that any text could never be free of new lexis, such the case for English as a foreign language in Algerian schools, or even as the second language which is French, and Arabic, established as the official national language.Raimes (1983) claims that when students read, they are actively engaged with the new language and culture.

If they (students) are studying English where they have little opportunity to speak it or hear it spoken, then reading is the only activity that gives them access to unlimited amounts of the language. The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language(Raimes, 1983, p. 50).

What Raimes claims here, is that the fact of reading enables learners to discover the language, and know more about. There is no impeachment of difficult words encountered. The more we read, the more we learn, as it is always said by foreign language teachers. Henceforth, literature provides us with diverse types of texts: going from story narrations, newspaper and magazine articles, advertisements, letters, poems, scientific, political and sports terminologies, which all show diverse vocabularies learnt while reading.

Understanding a printed passage does not necessary need to be aware of all English words' meanings. On the contrary, one learner might have a common strategy of trying to understand the whole passage instead of struggling and wasting time and making huge efforts in looking for the meaning of every single difficult word. This latter behaviour has shown its failure, because simply, no one can grasp the whole language's lexis meanings.

Word meaning is then, seen as a problem for most of readers. For instance, if we take the word 'horse', it has different meanings according to Collin in Harrap's Dictionary (1990). It is known that the term horse signifies the domestic animal that is used for riding or pulling vehicles. But this is not the single meaning, because the word horse may also mean the apparatus made of wood over which you jump in gymnastics, or even a wooden frame used for drying clothes.

What can be denoted here is that this compilation of sounds and letters has different meanings described by Harmer (2001) as *polysemy*. Readers might reinforce their understanding of words by looking at antonyms as in poor ≠ rich, or synonyms as in rich = wealthy. Harmer justifies these relationships of polysemy, antonyms, and synonyms by giving a fourth meaning factor described as hyponymy, which refers to word families such for animals that derive from the term 'horse'. There is a similar

adaptation of hyponyms and superordinates which varies from a word and another. Henceforth, each lexicon must have it diverse meanings. Some are derived from family words; others are created of different meanings. The following projected figure illustrates this idea.

Figure 2.6.


```
                          Animal
            ┌────────┬───────────┬────────────┐
            ▼        ▼            ▼            ▼
         mammal     bird       insect        fish
            │        │            │            │
            ▼        ▼            ▼            ▼
          horse    pigeon       ant         dolphin
```
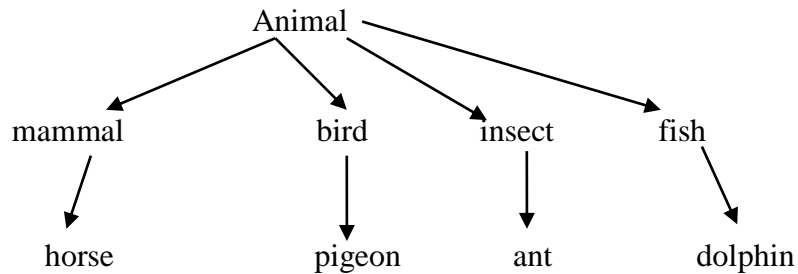
Hyponyms and Superordinates (Harmer, 2001, p. 19)

According to Harmer, the word 'horse' is a hyponym of the superordinate 'fruit', and this latter is also a hyponym of the animal family. Moreover, a reader is often confronted with situations of combined words that show a totally different senses of vocabularies as in 'to light' which means to put fire to, and 'to light on' having the sense of to come across or to find (Collin, 1990). Since the grammar of words notifies, or at least, guides the reader to comprehend the meaning of the words, there exists a third factor which may not be neglected, to say, the punctuation.

2.7.3. Punctuation

Any language obeys to certain layouts and the diversity of texts is organized according to punctuation parameters that allow literature to be readable and comprehended. The punctuation varies from the capitalization of the first letters of some types of lexis as for days of the week, months of the year, and proper names. Then, the use of punctuation marks such the comma, full stop, exclamation mark, question mark and so.

Punctuation use differs from a language to another where a comma used in a language may be replaced by a full stop in another. Harmer argues: *"Though*

punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers." (Harmer, 2001, p. 256).

To this extend, teachers have always insisted on the best use of punctuation during a written expression lesson, as well as in reading. It is noticed that the field of punctuation has always been neglected by most of language learners. As a part of English grammar, punctuation is used to create sense clarity and stress in a sentence. It is a way to structure and organize the English writing. If we take this short text which has no punctuation, we will have the following language:

a) *"because he does not know to swim tom called for help fortunately some men were nearby and saved him"*

Instead, a punctuated text will show the following difference:

b) *"Because he does not know how to swim, Tom called for help. Fortunately, some men were nearby and saved him."*

Such difference between the two texts might be easily recognized by the readers. In (a), the text has no limits and the reader would certainly find difficulties in breathing, since there is no pause. Also, the meaning could be hardly if not impossible, to be understood because the sentences are not organized and defined. Whereas in text (b), there is an organization and, the reading is both correct and easier. In English language, punctuation is vital for the meaning of sentences. It is a "conventional system of marks representing information about the structure of a written text." (Trask, 1999, p. 253).

2.8. Text Type – Level - Objectivity

We have seen that a reading passage dealt in classrooms is directed by a system of language writing. Any text should obey to essential considerations such grammar, the right and adequate vocabularies, punctuation and sentence structure. These features are defined to be in relation with the genre of the text, its level, as far as its objectivity is concerned.

2.8.1. Text Type

Reading (in parallel to listening), is a receptive skill. Enhancing learners' reading could first, obey to the selection of the type of any studied grammar as well as a specific theme inside a classroom. Els et al. (1989) define a textbook as a structured means reflecting available insights, ideas, traditions, experience and research data. They add: *"We will use the term textbook for a coherent body of teaching materials which may consist of either just the course book (s), but also a part of a learning package consisting of several parts."* (Els et al., 1989, p. 298).

Teachers have little or no influence in the selection of classroom's texts. The studied literature at school is chosen and decided at a higher level, which is the educational authority. Reading passages are determined according to the educational policy, objectives, and curriculum. It is agreed that most of teaching textbooks do not contain only texts. They provide both teachers and their learners with series of diverse tasks and activities such listening, speaking and writing (through dialogues role play, grammar and phonetics exercises, and so).

Henceforth, course books offer a variety of interesting activities in which topics are discussed, ideas are exchanged within the different programme's units, new words and phrases are learnt, and the pronunciation of the new vocabularies are intended to be heard and practised. Also, textbooks provide a variety of topics selected from books, newspapers and magazines. Learners develop their reading skill through authentic articles and interviews. They are offered the opportunity to be more accurate in the use of English language. Furthermore, each course book is meant to fulfil specific objectives such business, economics, educational goals. Then, some textbooks are intended for English for specific purpose (ESP).

2.8.2. Text Level

As an important didactic tool, the course book is regarded to respect the learner's level such beginners, middle, or advanced ones. A textbook reveals even the country's policy. As it is described: "The readability of texts, was investigated to obtain a standard for the relative degree of difficulty of the textbooks of which one would eventually have to be selected." (Van Els et al., 1989, p. 305). A textbook is meant for a

coherent body of teaching materials which may consist of course books, and also a learning package that consists of several parts (p. 289).

At a glance, an English language learner living in Algeria differs from the French, or the British ones. In England for example, English is the mother tongue that is considered as a second language in Egypt, or in some French regions, but a foreign language in the Algerian society. This criterion is taken into great consideration by educators and textbooks editors. As it is a matter of our concern in this thesis, there is a smooth language gradation in elaborating pupils' textbooks. A necessity which can be demonstrated through the list of all English language textbooks applied for by Algerian educational system.

As a matter of fact, the first English textbook intended for young learners in Algeria, is entitled *'Spotlight on English'*. It was published in the year 2002 by the official syllabus designers for the first year of middle school. Its main features illustrate the characteristics of the Competency Based Approach (CBA) applied by the ministry of education. This first book is followed by the second English course book, *'Spotlight on English 2'* intended for the second degree named as middle school second year (2èmeAnnée Moyenne in French). Then comes the third year textbook with the title *'Spotlight on English Book Three'*, and *'On the Move'* for middle school, year four.

Later, students move to high school and meet the following transcripts: *'At the Crossroads'* for the first secondary education year; *'Getting Through'* meant for the second year, and finally, *'New Prospects'*, a textbook intended for third year students. These seven levels course books contain plenty of varied English literature. A deeper analysis comes forth at the following chapter in order to scrutinize and present a subject study of all these mentioned textbooks.

2.8.3. Objectivity

These official textbooks will be a subject of our concern, but, it would be advisable to enumerate the main categories of the checklists concerning textbooks. These categories involve objectives and methodology, structure of the textbook, organization and teaching, didactic conception, exercises, motivation and learners' activation, texts, grammar, phonetics, morphosyntax, vocabulary, thematic goals, culture, communicative, social and situational contexts (Els et al., 1989).

As the current teaching approach of the Algerian school curriculum, is centred on the learner, one of the main objectives is the learner's gradual autonomy. Henceforth, the pupils' textbooks are designed to enhance this learner-centred-teaching. According to the English teacher's syllabus guide edited by the educational ministry, a set of objectives have been made for the pupils' books (Merazga et al., 2004, p. 4):

- Providing motivating materials that allow pupils to respond in real life situations, in which English is spoken.
- Teaching an appropriate language that can be put to immediate use, in both speaking and writing.
- Teaching authentic English.
- Giving pupils a feeling of success and achievement in language learning.

As textbooks contain varieties of tasks and activities for practising the four skills, the basic objectives for which pupils' books are structured through reading passages in order to check the meaning through the use of dictionaries. Pupils have the opportunity to look for detailed information (to scan a text), that allows them to search for specific facts to answer given questions and instructions. The priority is then, given to understanding both passages and the activities related to them.

This means that reading is the main aim of the conception of pupils' textbooks, which enables learners to discover the English language in its real aspects and situations, inside a wide range of passages like descriptions, narrations, dialogues, advertisements, newspaper articles, notices, cartoons, dramas, and so.

2.9. Reading as a Social and Academic Phenomenon

Widdowson states: "...the learning of language means acquiring the ability to handle discourse. Then, it would seem to follow that we have to link the foreign language to be learned with real contexts of use." (Widdowson, 1978, p. 53). That means both spoken and written languages convey the purpose of social and cultural interactions. In his early years, a child acquires his mother tongue language in order to communicate with his environment summarised in his own family members such brothers, sisters, and parents, and later, with his neighbouring friends, and school's surroundings (classmates and teachers). In this context, the child moves from the input phase to the output. That is to

say, from acquiring and understanding the spoken language, toward assuming the written one.

Henceforth, Yule and Brown distinguish between what they define as spoken and written language. Both of them are seen to be a produced language (Brown & Yule, 2003, p. 4). This may be well exercised inside a classroom. Most of teachers (either of primary, intermediate and secondary levels) focus on receptive rather than productive English teaching. We will shed light on this fact in the following sequences.

2.9.1. Reading Aim

The purpose of this research is to situate the teacher's engagement in the process of English language reading. It is an enterprise which has always taken a large concern in teaching theories. It was also describing the different purposes of reading: Reading for survival in order to response to our environment such traffic signs which indicate danger, reading for pleasure tending to improve the reader's knowledge about both language fluency, and, our main concern of this thesis, reading for learning.

Reading literature is an excellent way for learners to improve their English language learning. They are exposed to authentic texts and dialogues. They discover the real language in its context with the kind of literature that goes along with their perceptive level. Reading lessons also allow students to perform the four skills. They speak and listen while discussing a given text, read and write in performing tasks for pre-while-post reading activities (Tatiana, 2011).

Children benefit from books of all kinds, in French, Arabic and English. They can help themselves at home as well as at schools. The reading moments are either to fulfil school reading tasks through answering given tasks, and a research paper, or readings for leisure. It is apparent that what is needed is those kinds of academic strategies for using books in order to strengthen the children's text comprehension.

2.9.2. Laymen and School Readers

Since my introduction has given a succinct view of the Algerian society's reading image, it gives some realities concerning reading tendencies for both intellectuals and ordinary people. The domination of mass media and specifically, newspapers is a fact that no one can deny. At schools, texts are mostly adapted from different sources:

dailies, books, magazines, periodicals, internet sites, and leaflets, which are stuffed within pupils' textbooks, intended for both teachers and their learners. These varieties of texts provide piece of advertisements, narration of some big and important events, short stories, scientific texts, and the world's cultural and social descriptions, dialogues in real use and, different types of letter writing.

As a matter of fact, and after a short presentation of the dominating newspapers reading inside the Algerian society, a study case about scholars reading interests is needed. A case I will refer to, later in this introduction. An urgent question may be raised so far: What type of texts do pupils prefer, and which text will a teacher choose and why?

2.9.3. Early Children Readings

A young child is often familiar to story listening represented in those spoken texts narrated by their parents. Since their early years, parents get them acquainted with books and story interest when they start to tell them the kind of fairy tales in their mother tongue or dialect. Usually supporting their readings with attractive pictures, parents are directly implicated in motivating their infants towards reading. This first stage is said to be difficult because the child relies only on his listening comprehension skill. A reason for parents to select short, illustrated, and attractive easy vocabularies in during their story telling.

2.9.4. The Advantages of Early Reading

The pre-school period of life demonstrates that children can learn to read at a very early age. "A child is ready to read when the child can understand spoken words." (Steinberg et al., 2000, p. 121). These authors proclaim that a child can be taught to read words, phrases and sentences which he/she understand in speech by the age of two. It is said that 'early is better'. So far, parents are directly involved in the process of teaching the reading ability to their children. A child, and before going to school, may witness some inabilities while having a small and very limited amount of vocabularies, finding difficulties in finding the right words, and having limited language background.

Reading is a gateway to people of enjoyment and learning. Countless people love to sit down and read a good book. There are numerous topics and themes waiting to be discovered by who might want to dig into the pages. That is most noticeable in schools,

where pupils are required to read and work with different texts much of the time. To this extend, early reading provides a number of advantages as described by Steinberg et al. (p. 122-123):

- Reading is a source of pleasure as it stimulates the child's curiosity and a source of knowledge which enriches the child's mind.
- Reading is a stimulus for early reading habit
- Attractiveness toward reading will be greater as a positive attitude before going to elementary school.
- Early reading enhances quick and easy learning of the encountered written words.
- At elementary school, a child will not waste time in learning how to read. A period that could be devoted to acquire other kinds of knowledge.

2.10. Conclusion

To sum up, the objectives of the reading skill proposed inside the learners' textbooks, focus on the importance of teaching reading that any reading component of an English language lesson includes a set of goals that might be summarized in the ability to read a wide range of texts sought by most EFL teachers. Pupils try to build skills and techniques that facilitate their reading ability, and, construct a schematic knowledge. Then, the teacher's duty is to adapt reading strategies such as scanning, skimming and so. These features are then aiming at developing the written English texts awareness.

Chapter Three

Methodology and Discussion

Contents

3.1. Introduction

The previous chapter included what the researcher developed as data collection about what is implemented as texts and activities inside the students' textbooks, starting from the first to the third grade of secondary school English reading lessons. They are samples taken from realistic classroom reading activities, implying a deep case study of what teachers use as reading strategies. In this respect, a survey was conducted with high school and university students. The aim is to make a survey of the learners' reading interests. Henceforth, authentic illustrations of high school reading lessons are exposed. A survey leading to analysis of what is really practised inside reading classrooms, and to what extent, reading texts and activities enhance English language learning.

3.2 Pilot Study

It is considered that a survey is a part of this thesis. A survey intended to classrooms groups of secondary school level. It concerns a number of four hundred and thirty-six (436) students, and including a number of a hundred and eighty-two (182) studying at the English Department at Mascara University (132 first year and 50 third year LMD students). The survey was also mostly conducted for 254 high school learners split between 165 participants of third year classes at En-Nadjah High School in Sidi Bel Abbés, 61 pupils of the first year (1 AS) and 28 others belonging to the second year.

Most of teachers are not aware of their students' reading interests. Amotivating reading lesson might start by a motivating text type.A brief analysis of this pilot study demonstrates students' answers to the questionnaire wherein the questions were listed according to their reading interests. This scientific research method shows that the subjects' answers reveal an important reality: observing and checking the student's reading interests is a feature that involves providing the kind of literature which enhances students' reading skill motivation.

3.2.1. Research Design

The researcher chose a qualitative method to measure the noticed reading interests of the students while they are engaged in classroom or leisure readings. At this stake, the three research questions formulated in the introductory chapter have been designed according to Maxwell's *(2005)* five research study components:

Figure 3.1.
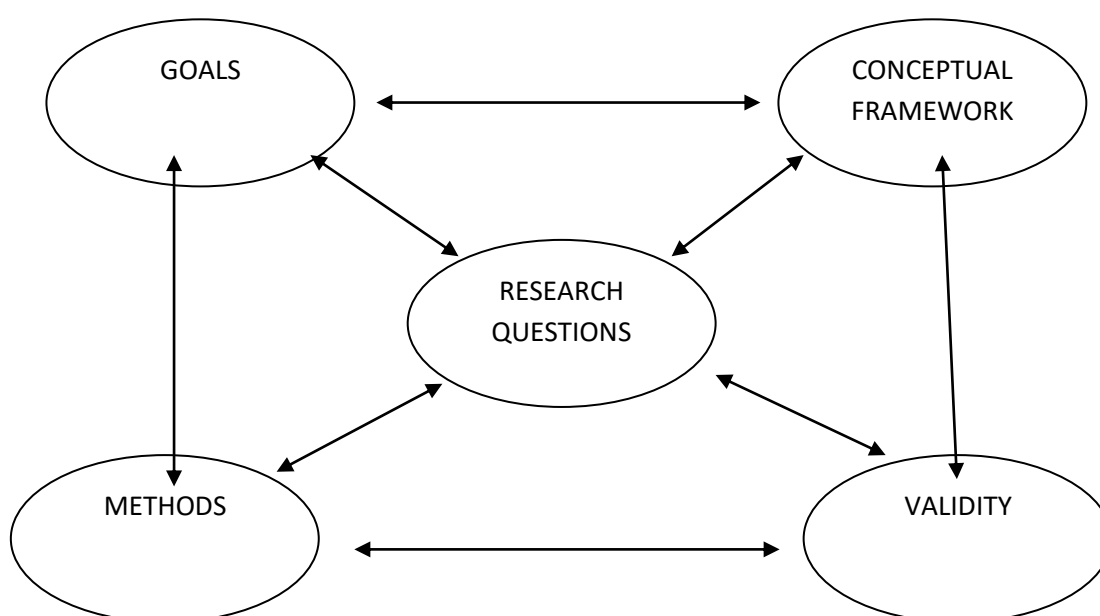
Interactive Model of Research Design *(Maxwell, 2005, p. 217)*

3.2.2. Subjects and Codes

To start with the questionnaire *(Appendix A)*, it would be advisable to make a brief case study of the Algerian adolescents learning at both high schools and universities amongst the 254 solicited students. Of course, the learners who were given the questionnaire's six questions do not represent the whole Algerian students, because each region has its influences and different backgrounds, may result diverse interests. Though, this limited case study reveals that it can be considered the given answers strengthen shared arguments among the Algerian students. As an example (and it is mentioned in the first chapter), Arabic literature is a dominating readable language of

the Algerian young population. A certainty, that needs analyses scrutinised later in this present thesis.

3.2.3. The Questionnaire

Administered to a population of 254 secondary school students, the questionnaire's answers will be described in detail in the following chapter four. Meanwhile, students clearly show their primary reading interests such as literature and religion. They say that they rarely practice extensive readings because of the little spare time they have, even if they are motivated for reading, they prefer to manipulate their mobile phones. Unlike their preceding generations, there is a constant growth in reading English documents among today's young scholars. This fact is outstanding to the growth of information and communication technologies such as I-phones, Smart-phones, and tablets.

3.3. Middle School Readings

Since the teaching of reading English literature is the concern of this thesis, pupils start to learn English language at an approximate age of eleven or twelve. The proposed literature at middle schools is intended for beginners. The move from receptive to productive phases is clearly appearing in the development of the middle school English programme, and the same progress is applied for secondary level English syllabus.

3.3.1. Middle School Reading Session Conception

It is clearly noticeable that at the fourth middle school level, stand two reading sessions all over the six units of the programme established by the English language board at the educational ministry. These two reading lessons are illustrated in the following:

a- *The first reading lesson:* according to the English language syllabus, this first reading course is presented into three phases, i.e. before, while and after reading. During the first step (before reading), pupils get familiar with the topic dealt with such doing tasks about cooking. Then, 'As you read' phase (while reading), a text is proposed joined with an activity that allows pupils to check their answers given before reading. 'After reading' proposes what is called 'Grammar Window' that makes a focus on the main syntactic items included in the reading passage. For example, the imperative form since the topic is about food and recipes which involve the use of this grammatical structure.

The following 'Practice' side is a continuity of the reading lesson, almost composed of series of activities, including the final step, the written expression task such for instance, writing a recipe for a meal or a cake. This exploration of reading tasks is illustrated through the following lesson plan, in concordance with the textbook reading phases *(appendix 2 illustrates this Read and Consider lesson of the 4th grade textbook)*. This reading lesson plan is taken from a teacher's preparation sheet of the first file programme at Bouamama Amara Middle School in Sidi Bel Abbés*(Appendix B)*.

Read & Consider (Recipe)

Objective: My learners should be able to deal with a recipe and its ingredients.

Aids: Figurine + Text book pages 21 & 22.

Procedure

Step 1:*Pre-reading-10 mn –*

Teacher pins a figurine on the board and asks such questions:

* T: It's a map, isn't it? → No, it's a drawing.

* T: What is there in it? → Pp: There're a girl and a boy cooking.

* T: You don't know how to cook Tamina, do you? → No, we don't.

* T: Okay, let's see page 21, now!

Step 2:*While reading task- 15 mn –*

Book's task: 2 p 21 (with reference with text page 22)

Proposed answer: (1-b) (2-a) (3-d) (4-c) (5-e) (6-f) (7-h) (8-g)

Step 3:*Post reading task -30 mn –*

* Grammarwindow → P22

b- *The second reading session:* entitled 'Reading and Writing', this second reading lesson of the 4 A.M *(4èmeAnnée Moyenne, or fourth middle school in English)* syllabus is consisting of only the while and after reading tasks. It can be summarized in reading and doing. A teaching strategy that focuses on the writing skill. Henceforth, pupils develop their English language competencies and perform them through some productive written activities, having the evidence that each reading session has its own

objectives, as shown in the following reading lesson illustrated in the teacher's reading plan below, also provided from the school named previously *(Appendix C)*.

Lesson Twelve, Reading & Writing (Facts & Opinions)

Objective: My learners should be able to differentiate between facts and opinions, then, write invitations.

Aids: Photos + Text book P 32-33-34

<div align="center">Procedure</div>

Step 1:*Warm up-10 mn –*

* Teacher shows an advertising poster:

T: Where is the car? What do you think about it?

* Pp: It's down-town. → A fact

    It is a beautiful hotel. → An opinion

Step 2:*Practice- 10 mn –*

* Free drills: Learners provide their own examples.

E.g. My father's car is the most comfortable.

Step 3:*Written task -40 mn –*

* Task one: 1 P 33

* Task two: Write it up P 34 (T 2 left as a homework)

3.3.2. Middle School Reading Analysis

According to what is presented in the middle school English programmes, most of the oral and written tasks are firmly linked with the reading passage. This latter denotes specific topics to be dealt with in one unit such politics, culture, society, or economics. Such subjects are meant to develop the learners' linguistic skills. Through these texts choice, the linguistic motivation is a prior interest. However, it can be clearly identified that in the fourth middle school level, more emphasis is set to linguistic features such in making a link between a text and its new taught grammatical rules, or a shred objective for each reading lesson characterized by essays' writings.

This is then, the case of the English reading lessons proposed for the Algerian middle schools learners as far as English practice is concerned. It is important to mention that the intermediate school programme make a focus on teaching-learning strategies. Teaching is purely based on oral interaction (listening and speaking). Reading interpretation is practised through speaking and writing skills. Also, reading is regarded as a productive strategy while doing some writing tasks (Teacher's Guide, 2005, p. 73).

Texts are intended to go with the four pupils' level, i.e. from the first (1 AM) to the fourth (4 AM) degrees. They are cautiously selected, adapted and simplified. Even though many teachers complain about the difficulty and the length of some texts, they try to find the suitable ways in order to facilitate their learners' comprehension of texts. One might argue that the textbook itself is not a sacred item that cannot be adjusted. That means they have the choice to either take the textbook's literature as a reference, or summarize and adapt another different text from a different source.

3.4. High School English Syllabus Survey

It is admitted that since the academic year of 2002 – 2003, new reforms have been applied in the Algerian school's curriculum. The reading lessons models presented formerly show how reading courses are practised inside a classroom situation. They concern the Middle School English language readings where samples are illustrated. The High School English Syllabus is believed to be continuity. It is proposing a variety of language forms and functions, developed for the three levels programmes. This printed sample designed for the first year's textbook, 'At the Crossroads SE1' presents a brief synopsis of a unit's contents *(appendix 4)*.

3.4.1. Samples of Units Contents

The purpose of this description is a presentation of the secondary school programme model in order to determine the range of learning skills, functions, language forms, and utterances split throughout the unit. This latter is divided into four parts or sections, named as sequences such in the first year (1 AS) syllabus.

3.4.1.1. A First Year ELT Syllabus Design

The Secondary School ELT takes larger dimensions in comparison to Middle Schools programmes. As a sample, the third unit is taken as an observation model. It consists of five main sections, i.e. skills, functions, language forms, phonology and project.

a) *Skills:* The learning skills aimed to achieve are listening and responding to an interview, reporting orally what the horoscope says, reading a graph, reporting, interpreting surveys, diaries and results, writing a report, filling a questionnaire, conducting an interview, reading health alerts, writing an accident report, and finally, writing a memo to report about health problems.

b) *Functions:* the functions meant to be developed in this third 1 AS unit could be summarized in expressing likes and dislikes, expressing a point of view, reporting questions, asking for and giving information, giving advice, inviting, expressing orders, requests, advice and suggestions, narrating, and, making recommendations.

c) *Language forms:* At the level of English grammar, learners are supposed to learn about adjectives ending in 'ly', degree adverbs (quite-absolutely), direct and reported speech (e.g. She asked if where, when...), quotation marks, reporting verbs (ordered, suggested), adverbs of manner (with suffixes 'ful' and 'less'), and punctuation and capitalization.

d) *Phonetics:* It stands at the stress in compound words, stress shift (noun-adjective), pronunciation of 'h' in stressed and unstressed syllables, silent letters and pronunciation of the final 's' in words and, pronouncing the suffixes 'ful' and 'less'.

e) *Project:* Making a survey.

3.4.1.2. A Second Year ELT Unit Design

The second year syllabus is split into eight units, each one containing two parts: Discovering Language (Grammar in context, Say it loud and clear, Working with words), and the second unit's element involves Listening and speaking, Reading and writing, Putting things together, Where do we stand now, and Exploiting matters further. The activities are proposed either by the textbook or teacher. They are likely meant to stimulate and develop individual language competencies.

The main goals are indeed, to make students consolidate their knowledge of functional English, in terms of vocabulary, grammar and pronunciation. The activities are also aiming at developing the four skills (listening-speaking-reading-writing). As a sample of a unit plan, the second unit dealing with the topic 'Peace and Conflict Resolution', the language and the skills supposed to be developed are as follows:

a- *Discovering language:* Which is itself concerning first grammar such the modals can and could, verb idiom like able to, modals must-have to-need to, and should have plus past participle. The new vocabularies learnt are related o peace and citizenship, abbreviations and acronyms, whereas the pronunciation is about the primary stress in connected speech, homonyms and homophones, intonation and requests.

b- *Developing skills:* Broadly noting, the main functions of this second year unit are dealing with expressing obligation, ability and possibility, criticising and making requests. While developing the listening skill is a focus on making a public address and listening for specific information, the reading and writing deals with reading newspaper articles, and the writing of poems and a class charter.

3.4.1.3. Third Year ELT Unit Plan Model

As a sample, a third unit plan is taken for illustration. It can be divided into two main parts; language outcomes and strategies.

a) *Language outcomes:* which itself include the following four steps dealing with the topic of 'Education in the world':

✓ Functions: resumed in describing a process, expressing condition, expressing obligation and necessity, asking and giving advice, and expressing desire and wish.

✓ Grammar: presented in the if-conditional, present simple passive tense, must / ought to-should, comparatives of adjectives, quantifiers and similar to and different from.

✓ Vocabulary (word building): forming adjectives with 'al' and 'ive' such in 'educational' and 'innovative', forming nouns with verb + ing like in 'teaching', and forming nouns with 'tion' as in 'education'.

✓ Pronunciation: it is summarized in the pronunciation of the final 's', weak forms of would / should / ought to, and syllable stress like in 'educate'.

b) *Skills and strategies:* they concern the practice of the four skills as follows:

- ✓ Listening and speaking: which involve reciting a poem, predicting, note taking, summarizing, responding to a text, speaking from note taking, and making a speech about one's ideal school.
- ✓ Reading and writing: skimming, making logical links between sentences and paragraphs, writing a descriptive essay, and writing an expository article.

3.5. Discussion

Almost, this succinct survey of the Algerian high school English programmes concerning the three levels demonstrates the four skills interest throughout on the whole of the lessons. In many cases, language forms are given a prior importance. This means that high school learners discover the new language structures through studying the diverse units presented during the whole academic year. It can be varying from expressing conditions to describing people or a process, narrating, expressing abilities, possibilities or expressing obligations.

It might also be noticeable that the functions (such describing for example), are aiming at learning the grammatical forms and tenses. These English language expressions and structures are accompanied with series of vocabulary and phonetics lessons. It is then, an authentic procedure which aims at enhancing the learning of the four language skills.

At this scale, classroom reading is meant to be an activity for the sake of understanding and appreciating literature, to be engaged in increasing one's knowledge of English as a foreign language, as well as to learn more about the English language structures and lexis, taking authentic texts as models for practising the language pronunciation and writing.

3.5.1. Linguistic Challenges Hypotheses

Almost, the secondary school programmes are standing on content-based instructions, meaning to surround students with subject matters through engaging them in a topic where this latter is encompassed with different linguistic items starting by new lexis, to move towards encountering new grammatical and phonetic rules, to reach at the end, authentic texts describing most of what is supposed to be learnt throughout a unit. That means learners are engaged to acquire English as a foreign language through

content, an instructional device of educators aiming to benefit them of the content-based foreign language instruction.

3.5.2. Foreign Languages Outcomes

Many teachers argue that secondary schools students develop a good level of the second language French proficiency, regardless their contestable programme types. They add that their learners develop their comprehension skill through listening and reading. Many of them say that this capacity of understanding another language rather than their mother tongue one encourages and helps them in improving their foreign language (English) understanding. This confidence is almost disputed by a number of other teachers in terms of noticing their students' French weaknesses in grammatical accuracy, and linguistic appropriateness.

In this sense, Canale and Swain (1980) identify the following four interrelated components under the communicative competence:

- Knowledge of the second language code and skill in using it.
- Sociolinguistic competence involving the ability to recognize and produce the second language in accordance with socially appropriate norms.
- Discourse competence aiming at the ability to understand and produce second language discourse in a cohesive and coherent manner.
- Strategic competence comprising the ability to employ strategies to sustain communication in spite of gaps in second language communicative ability.

3.5.3. Secondary School EFL Learning

Theories are constructed to meet the needs of a particular group. Both educators and applied linguists tend to serve language teachers in the domain of language pedagogy. It is said that teachers are considered to be the bond between theoreticians and practitioners in the teaching field. So far, there are different kinds of thoughts and actions that play roles in language teaching theory to considerate the four skills presented in the previous chapter of this thesis.

It is the, necessary to regard practice and what is really performed in classroom situations. Many teachers claim that the English language teaching-learning process

differ from middle schools to high schools. What is most noticed during our observation phase, is that teachers of the secondary level started their new projects (files) by focusing on the listening skill, rather than reading. In his interpretation of the receptive skills, Harmer states:

> The processes we go through when reading a novel or listening to a poem are likely to be different from those we use when we are looking for someone's number in a telephone directory...Our use of these different skills will frequently depend on what we are reading or listening for(Harmer, 2001, p. 201*).*

3.6. Reading Lessons Samples: The Practical Feature

In this sense, these following unit plans illustrate what is performed in a classroom. Understanding what is practised in real class situations, reading English lessons had been observed at some secondary schools situated in Mascara city in the year of 2017.

3.6.1. Level One: 1 AS Unit Plan Model

This unit plan is meant for the first level ST (Technology Science), which means the scientific stream. An observation and note-taking are done at Chergui Ben Ahmed High School in the region of Hacine in Mascara. Under the theme 'Our findings show...', this unit plan is organised into a whole and general project.

According to this third 1 AS unit plan *(Appendix E),* four sequences or parts are to be taught in class divided as follows: Listening and speaking – Reading and writing – Developing skills – Stop and consider – Consolidation extension.

- *Sequence One: Listening and speaking:*

Under the language function resumed in description and asking for information, the focus is about oral tasks as it is noticed in this sub-title. A series of pair work and teacher's loud reading are practised, whereas, students perform the new language forms and lexis through oral and written activities. Indeed, language is taught in this phase. It concerns phonetics rules presented and practised regarding the new language forms and lexis.

- *Sequence Two: Reading and writing*

  Language conveys meaning and allows sharing information, ideas and perspectives. In this sense, students' projects are related to the third unit about 'Our Findings Show...' This second sequence is purely devoted to reading and writing *(Appendix 6)*. The skills needed are summarized in two practices: First, reading an article about a survey done with teenagers about computers use, and then, coming to write a kind of survey's report. Additionally, Paula stated when written messages are successfully understood, reading can be a wonderfully inspiring, enjoyable and transforming experience (Paula et al, 2014).

- *Sequence three: Developing skills*

  At this stage, students are supposed to practise the following English language functions: expressing a point of view – comparing and contracting – expressing likes and dislikes. The skills intended to be developed are listening to and making a product presentation, listening and responding to an interview, interpreting a survey results, conducting a questionnaire, and reading and comprehending a graph. The language forms consist of expressing degree adverbs (e.g. quite / absolutely...), expressing reporting verbs such 'suggested' / 'ordered', and finally, narrating and expressing a point of view.

- *Stop and consider:*

  At this level, more language practice is performed such using the future perfect, the so + adjective + that in expressing results, and the relative pronoun 'whom'.

- *Consolidation and extension:*

  It consists of consolidating some language features like narrating, expressing opinions, reporting facts, and giving advice.

3.6.1.1. Observation

The procedures described previously are to be results of teachers' seminars and researches concerning the reading lessons. Fictional and non-fictional texts are a matter of discussion. What is obviously noticed is the fact that the Algerian teenagers prefer authentic and referenced texts *(Appendix 1)*, according to the survey administered to

high school students as informants). It is clear to detect that once students are given a new text, their first instinct of curiosity race them to the ending line(s) rather than being engaged deeply with a text.

Getting students to slow down engage with the text in different ways and steps are challenges for every teacher and the goals for a close reading. These goals are the heart of most of English language curriculum standards. Reading skills are involved to allow teachers to help their learners to scrutinize any given text.

The procedure described above shows that after anticipating the text through teacher-student communication, the textbook passage is the reading working tool *(Appendix 6)*. Students identify the ancient and new communication devices like drums, telegraphs and telephones. Then, it is time to explore the text by looking for a suitable title such in 'Teenagers and computers'. It is followed by a practical stage by expressing indirect speech and using the past tense. This new language form is being discovered and put into practice by the learners. The writing phase tends to tackle a number of skills like sequencing, organizing ideas in a logical order, and at the end, writing a survey about sports and teenagers.

3.6.1.2. Analysis

To this extent, and can be first observed, vocabulary is taught more directly in the reading classroom. It tends to be learnt via the workbooks which provide a multiple choice of exercises. It is clarified by Schmitt when he points out: "Approaches to vocabulary have unsurprisingly focused on activities for the explicit study of vocabulary." (Schmitt, 2000, p. 146).

Henceforth, Stephen Krashen (1985) and according to his Input hypothesis, human beings acquire languages by understanding messages. Although, many teachers may wonder 'Why is reading a hard task?' Research on the teaching of reading has increased in recent years. The gap that still exists is about teaching reading to native English speakers and students learning English as a second or foreign language.

Trask (1999) describes a text as "A continuous piece of spoken or written language, especially one with a recognizable beginning and ending." (p. 312). Teachers' attitude towards reading viewing reading not only as an independent activity where the reader is interacting with a text; but as a social context playing an important role in the reading

process (Hudson, 2007, p. 55). In this sense, high school teachers, and during the observation phase, play a great role in enhancing their learners for reading in order to solve written exercises, and discover the texts cultural and social insights and dimensions.

3.6.2. Level Two: 2 AS Unit Plan Model

By the end of this unit, learners are supposed to be able to write a survey about how much are people ready to face disasters. Practically, this concerns the fourth unit under the theme 'Disasters and safety'. The project realization depends on questionnaires, short interviews and notes taking. Linguistically, learners should be aware to make use of the language points to be dealt with in this unit, regarding reported speech with the present perfect and the past simple such the form 'had better'. This unit (and it is the case for the whole units), consists of two main parts, each containing series of lessons.

3.6.2.1. Part One: Discovering Language

The general aim tends to lead learners to identify symbols of human organizations, read and respond to opinions about the youth's charity, and quoting someone (Textbook SE 2, p. 8-13, 2011).

- *Lesson 1 plan:* Learners are familiarized with the new unit and its contents, i.e. carrying out a survey about the readiness of the Algerian people to face the natural and man-made disasters such floods, fire, draught, road accidents, and so on. About pronunciation, the 'ed' inflection is practised.
- *Lesson 2 plan*: This course is intended to consolidate some language aspects such words' final 'ed' pronunciation, using the vocabulary related to charity, identifying and discovering the Red Crescent activities.
- *Lesson 3 plan:* This phase is purely devoted to grammar learning. The aim is to use reported speech with the past simple and the present perfect tenses; such is the case in the following example.

→ Did you contribute anything to help? He questioned.

   He questioned if they had contributed anything to help.

- *Lesson 4 plan:* It consists of consolidating what was dealt with in the previous lessons through reviewing the simple past and past participle, and practising the reported speech with the past simple and the present perfect tenses.

- *Lesson 5 plan:* Learners are supposed to discover the new English lexis in order to be able to use reporting verbs, to report statements, questions, orders and requests, such in the following examples:

➢ The thief admitted that he had stolen the bag.

➢ He suggested going out for a walk.

Lesson 6 plan: This part of the unit is purely devoted to study pronunciation and phonology. The aim is to allow students to identify the silent letters, to recognize the stress pattern, and to identify the words spelling from the phonetic transcriptions.

The skills projected are two: reading and discovering the language. A text proposed from the students textbook *(Appendix H)* shows the relation between reading for comprehension through scanning the given piece of writing and the grammatical features learnt by the circumstance consisting of direct and indirect speeches.

3.6.2.2. Part Two: Developing Skills

The general aims are likely to guide learners to listen and respond to an interview, to write an announcement, and to express disagreements.

➢ *Lesson 7 plan:* It reinforces the listening and the speaking skills through asking and giving advice, and using the form 'had better'.

➢ *Lesson 8 plan:* By the end of this lesson, students are supposed to be able to write a short announcement about precautions and safety measures. The topic is about the earthquake natural disaster. At this stage, the basic developed taught item is the writing skill seen in the movement from the preceding oral tasks to written ones performed in this eighth lesson.

➢ *Lesson 9 plan:* The skills projected are two; reading and writing. The general aim is to enhance learners to read and respond to a newspaper article and then, practise the reported speech. As a matter of fact, this lesson is the core of this research problematic, which will be treated in detail in this third chapter.

➤ *Lesson 10 plan:* This final lesson is intended to reinforce what was practised previously. As its title points it 'Write it out', it consists of series of written work activities to enable students to put into practice what used to be learnt during the whole unit's parts.

3.6.2.3. Observation

Called 'Discovering Language' *(Appendix 9)*, this part of the file consists of a series of activities that are kept in a portfolio. It helps learners to check their progress and learn from their mistakes. At this stage, they are supposed to learn vocabulary, grammar, spelling, pronunciation, idioms through working with new words and expressions. Pictures provided in this lesson help students to understand and use the language.

This reading lesson allows getting students engaged with the text. Teachers often notice that when their students are given a new text, their first instinct is often to race to the finishing line rather than being engaged with the text. At this stage, the second reading lesson is clearly defined as a reading and a writing session. The literature presented about disasters and the youths devotion to help the other, provide a moral lesson consisting of assisting the others who are in need of aid.

Then, the text is a genuine literature containing the projected English grammatical forms of direct and indirect speeches. This intensive reading phase can enable readers to acquire the skills at the levels of speech sounds (phonology), the print system (orthography), speech to print correspondences (phonics), word meanings (semantics), sentence structure (syntax), and text organization (discourse).

3.6.2.4. Analysis

As it is the case in the first year's syllabus, each unit starts by a reading lesson, in contradiction with the middle school's one which begins by oral and written consolidations and ends by text reading comprehension. Getting students engage with the text in different ways reflect the challenges for both teachers and their students. Close reading goals are also the heart of the most English Language curriculum standards. There are indeed, many reading skills that can the teacher use to help his/her students' reading comprehension, involving, at the same instance, increasing their linguistic competencies through discovering the English Language grammatical, phonetic, and vocabulary rules.

3.6.3. Level Three: A Unit Plan Model

As a first unit's analysis, each unit comprises two main parts. The first one consists of two sequences; Listen and consider, Read and consider. The second part contains also two sequences; Listening and speaking, Reading and writing.

3.6.3.1. Sequence One: Listen and Consider

It begins with language outcomes to develop through the sequence. A preview of the language objectives is tended to be achieved by the end of the sequence. Also, language features (grammar - vocabulary - pronunciation) are meant to be understood and used. This first sequence also deals with listening comprehension through responding an oral or written message, and developing the ability to listen for a specific purpose. Hereafter, sequence one consists of three procedures; getting started – let's hear it – think, pair, share.

➢ *Getting started:* It is meant to access and activate learners' background knowledge of the topic, and prepare them for the following step.

➢ *Let's hear it:* It comprises two main sectors, comprehension and around the text.

The first section (comprehension) focuses on comprehension, meanings, listening and doing.

➢ The second one (Around the text) concerns language study and use. It is language based study. It responds to language. It centres specific language features such grammar, vocabulary, pronunciation and spelling. It denotes identifying words functions, word order, and morphology, through using content words and words functions correctly. And at last, this phase is meant to increase learners' understanding of the sound-spelling relationships by training one's ears.

➢ *Think - pair - share*: It comprises the situation of integration through working individually, in pairs, and then in groups, in order to produce a piece of writing.

3.6.3.2. Sequence Two: Read and Consider

It begins with language outcomes to develop all through the sequence. Linguistic objectives are to be achieved by the end of the sequence, consisting of a three steps procedure; getting started – Taking a closer look – Think, pair, share.

- *Getting started:* As this subtitle denotes, it is about brainstorming to activate learners' background knowledge of a topic, usually followed with a pre-reading phase.
- *Taking a closer look:* It consists of two main sub-sections, comprehension and around the text. The first section involves reading for comprehension, focusing on trying to understand the general meaning of the passage. However, the second step is centred around language study and language use. Tasks are related to grammar and vocabulary provided in the text, while the aim is to produce messages in correct English.
- *Think, pair share:* It has an essential feature of the situation of integration. A productive stage through mobilizing assets learnt all through the second sequence. The tasks given to students are about problem solving situations.

3.6.3.3. Sequence Three: Listening and Speaking

It begins with skills and strategies outcomes to develop all through the sequence. It is a discourse oriented step, moving from language analyses to discourse analyses, assuming that speakers convey both social and propositional meanings when they produce a particular utterance forms, in particular contexts (Brown and Yule, 1983). The first meaning is meant to the language used to establish and maintain social relations, whereas, the propositional meaning refers to the sentence meaning, when language contains variables. Learners are then, instructed to respond to the content of a reading passage. This third sequence is split into four sections or segments; before listening – as you listen – after listening – saying it in writing.

- *Before listening:* It focuses on activating listening skills in a pre-listening phase to introduce the topic.
- *As you listen;* Based on top-down thinking involving different listening strategies as listening for the gist, for details, checking and confirming predictions and expectations.
- *After listening:* It is a post listening phase based on bottom-up listening, to give shape and significance to the text by integrating the other skills, speaking, reading and writing.
- *Saying in writing:* It can be defined as the situation of integration in order to reinvest items learnt through the whole sequence by focusing on discourse.

3.6.3.4. Sequence Four: Reading and Writing

It begins with skills and strategies outcomes to be developed. It focuses on comprehension, developing different skills through different strategies such skimming

and scanning a passage. It comprises four segments; before you read – as you read – after reading – writing development.

➢ *Before you read:* It consists of brainstorming the learners' background knowledge of the topic.

➢ *As you read:* It requires exploiting the text, its structures, main ideas...etc

➢ *After reading:* It is based on a bottom-up reading in order to give shape an significance to the text.

➢ *Writing development:* It can be defined as the situation of integration. It culminates in producing a piece of writing, gives learners the opportunity to write, to express opinions, to give reasons, and to use argumentations. It also concerns the use of newly learned grammar and vocabulary, and requires skills and strategies to develop their writing through demonstrating a sense of organization, coherence and cohesion.

3.6.3.5. Observation

There is a distinction between explicit and conscious learning of the language that occurs trough instruction and classroom practices, and the way a child acquires the language (Krashen, 1982). So, an adult can learn and acquire a language if he/she is put in the right setting. Thus, the file's sequences and parts presented above complies with the new English syllabus for third year level laid by the national committee of the Ministry of National Education in March 2006 (New Prospects, 2007).

Undeniably, the major three features of the presented file plan (within the reading lessons) give a careful thought and consideration to the following aspects:

- The fact that the summative Baccalaureate exam is exclusively of a written mode.
- The emphasis on a thematic orientation.
- The need to supply for the pedagogical requirements of all Baccalaureate streams.

3.6.3.6. Analysis

Naturally, the main approach remains basically Competency Based, Learner Centred, and Project Geared. The concept of the lessons plans seeks to understand how teachers plan situations in which the learning objectives and the teaching contexts are problematic. Investigating the reading styles, it might be stated that raising standards of

reading and writing means setting up an environment in which learning can be more effective rather than adhering to particular methods or materials

Nevertheless, teachers are not allowed to set their own text topics because they are settled by the national educational authority. They are also given the literacy teaching objectives. These are defined within the English teaching curriculum. The case studies presented in the reading lesson plan models of the three secondary school grades denote that teachers have to follow what is set as reading topics in the yearly programme instruction. Language features are of the main importance and each file, sequence, and lesson, are intended to be a challenging language, literacy, and academic needs to the classroom.

3.7. The English Syllabus Outline Survey

The scheme presented about the English language syllabus designed for Algerian high school students is provided as units foci that could be summarized in the following hypothesis.

3.7.1. Speaking and Listening

These two skills are of a primary importance in language any teaching and then, in all the units plans for the secondary schools programmes. Hereafter, any unit or lesson addresses standards. They provide a clear focus for the activities presented. During speaking and listening courses, students are effectively engaged in a range of collaborative discussions such in one-on one, in groups, or in teacher-learners practice. Students are involved to practise the language in partners about topics issues, in order to probe and reflect on ideas under discussions.

Thus, integrating oral English language tasks may prompt learners to be familiar with the unit's new language forms and vocabularies in one side, and to pave the way to what is supposed to be following, i.e. reading and writing. The whole unit addresses language knowledge in contextual curriculum activities that involve students in using language to achieve communicative purposes while practising the four skills.

3.7.2. Reading and Writing

If writing lessons aim at producing clear and coherent writings where it happens the development, organization and language style appropriateness, reading evokes a set of foci summarized in the following indications:

- Determining the central ideas of a text.
- Analysing interactions between individuals, events, and ideas in a text.
- Determining the meanings of words and phrases as they are used in the texts, including figurative, connotative and technical meanings.
- Analysing the texts organizations used and structured by authors.
- And finally, acquiring the linguistic competencies through the studied texts.

As a matter of fact, and to dig deeper into this thesis concern, the problematic engaged about is about the reading skill task that boosts the learners' English linguistic competencies. In fact, some samples of reading lessons plans and performances are demonstrated and taken as study cases sequences.

3.7.3. Discussion

Reviewing the data recorded about this succinct view of the Algerian high schools English programmes, it shows a dynamic process where English is used as a language studying matter. No matter the units' topics are varying, language is put in its real context. Listening, speaking, reading and writing are the four skills set to be developed throughout the academic syllabuses.

It might be considered that an analytic description of secondary schools English programmes denotes a pragmatic approach. Even though there is an emphasis on the syntactic use of the language, a contextual English language consideration becomes a quite clear reality for the diverse topics proposed during the academic year.

This referential view is what Lyons points out as the traditional view between words and things (Lyons, 1999, p. 404). This relation between language and the world is a process compared with lifting the words off the page. Supposing for a moment, that students read a school bulletin, or a newspaper article about a conflict in any part of the world, a report about pollution, a novel, or a weather forecast, reading is then, a recapture of their mental processing.

Reading happens with a reference to a particular world of knowledge and experience related to the text. To this extent, a text evokes voices, memories, knowledge, and experiences from other times and places.If for example, we are reading a complex text about complex ideas or an unfamiliar type of a text; wework and make greater efforts to understand it.

3.8. Secondary School Reading Lessons Models

Referring to observations done at some secondary schools in Mascara County, it is necessary to put forward authentic classroom reading situations. What can be deduced is that the different reading lessons presented later, are engaging both teachers and their students.

3.8.1. Model One

Level one, unit 3, Hacine secondary school

Teacher: Mrs Hamou

This first sample is about the third unit of the first secondary school level of the scientific stream. The instructor is an English language teacher at Chergui Ben Ahmed School in Hacine, Mascara. As a reminder, the final project is about making an invention profile. It boosts students to learn about advantages and disadvantages of inventions.

Sequence two: Reading and writing *(Appendix K)*

a) Skills:

- Reading an article about the evolution of the telecommunications.

- Writing from a flow chart.

b) Functions:

- Narrating

- Expressing concession and contrast.

c) Language forms:

- Link words (however, though...)

The procedure

I- Anticipate

Teacher: What will you do if you want to talk with a person who lives far from you?

Pupils: By using the telephone, mobile, messenger...

Teacher: And what did people use before inventing the telephone?

Task 1: *Teacher:* So, read the text then, try to answer the questions

Text page 103 from textbook, see index...

Task 2: Exploiting the text

Read the text then, find a suitable title to it such: Telecommunication in the past, present, and future:

II- Discover the language

- Function: expressing concession (contrast).
- Language forms: link words (however, though, although, even though). ⟶ Here, the author uses the connection 'however' because the information in the second paragraph contrasts with that of the first one.
- Aim: Applying the structure

In ancient times, men used drums to send and receive messages; however, communication through drums was not satisfactory.

Einstein's discovery revolutionized science; however, it led to the making of destroying atomic bomb.

Graham Bell managed to solve the problem of a long distance communication; however, it necessitated the installation of telephone poles and wires.

- Written Task: *Use the information in the box to complete the sentences as in:*

a- Although Bell's invention solved the problem of long distance communication, it required large amounts of cables.

106

b- Though Marconi's invention solved the problem of cables, overseas transmission was impracticable.

c- Even though Arthur Clark's suggestion could solve the problem, it was difficult to put a satellite into orbit at that time.

III- Write it right

- Skills: Sequencing / organizing ideas in a logical order.
- Writing a profile about the evolution of an invention.
- Written Tasks:

⟶ Activity one:

The problem: The human voice does not allow people to communicate over long distances.

Initial solution: So, in the old days, men used drums and other archaic means to communicate.

Problem raised with the initial solution: However, it took people a lot of time to send and receive messages. In 1876, Graham Bell solved the problem by inventing the telephone.

⟶ Activity two:

Problems:

1- Dishes get dirty when you use them.

2- Floors and carpets get covered with dust and dirt.

   3- Ovens take a long time to cook a food.

Initial solution:

1- Wash them up by hand.

2- Sweep with a brush, beat carpets with a stick.

3- Start cooking a long time before the meal is served.

→ Activity Three: *Using the information of activity 2, write a paragraph about one of the devices (use connectors)*

Ex: Floors and carpets got covered with dust and dirt. So, people swept them with a brush and beat carpets with a stick. However, they got used up. In 1899, a businessman called John Thurman invented a vacuum -leaner.

3.8.2. Model Two

Level two, unit 4, Mascara Emir Khaled secondary school

Teacher: Miss Bioud

This second sample is about the fourth unit of the second secondary school level of the scientific stream. The teacher's name is Miss Bioud, an English language teacher at Emir Khaled School in the city of Mascara. As a reminder, the final aim is about writing safety measures to face disasters. It enhances students to learn about the world's natural disasters and measures to be taken in order to save lives *(Appendix 10)*.

❖ *Lesson plan 9, Reading and writing*

General aim: By the end of this lesson, learners should be able to:

- Read and respond to a newspaper article.
- Practise reported speech.

Warm up: The teacher catches the fancy of her learners' attention through interaction:

Teacher: Can you give some examples of disasters?

Learners: Earthquake, flood, volcano eruption...etc

Teacher: Imagine an earthquake has taken place in your town, do you think people will help each other? If yes, how will they do so?

→Task one:

Aim: Reading for specific details.

Instruction: Read the text silently then, answer the questions below

1- Is the journalist Algerian or a foreigner? Justify?

2- To whom are the women taking food?

3- In which paragraph did the journalist show his understanding of the importance of solidarity?

Key answers:

1- He is a foreigner because he said that Rafik was his translator.

2- They are taking it to their neighbours who have lost their homes.

3- In the last paragraph.

→ Task two

Aim: Acquiring new vocabulary

Instruction: Find in the text words or phrases that are similar in meaning to:

Disasters (§ 1) – unite (§ 3) – damaged (§ 2)

Key answers: calamities – weld – fallen.

→ Task three

Aim: Practice reported speech in context

Instruction: Turn the direct speech sentences in the 2nd paragraph into reported speech

Key answers:

1- He said that the earthquake had made everyone of them showed their best.

2- He answered that the youth had played a heroic role in the first minutes of the disaster.

3- He asked me if I had seen that young man shown on television the night before.

4- He told me that the young man had become their local hero. The day before, he had saved two children from a certain death.

* Homework: Task 4 page 130

❖ *Lesson plan 10, Write it out*

General aim: By the end of the lesson, learners should be able to

- Read and respond to a newspaper article.
- Practise reported speech.

Warming up: Correction of the homework given at the end of the reading session.

⟶ Task N° 1 page 130

Aim: Reporting opinions.

Instruction: Report the opinions below using the following verbs and expressions (think – assert – believe)

Key (possible answers)

Some people think that we can reduce poverty in Africa by giving more food aid. This is totally wrong. Billions of US Dollars are already spent on food aid, and thousands of people are still dying from hunger and famine. I believe that... etc (students will develop the relevant notes to support this second opinion)

Whereas, the irrelevant notes are as follows:

- Africa has long history / culture.

- Music is beautiful.

3.9. Reading Lessons Analysis

So far, the two reading lessons samples observed at two different Algerian high schools (at Hacine and Mascara), are illustrating what is taught and learned in real classrooms situations. As a matter of fact, the four skills are practised, not separately, but both implicitly and explicitly. Implicitly because for the speaking and listening skills, as far as language is a tool of communication, the two skills are practised, even though, the lesson is about reading.

Interaction between the teacher and his / her students, while dealing within an English reading lesson, requires some oral exercises resumed in speaking – listening skills. Many people think of reading as a skill that is taught once without having the

possibility to practise the other skills. On the contrary, and what was noticed inside the classroom, all four skills are performed throughout the existing lessons.

In this respect, results from these earlier practical reading lessons demonstrate strong and consistent instructional programmes and methods for young high schools readers. The English teaching staff at Emir Khaled High School in Mascara provide reasons of setting their reading instructions. This qualitative content analyses shed light on the following four reading characteristics:

1. Teachers systematically, explicitly, and cumulatively teach all essential components of literacy.
2. These components are intensive enough to produce significant gains in a student's relative standing.
3. Reading tasks stimulate language abilities through the direct study of phonology, morphology, orthography, syntax, and text structure.
4. The provided official reading texts tend to respect students' social, intellectual, and emotional needs.

3.9.1. Reading Objectives and Finalities

Based on the observation phase made in the classrooms' situations mentioned previously, teachers planned a set of objectives aiming to be reached for the reading sessions. Amongst these purposes, six main goals are set forward:

1- Challenging students' 'black box' and prior knowledge in order to introduce the general idea of the text (top-down reading process).
2- Focusing exclusively on text-based or data-driven reading. This means dscribing the key words of a given text (bottom-up reading process).
3- Skim thetext in order to get the general idea.
4- Scan the text in order to locate a specific symbol or groups of symbols, e.g. a date or a name of a person or place.
5- Careful reading aiming at discovering what the author seeks to convey with the need to understand the linguistic and semantic details (intensive reading).

3.9.2. Practical Reading Lessons Strategies

To begin with this hypothesis, it is important to identify the term strategy and what is meant by being 'strategic'. Cognitivestrategies can be explained by activities an individual selects deliberately to accomplish a particular goal.It can be deduced then, that the term strategy refers to those mental procedures performed deliberately in order to achieve a particular objective. For example, if a driver wants to go back home safely, he might use safety driving strategies. Also the case for a scholar wanting to understand and solve mathematical problems, he/she might use some specific mathematics strategies. The same thing can be applied for language readers aiming at comprehending texts, for the sake of solving reading exercises provided by their teacher, or simply to understand any written passage outside schools.

Likewise, and aiming at scaffolding students' interactions with a text, some reading strategies are proposed and practised by a group of English language teachers at Emir High School in Mascara. The purpose is looking forward scaffolding students' interactions with a text. As a matter of fact, as subjects observed, teachers play an essential role in developing their learners' English language competencies through reading lessons. Accordingly, one can notice an amount of eleven strategies used during reading courses, which they are classified as follows.

3.9.3. Scaffolding Students' Interactions with a Text

It is assumed that children grow up in a rich language environment, no matter what their native language is. First, there is an awareness of sounds and the meaning of the words. At their early childhood, a large vocabulary increases the children's chances to recognize and understand the words in early reading. Then, many children begin school by their early knowing of literacy. As their parents read storybooks to them (chapter two). At school, pupils begin to notice the difference between pictures and printed texts.

However, acquiring initial foreign language literacy might be harder than learning to read in the first language. If the first language (Arabic for the case of our learners) uses an alphabetic writing system, the students have already learned the alphabetic principle, that spoken sounds are represented by written letters. Learners try to transfer their first linguistic knowledge to reading in the second or foreign language. Vocabulary development may include the process of acquiring new words that represent known and

new concepts, clarifying and enriching the meanings of known words, learning idioms and high frequency words, and using context clues to decipher meaning.

It is stated that prior knowledge creates scaffolding for information in memory. This deduction is often exploited by teachers in doing the so called 'brainstorming' stage to enhance a reading lesson. In Algerian high schools, it is assumed that teaching the English language knowledge explicitly improves reading comprehension. The psychologist Willingham (2017) testifies that reading tests are knowledge test in disguise.

To this extent, conducting a qualitative research interview with the English teaching staff is *(Appendix B)*, apparently, following what Willingham justifies. This structured interview scripts the interaction in the form of formal questionnaire that covers a set of predetermined questions. It is administered to the four participants (teachers) to seek for the usefulness of each reading session implemented by the Algerian ministry of education. Reading comprehension starts by a prior knowledge through anticipating the topic of the reading passage; this pre reading step helps learners to use their brainstorming knowledge.

3.9.4. Textbooks Reading Texts Analyses

It was stated that the anticipation guide is usually performed before reading with some targeted reading skills such as drawing upon prior knowledge, recognizing the effects on one's own point of view in formulating interpretations of a text. It is also examining the cover of a book, blurb, writer's biography, and designing activities that help learners anticipate the big ideas. Henceforth, it might be pointed that the author's organization and staging of his work must be preserved:

> The author's indication of the development of the argument contributes to the reader's experience of the text. Thus, titles, chapter headings, sub-divisions and sub-headings all indicate to the reader how the author intends his argument to be chunked(Brown and Yule, 2003, p. 7).

To this extend, learners are supposed to check out the passage framework before reading it. Two objectives are intended in this pre-reading phase:

- Previewing texts to assess content and organization.

- Recognizing and using text features to help for comprehension.

3.9.4.1. Secondary School Reading Texts Anthologies

Given official textbooks, it is advisable to make an analysis of texts division across content area in secondary reading classes. It is then, important to understand the types of texts that appear regarding what we might call literary texts (poetry and prose like drama and novels), and informational ones (exposition, letters, media articles, advertisements). This phase is set to check and describe students' textbooks literature in order to be aware of the types of texts organized in different ways, regarding the title, the cover, the blurb, the discourse, the format, and so.

Table 3.1.

Secondary School Texts Anthologies

Level	Literary Texts	Informational Texts	Total
1 AS	07	27	34
2 AS	13	48	61
3 AS	13	52	65
Three Levels	33	127	160

It is clear that Table 3.1 shows that informational texts are prevailing (79%) opposed to literary texts at a rate of 21 per cent. We can see that the number of texts is increasing according to the students' levels. For instance, at the first year level, learners' textbooks contain 34 texts. Then, for the second grade, there are 61 texts, and finally, 65 texts are printed on the third year textbook. This gradation can be explained by moving smoothly from simpler to the more cumbersome literature. Regarding the pupils' timetables at high schools, this gradation from a smaller texts amount to a bigger one, is due to the time allotted to English language learning in a week, starting from three to continue to four and five hours a week (Table 4.5). Another characteristic is perceived, there is a

clear tendency to shift from classical English embodied in literature such as prose and poems, to focus more on affording both teachers and students, modern and updated texts. An aspect pointed out in the introduction.

3.9.4.2. Secondary School Reading Texts Types

In the following Table 3.2., literary texts are divided into prose and lyrics, however, informational texts contain letters, exposition, media and adverts and dialogues.

Table 3.2.

High School Reading Text Types

	Literary Texts	**Informational Texts**
Prose	20	
Lyrics	13	
Letters		08
Expository		43
Media Articles & Ads		51
Dialogues		24

According to textbooks analyses of the three grades, it is noticed that there is a certain balance between prose and lyrics in the literary type. On the other hand, the results indicate that the most dominating informational texts type's expository ones as it is illustrated in the following graph 3.1. In this graph 3.1, media articles and advertisements having newspapers and magazines as sources are the most common types on informational texts, followed by expository texts.

This fact demonstrates a movement from using classical literature such the case of prose and lyrics, to the massive use of recent and updated texts. It might be explained by the students' interest in modern literature.

Texts Types

- Prose; 12
- Lyrics; 7
- Letters; 8
- Expository; 28
- Media Articles & Ads; 30
- Dialogues; 14

Legend:
- Prose
- Lyrics
- Letters
- Expository
- Media Articles & Ads
- Dialogues
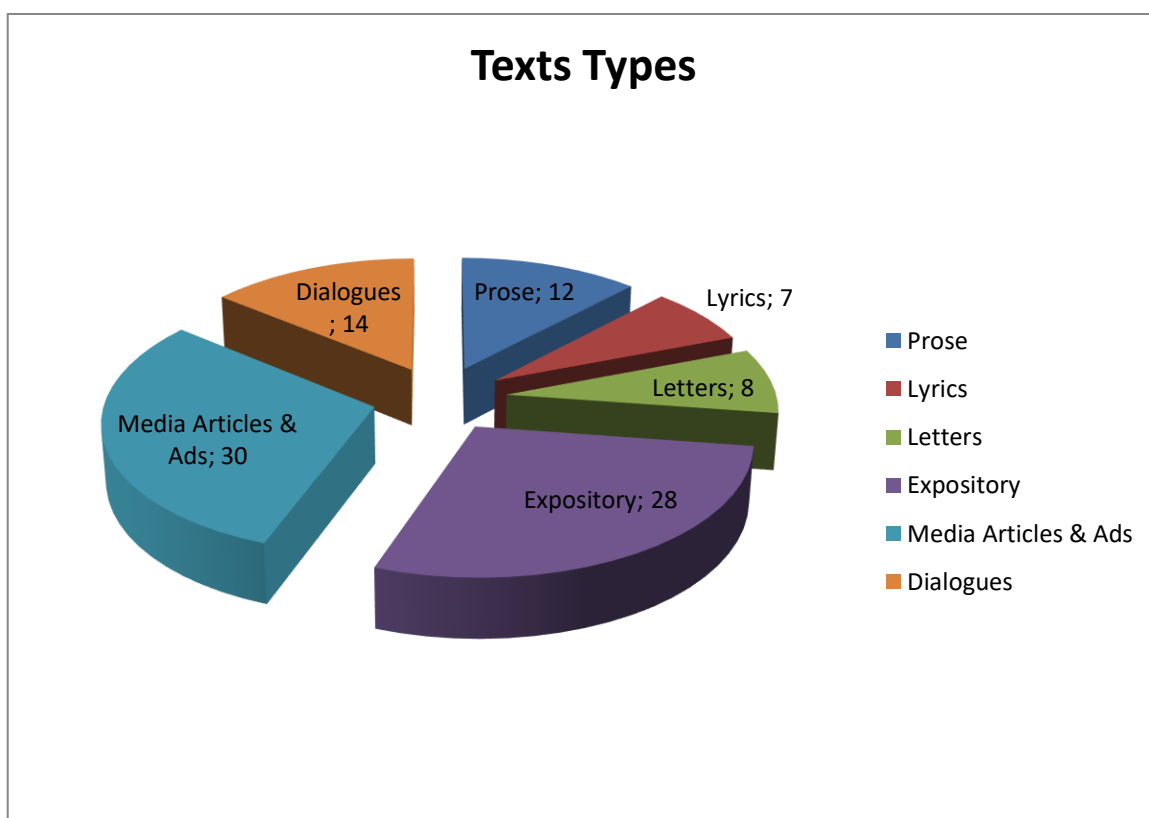
Graph 3.1. Textbooks Text types Division

3.10. Developing Language Learning in a Reading Class

Alongside, the opportunity to increase students' reading comprehension is still, a discussion matter for both education researchers and teachers. This study case seeks for determining teacher implementation of questioning styles (written or oral). It is acknowledged that schools are required to have plans for improving instructions to enhance both teachers' ongoing practice and assist students' developing their English language competencies.

These instructions offer strategies for providing the professional learning through the study of literature presented throughout the proposed texts. Some samples of language learning through texts are illustrated in the following three reading samples.

3.10.1. Sample One

Unlike what is proposed for middle schools learners, the reading segment at secondary schools is given more focus and importance. That is to say high schools learners are no more considered beginners, but, having an intermediate English language competencies level. We have chosen below a reading lesson taken from the official students' textbooks entitled 'At the Crossroads'. The core topic is about inventions and the reading-writing is devoted to a whole unit's sequence as follows.

<div align="center">

Reading and Writing

Unit 4   Sequence two
</div>

➢   Pre reading phase

It develops learners' curiosity about the topic. Students are involved in using their background knowledge. It is a step which precedes the reading activity consisting of the brain storming practice around the new inventions theme called as 'Anticipate' *(Appendix G)*.

➢   While reading phase

Teacher moves to present the text speaking about the communication inventions starting by Graham Bell's invention of the telephone, till the satellites settling (called Read & check, (At The Crossroads, SE1: 103-104). These two pages are containing a series of tasks performed while reading. A step aiming at checking students' answers of the pre-reading tasks, and then, reinforce the reading comprehension ability.

This 'Read & Check' step is followed by a lesson presented as 'Discover the language', still included in the reading and writing process. Hereafter, learners are involved in practising the language as it is clarified in the fourth appendix. There is a variety of tasks having mostly the same objective, summarized in learning and using the linking words however, although, even though, and expressing narration and concession. Then, the 'Write it Right' phase which follows aims at making a piece of writing by exploiting all the language functions learned and practised previously *(appendix D)*.

3.10.2. Sample Two

The secondary school English language programme is conceived at aiming varieties of language functions and skills. As reading is a matter of interest of this thesis, it is the starting line of the eight units included at the second year syllabus in the book's map (Getting Through, 2011). It can be clearly noticeable that the 'Discovering language' lesson (which consists of a text to be studied), has three phases: before, while and after reading. It is denoted that the language form which is meant to be learnt is précised in the use of the past present tense, as far as the future events.

The reading skill is then, reinforced by two sessions. The first one called 'Discovering Language' developed in a text *(Appendix I)*. As a purpose, the main language function is about the reported and direct speeches. Also, the changes that occur in direct and reported speeches in different tenses, developed in the two reading pages *(Appendix I)*.

Then, 'Reading and writing' follows 'Discover Language'. It shows more language forms practices that can be summarized in the use of writing a newspaper report, expressing opinions, and also the use of punctuation *(Appendix J)*. Many subjects (students) met at secondary schools complained about the fact that reading comprehension is a complex procedure due to the existing of difficult words they encounter for the first time. Such difficulty is later overcome through performing reading comprehension activities. .

3.10.3. Sample Three

Teachers tend to identify the effective strategies and techniques to improve reading instructions for their students. At this third year level, literature is also given a paramount importance. Henceforth, it can be easily pointed out that each of the six units which form the whole academic English programme contains two reading passages. The first one called 'Read and consider' involves the British and American feelings. After the warming up named 'Getting started', the text about feelings includes grammar and vocabulary tasks *(Appendix L)*.

Still at this sixth unit, and as it is the case with the first and second years levels, the reading skill is reinforced by another lesson determined as 'Reading and writing'. The concept varies from the grammatical and lexical emphasis, to the move towards learning

and writing. Even though the topic is about mythical beasts, students are guided to concretise what should be learnt through elaborating a piece of writing. Indeed, it is defined that a text is a familiar recorded print for literature study. So forth, it is can be differently presented in different editions, different types, different faces and different sizes of paper (Brown, 2003).

In his introduction, McLaughlin shows four reading emphases: to name word study, fluency, vocabulary, and comprehension (McLaughlin et al., 2006). It is argued that each of theses contributes in understanding a text. So far, word study and the fact of examining words structures offers a deep understanding of language and how it works. In this sense, secondary schools teachers activate their learners during a reading lesson through providing series of exercises in order to tackle the lexical, syntactic and the morphological aspects of English as a foreign language.

3.11. Conclusion

As it was explicitly set in this chapter, the secondary school English learning is mostly based upon literature. Texts are provided in each lesson and learners are confronted with different types of texts. One would say that students prefer or on the contrary, are not motivated in reading some types of texts. This behaviour could be motivated by the young generation's interests. This would lead to think more about the secondary schools students' literal preferences. Thischapterconcern is a practical side about the reading lesson. Diverseteaching strategies are used. It is noticed the teacher'sroles as a supervisor, a monitor, and an evaluator. The reading competenciesmeasure the learners' comprehension skill. Furthermore, and through solving tasks related to a text, students are enhancing and developing their linguistic competencies when the English Language is concerned.

Chapter Four

Findings and Interpretations

Contents

4.1. Introduction

After administering both a questionnaire and an interview in the previous third chapter, the data collected provides some findings and interpretations which stir recommendations. It is advisable to call for some reading samples. An interest is given to models of reading activities within some previous Algerian baccalaureate exams. These contain different reading tasks starting from comprehension questions and ending with essay writing. Teachers are supposed to follow the same summative exams' subject procedure. It recalls them (teachers) to make a joint between what is taught in real classroom situations, and what are the major reading goals. Secondary schools students are supposed to learn and acquire the linguistic competencies of English.

4.2. The Research Problematic

A quantitative data is provided in this chapter through giving theories and experiments. This research methodology stresses the importance of large groups of randomly selected participants both at secondary schools and first year at university. After, some qualitative information research records the teachers' interview and secondary school students' questionnaire. It is studying small samples of purposely chosen individuals seeking through a variety of methods. The aim is to understand things from the informants' points of view (Tavakoli, 2012). The teachers' answers provide a set of analysis and recommendations that might enable both teachers and learners to improve the reading skill. This qualitative data tends to explore and supply the reading skill arguments in order to validate, explain, illuminate, and interpret the teaching-learning reading phenomena.

This chapter comprises two major aims which are: to check whether the reading texts provide the students' interests and motivations at the secondary school level, and secondly, how do teachers cope with the official textbooks. Then, the second aim requires the classroom reading practices. The aim of this fourth research part is to offer answers to the already mentioned questions and hypotheses. This could be achieved through developing the analyses and interpretations of the data accumulated in the previous three chapters.

4.3. Rubric One: Students' Questionnaire Profile

In order to dig into students' ideas, the researcher administered a set of six questionnaire questions in the third chapter of this thesis for secondary level learners. This qualitative data might help both students and teachers in reading texts procedures, since teachers often strive to meet their students' needs (Mc Laughlin et al., 2006). This first set of questions draws a careful profile of the respondents. In the previous chapter, those questioned students are from high schools, since our concern requests only secondary school learners including their reading preferences, motivations, and expectations.

To this extend, the study highlights some reading obstacles that high schools might encounter during a classroom reading lesson. It is advisable to re-examine their answers previously cited in the third chapter. Thus, the following table explains the three grades students. It is limited to a number of two hundred and fifty-four students split in three grades and presented in the table below, noting that gender is not the main concern, since mixed classes are providing variety and interest.

Table 4.1.

The Questionnaire Subjects' Grades Numbering

Grade	1 AS	2 AS	3 AS
Subjects Number	61	28	165
Total	254		

4.3.1. Students' Questionnaire Investigation

The procedure aims at keeping informed of the developments in research and best practices. Students as readers can contribute in the choice of texts regarding their intellectual levels, educational levels, backgrounds, and their topics interests. The students' questionnaire tends to investigate the learners answers for the sake of the following reasons:

- Determining whether the official textbooks are positively or negatively welcomed.

- Seeking causes of reading difficulties encountered by secondary schools students.

- Involving students in the texts choices.

- Looking for tools that might help learners to achieve a successful reading task.

Question One: *What types of books do you read?*

The answers of this first question can be illustrated in the following Pie- chart 4.1.
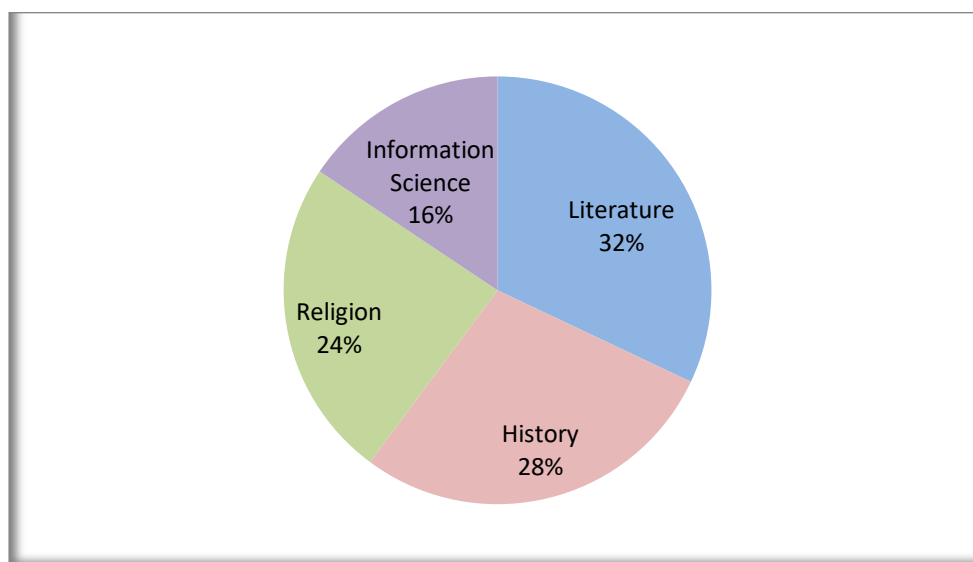
Pie-Chart 4.1. Students' Reading Preferences

The answers reveal that among the 254 questioned students, thirty-two per cent read literature, mainly novels and poems. However, it is common that Algerian young learners are not at all interested in history but, the above pie-chart shows that secondary school students also prefer reading history. The informants show interest in reading books related to religion (24 %) and information science (16 %). Our observation phase spent at two secondary schools in two different cities (EnNadjah School in Sidi Bel Abbés and El Emir in Mascara) demonstrates some reasons given by informants listed as follows:

- Literature enlarges our spirits and allows us to escape stress caused by studies.

- Literature is a good tool to discover the world's famous new authors.

- We are always seeking for religious ideas even if the books we read are about a different religion than ours, not necessarily Islamic editions.
- History is a part of a country's identity. We read about history because we discover how those powerful states reached esteem through historical events.
- Information documents inform us about the latest discoveries in communication, industry, and media inventions.

Question Two:*How often do you practise reading?*

This second question explores the reading habit inside secondary schools students, generally, in their free time. The following diagram is certainly, revealing the Algerian society's reading practice which is inferior to what is happening in some neighbouring states, to name European ones.
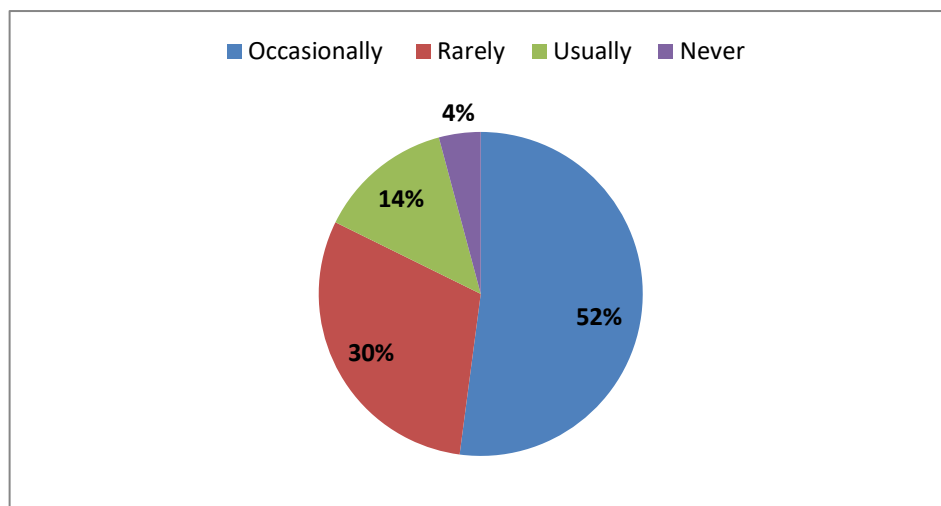
*Pie-Chart 4.2.*Students' Reading Frequency

The pie-chart 4.2 explains that only fourteen per cent of the subjects often read documents outside school. However, more than half of them read periodically according to some occasions. Others (30 %) rarely read and solely four percent never red at all. An analysis is made in order to find out the reasons behind this reading frequency. Moats (2010) explains: "because reading is difficult for them, they do not like to read, and so they read (and write) very little." (Moats, 2010, p. 2). It is deduced that respondents give their reasoning answers which are summarized as follows:

- First, we (students) do not have enough free time during the academic year. To say, we are obliged to study for the whole day, starting from 08.00 am to 5.00 pm.
- Then, and besides the overloaded weekly schools' time-tables, we are given many home-works to do after school, and the programme is a daily burden.
- Sometimes, we cannot find books of our interest neither at schools libraries nor at the private bookshops. In case an interesting book is available, it is often expensive and we cannot afford money to buy a book or magazine.

Question Three: *Which language do you read?*

Students are given three languages to choose between them, Arabic, French, and English. It is provided that the three mentioned languages are learnt at schools since the primary level. Because reading motivation is a child's priority for his linguistic development, this question measures what do high school students read as a language. What emerges as an answer, more than half subjects prefer reading in English. It was stated previously that in case of Algerian laymen, Arabic is the primary read language specially for reading the tens of daily Arabic daily newspapers. It might be a striking choice given by the respondents as illustrated in the following graph.
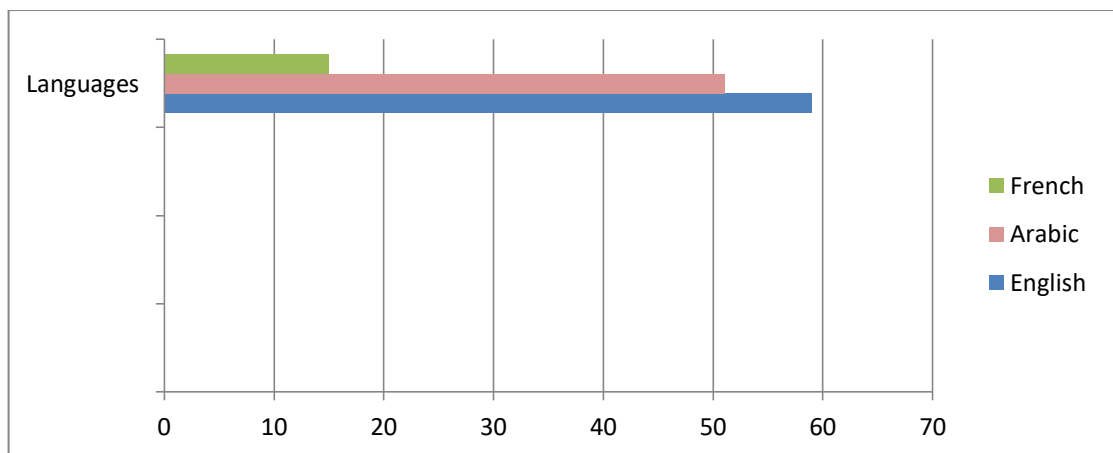
Bar-Graph 4.1. Language Reading Frequency

As it is shown above, the bar-graph illustrates the dominance of English reading habit, followed by Arabic and at a lower degree, French. These results are motivated by the learners' deliberate use of English. The subjects say they exploitall what is printed

in English for two purposes: First, it allows them to discover foreign traditions (mainly of those English speaking language), and secondly, reading English is a means to develop their English linguistic competencies. Arabic is also not neglected since it represents about fifty-one per cent of readers whereas, French comes at the third position (15 %) of the students confess that they read French documents.

Question Four: What do you read rather than books?

At a first glance, and apart from books, newspapers come at first when it is about leisure reading, represented in fifty-eight per cent of the subjects. They justify their alternative by the financial factor since newspapers do not cost lot and the majority can afford to buy them.
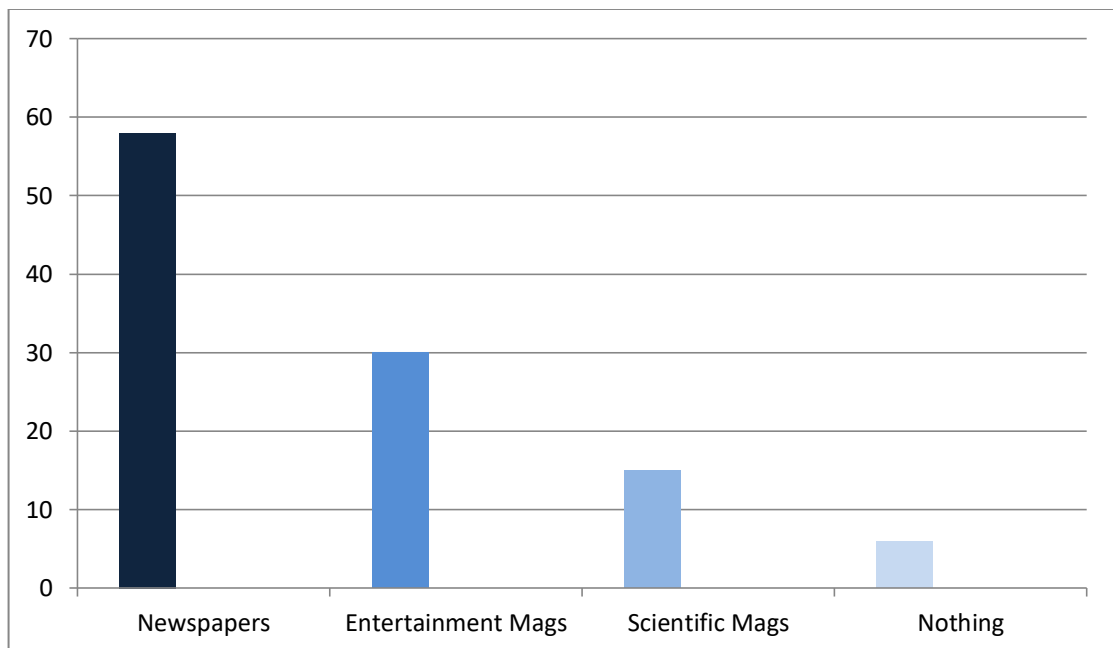
Bar-Graph 4.2. Reading Materials

It can be also noticed that reading things for entertainment such magazines about movies stars news is important for our young learners, trying always to discover what is the most recent information about their favourite celebrities and idols. Scientific magazines and publications are in the third place and at last, only six per cent (6%) say

they read nothing at all apart from books. On the contrary, they are satisfied with the social networks links like Facebook and Messenger websites.

Question Five:Do you prefer to read paper documents or on computers?

The answer collected of this fifth question demonstrate a little inclination to paper documents (68 %), and the rest (32%) prefer using their computers while reading according to the Pie-chart 4.3. below:
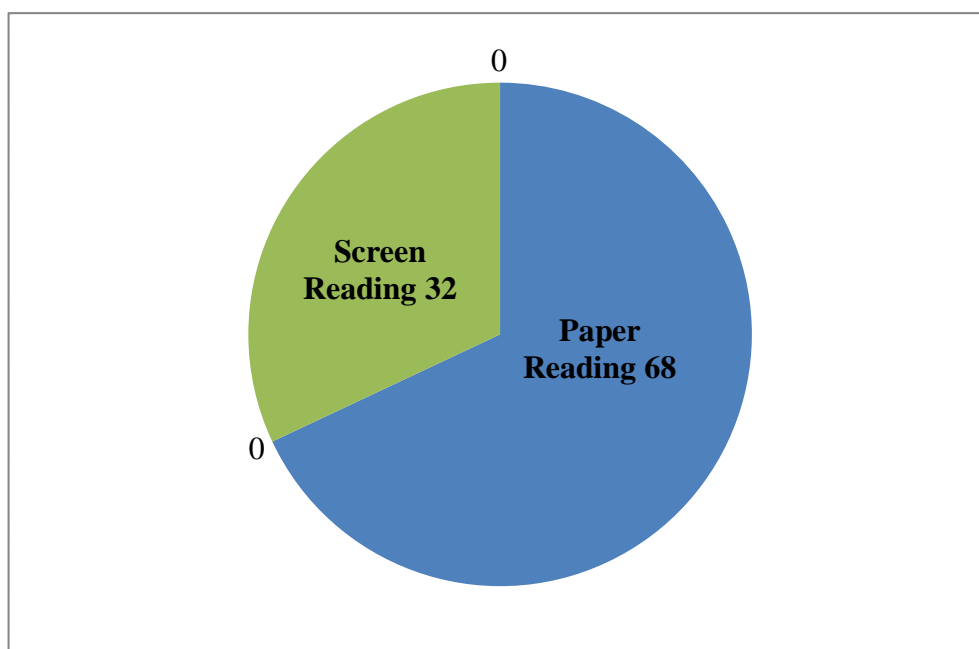
*Pie-Chart 4.3.*Paper vs. PC Readings

Questioned about their choice, students' first desire is to read paper printed documents which allow them to be more concentrated rather than being stuck in front of their computers' screens. Moreover, the respondents justify this option because of the bad effects of computers rays on their eyes, but, sometimes, they feel themselves obliged to read directly from their computers' because of the expensive printed documents.

With a number of more than sixty daily newspapers, there is an influx to buy ones preferred newspaper every morning. A habit noticed for both young and old population. It is shown in the first chapter of this thesis that some Arabic newspaper titles such as

'El-Chourouk' 'El-Khabar' or El-Nahar' are the best sellers and the most popular read papers. This truth might be justified (as it was previously shown in chapter one), that the readers weaknesses in understanding French or English passages may well be the main prevailing reason of Arabic newspapers success and preference. Then, another economical feature is important. With a low purchasing power extremely due to unemployment and the expensiveness of books, newspapers are the most dominant reading materials because of their low costs. Some young readers would argue that buying a magazine or a book is becoming above their purchasing capacity.

The answers given for the fifth question notify the dominance of the modern machines and apparatus resumed in computers, I Phones, Smart Phones and tablets. Today, there is an evident assertion of the progressive invasion of Information and Communication Technology (ICT) both in schooling systems as well as in people's daily private lives, mainly inside the younger Algerian community.

This new behaviour has virtually revolutionized every aspect of both our daily and working lives. This might have risks because it is assumed that the most common online activity is browsing the internet sites for fun through staying long hours in front of the computers or mobile phones screens. So, even if paper books are still having importance, the participants indicate their complete addiction to the use of computers, tablets and other gadgets like the most modern mobile phones. Indeed, electronic reading has a major importance for today's learners.

Question Six: What do you think about the books' status in Algeria?

More than half respondents admit that all or the majority of books published in Algeria are not fulfilling their interests. Another element might be recognized. It concerns most of current Algerian publications focusing either on historical events, or about authors' biographies, becoming most of the time redundant and no more motivating for reading (Ali Ben Mohamed, 2013). Another important factor is when the participants raise the problem of manuscripts expensiveness. Most of reading population is seeking electronic literature through internet websites. It is also an alternative to find the most recent published literature, something not available in libraries. The following Chart 4.4 is demonstrating the subjects' answers vis-à-vis the books status in Algeria.
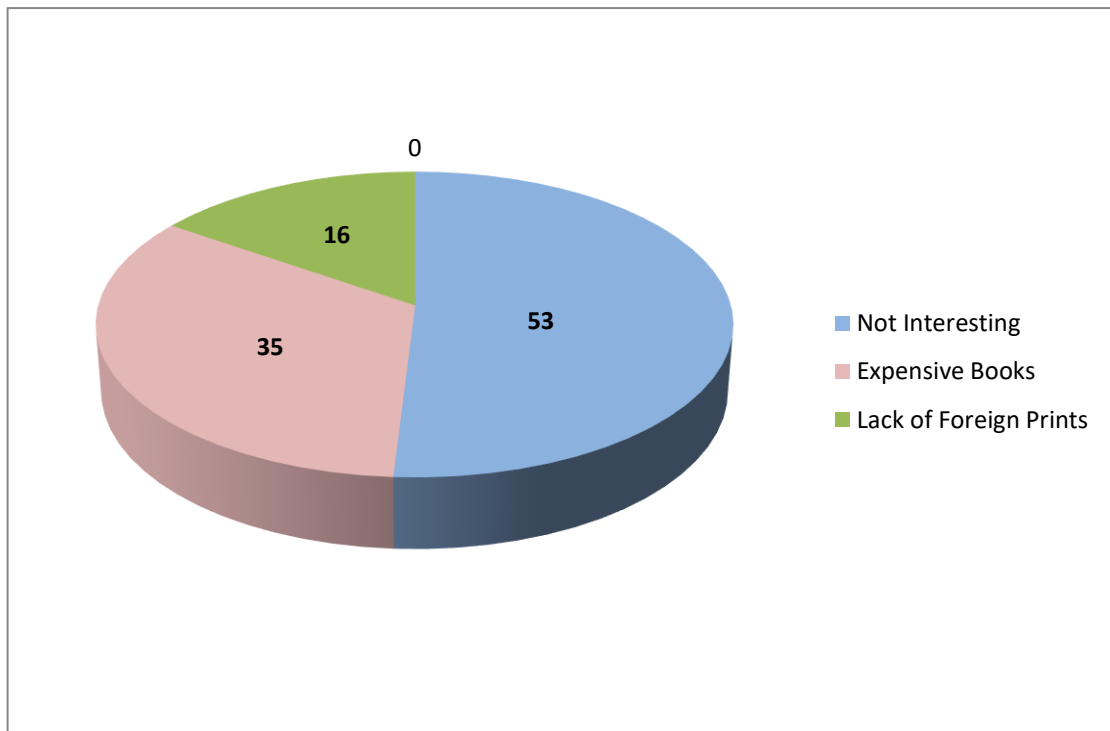
Pie-Chart 4.4. Books Status in Algeria

One might argue that the quality of the contemporary edited books has greatly decreased. It can be assumed that, in order to enhance young learners to read in their free times, the literature ought to be an attractive material. Does it mean the quality of Algerian writings is not motivating for reading? To answer this question, and during a colloquium held in Sidi Bel Abbés about the impact of the Algerian school in the making of the national identity, the former Algerian minister of education, Ben Mohamed. A declared in 2013:

> ... The lack of scientific publications is noticeable...what is mostly edited as novels, are the authors' personal biographies...these kind of autobiography writing has recently been a monotonous literature. Henceforth, the readers feel this scarcity in Algerian literature variety that discourages reading(Ben Mohamed. A, 2013).

The former Algerian minister of cultural affairs, Toumi. K announced in 2017 that Algerian libraries comprise fifteen million books. It equals about half a book for each individual every year (Algerian Press Service, 2007). However, this rate is still below the international standard which fixes the average reading rate of four books each year for each individual. The ministry of Algerian culture has planned an ambitious policy in order to raise the national reading pace to two books a year for each citizen.

4.3.2. The Questionnaire Findings

As they are displayed in the above figures, there is a considerable awareness inside secondary schools learners. The participants are aged between 17 and 19. When they are engaged in answering the questionnaire, they show an interest in expressing their personal reading motivations and purposes. Providing students with books at their independent reading level is an essential way to help them improve their reading ability (Fountas & Pinnell, 2006).

Indeed, the questionnaire investigates students' metacognitive awareness about reading. It also seeks to understand how literacy is conceptualized by students. A question that hinders to understand what reading pedagogical supports can be considered by their teachers.

This survey of 254 secondary schools students describes the allegation of poor and disinterest of all what is national published supports, especially when books are concerned. Although students show an important motivation for leisure readings, they overcome their local books poor quality by using Internet sources. They are aware that literature can be read everywhere and at any time. Finally, we discover from the third question's answers, the first choice of reading English documents. Even though the survey is of a limited study case, it reveals that English has taken an important position vis-à-vis Arabic and French. Again, a summary of the questionnaire's answers and their findings could be demonstrated in the following table 4.2.

Table 4.2. The Questionnaire's Statistics

Question1	Reading Topics	Literature 32%	History 28%	Religion 24%	Information 16%
Question2	Reading Frequency	Occasionally 52%	Rarely 30%	Usually 14%	Never 04%
Question3	Language Reading	English 59%	Arabic 51%	French 15%	
Question4	Reading Documents	Newspapers 58%	Magazines 30%	Science 15%	Nothing 06%
Question5	Reading Preference	Paper Documents 68%	On Computers 32%		
Question6	Books Status	Not Interesting 53%	Expensive 35%	Foreign Shortage 16%	

4.3.3. Interpreting Students' Answers

Participants have taken part in this survey with great enthusiasm. They voluntarily accepted to answer the questionnaire, because, it is a way of going out of the lessons routines. It is the same view point given by their teacher, who welcomed the task. This students' motivation is then, a great feature that facilitated the researcher's work.

4.3.3.1. Motivation

The participants have used their personal knowledge. With a big honesty, they devoted time and effort because they felt a certain freedom in providing their answers. The main and primary stimulus gives birth to the following students' motivations:

- Students are grown up in a rich language environment, no matter what their native language is.
- Oral proficiency in a language helps them to become sensitive to both sounds and words' meanings.
- Facing a large vocabulary increases their chance to recognize and understand words in reading.
- Varied personal experiences have the advantage of knowledge what is around the word.

Meanwhile, many people think of reading as a skill that is taught once and for all in the first few years of school. Regarding this view, students' gradation levels and motivations are to be largely considered. Widdowson argues:

> Even if the learner is motivated to read a particular extract and is ready to give an authentic response, he will be denied the opportunity if the linguistic difficulty of the passage is such that he cannot process it(Widdowson, 1978, p. 82).

Widdowson adds that a learner may not be motivated to read something outside the context of his normal concerns (Widdowson, 1978). It is important to deduce the fact of taking into account the learners' reading motivations. As it is shown in the questionnaire, and this might be a good example, our secondary school students demonstrate their preferred texts related mainly to novels, sciences, information science, religion, and history. These topics are noticeably mentioned in the questionnaire's responses.

4.3.3.2. Reading Proficiency

Different researches in reading skill emphasize on proficient (or good) readers. According to Baumann & Duffy (1997), the emergency of good readers can be summarized in the following points:

- Mentally engaged.
- Motivated to read and to learn.
- Socially active around reading tasks.
- Strategic in monitoring the interactive processes that assist comprehension.
- Setting goals that shape their reading processes.
- Monitoring their emerging understanding of a text.
- Coordinating a variety of comprehension strategies to control the reading process.

4.4. Rubric Two: Interviewees' Profiles

This section provides an interview limited to four respondents. They represent the English teaching staff at El Emir Secondary School in Mascara. Regarding the educational experts' pieces of advice, these four interviewees are experienced teachers and demonstrate what really occurs in practical reading lessons. In order to validate the

hypotheses of the present research, the first question of the interview is addressed to present the respondents' profiles.

The interview is conducted with four informants. They are referred by R plus a number in order to insure their anonymous answers. For example, the first interviewed teacher is given a sign comprising the letter R (means Respondent), and followed by the numbers 1,2,3,4. The results of this semi-structured interview are detailed in these thirteen questions-answers data.

Question One: *Present yourself by providing your school, teaching experience, and the main qualifications?*

This introductory question aims at finding the respondents' profiles through drawing their experiences and qualifications. The answers reveal that all the four subjects are not trainees or part-time teachers. On the contrary, they have a minimum of six years teaching experience, to eleven, twenty-one, and thirty years practice for the most experienced teacher at El Emir School, in Mascara. The following table demonstrates the four interviewee's profiles.

Table 4.3. The Four Interviewed Teachers' Profiles

Teacher	School	Qualifications	Teaching Experience
Mrs BoussaïdSafia	Emir Khaled (Mascara)	B.A in English (Classical System)	30 years
Mrs MelianiSaliha	Emir Khaled (Mascara)	B.A in English (Classical System)	11 years
Mrs Bioud	Emir Khaled (Mascara)	B.A in English (Classical System)	06 years
Mr HerarMostepha	Emir Khaled (Mascara)	B.A in English (Classical System)	21 years

Discussion

These experience considerations facilitate our task in gathering a rich and helpful data. Also, the shared feature is that all informants worked in different private

institutions and as part time university teachers. These further activities hinder good experiences which enrich the interviewees' curriculum vitas.

The second important characteristic related to the informants' profiles is about the personal qualifications. All the four teachers hold a BA (Licence d'Anglais in French) degree in English Language of the classical system. It means they fulfilled four years studies instead of three at the actual LMD system. Moreover, they say that practice makes perfect and that they are still improving their knowledge both of teaching and learning about the English language. This happens through participating in seminars and in-service training sessions held at the level of the local teaching board.

Question Two: *What are the teaching approaches that you have used in your career?*

The respondents focus on the input-output teaching devices since their primary objective is to instil the new linguistic aspects to students and, expecting some output from their part. Van Els (1989) advocates this mentalist approach to language learning in the following figure 4.1.
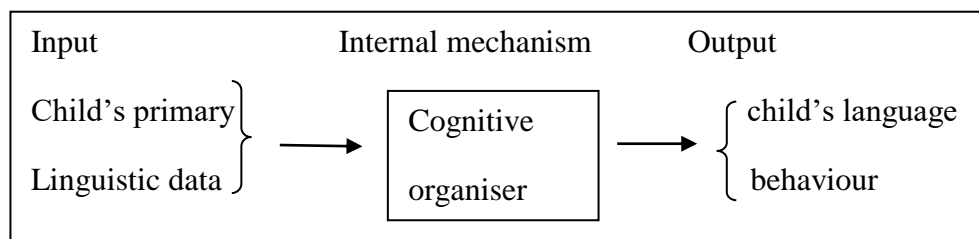
Figure 4.1. The Input/output System in Language Development *(Van Els at.al, 1989, p. 31)*

Discussion

To come back to teachers' answers, Respondent 1 (R1) says that she needs any approach that may comply to her educational syllabi. She uses the CBA (Competency Based Approach) as well as other approaches such as teaching through contents and with objectives. R2 announces that she uses both Grammar Translation Method and the CBA. The aim for R2 is inculcating and understanding the grammar of the language (Rivers, 1968). R3 and R4 simply define their approach by using the CBA, which is no

more the teacher's centred teaching, and students are practically involved in their learning process.

Teaching Methods

CBA: *Competency Based Approach*
GTM: *Grammar Teaching Method*
CBLT: *Content Based Language Teaching*
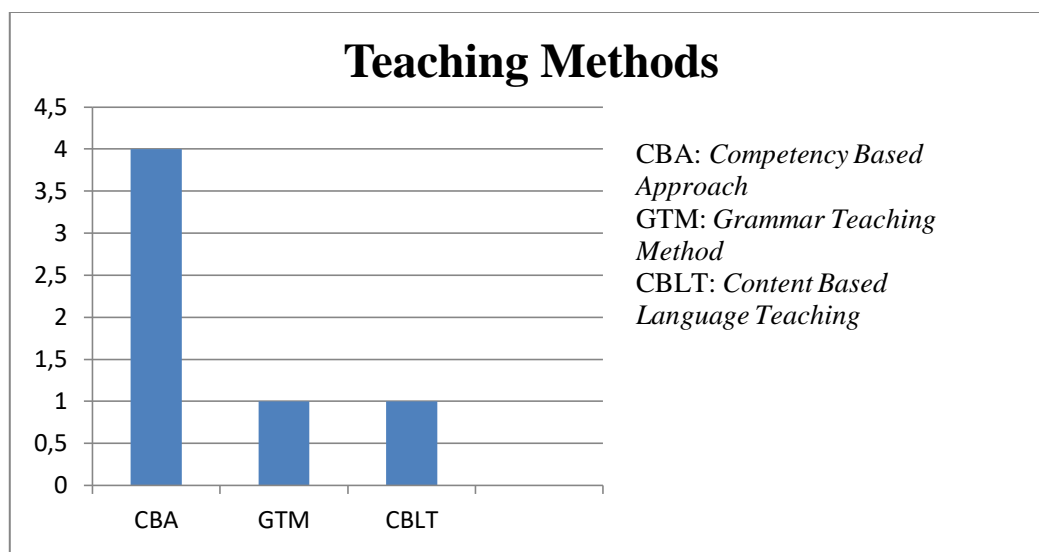
Bar-Graph 4.3. The Participants' Language Teaching Employed Approaches

Question Three: *Do you think the in-service training sessions such as seminars are useful and fulfil your expectations?*

The four respondents agree of the fact that not all seminars the attended during their careers are useful. They explain their conclusion by arguing that teachers' seminars and in-service trainings are useful only if the topics and themes are interesting and deal exactly with what both teachers and their learners need. This teachers' attitude recalls for demands of fruitful and constructive teaching meetings. "Sometimes, we take part in seminars where the topics are redundant and not innovative. What is needed is more practical training sessions inside a real classroom situation." Claim the four informants.

Discussion

In this sense, McCulloch (2015) claims that rather than relying on language courses to give students the requisite knowledge for content classes, teachers should work cooperatively to ensure their classes provide students with the support they need to facilitate both knowledge of content and knowledge learning. Table 4.4 explains the four informants' answers concerning the utility of the in-service seminars.

Table 4.4.

In-Service Seminars Usefulness

	Very Useful	**Sometimes**	**Useless**
Respondent 1	X		
Respondent 2		X	
Respondent 3		X	
Respondent 4		X	

Question Four:*Do you think that your students' school time-tables allow them for extensive reading?*

Three of the informants report that their learners' time-tables are overloaded. As a result, students do not have free time to practise out of school readings. But R1 declares that it depends on streams, i.e. Literature and Languages stream do have extra time outside school and their school's time-table is quite light. On the other side, it is not the case for Science and Mathematics streams. Extensive readings could be highlighted in the following chart 4.5.

Alloted Reading Time for 100 high school students

- An Hour a Week
- Half an Hour a Week
- 15 Minutes a Week
- No Readings
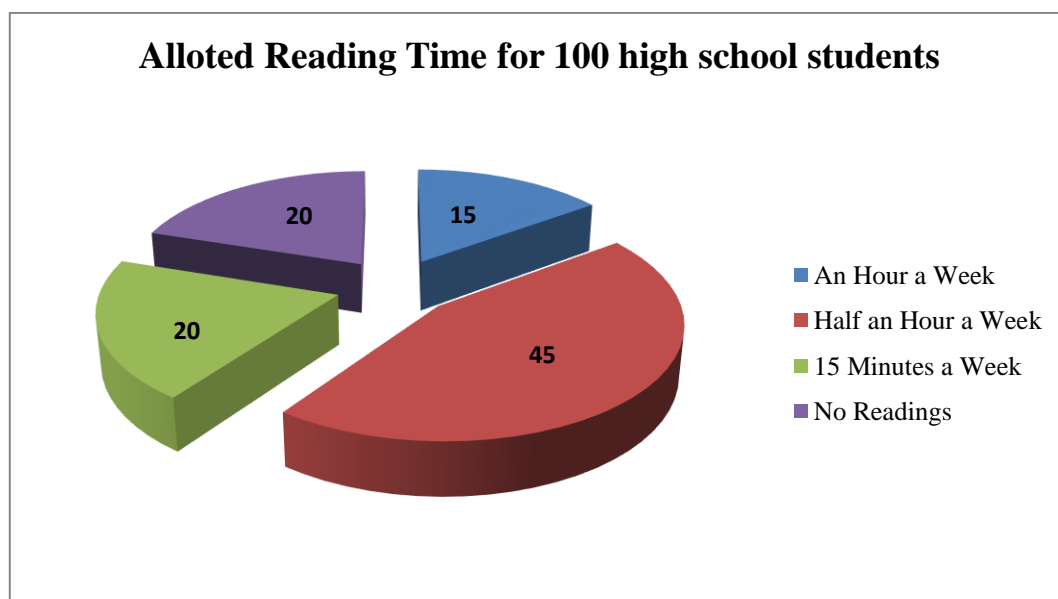
Pie-Chart 4.5. Students' Weekly Extensive Readings Rates

Discussion

Several attempts have been made to encourage teachers to think broadly about how to design an extensive reading programme for their pupils, and getting them enthusiastic about reading for pleasure. The existing school libraries collection of interesting books that cover a full range of genres would certainly motivate further readings. Data of several studies suggest that if children spend at least fifteen minutes a day reading, it makes a significant difference in their reading ability (Anderson et al, 1988). A survey has been made for a number of a hundred participants representing a secondary school's students. This survey shows that from a number of one hundred participants, only fifteen students spend an hour or moiré for leisure readings out of school. The biggest number, i.e. forty-five subjects declare they devote a weekly about half an hour reading. Twenty others read about only fifteen minutes. But the rest (20 students out of 100), affirm that they do not read at all in their free time. They explain their lack of motivation related to the overloaded school programme and exams. The following Pie-chart signifies the real time devoted for extensive readings by students at the level of Emir Khaled High School in Mascara.

Question Five:How many hours are devoted for English per week, and are they sufficient to fulfil the academic English language programme?

To answer this question, and during the whole academic year, teachers need to integrate various language content and instruction to diverse students. Since public schools are prevailing in Algeria (and also the case for some private ones), the pedagogical models are unified into a shared English syllabus. The Algerian academic curriculum provides finalities and objectives (www.education.gov.dz, 2019) drawn by the educational authority known as 'the Ministry of Education'.

Published in 2005 (www.education.gov.dz, 2019), the national programmes commission for the secondary level education established the English syllabus for high schools as a second foreign language. It includes finalities, objectives, targeted profiles, methodological instructions, and also the competences objected. Table 4.5 draws the English Language term in a week's period.

Table 4.5.

English Language Teaching Time-Tables in Algerian Schools

Level	Grade	Age	Weekly time
Middle School	1st year, 1 AM (1st year of English)	11-12	03 hours
	2nd year, 2 AM (2nd year of English)	12-13	
	3rd year, 3 AM (3rd year of English)	13-14	
	4th year, 4 AM (4th year of English)	14-15	
Secondary School	1st year, 1 AS (5th year of English)	15-16	Literature Stream: 04 hours Scientific Stream: 03 hour
	2nd year, 2 AS (6th year of English)	16-17	Foreign Languages: 05 hours Literature & Philosophy: 04 hours Economics & Management: 03 hours Experimental Sciences: 03 hours Mathematics: 03 hours
	3rd year, 3 AS (7th year of English)	17-18	Foreign Languages: 05 hours Literature & Philosophy: 04 hours Economics & Management: 03 hours Experimental Sciences: 03 hours Mathematics: 03 hours

Discussion

This study set out with the aim of assessing the importance of time factor in the teaching/learning process. So forth, R2, R3, and R3 say that the timing for English lessons shown in Table 4.5. is quite sufficient and enough to fulfil the academic year's English programme. They mark two different teaching times at secondary level: three hours per week for the scientific streams, and four hours a week for literary and philosophy streams. This positive point of view indicated by R2, R3 and R3 does not exclude a certitude which R1 reckons by approving this time limit provided that teachers do not go on strikes, like the case of the recent years and the first and second terms teachers' strike of the current academic year 2017-2018. It is also noticed that the Foreign Language stream allows students to carry out a five hours week of English lessons; something optional according to teachers because of the importance of a deep

language study. Likewise, four hours are devoted per week for Literature and Philosophy stream, since languages are amongst the most important matters to be learnt.

Question Six:*Is the English programme overloaded?*

For respondents 2-3&4, the programme for English is conventional. On the contrary, R1 says that as far as high school programme is concerned, the first and the third years syllabi, are overloaded, however, the second year English programme is accepted in length.
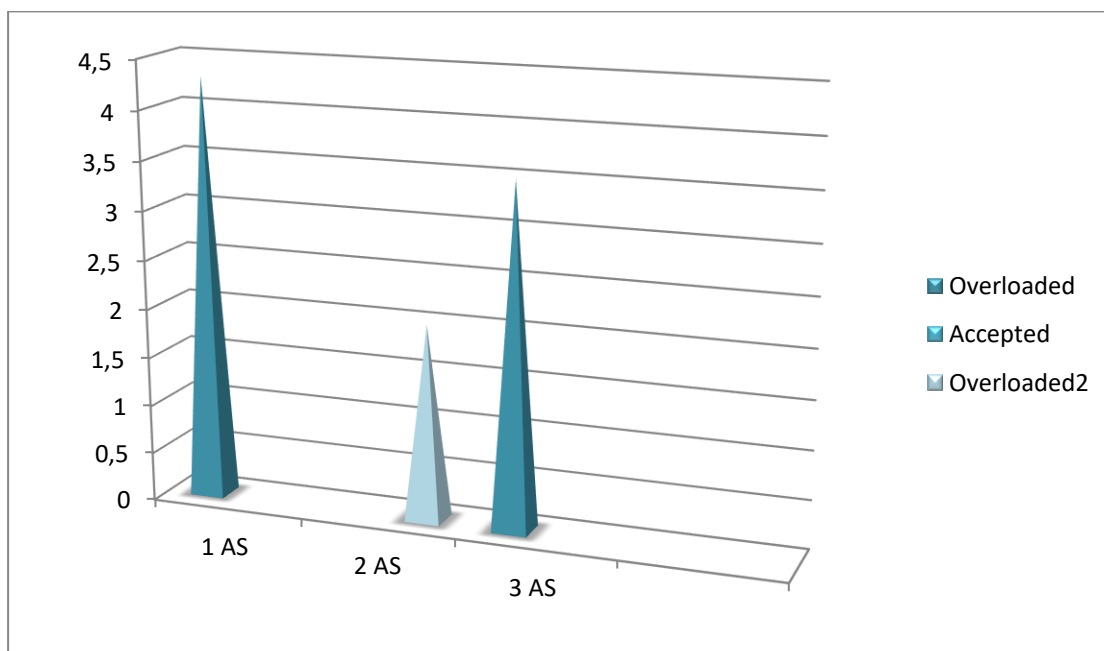
*Bar-Graph 4.4.*In-charged High School Yearly English Programmes

Discussion

It is noticed that the national time allocation for English slightly differs from middle to secondary levels. At the intermediate schools, English is taught for four years, and the time does not vary from the first to the fourth year standing at three hours per week. At high schools, however, the time differences occur according to the streams. For example, four hours a week are devoted for the Literature stream and, three hours for scientific streams.

Question Seven:*What is the reading lessons frequency planned for each file?*

The respondents notify that reading lessons frequency at secondary school depends on the level. In general, reading is planned at least once in each sequence. Explicitly, students have one reading lesson for a whole file at their first grade. For the second and third levels, there are two reading lessons. This gradation is explained in the previous third chapter by motivation to prepare learners for the formative and summative subjects based on text study. The classroom reading frequency throughout each file is identified in the following table 4.6.

Table 4.6. Classroom Text Reading Frequency

Level	Frequency	Teachers' Views
1 A.S	once	acceptable
2 A.S	twice	sufficient
3 A.S	twice	sufficient

Discussion

So long, the four participants suggest that it is not necessary to provide their learners with texts in order to practise the reading skill. In the same token, Cook (2003) advocates that the word corpus refers to a databank of language which has actually occurred whether written, spoken or a mixture of the two. The written texts are originally from magazines, books, diaries, newspapers, letters, popular fictions...however the spoken texts can be any recorded formal or informal conversations: telephone conversations, dialogues, radio shows, political meetings (Cook (2003, p. 73).

When questioned during our observation phase, the teachers explain that they do not wait for the reading sessions (such as in Read & Consider or Reading & Writing). Their argument evokes the continuous reading practices throughout the units' classes. So far, the four skills are integrated during all classes. Teacher often interact with his / her students either in verbal or written forms. Several examples occur while the classroom observation was made at Emir Secondary School English classes. For instance, teacher's instructions like 'Read and complete', 'What do you notice from the picture' 'Read the instruction and fill the table'. It is argued that one of the distinguishing

features of language teaching is based on a communicative approach. Nunan (2004) points out the fact that learners have not only to process and comprehend data, which is part of cognitive information processing, but also perform consigned task based text information, by means of interaction.

Question Eight:*In few words, how is a reading lesson planned and practised?*

The first respondent justifies that the reading lessons are always planned and practised according to pedagogical outlines given by the general inspection of English at the level of the Algerian ministry of education. R2 gives the three steps reading version, i.e. before reading through discussing a picture or answering some questions to pave the way to the proposed text's vocabulary and topic, while reading activities done to master the text comprehension, and finally, tasks given after reading.

Then, R2 and R3 give more details of the three reading phases: before reading in order to anticipate the passage's topic. Then, as you read step for text comprehension and exploitation. Then, after reading which means the productive stage, whereas, R4 resumes the reading lesson in Read and Do. Hereafter, a major contribution is established by Mikulecky (2008) when she explains students using both top-down and bottom-up reading processes while reading in figure 4.2.

Reader processes text in light of mental schemata:

Background knowledge

Knowledge about language and literacy

Cultural values and believes

Comprehension: The reader matches the data and schemata

Text provides new data to be processed:

The shapes and sounds of the letters

The meanings of words / phrases

Grammatical information
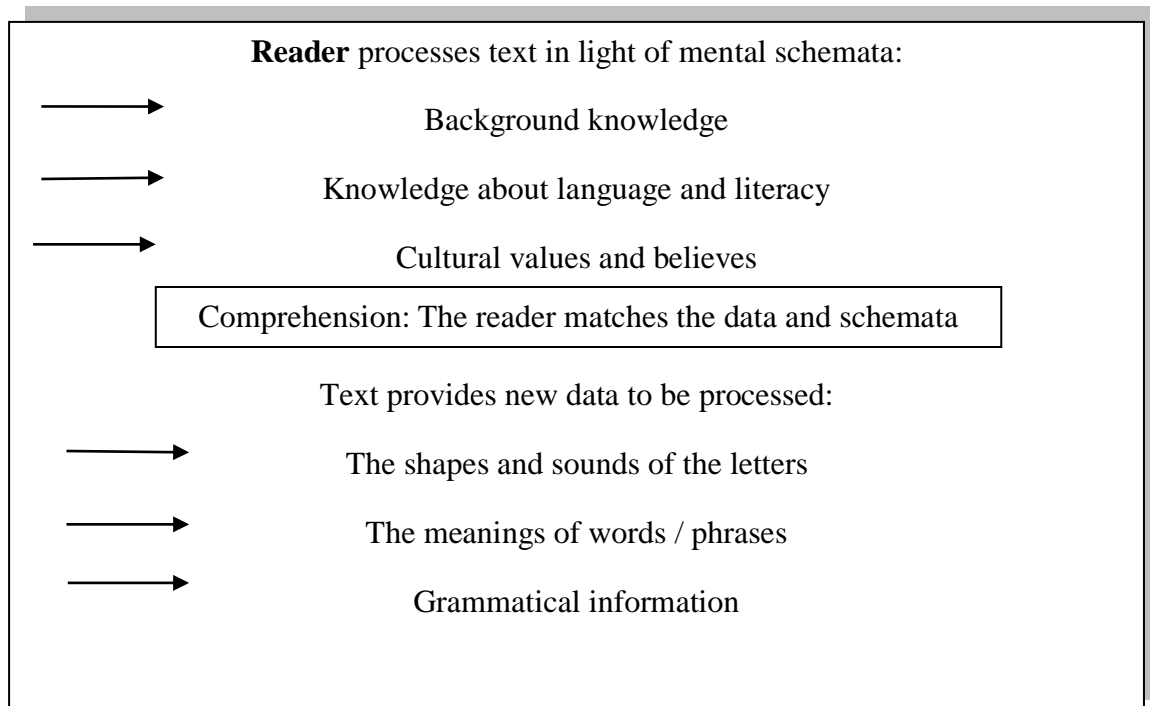
*Figure 4.2.*Top-down and bottom-up Reading Processes (Mikulecky, 2008)

Discussion

As mentioned in this figure, the diagram demonstrates that the readers (students) compare what they notice and see in the text with what they already know, trying to make a link. This textual information activates their prior knowledge, simultaneously, activating what exists in a text. "This process known as mental schemata procedure, involves a pre reading phase." Say the four teachers taken as participants in this interview.

In short, the three reading phases applied at schools suggest the following tasks:

➢ **Pre-reading phase tasks**
- Helping students with cultural background.
- Activating students' prior knowledge and schemata.
- Stimulating students' interest in the text to motivate their attention.
- New and difficult vocabulary instruction to facilitate their comprehension.

➢ **While-reading phase tasks**
- Providing a set of questions in order to help students grasp the main meanings of a given text.
- Portraying and describing characters.
- Grammar and vocabulary activities to learn the new linguistic features.

➢ **Post-reading phase tasks**
- Text interpretation by fostering learners' critical thinking.
- Follow-up discussion to encourage students' being really engaged in the reading lesson.
- Making a productive piece of writing a final reading objective.

Question Nine:Which reading phase do you think is the most difficult and the most important deal?

From this perspective, the four respondents share the same idea. They notify that the post reading phase - which is generally a writing task - is the most difficult part mainly for those who suffer from a serious lack in mastering English language features such grammar, lexis, and spelling. This result gives way to a deeper interpretation. It denotes the lack of linguistic competencies that enable learners to make a productive piece of writing.

Until now, the production phase obstacle tends to be overcome by multiple teaching methods included in these four concepts:

✓ Checking first background knowledge.
✓ Enhancing collaborative tasks to allow students learn from each other.
✓ Varying teaching strategies to avoid monotonous and tedious reading techniques.
✓ Motivating strategies according to learners' levels and needs.

Discussion

Yet, teachers often meet some difficulties about developing post- reading questions. Hyland (2002, see Table 4.7) states that teachers need to know what, when, and how their students write. Many studies focus on helping learners to write. It involves observing them in order to analyse their writing perceptions. The study conducted by Hyland explores a set of questions to fill the students' writing gap.

Stimulating interest and learners' motivation to carry out written tasks is particularly important when introducing new tasks (Rogoff, 1990). Raimes (1983) adds: "Once students have read a passage and responded to it in writing, they have in fact provided more written material for classroom use" (p. 64). Hyland (2002) adds:

*Table 4.7.*Hyland's Research Questions about the Writing Practices(2002)

1. How texts are produced and used in particular social contexts? 2. How do the writing practices of specific writers connect people with each other? 3. How is writing related to other events and goals in the writers' activities?

Similarly, and according to the four interviewed teachers at El Amir School in Mascara, the post-reading tasks are likely to give a kind of formative assessment to what is expected from student's reading. Teachers argue that this writing is intended to help students synthesize what they have learned from the provided reading passage. It also provides teachers with valuable information about what students understand, misunderstand, or miss.

Question Ten:*Is there a reading aloud of texts or only silent readings?*

Generally speaking, the silent reading is the prevailing task as learners are supposed to deal with reading written activities. However, some active and motivated students ask

their teachers to read aloud, because they find it important to improve their English pronunciation. This first informant's answer is shared by the three other members of the English staff at El Emir High School. They justify their answer and say that both silent and aloud readings are recommended. Also, reading aloud is performed to check, correct, and improve students' pronunciation.

Likewise, and to illustrate students' preference, the following pie-chart denotes a strong claim for more aloud readings of texts, even if, teachers (the four interviewees) insisted that it is not recommended in secondary school EFL teaching instruction.

Silent vs. Aloud Readings
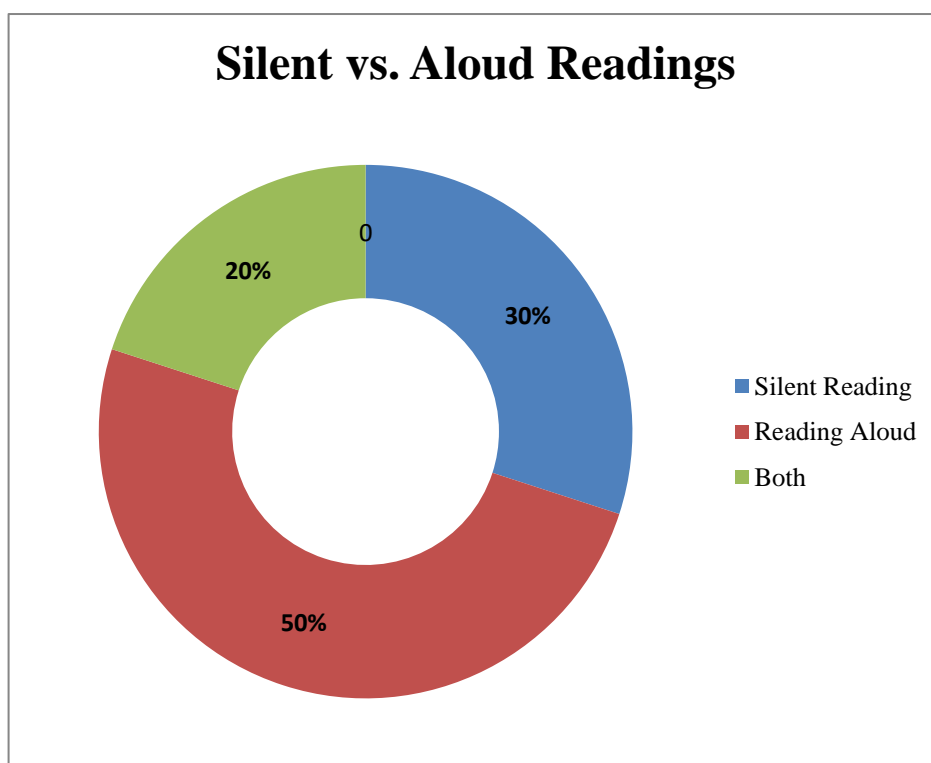
*Pie- chart 4.6.*Results of student's reading aloud claim

Discussion

It is observable that half of the requested secondary school students are in favour of texts reading aloud. They justify that the relation between English language fluency and reading aloud is of an empirical importance. It is agreed that reading is the ability to read accurately, quickly, effortlessly, with appropriate expression and meaning. According to Routman (1991), reading aloud gives students meaning and reasons to read independently, enabling them to achieve their potential. Trelease (2006) adds that reading is the best way to give children the tools they need to become good readers.

Then Routman asserts: "Reading aloud improves listening skills, builds vocabulary, aids comprehension, and has a positive impact on students' attitudes towards reading (Routman, 1991, p. 32). Nevertheless, the four interviewed teachers at Emir Khaled School in Mascara and at the case of many encountered secondary teachers, reading aloud is not an elementary task for classroom text readings. It is such the case for both middle and high school levels. The four participants agree about the benefits and the advantages that students gain through reading aloud, specifically when it enhances their passion as well as their abilities to appreciate literature readings.

Therefore, the four respondent teachers give some reasons for incorporating the reading aloud task. They justify their answer by saying: 'My students enjoy it and it is a way to enhance understanding and comprehension of texts' or 'it builds interest in a topic or introduces a topic', and as well, 'it improves listening skills, models fluent reading and vocabulary pronunciation'. Furthermore, Smith (2006) indicates that poetry, plays, references, articles, newspapers, headlines, news, sports, weather forecast, advertisements and many more kinds of literature are ideal for reading aloud to students.

Not surprisingly, and in her doctorate thesis, Spencer certifies: "Limited research has been conducted on reading aloud to students. One study conducted by Arial and Albright revealed even though benefits of reading aloud to middle school students have been proved" (Spencer, 2001, p. 16).

Question Eleven: *Is time devoted to Read & Do sufficient?*

It is granted that teachers' classrooms are packed with curriculum guides and an overabundance of instructional manuals and pedagogical assignments and duties. Educators are involved with effective strategies to improve students' knowledge and understanding of the importance of reading. Still, teachers continue to struggle to find reading texts that keep their students' attention, and, moreover, the adequate time length which allows them to achieve written tasks during the allotted reading sessions. The following graph 4.5 illustrates the pupils' responses to the question related to readings time inside classrooms.
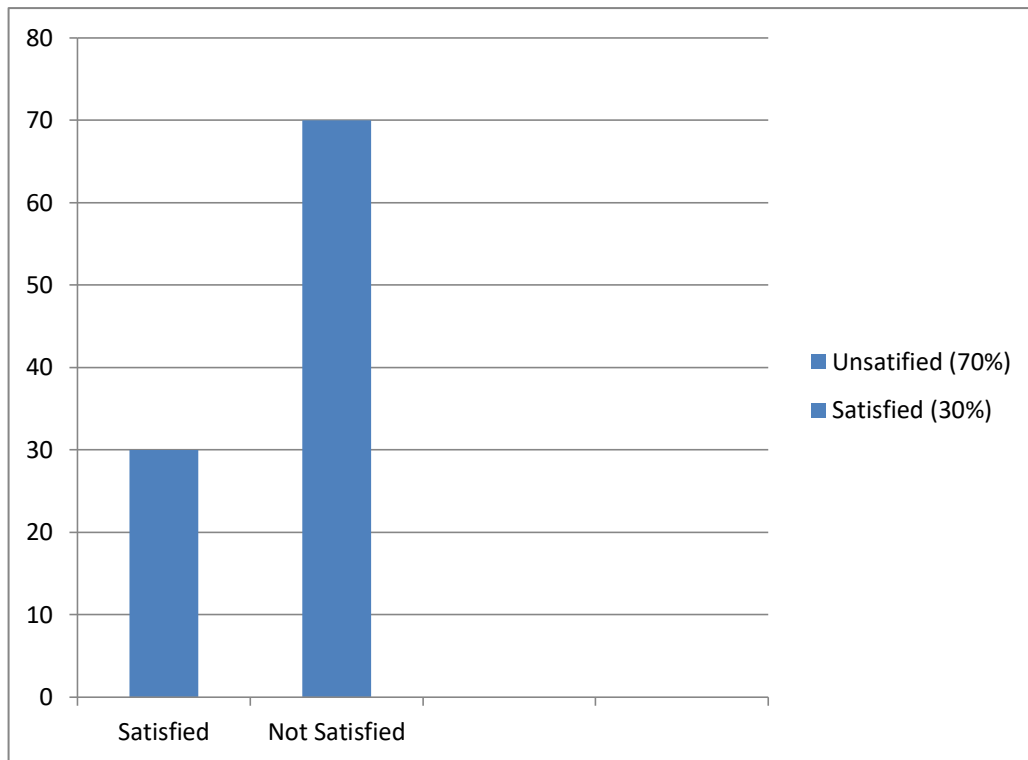
*Bar-Graph 4.5.*Students' responses towards Readand Dotiming

Discussion

It is noted that among hundreds of questioned high school students, about seventy per cent are not satisfied with the allotted Read & Do time. Even if they are at their seventh year English learning (such is the case for the 3 AS classes), they always ask for more time in order to fulfil their written reading tasks. It is then, the case we noticed during our teaching experiences both at Middle and Secondary schools. Beginners and more advanced English language learners seek for extra time in order to feel more confident in doing their activities. Raimes (1983) explains the fact of copying (or writing) allows pupils to practice the new alphabet, to write from left to right, and develop fluency in writing. She adds: *"It (copying) gives all students practice with the mechanics of punctuation, spelling, capitalization, and paragraph indentation." (Raimes, 1983, p. 51).*

When questioned about time devoted to reading and doing activities, the four teachers responded differently to this eleventh question as follows:

Table 4.8. Teachers' Opinions about Read and Do Devoted Timing

	Sufficient	**Not often**	**Insufficient**
Teacher 1	X	X	
Teacher 2	X		
Teacher 3	X		
Teacher 4			X

Amongst the four respondents, the most experienced teacher certifies that in majority, the time devoted for reading and doing tasks is sufficient. Sometimes reading lessons go unfinished because of some unexpected class discussions led by motivated students. Similarly, R2 and R3 go along with their colleague R1, agreeing that time for Read & Do is enough. On the contrary, the fourth interviewee disagrees with his three partners, by associating the high number of tasks practised in class, in a limited period. He relates it with teacher's needs to control all his / her learners' written activities, mainly during the two reading steps; while and post reading tasks.

Frequently, students' high number in a classroom makes the work harder. Controlling and supervising more than forty students' written work in a lesson which lasts sixty minutes time is most of the time impossible, might argue the fourth informants. Then, a maximum of read and do activities should be administered during the academic year since the official exams might contain some of them.

Question Twelve: *Are you satisfied about texts available in the students' textbooks?*

The four informants share a common point of view regarding the quality, variety, and diversity of texts included in learners' textbooks. This teachers' satisfactory feeling denotes that there is a huge work done by the general English inspection board at the level of the Algerian ministry of education.

Sometimes, and to satisfy both learners and teachers' needs, we witness a new printed book version which provides changes and ameliorations coming after teachers' comments, examinations, and recommendations about the preceding textbooks versions.

A deal that is principally realized during seminars and in-service training sessions led by teacher and their English board inspectors.

As illustration, the two following concrete examples demonstrate this idea:

- The third middle school book (Spotlight on English III) first printed in 2004 and then a new version produced five years later, in 2009.
- The second example is from the secondary school English textbook (New Prospects) concerning the third year grade. It was first printed in 2007 an then, published with a corrected copy a year after.

Nevertheless, R1 raises a trouble when saying that even the topics dealt with are quite interesting, there is a problem of the length of texts, especially the third year texts considered to be extremely long, a situation which imposes working with one part of a text, and excluding another. In this sense, Widdowson (1978) notifies that the extract ought to be the preferred kind of reading passage. Something, that it is not always the case for the printed official reading texts. Coming back to the teachers' interview, the three other informants agree about their satisfaction towards the topics and quality of reading texts provided by the national English board.

Discussion

Hereafter, it is necessary to consider the taxonomy of the different texts available in the students' textbooks. The study offers a deep and important description of the literature provided to be dealt with during the reading lessons. It also gives a brief synopsis of the relevant literature. This methodical survey explores the origins of texts for the three textbooks, i.e. first, second, and third year's documents. The results obtained are illustrated in the following table.

Table 4.9.

Secondary School Reading texts taxonomy

	Original &Referenced	Adapted &Referenced	Unreferenced	Total
1 A.S	3	9	12	24
2 A.S	18	4	18	40
3 A.S	16	2	3	21

Todorov (1967) notes that we feel through each work - which is only speech – that there is also a language which it is one of the realizations. In this sense, this study concerns only those texts provided by the official national board for English language for the reading comprehension parts inside the three secondary levels textbooks. There is a total of eighty-five texts projected to be studied for close intensive classroom readings. About thirty-eight per cent of texts (33 out of 85) are not referenced at all. Then, an amount of nearly eighteen per cent (15 texts) is referenced but adapted. This adaptation might explain the effort done in order to prescribe text length and word to the learners' levels. Finally, we register 43, 5 % of original texts provided for the three secondary levels.

The same table 4.9 demonstrates that half of the texts provided in the first years' textbook (12 out of 24 texts) remain unreferenced, and only three reading passages are original ones, meaning their contents are not adapted or modified. The second years' textbook contain a slight difference when readers discover that among the forty texts provided, eighteen are unreferenced, and twenty-two referenced with four adapted texts. However, the final year textbook is rather differing where we can find that only three texts have no reference, whereas, eighteen texts are printed with their originating sources.

The coming chart 4.7 describes the reference texts rates for the three high school levels. These texts are provided for the section of reading comprehension lessons. It can be deduced that more than half of literature is referenced (52 texts out of 85). On the other side, the unreferenced materials represent quite a significant rate represented at 38, 8%, and reaching a number of 33 texts out of 85.
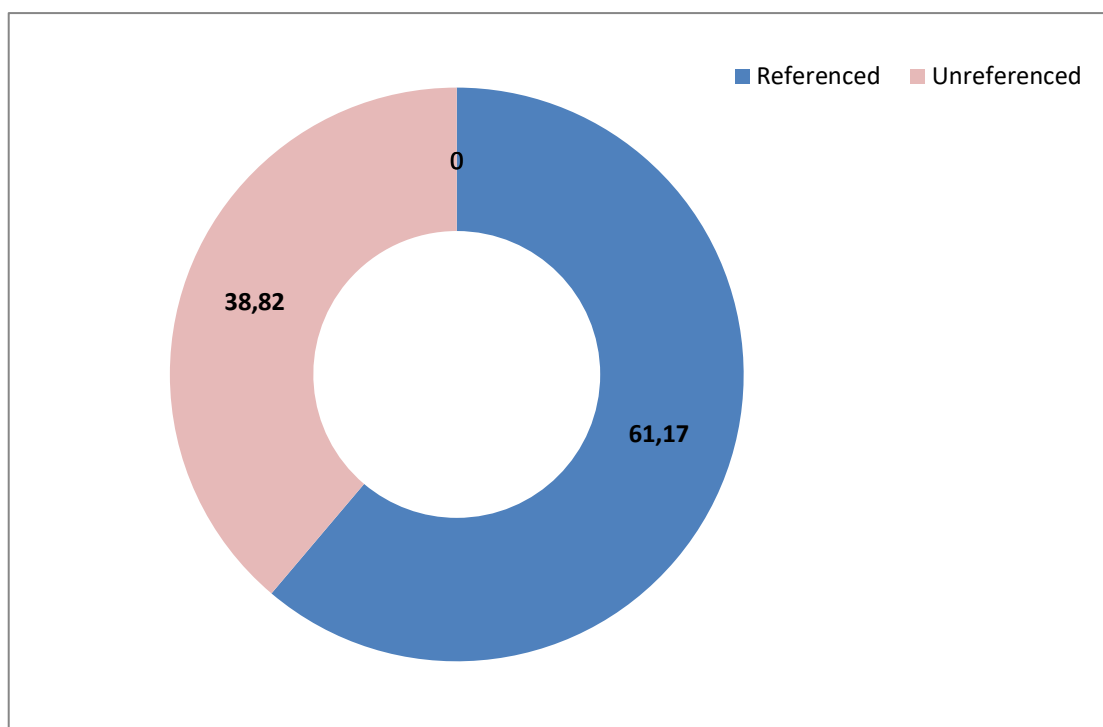
*Pie-Chart 4.7.*High School Reading Texts Reference Study

The Pie-chart 4.7 signifies that more efforts are made in literature choice at the secondary level rather than the middle school reading materials. This is because at Middle Schools, the types of texts are often the author's writings[1]. According to a study case achieved by M. Grazib from the university of Oran (2014), the researcher gives a clear difference existing between middle and high schools literature origins as indicated in the following table 4.10 (Grazib, 2014, p. 50).

Table 4.10.

Middle School Text Referencing

	Number	Texts	Dialogues	Songs & Poems	Letters & Emails
Referenced	19	10	00	09	00
Unreferenced	109	58	36	10	05

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[1] Authors who collaborated in the elaboration of the four years middle school textbooks, as pointed out in the references.

It is noticeable that secondary school referenced texts are dominating, mainly at the third level where only three reading texts remain unreferenced. On the contrary, and according to the analyse made by Grazib (2014), it is quite visible that at middle school, most of texts printed in the four textbooks (from first to fourth year) are not referenced. There are only 19 referenced texts among 128 existing passages.

Question Thirteen: *Is reading helpful to implement linguistic competencies to learners?*

Broughton (Broughton et al. 2003) starts by looking at what reading entails in the TEFL context. It should be noted that reading is a complex skill that requires a range of different other skills practice. The following Figure 4.3exemplifies the characteristics and skills involved through reading illustrated as reading aspects.
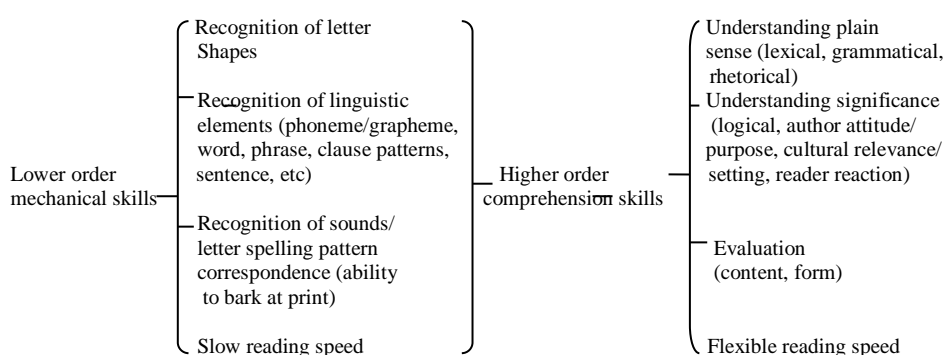
Figure 4.3. Reading Aspects *(Broughton et al., 2003, p. 211)*

Existing educational research recognizes the critical role played by reading drills, systematically connected with language features. The figure above displays the reading aspects moving from slow reading speed to a more flexible reading. That is to say when students are involved to study a given text, their first mechanical skills correspond with recognizing shapes and forms of the text such as the linguistic elements (phonemes, words, phrases…etc). This is explained by Broughton (Broughton et al. 2003) as the lower order. Whereas, we are more concerned with the so called 'higher order', the understanding of the language features such as grammar, lexis, and words significances.

Discussion

This thirteenth question conducted for the four secondary school teachers, deals with the reading skill as a tool to implement learners' linguistic competences. An advantage of this personal interview provides the ability to gain deeper responses to questions (Bluman, 2008). As a result, the four interviewees answer this last question simultaneously by yes. A common shared response to justify the positive role of literature in improving the learner's linguistic competencies. Such a debate is carried later in this fourth chapter. So, Respondent**1** adds that reading is helpful in implementing learners' linguistic competencies only if they are concentrated enough, and motivated to get benefit from their readings. R4 ends by suggesting more reading tasks in order to broaden the students' language knowledge.

Steinberg claims that reading should not depend on teaching new language or new concepts: "A Reading programme should not include the teaching of language... Although, some understanding of language is necessary for the teaching of reading...Partial language knowledge is sufficient." (Steinberg et al., 2000, p. 108). This conception presented by the authors tends to enhance children's reading without impeding their learning, which comes after through diverse reading tasks that will be discussed in this chapter.

4.5. Teachers' Interview Findings

The first principle of this qualitative data collection performed through interviewing four experienced English language teachers, is to accumulate information and then, to try to analyse it. The four informants offer the researcher rich information related to attitudes and behaviours of individuals or grouped learners. Based on findings, this achieved qualitative data collected from the participants' answers illustrates some hidden realities in the process of a reading lesson. "They offer insider's perspective an in-depth information that can represent the views of a group...Sometimes an informant will assist during all stages of the research cycle, from identification of research questions to reviewing drafts of research findings." (H. Tavakoli, 2012, p. 275).

This interview generates a sort of portfolio that conducts the researcher to have an overview of what is supposed to be a realistic status of teaching the reading skill. It draws a careful profile about the links between teaching theories and practice. While

they are observed, teachers at El Emir Khaled School provided enough emotional and educational support to their learners. Consequently, it is worth drawing some outcomes in shape of remarks from the interview's answers ordered in the following points:

- A higher quality classroom environment improves learning.

- An emphasis is done at the level of written work.

- Reading aloud is not a first concern even if teachers find it useful to improve their students' pronunciations.

- On the contrary, silent reading accompanied with doing written tasks is the most common reading practice.

- A great consideration is given to two main aims: reading for comprehension and reading to improve learners' linguistic competencies.

- All reading activities are aiming at preparing students for the final summative baccalaureate exam.

4.6. The Informants' Answers Feedback

It should be stressed that in general, the four respondents point out the validity of the texts proposed in the students' textbooks. These contain varied topics, which most of them, are updated. These latter encourages the language discovery by learners, through meeting authentic communication, and employing both effective engagement and cognitive commitment, as drawn by (Maley&Peackey, 2015).

Then, the primary teachers' concern is to instil English language features such as grammar, phonetics, spelling, and then, to develop their writing skill. The informants have used different teaching approaches and methods. They experienced the GTM and CBA approaches for example. To this extend, Johnson writes: "there is no consensus of opinion as to what is the best way to teach a foreign language." (Johnson, 2001, p. 8).

Even though, and in some cases, the four skills are taught separately, the modern teaching tendency is to join them at one lesson. As reading is concerned, one cannot separate one skill from another. Learning a foreign language involves treating speaking, listening, reading and writing at once. But, since the concern is the reading skill, the three Ps' process, as named by Johnson (2001), are presented as follows:

Presentation ⟶ Practice ⟶ Production.

155

A more focus is then, on two skills rather than two others. That means texts need to be read and then, some written activities are to be involved. So forth, the need to employ the three reading steps is illustrated at the level shown in the next chart 4.5.
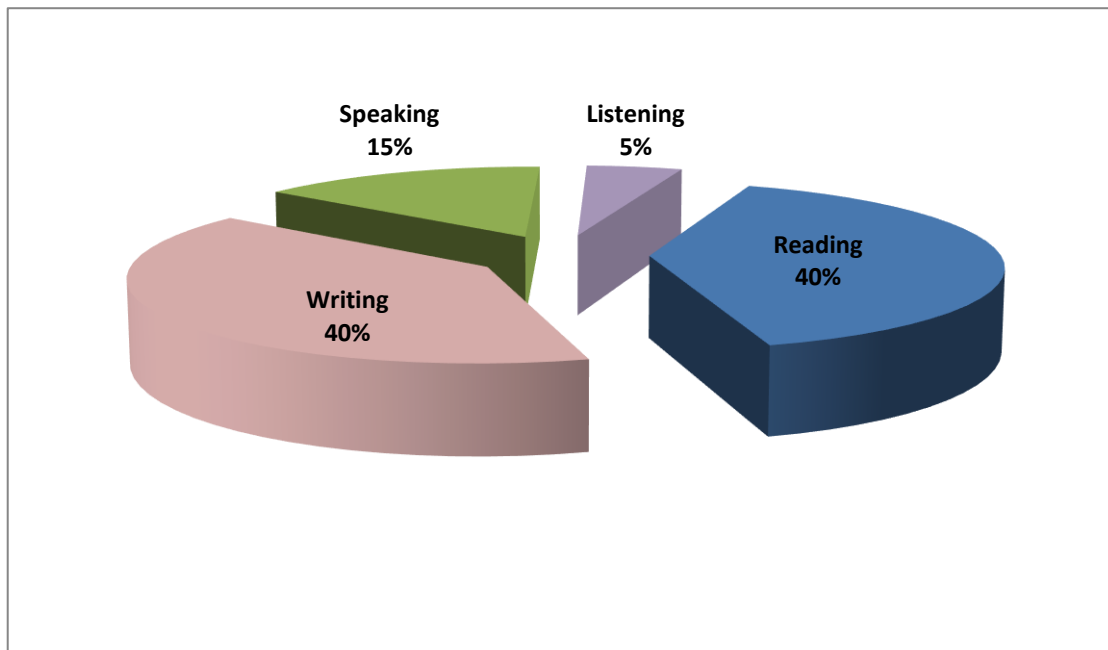
*Pie-chart 4.8.*The Four Skills Teaching Rates in a Reading Lesson

Accordingly, it might be concluded that teachers focus on reading and writing during a Reading lesson even though, listening and speaking are not neglected, primary, during the pre reading phase when oral communication between teacher and students is involved.

4.6.1. Towards the Emergence of the Reading Attitude

So far, literacy skills have been associated with significant social, cultural, economic, and academic outcomes. The interviewed teachers say that while discussing with their students about their reading interests and motivations, some points are to be considered. First, students affirmed their preference to some types of literature in which they are interested, to say a great preference to fiction texts and the most modern ones when it is a matter of non-fiction ones.

Some other students felt that reading prompts their English language writing skill. This allow teachers to think about reading and learning via developing and understanding a text, and to come at a successful reading by reaching phonemic awareness, vocabulary development, and reading comprehension. Heyman (2016), points out that reading attitude is a complex phenomenon.

It could be pointed out that reading attitudes are influenced by direct and indirect individual's experiences such as having contact with books in the educational environment – named as a direct experience - and getting positive or negative opinions about reading from the others – or indirect experiences - (Stokmans, 1999, cited in Heyman, 2016). The answers of the administered interview might recognize a set of factors which influence the reading attitudes. The participants summarize these attitudes in the parents influence, the friends, the school, the environment and the geographical location of the student. Presumably, it is what Heyman (2016) identifies these eight influences on reading attitudes established, divided in the three following categories:

a. Reading environment which includes book supply – supporting role of the professional (teacher, library assistant, pedagogic contributor) – stimulating the parents' and friends' roles – time and attention to read involving the quiet and the opportunity environment.

b. Types of stimulation: this second category concerns the free reading – the reading aloud to children – conversing about books.

c. Didactical approach related to differentiating.

4.6.2. The Emergence of the Reading Competency

The reading lessons interpreted and detailed in the previous third chapter give an overview of the read and do conception. In reading education, publishers (consisting of teachers and ELT supervisors), practitioners and researchers have considered that text difficulty is an important issue. Thus, reading procedures are taking much consideration in the elaboration of English language syllabuses. When questioned about students' reading competencies, ELT teachers at Emir Khaled Secondary School argue that students read texts that match their language level.

In the last years and so, and regardless the completed efforts of the National English Board in improving reading effectiveness, we have witnessed in Algeria an unprecedented focus of attention on literacy. Debates about how to teach reading

explode regularly during teachers' seminars, and guidelines were legislated regarding reading and writing. One of the most important prevailing objectives in EFL in Algeria is to master the basics of punctuation, spelling, grammar, and pronunciation. In this respect, a number of activities go hand in hand with those of either formative or summative exams.

4.6.3. Fundamental and Effective Readings

In addition, the four participants assigned an involvement of instructions aspiring vocabulary development and comprehension. Then, an effective reading is practised by students to correct or improve their reading habits and skills by expanding vocabulary, improving comprehension and reaching an efficient reading rate. This is why many teachers argue that reading is a complex process that involves a number of operations.

Further, the participants endorse the fact that reading competency is the level of understanding a subject in regard to a written passage. Henceforth, reading comprehension goes simultaneously with one another, a process of receiving and interpreting information encoded in language form via the means of print (Urquhart & Weir, 1988, p. 22). Additionally, teachers propose the following processes which characterize school reading practices (Grabe, 2009): It is a number of processes which are believed to be rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning, and linguistic.

As it might be indicated, teachers often claim that there is not an ideal 'recipe' for making their pupils excellent reads. In chapter first chapter (page 38), some reading strategies are scheduled; valuable strategies which enable pupils to do a better reading, acquire language, and become better readers. In addition, some more other effective ways and methods are used by teachers to improve and strengthening their learners' reading skills, through the use of metacognitive strategies justified by Krashen (2009): "the reading benefits are greater the more reading is performed. Programmes that last longer than a year are consistently effective" (Krashen, 2004, p. 3).

4.6.4. Students' Focus Group Debate Findings

As it was previously mentioned in this chapter, four English language teachers answered a set of thirteen questioned in the interview conducted at Emir Khaled Secondary School in Mascara. Besides, a number of students (about a hundred of them) voluntarily participated in the focus group. They were given free discussion about their reading impressions. Students argue that reading, and literature in general, allows them to discover other worlds, to understand the others, and to explore diverse cultures. It enables teenagers to compare between their own identity and that of the others.

Carroll & Mc Culloch (2014) enumerate children's literature reflexion while exploring expressions of their own identity, making connectors between their own experiences and texts, and also connecting the present to the past. The participants also justify their English language linguistic development going through the literature they receive at school. The text (either printed in their textbooks or provided by their teacher) are tools for learning the target language.

As a deduction, it would appear that to improve student learning from a text, activities concerning the English language semantics and its linguistic features such grammar, lexis, phonetics, and morphology. Thus, students find it that the purpose in taking and doing a reading exercise is to encourage them to do a deep reading. This would certainly result in performing a more efficient reading *(Appendix E)*. In addition, the choice of a text has become one of the main important features in succeeding a reading lesson.

So far, the researcher paid a close attention to the learners' reading preferences. While some of them have shown their interest in fiction book, preferences are linked with gender. For example, boys prefer that literature about comic, action, and sports. Also, drama and celebrities are some of the genres of books the girls are interested in. These facts portray the realistic situation that teachers take into consideration before conducting a classroom reading text. One of the most important priorities, students' responses towards reading notifies that teachers are confronted with their learners' reading preferences.

4.7. Proposals for Classroom Reading Tasks

Additionally, Wallace (1995) presents her personal experience with her students of selecting a classroom reading text. It is about the British tourists' violent behaviour in Ibiza, Spain. "As a category, genre is useful for students from diverse cultural backgrounds in underpinning discussion of the social and ideological factors involved in the emergence, disappearance, or reshaping of different kinds of texts in different social environments." (Wallace in Widdowson, 1995, p. 345).

Purposely, teachers who take part as participants at Emir High School are proposing this set of questions in the context of reading literature. These four questions are listed as follows:

a. What is the text about?
b. To who is it addressed?
c. How is the theme written?
d. Why is the text produced?

Similarly, text selection is determined according to teacher's objectives and also, regarding pupils' motivation. These two criteria stimulate the English Language Learners' (ELL) language learning. Indeed, they become more confident readers; they write and practice reading activities better, and develop positive attitudes towards reading lessons.

4.7.1. Model One: A Description of Pearson Textbook

In the third chapter of this thesis, it is mentioned that the English language national board, depending on the Algerian ministry of education, has elaborated new conceptions of the secondary level textbooks. The printed literature takes into account the linguistic competencies and perspectives. Subsequently, some secondary level texts are supplied in the appendixes G, H, I, J, and K.

As regards to the official textbooks literature which afford texts for learners, it is wise to present some of the world's school literature that consequently, enhances secondary school students' linguistic competencies. It is noticed that technical high schools or scientific branches use the same English textbooks. What is differing might be only the texts choice. The first model provided is taken from Pearson publications (2012) *in*tended for business and labour learners as noted in the Appendix M.

These types of reading activities offer a variety of interesting activities which promote enhancing students' linguistics competencies. Students are supposed to learn new words and phrases used when carrying out the reading comprehension tasks. It is also worth mentioning that students listen to the pronunciation of the new vocabulary, provided in the attached DVD-ROM (Digital Versatile Disc-Read Only Memory). Indeed, Ruth(2019)formulates that this particular collection of written material defined as corpus, allows to find what is frequent in a particular corpus, making it possible to understand how language is used, and then, allows to understand how meanings are made in particular texts. It offers the learners, eagerness to discover the text since the vocabulary is updated and modernized according to the young generation's desires.

Description

It is clear enough that students are meant to learn important words and phrases while carrying out the proposed tasks all over the twelve texts existing in the twelve units of the textbook 'Market Leader' (Cotton et al., 2012). The essence of theses reading texts enclose some of the linguistic features such as knowledge, vocabulary, sentences, connections, gist, sounds, letters, and words. Students read updated and authentic texts with a variety of topics either adapted from 'The Financial Times' magazine or other newspapers and books of business. The textbook 'Market Leader' (2012) for example, develops the learners' reading skills, specifically business vocabulary, and is also enables students discussing the ideas and issues in the proposed articles. This Pearson's literature publishing model covers some essential linguistic competencies like the secondary level of education. It wraps the ability to understand and communicate knowledge, arguments and feelings through semiotic systems, particularly written language (Breeze & Gerns, 2019).

This academic text chosen from 'Market Leader' textbook (Cotton et al., 2012)appeals students to read authentic texts on a variety of topics extracted mainly from the same source which is 'the Financial Times' magazine and from other newspapers or books of business. Learners have the prospect to develop their reading skill and learn essential business vocabulary. It is also an opportunity to them to discuss ideas and issues about the text.

Along with this textbook, an attached practical book is supplied (Rodgers, 2013). These two sources offer a language focus for each of the twelve units, containing an overview of key grammar items (Cotton et al., 2012). Also, a grammar reference section is linked at the back of the book, accompanied with a DVD-ROM providing extra grammar practice.

These two handbooks *(Course and Practice ones)* enable learners to develop communicative skills such as making presentations, taking part in meetings, telephoning, negotiating, and using English in other social situations. These skills contain useful language forms concerning pronunciation, grammar, and so forth. The Grammar Reference printed at the end of the Course Book provides students with syntactic rules which aim at enhancing the learners' linguistic competencies.

It is well clarified that this grammatical focus is found at the end of the book, and where every syntactic feature is linked with a unit, to say, Appendix N goes with Appendix M (Cotton et al., 2012, p. 146). Then, Appendix O deals with practical exercises (Rodgers, 2013, pp. 08-11). This latter offers series of written tasks (thirteen activities related to the second unit). It proposes tasks about vocabulary, grammar (here, the present simple tense & capitalization), and also reading and written expression tasks. Five selected tasks are suggested in Appendix O.

4.7.2. Model Two: A Description of 2019 Baccalaureate English Exam

It is worth covering the latest Baccalaureate English subjects as models of performing and learning the language through reading and writing tasks. The baccalaureate subjects (Appendixes Q&R) comply with the teaching objectives designed by the National Committee of the Ministry of National Education (Arab & Riche, 2007). The subjects are intended to test students' language competencies through a set of activities. They (activities) cover the teaching dimensions set forward during the whole academic year.

Description

Regarding the fact that the Baccalaureate exam is exclusively a written mode, the emphasis is to direct the Baccalaureate candidates to work through the 'around text rubric' which is in this model of baccalaureate 2019, involving 'corruption' and 'violence against children' (Appendix R). Many students use a shared reading strategy

consisting mainly of skimming, scanning, and finally, careful reading for total comprehension. The candidate must always keep in mind that he reads to perform certain tasks and written activities. In this sense, the studied text integrates reading tasks by achieving the same goal, comprehension with its multi-faceted aspects moving from explicit lexical meanings of single items (as it is instructed in the two first activities of 2019 summative Baccalaureate exam), to referential information contained in phrases, and more complex meaning of the text as a whole (Appendix Q, tasks 3 & 5).

The subject contains more activities related to pronunciation and lexis (see text exploration). Grammar or language form exercises are also introduced as well as written expression work. This last task is given an importance regarding the exam's scoring scale (six points out of twenty). Test takers are supposed to understand the given text through writing correct answers, mainly in the rubrics of comprehension and lexis questions. Some researchers have attempted to investigate students' strategies when answering test items like those strategies described by Allan (1992).

Hence, the reading purpose affects the kinds of assumptions that readers generate and, at least, the reading activities are performed through the reader's strategies. In this sense, Lorch et al. (1993) provide a clear description of readers' perception towards text types and reading tasks. Students distinguish between what they call reading for entertainment (extensive reading) and reading for school or study (intensive reading).

4.8. Findings and Discussion

As noted in the previous two subheadings, enjoying reading and so far, being motivated for doing reading tasks, includes a better selection of reading texts. At this stage, the literature provided by teachers recalls for identifying what Roberts (2009) calls a child resource a 'Child Resource System' in a graph for a child's external environment that provides preschool English learners with resources for language and literacy growth (Roberts, 2009).
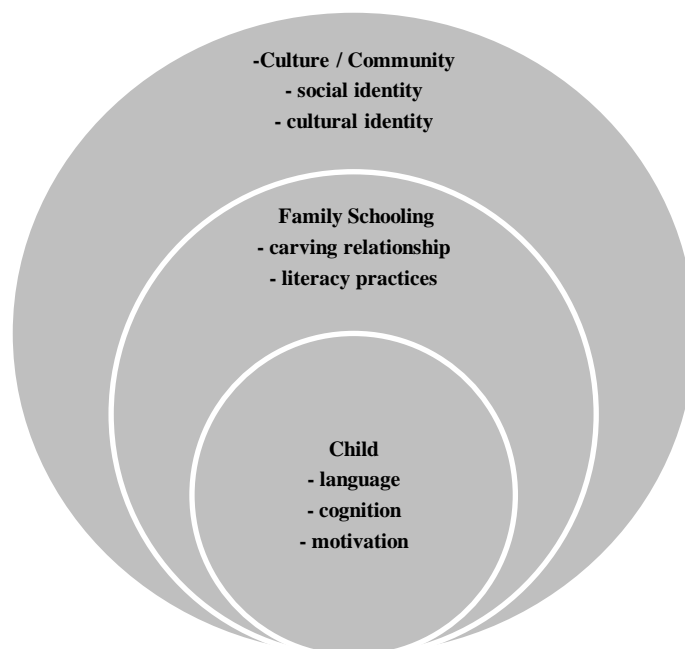
*Figure 4.4.*Child's Resource Systems (Roberts, 2009, p. 148)

In addition, it is important to keep in mind what Theresa calls literacy practices. Engaging the linguistic learning might involve students reading to a large amount of motivating and engaging reading materials which are linguistically appropriate to their targeted learning through focusing on both meaning and form. It is then, important to present some literal issues by providing samples of texts that are proposed in English learning syllabuses.

4.8.1. Read and Do Test Results

The results of the data reveal that students read when they are provided with reading material they think mirrors their lives. There are in fact, critical factors which determine the books (or texts) student prefer reading, including the availability of texts that interest them. Based on a qualitative research data, an experimental study case was undertaken involving a number of 70 Algerian high school students at Emir Khaled Secondary School in Mascara, Algeria. All students belonged to a literature class and studied the text about Eugene Kaspersky (Appendix M). As a part of their English language learning, their teacher administered this reading comprehension test in order to evaluate and assess his learners' linguistic competencies. This experimental testing allowed the 70 students to fulfil the test under no pressure.
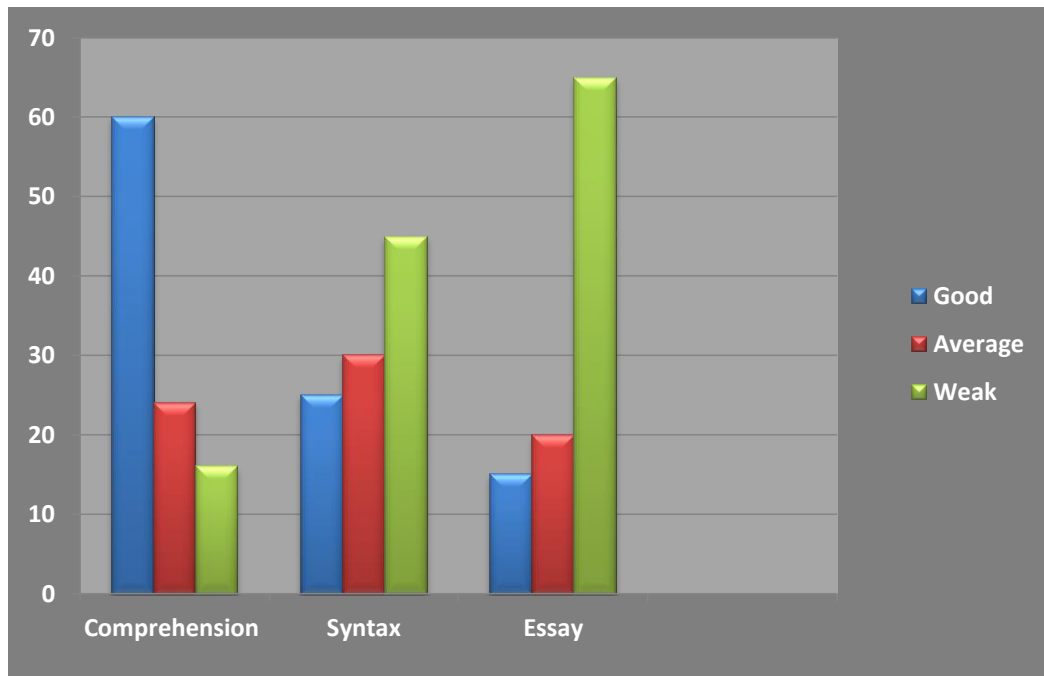
*Bar Graph 4.6.*Test Scoring Results

This Bar Graph 4.6 demonstrates a success at the reading and comprehension designed tasks (45 good answers among 70). Students are fully engaged with the text through consciousness and a sense of interpretation (Hyland, 2002). This text study offers an encounter with authentic, updated, and motivating literature. Besides, as far as syntax is concerned, students did not do better than reading comprehension tasks. They obtained just twenty percent of success. Their teachers argue that too many things are to be done to improve students' grammar competencies. However, a short performance was realized at essay writing dealing with writing a famous person's daily activities where we noticed only 21% succeeding students. This data concerning the Read & Do task results set approaches for the analyses of teaching literature in the EFL classroom.

4.8.2. Read and Do Test Comments and Feedback

Undoubtedly, evaluating the relevance of approaches to teaching English language through reading tasks by high schools learners, calls for an establishment of a linguistic competence indicator. A much debated question is the tutorial policy towards improving learners' linguistic competencies through the measurement of the four skills, mainly reading and writing which are subjects to diverse interpretations. The academic reading skill is reinforced during lessons by teachers. The lessons aim at enhancing at the

reading followed by the writing performances through essay writing drills. It is said that one of the crucial points while reading is the writing skill performance. In this sense, Hutchinson & Torres (1994) identify three behaviours in which textbooks help educational change: first, they provide a vehicle for both teachers and learners training, and second, they provide support and relief from the burden of looking for reading materials.

These reading materials resumed in textbooks providing varieties of texts followed by written tasks are suggesting better students' writing performances. But still, it is noted that writing represents less success (only twenty-one percent). The debating question is whether students meet difficulties to produce a good piece of writing, or simply, as it is observed from their answer sheets, the subjects meet complications either at the level of constructing cohesive devices, or making lot of grammatical mistakes. In order to identify the most common writing failure, teachers at Emir Khaled High School in Mascara argued that the results of their administered reading-comprehension tests have always shown the following results:

Table 4.11.

Types of Activities	Scoring Results	Rates
Reading Comprehension	+	70 %
Text Exploration	+	55 %
Written Expression	-	25 %

Read & Do Tests Scoring (Emir Khaled High School in Mascara, 2017)

The results reported above reflect some of students' reasons about their failure in producing correct pieces of writing which can be summarized in the following points:
- Learners' attitude towards literature as they consider it not being motivating.
- Spotted failure at the level of mastering the English language because students often study grammar through memorization of the grammatical rules and forget that language is practised.

- Many students consider that they think as they write without planning which is itself a problematic practice (Phillips & Pugh, 2005).

- Understanding and interpreting a variety of texts is often linked with measuring the writing skill required during undertaken tests and exams. Students show a considerable success in answering comprehension questions while they usually fail at essay writing.

- Learners complaining about limited reading sessions at school. At high schools, students are supposed to practise intensive reading to enhance their linguistic competencies. A task which is rarely practised because of the overloaded school timetables.

4.8.3. Discussion

In the light of the findings presented from the contextual details of the reading lessons, a considerable body of this research has accumulated on the effectiveness of reading instructions and their analyses are also available. The sampled text studies are provided to identify a number of instructional reading practices that have methodically yielded to positive results with young readers. So far, visualizing the development of corrective literacy is suggesting a possible integration of the students' preferred literature with their language learning competencies, aiming at fostering their English exams product based on explicit teaching reading integrated with the writing skill.

Research on reading strategy classroom instruction shows that teaching reading approaches (such as predicting, deducing or asking questions for instance) can automatically improve their understanding (Dole et al., 1991). Moreover, many teachers believe that the teaching of literature to students should be conscious of how texts are structured. The aim of reading academic English is targeting those Algerian secondary school students whose native language is not English. The textbooks of the three levels (from first to third grades) are designed to introduce students to the genre of academic texts, to train them to use efficient strategies in reading and to provide them the opportunity of learning the language through practising some reading written activities.

Several reports have shown that reading literature develops learners' vocabulary, problem solving abilities, and a precursor to later linguistic development. One interesting finding is the teacher's need to plan what to do in their reading classrooms. Planning reading lessons helps the teacher to embody his/her students' linguistic needs.

With respect to the reading lessons analyses, it was found that it is necessary to design pedagogical reading proposals and instruments, i.e. literature themes followed with tasks. The project of reading lessons aims at developing not only linguistic skills and competences in the classroom, but also fostering educational purposes in English teaching, regarding the conceptualization of literature as a catalyst for students' linguistic development.

One surprising variable that is found to be significantly associated with Reading and Doing tests and exams (as those formative testing and the summative Baccalaureate exam (Appendixes P & Q), illustrates that there are approaches to reading instruction encountering a long term debate. This study confirms that there are two reading variations represented as whole language versus phonics and syntax. One interesting finding, the reading skill which comprises a set of language features acquisition illustrated in the subsequent table 4.12.

Table 4.12.

Language Demand	Reading Comprehension	Vocabulary	Word Study
Definition	- The process of building meaning from a given text	- Includes words students need in order to comprehend and express content knowledge and information	- Instruction of word structure and components
ELL Needs	- Activating prior knowledge - Building background knowledge - Predicting / Inferring - Questioning - Summarizing - Text structure - Identifying ides - Text features	- New words representing known concepts - Words representing new concepts - Basic oral vocabulary - Clarifying and enriching the meanings of the key words	- Cognates - Compound words - Affixes - Semantic meanings - Sound patterns
Means of instruction	- Anticipation guide - Concept mapping - Note-taking - Predicting & Problematic situation - Question/Answer relationship - Skimming & scanning - Text structure graphic organizers - Think aloud	- Analogies - Words categorization (by meaning or concept) - Dictionary activities - Picture/word sorts - Semantic feature analysis (mind/word mapping) - Close activities	- Looking for words meanings in a connected text - Categorization activities based on orthographic, semantic, or sound patterns - Word searches

Reading and Comprehension Objective Menu (Kristen & Watkins, 2014, 199)

a) The Whole Language Reading Approach

Perhaps the most significant finding is relevant to Table 4.12. Goodman (1967) as a supporter for the whole language approach, claims that at the beginning of reading any piece of literature, one student needs little direct instruction to decode the letters and sounds of the language. It is also believed that learners possess the ability to decode the letters, syllables, words and phrases, as they read meaningful texts by making implications of their linguistic data. Goodman calls this process a 'psycholinguistic guessing game', claiming it permits students to become proficient readers and users of the language.

It is essential to provide a literate classroom environment with a wide variety of relevant texts that are attractive to learners. It is not surprising that students will make mistakes in word identification, spelling and pronunciation. Eventually, they will be able to crate meaning out of words and sentences by using textual cues and their own background knowledge to figure them out.

b) The Skills-Based Reading Approach

The most obvious findings emerging from the analyses are that a Skills-Based Approach points at showing students benefit from the direct reading instructions. Many studies have indicated positive results from reading and developing language skills. For example, this reading approach claims that reading instruction should involve grammar recognition and practice.

Prior studies have noted the importance of literature and language structure learning. It is argued that literature is a vehicle for teaching and learning language structures ((Mishra &Chirciu, 2015). More broadly, the educational orientation in language teaching at high school education aims at extending the goal of English teaching degrees. This purpose is targeting at improving students' knowledge, skills, and mainly their linguistic competences (Byram & Wagner, 2018). This is a leading cause which is chiefly centring on the acquisition of scientific and disciplinary knowledge, mastery of content, and tests scorings in order to measure the learners' reading and writing competencies.

At a classroom level, the main concern of practitioners is that they often wonder if the used reading techniques are in fact, relevant and effectively foster the learning of the

English language grammatical and lexical features. It is settled that much and adequate exposure to texts is needed so that learning takes place (Coady, 1997). In this respect, the designed proposals for classroom reading activities are carefully selected (Appendices G-H-I-J-K-L-M). Learning is supposed to happen while the students are engaged with practising the tasks based on the literary works as illustrated in Table 4.13.

Table 4.13.

Language Demand	Language Function	Grammar	Writing & Conventions
Definition	- Terms that are not content or specific but they perform a definite language function	- Rules governing the use of the language	- Using written language to respond to typically frequent situations
ELL Needs	Asking for information - Comparing / Contrasting - Describing things & people - Discussing probabilities - Describing steps / process of a work - Making suggestions - Explaining - Talking about past / present / future events	- Articles - Capitalization - Simple & complex sentences - Parts of speech - Singular vs. Plural - Word order - Subject – verb agreement - Question formation	- Context awareness (culture, politics, religion, etc.) - Genre awareness - Punctuation - Spelling - Word choice - Sentence & paragraph organization
Means of instruction	- Conversation (scripted & guided) - Classroom tasks - Group / pair work - Role play - Use of pictures & other audio visual means - Debating - Sentence development	- Affirmative, negative & interrogative forms - Creating sentences using parts of speech - Correcting the grammatical errors - Mad-Libs - Re-order mixed up sentences - Eliciting grammatical structures	- Brainstorming - Free writes - Modelled writing - Outlining - Writing process - Sentence combining - Paragraph & Essay organizers - Manipulating & re-organizing pieces of a text into the correct order

Reading and Grammar Objective Menu (Kristen & Watkins, 2014, 200)

The bulk of this study attempts to show that when students are engaged in a variety of reading lessons tasks. It also highlights the conceptualisation of their language learning. This means that high school student responses to literature involved in its written mode. For Krashen (1989), who is one of the firmest advocates of extensive reading, states that the majority of the language knowledge is learnt automatically by receiving enough input in the form of printed material, providing that adequate literature is a great deal for acquiring sufficient rich lexicon.

c) Good Vs Poor Responses towards Reading

Literature relies mainly on listening or reading, it is obvious to cite that both of them are applied to the writing skill. As far as reading is our concern, teachers tend to evaluate their learners' feedback (Hosenfeld et al., 1981 as cited in Bock, 1993). According to many teachers, a good reaction to a text means that students are able to use their reading strategies such as skimming and scanning; they use their knowledge to decode the meanings and even to interpret authors' writings; they use dictionaries, and they identify both vocabularies and grammar enhancing them to develop their linguistic potentialities through reading. On the contrary, some other students might have a poor response to a text when they lose the meaning of the sentences and are unable to decode them, and have a bad habit towards the text by ignoring the importance of language grammar.

4.9. Implications for Further Researches

The diversity of classroom intensive reading demonstrates a typical linguistic development that learners tempt to achieve. Setting literature to be a source of classroom activity is a formal operation of cognitive development. The results analysed here in terms of tasks related to vocabulary, grammar, and written expression are synonymous to language teaching. Within this context, the results of the study validate the initial hypothesis that the implementation of reading skill improves students' linguistic achievement. The data showed that almost, the most noticeable reading results demonstrate a certain validity of a significant increase in students' linguistic performances, despite the weak scorings obtained at the level of language grammar and essay writing production.

In addition, the data concerning the experimental testing (Appendix O) and the two summative exams of the 2019 national baccalaureate exams of English (Appendixes P & Q) show a remarkable improvement on language rules and instructions learning. It means that since the first year of learning English at middle schools till the last secondary school academic year (it represents an amount of seven academic years), students demonstrate areas of linguistic performances through the reading of diverse kinds of literature. The study has pertained the following ten language skills performances:

- They develop vocabulary through using literature such as roots, affixes, context clues, dictionary and lexicon.

- They make predictions and suppositions using details from texts.

- They apply post reading skills to comprehend and interpret a text while answering questions, analysing and paraphrasing.

- They compare, analyse, and evaluate connections between information and make relationships between the text and their own experiences.

- They can spot and even explain figurative language for both prose and poetry.

- They analyse literature to analyse the influence of settings and characters of a given text.

- They are able to explain cause and effect.

- They use text information to analyse points of view, moods and themes.

- They interpret actions, behaviours and motives of characters.

- And finally, they evaluate problem solving processes, consequences, and effectiveness.

4.10. Recommendations

The study provided a wealth of information regarding the implementation of the reading skill for the acquirement of the English language linguistic competencies. According to the teachers' responses (Appendix 2), providing the quality of literature might enhance learners' eagerness to perceive positively the reading lessons. In addition, teachers strongly believe that the reading skill has a direct effect on enhancing the learners' linguistic competencies. The students' attitudes towards the reading practices revealed a successful intrinsic reading motivation, then, both individual and group interests which improved their reading engagement.

It is recommended in this current research, a better integration of building a common literature. Though many studies about the reading seem inefficient, some congruent cognitive and behavioural mechanisms appeal to activate the following factors: recreational and academic reading attitudes, intrinsic and extrinsic reading motivations, situational and individual interests, and so forth.

4.10.1. Promoting Reading Lessons

So far, the current study addresses an important issue in the Algerian EFL secondary level classroom in relation to teachers and the use of textbooks. This domain contains plenty of interesting topics and researches undertaken by numerous experts searching for more ideas that manipulate the reading classroom practices. In order to catch the recent reading concerns, the researcher suggests the following recommendations probably needed to develop practical reading strategies, making it possible to put new ideas into effects.

➢ Firstly, an important issue for future research concerns the layout, appearance, and design of the textbook. This latter is supposed to be informative and mainly attractive by providing updated and interesting literature in order to make the young readers envy to investigate into its textbooks contents.

➢ Secondly, further work is required to establish the viability of the presentation of illustrations and instructions inside the textbook. It might be appropriate both in number and quality objecting to make both teachers and students take the advantage of the material.

➢ Thirdly, further work is needed to determine the language presentation in terms of type and skills aiming to make them consistent and varied for the purpose of increasing participation and interaction and then, bring real like situations into classroom settings.

➢ In addition, studies are required to select the contents, subjects and topics reflecting the learners' levels, knowledge, and styles. Further work is needed for clarifying the objectives through putting them explicitly, and in parallel, recognizing the student individual competencies differences.

➢ Then, and more broadly, research is also needed to develop the textbook by presenting the new teaching methods and approaches. It is then, urgent to get rid from the traditional reading procedures, but reinvesting literature to develop the readers' linguistic competencies.

➢ It is important to examine the types of texts used in classrooms, since it is in these classrooms that much of the literacy instruction for secondary students has traditionally occurred (Bean & Harper, 2001).

➢ Another factor which should be conducted in teaching reading consists of developing pupils' learning strategies in the vein of adopting skills, tactics and approaches (Harris, 2006; Cable et al., 2010).

➢ A key question which arises is how both teachers and students should interpret and use available literature in textbooks. Integrating language features lessons throughout reading sessions is then recommended.

➢ It is agreed to promote reading proficiency and literacy skills by developing pupils' awareness of discourse structure, as well as stimulating their interest of imagination.

➢ As referring to previous teaching experiences, there is an acknowledgement of the complexity of learning the English language through literature. Developing adequate theories aims at planning action plans which help teachers.

➢ Teachers are required to map out goals for each reading lesson. At this level, there should be linguistic achievements while practising a reading lesson. This is because the core concern of any reading lesson is to implement and enhance secondary school students' linguistic competencies.

➢ There should be an easy access to potential teaching supports and materials such as ICT (Information and Communication Technologies).

4.10.2. Providing Motivating Literature

Recent approaches to the teaching of reading have emphasized the importance of students acquiring strategies for coping with a text (Alderson, 2001, p. 306). There are clearly considerable efforts made by teachers in order to improve the quality of the reading lessons. It is worth mentioning the importance of the quality of literature which is supposed to enhance, considerably, the teaching of the reading skill.

Another feature should be taken into consideration, not being stuck with students' textbooks literature. First, literature itself does not concern only those printed reading passages, but teachers can exploit oral literature in form of listening to audio texts. Secondly, preparing in advance reading texts and selecting literature depends on pupils' motivations and interests. Indeed, providing texts from outer resources (for example updated literature in magazines, books and internet) rather than exploiting only official textbooks is an advised alternative.

Hyland (2002) provides other four questions that might be taken into consideration by teachers for post-reading activities in order to fill the students' writing gap as in the following:

1. What are writers' attitudes to writing and its role in their lives?

2. How do writers express their identity and group membership in different contexts?

3. How do writers feel about the institutional genres in which they participate?

4. Which writing practices are privileged (and which ones less so) in different contexts?

4.11. Limitations of the Study

This study investigated the types of texts used in high schools literature collection. An investigation limited in a number of texts provided in the appendices part. This academic literature might serve as a widely, and a commonly used texts in English language classrooms. The methodology used in this study relied on a mixed method approach, which is a combination of both qualitative and quantitative data collection.

It is worth mentioning that they were a set of difficulties in conducting this thesis because the interview concerned only a secondary school English teaching staff. A potential barrier is about the teachers' limits when it comes to prepare a reading lesson. It would be important to mention that teachers follow a model reading lesson plan and do not have the possibility to skip or modify steps of the lessons, due to the systematic nature of the curriculum order.

Also, the researcher was contented to investigate only the so called 'first generation' secondary school textbooks. As it is mentioned in the list of references, this school's reading course books were published between the years 2007 and 2011. On the contrary, we can find both first and second generations textbooks at middle school level.

4.12. Conclusion

To conclude with, this fourth chapter has discussed the practical side of reading lessons practices and the reasons of the use of schools' textbooks. The researcher has used the qualitative data in form of a questionnaire administered to a number of 254 secondary school students at El Emir School in Mascara. The questions' answers shed light on the learners' extensive reading frequencies and interests. The major concern is to dig deeper in the students' reading motivation. Then, an interview is set to four experienced English language teachers at high school. The informants' answers are quite describing what really happens inside a reading classroom situation.

This study has examined the relationship between the reading and writing skills. The teaching objective focus is to prepare students for the summative official exams. Indeed, all the reading tasks involve students to be active participants during the reading lessons. It might be deduced that reading helps learners to develop their linguistic competencies. Through reading and doing written activities, news language forms and features are taught and practised.

This research covered testing data analyses, provided where students were put in an exam situation. The feedback obtained denotes the importance of literature in promoting students' linguistic competencies such as vocabulary, grammar, and the written skill. It is possible to state that the reading lessons provided in the appendices list are supposed to bring quality, motivation and innovation in the field of the reading skill.

General Conclusion

This study sought to establish both teachers and students attitudes towards the reading skill at the level of Algerian secondary schools. The study was also about the implementation of reading lesson and their role in enhancing students' linguistic competencies. The scope of this project study investigated student's reading interests using a quantitative data methodology. The conclusion from this analysis demonstrated a gap between pupils' reading interests and motivations and what is available as literature in secondary schools' textbooks.

The plan of this doctoral study is an access to feasibility of updated and attractive literature that ensures the learners' reading motivation. It was concluded that Algerian high school students, in their majority, asserted their literature preferences starting by reading all which deals with history, sports, culture, religion, and computer science. In this sense, a review of classroom texts is needed in order to offer more reading accessibility. The reading skill has inspired most of applied linguists and TEFL teachers. Besides, many articles have been published about reading, but, still, teachers as practitioners and their instructors wonder for the best methods and techniques to achieve successful reading lessons. It can therefore, be assumed that learners discover a contextualized and a real language in use when reading a printed text.

In my thesis, some questions about reading literary texts were raised: What texts would a teacher choose for his/her learners? How to implement (or relatively saying foster) the linguistic competences in a reading lesson? Literary texts are seen as aesthetic art facts and as models of writing to be followed. This research shed light on the formula 'Read and Do'. It is explained as a fact of looking at and understanding written words. Then, this strategy enhances producing a piece of writing.

The notion of text as a printed record is familiar in the study of literature. A text may be differently presented in different editions, with different type-face, and on different sizes of paper. These different presentations are brought by teachers to motivate and activate the students' language knowledge. In this sense, and at the level of secondary schools, the English texts are adapted from different sources such as books, magazines, periodicals, internet sites, leaflets. The pupils' textbooks provide both teachers and their learners with a variety of literature types. Students discover expository, narrative, and argumentative text types in the shape of scientific texts, cultural and social descriptions, and dialogues in use and, different types of letter writing.

The research demonstrated the main objectives and notions taught throughout the reading lessons. Through reading and doing a multiple sorts of written activities, learners are activating their English language learning in order to perform written activities on one side, and develop their linguistic competencies on the other. In this respect, one type of a reading test was administered to a group of 70 secondary school students. First, the participants were asked to fulfil a reading test. The type of literature provided is about a recent text describing the daily activities of the famous computer anti-virus creator named Eugene Kaspersky.

It is worth noting the results in the bar-graph 4.6., are denoting three distinct performances when students were instructed to answer the text study questions related in the appendix 13. First, the majority of participants have succeeded in the first subject's part which refers to comprehension questions. At this stage, 60 out of 70 examinees excelled in giving the right answers, regarding that teachers did take into great consideration the grammatical mistakes. They justified their reading comprehension evaluation because of the importance of testing their learners' text understanding rather than assessing the language structure. Meanwhile, about 25 students only had good marks at the second part of the test which dealt with grammar, giving place to a greater percentage of failure (more than half of them). But the most striking results are obtained for the third part consisting of producing a piece of writing where almost about 65 students had bad marks.

What is important for us to recognise here, is to find the reasons for this failure in written expression skill. According to the survey developed during the interview administered to the four teachers (appendix B), students discover and enrich their English language through word, phrases, paragraphs and stories identification. Reading is a means that allows learners to develop their language competencies and capacities. The choice of literary texts for young learners is a fundamental option to avoid de-motivating students' reading eagerness either by practising extensive or intensive readings. Taken together, these findings suggest a role for teaching experts and teachers in promoting the reading skill. An argument which targets at improving and enriching students' linguistic competencies.

In this thesis, we have described a case study framed within regular reading courses of teachers at a local high school classes carried out in 2016. Theoretically, the study is based on a conceptualization of any type of literature as a springboard for enhancing students'

linguistic, communicative and cultural development within a ministerial English language curriculum. This pedagogical orientation aimed at extending the purpose of English language teaching for the three secondary school levels. This research has argued the value of not only text understanding, but also, the need of learning the language features such grammar, pronunciation and vocabulary.

This educational aim resonates with the notion of improving linguistic competence and gaining knowledge, skills and competencies. The questionnaire given to secondary school students and the interview administered to experienced teachers are suggesting a need to re-think the content of reading instruments such the literature type proposed to be read, and the types of reading activities. Thus, the analyses and the findings described in the fourth chapter mean that students are emotionally engaged with literature. This engagement and reading practices show students' output in the form of reader responses to literature and the final individual language learning through fostering vocabulary expansion, grammar inculcation, and writing development.

It should be noted that text types were recorded through calculating the amount of both informational and literary texts available for the three secondary levels textbooks. This comparison showed that informational texts are dominating (79%) opposed to the 21% of literary texts. The aim of this comparison about literature anthology is to make a link with what was advanced in students' questionnaire answers showing our young learners enjoy reading the most recent literature than the ancient classical one. This 'modern' literature is available in the first mentioned type called informational.

Aside these text analyses, we can understand by informational text classified as expository, giving argumentations, explanations, and presenting information through stories and articles. This study shows that secondary schools textbooks literature anthology contain more nonfiction texts than their predecessors. This new motivational literature is proclaiming a pathway to improve students' literacy competencies. In this respect, teachers have ethical responsibilities to develop their students' linguistic competencies through developing a serious reading orientation and purpose.

It is interesting to note that language teaching comprises teacher's roles and impact on their learners' language acquisition. For instance, we illustrated the emotional and personal students' investment in response to reading testing experiences. This reading project

encouraged students to enhance their linguistic dimensions considering the development of their vocabulary, grammar, pronunciation, and writing.

However, it is worth suggesting that the educational orientation draws attention on the implementation of the linguistic dimensions while elaborating students' textbooks literature. The conception of texts may present diverse aspirations and learning needs. The actual English language secondary school curriculum reveals those needs through a balanced reading programme. It motivates students to undertake a motivating, varied, and an advantageous literacy development. The diverse reading approaches applied by teachers might assist their learners in performing a more proficiently reading activities. This led the researcher to infer that the teachers' interview responses showed that students are more involved in the reading programme. Certainly, the actual English language teaching-learning classrooms diversity presents more than one common language pedagogy, such as the communicative language teaching and the task based approach. Also, the linguistic and cultural diversity that the English literature presents a plenty debate about the reading usefulness.

This research sets out to study the hypothesis that students' literature devotion is to be taken into consideration. Limited to a number of participants, this thesis is based upon three research data, namely a questionnaire administered to 254 students of the three secondary school levels; followed by an interview administered to a group of four experienced teachers; and a reading test managed to identify the implementation of the linguistic features through reading, and to reveal students' language learning while reading a piece of literature.

Although the results of this study indicated that students learn much more from reading literature, there is still a continuous investigation about the pedagogical methods and approaches aiming at perceiving suitable accounts for a more effective and efficient reading. This research put emphasis on the role of critical reading in ELT. The thesis is an argument for teaching English with reference to the use of literary texts in high schools.

The study investigated students' reactions towards those pedagogical methods and approaches perceived during reading classes. Silent reading is certainly the prevailing reading aspect which shows the reading programme objective, aiming at preparing students for both formative and summative exams, which are in fact, silent readings. Thus, this EFL

teacher' aim advocates facing the challenge to prepare their learners for a more critical reading skill, as a part of their reading curriculum.

There is an emphasis to develop the student's ability to be aware of the importance of the reading skill and its role in education, as well as regarding reading as the most important skills enhancing and developing their linguistic competencies. Again, using literature in ELT and ELL courses at high education is a prospect to embed language learning goals and foster students' linguistic competencies.

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Appendices

Appendix A

Students' Questionnaire

School / university: …………………………….

Age:…………………………..

Level:…………………..

- *Put a cross according to your choices:*

1- Which kind of books do you read?

Religion ☐   Information ☐   Literature (novels...etc) ☐

Politics ☐   History ☐   Economics ☐   Sports ☐

Others, to be mentioned: …………………………

2- What is your reading frequency?

Usually ☐   Occasionally ☐   Rarely ☐   Never ☐

3- What is your favourable reading language?

Arabic ☐   French ☐   English ☐

4- Apart from books, what do you also read?

Scientific magazines ☐   Entertainment magazines ☐

Newspapers ☐   Nothing ☐

5- How do you prefer reading?

Paper documents ☐   On the net (computers) ☐

6- According to you, what do you think about books situation in Algeria?

Not interesting ☐   Lack of foreign editions ☐

Expansiveness ☐

NB: A questionnaire conducted in 2015 at E-Nadjah Secondary School in Sidi Bel Abbés

Appendix B

Teachers' Interview

1- Present yourself by providing your school, teaching experience, and the main qualifications?

2- What are the teaching approaches that you have used in your career?

3- Do you think the in-service training sessions such as seminars are useful and fulfil your expectations?

4- Do you think that your students' school time-tables allow them for extensive reading?

5- How many hours are devoted for English per week, and are they sufficient to fulfil the academic English language programme?

6- Is the English programme overloaded?

7- What is the reading lessons frequency planned for each file at high schools?

8- In few words, how is a reading lesson planned and practised?

9- Which reading phase you think is the most difficult and the most important deal?

10- Is there a reading aloud of the text or only silent readings?

11- Is time devoted to Read and Do sufficient?

12- Are you personally satisfied with the type of texts provided in the students' textbooks, and why?

13- Is reading helpful to implement linguistic competencies to learners?

N.B: Conducted in 2016 for a staff of four English teachers at Emir Khaled Secondary School, in Mascara.

Read and Consider

➢ Before you Read

1- *Suppose you have all the ingredients in the recipe below. Ask your partner which cake among the following s/he can make:*

Example

You: We have four, eggs, sugar...Well I suppose we can make Tamina, can't we?

Your partner: I'm afraid/sorry, we can't. We haven't got any honey.

RECIPE

IngredientsInstructions

- 4 eggs
- 200 grams of sifted flour
- 2 pinches of salt
- 400 ml milk with 150 ml water
- 80 grams butter or 1 tablespoon of oil
- A little table oil for frying
- To serve
- Some sugar and one lemon

a. Slowly mix in the milk and water.
b. Mix the flour and the eggs with a fork.
c. Heat the pan.
d. Put a little oil in the pan.
e. Cook for about 30 seconds.
f. Toss cake once.
g. Serve with a little sugar and lemon juice.
h. Cook for another 30 seconds.

2- *The instructions in the recipe above are not in the right order. Re-order them to get coherent instructions. Ignore the list of ingredients:*

Numbers								
Letters								

➢ As You read

Read the text below and check your answers to questions 1 and 2 on the previous passage:

Text:

Tomorrow is Pancake Day. You will make pancakes, won't you? This is my recipe. It's very easy. You'll need 400 grams of flour, 4 eggs, 500 ml of milk, water, 80 grams of butter and some sugar, a little table oil.

Now, to make the pancakes: First mix the sifted flour and the eggs with a fork, and slowly mix in the milk and the oil. Then, put a little oil in the pan. Next, heat the pan. It

must be very hot. After that, pour in two tablespoons of mixture and cook for 45 seconds. Finally, toss the pancake once and cook for another 45 seconds. Serve with a little sugar and some lemon juice.

➢ Afterreading

Grammar Window

Consider the following sentences:

Next, **heat** the pan.

    a. **Next** is a **time sequencer**. It is used to indicate the order in which the various steps of a procedure are carried out.
    b. List the other time sequencers of the text.
    c. In what part of the sentence do they come?
    d. Do you any other time sequencers?
    e. **Heat** is a verb in the **imperative**. The imperative is used for making requests, giving instructions, directions, warnings, orders/commands and advice.
    f. List the other verbs in the imperative in the text; consider their forms and draw the rule.

Source: On the Move, Fourth Year Middle School Course Book (2007, pp. 21-22)

Appendix D

Reading and Writing

➢ **Read and Check**

1- *Look at the picture and guess where the sentence on the right comes from. Circle the letter of the correct answer:*

It comes from a...

a-   Conversation about restaurants between two friends.

b-   Restaurant advertising leaflet.

c-   Cookery book.

2- *Read the text below and check your answer to question 1 above:*

You like hot food, don't you? And you surely have dreamed of eating true English food, haven't you? Isn't it time to make your dream come true at Jack's Fish and Chips Corner? (§1)

Come and enjoy delicious, spicy, nutritious seafood and friendly fast service at the most convenient restaurant in London. (§2)

Where will you find us? Take the tube to Piccadilly Circus. Turn right into Haymarket Street when you go out of Piccadilly Circus tube station. We are at the corner of Haymarket Street and Panton Street, next to the Barclays bank. (§3)

3- *Read the advertisement on the previous page and locate Jack's Fish and Chips Corner on the map included in the advertising leaflet:*
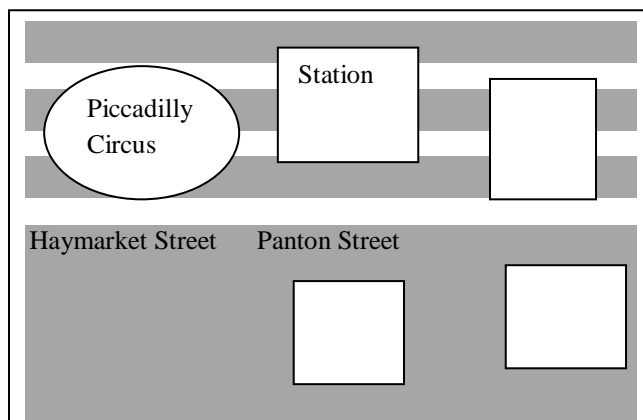
4- *Read again the advertisement on the previous page and answer the following questions:*

a. Does the author of the advertisement expect an answer to his/her tag question or not?

b. Would you read the tag questions with a falling or a rising intonation if you presented the advertisement on the radio? Use arrows.

c. Which of the paragraphs (1-2-3) in the advertisement simply give (s) information?

d. Which paragraphs try to persuade customers to go and eat at Jack's Fish and Chips Corner?

5- A text often contains facts and opinions, which of the following sentences from the advertisement state facts and which of them give opinions?

A. There is no food more delicious than the one you're served at Jack's Fish and Chips Corner.
B. We are at the corner of Haymarket Street and Panton Street.
C. Jack's Fish and Chips Corner is the restaurant which has the fastest service in London.

6- Now read the conversation below and check which opinion in the advertisement on the previous page is confirmed and which is not:

Customer A: You enjoyed the food, didn't you?

Customer B: Oh yes, I certainly did. The food was simply delicious…But the service wasn't fast, was it?

Customer A: I agree with you, but it takes a long time to prepare quality food, doesn't it?

Customer B: I guess so.

➤ **Write it out**

1- Read the sentences below and match letters a-g with numbers 1-7 to get a coherent paragraph which completes the advertisement on the previous page:

Numbers	1	2	3	4	5	6	7
Letters	A						

a. Our opening times are generally 10.30 to 06.30.

b. And we are open seven days a week all year round.

c. Book now and pay later.

d. We are at Jack's Fish and Chips Corner looking forward to welcoming customers old and new.

e. Call us at 01715 889223.

f. We accept all credit cards.

g. Your enjoyment is our pleasure!

2- Fill in the invitation card below. Then, write a letter of invitation to a classmate of yours:

You're invited

Occasion : ……………………………………

Date : ……………………………………

Time : ……………………………………

Place: ……………………………………..

Directions: ………………………………

………………………………………………

Regrets only: Fatima Boudraj 425 17 88 or

E-mail: FatimaBou@yahoo.com

Source: On the Move, Middle School Fourth Year Course Book (2007, pp. 32-33-34)

Appendix E

Unit One: Getting Through

Preview: In this unit you will learn to…

Sequence One

- listen, respond to, and give instructions
- express your point of view and justify it
- expressyourpreferences and purpose
- recognize intonation in polite requests and stress I two-syllable words
- use the comparative forms of adverbs

Sequence Two

- read and respond to an e-mail
- write and e-mail
- describe a place and people's regular activities
- use the simple present tense + frequency adverbs: rarely / seldom…
- use degree adverbs and reflexive pronouns (myself, yourself..)
- use prepositions of place: in / in the north…

Sequence Three

- listen and respond to telephone messages
- read and respond to short messages
- write a letter of inquiry
- express obligation
- write short notes (invitations, apologies…)
- use link words (to, in order to, so as to…)

Stop and Consider

- use article: definite, indefinite and zero articles
- use: either…or and neither…nor
- use modal 'had to' and reflexive pronouns

Sequence Four

- fill in a form and write a letter of application

- recognize problem consonants (/f/, /v/…)

- use sentence stress

For your Project

You will…

- make a job application booklet

- or build a difference poster about schools, regular activities…

*Source:***At the Crosswords, First Year English Course Book, SE1 (2008, p. 3)**

Appendix F

Unit Three Plan   First Year, (Scientific streams, SE1)

1/ Sequence One: *Listening and speaking*

a) Skills:
- Listening to a presentation of an invention.
- Note taking.
- Speaking from notes.

b) Functions:
- Describing an invention.
- Asking questions.

c) Language forms:
- Can you tell me who / where…?
- Have you got any idea…?

d) Phonology:
- The pronunciation of the final 'ed'.

2/ Sequence Two: *Reading and Writing*

a) Skills:
- Reading an article.
- Writing from a flow chart.

b) Functions:
- Narrating.
- Expressing concession and contrast.

c) Language forms:
- Link words (however, though…)
- Have you got any idea…?

3/ Sequence Three: *Developing skills*

a) Skills:
- Listening to and making a product presentation.
- Writing a business letter from product specifications.
- Writing a paragraph giving opinion about a product.

b) Functions:
- Describing a product.
- Comparing / contrasting.
- Expressing an opinion.

c) Language forms:
- What is the height / width…?
- How wide / deep is it?
- I agree however…
- I think…

4/ Stop and consider:

c) Language forms:
- Prepositions: in / with.
- So + adjective + that.

- Future perfect tense.
- Relative pronoun: whom.

    5/ Sequence Four: *Consolidation and extension*

a) Skills:
- Writing a conclusion.
- Taking sides in a debate.

b) Functions:
- Narrating.
- Expressing opinion.
- Reporting facts.
- Giving advice.

c) Language forms:
- Imperative.
- Model auxiliaries.

d) Phonology:
- Problem consonants [n] & [ŋ].

*Source:***Hacine (Mascara) Secondary School's unit plan model.**

Teacher: MrsHamou El Hadja.

Appendix G

Reading and Writing (Read and Check)

1. *Read this report of a survey on computer use in a group work of young people, and check your answers to question F on the previous page:*

Text:

The Times   Saturday, September 13, 2004

This report presents details of computer use by a sample group of 60 young people. Everybody thinks that teenagers today know about computers and are familiar with using them. I decided to do a survey to find out if this was true.

I questioned sixty young people between 13 and 19 in order to know what they use the computer for. When I asked how many of them have computers, all the teenagers I chose said they had one at home. I asked them how much time they spent on their computer in a week, but my main interest in fact was in what they used their computers for.

All the people questioned said that they regularly used the computer to play games. Twenty-eight told me they did some word-processing at home, but not very much. Only 4 of the informants said that their computers helped them with their studies, while 16 of them told me they kept addresses and telephone numbers on their computers – or used them as diaries. Two of them said that they used them as calculators. When asked if they used computers to learn to program them, only 6 people said they did.

Read & Check*(while reading tasks)*

Exercise 1: *Fill the boxes with numbers to say how many informants out of 60 use the computer:*

to keep addresses and phone numbers. ☐

to learn programming. ☐

to play games. ☐

as a calculator. ☐

for their studies. ☐

to do some word-processing at home. ☐

Exercise 2: *Read the text above and answer the questions below:*

A. How many teenagers did the reporter question about computer use?

B. Why did s/he decide to do a survey?

C. What does the survey show? Circle the letter of the correct answer.

The survey shows that teenagers…

a. really know how to use the computer.
b. don't really know to use the computer.
c. don't know anything about computers.

D. What are the questions that the reporter asked to his/her informants?

a. How much time do you spend using your computer?

b. How many of you have computers?

c. Do you play games on the computer?

d. Do you use the computer to learn to programme it?

E. What are the verbs the reporter uses to report his findings/results?

F. In which tense are the verbs used for reporting?

G. In which tense are the verbs that follow the reporting verbs?

H. Do you see any difference in the word order in the reporter's questions in 'D' and the way s/he reports them in the text? What conclusions can you draw?

Source: **At the Crosswords, First Year English Course Book, SE1 (2008, p. 71)**

Appendix H

Reading and Writing *(Write it Right)*

Read the results of the sports questionnaire and complete the report below. Use the report on page 71 as a model:

Sports Questionnaire Results

Number of informants: 80 (male and female)
Age: 15 – 17 (High School Teenagers)

A. Do you like practising sport? Yes (80) No (00)
B. If yes, why? Challenge (12) good fun (60) good exercise (08)
C. Which sport do you like practicing? Football (50) handball (18) basketball (12)
D. What is your favourite football team? USMA (28) MCO (26) JSK (26)
E. Say why? Sportsmanship (60) teamwork (15) grit (05)
F. Do you like watching sport? yes (80) no (00)
G. If yes, why? Relaxing (55) exciting (25)
H. What do you say when your Well, we are just lucky (70)
   favourite team wins the game? We are the champions (10)

Report

How Sporty Are Our Teenagers?

In present-day Algeria, sport is the teenagers' favourite pastime. But people keep complaining that the good sportsmanship of yore is gone and dead. I decided to find out whether it was true that our teenagers were less sporty than their elders…

a. Say who your informants are and make clear the purpose of your survey.
b. Report the results:

   - What is the most popular sport?
   - Why is it popular?
   - How many of your informants play and watch it?
   - Are they good or bad losers?

c. Draw a conclusion:
   As I expected, I found out that…
   Surprisingly, my survey showed that…

Source: **At the Crosswords', First Year English Course Book, SE1 (2008, p. 72)**

Discovering Language

| Text |

How Charitable are our Youth?

It is generally believed that young people today do not feel concerned about community issues. The older generation is deeply worried that society cannot face up to problems, such as floods and earthquakes, because they consider that the youth have become less charitable and thoughtful about other people than their elders used to be. The magazine 'Youth 2010' has recently carried out a survey about charity among secondary school children to check out on these two questions.

Let us find out by looking at some of the questions 'Youth 2010' asked its informants and how they responded to its questions. 'Youth 2010' asked the teenagers if they had ever experimented an emergency situation. Interestingly, forty of them said they had experimented a natural or man-made disaster and no less than seventy of them told the 'Youth 2010' reporter that they had felt deeply moved by the disasters covered in the media. When the reporter asked them whether they had contributed anything to help during emergency situations, twenty of them answered they had donated either money or blood. Thirty of them told the reporter that they had volunteered to help the Algerian Red Crescent collect food and aid.

The data gathered by 'Youth 2010' suggest that our youth are more thoughtful and charitable than some parents think. They know that they will live through highly risky times and that in such times every little contribution can help.

Before you read

Look at the symbols and answer the questions below:

A. What does each of them represent?

B. What do they have in common?

C. Do the people working for them get paid? Why or why not?

D. In what emergency situations do they intervene?

E. Which of the duties in the box below do they fulfil?
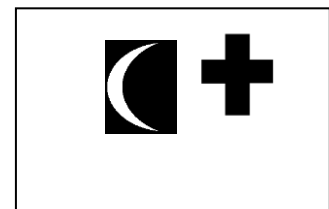
1. fund raising	4. cleaning affected areas after disasters
2. collecting food aids	5. helping with medical care
3. preventing man-made disasters	6. providing assistance in emergency situations

While you read

1- *Read the report above and answer the following questions:*

A. What is the report about?

B. In which paragraph does the author speak about the findings/results, and in which one does he give the interpretation?

C. Why does the reporter use *interestingly* in the second paragraph?

D. Does the report confirm the older generation's worry about society or not? Why?

After you read

Grammar Desk	— □ x

Read the questionnaire and the sentences from the report. Then answer the questions below

Questionnaire: How charitable are our youth?

Have you ever experienced an emergency situation? Yes 40   No 30

Did you contribute anything to help? Yes 60 No 10

Sentences from the report

   A. Youth 2010 asked the teenagers if they had ever experienced an emergency situation.
   B. Forty of them said that they had experienced a natural or man-made disaster.
   C. The Youth 2010 reporter asked them whether they had contributed anything to help during emergency situations.
   D. Twenty of them told the reporter that they had donated either money or blood.
   1. Which tense are the verbs in the reporter's questionnaire?
   2. Which verb is used to report the questions in the report? Whichtenseisit?
   3. Are there any differences between the tenses in the reporter's questions and the way they are reported in the description of the results? Why?
   4. Which verbs are used to report the informants' answers?

See Grammar References N° 13, PP. 205-206

Source: **Getting Through, Second Year English Course book (2011, pp. 120-121)**

Reading and Writing

Text

Great calamities can show the best in man. For instance, while I was covering, for my newspaper, the earthquake in Boumerdes, I met a group of women carrying plates of couscous. Where they were going all together like that? I asked Rafik, my Algerian friend and translator. They're taking food to their neighbours who have lost their homes he replied. After a few minutes, he added, People have always helped each other over here. But this earthquake has considerably increased that sense of neighbourliness.

Rafik stopped talking for a few minutes before he resumed his speech. "This earthquake has made everyone of us show his best", he said pointing to the debris of a fallen building. I didn't understand what he meant by that. So I asked him to explain. "The youths have played a heroic role in the first minutes of the disaster," he answered. "Did you see that young man shown on TV last night?" he asked. I said I did. "That young man has become our local hero. Yesterday, he saved two children from certain death," he told me.

As I listened further to Rafik, I understood that disasters could certainly kill people, but in some way, they are like hammers that weld the brotherly spirit of humanity.

Tasks

1. Look at the picture below and guess to whom the women are taking food and why they are doing it.
2. Read the newspaper report and check your answers to task one above. There are some punctuation mistakes in the first paragraph. Ignore them for the moment.
3. Have a look at the tip of box below. Then punctuate the first paragraph of the article on the previous page to separate the reporter's words from those of his informant.

Tip Box

- When we write reports ore stories, we often include pieces of conversation between quotation (speech) marks.
- When we quote, we can use either a comma or a colon after the reporting verb.

  e.g. S/he says/said, "The flood has tested our strength."

  They said: "We've risked our lives for other people."

- When the quotation comes at the beginning, we use only a comma.

  e.g. "They're taking food to their neighbours," he replied.

---

4. Turn the conversation between Rafik and the journalist into reported speech. Use the information in the table below.

	verb in the present simple	verb in the past simple
A. The journalist	asks Rafik	asked Rafik ....
B. Rafik	replies that	replied that ....
C. Rafik	says that	said that ....
D. Rafik	answers that	answered that ....
E. The journalist	further asks	further asked him ....
F. Rafik	tell the journalist that	told the journalist that ....

Write it out

1. Report the opinions below using the following verbs and expressions: Think / believe / state / claim / maintain and are of the opinion that ...

> "We can reduce poverty in Africa by giving more food aid."
>
> "Food aid is not the solution to starvation and malnutrition in Africa."

Start like this: Some people think ....

2. Now, develop an argument against the claims reported in exercise 1. Use the hints in the box below and the notes that follow. Here are some hints:

> Some people think / say …………… . This is totally wrong. / This view is open to doubt. / They seem to be / are mistaken. / Serious doubt can be raised against this opinion / claim. / I disagree with this view. Though ……………

-   billions of dollars already spent on food aid.
-   African countries rich.
-   people still suffering from malnutrition / starvation.
-   vaccination campaigns.
-   thousands of people dying from hunger / famine.
-   people living villages for feeding centres.
-   Africa long history / culture
-   people lazy and dependent on charity
-   food not reaching the right people
-   essential to deal with problem of poverty at root
-   cancelling debt of poor countries
-   music beautiful
-   investing in sustainable development projects
-   practising fair trade

- destroying the environment
- easy access of African products to international markets
- stopping conflicts to allow people to work on the land
- conserving human resources

*Source: **Getting Through, Second Year English Course book (2011, pp. 129-130)***

Appendix K

Text

From the time of primitive man, humans have wanted to communicate through space. Centuries ago, men used drums to send and receive messages. In Ghana for example, this means of communication is called 'talking drums'.

However, communication through drums and other means was not satisfactory over very long distances. Long-distance voice communication became possible only in 1876 when Alexander Graham Bell invented the telephone. Twenty-three years later, the Italian inventor, Guglielmo Marconi used Heinrich Hertz' discoveries about electromagnetic waves to invent another means of telecommunications. It was the 'wireless' telegraph, and it was the ancestor of the radio. It allowed communication between England and France in 1899.

There was still a problem with long-distance voice communication via micro-wave radio transmission. The transmissions followed a straight line from tower to tower. So the system was impracticable over the sea. In 1945, science fiction writer, Arthur C. Clarke, suggested a solution. He proposed a system of communications satellites in an orbit, 35,900 km above the equator. The satellites would circle the earth in exactly 24 hours.

Today, it is possible to communicate internationally by satellite. The latest satellites can carry over 100,000 simultaneous conversations. By the year 2050, electronic information technology will have world business, schools and family life.

Adapted from **'Hutchinson Encyclopedia'**

Source: **At the Crossroads, First Year English Course book, SE1 (2008, p. 103)**

Appendix L

Read and Consider

<div style="border:1px solid black; padding:10px;">

Language outcomes

- Expressing likes and dislikes with: <u>like</u> / <u>dislike</u> + <u>verb</u> + <u>ing</u>...
- Expressing preferences with <u>rather</u> and <u>better</u>.
- Using reciprocal pronouns each other and one another.
- Expressing quantity: <u>a lot of</u> – <u>a great deal of</u> - <u>few etc</u>...
- Recognising and using suffixes: <u>ness</u> – <u>ful</u> – <u>ous</u> and <u>ic</u>.
- Identifying and correcting spelling errors.
- Pronouncing final <u>ed</u>.
- Writing a newspaper article about feelings.

</div>

➢ Getting started

Look at the picture below and answer these questions:

1. What is the lady doing?
2. Do you feel ashamed to cry or weep in public?
3. Are you self-controlled or emotional?
4. Do you think that being emotional is a sign of weakness?
5. Do you feel embarrassed if you see someone crying in public?
6. Is there a difference between emotions and feelings? Compare them with reasons.

➢ Taking a closer look

1. Read the text about feelings below and answer these questions:

A. How many Americans believe that it is better to express feelings rather than hide them?
B. What would they do rather than retain their tears?
C. How much attention do the British pay to people who complain in public?
D. What do British football players do when they score a goal?
E. Which of the following terms best summarizes what the author says about British and American people: extrovert, introvert, phlegmatic? Explain.

2. Compare your answers to the questions above with those of your partner. Then, discuss the questions below with your classmates.

To what extent are Algerian attitudes to feelings similar to or different from the American and British attitudes as described in the text?

British and American people are similar in many ways, but in expressing feelings they haven't much in common. Nearly all Americans believe that it is better to share what they think or feel than hide it. A great many of them expect their relatives and friends to say, "I love you, "I care for you", or "I'm glad to have a friend like you". Almost most of them enjoy talking about their own experiences, and a few of them will go so far as to share ideas with foreign visitors the first time they come into contact with them. When some of them are upset they prefer to cry rather than retain their tears. Few Americans consider it bad to show anger in public. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse.

In contrast to this is the traditional British reserve, a national tendency to avoid showing strong emotion of any kind. The British like to keep a stiff upper lip. In other words, they don't like showing or talking about their feelings. They rather prefer hiding them because people who reveal their emotions are thought to be weak and bad-mannered. For example, showing anger in public is considered to be a sign that the person hasn't much character. So, few British people would dare vent even a little anger in public places. They give little attention to people who complain in public, e.g. about being kept waiting in a traffic jam or in a restaurant. They may pretend not to hear them in order to avoid getting involved.

This attitude is far less common today than it used to be, but a lot of British people, especially among the elderly, still take a great deal of trouble to appear strong. Most British men and women are still embarrassed to be seen crying in public. People are also embarrassed when they see somebody crying, and do not know whether it is better to pretend they have not noticed or to try and comfort them. Women are more likely to respond than men and will put their arm round the person or touch their shoulder.

Manu British youths now show feelings of affection in public. Women sometimes kiss each other on the cheek as a greeting and people may greet or say goodbye to each other with a hug. Lovers hold hands in public and sometimes embrace and kiss each other, but many elderly people do not like to see this. However, when British people are part of a crowd they are less worried about expressing their emotions. Football crowds sing and cheer when their side scores a goal. Players now hug one another when they score. Even cricket supporters, who had a reputation for being much quieter, enjoy cheering as well as giving the traditional polite applause.

From the Oxford Guide to British and American Culture: 192)

Grammar Explorer 1

1. Pick out from the text above all the sentences which express like, dislikes and preferences. Write them in the table, then answer questions A-D that follow:

Likes and Dislikes	Preferences

A. What form are the verbs which follow the verbs expressing *likes*, *dislikes* and *preferences*?
B. Which verbs are followed by a gerund only?
C. Which verbs are followed by *either* a gerund or an infinitive?

D. What form are the verbs which follow *rather* and *it is better*?

NB. See Grammar Reference pp. 219 – 224.

2. With your partner, prepare a short dialogue asking and answering questions about likes and dislikes. E.g.

You: By the way Rachid, what do you like doing in your spare time?

Your partner: Well, I like watching films.

You: Do you like watching horror films?

Your partner: No, I don't. I prefer watching comic films. They make me feel cheerful.

You: Shall we go and see a Woody Allen film, then?

Your partner: No, I'd rather stay at home and watch Fellag or Mr Bean on TV.

Useful language

- Make me feel happy / relaxed / amused / cheerful...
- Make me feel like dancing / singing...
- Make me feel sad / lonely / irritated / nervous / like....
- Make me feel like screaming / crying...

Source: **New Prospects, Secondary Education, Year 3. ONPS (2009, pp. 173-176)**

Business diary: Eugene Kaspersky

Eugene Kaspersky is CEO of Kaspersky Lab, the Russian security software company. The company is based in Moscow and has offices in 29 countries. Its main competitor is Symantec. Most of the company's sales are outside Russia.

Kaspersky spends 50% of his time in Moscow, but the other 50% he travels. He is often away for more than three weeks at a time. When he is away, he attends meetings, goes to trade shows and sometimes gives presentations. When he is in the office, he spends time talking informally to colleagues – at their desks or in the company restaurant.

The Moscow office is like a big family. Many people in the office are friends. Some go on holiday together. Everyone dresses informally. Kaspersky normally wears shirts and jeans, but he has a suit for important meetings with presidents and prime ministers.

In Moscow, he does not get up early, especially after a business trip. "On some business trips, I only get three or four hours' sleep a night, so I need to relax," says Kaspersky. At the end of a busy Moscow office day, he goes to the gym with his personal trainer. "It's a great way to relax after a busy day in the office." If he can, he also takes two days off a month.

Holidays are important too. "In winter, I go skiing. In the summer, I often go to the mountains, where I can't use the Internet or my mobile phone. But I can get a satellite connection."

by Mary Watkins

Task A: *Before you read the article, discuss these questions.*

1 What do you think is a typical day in the life of the CEO of a big company?

2 How much time do CEOs spend travelling?

3 Do CEOs need holidays?

Task B (after reading) *Answer these questions.*

1 Is Kaspersky a formal or informal CEO?

2 Is most of his business in Russia or in other countries?

3 Does he work 24/7 (24 hours a day, seven days a week)?

Task C *Decide whether these statements are true (T) or false (F). Correct the false ones.*

1 Kaspersky travels a lot.

2 He wears formal business clothes in the office.

3 He gets up early everyday.

4 He goes to the gym after work.

5 He likes to have time to relax when he is in Moscow.

6 He only has holidays in summer.

Task D *Complete this information about Masami Kimura. Use the correct forms of the verbs in brackets.*

I'm Masami Kimura and I'm married with two children, Aïko and Katsuki. They ....1....(go) to an international school. My husband's name is Seito. He ...2...... (work) for a shipping company, and I ....3..... (work) for an international securities company. We ....4..... (live) in Tokyo, near Shinjuku. I ....5..... (travel) to work by subway, but Seito ....6.... (drive) to work. We both ....7...... (like) sports and travelling. At the weekend, we .....8.... (play) golf or we .....9..... (go) camping.

Task E *Write a paragraph like the one in Exercise B about yourself.*

Source: **Elementary Market Leader, Business English Course Book. 3rd Edition. Pearson Education Limited, England (2012).**

Appendix N

Present simple, adverbs and expressions of frequency

Present simple form

+	I/You/We/They **work**. He/She/ It **works**.
-	I/You/We/They **don't work**. He/She/It **doesn't work**.
?	**Do** I/you/we/ they **work**? **Does** he/she/it **work**?

Uses

We use the present simple:

. <u>To talk about habits and work routines.</u>

I **get up** early in the morning.

She **works** far from home.

The **go** to work by train.

. <u>To talk about facts and things that are generally true.</u>

The **have** offices in Seoul.

It **rains** a lot in Manchester.

She **earns** a high salary.

. <u>With verbs that describe permanent states.</u>

I **like** meeting people.

She **has** three children.

I **think** he lives in a flat.

I **know** his boss very well.

. <u>With adverbs and expressions of frequency.</u>

She **always wears** blue.

He **usually / generally takes** work home at the weekend.

They **often go** home early on Fridays.

I **sometimes play** tennis with a colleague.

Do you **ever go** to the theatre?

I **never go** to the theatre.

Adverbs and expressions of frequency

1 Adverbs of frequency usually go before the main verb, but after the verb to be.

I **sometimes** make phone calls to the USA.

My boss is **usually** friendly.

We don't **generally** stay up late.

2 For emphasis, usually, generally, often and sometimes can go at the beginning of a sentence.

Sometimes, I don't like my job.

Generally, we take clients out to a good restaurant.

3 Expressions of frequency can go at the beginning or the end of a sentence, but not in the middle.

One a year, we have a sales conference.

(Not: ~~We have once a year a sales conf~~erence.)

Does he play golf **every Saturday**?

(Not: ~~Does he every Saturday pl~~ay golf?)

Source: **Elementary Market Leader, Business English Course Book. 3rd Edition. Pearson Education Limited, England, 2012.**

Appendix O

Unit 2 – Work and Leisure-

Complete the sentences.

1 Tom says friendly colleagues are more important than a h..... s...... .(high salary)

2 My company gas a gym, a swimming pool and many other s..... f....... . (sports facilities)

3 I drive to work so I'm glad my company has free p....... f.......... . (parking facilities)

B *omplete the sentences with at, in or on.*

1 Our departmental meeting is ..... Friday afternoon.

2 I don't like meetings ..... the morning.

3 they never work ..... the weekend.

4 his starts his first meeting .....8.30.

5 Are you free ..... Wednesday?

C *Rewrite the sentences with the words in brackets in the correct place.*

1 Rick isn't very busy on Mondays. (usually)

2 I stay at home at the weekend. (always)

3 We are at home in the evening. (never)

4 James does not travel on business. (often)

D *omplete the verbs.*

1 Lucy go..... to work by bus.

2 She arriv..... at work at 8.45.

3 She often h..... lunch in the staff cafeteria.

E *ewrite the sentences with capital letters where necessary.*

1 vera works till 05.30 on thursdays.

2 paul sometimes reads the financial times.

3 they live in amsterdam, but they aren't dutch.

*Source:***Elementary Market Leader, Business English Practice File. 3ʳᵈ Edition.**

Pearson Education Limited, England, 2013.

Appendix P

Reading Strategies

i) Annotating a Text

This first reading strategy is meant to introduce the reader's thoughts and first reactions towards a given text through following the stages:

a- When to use it?

  - During reading

  - After reading

b- Targeted reading skills:

- Formulate questions in response to text

  - Analyse and interpret elements of text

  - Draw conclusions and makes inferences based on explicit and implicit meaning.

c- What is it?

  - Labelling and interpreting devices; imagery; symbol; personification

  - Labelling and interpreting elements of style: tone, syntax, narrative pace, figurative language

  - Labelling the main ideas, supportive details, evidence that leads the reader to a conclusion about the text

  - Questions that the reader poses

ii) Anticipation Guide

It is generally a comprehension strategy that is used before reading in order to activate the students' prior knowledge. It is then, practised as follows:

  a- When to use it?

    - Before reading

b- Targeted reading skills:

  - Draw upon prior knowledge

  - Reorganize the effects of one's opinion in formulating interpretations of text

c- What is it?

- examining the cover of a book, blurb, writer's biography...etc

- Designing activities that help learners anticipate the big ideas

iii) Checking out the Framework

This pre-reading strategy helps students to make predictions between their prior knowledge and the text's topic.

a- When to use it?

- Before reading

b- Targeted reading skills:

- Previewing texts to assess content and organization

- Recognize and use text features to aid comprehension

c- What is it?

- Types of texts organized in different ways

- Title, cover, blurb, author, etc.

- Discourse, format, etc.

iv) Collaborative Annotation

It is considered as a strategy to engage the students' in critical reading and might be cleared out as follows:

a- When to use it?

- During reading

- After reading

b- Targeted reading skills:

- Recognize the features of different genres

- Make inferences/ Draw conclusions based on explicit and implied information

c- What is it?

- Encouraging engagement and group participation

- Expanding ideas/ Questions

- Making comments

v) Conversations across Time

This step is illustrated when the learners' develop deep insights through writing and speaking.

a- When to use it?

- Before reading

- During reading

- After reading

b- Targeted reading skills:

- Condense and summarize ideas from a text

- Compare and contrast information

- Make text-to-text, text-to-self, and text-to-world connections

c- What is it?

- Deepening students' thinking on events, people's actions, culture, their experiences and understanding of the world

- developing their critical thinking

vi) Dense Questions

They are a set of challenging questions represented in the following tips.

a- When to use it?

- Before reading

- During reading

- After reading

b- Targeted reading skills:

- Interpret and synthesize ideas

- Pose personally relevant questions about text

- Relate new information to prior reading/ experience by making text-to-text, text-to-self, and text-to-world connections

c- What is it?

- Asking different types of questions

- Finding information in the text

- Linking reader's ideas/experiences to those of the text

- Combining reader's own knowledge/experiences with knowledge of other cultures/people

e.g. in what ways are teenagers in other countries similar to/different from Algerian teenagers?

vii) Frame Reference

They are reading tasks which helps students to be aware of what they are reading.

a- When to use it?

- Before reading

- During reading

- After reading

b- Targeted reading skills:

- Relating new information to prior knowledge/experience

- Making, confirming, revising predictions

- Understanding relationships between texts and their contexts (historical, cultural, social)

c- What is it?

- Asking to summarize what learners know about the topic

- How they know that information?

viii) Inferential Reading

Itis aiming at teaching students to read more strategically.

a- When to use it?

- During reading

    - After reading

b- Targeted reading skills:

- Draw upon prior knowledge

    - Draw conclusions and make inferences

    - recognize the effects of one's point of view in formulating interpretations of texts.

   c- What is it? Types of inferences used……

- ✓   Figuring out the meaning of unknown words from contexts clues
- ✓   Figuring out the grammatical function of unknown words
- ✓   Understanding intonation of characters' words
- ✓   Identifying characters' beliefs, points of view, personalities
- ✓   Providing details about the setting
- ✓   Providing explanations for events/ ideas presented in the text
- ✓   Offering details for events…etc

ix) RAFT: Role-Audience-Format-Topic

  It might be defined as a strategy which fosters the readers' writing skill.

   a- When to use it ?

- After reading

   b- Targeted reading skills:

      - Analysing and understanding elements of character development

      - Understanding relationship between literature and contexts (social, cultural...etc)

   c- What is it?

- Integrating reading and writing in a non-traditional way

- Students taking what they have read and create a new product that illustrates their depth of understanding

When using this strategy, you will develop the specifics for each element which are as follows:

Role: in developing the final product, what role will the students need to "take on"? Writer, journalist, minister, teacher, etc?

Audience: who should the students consider as the audience for the product? Classmates? Parents? Teachers? Participants? Visitors?

Format: what is the best product that will demonstrate the students' in-depth understanding of their interactions with the text? A writing task? A project? A dialogue?

Topic: this is when**,**who**,**or what that will be the focus/ subject of the final product

x) Sociograms

It is a didactic teaching tool that helps teachers to get valuable data about their students' reading comprehension.

a- When to use it?

- During reading

- After reading

b- Targeted reading skills:

- Analysing and interpreting elements of character development and plot development

- Make, confirm, and/or revise predictions

c- What is it?

- A visual representation of the relationships among characters/ traits of characters

- Use pictures, symbols, shapes, colours, line styles to illustrate these relationships

- In the sociograms, the central character is placed at the centre of the page, and the other characters around him/her

xi) Think Aloud

It is a data collection of readers' answers enabling teachers to evaluate their reading and doing answers.

a- When to use it?

- Before reading

- During reading

- After reading

b- Targeted reading skills:

- Formulating questions prior to reading and in response to the text

- Make, confirm or revise predictions based on information presented in the text

c- What is it?

- Constructing meaning from a text:

1- Activate prior knowledge: to summon any information or background they have in relation to the topic, idea, people (characters, setting…)

- It provides a footing/foundation for the reading

2- Set a purpose/reason/goal for reading: to establish what they expect to get out of the reading; depending on the purpose, we adjust our reading in order to meet the chosen goal: e.g. To gather information? To support an idea/opinion? To answer an essential question? Etc.

3- Decode texts into words and meanings: to define unfamiliar words using context clues or word parts (e.g. prefixes, suffixes, roots)

4- Monitor understanding and summarize: to cumulate important information/ideas/items that help make sense of the text. To review collected/ cumulated items at various points in the reading to move toward understanding, synthesis and evaluation of the text

5- Apply what has been learned: how can the information be used? How can it be applied to: e.g. my life, our society, our environment, etc?

Baccalaureate Exam: Subject 1

Part One: Reading (14 points)
A. Comprehension (07 points)

Read the text carefully then do the following activities:

Ultimately, all parts of society must share the responsibility for containing corruption because all are willing or unwilling participants as each corrupt transaction requires a "buyer" and a "seller." The government is responsible for dealing with civil servants **who** engage in extortion and bribery, but it is businesses and individuals who offer bribes to civil servants to obtain certain advantages.

An active, involved, and empowered citizenry is indeed essential to any anti-corruption campaign. Economic reformers can only achieve real gains when a society works firmly and assumes a shared responsibility in combatting corrupt practices, be it collective or individual.

For their part, government institutions, politicians, and bureaucrats must provide the political will to address all such unlawful practices. While all those who are part of the problem must be part of the solution, it would be unrealistic and cost-prohibitive to attempt to eliminate corruption completely. The aim, therefore, is to attain a fundamental increase in honesty, efficiency and fairness.

In this regard, educating and involving the public is a key in preventing corruption; and **this** can take a variety of ways such as awareness campaigns led by the media, nation-wide integrity workshops that discuss and collaborate against corruption, and the introduction of appropriate legislation put into effect by a powerful and integral auditing system.

Prevention: An Effective Tool to Reduce Corruption"
(GLOBAL PROGRAMME AGAINST CORRUPTION CONFERENCES)

1. Write the letter that corresponds to the right answer.
   1. Fighting corruption should be the duty of…
      a. all partners.   **b.** the government.   **c.** businesses.
   2. The government is responsible for dealing with …
      a. corrupt civil servants   **b.** individuals who offer bribes   **c.** both of them.
   3. Eradicating corruption is…
      a. easily achievable   **b.** hard to achieve   **c.** prohibited
   4. Preventing corruption depends primarily upon…
      a. weak auditing systems   **b.** public mobilization   **c.** inefficient laws

2. In which paragraph is it mentioned that…
   a. actual benefits result from the combination of social and economic efforts?
   b. promoting ethical principles is an essential way to reduce corruption?

3. Answer the following questions according to the text:
   a. Why do some companies and individuals get involved in bribery?
   b. From a political point of view, who is in a position to lead the fight against corruption?
   c. What measures should be undertaken to prevent corruption?

4. _WHO_ or _WHAT_ do the underlined words refer to in the text?
    a. who (§1)   **b.** this (§4)

5. _Choose the correct answer. The text is…_
    a. Narrative   **b.** Descriptive   **c.** Expository   **d.** Argumentative

B. Text Exploration
(07 points)

1. _Find in the text words or phrases that are opposite in meaning to:_
    a. drawbacks (§1) ≠…………..   **b.** legal (§3) ≠…………..

2. _Complete the chart as shown in the example._

	Verb	Noun	Adjective
Example	to corrupt	corruption	corrupt
	to assume	…………..	…………..
	…………..	…………..	involved
	…………..	legislation	…………..

3. _Combine each pair of sentences with the connectors given between brackets. Make changes where necessary._
    a. Corruption is a widespread problem. All parts of society must fight corruption. **(such…that)**
    b. Governments are making efforts to eradicate corruption. It is still prevalent in our society. **(despite)**

4. _Circle or write the silent letter in each of the following words:_
    honesty – campaign – while – fight

5. _Reorder the following sentences to get a coherent passage:_
    a. That's why since the dawn of human civilization.
    b. Ethics is important to every society.
    c. men have sought to keep the human conduct in check to preserve the peace of society.
    d. as it plays a critical role in shaping the individuals' behaviours.

Part two: Written Expression
(06 points)
Choose _ONE_ of the following topics:
Topic one:
    You have heard that a friend of yours was asked to give a bribe in order to get a job that he/she is really in need for. Due to his/her difficult situation, he/she was tempted by this offer. Write a letter of about 80 to 100 words to convince him/her not to commit such an offence.

The following notes may help you:
    Bribery is unethical – act of dishonesty – have a guilty conscience – illegal and punishable – life to be ruined –favours corrupt people – contribution to mediocrity.
    N.B. sign as Ali.

Topic two:
    You are a freelance reporter interested in the phenomenon of illegal emigration. You decided to embark with illegal emigrants to experience the hard conditions of their crossing of the Mediterranean Sea and to find out the reasons behind this risky adventure. Write a web article of about 80 to 120 words to sensitise future adventurers about the dangers of illegal emigration.

انتهى الموضوع الأول

الموضوع الثاني

Part One: Reading   **(14 points)**
A. Comprehension   **(07 points)**

Read the text carefully then do the following activities:

Violence against children is not an isolated occurrence, it is everywhere: in every country, community and social group. It may take different forms: physical, psychological, sexual abuse, exploitation, neglect or mistreatment, verbal violence, bullying, or cyber-bullying. Violence is a problem of public health, a violation of human rights with potentially devastating and costly consequences.

There is incontrovertible evidence of the harm of violence to the physical and mental health and development of children, to their ability to learn and build relationships with other people, and to grow up as fully-fledged adults and parents. School bullying and an unsafe school environment are among the reasons for early dropout, reduced school attendance, and deteriorating performance of pupils; **they** have significant social and economic implications. Moreover, we know that education is of key importance for the subsequent professional fulfilment of every individual and the prosperity of societies.

Although school violence has become a major challenge, it is not the education system in itself that causes it. It merely reflects the prevailing social norms, making **them** visible to everyone. At the same time, the education system makes it possible to address school violence, but only in partnership among all stakeholders: the school, the children, the parents, and the entire community.

Adapted from: https://www.unicef.org/bulgaria/en

1. *Are the following statements true or false? Write T or F next to the letter corresponding to the statement.*
   a. Violence is a form of children's right infringement.
   b. Violence has negative consequences on children's development.
   c. Education is crucial for the development of society.
   d. The education system is the only responsible for school violence.

2. *In which paragraph is it mentioned that...*
   a. violence is widely spread?
   b. school failure is due to different causes?

3. *Answer the following questions according to the text:*
   a. What consequences does violence have on children's growth?
   b. Who should contribute to the fighting of school violence?
   c. How do you think education can help societies to prosper?

4. *WHO or WHAT do the underlined words refer to in the text?*
   a-**They** (§2)   b- **them** (§3)

5. *Copy the title you think is the most appropriate.*
   a. Learning Conditions in Schools
   b. School Violence
   c. School Bullying

B. Text Exploration (07 points)

1. *Find in the text words or phrases that are closest in meaning to the following:*
   a) destructive (§1)   **b) progress** (§2)   **c) main** (§3)

2. *Divide the following words into roots and affixes:*
   mistreatment – incontrovertible - attendance - unsafe

Prefix	Root	Suffix

3. *Rewrite sentence B so that it means the same as sentence A.*
   1) A. If the education system doesn't address the problem, violence will prevail.
      B. Unless..
   2) A. Stakeholders had better work together to put an end to violence.
      B. It's high time...
   3) A. Children are permanently bullied at school, consequently they drop out.
      B. Children drop out...

4. *Circle or write the silent letter in each of the following word:*
   everywhere   –   psychological   –   right   –   know

5. *Reorder the following sentences to get a coherent passage:*
   a. They are working together with parents and the civil society.
   b. Pupils have become more and more violent.
   c. to create a safe learning environment for children.
   d. The education authorities are deeply worried about this issue.

Part Two: Written Expression (06 points)

Choose ONE of the following topics:

Topic One:

The entire community is deeply worried about the growing report on violence in schools. Write an article of about 80 to 120 words for your school magazine in which you suggest measures to prevent violence and make out of schools a safer place.

You may use the notes below:
- provide psychological counselling services.
- build positive interpersonal relationships.
- reiterate the school rules.
- encourage students not to act violently.
- reward good actions.

Topic two:

Anyone may be the victim of different abuses and misbehaviours on the social media. Meanwhile, you believe that good manners are just as important in cyberspace as they are in real life situations. Write a composition of about 80 to 120 words to be published in your school magazine telling how internet users should behave when using the social networks.

انتهى الموضوع الثاني

*Source:***https://www.dzexams.com/fr/bac/anglais**

Appendix R

Baccalaureate Exam: Subject 2

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

Part one: Reading (15 points)
A/ Comprehension (07 points)

Read the text carefully then do the following activities:

The Empire of the Incas flourished for only about 100 years, but it was one of the largest and richest ancient civilizations in the Americas. In the late 1430s, the Incas began to conquer neighbouring tribes and put them under their control. At the peak of the empire's power, <u>its</u> lands extended nearly 2.500 miles along the western coast of South America.

Life in the Inca Empire was organized by social rank. The emperor, called the Sapa Inca, ruled over everyone and was obeyed without question. He was believed to be a living god. Next in importance were the nobles. They were the government officials, building engineers, and military leaders. The Sapa Inca and the nobles had many privileges. <u>They</u> lived in stone palaces, had more than one wife, wore beautiful jewelry, and dressed in coloured, silky clothes. Most of the common people were farmers who cultivated the land and raised livestock.

Although travel was by foot, the Incas constructed roads and made rope bridges that crossed over rivers, linking the empire together. The Incas also excelled in the crafts of weaving, pottery, and metalworking. Many objects were made from gold, which they called "sweat of the sun".

In the 1530s, the Spanish came to the empire in search of this gold. They conquered the Incas, destroyed <u>their</u> temples, and took their gold and silver wealth. The great empire vanished forever.

Jan Meyer. (2006). 25 Non-Fiction Passages. U.S.A: Scholastic. P. 46

1. Are the following statements true or false? Write T or F next to the letter corresponding to the statement.
a. The Inca civilization lasted for almost a century.
b. The Inca Empire had diverse social classes.
c. The common people in the Inca Empire had many privileges.
d. The Inca Empire lasted for centuries after the Spanish conquest.

2. Put the following ideas in the order they appear in the text:
a. The different classes of the Inca society.
b. The fall of the Inca Empire.
c. Inca's golden age.
d. The remarkable skills of the Inca people.

3. Answer the following questions according to the text:
a. Did the Inca Empire succeed in controlling surrounding territories?
b. Who was considered as a living god for the Inca people?
c. How did the Spanish conquest cause the Inca Empire to fall?

4. WHO or WHAT do the underlined words refer to in the text?
a. its (§1) b. they (§2) c. their (§4)

صفحة **1** من **4**

B/ Text Exploration (08 points)

1. Find words in the text whose definitions follow:
   a. To take control of a country and its people by force. (§ 1)
   b. Special rights or advantages that one person or group has. (§ 2)
   c. Disappeared suddenly and completely. (§ 4)

2. Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example:	to civilize	civilization	civilized
	....	....	extended
	to conquer	....	....
	....	government	....

3. Give the correct form of the verbs in brackets.

     After the Spanish (**conquer**) the Inca Empire, they captured the Sapa Inca. It (**be**) the first step in a long campaign that (**take**) decades of fighting but ended in Spanish victory in 1572. The conquest of the Inca Empire (**lead**) to campaigns into present-day Chile and Colombia.

4. Fill in the blanks with only FOUR (4) words from the list given.

        basis - started - ancient - life - express - origins

   One of the major contributions of ancient Egypt to modern civilization is the art of writing. The .....(1)...... of writing are believed to have been .....(2)........ by the ancient Egyptians in 3000 BC. The Egyptians were able to use pictures to.....(3)........ what they were thinking or wanted to say. Eventually, they developed 24 alphabets which formed the .....(4)....... of their writing.

Part two: Written Expression (05 points)

     Choose <u>ONE</u> of the following topics:

Topic one:

     Many students mistakenly believe that ancient civilizations made no contributions to modern societies. Use the following ideas to write an article of about 80 to 120 words, in which you explain and shed light on those contributions to your fellow students.

The following notes may help you:
   -Developing systems of writing
   -Improving agriculture and irrigation
   -Inventing tools and making discoveries
   -Organizing social life

Topic two:

     Counterfeiting has become a common practice among a large number of people despite its negative impacts on both the society and the national economy. Write a composition of about 80 to 120 words in which you state your opinion. Give examples.

انتهى الموضوع الأول

الموضوع الثاني

Part one: Reading   **(15 points)**
A/ Comprehension   **(07 points)**

Read the text carefully then do the following activities:

Improving education is a huge issue. Test scores, our perceived performance against other countries, and other factors have pushed education to the forefront of national politics, right behind healthcare reform. Technology can be used to improve teaching and learning and help our students be successful. **It** can be a "force multiplier" for the teacher. Instead of the teacher being the only source of help in a classroom, students can access online tutorials, and more to assist them.

Education doesn't stop at the end of the school day because students have access to teachers and resources, at any time. Students can also get help and tutoring at any time, whether from the teachers via email or online collaboration. **They** can connect with students at other schools and do collaborative work with them.

Parental involvement is another factor that can increase students' achievement. Thanks to technology, parents can go to a class website and see what their child is working on, they can contact teachers via email and web sites, and **they** can even check their child's attendance and grades through online systems.

Teachers can use technology to find resources and attend virtual professional development seminars and conferences. They can also create personal learning networks and other resources to find and share ideas and resources, and get support from their colleagues.

Adapted from: "How Technology Can Help Improve Education"
by : Ragan Whiteside. October 21ˢᵗ ,2011.

1- **Write the letter that corresponds to the right answer.**
   A- Technology is a means which …..
   a- helps learning only   b- improves healthcare   c- serves teachers and learners
   B- Involving parents in their children's education…..
   a- increases their school performance   b- improves their behaviour   c- hinders their success

2- **In which paragraph is it mentioned that technology enhances teaching?**

3- **Answer the following questions according to the text:**
   a. Why is education a priority?
   b. Is the teacher the only source of help? Why or why not?
   c. How can technology help parents control their kids? Mention two items.

4- **WHO or WHAT do the underlined words refer to in the text?**
   a) It (§1)   b) They (§2)   c) they (§3)

5- **The text is ……**
   a) descriptive   b) narrative   c) argumentative

B/ TEXT EXPLORATION

(08 points)

1- Match the following words with their corresponding definitions:

1.	Grades	a)	The act of working with someone to create or produce something.
2.	Tutorials	b)	Marks given in an exam or for a piece of school work.
3.	Collaboration	c)	Formal teaching that consists of lectures or practicals.

2- Complete the chart as shown in the example.

	Verb	Noun	Adjective
Example	to educate	education	educative
	....	achievement	....
	to access	....	....
	....	....	successful

3- Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.
- a- Some parents have busy schedules. They can't help their child with homework. **(such …that)**
- b- Students have access to technology. Their test scores improve. **(unless)**
- c- The teacher provides help in the classroom. Technology assists learning at any time. **(while)**

4- Reorder the following sentences to get a coherent passage.
- a- It gives teachers and students extra resources
- b- and work together to get additional knowledge.
- c- to access to new opportunities for learning approaches
- d- Technology is a powerful tool for education.

Part Two: Written Expression

(05 points)

Choose ONE of the following topics:

Topic One:

Traditional learning doesn't offer many opportunities for the learners to develop their skills whereas technology can be of great help. Use the following notes to write a composition of about 80 to 120 words to be published in your school magazine about the benefits of using technology in learning.

The following notes may help you:
- -Improve engagement and raise motivation
- -Encourage individual learning
- -Foster collaboration
- -Facilitate knowledge retention

Topic Two:

In your city, statistics show that violence against children is on the rise. As a member of an association that defends the rights of children, write a newspaper article of about 80 to 120 words for your fellow citizens in which you suggest some actions to reduce this phenomenon.

انتهى الموضوع الثاني

*Source:*https://www.dzexams.com/fr/bac/anglais

الملخص

تعد القراءة و الفهم من أهم المهارات المكتسبة في المدارس. القراءة هي وسيلة تسمح للمتعلمين بتطوير كفاءاتهم وقدراتهم اللغوية. يعد اختيار النصوص الأدبية للمتعلمين أمرًا أساسيًا. يركز هذا البحث على القراءة التي تتم في القسم مع فحص النصوص المقدمة أثناء دروس اللغة الإنجليزية. تقترح هذه الدراسة الإشكال المتعلق بمهارة القراءة التي يتم تداولها أثناء المرحلة الثانوية الجزائرية مثل أنواع النصوص الأدبية المقترحة في الكتب المدرسية، وكيفيةتطبيق دروس القراءة و الفهم في الفصل الدراسي. من أجل الوصول إلى المشكلة الأساسية لدروس الفهم القرائي ، أجرى الباحث آليات نظرية وعملية. باستخدامآليات الاستبيان والمقابلة و الملاحظة بهدف الإجابة على أسئلة البحث بشكل أساسي حول كيفية تعزيز الكفاءات اللغوية للطلاب من خلال القراءة وممارسة التمارين. وبالتالي فإن الدلائل تشير إلى سلوكيات إيجابية في العملية المعرفية أثناء دروس القراءة.

Summary

Reading comprehension is one of the most important skills acquired at schools, and which enables learners to develop their language competencies. The choice of literary texts for young learners is something fundamental. This research focuses on the reading which takes place in the classroom at the level of secondary school in Algeria, through examining texts genres. This research case develops a problematic concerning the types of literature provided in textbooks and the reading skill performed inside the classroom. Theresearcher conducted theoretical and practical surveys by employing a questionnaire, an interview, and an observation as research tools. The results obtained suggest positive outcomes with the implementation of a variety of literary texts and the classroom reading instruction aiming at fostering the students' linguistic competences through reading and doing tasks.

Résumé

La lecture et compréhension est l'une des compétences les plus importantes acquises dans les écoles qui permet aux apprenants de développer leurs compétences linguistiques. Le choix des textes littéraires pour les jeunes apprenants est quelque chose de fondamental. Cette recherche porte sur la lecture pratiquée en classe au niveau du secondaire en Algérie, à travers l'examen des genres de textes. Cette recherche développe une problématique concernant les types de littérature fournie dans les manuels et les compétences atteintes durant les leçons de la lecture. Le chercheur a mené des enquêtes théoriques et pratiques en utilisant un questionnaire, une interview et une observation comme outils de recherche. Les résultats obtenus suggèrent des effets positifs avec la mise en œuvre d'une variété de textes littéraires et l'enseignement de la lecture en classe visant à renforcer les compétences linguistiques des élèves par la lecture et la pratique des exercices qui vont avec.