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**An Investigation of Reading Comprehension Difficulties and
Strategies in English Language as a Foreign Language**

The Case of Third Year Pupils in Abd Elhamid Ben Badis

Secondary School -Jijel-

Dissertation submitted in Partial Fulfillment of the Requirements of a Master Degree in
Language Sciences

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Dedication

We dedicate this work:

*To the most precious people to our hearts, to the ones who gave birth and meaning to our lives,
to the persons who gave us strength and hope.*

To our parents, sisters and brothers,

To all relatives and friends.

*Our special dedication is profoundly expressed to our close friends **Sarra, Radja, Halima,**
and To all those who prayed for us and besought God to help us.*

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Abstract

The present study aims at investigating the major reading difficulties faced by third year pupils in Abd Elhamid Ben Badis Secondary School-Jijel, and their use of the reading strategies. Despite the need for the ability to read in English, the common experience of English as a foreign language teachers showed that most learners fail to achieve an adequate reading. For the sake of figuring out the major reading problems and strategies, three means of data collection were used: a reading comprehension test used to depict the comprehension level of the students and to elicit their comprehension difficulties, a pupil questionnaire to check their use of the reading strategies, in addition to think-aloud procedure to develop knowledge about learners actual strategy use in a specific reading situation (Baccalaureate exam). The obtained results revealed that pupils encounter different difficulties in the reading comprehension such as the lack of background knowledge, vocabulary, and topic genre. In order to cope with these difficulties, third year secondary school pupils applied a variety of reading strategies. The most significant finding in this dissertation is that both proficient and poor readers adopt different strategies in the reading process. Yet, low-achievers tend to read less effectively than high-achievers. They read the text in isolated items rather than as a meaningful unit. Therefore, the construction of the text meaning was not effectively executed.

List of Abbreviations

BAC	Baccalaureate
CURRV	Consequences, Usefulness, Role and responsibility, reliability, and validity
EFL	English as a Foreign Language
ELT	English Language Teaching

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An Investigation of Reading Comprehension Difficulties and Strategies in English as a Foreign Language

1- The Literature Review

As reading is considered to be an important skill in ELT, a profusion of study articles and books have been published to deal with different variables of reading as that of comprehension and proficiency. Yorio (1971) believed that reading difficulties in a given foreign language are due to the imperfect knowledge in this foreign language. Concerning reading strategies, the early studies were mainly exploratory and descriptive that aimed at identifying the relationship between certain types of reading strategies and successful and unsuccessful reading by using mainly think-aloud techniques (Carrell, 1998, p. 5). The findings of these studies acknowledged the effectiveness of strategy training in enhancing EFL learners' comprehension (Carrell, 1985; Pearson and Fielding, 1991). They also recommended that Foreign/ second language pedagogy should include explicit reading strategy training.

2- Statement of the Problem

It is a byword that reading is one of the basic ways of acquiring information in our society, and as Grabe (2007, p.2) noted, "it is one of the most important language skills in academic setting.". However, reading in English is a complex process for native speakers, let alone for non-native speakers. Despite the need for the ability to read in English, the common experience of EFL teachers showed that most learners fail to achieve an adequate reading. A successful reading in English as a foreign language requires a deep comprehension of the content of the reading material. Unfortunately, this is the major challenge that EFL learners meet during the reading process. For a better achievement of reading comprehension, learners adopt different strategies to cope with the encountered difficulties. These reading difficulties

and strategies are our concern in this study. The choice of third year secondary school pupils was not a random one. It was based on the fact that pupils in this year sit for an academic exam (English BAC Exam) and that according to an investigation of the scores obtained in the preceding years, English language teachers claimed that the pupils got the least scores in the first part of the exam (reading comprehension) compared to the remaining parts (Text Exploration and Production).

3- Aims of the Study

This study aims to find out the difficulties that EFL learners may encounter in reading comprehension, as well as the use of the different reading strategies among third year pupils in Abelhamid Ben Badis Secondary School. It also attempts to identify the use of reading comprehension strategies to solve pupils' difficulties during reading. In addition to that, this study aims to suggest some recommendations to increase both teachers' and learners' awareness about these difficulties and strategies in order to achieve a successful reading.

4- Research Questions

In addition to the difficulties that EFL learners of secondary school face, this study also investigates the use of the different reading strategies by answering these questions:

- 1- What are the major difficulties that third year pupils in Abelhamid Ben Badis Secondary School face in the reading process?
- 2- How do third year pupils in Abelhamid Ben Badis Secondary School cope with reading difficulties?
- 3-What makes reading in EFL classes a difficult activity?
- 4- What are the most used reading strategies among EFL third year secondary school pupils?

5- Is there any difference in the adaptation of strategies between good and poor readers?

5- Hypotheses

From the questions above these hypotheses have raised:

1- EFL learners may encounter some difficulties in reading comprehension such as the unfamiliarity with the topic and the language of the text including vocabulary, and the structure.

2- The causes behind these problems may be related to the pupils' lack of reading habits outside classroom in addition to the nature of the text that may affect the pupils reading comprehension.

3- Readers are more likely to adopt reading strategies to cope with difficulties.

4- Third year secondary school pupils may tend to apply a variety of strategies, but good readers may be better in applying reading strategies than bad readers.

6- Research Methodology

This research paper presents an analysis and discussion of the data that aims to provide a concrete picture of the major reading difficulties faced by third year secondary school pupils and their use of the reading strategies in Abdelhamid Ben Badis Secondary School.

Throughout this study, we tried to diagnose, describe, and show the core factors and the source of problems which made and brought those students to be poor and less-effective readers. For achieving more considerable results, three means of data collection have been opted to get access to the students' needs, problems in reading courses, their experiences and their propositions: a reading comprehension test for sixteen pupils used to depict the comprehension level of the students and elicit their comprehension difficulties, a

pupils' questionnaire administered for sixty pupils to check their use of the reading strategies, in addition to a think-aloud procedure designed for ten pupils classified into high and low achievers depending on the scores of the reading comprehension test. The think-aloud procedure seeks to develop knowledge about learners' actual strategy use in a specific reading situation (BAC exam). This dissertation also includes the analysis of the data has been gathered through the use of these tools. The results of the test are then triangulated with information from the two other methodologies.

7- Structure of the Research

The dissertation will be divided into three chapters. The first two chapters will be devoted to the theoretical review .The third chapter will be devoted to data collection and analysis as well as some recommendations that will help in developing the reading comprehension.

With respect to the first chapter, it deals with reading comprehension. It tackles the process of teaching reading in Algerian secondary school. This chapter will be divided into two sections. The first section tackles the concept of teaching reading comprehension starting with the nature of reading as a process and a product. After outlining models of reading, we its types will be also discussed. The last point in this section will deal with teaching reading comprehension as it is applied inside classroom. The second section deals with reading comprehension skills and strategies, in addition to their implementation.

The second chapter compromises reading assessment including its purpose in the teaching leaning process. It includes advantages, types, process and methods of assessment, and the characteristics of effective assessment.

With regard to the third chapter, it can be considered as the core of the study since it includes an investigation of the reading difficulties and problem of third year secondary

school pupils. It includes the research methodology and data collection and analysis. This chapter contains the quantitative as well as the qualitative analysis of the obtained data from pupils test, the questionnaire, and the think aloud protocol.

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Chapter One

Introduction

Reading is one of the fundamental language skills. It is a receptive skill which is considered very important especially in the process of teaching and learning a foreign or a second language. Reading is no more a passive task as it was believed to be; rather it is an active process. This chapter will be divided into two sections. The first section tackles the concept of teaching reading comprehension. It starts with seeking the nature of reading in which we will define reading, in both process and product points of view. After outlining models of reading, we will discuss its types. The last point in this section will deal with teaching reading comprehension as it is applied inside classroom. The concepts of reading skills as well as that of reading strategies with its characteristics in addition to its implementation in the reading process are aspects to be covered in the second section of this chapter.

Section One: Teaching Reading Comprehension

The reading process includes three main components which are strongly related to each other, the teacher, the text, and the reader. A successful teaching of reading comprehension requires an interaction between these components. In addition to this interaction, the awareness of the nature of reading and the theories of teaching reading comprehension and its implementation inside the classroom contribute to the reading comprehension improvement.

1-1- The Nature of Reading

1-1-1-Definition

Reading is a common activity that people engage in around the world. Grabe (2009) claimed that people all over the world read in different languages for different purposes. Learners of second and foreign languages represent reading in academic context.

According to Grabe (2009), reading is a ‘comprehending process’ in the sense that learners read to interpret the author's meaning in the text. It is also an ‘interactive process’, there is an interaction between the writer, the text and the readers. The text conveys the intended meaning that the author wants to transmit to the reader who uses his prior knowledge and guessing power to interpret the text. Reading is a ‘strategic process’ as well because the reader uses a number of skills and efforts to convey the writer's meaning. These skills and efforts demand the reading process to be as ‘flexible’ as possible depending on the purpose and the interest of the reader. Grabe also claimed that reading is a ‘continuously evaluative process’ since the reader evaluates the text and the writer's point of view and then he agrees or disagrees with his opinion. From the evaluation of the text, the idea of reading as a ‘learning process’ occurs. In the reading process, the reader evaluates and responds to the text in a way that leads him to learn from the available data in the text, as checking the meaning of words. Finally, Grabe considered reading as a ‘linguistic process’ as it requires the existence of the linguistic knowledge about the text involving morphological, syntactic and semantic knowledge (pp. 15-16).

1-1-2- The Process of Reading

By process of reading, it is meant the cognitive operating in real time. It is the interaction between a Reader and a text. The process of reading includes the progress that foreign

language learners follow during reading a passage. Taking into account all what is printed on the paper, the reader processes the text letter by letter, word by word, and sentence by sentence (Wearmouth, Soler & Reid, 2003). The reader uses his cognitive abilities to identify the words and their meaning and how the ideas are related to each other. The process of reading differs from one text to another and from one reader to another (Alderson, 2000).

According to Urquhart and Weir (1998) Process models as bottom-up and top-down models focus on the description of reading comprehension. There is another type of models which is interested in the process of reading but in a different perspective. Componential model is not interested in the processes that take place during reading but, it is interested in the components of the reading process (Alderson, 2000).

1-1-3- The Product of Reading

Following the process of reading correctly leads to a considerable product. At the end of a successful reading process, readers will be able to comprehend and read fluently by applying the appropriate strategies and interpreting the conveyed meaning of the text.

Alderson (2000) believed that what is important is not the process that readers go through to arrive at understanding the text; instead achieving understanding is the most important. Gray (1960) claimed that understanding the text can be seen in three different aspects. “reading the lines”, which means the understanding of the linguistic knowledge in the text as words, verbs, and structures; “reading between the lines”, which is the understanding of the semantic meaning as well as the pragmatic meaning; “reading beyond the lines”, refers to the readers’ judgment and attitudes towards the text and the author’s point of view (as cited in Alderson, 2000, p.8).

Fluency is another product of reading. Fluent readers read the text with the correct spelling of words and in a normal speed. In this respect, Klingner et al. (2007) stated that reading fluently means reading without stopping each time to decode. Good readers are aware of the function of pronunciation, and intonation. As the rhythm of pronouncing an interrogative sentence. This is what Tankersley (2005) called 'oral fluency'. She believed that fluent readers are those who have achieved both oral fluency and 'silent reading fluency'. In contrast to oral fluency which is concerned with the reading loudly, the silent reading fluency is achieved when a learner read silently, understand the text and uses a high level of decoding process (p.44).

1-2- Types of Reading

Depending on the readers' purpose, reading can be divided into four types: intensive, extensive, perceptive, and interactive reading.

Intensive reading is a creative type of reading which is used to extract information from short texts. It is usually done in class and it includes a detailed reading of the text. This type of reading is used to find out the main ideas and to build the student's understanding of text. Day and Bamford (1998) defined intensive reading as "to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains." (p. 5). So, in intensive reading, students read the text taking into consideration every detail. Readers pay attention to the whole printed material, word by word, sentence by sentence. Moreover, structures and tenses used in the text are also taken into account. Whenever they face a difficult word, they can use their dictionaries because the understanding of text meaning has to be fully achieved. To do so, teachers provide help and guide for their students in different ways. Intensive reading aims

at construct detailed meaning from the text, developing reading skills and enhancing vocabulary and grammar growth.

Extensive reading can be defined as the independent reading of a large quantity of material for information or pleasure. It means reading quickly large amounts of easy, varied, and interesting self selected material. That is to say, for a successful reading outside classroom learners should be provided with understood materials that are suitable for their levels and interests and which are not complex and hardly comprehended (Brown, 2004). "Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding." (Grellet, 1981, p.4). Although extensive reading takes place outside classroom, teachers play a vital role in encouraging readers. They do so by illustrating the importance of extensive reading. Teachers design programs that contain the number of books learners are expected to read and giving them the choice of choosing what is to be read (Harmer, 2007).

Perceptive reading is another type of reading that is done inside classroom with a great concentration from the students. "Perceptive reading tasks involve attending to the components of a larger stretches of discourse: letters, words, punctuation, and other grapheme symbols." (Brown, 2004, p.189).

Interactive reading is a type of reading that takes place inside or outside classroom. In this type, learners are not just looking at words on a page to understand the text; rather, while they read, they ask questions and think about the author's meaning and his purpose for writing. Learners also should activate their background knowledge and use different strategies to deal with the text. Interactive reading is considered very beneficial in the sense that it allows readers to stimulate their thinking as well as helping them to remember what they are reading. Hedge (2000) claimed that "reading can be seen as a kind of dialogue between the reader and

the text, or even between the reader and the author." (p.188). In other words, reading is viewed as a medium of communication between the writer, the written words and the reader.

1-3- Models of the Reading Process

According to Samuel and Kamil, The attempt of building models of reading process which describes the whole process of reading from eye fixation on the paper until the comprehension of the printed material is just little more than thirty years. This does not mean that there was no aspect of reading process in the early reading researches or the researchers were not interested in those aspects. Just until the mid 1950s to the 1960s that an accurate speculation of the reading process has taken place (as cited in Carrell, Devin & Eskey, 1998).

The appearance of model-building activities from 1965 to the nowadays is due to some factors .One important factor is the change that has occurred in language research and the increase of interest in cognitive psychology that considers reading as a cognitive activity since it takes place in the mind (as cited in Carrell et al.,1998).

The concept of model should be introduced before moving to the discussion of the different types of reading models. Goldman, Golden and Van den Broek (2007) stated that "The term model refers specifically to a representation of the psychological processes That compromise a component or set of components involved in human text comprehension." (as cited in Grabe,2009,p.83).

Urquhart and Weir (1998) stated that there are two classes of models. The first class is the process model, this type describes the way the words are recognized and the time information is kept in the working memory. In contrast to process models, componential models are interested in the components that are included in the reading process. In other words,

componential models are interested in the existing factors in the reading process while process models describe how these factors operate.

1-3-1-The Process Models

The process models can be sequential like bottom-up model and top down model in the sense that they consider reading as series of stages, each stage completes before the beginning of the next stage. In other hand, some models are not sequential as the interactive models (Urquhart & Weir, 1998).

1-3-1-1- The Bottom-UP Model

Many models are under the principles of the bottom-up such as those suggested by Laberge and Samuels 1974 and Massaro, but the most famous one is the model of Philip B. Cough in 1972, this model suggests that the learner starting the reading process begins with scanning letters. After that, the gained pieces of information are passed to the decoder then these letters are converted to 'systemic phonemes' so that they are recognised as being a word. The reader passes through the same path in the recognition of the rest of words. For assigning a meaning to the sentence, another process takes place when the syntactic and semantic rules are operated. The final step is called 'the vocal system', where the reader utters what has been printed (Urquhart & Weir, 1998, p.40).

According to the bottom-up model principles, a text is organized from the smallest linguistic units to the highest units as follow: graph-phonetic, phonemic, syllabic, morphemic, words, and sentences. The reader builds up the smallest units one by one to decode higher ones in order to understand the text (Dechant, 1991).

1-3-1-2 - The Top-Down Model

Unlike the bottom-up models in which the readers focus on the graphic cues to understand the text, in top-down models readers depend on their guessing power which is built on their background knowledge. The most known top-down model is that of Goodman in 1970 which was highly influenced by psycholinguistics (Urquhart & weir, 1998).

Carrell (1981) considered the reader as being an active participant in the reading process. He deciphers text information according to his prior knowledge and expectation. Carrell also claimed that what is important in this model is not only the prior linguistic knowledge but also the readers' background knowledge about the text content or what is known as the context. As cited in Wearmouth et.al (2003), Reid noted that the top-down model assumes that fluent readers anticipate the meaning of the text before checking the syntax and the graphic data .in this regard, Goodman (1976) said that since readers have less need to rely on the graphic data in the text in the interpretation, they are not obliged to process the text letter by letter or word by word.

Moving back to idea of Carrell that considers readers as being active participant, Urquhart and Weir (1998) claimed that during the reading process learners bring hypotheses and by keeping reading they use the data available in the text to confirm or disconfirm these hypotheses.

Like bottom-up models, the top down models also have some limitations. Harrison noted that when it comes to word recognition, the good reader who has less need to rely on the context and poor reader needs the context because he has not mastered the word yet (as cited in Wearmouth et al., 2003).

1-3-1-3- The Interactive Model

Urquhart and Weir (1998) stated that unlike the bottom-up and the top-down models, the interactive model is not sequential because the sequences and the stages that we have seen before do not occur in this model (1998). Rumelhart's model in 1977 is the first interactive model. A second model is the Stanovich's model in 1980.

Stanovich (1988) claimed that both bottom-up and top-down models have limitations. Readers use both models during the reading process. They do not necessarily begin with graphic data in the text or with background knowledge. The Stanovich's model is called "interactive- compensatory model" in the sense that readers use their strength in one area to compensate for weaknesses in the other area. As an example, the reader relies on the context to cover their difficulties in identifying words meaning (as cited in Urquhart & Weir, 1998).

When interacting with a text, readers usually use three processes. 'Sound' is the first process or what is known as 'phonic' aspect of the reading process. It represents the sound of the letters and the words. The second is 'sight'. The reader focus in the visual characteristic of words and the last process is 'meaning-context' in which the reader uses the semantic and syntactic aspect of the text to get the meaning. The interaction between these three processes constitutes 'reading' (Wearmouth et al., 2003, p. 5).

The interactive-compensatory model represents the relation between the context, the meaning, the orthography and phonology.

Processing at the level of orthography includes sequencing

The letters in a word, whilst at the phonological level it

Encompasses matching those letters to the letter sound,

processing of meaning relates to the reader's knowledge of

meaning at word level, and processing of context provides a framework for understanding the text.

(Wearmouth, et al., 2003, p. 5)

1-3-2- The Componential Models

Urquhart and Weir (1998) pointed out that unlike process models, componential models deal with the existence of some components or variables in the reading process. The models are classified on the basis of the number of components into Two- components and three-components models.

Urquhart and Weir (1998) stated that the simplest componential model is that of Tunner and Hoover which is called the two component model. It contains two variables ‘word recognition’ and ‘linguistic comprehension’. Urquhart and Weir believed that the less components a model is, the more suitable it is for the observed data (1998). Hoover and Tunner have provided evidence that reinforces this idea. The evidence states that word recognition and linguistic comprehension are ‘separable’ variables. Giving the example of illiterate people who generally understand the language but they cannot read (as cited in Urquhart & Weir, 1998).

According to Coady (1979) the three-component model consists of three variables: conceptual abilities, process strategies, and background knowledge. Bernhardt also divided this model into three components, but they are different from the ones of Coady. His model consists of language, literacy and world knowledge.

In Coady’s model the term ‘conceptual ability’ is more likely to mean the intellectual and cognitive ability of the reader. Coady gives an example of the adult that cannot be competent in university instruction because of the lack of intellectual capacities and not because he

cannot learn English. A second component is the 'process strategies'. It means the knowledge of linguistic system and the ability to use this knowledge in the reading process. 'Background knowledge' refers to the prior knowledge and information that a reader has about the topic discussed in the text (as cited in Urquhart & Weir, 1998).

Arquhart and Weir claimed that the variable of 'word recognition' is present in Hoover and Tunner model and it is missing in Coady's model which makes it a model of comprehension and not a model of reading process. As in Coady's model the absence of word recognition can be noticed. Concerning the variable in the latter model, 'world knowledge' is the same as background knowledge, literacy means the way of dealing with the text and language includes the data in the text (1998).

1-4- Teaching Reading Comprehension

Klingner et.al(2007) stated that:

reading comprehension is a multi-component,
highly complex process that involves many interaction
between readers and what they bring to the text
(previous knowledge, strategy use) as well as
variable related to the text itself (interested in text,
understanding of text types). (p. 8).

Reading fluently and with a deeper interpretation of the context of a text is not an easy process that occurs rapidly or at once, instead it is a development in which elements interfered in and stages tend to be followed.

1-4-1-Teacher's Role in the Reading Classroom

In the traditional ways of teaching, the teacher was the centre of the teaching-learning process and he had the complete authority in the classroom. Recently, the teaching-learning process has shifted to learner-centered approach. Although this shift, the teacher still plays a vital role in teaching the four skills inside the classroom. Harmer (2007) pointed out that during teaching reading, a teacher acts in different roles. He also believed that the focus should not be on the judgement about whether these roles are effective in facilitating learning or not, instead the focus should be in showing the different roles.

A teacher can be a 'controller' in the sense that he has the authoritative power. He leads and organises the classroom. Harmer believed that usually teachers who act as transmitters of knowledge feel that they are real controller. Although this role works well when explaining, reading, asking questions, grouping students and directing them to one aspect of the text; being a controller can hinder student from relying on their abilities and using their learning. It also decreases the possibility of providing an enjoyable environment in the classroom (Harmer, 2007, p. 108).

In some occasions during teaching reading comprehension, learners may find difficulties in understanding what to do or how to proceed. In this case as Harmer claimed, the teacher acts as a 'prompter'. He provides them with help but indirectly. The teacher encourages and supports readers by using some techniques that lead them to fix up the situation themselves (2007, p.108).

The teacher can act also as a 'participant'. When talking about the traditional classes, the teacher is the one who stands aside, observes, and interfere latter to correct and give feedback to student, but recently this image has changed and the teacher becomes a participant and

tends to join the activity and takes part in the discussion along with readers. This role creates a motivated environment in classroom. However, it has one disadvantage which is the increase of the possibility that the teacher dominates the reading process (Harmer, 2007, p. 108).

The teacher acts as an organizer. He gives readers the instructions and the orders to be followed. Organizing students in groups to compare their answers, asking them to answer the questions, and then to locate the sentence or the passage that these answers are taken from. After completing the three stages of reading, the teacher can provide the feedback (Harmer, 2007, p. 286).

1-4-2- The Role of the Text

Not only the teacher's role that affects reader's comprehension, but also the text. Barnett (1989) claimed that the type and the structure of the text strongly affect reading comprehension. (p. 59). Klingner et.al (2007) defining text structure stated that "This term refers to the way a text is organized to guide readers identifying key information." (p. 75). Different types of text demand different structures; this can be seen clearly in narrative text and expository text. Klingner et.al believed that readers' awareness about the variety of text structures certainly affects their interpretation of the text (pp. 75-76). Some elements in the text or what Barnett called 'textual element' interfere in learners' reading comprehension (1989, p. 74).

Barnett (1989) stated that vocabulary as a textual element interferes in the text interpretation. Researchers in the field of reading are aware of the relation between vocabulary and reading comprehension since researches have showed that learners with a rich vocabulary have good reading comprehension. Barnett also claimed that researches in this field confirm the idea of the effects of reader's control over grammar and meaning of the text

on the reading comprehension. Cohesion is the last element that Barnett took into account. She claimed that “cohesion refers to the way in which ideas and meaning in the text relate to each other.” (1989, p. 62).

Section Two: Reading Skills and Strategies

Reading strategies and skills are two terms that seem to represent the same concept. Many researchers in the field of reading came up with an opposing idea, whereas others as Grabe (2007) claimed that there is little difference between skills and strategies since both of them are techniques used by readers to enhance comprehension. He pointed out that the main difference between the two concepts is related to consciousness and unconsciousness. “Strategies are commonly more simply as processes that are consciously controlled by readers to solve reading problems.”(Grabe, 2007, p. 221). In other words, readers are aware of their use of strategies. They use them intentionally especially when they face problems in comprehending a text. On the other hand, skills are unconscious and automatic processes.

1-1- Reading Skills

Reading is a language skill that is practised for getting information or for pleasure. For a successful reading, students should learn to read different texts in different ways. In order to achieve this goal, they have to be aware of the different skills as well as the ways of using them. Among the variety of skills: skimming, scanning, careful reading, and predicting tend to be the most useful ones.

According to Grellet (1981), skimming is a useful technique for quick and efficient reading. It refers to the process of reading only the main ideas to get the overview or the general idea of the content. When skimming, the reader omits some sentences from the passage and focuses on others mainly the first and the last few sentences. Teachers

attempt to make learners recognize the key sentence of each paragraph because it gives an overall comprehension of the content. This key sentence most of times is located at the beginning of the paragraph and it is called the topic sentence. "Skimming is skipping with skilled judgment. The ability to skim with skilled judgment requires near perfect and instantaneous recognition of main ideas, transitional paragraphs, paragraphs describing key features or concepts, and summary paragraphs." (Cramer, 1998, p. 57). If the learners pick and choose carefully what to skim and skip, they will get a large amount of beneficial information in a short period of time.

Scanning is another useful technique or tool for speeding up reading. When scanning, learners read in order to find a specific piece of information quickly. I.e. they do not read all the text, they have a question in their minds and they read the passage only to find its answer. Scanning involves moving the eyes over the passage rapidly to get the needed information as phone numbers, statistics, definitions, and names (Cramer, 1998). Scanning is more limited than skimming because the reader only getting back the wanted material or information they are looking for (Grellet, 1981).

Careful reading is the most commonly used reading skill. It requires a slow reading of the text from the beginning until the end taking into account every minimum detail. Student should try to guess the meaning from the context and through the use of their prior knowledge without the need to know the exact meaning of the each word in the text in order to link information to each other. The speed of this strategy is slower comparing to skimming and scanning. Careful reading encourages students to read for the purpose of learning and building more knowledge (Urquhart & Weir, 1998).

Predicting is a useful skill of reading; it involves thinking while reading and anticipating information and events in the texts. After making predictions, students can read through the

texts, refine, revise, and verify their predictions. In this regard, Grellet (1981) stated that prediction is "the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clue." (p. 17). This technique activates readers' prior knowledge about the text and helps them to make connections between new information and what they already know. According to Duffy (2009), readers depend upon predicting when they start reading. They anticipate meaning from the whole passage by predicting what they think is going to happen and revising their predictions as they read. In other words, learners use texts, titles, pictures, graphics to anticipate meaning before they start to read, they list predictions and while reading they either confirm or reject them.

1-2- Reading Strategies

The term reading strategy is a concept of debate and controversy among different researchers in the field. McNamara, for example, claimed that "A reading strategy is a cognitive or behavioural action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension" (2007, p. 6). However, Urquhart and Weir (1995) defined strategies as "ways of getting round difficulties encountered while reading"(p. 95). During the reading process, learners reflect their cognitive abilities, by using different reading strategies. These strategies overcome reading difficulties and enhance comprehension.

Lyon (1998) and Scarborough (1988) expressed the relationship between reading comprehension and reading strategies. They believed that the appropriate use of strategies in addition strongly leads to the interpretation of the text. Unlike poor readers, Good readers who easily understand and interpret the meaning of texts are more likely to apply different strategies (as cited in Westwood, 2001).

The relationship between strategies and comprehension is not simple and straightforward. That is using the certain types of strategies does not always guarantee successful reading

comprehension. Similarly, failure to use strategies does not always result in unsuccessful reading comprehension.

Rubin (2000) defined reading as an intellectual process that involves the use of different cognitive abilities (as cited in Westwood, 2001). In this regard, Klingner et al. (2007) stated that “Metacognition is the reader’s conscious awareness or control of cognitive processes” (p. 11). That is to say, readers are aware of the cognitive abilities and strategies that they are using during reading. Metacognition plays a significant role in reading comprehension. Readers predict the content of the text and during reading they expect the ideas that will come next. By carry on reading, learners’ metacognitive processes take place. Readers confirm or disconfirm their expectations. If the predictions are disconfirmed, they monitor their thinking and comprehension (Klingner et al, 2007,p.11).

1-3- Some Prototypical Text Processing Strategies

In the reading process, readers pass through different stages. These three stages demand the use of different strategies that enhance reading comprehension.

1-3-1- Pre-Reading Strategies

Before reading a text, readers consciously use some strategies that help them to get an overview about its content.

“Background knowledge is what the reader brings to the reading event. Each reader’s interpretation and each reading of the text are potentially unique.” (Moreillon, 2007,p.19). In the teaching-learning process, generally students bring their background knowledge and experiences to the educational environment. Some elements can attract reader’s interest and activate their background knowledge. Just after catching the title or the topic of the text, the

readers' prior knowledge automatically activated and all pieces of information that are related to the topic come directly to their minds (Barnett, 1989).

Prediction is a strategy used by learners to guess or expect what the text will be about, form hypotheses and generate questions about the text before starting reading. These predictions are built on the warm-up given by the teacher, the title, and the author's style of writing. First language readers easily predict the content of the text. However, foreign language learners have some difficulties in the formulation of prediction. The difficulties readers may encounter because some learners are not interested and think that the text does not make sense while others do not even bother themselves to read the title and the provided illustrations since they do not realize their value or avoid them because they consider them to be unnecessary or time consuming (Barnett, 1989).

1-3-2- While-Reading Strategies

While-reading is the second stage of reading comprehension. Readers use some specific strategies that help them interact with the text and to get a deep reading. Examples are self-questioning, self-monitoring, identifying main ideas and making inferences.

Self-questioning is one of the while-reading strategies. "This strategy is considered to be a characteristic of good reading when it promotes cognitive processes such as inferencing, monitoring understanding and attending to structure". (Urquhart & Weir, 1998, p. 186). During reading a text, readers interact with the reading material by applying the strategy of self-questioning. For instance, they wonder about the meaning of a word or a sentence. The application of this strategy activates the use of other strategies as self-monitoring and inferencing.

This strategy is used to check whether comprehension happened or not. It is closely connected with schema theory because when readers ask themselves whether they have understood or not, they are indirectly asking whether the information fits with what they know already. Therefore, In the process of monitoring their comprehension, they learn how to understand what they read. Ibid.

Dictionaries are the widely used references. They generally appear in the form of book, electronic, and online dictionaries (Harmer, 2007). While reading, learners find difficulties in comprehension because of the new and ambiguous words. In this case, they usually refer to both monolingual and bilingual dictionaries to get the meaning of these words by either translating to the mother tongue or checking synonyms.

Readers interact with the words of the texts as well as its sentences, and make a connection between all the components of the available material. They identify what the pronouns refer to, they are aware of connotation. i.e. one word can have more than one meaning depending on the context, and knowing the relationship between sentences as cause-effect relationship. Inferencing does not depend only on the available data in the written material. Readers bring personal knowledge and experiences and use them during reading. Not all inferences are personal, they can be shared among members of a cultural group (Lems, Miller, and Soro, 2010).

1-3-3- Post-reading strategies

After reading the text, readers start to apply other strategies as summarizing and questioning.

“A process for systematically assessing comprehension of text through readers’ self-initiated expression of understanding is summarizing, orally or in writing” (Lems et al., 2010,

p.119). In order to check reading comprehension, readers restate the main ideas of the text using their own words. According to Klingner et al., (2007), identifying a topic sentence to the text is one method for applying summarizing in reading. Readers construct a topic sentence combining the main ideas of the text. The summary can be presented in a written or a spoken form.

Questioning is another strategy used by learners to evaluate and enhance their understanding of the text. After reading a text, readers start to ask questions about what they have found ambiguous. By applying this strategy, readers become more active participants in the reading process. It also creates an internal dialogue between the reader and the text writer. As well as readers, teachers also can use the questioning strategy to teach reading comprehension. Teacher should select the questions carefully. The questions should lead readers to use their cognitive abilities as questions that demands analyzing and synthesizing (Moreillon, 2007).

Conclusion

This chapter shed light on the scholar's view of the reading process. It describes the nature of reading, its process and product. Moreover, types, and models of reading have been discussed in this theoretical chapter. Moving to the application of the teaching reading comprehension inside classroom, the role of the teacher and the text with stages of teaching reading have been emphasized as well as the identification of the most used reading skills and strategies. Not only the appropriate implementation of teaching reading process that enhances reading comprehension, but also assessment of readers' performance plays its crucial role in developing reading.

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Chapter Two

Introduction

Assessment is a crucial part of the teaching and the learning process. It includes the evaluation of the different skills of language: listening, speaking, reading, and writing. Assessing reading means testing what has been already measured in class. The assessment of reading is shifted from the traditional ways of testing to more modern data elicitation methods namely introspective and retrospective assessment. There is an emerging concern that the testing of reading be more consistent with strategic view of the reading process (Cohen & Manion, 1994). The present chapter aims at describing the major instruments of data elicitation that capture the Student's reading behaviour, namely the different strategies and processes which may influence their reading achievement.

2-1- Purpose of Reading Assessment

The common goal of reading assessment is the achievement of the predetermined objectives. In fact, reading assessment purpose varied depending on the type of tasks. Some activities are selected to test the comprehension while others aim to check fluency. Afflerbach (2012) stated that the purpose of reading assessment is to discover weaknesses and strength of the student in addition to their needs. It also seeks to observe the development of learners' reading. Another purpose is comparing readers' comprehension level to readers in standard level of comprehension as well as determining when the students use the appropriate strategy for a better understanding.

2-2- Criteria for Successful Reading Assessment

Although assessment plays a vital role in the teaching and learning process, not all assessments are effective and suitable. There are some criteria to be taken into consideration

before undertaking an assessment. The most commonly used criteria to check the effectiveness of assessment are validity and reliability. The CURRV model which was conducted by Leipzig and Afflerbach in 2000 as a reaction to the historical practise of using only the criteria of reliability and validity. It keeps these two criteria and adds three others. Leipzig and Afflerbach stated that the CURRV model with its five criteria measures the suitability and appropriateness of assessment. The CURRV stands for Consequences, Usefulness, Roles and responsibilities, Reliability, and Validity (Afflerbach, 2012).

2-2-1- Consequences

It is obvious that any reading assessment has its consequences; Afflerbach (2012) stated that consequences of assessment could be positive or negative on teaching reading. Starting with the positive ones, a suitable assessment could increase reader's self-esteem, especially when achieving high scores. It also motivates readers since the teacher keeps supporting them. The most important consequence that assessment leads to is achieving the goal of getting learners to become good readers. However, an ineffective assessment causes the appearance of negative consequences. Students may feel less motivated to reading and avoid being involved in this process, especially if the feedback is not accurate or the scores are low. Teachers as well as students are affected by these consequences. The results of the assessment give teachers the opportunity to modify and revise the instructions.

2-2-2- Usefulness

Usefulness is another criterion which is included in CURRV model. For an effective assessment, the reader's achievement should be well described; the easiness of the providing input and to what extent the teacher's assessment is compatible with his goals and objectives. Afflerbach (2012) believed that both formative and summative assessments should be applied

when assessing reading so that learners' achievement is assessed during and after the reading progress.

2-2-3- Role and Responsibilities

The role and responsibilities of the participants involved in the educational environment should be taken into consideration. First, the teacher should apply assessment as it is administered. When assessing reading, if the teacher uses a new technique that students are not familiar with, he acts as an educator. He explains the new instruction in order to make it clear for readers. He also acts as an advisor for them, he advises readers to be interested in the test and to avoid neglecting the importance of preparing for it. Afflerbach (2012) stated that parents also have a role in assessment by the intervention of the teacher who informs them about the importance of assessment as well as its function in the reading process. Not only the roles of teachers and parents are included in this criterion, but also reader's role. They are responsible for preparing to the test and take it seriously.

2-2-4- Reliability

Another criterion of effective assessment is that of reliability. Reliability refers to the consistency of result from person to person, place to place, and time to time. In other words, the scores are the same under all circumstances (Harmer, 2007). When assessing reading two types of information are scored. The first which is known as “true component”, reflects readers level while the other type does not. This latter is called “error component”. The assessment is considered unreliable if the result does not reflect the true level of readers. The development of standardized test and the application of reliability theory lead to the decrease of errors in assessment (Afflerbach, 2012, p. 21).

2-2-5- Validity

The last component of CURRV model that of validity. “A test is valid if it tests what is supposed to test.” (Harmer, 2007, p. 381). Validity has many types, but the most important concerning reading is the construct and ecological validity. The construct of reading assessment depends on how reading process is viewed. If it is viewed as “skills” and “strategies”, achieving comprehension and “phonemic awareness” are more likely to be assessed. In addition to construct validity, ecological validity should be respected. Reading assessment is ecologically valid when its tasks and items focus on reflecting what student do when they read in classroom (Afflerbach, 2012).

2-3- Traditional Assessment

The traditional assessment of reading only measures the extent to which readers have understood the text. The readers are assessed by giving them a short passage then asking them to answer some text-related questions. In other words, the process of reading and the investigation of reading problems are not taken into consideration (Klingner et al., 2007). The reading tasks in the traditional assessment are applied by using paper and pencil tasks that followed reading a passage silently and then loudly. The text-related questions include multiple choice questions and true- false questions.

Reading comprehension assessment has different objectives. To start with, comparing student's performance with that of student in the norming sample is an objective of reading tests. A second objective is checking readers' achievement of the predetermined criteria of mastery of language in addition to identify how learners use reading strategies in order to overcome their difficulties (Klingner et al., 2007). Reading assessment seeks to provide feedback on the readers' skills and abilities (Grabe, 2007).

2-3-1- Kinds of Tests

There are three main kinds of tests: proficiency, diagnostic, and achievement tests.

Proficiency tests are designed to assess learners' overall abilities of language. The content and objectives of courses are not the basis of these tests (Hughes, 1989). "Proficiency tests have traditionally consisted of standardized multiple choice items on grammar, vocabulary, reading comprehension, and aural comprehension" (Brown, 2004, p. 366). The assessment of reading proficiency seeks to measure readers' general reading abilities, and to check readers' readiness for more advanced education. This type of assessment can be applied for placing learners or for adjusting curriculum and program.

"Diagnostic tests are used to identify students' strengths and weaknesses" (Hughes, 1989, p. 13). This type of tests is designed to discover the difficulties that learners encounter in the language area. From diagnostic tests, information about the areas need to be focused on later can be identified (Brown, 2004). The result of the test leads to adopt new procedures that overcome learner's weaknesses in language areas. Reading comprehension weaknesses are identified through the assessment of vocabulary, oral reading, making inferences, and summarizing the text to reflect the understanding of the main ideas (Grabe, 2007, p. 366).

Unlike the proficiency test, achievement test is designed in relation to curriculum, objectives, and courses. Although achievement test can be used to identify what needs more emphasis, the main role of it is to check the achievement of learning objectives. This kind of tests assesses different aspects of language: vocabulary, grammar, writing in addition to reading comprehension (Brown, 2004).

The focus in this section is on diagnostic tests because it is the type of test needed within the scope of this study.

2-3-2- Test Form and Content

Generally, texts are divided into two parts. The first part contains reading comprehension and mastery of language and the second part is written expression. Reading comprehension is the first part of the whole test in which different types of text-related questions are presented.

The content of the text should be built on the basis of learners' needs or on the predetermined objectives. It seeks to activate both macro and micro-skills. The presented material in the text on one hand leads readers to skim, scan, and identify the arguments as macro-skills. On the other hand, learners use their micro-skills by identifying what pronouns refer to, guessing the meaning from the context, and recognizing the relation between the parts of the text (Hughes, 1989).

In selecting a text, different factors should be taken into consideration. These factors involve topic familiarity, language difficulty, channel of presentation in addition to the skills and strategies we want to test.

In general, a text should not be unfamiliar in that it cannot fit the reader's cognitive abilities. Rather, it should be "sufficiently familiar to candidates so that candidates of a requisite level of ability have sufficient existing schemata to enable them to deploy appropriate skills and strategies to understand the text." (Urquhart & Weir, 1998, p. 143).

In contrast, when the level of familiarity is so high, text-takers will be able to answer questions without referring to the text. Thus, a text should only bear a degree of unfamiliarity in order to engage the reader's attention and motivate interest.

The difficulty of the text is determined by its linguistic, organizational and discussion features. It is also determined by individual variation as background knowledge and purpose of reading (Urquhart & weir, 1998). Although many readability formulae exist, researchers

warn against relying on them on determining text difficulty because of their limitations. In addition, readability formulas, originally intended for native speakers of English are rarely used for ESL and EFL learners because readers from different language backgrounds may have different problems. Besides, the wording of reading test items should always be within their capabilities (Hughes, 1998).

As far as the channel of presentation is concerned, test designers should decide on the nature and amount of non-verbal information such as charts, tables, and diagrams especially in science texts. The length of the text varies according to the skills and strategies being focused on.

The skills and strategies being tested have an influence on text selection. For example, if we want to test reading carefully for main ideas comprehension, problem solution, causative or comparison texts from journals or textbooks would be appropriate than more descriptive texts with details (Urquhart & weir, 1998)

2-3-3- Types of Texts

Since the focus of this study is not assessment, no detailed explanation will be given for the various kinds of tests. Instead, we will provide a short description of the kinds of tests which are commonly used in assessing reading comprehension.

The text of tests can be taken from textbook, novel, magazine, newspaper, academic journal, letter, time table, poem, etc. It should be carefully selected taking into account certain criteria. The text should be a representative sample with an appropriate length. To achieve reliability, it would be better if the text contains different passages so as readers are given the opportunity for a new start. The content of the text should be new and interested and seeks to test reading abilities and not culture awareness (Hughes, 1989).

2-3-4- Types of Reading Questions

In order to test the student's understanding of the text, a variety of questions should be introduced. Reading comprehension questions can take different forms.

The first type is Yes-No Questions. In this type of questions, readers are asked to answer either by yes or no without the need for giving more information or explanation. To confirm reader's understanding of the text, the teacher should follow these questions by another type of questions because readers can answer yes-no questions correctly by chance (Sally & Katie, 2008).

True-false Questions are a highly text-related questions. Learners are provided by a serie of sentences, and to judge whether the statements are correct or not. To answer these questions, readers are required to refer to the text. Just as yes-no questions, true-false questions not always reflect readers' understanding of the text. Poor readers usually answer them randomly.

WH questions refer to all the questions that start by two letters "w" and "h" including "when", "where", "what", "why", and "who". WH questions are very useful in the sense that they reflect readers' literal understanding of the text, and help them in the recognition of the text, making evaluation, and predictions.

Multiple-choice questions are common types of questions. It consists of statement followed by choices. These choices can be sentences, words, and numbers. Readers are asked to choose the correct answer for the statement that could be in an interrogative form or as an incomplete sentence. In this type of questions, only one answer from the choices is correct. The principal strengths of multiple choice tests are: first, testing a wide range of issues in a short time. Second, assessment is not affected by students' ability to write. Then, reliability in scoring as

all answers is predetermined. The last strength is that it can be used for quick revision at the start or end of a class and marked by the students.

Open-ended questions are another useful type of questions. These questions are used in standardized assessment. In this type, students are required to give answers in statements or phrases. The answers are unlimited which means that there is no particular correct response.

Open-ended questions are considered very important as they check the student's ability of memorizing, making inferences from the text, and comprehending the text meaning.

2-4- Introspective Assessment

Bowles (2010) believed that the data elicited only from learners production is not sufficient to measure the reading process. Therefore, some other means and techniques are needed. The introspective assessment includes observing readers process of thinking during their performance in order to understand how cognitive and intellectual abilities and thoughts are used during doing a task. Nunan (1992) claimed that “ introspection is the process of observing and reflecting one's thoughts, feelings, motives, reasoning processes, and mental states with a view to determining the ways in which these processes and states determining our behaviour.” (p. 115). In introspective observation, readers are asked about what they are thinking of, what they proceed and what processes they use during doing the reading task. These processes can be known by using the think aloud protocol as a technique for eliciting data.

2-4-1- Think- aloud Protocol

Think-aloud procedure or "concurrent verbalization" is a data elicitation method. It is a tool of gathering data in which learners are asked to perform tasks and express verbally what they are thinking in the accomplishment of the activities as well as how they solve problems

(Gass & Makey, 2011). According to Nunan (1992) "think-aloud techniques, as its name suggests, are those in which subjects complete a task or solve a problem and verbalize their thought processes as they do. The researcher collects the think-aloud protocol on tape and then analyses it for the thinking strategies involved." (p. 117). In other words, learners are asked to say whatever comes to their minds while they are trying an activity, and then these verbalizations are transcribed and analyzed. The objective of think-aloud protocol is to gain insight into the readers' cognitive processes and the applied strategies while reading.

Think-aloud protocol is a new data elicitation method. It is totally different from the traditional ways of assessment. Before applying think-aloud protocol, participants should be trained on its appropriate ways of implementation. The informants of think-aloud need to be provided with the reason behind administering this protocol, an explanation of its concept in addition to its modelling. A warm-up task also is highly needed in order to give the participants the opportunity to practice think-aloud and to ask questions about its process (Bowles, 2010).

For the characteristics of subjects, Rankin (1988) suggested that subjects should be chosen according to criteria set by the purpose of the study. If the study aims at examining strategies used by readers of different levels of proficiency, it is not uncommon to have different levels of subjects in the protocol. However, the number of subjects may be limited because of the practical constraints of transcribing and analysing the protocols.

The selection of the reading texts depends on the aim of the research, the reader' level, the type of the text, its structure, and authenticity. The appropriate texts for readers are those with a clear structure, and genre. Reactivity of learners towards a language activity is more likely to be checked by the reading task. The reading material should be carefully selected so that it extracts the explicit information (Bowles, 2010).

Researchers in the field gave no more explicit prove that the language of verbalization affects the validity of the elicited data. Rather, giving the participants the opportunity to use the language they want strongly support its validity. Not all participants can talk aloud using the target language. Proficient English language learners can apply think-aloud protocol by verbalizing their thought using English language. Whereas, lower level learners tend to use their mother tongue. They may encounter difficulties in expressing their internal thoughts if they are not given the permission to use the mother tongue (Bowles, 2010).

Think-aloud procedure has been a topic of debate because of its validity and reliability. Although the vital role that think–aloud protocol plays, it still have some limitations. In addition of being a time consuming method, there is no clear evidence that the collected data reflects what really takes place in participant’s mind (Nunan, 1992).

2-5- Retrospective Assessment

The goal of using retrospective assessment is the same as that of introspection techniques. Although this similarity, Nunan (1992) claimed that retrospective techniques are used to collect data after completing the task. In some cases introspective method is hard to be applied and it would be better if the retrospective method of data elicitation takes place. As an example, it is hard for a teacher to use the introspective assessment and to teach at the same time.

Nisbett and Wilson claimed that retrospective techniques can influence the validity and reliability of the test since the techniques are applied after the test and the chance that readers forget their thought when they were answering the test. In this regard, Ericson and Simon believed that the reliability and validity of the collected data can be guaranteed by applying the retrospective methods immediately after completing the test (as cited in Nunan, 1992). Retrospective assessment includes questionnaires, interviews, and diaries.

2-5-1- Questionnaires

Questionnaire is the most used means of data elicitation. According to Brown (2001) “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answer or selecting from among existing answers.” (p. 6). The researcher prepares printed questions on a paper and distributes them to learners so that they fill in the questionnaire themselves. Questionnaire can be used to assess reading comprehension. For example, after giving test-takers a passage to be read, readers are given questionnaire in which they answer about the problems they have faced or about the strategies they have used.

For a questionnaire to be more reliable and valid, Dörnyei and Taguchi (2010) believed that some conditions as the time, and the teacher’s efforts should be taken into consideration.

2-5-1-1- Types of Response Items

The questionnaire has different components starting with a title and a general instruction which cover what the study is about in addition to the central part that contains items in the form of questions. These items appear in different types: closed-ended, open-ended, and scale items.

Closed-Ended items are questions in which the respondent is not obliged to produce free and subjective answers. This type of items is considered to be an objective one. It requires ticking one answer from the already provided responses (Dörnyei & Taguchi, 2010). The most common forms require are a Yes/No or Agree/Disagree response. These questions make the questionnaire easier and quicker to fill in. However, they usually take longer preparation time than open questions. Closed question formats are useful instruments for gathering quantitative information and are easier for analysis (Johnson, 1992).

Unlike the close-ended items, the open-ended items are provided with dotted lines to be filled in rather than ready-made responses. This type of items permits the freedom of expression. Open-ended items are criticized for being inappropriate. In this regard, Dörnyei and Taguchi (2010) said that “questionnaires are not the right place for essay questions!” (p. 36). Despite this criticism, open-ended items are considered to be appropriate in the sense that sometimes there are no precise responses. It is also possible to combine closed and open elements within the same question, or have a question of one type with a follow-up question of another type.

Scale items are the most used items in the questionnaire. They consist of statements related to the same target represent the degree of a certain category. These statements seek to check the participant’s evaluation and opinions. For example, agree, disagree, strongly agree, and strongly disagree. Other forms of scale item responses are ranked responses where informants are asked to rank preferences from a number of fixed options (Dörnyei & Taguchi, 2010).

2- 5-2- Interviews

Unlike the questionnaire, in the interview the questions are given orally. According to Brown (2001), “Interviews are procedures used for gathering oral data in particular categories (if the interview is well planned and structured in advanced), but also for gathering data that was not anticipated at the onset.” (p. 5).

To check the way student read a text, Harri-Augestien, and Thomas pointed out the importance of using reading recorders in assessing reading .the teacher records what learners are reading. Latter on, the recorder of each student is played along with a diagram of the text. This method enables the teacher to know when readers stop reading, when they skip, and when they go back to read a previous sentence. After the recorder, an interview is applied and readers explain the reasons of their progress during reading (as cited in Alderson, 2000).

Interviews are classified into three types: structured, semi-structured, and unstructured interviews. It is not necessary that all types of interviews contain questions and this depends on the degree of formality. In the less formal one or what is called the unstructured interview, there are no questions and the interviewers themselves explore the topic and they have less control over the interview. Semi-structured interview is more formal than the unstructured interview since the interviewer has a general knowledge about the topic and what to be included in the interview. The most formal type of interviews is called the structured interview. It is well organized in the sense that the interviewer works with a list of questions (Nunan, 1992).

2-5-3- diaries

Macaro (2001) stated that diaries are tools of gaining insights about what going on inside the learners. This technique provides teachers with information about how their learners are developed through time. Diaries are useful tools as they give teachers data about learners' feelings, thoughts and beliefs as well as the obstacles they encounter when performing an activity. "The diaries are aimed at providing access to the hidden processes, especially the affective domain." (Knibbeler, 1989, p. 93). In other words, the purpose of writing diaries is to discover the learner's inner processes. Knibbeler (1989) suggested some questions for learners to write diaries. He states that teachers can ask their student about their feeling towards the process of learning, towards their teachers, they are comfortable or not and to what extent they find the courses useful.

2-6- Reading Difficulties

In the process of assessment, checking the achievement of the reading objectives leads to the discovery of difficulties in comprehension. Researchers found that these problems intervene in comprehension and hinder reading progress. Westwood (2001) determined major

reading problems including problems of decoding, language, topic genre, negative expectation and fluency.

2-6-1- Decoding

Vacca, Vacca, Gove, Burkey, Lenhart, and Mckee (2014) claimed that “decoding process is based on learners attention by which he/she break down a word into individual phonemes and recognition based those phonemes” (p. 27). In this regard, Grabe (2007) gave an explanation of decoding process. He stated that the reader is aware of the relation between the graphic and the phonological form of words in the text. Decoder is existed as a process in the bottom-up model. The script form of a word passes to the decoder where it will be transformed into phonemes (Urquhart & Weir, 1998). Learners with decoding problems fail to match the visual and phonological features of words. This problem occurs due to the lack of what Klingner et.al called the fundamental phonic principles’.

2-6-2- Language Difficulties

Word recognition is certainly the most common criterion of a successful reading. Learners of English as a foreign language are required to be aware of the most used English words. Unfortunately, the recognition of words is considered as the widespread reading comprehension difficulty among EFL readers (Westwood, 2001). During the reading process, the structure of the text as well as word recognition affects the comprehension and the interpretation of the content of the text. Poor readers face problems in interpreting a text because of their ignorance of text structure including phrases, clauses, and sentences in addition to the relation between them.

2-6-3- Topic- Genre

The text can be taken from different genres. “Newspapers”, “articles”, “research reports”, “dialogues”, “stories”, “poetry”, and “biographies” are the most common genre. Facing a text with a clear genre gives readers the opportunity to guess and predict the content and sometimes the structure. Unlike first language readers who are familiar with the different types of genre, EFL readers generally find difficulties in understanding the genre (Barnett, 1989, p. 119). Readers find difficulties in anticipating in a text due to the lack of background knowledge about the topic as well as the unfamiliarity with the topic genre.

2-6-4- Negative Expectation

In the teaching-learning process, learners bring their experiences and attitudes to the classroom. Most of the readers are under the effects of the negative experiences in addition to the absence of motivation the comprehension of the text is strongly affected. Scanlon, Anderson and Sweeney (2010) claimed that the effect of instruction is far-reaching since readers are demotivated to reading. In addition to the lack of motivation, the absence of self-confidence and self-esteem are two factors that lead to the appearance of negative expectations. Scanlon et.al (2010) stated that the repeated failed experiences affects readers self-confidence and then readers expect that they will not do well and they will fail. Asking student with negative expectation to read a text make them fill that the text is difficult and usually they use some techniques to avoid reading as acting as if they are tired.

Conclusion

This chapter highlighted the purpose and the effectiveness of reading comprehension assessment, traditional, retrospective and introspective data elicitation techniques. The shift from traditional to introspective and retrospective assessment does not mean that the traditional ways are no more useful. Both traditional and modern methods of assessment are effective in gathering information about learner's performance in the reading process.

For an effective assessment, teachers should know when to use the suitable and the appropriate method. A biased assessment of reading that might result from using a single or a limited number of techniques will necessarily provide a limited picture of reading behaviour. In this study, the think aloud procedure was used in triangulation with other instruments such as the reading comprehension test and the questionnaire to investigate the reading strategies used in performing trading. The application of these methods will be presented in the following chapter.

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Chapter Three: Research Design and Data Collection and Interpretation

Introduction

This practical chapter presents an analysis and discussion of our study that aims to provide a concrete picture of the major reading difficulties faced by third year secondary school pupils and their use of the reading strategies in Abd Elhamid Ben Badis Secondary School. Throughout this study, we have tried to diagnose, describe, and show the core factors and the source of problems which made and brought those students to be poor and less-effective readers, so that to come up at the end with a petition of some suggestions and recommendations that would appear to extenuate their difficulties and to enhance their abilities.

For achieving more considerable results, we have opted for three means of data collection to get access to the students' needs, problems in reading courses, their experiences and their propositions: a reading comprehension test used to depict the comprehension level of the students and elicit their comprehension difficulties, a pupil questionnaire to check their use of the reading strategies, in addition to a think-aloud procedure to develop knowledge about learners actual strategy use in a specific reading situation (BAC exam). This chapter also includes the analysis of the data has been gathered through the use of these tools. The results of the test are then triangulated with information from the two other methodologies. This study attempts to identify the use of reading comprehension strategies to solve pupils' difficulties during reading.

3-1- Methodology and Analysis

3-1-1-The Reading Comprehension Test

3-1-1-1 The Description of the test

"A test is a method of measuring person's ability, knowledge, or performance in a given domain." (Brown, 2004, p. 3). In our study, the test is designed in a written form to evaluate pupils' interpretation of the text.

In our selection of the test, we are cautious about the authenticity of the test in that it is adapted from a standard exam (a sample BAC exam). It contains a text and some text-related questions.

A- Description of the Text

The text deals with intellectual piracy; it was intentionally selected because it is a common unit (Unit Two: Ethics in Business) for all streams. The text consists of approximately ninety words divided into three short paragraphs.

B- The Description of the Activities

After reading the text, pupils were required to answer seven different text-related questions. They include multiple-choice questions, true or false questions, short answer questions, synonyms, opposites, and fill in the gaps.

- In the first question, pupils were asked to tick only the correct answer from the three given choices. This answer represents the general idea of the text.
- The second question contains four statements in which pupils judge if they are true

or false depending on their understanding of the text.

- In addition to the multiple-choice and true or false questions, pupils are asked to provide short answers for two questions.
- Identifying what the underlined words in the text refer to is the fourth question of this test.
- In the fifth question, pupils are required to extract four words that are closest in meaning to those the provided ones in the question.
- In addition to synonyms, pupils are asked to provide opposites to four given words keeping the same root.
- The last question, a short passage with four blanks. Pupils choose the appropriate word for each gap from a given list of words.

The aim of the test is to measure pupils' reading level. In order to do so, pupils are supplied with a written test consisting of a text and some related questions. The scores of this test are used to determine good and poor readers.

Our target population is that of third year secondary school pupils. The sampling was purposely chosen.

The test was designed and administered to sixty (60) third year pupils. This sample was randomly selected from different streams: Letters and Philosophy, Foreign Languages, and Scientific Streams. Notwithstanding, due to a large number of absentees (18) pupils, the results of (42) out of (60) pupils were analysed.

3-1-1-2- Data Analysis of the Test

Table One:

Scores of the Test.

Scores	[0 — 2]	[2 — 4]	[4 — 6]	[6 - 7.5]
Participants	9	13	10	10

The table above shows that thirteen out of forty two pupils have taken marks between two and four points. Ten participants have got marks between six and seven point five. The marks between four and six were scored by ten pupils, whereas the weakest marks between zero and two were taken by nine participants.

3-1-2- Pupils' Questionnaire

3-1-2-1- Description of the Questionnaire

As it is mentioned in the second chapter, the questionnaire is the most common used means of collecting specific and needed data.

The main aim of this questionnaire is to check the use of reading comprehension strategies and to identify the major reading difficulties among third year secondary school pupils. The same study population of the test was considered, but two of them did not hand the questionnaire back. The questionnaire entails eighteen questions classified into four sections. It aims to collect data about pupils' responses.

Section One: Personal Information

In the first section of the questionnaire, pupils are asked to give their general information. They were required to answer three questions (Q1, Q2, and Q3). The first question is related to their age. The second question is about their field of study. Three options are provided including Letters and Philosophy, Foreign Languages, and Scientific Field. This section is closed by asking pupils about the years of studying English.

Section Two: pupils Reading Habits

The second section seeks to extract information about pupils' reading habits. This section contains four questions (Q4, Q5, Q6, and Q7). First, pupils are asked about whether they read in English or not, then whether they read more inside or outside classroom. Finally in the last question, pupils are required to describe reading in English as being difficult or easy.

Section Three: Pupils Reading Strategies

The third section is designed to explore the main strategies implemented by pupils during the reading process. It includes (Q8, Q9, Q10, Q11, Q12, Q13, Q14, and Q15). In addition to the purpose of reading, pupils also are required to tell if they get the general idea of the text and the way of guessing it. Pupils are asked then to describe how they view the words of the text. The strategies used when facing a problem in understanding a word as well as a sentence are two other questions in this section. Another question is about the description of reading comprehension questions. The last one deals with the way of looking for specific information.

Section Four: pupils Reading Difficulties

The aim of the fourth section is to investigate the major reading comprehension difficulties that pupils may encounter. This section includes (Q16, Q17, and Q18). These three questions orderly deal with types of difficulties, the procedure being followed when pupils do not understand a text, and the psychological factors affecting comprehension.

The questionnaire required less than thirty minutes to be filled in with a sample of forty pupils divided into three groups classified on the basis of their field of study. The questionnaire was explained orally in Arabic. Pupils were asked to answer the questions and for more clarification they are asked to relate to us if needed.

3-1-2-2- The Analysis of Pupils Questionnaire

Section one: Personal Information

Item One: Age

Table (1):

Age.

Age	17	18	19	20	21	22
Participant	5	19	8	4	2	2
Percentage	12.5%	47.5%	20%	10%	5%	5%

The table above shows that the dominant age (47.5%) among third year pupils of Abd Elhamid Ben Badis secondary school of Tassoust- Jijel- is eighteen years old whereas

(12.5%) of pupils are seventeen years old because they have attended school at the age of five instead of six. (20%) of them are aged nineteen years old. The age of twenty, Twenty one, and twenty two are represented by (10%), (5%), and (5%) respectively.

Item Two: Field of the Study

A- Letters and Philosophy.

B- Foreign Languages.

C- Scientific Field.

Table (2):

field of study.

Options	A	B	C
Participants	12	13	15
Percentage	30%	32.5%	37.5%

As indicated in the table two, (37.5%) of the sample are studying in a scientific field. Pupils of foreign languages rank second with a percentage of (32.5%) while (30%) of pupils belong to the field of letters and philosophy.

Item Three: How long have you been learning English?

Table (3):

Years of Learning English.

Options	7 Years	8 Years	More
Participants	24	13	3
Percentage	60%	32.5%	7.5%

This question was designed to know how many years pupils spent in studying English as a foreign language. The result shows that more than half of pupils have been studying English for seven years, whereas (32.5%) of them have been studying it for eight years. (7.5%) studying English for more than eight years due to their repeated failures in passing exams.

Section Two: Pupils Reading Habits

Item four: Do you read in English?

Table (4):

Reading in English.

Options	Yes	No	Sometimes
Participants	10	17	13
Percentage	25%	42.5%	32.5%

This question aims to check whether pupils read in English or not. The collected data indicates that the highest percentages (42.5%) go for option (b). However, (25%) of them claim that they do not read in English. A lesser important proportion of pupils (32.5) stated that they read from time to time.

Item Five: Where do you read much more?

Table (5):

Place of Reading.

Options	Inside classroom	Outside classroom
Participants	29	11
Percentage	72.5%	27.5%

This question is formed to get insight about the place in which pupils read much more. The majority of them (72.5%) said that they read inside classroom while (27.5%) of them claimed that they read outside.

Item Six: What do you usually to read?

Table (6):

Reading Material.

Reading Material	Short texts	Short stories	Others
Participants	26	14	0
Percentage	65%	35%	0%

The reason behind including this question is to provide information about what learners like to read. The question was accompanied with two suggestions in addition to a dotted space so that pupils can add other materials if any. Pupils' response indicates that (65%) of them prefer to read short texts, and (35%) like short stories. This result tends to mean that the majority of pupils read short texts because reading other materials may be beyond their capacities.

Item Seven: How do you describe foreign language reading?

Table (7):

Description of Foreign Language Learning.

Options	Very easy	Easy	Difficult	Very difficult
Participants	5	9	20	6
Percentage	12.5%	22.5%	50%	15%

This question is asked for the sake of describing how pupils find reading in English as a foreign language. The table above confirms that the majority of pupils (50%) considered reading in English as a difficult act because they faced different difficulties such as comprehension, fluency, language, topic genre. Whereas, (22.5%) of our participants assumed that reading in foreign language is easy.

Section Two: Pupils Reading Strategies

Item Eight: Why do you read?

A - To get general knowledge.

B- For pleasure.

C- To enrich your vocabulary knowledge.

D- To answer some academic questions.

E- Others.

Table (8):

The Purpose of Reading.

Options	A	B	C	D	E
Participants	6	2	12	20	0
Percentage	15%	5 %	30 %	50%	0%

This question seeks to identify the pupils' purpose of reading. The results obtained denote that (50%) of participants read for the purpose of answering academic questions while (30%) claimed that they read in order to enrich their vocabulary knowledge. (15%) of pupils stated that they read for the sake of getting general knowledge. The rest of the sample (5%) said that they read for pleasure.

Item 9: When you read a text, do you get its general meaning

Table (9):

Getting the General Meaning of the Text.

Options	Yes	No	Sometimes
Participant	12	6	22
percentage	30%	15%	55%

This question aims to see whether pupils get the general meaning of the text or not when they read. The table above presents the data gathered. (55%) of pupils stated that sometimes they get the text general meaning and sometimes they do not. Those who grasp the text meaning represent (30%) of our sample, whereas those who do not get the general idea of the text represent (15%) of them.

Item 10: Before reading the text, you:

A- Guess the general idea from the title.

B- Read the first and last sentences of each paragraph.

C- Read the introduction and the conclusion of the text before reading the whole text.

Table (10):

Guessing the General Idea of the Text.

Options	A	B	C
Participant	28	10	2
Percentage	70%	25%	5%

It is apparent from the above table that the majority of pupils that represent (70%) of the whole sample use the title to guess the general idea of the text. (25%) of them take a look at the first and last sentences of each paragraph. Whereas, only (5%) of pupils refer to the introduction and the conclusion before reading the text to guess what the text will be about

Item11: The Value of Words.

Table (11):

The Value of Words.

Options	A	B
Participant	10	30
Percentage	25%	75%

In our analysis of this question, the results clearly show that the majority of pupils representing (75%) see that they are not obliged to know the exact meaning of all words in the text since some words can be deduced from the context. However, (25%) of them have

an opposing idea; they consider all the words of the text as being important.

Item12: If you do not understand the meaning of a word

- A- Skip the word and come back to it later.
- B- Guess the meaning of the word and carry on reading.
- C- Guess the meaning of the word and reread the sentence.
- D- See whether the word looks like a French word you know.
- E- Ignore it.

Table (12):

The Way of Dealing with Ambiguous Words.

Options	A	B	C	D	E	AB	BC	BD	CD
Participant	5	8	11	6	2	1	2	1	4
Percentage	12.5%	20%	27.5%	15%	5%	2.5%	5%	2.5%	10%

The results obtained in this table point out that when pupils face an ambiguous or new word, they follow different ways in dealing with it. In order to interpret its meaning and achieve comprehension, some readers use only one way while others choose different ways to grasp the meaning. (27.5%) of pupils guess the meaning of the word and reread the sentence to confirm. (20%) guess the meaning of the word and carry on reading without rereading the sentence. Only (5%) ignore the word. Among the strategies that have been used together, guessing the meaning of the word followed by rereading the sentence in

addition to checking whether the word looks like an already known French word rank first with (10%) of the sample.

Item13: if you do not understand the meaning of a sentence, you:

A- Read it word by word.

B- Guess the meaning from the general context.

C- Relate it with the preceding and following sentence.

D- Ignore it.

Table (13):

The Way Pupils Deal with unclear Sentences.

Options	A	B	C	D	AB	AC	BC
Participant	12	9	6	2	5	4	2
Percentage	30%	22.5%	15%	5%	12.5%	10%	5%

During reading a text, generally pupils come across unclear sentences. From this table, it is shown that (30%) of participants read the sentence word by word to get its meaning while (22.5%) of them guess the meaning from the general context. (15%) of pupils rely on the preceding and the following sentences to understand the meaning, and only (5%) of them ignore it. This table also indicates that some pupils deal with ambiguous sentences in different ways. (12.5%) of them read the sentence word by word as well as guess its

meaning from the context, (10%) read the sentence word by word and relate it to the preceding and the following sentences, and (5%) of them use the general context in addition to the preceding and following sentences in order to interpret the meaning.

Item14: after Reading, How do you find Reading Comprehension Questions?

Table (14):

Pupils Description of Reading Comprehension Questions.

Options	Easy	Difficult	Somehow
Participant	10	16	14
Percentage	25%	40%	35%

As shown in this table, 40% of pupils considered reading comprehension questions as being difficult. Those who describe reading comprehension questions as an easy task represent 25% of the sample. Whereas, 35% stated that reading comprehension questions neither easy nor difficult.

Item15: to find specific information, you:

A- Read only the part you are interested in.

B- Pay attention to all information.

C- Read more than one time to understand what the writer stated or implied.

Table (15):

The Way of Looking for Specific Information.

Options	A	B	C
Participant	16	10	14
Percentage	40%	25%	35%

When looking for specific information, (40%) of participants read only the part they are interested in. (35%) read until they grasp the writers intended meaning, and (25%) of them pay attention to all information.

Item 16: What kind of difficulties you face during reading?

A- Lack of background knowledge.

B-Vocabulary.

C-Topic Genre.

D-Others.

Table (16):

Pupils Reading Difficulties.

Difficulties	A	B	C	D	AB	AC	BC	ABC
Participant	8	19	4	1	3	1	1	3
Percentage	20%	47.5%	10	2.5%	7.5%	2.5%	2.5%	7.5%

This question was introduced in order to identify the main difficulties pupils may face during the process of reading. From the table above, we notice that the most faced difficulty among them is vocabulary (47.5%). (20%) of pupils answer that they do not comprehend a text due to the lack of background knowledge. The table shows that pupils can encounter more than one difficulty. (7.5%) of pupils face difficulties in both background knowledge about the topic and vocabulary. Still other (7.5%) of them have the two preceding difficulties in addition to topic genre. One pupil stated that she face difficulties in pronouncing words correctly.

Item17: When you do not understand a text you:

A- Read the text again.

B- Use a dictionary.

C- Carry on reading without understanding.

D- Stop reading.

Table (17):

The Way of Dealing with Reading difficulties.

Options	A	B	C	D	AB
Participant	8	9	6	2	15
Percentage	20%	22.5%	15%	5%	37.5%

This question is formed to complete and to give more clarification to the preceding question. The focus of this point is to know how pupils deal with the difficulties they may encounter during reading. Pupils can use either one strategy or more to solve their difficulties. The table shows that (37.5%) of our participants deal with their reading difficulties in two different ways at the same time. They reread the text and use dictionaries to look for synonyms or to translate to Arabic. The rest of the sample choose only one method to cope with their difficulties, (22.5%) of them use dictionaries while (20%) read the text again, (15%) carry on reading without understanding, and only (5%) of them stop reading.

Item 18: the Psychological Factors that can affect your Comprehension are:

A- Lack of confidence in understanding the word.

B- Losing concentration.

C- Exhaustion, which is the act of reading, is mentally a tiresome activity.

Table (18):

Psychological Factors Affecting Reading Comprehension.

Psychological factors	A	B	C
Participant	8	28	4
Percentage	20%	70%	10%

Concerning the psychological factors that can influence reading comprehension, the

collected data in the above table shows that losing concentration is the main factor that affects the interpretation of the text since (70%) of pupils have chosen this choice. However, only (20%) of them suffer from lack of confidence as a psychological factor and (10%) of pupils have problems in comprehension because they think that reading is a tiresome activity.

3-1-2-3- The discussion of Pupils Questionnaire

The analysis of the questionnaire reveals many insights on the pupils reading habits, the difficulties they encounter in the process of reading English as a foreign language as well as the different employed strategies to cope with these difficulties.

The first conclusion that can be drawn from the pupils' answers concerns the students' reading habits. A considerable number of pupils assumed that they do not read in English. This is due to different factors such as the lack of interest and the reading difficulties. As illustrated in their answers, (5%) of pupils read for pleasure (table 8). The majority of them do not read outside classroom, this is another indicator which shows that pupils are not interested in reading. Although some pupils stated that they read in English, still the main purpose behind their reading is answering academic questions (table 8). The lack of interest was confirmed in the answers of the question eighteen (table 18); the majority of pupils do not concentrate when reading. Based on the analysis of the (table 7), half of pupils consider reading in English as a difficult task which indicates that they encounter different difficulties such as topic genre, background knowledge, and vocabulary. This latter is the common difficulty among third year secondary school pupils (table 16). These difficulties strongly affect the interpretation of the text since the general meaning is not always

ensured. (55%) of pupils stated that sometimes they grasp the general meaning of the text and sometimes they do not. When pupils fail to interpret the text, they face difficulties in answering text- related questions (table 14). In the reading process, a wide range of strategies were adopted. Before reading, pupils rely on the title to guess the general idea of the text. In general, when facing a difficulty during reading, pupils apply different strategies to deal with different difficulties. For example, they generally use dictionary and context to cope with difficulties in word recognition and the sentence interpretation (tables 12, 13, and 17).

3-1-3- Think-aloud Procedure

3-1-3-1- The Description

Two different tests have been potentially selected to assert the variation in the use of strategies. Both tests deal with a topic that has been dealt with in the textbook. Test one is about counterfeit drugs. It consists of five paragraphs followed with five text-related questions, whereas the second test deals with the effects of publicity. It consists of a text with three paragraphs in addition to six texts- related questions.

Before applying think aloud protocol, pupils were first introduced to this procedure. After defining the concept to them, we have modelled the way of thinking aloud during doing an activity. Unfortunately, they have refused to verbalize their thoughts. Instead of thinking aloud, they have preferred to express their thoughts in a written form either by using English or their mother tongue. The two tests were randomly distributed to the participants. Some participants were given test (1) while others were handed test (2).

In this study, the subjects think-aloud reports (see appendix 3) are carefully examined to

check whether differences in strategy use existed between low and high achievers.

After the collection of data, the identification and the categorization of the strategies, the protocols reported by the subjects are analysed quantitatively then qualitatively .

As it is mentioned in the second chapter, think-aloud procedure is a tool used to get into subjects' thoughts and feelings during the performance of tasks

The aim of the think-aloud procedure is to identify how both proficient and poor readers apply the different strategies. Depending on the scores of the test, ten pupils were chosen to be the subjects of the think-aloud procedure. However, one pupil did not attend and another refused to sit for the test. The sample represents those who have the highest and the lowest scores in the previous test.

3-1-3-2- The Analysis of Think-aloud Procedure

Table (19):

The reading strategies

Students	1	2	3	4	5	6	7	8	Total
Strategies									
1-Rereading word, sentences, or paragraphs	3	1	–	–	3	3	–	–	10
2-Stating failure to understand word or sentence	2	2	1	5	5	4	1	1	21
3-Expressing need for dictionary	1	1	3	4	–	6	1	1	17

4-Relating word with French word	–	–	–	1	–	–	–	–	1
5-Invoking prior knowledge	–	–	1	1	3	–	1	2	8
6-Questioning	1	–	–	2	2	1	–	1	7
7-Self questioning	–	–	–	–	4	–	2	–	6
8-Analysing grammatical form	–	–	–	–	–	–	–	–	0
9-Translating	–	1	3	4	3	3	–	1	15
10-Guessing	1	–	–	–	2	–	–	–	3
11-Inferencing	3	4	4	2	4	4	2	3	26
12-Reading aloud	–	–	–	–	–	–	–	–	0
13-Paraphrasing	1	–	–	–	–	–	–	–	1
14-Reading word by word	1	1	–	–	1	–	–	1	4
15-Predicting	1	–	1	1	–	–	–	1	4
16-Skipping	–	–	–	5	–	–	–	–	5
17-Reading on	1	1	1	–	–	–	–	1	4

Pupil (1)

Pupil one is a good reader. He took the test (1). When applying the think-aloud

procedure, the pupil's results demonstrated that she applied the following strategies:

She was prepared to grapple with ambiguity by rereading the unclear word as well as the whole paragraph. This strategy was used three times. Another strategy that was implemented is that of making inference. She inferred to the main idea by using the pictures provided with the text and used this latter to extract what the relative pronouns refer to. In order to interpret the general idea of the fourth paragraph, she kept reading and guessed its meaning. Pupil (1) used the strategy of questioning by asking us for more clarification. By applying these strategies this pupil succeeded in interpreting the text.

Pupils (2)

Depending on her marks in the test pupil (2) also is a good reader. She was required to answer test (2). This latter was read word by word. The pupil's think aloud reveals that she made use of such strategies as using dictionary two times to check the meaning of words, and rereading the sentence another time until she got the general idea. Using dictionary and translating into the mother tongue were applied one time. She referred to the text four times to answer some questions. She made inference four times.

The observation of this pupil indicated that besides stating failure to understand a word or a sentence, she maintained a great self-esteem. When she interpreted the meaning of a sentence or a paragraph, she clearly expressed this confidence. She repeatedly used this expression "I understand this sentence, I have a capacity". This pupil successfully understood the text.

Pupil (3)

Pupil (3) is a low level English learner; he dealt with test (1). The data gathered from applying think aloud on pupil (3) as a reader of English as a foreign language shows that

before reading the text, this pupil referred to the picture given in the test to help her shape her predictions about what was the general idea of the text. This is not the only time that the strategy of making inference was implemented. Rather, it is used in three other situations.

During reading, she faced difficulties in language involving word recognition, decoding, and the sentence structure. As a way of solving reading difficulties, she tended to apply the strategy of using dictionary as well as that of translating into Arabic three times. In addition to that, she evoked background knowledge and skimmed the text one time.

From the analysis of the previous data, it is clear that she constantly used the strategy of prediction to the extent that during reading the text she predicted that there would be a question about the word printed in bold. This prediction was built on previous experience, and background knowledge.

From the questions, it is noticeable that this student has a difficulty in identifying the genre of the text since she failed to recognize that the text is taken from a newspaper.

Pupil (4)

Pupil (4) is a low level learner was provided with test (1). The major difficulty faced by this pupil is that he stopped reading because he generally did not understand almost all the words of the text.

Although he failed to recognize the meaning of words, he used his cognitive abilities and successfully predicted the main idea of the text. He applied the strategy of making inference by linking the picture with the word “made” and “original” appeared in the first paragraph. He also deduced the genre of the text from the source given below the text. As it is mentioned above, this pupil skipped almost all the words, but he applied the strategy of questioning two times by asking us about the meaning of some words. Evoking background knowledge and relating word with a French word was implemented only once. Using

dictionary and translating to Arabic were two other strategies that were implied to overcome difficulties.

Pupil (5)

Pupil (5) is a good reader who took test (2). The analysis of this pupil's think-aloud data shows that just like the other students, he faced difficulties in word recognition and getting the general idea of some sentences such as the word "deprived" and the sentence "the aggressivity from advertisements grows threatening in affluent societies".

A variety of strategies were applied to deal with these difficulties. Pupil (5) activated background knowledge three times. He implemented self questioning with the following words: aggressivity, advertisement, publicity, and the sentence above. He claimed that he had already seen them, but he was not sure about their meaning. Rereading strategy was used three times. Guessing and questioning were adopted twice when answering text-related questions. Besides these strategies, translating to Arabic and referring to the text were adopted four times.

Pupil (6)

Depending on his score in reading test. Pupil (6) is a good reader. He answered the test (1). The same as other participants, this pupil encountered difficulties in vocabulary. Many words were not understood such as "counterfeit", "manufacturer", "borders", and "dilemma". Dealing with this difficulty, he used different strategies including translation to the mother tongue in three times, using dictionaries six times, questioning once by asking us for more clarification. Making inference was the common applied strategy for four times following the order to extract the needed information.

Pupil (7)

This pupil was provided with test (2). The major faced difficulty was in vocabulary. Just

after starting reading, pupil (7) implemented the strategy of self questioning twice. She wandered why the text started with “it is” rather than a definition and the reason behind including the word “titanic” in the text. Activating background knowledge, skimming using dictionary, as well as translating were strategies that adopted for only one time to achieve comprehension. making inference was the most adopted strategy specifically used to answer text-related questions.

Pupil (8)

This is a low level pupil; he was required to answer the test (1). The text was read word by word. Pupil (8) encountered difficulties in word recognition and in getting the general idea of the second paragraph. He stated failure to understand a paragraph one time. This pupil activated his background knowledge twice when he stated that he had already seen two words before in a lesson. The use of dictionary and translation were applied only once.

From the table (19) the rank of reading strategies can be extracted depending on the frequency of using it among the sample.

Tables (20):

The Rank of the used Strategies.

The Rank	Strategies
1	Making Inference
2	Stating failure to understand a word or a sentence
3	Expressing need for dictionary
4	Translating

5	Rereading words, sentences or paragraphs
6	Invoking prior knowledge
7	Questioning
8	Self questioning
9	Skipping
10	Predicting/ Reading word by word / Reading on
11	Guessing
12	Paraphrasing/ Relating a word with a French word
13	Analysing grammatical form/ Reading aloud

The table shows that making inference ranks first as the most applied strategy during reading in English as a foreign language. Stating failure of understanding comes second. The strategy which attains the third rank is that of using dictionary followed by translating strategy. Rereading precedes invoking prior knowledge which ranks sixth. Both skimming and questioning come in the seventh rank then self questioning and skipping in the eighth and ninth rank. Reading word by word, predicting in addition to reading on share the tenth rank followed by guessing strategy. Both paraphrasing and relating words with French words rank last.

3-1-3-3-The Discussion of Think-aloud Procedure

After the analysis of the obtained results from pupils' think-aloud procedure, we have reached the following findings:

The common difficulty among the participant of think-aloud is in the language of the text, precisely in vocabulary which plays a major role in the interpretation of sentences as well as the whole text. This is an indication of the importance the subjects attribute to vocabulary while reading in English. This means that vocabulary is an obstacle to comprehension. Whether pupils face a difficulty in understanding the text or not, they still use some techniques or what is known as reading strategies. The applied strategies differ from one participant to another depending on the text, the level, and the difficulty. The majority of pupils apply more than one strategy to cope with the encountered difficulty.

Additionally, from the above analysis, it is noticeable that there are some common strategies that pupils are more likely to use namely making inference, using dictionary, translating, rereading, activating background knowledge, questioning, and self questioning.

Think-aloud proved a useful data collection and a research tool providing a direct access to the readers' cognitive process. In addition, the benefit of the procedure is the wealth of data gathered regarding the readers actual level of comprehension.

3-2- Discussion of the Main Results

The purpose of this study is to investigate the main encountered difficulties in addition to the most applied strategies among third year secondary school pupils. The finding of think- aloud procedure are almost the same of that of the questionnaire. This part will compare the finding with relation to the research questions so that the hypothesis will be confirmed or disconfirmed.

The first research question: What are the major difficulties in reading that third year secondary school pupils face in the reading process? The relevant hypothesis is: Third year secondary school pupils may encounter some difficulties in reading comprehension such as the unfamiliarity with the topic and the language of the text including vocabulary, and the structure. The obtained results from both pupils questionnaire and think-aloud protocol reveal that third year secondary school pupils face these difficulties. So, the hypothesis above is confirmed.

The second research question: How Third year secondary school pupils cope with reading difficulties? The related hypothesis: Readers are more likely to adopt reading strategies to cope with difficulties. This hypothesis is confirmed since the analysis of the data gathered shows that when facing a reading difficulty, pupils tend to implement some strategies. For example, they use dictionary to cope with a difficulty in understanding a word.

The third research question: What makes reading in EFL classes a difficult activity? Its hypothesis: The causes behind these difficulties may be related to the students' lack of reading habits outside classroom. The nature of the text may have some effects on the pupils reading comprehension. As the previous two hypotheses, this one is also confirmed. The result indicates that the majority of pupils are not interested in reading in English especially outside classroom also the unfamiliarity with the topic of the text causes reading difficulties.

The fourth question: What are the most used reading strategies among third year secondary school pupils? Its hypothesis: Third year secondary school pupils may tend to apply a variety of strategies, but good readers may be better in applying reading strategies than bad readers. The data reveals that when dealing with one difficulty, pupils can use

more than one strategy. For instance, the difficulty in vocabulary is dealt with by rereading, guessing, questioning in addition to checking dictionary. Different difficulties demand the use of different strategies. This means that the fourth hypothesis is confirmed.

The last research question: Is there any difference in the use of strategies between good and poor readers? The hypothesis of this question: Good readers are better in applying reading strategies. Just like the previous hypotheses, the fifth one is confirmed. The outcome of the questionnaire analysis reveals that most students use different reading strategies. In addition, the data gathered from the think-aloud procedure reveals that not only good readers use reading strategies but also poor readers. Yet, high-achievers tend to use strategies more effectively than do low-achiever. The analysis provided clearer understanding on the types and frequencies of strategies used. This revealed how pupils went about comprehending the texts by applying these strategies to overcome the faced difficulties.

Conclusion

This practical chapter discussed two issues related to reading comprehension, namely reading difficulties and the use of reading strategies. Three different research tools were used to elicit data about these issues. The result showed that third year pupils in Abd Elhamid Ben Badis secondary school -Jijel- encounter many difficulties in reading comprehension. It also revealed that they implement different strategies in the reading process. For a better achievement of reading comprehension, some recommendations will be proposed.

General Conclusion

1- Concluding Comments

Reading is one of the four skills of any language. It is a complex process that involves a deep interaction between the author, the reader, and the reading material. However, any problem in this interaction leads to a disequilibrium in the interpretation of the meaning. This study attempted to present the main encountered difficulties that hinder the comprehension in addition to the most applied reading strategies among third year pupils in Abd Elhamid Ben Badis Secondary School.

The investigation of the reading difficulties and strategies was built on the following hypotheses. The first hypothesis is that third year secondary school pupils may encounter some difficulties in reading comprehension such as the unfamiliarity with the topic and the language of the text including vocabulary, and the structure. Whereas the second hypothesis suggested that the causes behind these problems may be related to the pupils' lack of reading habits outside classroom in addition to the nature of the text that may affect the pupils reading comprehension. It was hypothesized also that readers are more likely to adopt reading strategies to cope with difficulties. Concerning the third hypothesis, it stated that there is no specific used reading strategy that solves a particular difficulty. Instead, third year secondary school pupils tend to apply a variety of strategies. As far as the last hypothesis is concerned, it claimed that good readers are better in applying reading strategies than bad readers.

The theoretical part of the current study consisted of two chapters. Besides providing an overview about teaching reading comprehension in the first section, the first chapter also outlined the different reading skills and strategies. On the other hand, the second chapter stressed out the assessment of reading comprehension in addition to the major reading difficulties.

The third chapter is the practical part of this dissertation. Three research tools were administered for third year pupils in Abd Elhamid Ben Badis Secondary School to achieve the aim of our study; namely a test, a questionnaire, and a think-aloud procedure. The data gathered by these tools showed that pupils encounter different difficulties in the reading process. The main difficulty among them is vocabulary. Coping with reading comprehension, third year secondary school pupils applied a variety of reading strategies. The most significant finding in this research is that both proficient and poor readers adopt different strategies in the reading process, but high-achievers tend to use more effective strategies than do low-achiever. Another finding is that a particular reading difficulty can be solved by a variety of strategies. The findings of the think-aloud procedure goes hand in hand with those of the questionnaire. This means that there is a consistency between the findings of these two tools which have asserted the results of this study. In order to add more value to our research paper, we have suggested some recommendations to improve reading comprehension.

2- Limitations of the Study

- The first problem we have faced in collecting data is that of absentees since pupils were preparing for their BAC exam.
- The teacher went out of the classroom and gave us the whole responsibility to control the class; this was another factor that affected data elicitation since some of them did not concentrate well when filling in the questionnaire.
- Think-aloud is a new pedagogical concept for pupils, that is why they encountered a difficulty in understanding its implementation. Normally there would be a special session devoted for the explanation and the training for the think-aloud protocol. Unfortunately the time did not permit.

- The application of think-aloud protocol has raised concerns related to two aspects:

1- The subjects' ability to reflect on their cognitive behaviour; i.e., subjects may use strategies they fail to report especially they have refused to be recorded.

2- The truth value of the report; i.e. the subjects may report using strategies that they did not really employ.

- The subjects may be influenced by what the researcher wants them to perform.

- Another problem with the protocol is the manner of analysing due to the fact that no consistent methodology exists among researchers to define categories of strategies under investigation.

3- Recommendations

From the obtained results in this chapter, we are going to suggest some recommendations that develop pupils' reading comprehension.

- For a better achievement of reading comprehension, learners should be successfully trained in the appropriate way of adopting the different reading strategies. There should be a session devoted particularly for training pupils on the reading strategies.

- In the reading of academic texts, we recommend the following strategies to be selected for direct instructions:

- Use background knowledge to interpret the text.

- Discover the gist; or the general idea of the text.

- Pick out the main ideas.

- Understand logical relationships between parts of the text.

- Extract information relevant to a specific purpose.
- Guess the meaning of unfamiliar words.
- Vocabulary should be the main emphasis in the teaching learning process since it is the common difficulty among third year secondary school pupils.
- Small classes are required in order to devote time for each pupil, so that the teacher put the emphasis on his difficulties.
- Teachers are responsible for creating a motivated atmosphere to make them feel at ease and to push them to participate in the reading session without hesitation.
- The teacher should vary between the traditional and the modern ways of assessment so that assessing both reading process and product is achieved.
- The text should be carefully selected in the sense that it should be neither too familiar nor completely new.

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Appendices

Appendix (1): The Test

Appendix (2): Pupils Questionnaire

Appendix (3): Think-aloud Procedure

Appendix (1) : The Test

The Test

The Text :

The theft of intellectual property has become as serious for society as the theft of physical property. Not only the problem has grown in size – now accounting for \$600 billion per year in counterfeit goods worldwide – but also in the range of products and the geographic scope.

Almost every successful product – pharmaceuticals, toys, spare parts for cars and aircraft, software, entertainment products, clothes, cosmetics and fashion accessories – is being copied. All regions are now both production and consumption areas and almost no country is unaffected by **the problem**.

Intellectual property theft has become a sophisticated industry using high technology, the internet, the networks and know-how of organized crime .Counterfeiting and piracy are more profitable than narcotics but without the risks; they are becoming the number one crime of the 21st century. Combating **them** has become a priority for society and not just for intellectual property right holders.

PART ONE : Reading and Interpreting (15 points)

1. Choose the general idea of the text.

- a - Software industry.
- b - Intellectual piracy.
- c - The internet age.

2. Are the following statements **true** or **false**?

- a - The theft of intellectual property has grown both in size and the range of products.
- b - Only a few successful products are being copied. .
- c - Almost all countries are affected by counterfeiting.
- d - Fighting counterfeiting and piracy is not the responsibility of society.

3. Answer the following questions according to the text.

- a - List three products copied by counterfeits
- b - What is the difference between counterfeiting and narcotics?

4. What do the underlined words refer to in the text?

- a -affected by **the problem** (§2).....
- b - Combating **them** (§3).....

5. Find in the text words that are closest in meaning to the following :

- a) stealing (§1) b) forged (§2) c) possession (§3) d) drugs (§3)
-

6. Give the opposite of the following words keeping the same root

Words	Opposites
successful	
honest	
hopeful	
mature	

7. Fill in the gaps using the following words : who- consumers-illegal-disagree

Counterfeiting is an practice. I with people
approve counterfeiting. It is neither beneficial for nor for the economy of a country.

Appendix (2): Pupils Questionnaire

Pupils Questionnaire

Dear pupils,

The present questionnaire is designed to gather information about how you read in English. It is part of the survey we are conducting in connection with our research on " an Investigation of Reading difficulties and Strategies among EFL Learners ". You are required to participate in this research through filling in this questionnaire. Please tick in the right box or make full answers whenever necessary.

May I thank you for collaboration.

Mrs.....and Mrs.....

Master II

Department of English

Faculty of foreign languages

University of Mohammed el

Saddik Ben Yahya

Section I: Personal Information

1/ The age

2/ The field of the Study.

- Letters and Philosophy

- Foreign languages
- Scientific field

3/ How long have you been learning English?

7 Years

8 Years

More

Section II: Pupils Reading Habits

4/ Do you read in English

Yes

No

Sometimes

5/ Do you read much more?

Inside classroom

outside classroom

6/ What do you prefer to read?

Short texts

Short stories

Others

.....
.....
.....

7/ How do you describe foreign language reading?

- Very easy

- Easy

- Difficult

- Very difficult

Section III: Pupils Reading Strategies

8/ Why do you read?

- To get general knowledge
- For pleasure
- To enrich your vocabulary knowledge
- To answer some academic questions
- Others

.....

.....

.....

9/ When you read a text, do you get its general meaning?

Yes

No

sometimes

10/ Before reading the text, you:

- Guess the general idea from the title
- Read the first and last sentences of each paragraph
- Read the introduction and the conclusion of the text before reading the whole text

11/ While reading the text, you think

- All the words are important
- Some words can be deduced from the context

12/ If you do not understand the meaning of a word:

- Skip the word and come back to it later
- Guess the meaning of the word and carry on reading
- Guess the meaning of the word and reread the sentence
- See whether the word looks like a French word you know
- Ignore it

13/ If you do not understand the meaning of a sentence, you:

- Read it word by word
- Guess the meaning from the general context
- Relate it with the preceding and following sentences
- Ignore it

14/ After reading, you

Find reading comprehension questions?

Easy difficult Somehow

15/ to find specific information, you:

- Read only the part you are interested in
- Pay attention to all information
- Read more than one time to understand what the writer stated or implied

Section VI: Pupils Reading Difficulties

16/ What kind of difficulties you face during reading?

- Lack of background knowledge
- Vocabulary

- Topic Genre

- Others

.....

.....

.....

17/ When you do not understand a text you:

- Read the text again
- Use a dictionary
- Carry on reading without understanding
- Stop reading

18/ The psychological factors that can affect your comprehension are:

- Lack of confidence in understanding the word
- Losing concentration
- Exhaustion, that is the act of reading is mentally a tiresome activity

Appendix(3) : Think-aloud Protocol

Test 1

The term “counterfeit drug” may be used to describe a drug that is made by someone other than the genuine manufacturer, by copying or imitating the original product, without authority or right, in order to defraud and sell it as the original one.



Anyone, anywhere in the world, can come across counterfeit medicine which looks right but **which** contains harmful toxic substances or inactive ingredients. In all cases, contents of counterfeits are unreliable since **their** source is unknown and always illegal.

Lack of borders’ control, weak regulations governing the medicine distribution system and the globalization of markets, all these three elements together have contributed to a rise of both counterfeiting medicines and the existence of poor quality products.

Fake medicines can be life threatening - and are reported to have caused even death in Africa and Asia - because inert antibiotics do not cure an infectious disease and a counterfeit vaccine does not protect from illness.

On the economic side, legitimate manufacturers of pharmaceutical products suffer from patent and copyright infringement because counterfeiting in reality “hijacks” their products. The governments are also affected by this through the loss of taxation revenue. In conclusion, a lot of people are earning huge sums of money, others are loosing them, and between these and those, millions of victims are completely lost inside the dilemma of quality and price...

Adapted from PLOS MEDICINE, a journal published by The Library of Science.

A- MULTIPLE CHOICE Choose the correct answer:

(1.5 pt)

- 1) The text is a: a) radio news bulletin b) story c) newspaper article
- 2) The text is about: a) Fake medicines and their effects.
 b) Fighting counterfeit drugs.
 c) The medicine distribution system.
- 3) The text is: a) argumentative b) narrative c) descriptive



B- TRUE/FALSE STATEMENTS: Are the following statements true or false.

(02 pts)

- 1) Counterfeit medicine contains the right ingredients.
- 2) Fake drugs can kill.
- 3) A counterfeit vaccine protects from illness.
- 4) The governments affected the loss of taxation revenue



C- COMPREHENSION QUESTIONS: Answer the questions according to the text.

(03pts)

- 1) What has encouraged the spread of counterfeit medicine?
- 2) Why are the contents of counterfeits unreliable?
- 3) Who are the victims of counterfeiting ?

D- COHESIVE MARKERS: *What / who do the underlined words refer to in the text?*
(01pt)

- 1) which contains (§2) = ... 2) their source (§2) = ...

E- LOCATING PARAGRAPH: *Which paragraph mentions the causes of drug counterfeiting?* (0.5pt)

Test 2

It is a common truth today that publicity has a harmful effect on the individual. The aggressivity from advertisements grows threatening in affluent societies. Whenever you are or wherever you go and practically at any moment of the day or night, advertisement is there waiting for you. The street, the home, the office, the school, the stadium, the sky- practically every inch of the earth- is hostile environment, a battlefield where advertisements are constantly offending man's peace.

The Impact of publicity is greater on the poor, deprived people than on the average working class family. ***The first*** are in need of almost every kind of modern comfort, consumption goods, travels and to mention a few of ***their*** unsatisfied necessities. ***The latter***, on the other hand do not at all escape the negative effects of publicity. They are the victims, too. ***They*** are the slaves of fashion, new products and consumer goods and cannot live without them.

However, at this level, mainly when the poor deprived categories of society are in real need, the temptation grows stronger and stronger and if it is not checked, it becomes a titanic task to resist it mainly when the family and other social institutions are missing.

Comprehension

1- Are these statements true or false?

- a- Publicity does not have dangerous effects on people.....
- b- Advertisements are everywhere.....
- c- Poor people are the most to be affected by advertisement.....

2- Read the text and answer the following questions

- a- Does publicity reach people everywhere? Give examples?
- b- How does advertisement affect the average working class families?

3- What or who do the underlined words refer to in the text

- a- the first (§2).....
- b- the latter (§2).....
- c- their (§2).....
- d- they (§2).....

4- In which paragraph it is mentioned that publicity can be found in all places?

.....

5- Circle the letter that correspond to the right answer:

The text is

a- expository

b- argumentative

c- narrative

6- Give a title to the text

Think-aloud Protocol

Pupil (1)

1- Anyone, anywhere in the world, can come across counterfeit medicine which looks right but which contains harmful toxic substances or inactive ingredients. In all cases, contents of counterfeits are unreliable since their source is unknown and always illegal.

“Unreliable”: it looks like a strange word for me, I must check the dictionary or I will read the word and the whole paragraph again to get a little bit the meaning.

2- Lack of borders’ control, weak regulations governing the medicine distribution system and the globalization of markets, all these three elements together have contributed to a rise of both counterfeiting medicines and the existence of poor quality products.

- I did not understand this sentence; I will reread it more than one time.

3- Fake medicines can be life threatening - and are reported to have caused even death in Africa and Asia - because inert antibiotics do not cure an infectious disease and a counterfeit vaccine does not protect from illness.

- I have a difficulty in getting its meaning. But, I think it means that in Africa and Asia people suffer from health care that is why they are victims of counterfeit products.

- 4-The text is about:
- a) Fake medicines and their effects.
 - b) Fighting counterfeit drugs.
 - c) The medicine distribution system.

- I did not understand the word “distribution”, I will ask someone.

5-

- Are the following statements true or false?
- Answer the questions according to the text?
- What / who do the underlined words refer to in the text?
- Which paragraph mentions the causes of drug counterfeiting?
- *I will refer to the text to answer these questions.*

Pupil (2):

1- The aggressivity from advertisements grows threatening in affluent societies.

- *I did not understand the word “aggressivity”, I will check dictionary.*
- *I did not get the meaning of this sentence; I will reread the sentence word by word and translate it into Arabic.*

2- Are these statements true or false?

- Read the text and answer the following questions
- What or who do the underlined words refer to in the text
- In which paragraph it is mentioned that publicity can be found in all places
- Circle the letter that corresponds to the right answer:
- The text is
- *I will refer to the text to answer these questions.*

3- The Impact of publicity is greater on the poor, deprived people than on the average working class family.

- I understand that.

The latter, on the other hand do not at all escape the negative effects of publicity.

- I understand that, I use my mind.

4- However, at this level, mainly when the poor deprived categories of society are in real need, the temptation grows stronger and stronger and if it is not checked, it becomes a titanic task to resist it mainly when the family and other social institutions are missing.

-I understand this sentence; I have a capacity.

Pupil (3)

1- The term “counterfeit drug” may be used to describe a drug that is made by someone other than the genuine manufacturer, by copying or imitating the original product, without authority or right, in order to defraud and sell it as the original one.

Pupil (3): *I did not understand this sentence. But, I think it is about medicine because there are pictures of drugs.*

2 - Counterfeit

Pupil (3): *I know this word.*

3- Authority, manufacturer, and borders.

Pupils (3): *I will check the meaning of them in the dictionary.*

4- Anyone, anywhere in the world, can come across counterfeit medicine which looks right but **which** contains harmful toxic substances or inactive ingredients. In all cases, contents of counterfeits are unreliable since **their** source is unknown and always illegal.

-There would be a question about the words written in bold.

5- System means الاسلوب , products means المنتوجات , and counterfeit means غير اصلية

6-

- The text is a: **a)** radio news bulletin **b)** story **c)** newspaper article

- The text is about: **a)** Fake medicines and their effects.

b) Fighting counterfeit drugs.

c) The medicine distribution system.

- The text is: **a)** argumentative **b)** narrative **c)** descriptive

- Are the following statements true or false?

- Answer the questions according to the text.

- What / who do the underlined words refer to in the text?

- Which paragraph mentions the causes of drug counterfeiting?

Pupil (3): *I must refer to the text to the text to answer these questions.*

Pupil(4):

1- The term “counterfeit drug” may be used to describe a drug that is made by someone other than the genuine manufacturer, by copying or imitating the original product, without authority or right, in order to defraud and sell it as the original one.

Pupil(4): I know the word “made”, the word “original” is the same as in French , there are pictures of drugs so the text will be about making drugs.

2- I will ask about the meaning of “genuine” and “manufacturer”.

3-Drugs= الادوية , made= صنع

4- I did not understand the paragraph number one, I will read the second one.

5-World= العالم

6- I did not understand the word “substances”, I will use the dictionary.

7- I did not understand the paragraph number two, I will read the third one.

8- I did not understand the word “distribution”, I will use the dictionary.

9- I did not understand the third paragraph, I will move to the fourth one.

10- I did not understand the word “threatening”, I will use the dictionary.

11- Medicines= الادوية

12- I did not understand the paragraph number four, I will read the last one.

13- I did not understand the word “legitimate”, I will use the dictionary.

14- I did not understand the paragraph number four, I will stop reading.

15- Adapted from PLOS MEDICINE, a journal published by The Library of Science.

This is the source so, the text is taken from a newspaper.

Pupil (5):

1- It is a common truth today that publicity has a harmful effect on the individual. The aggressivity from advertisements grows threatening in affluent societies. Whenever you are or wherever you go and practically at any moment of the day or night, advertisement is there waiting for you. The street, the home, the office, the school, the stadium, the sky- practically every inch of the earth- is hostile environment, a battlefield where advertisements are constantly offending man's peace.

- "Common" I think it means مشترك and "environment" means محيط

- The aggressivity from advertisements grows threatening in affluent societies.

- I still do not understand it I will ask my friend.

- I have seen these words before: "aggressivity" and "publicity", what do they mean? I will read them again.

"Battlefield". I did not understand it I will ask my friend.

2- The Impact of publicity is greater on the poor, deprived people than on the average working class family. **The first** are in need of almost every kind of modern comfort, consumption goods, travels and to mention a few of **their** unsatisfied necessities. **The latter**, on the other hand do not at all escape the negative effects of publicity. They are the victims, too. **They** are the slaves of fashion, new products and consumer goods and cannot live without them.

-The word 'publicity' I have heard about it before. What does it means? I will ask my friend.

3- Are these statements true or false?

-Read the text and answer the following questions?

- What or who do the underlined words refer to in the text?

- Circle the letter that correspond to the right answer?

- In which paragraph it is mentioned that publicity can be found in all places?

- *I need to read the text carefully to answer these questions*

4- Give a title to the text.

- *This means the general idea of the text.*

Pupil (6)

1- "counterfeit", "manufacturer", "borders", " dilemma", "quality", "price".

- *I did not get the meaning of these words; I have to use the dictionary to understand them and I will reread the sentences.*

- *Well, I will translate to Arabic some of these words to get their exact meaning because they still ambiguous for me. Manufacturer means المصنع , quality means نوعية , price means ثمن*

- *The word "dilemma" still unclear for me, I will ask the teacher.*

2-

- The text is a: **a)** radio news bulletin **b)** story **c)** newspaper article

- The text is: **a)** argumentative **b)** narrative **c)** descriptive

- Are the following statements true or false?

- Answer the questions according to the text?

- What / who do the underlined words refer to in the text?

- Which paragraph mentions the causes of drug counterfeiting?

- *I will refer to the text to get the answer of these questions.*

Pupil (7)

1- Pupil (7): *why the text started with "It is" and not with a definition?*

2- *I want to know the meaning of the word "average", so I will check the dictionary.*

3- *I do not understand the word "hostile".*

4- *The word "slaves" is not strange for me, I know it. It means العبيد.*

5-

- Are these statements true or false?

-What or who do the underlined words refer to in the text?

- In which paragraph it is mentioned that publicity can be found in all places?

- *In order to answer the questions, I will refer to the text.*

6- *Why the word "titanic" is included in the text?*

Pupil (8)

1- *There are three pictures of drugs so, the text is about drugs.*

2 - The term "counterfeit drug" may be used to describe a drug that is made by someone other than the genuine manufacturer, by copying or imitating the original product, without authority or right, in order to defraud and sell it as the original one.

- *Counterfeit drug; I have studied it before.*

- *I did not understand the word "manufacturer". I will carry on reading.*

3- Anyone, anywhere in the world, can come across counterfeit medicine which looks right but which contains harmful toxic substances or inactive ingredients. In all cases, contents of counterfeits are unreliable since their source is unknown and always illegal.

- I know the word "medicine".

4- Lack of borders' control, weak regulations governing the medicine distribution system and the globalization of markets, all these three elements together have contributed to a rise of both counterfeiting medicines and the existence of poor quality products.

The word "distribution" means توزيع

- I will use dictionary to explain the word " globalization "

5- Fake medicines can be life threatening - and are reported to have caused even death in Africa and Asia - because inert antibiotics do not cure an infectious disease and a counterfeit vaccine does not protect from illness.

- I will ask my friend about the meaning of the word

" threatening " then I will read the paragraph word by word to understand it.

6-

- The text is a: **a)** radio news bulletin **b)** story **c)** newspaper article

- The text is about: **a)** Fake medicines and their effects.

b) Fighting counterfeit drugs.

c) The medicine distribution system.

- The text is: **a)** argumentative **b)** narrative **c)** descriptive

- Are the following statements true or false.

- Answer the questions according to the text.

- What / who do the underlined words refer to in the text?

- Which paragraph mentions the causes of drug counterfeiting?

- I need to go back to the text to answer these questions.

-The underlined sentence below the text represents the source of the text.

Résumé

Le but de cette étude est d'enquêter sur les plus importantes difficultés rencontrées par les élèves de troisième années secondaire au lycée de Abd Elhamid Ben Badis-Jijel- ainsi que les différentes stratégies utilisées pendant la lecture en Anglais. Malgré la nécessité de la lecture, l'expérience d'enseignants en enseignement d'Anglais a montré que la plupart des élèves ont une mauvaise maîtrise de la lecture. Pour découvrir ces difficultés et stratégies, nous avons utilisées les méthodes de recherche suivantes: un test pour évaluer le niveau des élèves, un questionnaire adressé aux élèves pour enquêter sur les difficultés ainsi que les stratégies les plus utilisées pendant la lecture, en plus de penser à haute voix protocole. Cette étude a conduit aux résultats suivants: les élèves de troisième années secondaire ayant des difficultés de lecture au niveau du connaissance de base, vocabulaire ainsi que le type du texte. Les élèves de troisièmes années secondaires utilisant différentes stratégies pendant la lecture à fin de faire face a ces difficultés. Le plus important résultat que nous avons atteint dans cette recherche c'est que les élèves hautement qualifiés et les élèves moins efficace utilisant différentes stratégies pendant la lecture en Anglais, mais l'efficacité d'utilisation des stratégies est moins parmi les élèves moins compétentes qu'ils ne prennent pas le texte comme une unité intégrées.

المخلص

تهدف هذه الدراسة إلى تقصي أهم الصعوبات التي يواجهها تلاميذ السنة الثالثة بثانوية عبد الحميد بن باديس بالإضافة إلى أهم الاستراتيجيات المتبعة أثناء القراءة باللغة الانجليزية. على الرغم من ضرورة إتقان القراءة إلا أن خبرة الأساتذة ف تدريس اللغة الانجليزية أظهرت ان معظم التلاميذ يعانون من ضعف الكفاءة في القراءة. و من اجل اكتشاف هذه الصعوبات و استراتيجيات قمنا بإستخدام ثلاث وسائل لجمع المعلومات : إمتحان في البناء الفكري و إستبيان للتلاميذ من أجل تقصي اهم الصعوبات و الاستراتيجيات المستعملة أثناء القراءة بالإضافة الى بروتوكول التفكير بصوت عالي. افضت هذه الدراسة النتائج التالية : تلاميذ السنة الثالثة ثانوي يعانون من صعوبات ف القراءة على مستوى المكتسبات القبلية و المفردات بالإضافة الى نوع النص. يستعمل تلاميذ العديد من الاستراتيجيات للتعامل مع هذه الصعوبات. و لعل من أهم ما توصلنا اليه في هذه الدراسة هو ان كل من التلاميذ ذوي الكفاءة العالية و التلاميذ الاقل كفاءة ف القراءة باللغة الانجليزية يستعملون إستراتيجيات مختلفة أثناء القراءة. لكن الفعالية في استعمال هته الاستراتيجيات تكون اكبر عند تلاميذ ذوو الكفاءة اذ انهم يعتبرون كل عناصر محتوى النص كوحدة متكاملة على عكس التلاميذ الاقل كفاءة .