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**The Impact of Reading Strategies – Based Instruction
on EFL Secondary School Learners Reading
Comprehension and Literacy Development**

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Fulfilment for The Requirements of Master 's Degree in Language and
Culture*

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Dedication

We would like together to dedicate this work to our families, friends for their efforts and tenderness. To all those people who supported us to accomplish this work, we hope it will be fruitful for us as teachers and for the entire educational field

Rahim Siham

&

Azzem Mounira

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Abstract

This dissertation aims to investigate reading strategies use among EFL secondary school learners, to check whether reading strategies –based instruction facilitate reading comprehension and improve target language literacy, and investigate whether EFL secondary school teachers integrate a variety of reading strategies in their classroom interaction and instruction .The research was conducted with 39 EFL secondary school learners, and 20 EFL secondary school teachers. Two research instruments were used to collect the required data. Data gathered were analysed quantitatively and qualitatively. The overall findings of the research work reveal that EFL learners are aware of reading strategies and their potential uses and functions. Learners also rely on a variety of reading strategies when they interact with any given new text requires decoding and deciphering in a reading lesson. The results also highlight that EFL secondary school teachers integrate both explicitly and implicitly reading strategies in their lessons , they provide learners with a variety of reading strategies and train learners to be self –reliant in their target language learning process .Those findings and obtained results, led researchers to deduce the positive impact of reading strategies –based instruction on facilitating reading comprehension along with tackling written texts complexities. Literacy will similarly be enhanced and developed towards effectively helping leaners to become both good readers and successful learners of the target language.

Key words: reading strategies instruction, reading comprehension, EFL secondary school learners, literacy development

List of Abbreviations and Acronyms.

CLT Communicative Language Teaching.

EFL English as a Foreign Language.

ESL English as a Second Language.

KWL "What I Know, "What I Want To Know "and What I Learned."

LAMP Literary Assessment and Monitoring Programme.

L1 First Language (Mother Tongue).

L2 Second Language.

NRP National Reading Panel.

NSSE National Study of School Evaluation.

RAND Research and Development.

UNESCO United Nations Educational, Scientific and Cultural Organization.

US United States of America.

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General

Introduction

General Introduction

1. Background of the Study

Reading is a crucial cognitive process, which is considered the basis of learning a foreign language. Some educators and researchers declared that Reading may be considered as the process of recognition and perception of the written or printed material (Shakoor et al., 2019). Lapp, Flood, and Farnan, (2004) emphasised the importance of reading as a source of knowledge not only in learning a foreign language but in other learning disciplines, they stated that as a means of gaining information and pleasure, it [reading] is essential in every content subject, such as history, geography, arithmetic, science, and literature. Lapp et al. also added that rapid progress in these subjects depends in a large degree on the ability of pupils to read independently and intelligently. It follows that good teaching must provide for the improvement and refinement of the reading attitudes, habits, and skills that are needed in all school activities involving reading.

Meanwhile, reading comprehension emphasis no more calls for the ability to decode a certain printed text, teaching material or an attempt to identify the meaning of certain vocabulary items to ensure full understanding of ideas and thoughts elicited. However, it seeks learners' independence and autonomy.

2. Statement of the Problem

Secondary school EFL learners still struggle when it comes to reading comprehension and literacy development in their on-going learning process. Nowadays, both educators and researchers along with EFL teachers seek to support those EFL learners with the appropriate effective reading strategies as a way to help them tackle reading comprehension problems and enhance their language proficiency and literacy development in their endeavour to acquire English language and improve their communication skills both in classrooms and society perspectives.

Explicit Reading strategies instruction tend to improve reading comprehension and literacy development in EFL /ESL learning , As Cohen(2002) claimed that they include those[strategies] for building reading habits in the target language, for developing basic decoding skills in reading, and for determining what to do when encountering unknown words and structures. In the same research area of expertise

We would like to conduct a research relate to Algerian EFL secondary school reading comprehension strategies –based instruction ,in this study we will investigate the impact positive impact of reading comprehension strategies on EFL secondary school learners literacy development ,if it exists .The purpose of the study is to investigate the impact of reading strategies explicit inclusion in the curriculum on secondary school EFL learners' comprehension and literacy development

3. Research Questions and Hypotheses

The study seeks answers for the following questions

- To what extent reading strategies instruction enforces reading comprehension and enhances literacy development of EFL secondary school learners.

-Does the explicit inclusion of reading strategies in classroom instruction enhances reading comprehension and literacy development of EFL secondary school learners

-To what extent EFL secondary school learners practice reading strategy use to facilitate reading comprehension and enhance literacy

Nowadays, most teachers notice educators notice middle and secondary learners struggling with reading comprehension and their effortless attempts to overcome those disabilities about reaching language proficiency and improving writing and communicating skills. “Too many young people in our schools caught in cycle of failure, farring farther

behind in academic skills and becoming increasingly discouraged and disconnected to the learning process “(stoughton, 2008)

The current study began with our deep reflection about some students struggle in learning English as a foreign language generally, and reading comprehension particularly. Therefore, we have decided to carry on this research investigation. In general , most Algerian schools especially secondary schools learners struggle with reading comprehension . They are unable to overcome issues related to the text difficulties and lack of in-depth understanding. Therefore, there is an urgent need to search for strategies to help those learners to succeed in learning the target language effectively and accurately.

Our research study will investigate the following hypotheses

1/ Reading strategies –based instruction tend to improve EFL secondary school learners reading comprehension and literacy development

2/ EFL secondary school teachers do not include reading strategies explicitly in their classroom instruction and motivate EFL secondary school learners to tackle comprehension and literacy issues.

3/ EFL secondary school learners practice reading strategies use to facilitate reading comprehension and enhance literacy

5. Research Methodology

5.1. Population of the Study

The participants for this study will be 39 third year learners belong to secondary school classes from Secondary Schools in El mahemal –khenchela . As for teachers , a sample of 20 teachers of English from different secondary schools were selecte. The goal of this quantitative confirmatory scientific study is to examine whether reading strategies instruction and its classroom adaptation can enhance EFL secondary school learners

reading comprehension and guide them safely to the development of their literacy, language proficiency and satisfactory communication skills . it also seeks to investigate teachers and learners awareness of reading strategies and the extent of their practice within classroom instruction and interaction with the text .in addition to , identify the potential impact of reading strategies instruction on learners comprehension and literacy

5.2. Research Instruments

.Some basic analysis techniques include using frequencies and percentages .figures, tables and appendixes. When interpreting the survey results and the data collection. It is important not to generalize too much and it is important to recognize and acknowledge possible bias in the results. The result of data collection will enable us to conduct the conclusion of our study .i .e .our hypothesis will be confirmed as True or False .Moreover , further studies and suggestions about the topic may emerge in the future.

6. Structure of the Study

Regarding the general layout, the current research is divided into three chapters. The first part of the first chapter is about reading comprehension, it provides an overview about the importance of reading comprehension; it includes the definition of reading comprehension ,its models and its modes. Besides, it provides a discussion of learning strategies and reading strategies including the definition ,strategies for improving reading comprehension. On the other hand ,it presents some key-issues related to reading strategies instruction ;it constitutes of a definition of reading strategies instruction and its models. Then, it tries to explore reading strategy implementation in EFL classrooms. Finally, the importance of literacy in EFL learning process.

Meanwhile, the second chapter and third chapter of the proposed research discusses a rather practical part that unveils the research methodology used by this research, and the

different instruments in data collection. It tends first to introduce the research work objectives and methodology. Later, it elicits the details related to the sample population used on the current study, followed by the research instruments used to collect data which include students' questionnaire and teachers' questionnaire. Moreover, the data will be interpreted and linked to the research questions and hypotheses. The research ends up by some suggestions and recommendations.

Chapter One: Theoretical Background

Introduction

Reading has always bothered students and Teachers, as it is an important and demanding skill at the same time. Unfortunately , whether native or foreigner learners(*EFL*) , most students are forced to abandon their learning and school due to their continuous struggle with text complexities and reading comprehension obstacles . Thus, The New Communicative Language Teaching (*CLT*) Approaches suggest reliance on reading comprehension strategies –based instruction not only to tackle comprehension issues, but also to foster literacy with the new trends towards digitalization and e- learning.

This chapter seeks to provide an overview about the previous literature concerning the presented topic. This chapter addresses first, reading comprehension and its different models. Then, it moves to speak about some theoretical concepts about reading strategies that every learner should master. After that, this chapter attempts to cover reading strategies instruction from various perspectives and provides a set of strategies practiced in classrooms and proved their effectiveness. Finally, this chapter sheds light on the significance of literacy, stages of its development and attract the attention new literacies emergence due to the digitalization and e-learning that effect students learning in general and their reading comprehension in particular .Some difficulties and challenges of EFL are also mentioned whereas research continues to make reading a foreign language accessible for every learner. All those elements and aspects seem to be quietly important to carry on the research and fulfil the objectives set.

1.1. Reading Comprehension Definition.

Reading comprehension is a skill which most students struggle with in foreign language acquisition. This struggle may start early in childhood and go further to later stages in the individual's life .multiple definitions were offered for this skill due its

importance in both of the field of educational research and the learning process. the Rand Reading Study Group(2002, p. 11 cited in Almutairi, 2018) defines reading as: “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” thus , the act of reading is a cognitive process which requires close reading for a certain written material in order to ensure understanding and attain the targeted meaning . Ruiz(2015, as cited in Almutairi, 2018)claimed , reading comprehension necessitates the availability of vital skills which contributes in general awareness about the writer’s opinion and information provided by the text terms and their meanings .

Students need reading comprehension skills to successfully accomplish the educational goals and expectations, which are required in the classroom settings. For example, having the ability to understand textual information play a critical role in helping learners to quickly locate information that is pertinent to the text, exclude information that is irrelevant to the text, and identify the important information to focus on. According to Trehearne and Doctorow(2005,cited in Pei, 2014) reading comprehension goes beyond surface knowledge of grammar and vocabulary to reach other components which positively enhance reading achievement:

These include students’ reading attitudes or motivation, breadth and depth of engagement in reading, effective instruction on comprehension techniques, rich vocabulary and world knowledge, fluency, text structure or genre, opportunities for oral and written expression, and awareness on different reading strategies.

There is a clear indication about the importance of readers’ efforts to decode the material and its connotations to reach the meaning indicated. Therefore, any problems or difficulties might appear with text understanding and meaning attainment will be easily

resolved if the reader activates his previous information and current cognitive abilities.

Brassell, D and Rasinski(2008) indicated, The presumption is that meaning resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge and experience.

In the 1968, an outstanding cognitive revolution in psychology shifted our beliefs in comprehension. The NSSE yearbook on reading displayed a completely different knowledge. This new vision was suggested by Clymer 1986 on how much development of theory over 1950's and 1960's have changed our attitudes toward comprehension .Clymer stated the empirical theories of scholars such as Holmes (sub –strata factor theory), the emerging cognitive work in project literacy at Cornell and the instructional frame work of Parret to ponder the question what is reading? .He ultimately placed comprehension at the centre of reading interests. (Pearson, 2014).

1.1. 1.Models of Reading Comprehension

1.1.1. 1.Three-Level Taxonomy of Comprehension

The first approach in defining reading comprehension was highlighted by Clymer(1968) .According to Clymer (1968) , Thomas Barrett has suggested the following three types of action with his three-level taxonomy of reading comprehension .(1) Literal Comprehension (2)Inferential Comprehension and(3) Critical Comprehension (Brassell, D & Rasinski 2008,p.17).In the literal comprehension level /stage , the reader is only expected to remember simple information cited in the text . That information is generally proposed explicitly. And easily evaluated by the teacher. Hence, no difficulties in evaluating good readers from poor readers will be identified. In the next stage /level that is the inferential comprehension, the target knowledge and meanings are cited implicitly In the text .therefore, the reader needs to use his/her background knowledge to reach correct

deduction or reasoning of information provided. The last stage is the critical stage /level. It is mainly an evaluative level based on making critical judgments on knowledge presented in the text. The reader here never takes things for granted. On the contrary, he utilizes higher levels of cognitive abilities along with his /her interests and prior knowledge so as to synthesise , analyse, interpret and discuss every single idea /thought the author elicited in the text . The three strategies suggested by Thomas Barrett are crucial for reading comprehension. And may improve classroom reading performance if the teachers adopted them appropriately in the reading lessons, despite the fact that they require higher levels of thinking and critical mind which most learners probably lack. (Brassell, D & Rasinski 2008,p.18).

The focus of Clymer work is Barrett's Taxonomy that is well acknowledged in Bloom's taxonomy of educational objectives. He extracted from Blooms constructs of knowledge, comprehension, application, analysis, synthesis and evaluation .Barrett Taxonomy and Clymer treatment of it and other conceptions of reading served as cornerstones of the cognitive revolution and a major paradigm shift in reading comprehension (Pearson 2014).

1.1.1. 2.Transformational Model of Comprehension

The second approach was based on the idea of transformation toward reading comprehension. The main goal of reading comprehension is the reader's whole grasp of information provided in the text. An example was suggested by (Brassell, D & Rasinski 2008,p.18) demonstrates how the reader's true comprehension of the text is displayed:

The qualified reader can express his /her text content understanding , when (a) he /she could connect text to reality , (b) reinvest the new knowledge in new problem solving situations ,(c)be creative and innovative, i.e. the good reader will probably

become a good writer who is able to change a narrative story into another piece of artistic value such as : a poem, a song , a newspaper article ,or an outstanding love letter .

The reader of the text can never be treated as passive in the comprehension process. his relation to the text goes beyond the surface understanding and a mere recalling of knowledge from the text being read ;into employing the reader mental processes so as to understand and reveal clearly that comprehension (Brassell, D & Rasinski, 2008,pp.17-18).

1.1.1. 3.A Processing Definition of Reading

Another approach to defining reading comes from the work of the National Reading Panel (NRP). The NRP is a group of literacy experts commissioned by the federal government in the 1990s to examine current and past research on literacy acquisition and identify factors associated with success in learning to read. (Brassell, D & Rasinski, 2008,p19) The National Reading Panel (2000, p.13) defines comprehension, [it] is critically important to the development of children reading skills and therefore the ability to obtain education. indeed comprehension has come to be the “essence of reading “(Durkin 1993), essential not only to academic learning but to lifelong learning as well .the NRP(2000) noted three predominant themes in the research development of reading comprehension skills :(1)reading comprehension is a complex cognitive process demands vocabulary awareness for its development ,(2)an active process that expects close connection between the reader and the text , (3)the preparation of teachers to better equip(supply) learners to develop and apply reading comprehension strategies .

The NRP additionally identified five factors that could be thought of as essential components of reading and learning to read. -Phonemic awareness. Phonics, Vocabulary, Fluency and comprehension.

The first four of these components do not directly deal with meaning, but they are necessary conditions that allow readers to focus on comprehension. So, while these four components are not equal to comprehension, a proficiency in these areas most certainly assists students with the comprehension of text. The fifth component identified by the NRP is comprehension.

Based on the National reading panel (2000) findings and empirical results in the reading comprehension instruction area,” the Panel found since 1980, few research studies that met all NRP research methodology criteria. Nevertheless, the Panel employed the NRP criteria to the maximum for the examination of the body of this literature “(The Comprehension of the Report of the National Reading Panel: Reports of Subgroups, 2000). The panel identified seven types of comprehension instruction, or comprehension processes that enable readers to grasp or make meaning from written text. All seven are supported by scientific evidence that has demonstrated that when teachers use these processes or teach them to students, students are more likely to comprehend or make meaning from what they read.

These comprehension processes correspond well with the actions required of a reader to respond to and/or transform texts, which were mentioned earlier in this chapter. The comprehension processes identified by the panel include: a) Graphic and semantic organizers ,b) Question answering) Question generation) Text structure)Summarization ,f)Cooperative learning and ,g) Comprehension monitoring.(Brassell, D & Rasinski, 2008,pp20-21).The national reading panel insisted on the use of those strategies and processes to foster reading comprehension according to research. However, the NRP did not neglect the importance of other strategies to boost comprehension and facilitate learner’s engagement with the targeted text. (Brassell, D & Rasinski, 2008)

1.2. 1.Modes of Reading Processes in Efl /Esl Reading

As researchers, educators and psychologists. No one can neglect the function of mental processing in reading when readers are individuals equipped with cognitive abilities and skills that mostly guide those individuals toward successful reading and comprehension of any text in individuals' mother language, or the target language they seek to learn and master.

Researchers have extensively studied the modes of mental processing in reading, with a focus on **top-down** and **bottom-up** processing. This line of research, based on work by cognitive psychologists (e.g., Stanovich, 1980), was popular among L1 researchers, and then captured the imagination of L2 reading investigators (Brantmeier, 2001 as cited in Oxford 2017, p.274). . Finkbeiner (2005) noted that **top- down** and **bottom-up** processing in L2 reading should not be considered separate functions; they are better understood as being on a continuum.

1.2.1.1. Top -Down Processing In Efl/Esl Reading.

In her continuous research in teaching and researching language learning. Oxford (2017, p.274) cited that Gass and Varonis (1994) , Lee and Van Patten (1995), are among those l2 theorists who favoured **top down** model of l2 reading processing. In this processing mode learners combine previous language awareness with their intelligence and information obtained from the text so as to facilitate text comprehension. Therefore, the reading process is not done in a spontaneous act; on the contrary, it is a systemized schema *theory*. Learners in this mode proceed from whole to part. When the combination of background knowledge and the new ideas is inevitable.

. Carrell (1983) described two main types of schemata”(a) content schemata, referring to background knowledge of the world; and (b) formal schemata, referring to

background knowledge of the form of the text (how the text is constructed,” (Carrell,1992 as cited in Oxford 2017, p.274). “Every act of [reading] comprehension involves one’s knowledge of the world”.(p. 73). This means every act of reading comprehension involves one’s relevant world knowledge, organized as schemata in long-term memory.

As Immanuel Kant(1978) argued , new information ,new concepts ,new ideas can have meaning only when they are related to something the individual already knows (Kant 1781/ 1963),this applies as much to second language comprehension as it does to comprehension to one’s native language . The emphasis has been almost excessively on the language to be comprehended not on the comprehender (listener /reader).(Carell & Eisterbold 1988 ,p.73). Any potential failure will be attributed to miscommunication with the language itself. Learners might be misapplied the incorrect grammatical rule or feel unable to identify a vocabulary never had been encountered before, and so on.

Recent empirical research in the field which has come to be known as *schema theory* has demonstrated the truth of Kent’s original observation ... *schema theory* research has shown the importance of background knowledge within psycholinguistics model of reading. Even though the suggested psycholinguistic model of reading is seen as an interaction of factors. It has failed to give sufficient emphasis to the role of background knowledge.(Carell & Eisterbold 1988 , p. 74) . A related theory is the *interactionist model*, which asserts that readers interact with the text using prior content knowledge and cultural background (Pritchard, 1990).

Oxford (2017, p.274) suggested also relevant strategies for or involving **top-down** processing for reading include, among others:

- (1)Guessing the meaning (inferring) based on background knowledge and current context
- (2)Predicting what will come next in the text by using background knowledge and context

(3)Employing imagery to activate background knowledge

(4) Skimming the text to obtain the main idea rapidly, that requires the application of at least some background knowledge.

(5)Pre-reading tasks are meant to help activate existing background knowledge

(6) Provide some relevant knowledge for top-down processing if this knowledge is missing in the learner.

Hosenfeld (1977), who studied self-reported reading strategies of successful and less successful students of German, Spanish, and French, found that successful learners used “main meaning” strategies (top-down), such as reading or translating in broad phrases, inferring, keeping meaning and context in mind, and only looking up words as a last resort. Less successful readers could not hold onto the main meaning because they were so busy with bottom-up decoding and paying attention to every word.

Hosenfeld (1977) applied an exploratory, descriptive inquiry on a small number of high school students reading French, German or Spanish but thinking- aloud in English as a second language. Hosenfeld (1977) studied self-reported reading strategies of successful readers and less successful readers. The following table demonstrates a comparison between her successful French readers and unsuccessful French readers. (see table :1 below). Hosenfeld (1977) discovered that successful readers top down strategies processing including focus on large number of phrases, inferring, keeping meaning and context in mind, and only looking up words as a last resort. (Oxford 2017,p.274). By contrast, unsuccessful readers were not able to reach the intended meaning due to their lack of knowledge in the target language word recognition and their over reliance on bottom up strategies processing to tackle comprehension problem.

Table 1:

Self-Report Reading Strategies in L2 Learning of Successful And Unsuccessful French Readers. (GURT1991, pp.167-168)

Successful French readers	Unsuccessful French readers
*Kept the meaning of passage in mind during reading	*Lost the meaning of sentences as soon as they were decoded
*Read in what she termed " <i>broad phrases</i> "	*Read in short phrases
*Skipped words viewed as unimportant to total phrase meaning	*Seldom skipped words as unimportant and viewed words as equal in terms of their contribution to total phrase meaning
*Has a positive self-concept as a reader	*Has negative self-concept as readers

Several additional studies have similarly shown relationship between various reading strategies of successful and unsuccessful second language reading. (Hanptman 1979; Devine 1984; Knight et al., 1985; Sarig ,1987). Yet the picture is much more complex that suggested by these early studies (Carell 1992, p .168). Unfortunately the relationship between strategies and comprehension are not simple and straightforward; The utilization of certain reading strategies does not lead to successful reading comprehension, while the utilization of other strategies does not always result in unsuccessful reading comprehension and vice versa .Research results reported by Anderson (1990) suggested much individual variation on successful and unsuccessful use of the very same reading strategies rather than

a single set of processing strategies that contributed to successful reading comprehension (Carell 1992,pp.167-168).

1.2.1.2. Bottom -Up Processing In EFL /ESL Reading

From another side, the second mode in reading processing is the **bottom up** processing that is according to Oxford (2017):

[It] involves perceiving and decoding almost every letter, syllable, or word in order to grasp the meaning. Some researchers say bottom-up processing is used only by less proficient readers, but this is not the case. The Grammar Translation Method of L2 instruction focuses on details and hence encourages bottom-up processing for learners, no matter how adept these learners are.(p275).

Oxford (2017) added ,Although we think of rapid readers as using much background knowledge in order to go so rapidly through the text , Stanovich (1980) declared that some very rapid readers use **bottom-up** processing in an almost instantaneous way. This would allow them to read more extensively while still decoding.

Stanovich (1990) reviewed a large body of research demonstrating that it is poor readers, not good readers, who are more reliant on context to achieve word recognition during reading. Along with, Logan (1997), they explained a mechanism whereby words and items could be easily and effortlessly comprehended that will automatically supports memory function and facilitates the other complex sub processes in reading (Mcgill & Allington, 2011,p.220)

Indeed, it is precisely and only when good readers run into unusually difficult decoding tasks that they revert to contextual analysis; most of the time, they rely on their fine-tuned and highly efficient decoding processes to gain access to their internal lexicon

(the meanings of all the words in the text) and to understand text; they literally recode orthographic into phonological representations on the route to meaning construction.(Mcgill & Allington, 2011,p.220).

1.2.1.3. The Interactive Approach in EFL/ESL Reading Processing

Based on multiple reading strategies investigations and research empirical results. it is clearly indicated that we cannot separate the modes of reading mentioned earlier in second language reading processing .Due to individual differences whether between good readers and poor readers , successful readers or unsuccessful readers may affect the reading strategies identified and generally applied by those second language learners in their problem solving situations .In a university study of ESL learners, Anderson (1991) compared better readers with less successful readers by eliciting strategies while students read texts and took tests. Resulting strategies were then organized into five categories: supervising, support, paraphrase, coherence, and test-taking. Each category contained some bottom-up (analytic) and top- down (holistic) strategies.

Better readers used more but not different strategies in this research. Top-down versus bottom-up strategies could not be tied clearly to one group (more successful or less successful readers). In this study, better learners orchestrated and monitored strategies more effectively than did less successful learners. Anderson concluded that the reader must know how to deploy any reading strategy successfully and orchestrate its use vis-à-vis other strategies according to the tasks at hand. “It is not sufficient to know about strategies; a reader must also be able to apply them strategically”. (Anderson, 1991, p. 469 as cited in Oxford, 2017, p.276).

Grabe (2009) took a major step by offering insight into the mental model of meaning required for reading multiple texts in more than one language. This is a nuanced,

encompassing view that conceptually unites what might have been formerly called bottom-up processing with top-down processing, (Oxford 2017, p276) . According to (Grabe 2009) metacognitive strategies in this case manages the process of assembling the textual model and the situational model. This function sets goals, monitors comprehension, pays attention to relevant information and inhibits other information, and uses metacognitive knowledge to spark the conscious use of pertinent strategies. Finally speaking the emergence of the interactive mode in reading processing s a third mode to combine both approaches mentioned earlier in the study will definitely benefit second language readers in their endeavour.

Zhang (2017, p43) cited in her structural equation modelling approach :

In the interactive approach (Kintsch ,1988,1998, Kintsch & Van dijk ,1978 ; Rumelhart,1977,2004; Stanovich ,1980,1986, 2000; Van Dijk &Kintsch ,1983), no regular information exist in bottom up or top down approaches instead textual information and readers' mental activities simultaneously impact readers comprehension.

In other words, the useful elements from both **bottom up** and **top down** approaches can be combined in the **interactive** approach. Although current theories on reading are all interactive in nature (Urquhart& Weir, 1998) .and most teachers have accepted the interactive approach to reading comprehension (Hudson, 2007). Many current discussions of views on reading avoid the three categories of approaches in order to keep away from the danger of overgeneralization and simplification , instead they present specific models of reading and explanation of prevailing views .(Grabe ,2009).

Reading strategies similarly are essential in l2 reading based –instruction. When reading is not a static process, on the contrary, it used by most readers to make and test

their assumptions about vocabulary and grammar knowledge of the target language which seems insufficient. Therefore, the on-going reading process will improve reading understanding and guarantee active reading comprehension (Scarcella & Oxford, 1992 as cited in Oxford 2017 ,p.273).

1.2.2. Reading Comprehension Assessment

One educator once said: “when we assess; we teach”, That is to say, assessment is as important in the learning process as teaching. Good language teachers never ignore continuous assessment. On the contrary, they use different means to discover students’ points of strengths as well as weaknesses. According to Keene (2006) Assessment and good instruction are interrelated.

Burns, Roe and Ross,(1999)cited in Keene (2006) their opinion about assessment entity and its importance in the educational field :

Assessment is the collection of data, such as test scores and informal records to measure student achievement and evaluation is the interpretation and analysis of this data. Evaluating student progress is important because it enables the teacher to discover each student’s strengths and weaknesses, to plan instruction accordingly , to communicate student’s progress to parents , to evaluate the effectiveness of teaching strategies.

Keene (2006) added that a small quantity of pedagogical assessment instruments proved their efficiency in measuring students reading comprehension , despite the availability of plenty of instruments for teachers to utilize .Similarly , Blackwicz and Ogle (2008,p.67) pinpoint the importance of reading materials with various complexity and difficulty in good readers development .Therefore ,decision making regarding the selection of appropriate materials for students is mainly based on assessment results . Teachers’

awareness about what students can read is insufficient , good teachers need to know the manner students use to read in order to build on strong strategies and introduce new ones when necessary .Thus, assessment clearly shows our students comprehension abilities and helps us notice their instructional needs.to take into consideration.

Other notable scholars and research educators like; McIntyne , Hulan and Layne (2011) refers to , assessment of comprehension as a challenge. Since the type of the text read, the reader prior knowledge and the reading purpose are vital for comprehension real measurement, however, assessment tools provided are unable to achieve that targeted goal. Those tools only assess vocabulary and immediate recall. “They merely compare children abilities to read a particular text in particular context” .

“Good assessments are tied to the curriculum” (REND 2002) .McIntyne , Hulan and Layne (2011) suggest some principles for assessment that teachers can use as a guide first .,teachers should assess a)on what students have been taught , b) variety of reading tasks for the purposes of grouping children for lessons that address needs, c) students’ attitudes and feelings about reading. . So as to connect assessment to curriculum; there are a plenty of ways and tools to be utilized by the teacher to evaluate and assess his /her students comprehension. Observation and interviews are the most common.

a) Observation

Some teachers argue that the best way for assessing students is by regularly observing them in the targeted activity and ask students multiple questions about that activity or task .If the teacher takes time to observe and accompany a student while reading he /she can notice some hints about that student learning process. Certain hints might be; whether the student reads without stopping, stay too long on some parts, quit easily or choose to read during free time.)

Many research –based strategies urge for teaching students explicitly to do excellent assessment strategies as well. For instance; a teacher can observe a story summarization procedure or a synthesis across multiple texts

Students reading behaviours attitudes and products whether oral or written can reveal a lot about their cognition. Additionally, this will help the teacher decides who needs extra support, what kinds of assistance are necessary and which strategies and skills require emphasis from one side Who needs more challenging texts and tasks from the other side That is the goal of assessment (McIntyne , Hulan & Layne ,2011)

b) Interviews

Interviews foster the interaction within the classroom and strengthen the good relationship between the teacher and his /her students .interviews also reveal how well student comprehends

.Generally, if a the teacher questions his /her students , about their readings they may give him /her more information than the teacher expects to get from a traditional written test . Here again the teacher Is required to ask questions include reading between the lines , critical thinking ,interpretation ,questioning the author, deep analysis and ,the purpose behind the writing certain text /passage /story or poem . the teacher questions should go beyond the comprehension of text surface since text comprehension is more than merely receiving information and recall them when it is needed

Observation and interviews are typically forms of informal assessments. Usually, directly tied to the tea her curriculum and supply the most critical information for shat type of support and assistance students need. (McIntyne , Hulan & , Layne, 2011).

1.2. Reading Strategies in Efl /Esl Processing

1.2.1. Definition of Learning Strategies in Efl /Esl Processing

An international interest in learner strategies appears to have grown simultaneously with the wide spread development of Communicative Language Teaching (CLT), perhaps this is due to both (CLT) emphasis on functional language use and on the importance of target language input (Macaro 2001,p.27). Language learning strategies research began in the 1970's along with the seminal work of Joan Rubin, who, like Stern (1975), suggested that a model of 'the good language learner' could be constructed by looking at special strategies used by successful L2 students (Rubin, 1975 cited in Chamot, 2005). Various definitions were offered for more clarification about the entity of those strategies and their real function in the learning process . Chamot (2005) as one of many research educators who declared:

Learning strategies are procedures that facilitate a learning task. Strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Once a learning strategy becomes familiar through repeated use, it may be used with some automaticity, but most learners will, if required, be able to call the strategy to conscious awareness. (p.112).

Moreover, according to Chamot (2005, p.112), Grenfell and Harris (1999) claimed two major reasons that signify the importance of learning strategies in second and foreign language learning:

- a) By examining the strategies used by second language learners during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning

b) The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies, thus helping them become better language learner.

Learning strategies are cognitive, conscious ,and commonly unobservable, thus, learning strategies are difficult to be recognised without self –report procedures(interviews, stimulated recall interviews, questionnaires, written diaries and journals, and think- aloud protocols) that reflect learners real abilities .Despite being subject to error, self-report procedures remain the only available method to produce authentic insights and identify learners cognitive techniques and styles for any learning activity or a proposed task .(Chamot 2005,p.113).

1.2.2. Definition of Reading Strategies in EFL/ESL Processing

Research studies on second/foreign language reading have consistently confirmed the importance of reading strategies on developing language learners' reading comprehension skills. (Shakoor, Khan & Majoka,2019) .Many scholars and educators emphasized the importance of reading in the foreign language ,Since it reflects the essence of the language and provides for learners a unfinished rich source of knowledge and literacy in the target language learning . Oxford (2017) sums up:

L2 reading strategies are teachable, dynamic thoughts and behaviours that learners consciously select and employ in specific contexts to improve their self-regulated, autonomous L2 reading development for effective task performance and long-term proficiency. (p273).

Oxford vast study of learning strategies in general and reading strategies in second and foreign language in particular; highlighted the significance of all those authentic

sources /teaching materials that offer information and signify the target language community. Oxford (2017) added:

It [Reading in L2] is the key to a world of knowledge found in books and magazines, in written articles on the Internet, and in the short bursts of written communication we call tweets. Formal documents like contracts, marriage licences, passport applications, and mortgage papers all require reading, as do most cartoons and billboards and even many televised news reports. (p273).

Similarly, Cohen,(2002) claimed , reading strategies commonly foster learners “ reading habits in the second or forieghn language . additionally , equip learners with adequate techniques end styles to be used in new word recognition and unfamlliar text decoding and comprehension” .

Not far away from other theorists and educators, May (2010, p.15) commentated, readers intentionally select the appropriate methods ,techniques , and styles to reach comprehension and succeed in their set before goals . Grabe and Stoller (2013, p.92) listed a set of those reading strategies which proved helpfulness and their effectiveness in target language classrooms.: a) having a purpose for reading ,b)predicting ideas ,c)previewing structure , d)asking and answering questions about a text ; e)relating new reading to other bodies of knowledge of readings , f)synthesizing and summarizing g)multiple repeated readings ; and others.

1.2.3. Strategies for Improving Reading Comprehension

1.2.3.1. Collaborative Strategies for Improving Reading Comprehension

1.2.3.1.1. Relating Background Knowledge

Moreillon(2007 ,p.19), highlighted the importance of background knowledge and the readers previous experience in text comprehension because individual readers are mainly unique in their thinking and learning processing and every interpretation those readers bring to the text. Moreillon (2007), supported her viewpoint with Rosenblatt (1978) studies who developed a *Theory Of Reading* as a transaction among the reader, the text, and the intention of the author. This theory proved its significance and relevance to literature –based instruction. She posited that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text. On their way in life, learners encounter various experiences and come to know a variety of information that they are kept in their memories. Consequently Organizing comprehension into *Schemas* is obligatory (Moreillon, 2007,p.20). According to McGee and Richgels (1996, p.5), a schema is a “mental structure in which we store all the information we know about people, places, objects, or activities”. If we have no schema for a particular topic, we begin that encounter with an immediate loss of comprehension(as cited in Moreillon, 2007).

Similarly. Keene and Zimmermann (1997) liken schemas to “homes in the mind.” This metaphor helps educators think in terms of the necessity of familiarity and comfort with a topic if the reader is to be successful at making meaning. By assessing students’ schemas and activating or building background knowledge, they offer students critical support for comprehension(Moreillon, 2007).As a reference to the teacher’s role in Reviewing the learners background knowledge to ensure objective evaluation in the reading process , Moreillon (2007)stated that :

By explicitly modelling and practicing prior knowledge assessment, educators can help students develop their own procedures for assessing their background knowledge before they begin explorations into new learning territories. They can

help children determine what they already know or if they need to build their background knowledge before they begin. If students determine that they need more prior knowledge, educators should give them time to build it before encountering a new concept (p.21).

According to Moreillon (2007), in the process of activating background knowledge, educators and students engage in storytelling that builds connections, Based on our agreement that “We store memories and much of our learning in story format because the brain functions narratively. Children often share their knowledge and experiences in story form “.(Christie, Enz, & Vukelich 2003 ,p. 57). While this strategy aids comprehension, it also offers the additional benefit of developing community; getting to know classroom teacher colleagues as well as students more fully is an enriching side benefit of collaboratively teaching the background knowledge comprehension strategy (p21).

When teaching background knowledge strategy lessons, educators focus on modelling the many ways that making connections before, during, and after reading supports meaning-making. Readers can use each of these frames to identify the source of their prior knowledge connections. These frames also provide ways to think and talk about books and help readers build schemas (Moreillon, 2007).Keene and Zimmermann (1997) claimed , Proficient readers use prior knowledge ,information ,and experiences to make meaning from text . They search for connection between what they know and the information they encounter every time they read (Orehovic &Ally 2003,p74) . Keene and Zimmermann (1997) cited in Orehovic and Ally (2003) ,suggest[ed] that readers make three types of connection: text-to-self(to make a connection between a book and their own life.), text-to-text(to make connection between two or more books) , and text-to-world.(to make connection between a book and real –world knowledge and events).

Ultimately, those reading connections will facilitate the act of reading for our learners and foster their memory .literacy events and circumstances our learners engage in every day will be more estimated and highly valued . Building connections not only supports comprehension, it also enriches our literate lives by giving deeper significance to literacy experiences .(see Moreillon, 2007).

Table 2:

Making Text-to-Self, Text-to-Text, and Text-to-World Connections.(Moreillon, J. 2007,p.22)

Text: When I Was Young in the Mountains, by Cynthia Rylant, illustrated by Diane Goode

BEFORE READING	
Making Connections	How Connections Support Comprehensions
<p>-From reading the book title and looking at the cover, I know this book is going to be about living in the mountains. I have visited the mountains, but I've never lived there. I remember that it's quieter in the mountains than in the city where I live. (Text-to-self)</p> <p>-The characters' clothes make me think this story happened sometime in the past. We don't wear clothes like this now. (Text-to-world)</p>	<p>- Knowing that this story is set in the mountains and probably takes place some time ago, I suspect this story will be quiet and slow.</p> <p>-I think I will learn some things about living in the mountains long ago because I don't know that much about it now. This helps me listen for what is different about the characters' lives from my own life</p> <p>-These connections help me get</p>

ready to enter the story.

During Reading

Making Connections

How Connections Support

Comprehension

-I have had the same experience as the narrator, but not from eating okra. (Okra was my grandmother's favourite vegetable —yuck!) One time I ate too much chocolate candy, and I had to pay the price

-These connections help me think about how the character feels and what she experiences. I realize now that, even though we live in different locations, we have some of the same feelings and experiences.

-I swam in a muddy creek once. I couldn't see the mucky bottom. It felt a little creepy because I didn't know what other creatures were swimming with me!
(Text-to-self)

-This helps me get into the story, share the character's life, and connect it with my own

After Reading

Making Connections

How Connections Support

Comprehension

<p>-This story reminds me of a movie called <i>Heidi</i>. In the film, a girl went to the mountains to live with her grandfather. At first she was unhappy there, but then she came to love her grandfather and her new mountain home. Heidi even got homesick for the mountains and grandfather when she had to return to the city. (Text-to-text)</p> <p>-Like the narrator, I'm happy about where I live. Part of that feeling comes from the place, but it also comes from the people who live with me and the things we do together. (Text-to-self)</p>	<p>-This connection reminds me that the setting in a story can make a difference. Different things happen in different places. Both of these stories help me make a connection to something I believe: people are an important part of what we think of as "home."</p> <p>-This connection helps me understand the message of the story. I think the author wanted to tell readers it's important to have loving people in your life. I agree with this idea.</p>
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To sum up, educators and teachers may succeed in their learning goals if they train learners to benefit from their background knowledge for texts in-depth understanding and solve problems relevant to different situations and classroom /daily contexts, as school assignments or autonomous learning in other circumstances and interests outside the classroom. (Moreillon, 2007,p27).

1.2.3.1.2. Using Sensory Images

Sensory experiences (resulted from world awareness through senses)are a significant aspect of our background knowledge (Moreillon, 2007).According to Marzano (2004,.p 35) , Sensory imagery is an important part of our *schemas*. When we think about our

sensory experiences, we are creating representations of those experiences in our memories. In fact, (Moreillon, 2007) commented that our most powerful memories are attached to sensory experiences. A smell of bread baking in the oven in grand- ma's kitchen or a taste of fresh orange just picked from the tree or an image of a father accompanies his child in his first steps to the school remind us of plenty of stories in our heads , not just our sense of sight, as we read. When we bring our sensory knowledge to the reading of a text, we are creating new stories and different with plenty of sensory details that will last in our memories forever. On the other side, unfortunately, 21st century technological evolutions have reduced learners' ability to activate their imagination and sensory experiences. It guaranteed accessible visual information and pictures for all learners whether appear intelligent or less intelligent. In addition, Sousa (2005) noted that: "Technology provides many images for students, which makes visualization more difficult for them. Like underused muscles, students' ability to use their imaginations is being reduced by the lack of opportunity".

Similarly , (Moreillon, 2007) suggested , It is particularly important for educators to teach students to visualize by the time they are ready to read or listen to chapter books without illustrations. Readers must be ready to apply their own imaginations and what they have learned through their experiences with visual media and other sensory input in order to create mental pictures and sensory images that may help learners comprehend information presented in the text .Classroom teachers can emphasize sensory experiences in reading lessons. Reinforcing these experiences supports students' understanding of the significance of their senses in literacy, in learning, in memory/ recall, in life and comprehension enhancement. Nevertheless, it is essential that teachers take into account the following students' individual differences: a) some children may not have typical eyesight or hearing. Moreover, b) they may have developed keen sensory ability in another

category, c) Some children may not have the mobility to engage in a variety of kinaesthetic experiences. Therefore, Lessons must be modified or adapted as ‘Gardner’s (1993) theory of multiple intelligences reminds us that people learn best in different ways’, and must be presented in such a way that all learners are given opportunities for sensory development in order to achieve comprehension. (Moreillon, 2007, p. 40).

In *Worksheets Don’t Grow Dendrites: 20 Instructional Strategies That Engage the Brain*, Tate (2003) provides strategies that rely on sensory input. Included in these strategies are drawing and artwork, the use of manipulative and models, and activities that incorporate movement, music, drama, and visuals, as well as visualization and guided imagery. All of these strategies rely on the effective use of the senses in making meaning. Learners’ ability to relate their own sensory experiences and the language awareness they possess can support them in text comprehension. Teaching reading through visualization (lessons involve guided visualizations), was highly emphasised when Rose (1989) offered a series of learning experiences to help students develop the ability to visualize. Rose (1989) equips learners with tasks that require visualization and emphasise imagination along with enhancing the ability of acquiring cognitive pictures while reading. (Moreillon, 2007). Teachers as lesson plan designers and mostly aware of their learners needs and disabilities, they can select and integrate sensory images strategies to the syllabuses; learners will utilize those strategies to value the target text and accelerate their text understanding before, during, and after reading (pp41-43).

To sum up, there is an outstanding correlation between utilizing background knowledge and creating sensory images when reading, learners’ literacy and their previous knowledge baggage will be definitely enriched.

1.2.3.1.3. Questioning.

The act of acquiring knowledge is mainly constructed through questions asking and answering procedures, that demands appropriate language proficiency. Despite the fact that, learners generally come to the classroom with at least some natural questions in their minds to be answered, teachers here are supposed to redirect those questions and their answers towards effective learning. Those questions designed according to the curriculum objectives as a correct procedure seeks problems solving and tasks completion. ‘It is somewhat ironic that while parents will often complain about the number of questions that children expect them to answer, the opposite is true in schools. In schools, it is the teachers who ask the questions and children who are expected to provide the answers’ (Whitebread 2000, p. 70 cited in Moreillon,2007, p.58). McKenzie (1997) identified eighteen different kinds of question, including a category called “*strategic questions*,” which raise the reader’s awareness of his own thinking.

In this process, students learn that how one learns is as important as what one learns. Strategic questions posed throughout a reading and used for reflection at the end of a literacy experience help learners focus on learning how to learn. Questions support an internal dialogue between the reader and the author, the illustrator, or the text. Questioning keeps readers engaged..... rather than passive spectators, in the meaning-making process (p.60)

Researchers have found that cueing and questioning account for as much as 80 percent of what happens every day in a classroom .Introductory questioning is important but, as comprehension builds, asking questions during the reading is likely more important and more challenging to teach and to learn. Moreillon (2007) stated, learners in their actual process of learning the target language, they need to pose adequate questions to reach the writer’s intended meaning no matter how difficult and challenging the texts are , teachers must strive to connect their lesson plans with the required reading strategies to facilitate

comprehension. Moreillon (2007) claimed, Textbooks in all content areas can also be used effectively to teach and practice questioning. He also suggested some types of texts which guarantee the effectiveness of practicing questioning strategies among these are: 1) Informational texts (used to prompt questions), 2) Biographies and historical fiction (e.g. historical information books), 3) Fictional texts of all types both poetry and prose (e.g. Fantasy or science fiction texts). Vital considerations emphasize students' background knowledge and connections and their interest in the topics, themes, or story elements presented in the texts. (pp.62-63).

To conclude, asking and answering questions while reading texts related to curriculum content area as well as texts of personal interest and reading for pleasure are essential to developing information literacy (Moreillon 2007, pp. 64-65). Whether questions inspired by the students' lack of background knowledge or by their motivation to explore the topic or theme of the text; Educators can better monitor the students' questioning and thinking as well as their participation in cooperative learning.

1.3. Reading Strategies Based – Instruction

1.3.1. Defining Learning Strategies -Based Instruction

Strategy-based instruction refers to classroom procedures where the teacher incorporates language learning strategies in language teaching (Cohen 1998; Chamot et al. 1999). Hurd and Lewis (2008) cited that "Language learning researchers became interested in the notion of learning strategies from the 1970's, when a number of studies explored the behaviour that made some learners more successful than others in second language acquisition "(e.g. Naiman et al. 1978; Rubin 1975; Stern 1975). They also added' Early results indicated that "good language learners " did not simply have aptitude and motivation but, drew on these characteristics to revise and apply their own strategies

actively ,engaging in the learning process’(p303) . However, Hurd and Lewis(2008) could not ignore the results of previous research in the strategies instruction study area which revealed some issues ‘researchers have also pointed out the problems inherent in an approach which encourages learners to adopt strategies of good language learners ‘. McDonough (2005) cited in Hurd and Lewis(2008,pp.303-304) summarizes the difficulties which , researchers have with the concept of teaching learning strategies in the first place and in evaluating the effectiveness of such teaching (e.g. Russ-Miller1993;Schcafnagl&Fage 1998).

Similarly , Chamot (2008) mentioned ,Applied research on language learning strategies necessitated larger and more groups to be studied in order to learn about similarities and differences between successful and unsuccessful language learners ,moreover, the research seeks to investigate the feasibility of helping students become more effective language learners by teaching them some of the learning strategies that descriptive studies have identified as characteristic of the “good language learner” (Rubin, 1975; 1981; Stern, 1975). A variety of conclusions based on the assumptions that “good language learners” differ from other learners in terms of combination of strategies those learners use need to be discussed.

1.3.2. The Significance of Reading Strategies Instruction

“Strategy-based reading instruction has always been regarded as very important in educational psychology and reading pedagogy in first language (L1) learning situations, as learners’ internal monitoring and controlling of their learning processes are pivotal to effective learning”(Flavell 1992; Pressley 2002). Researchers in second language (L2) contexts conducted studies that were aimed not only at uncovering possible reading strategies which learners used (Anderson 1991; Block 1986; Jimenez et al. 1996; Zhang

2001), but also the effects of strategic reading instruction on reading improvement (e.g. Anderson 1999; Carrell et al. 1989; Janzen and Stoller 1998)

According to Shanahan & Shanahan, 2008, 2012)cited in (McCulley & Osman, 2015):

By the time students reach the secondary grades, content instruction is increasingly specialized. Most secondary social studies teachers consider themselves content experts, with little pedagogical knowledge about reading instruction. This issue is exacerbated by the reading demands of content area texts that are often beyond the reading proficiency of many students.

A recent study by Janzen and Stoller (1998) intended to utilize classroom instruction in second language contexts and transform those readers into good language learners , i.e. ‘integration of strategic reading in second language instruction’ the afore mentioned research had four steps:

(1) The text selected should fit readers’ linguistic, cultural and literary level.

(2) The strategies of instruction are appropriately chosen.

(3)The presentation of strategies is not a random act, it is normally guided by writing records courses structures and lesson plans which prepared accordingly

(4) Strategies selected for successful instruction ought to suit what learners want and what facilitate classroom interaction and discussion.

They found that, through the four-step systematic strategy instruction and practice, their students learned how to read effectively, and became autonomous and aware of the processes involved(Zhang, 2008)

Additionally, Members of the National Reading Panel (NRP) (2000) concluded that” seven types of comprehension strategies met their strict criteria for effectiveness in an evidence-based assessment of the experimental and quasi-experimental research on reading”. The panel’s findings, which were based primarily on research conducted in grades 3-8, suggest that’ the following strategies are effective ways of teaching comprehension in the middle grades, and possibly beyond: Comprehension monitoring. • Cooperative learning. • Using graphic and semantic organizers • Answering questions. • Generating questions..• Using text structure..• Summarizing’. (Alvermann, 2002,pp193-194). There have been a few studies on L2 strategic reading instruction that examine the effectiveness of strategy instruction techniques. Hamp-Lyons (1985) and Kern (1989) found that students who had” strategy training” did better in reading than those who ‘did not have strategy training’ (PHAKITI, 2006,p.32). In the Accelerated Achievement in Diverse Schools Project (McNaughton et al., 2006), “schools focused on providing coherent instruction that was linked to various aspects of comprehension such as strategies reader use to understand their reading, vocabulary, engaging texts, and cultural and linguistic links to learning”. The framework for effective comprehension instruction began with their external partner, but by the third year, teachers were using literacy circles and action research projects to continue to reflect on and refine their instructional practices. (Kamil et al., 2016, p.617)

In secondary schools ,’[T]eachers moved students from initial skill acquisition or basic understandings to deeper understandings and generation of ideas’(Langer, 2001 as cited in Kamil et al., 2016) . “English teachers in high performing schools taught students procedural or meta-cognitive strategies in addition to content or skills whereas teachers in more typical schools focused on content or skills alone”. (Kamil et al., 2016) .Findings suggest that practices such as’ providing a purpose for learning, engaging students in

meaningful learning opportunities, and explicit instruction in the use of strategic tools that make learning concrete (e.g., *mnemonics*, *graphic organizers*) are associated with improved learning outcomes for students with learning disabilities' (Scruggs & Mastropieri, 2003). However, many of these studies were conducted in '*one-on-one* or *small-group* settings, or in special education classrooms'. Instruction and materials were frequently supplemental to the normal social studies instruction, (McCulley & Osman, 2015). Language and literacy educators have also become increasingly interested in examining the strategies which second language learners use in reading and the effects of related pedagogy on reading improvement (Anderson 1999; Carrell et al. 1989; Cohen 1998; Cotterall 1990; Harris 2003; Jimenez et al. 1996).

1.3.2.1. The Rationale behind Explicit Reading Strategy Based - Instruction

Most researchers and educators agree on the implication of reading strategies in the target language. However strategies awareness is insufficient. Reading strategies need to be taught explicitly not implicitly. Teachers are required to emphasize explicit strategy instruction in their classrooms, in other words, train learners to become strategic learners . O'Malley et al. (1985)cited in Zhang (2008) announced a study report that displayed a considerable development in learners' reading performance after being taught explicitly how and when to use learning strategies accurately .The authors concluded that the"teaching of learning strategies, coupled with the application of those strategies in a subject-area discipline, greatly enhanced student learning".(Zhang, 2008,p.93) .Most researchers in second language contexts approved the utility of explicitness in learning instruction , Chamot (2004) cited in his analysis ,The goal of explicit learning strategies instruction is to enhance learners' strategies practice and drilling in classroom , provide authentic models for both teachers and learners and utilize that knowledge about strategies to solve language problems along with autonomous creation of comprehensible activities

to facilitate learning (Chamot et al., 1999; Grenfell & Harris, 1999; Harris, 2003; Oxford, 1990).

Similarly, Carrell (1998) proposes explicit teaching of reading strategies to EFL/ESL readers, but tensions exist among those who are interested in strategy-based instruction in EFL/ESL teaching as to how explicit the teaching of language learning strategies should be. (Zhang 2008, p94). Chamot (2004) suggested :

Given the current state of knowledge about explicit and integrated learning strategy instruction, teachers should certainly opt for explicit instruction and should probably integrate the instruction into their regular course work, rather than providing a separate learning strategies course.

According to Duke and Pearson (2002), previous research highlighted balancing teaching certain reading strategies with direct and obvious explanations for students about how to use those strategies accurately and effectively. Not far away, Duke and Pearson (2002) suggested a series of phases that will facilitate the process and ensure explicit instruction of reading strategies:

-Firstly, provide students with a concise and accurate explanation about when and how each strategy should be used.

-Secondly, Offer a model of the strategy entity and another model of how to use the strategy in the reading process (the both models could be designed by teacher or attempted by the classroom students.)

-Thirdly, activate Opportunities for collaborative work and strategy use proved to be beneficial (teacher -students/students–students), pair and team work will certainly motivate students for more engagement and learning enjoyment.

-**Fourthly** ,Lead guided practice sessions using the strategy and allow for gradual release of responsibility from the teacher to the students .i.e. let learners work freely and innovatively will certainly encourage self-evaluation and proofreading .

-**Finally**, Encourage learners to use the strategy individually to improve their personal performance.

It is obviously remarkable to remember that learners need to comprehend and utilize more than one strategy. Throughout the five steps mentioned earlier, learners need models and references when they encounter any topic. Additionally, teachers ought to give their learners a variety of opportunities to master the strategy and become independent strategic, expert readers (Duke and Pearson, 2002) . Other researchers attempted to offer empirical data to prove the importance of explicitness in reading instruction and its suitable method as Taylor, Stevens and Asher (2006) who reported that:

A number of studies have been conducted to investigate whether and how the conscious use of reading strategies can enhance l2 reading comprehension. For example , in classic study Carell ,Pharis ,and Liberto (1989)found that readers provided with training in the use of semantic mapping (a metacognitive strategy)significantly perform better than those without such training .Pappa, Zafiropoulou, and Metallion (2003) obtained similar results . Nevertheless, other research findings proved that strategy training can be effective in l2 reading comprehension. The degree of effectiveness is still ambiguous and not clear (p.214).

Taylor, Stevens and Asher (2006) present a quantitative exploratory analysis to check literature findings available and the impact of strategy instruction explicitness. Those authors introduced a new term entitled explicit reading strategy instruction (ERST)” to underscore that these techniques are explicitly communicated to l2 readers to enhance

reading comprehension". The present study is a quantitative analysis. The criterion of explicitness is drawn upon the possibility of strategy transmission and usage. Grabe (1991) expressed "the difficulty of drawing several conclusions from research in 12 reading strategy use" Due to some potential moderating variables that has considerable effects on the attained findings Grabe (1991) mentioned ,a) interaction with learners 'reading styles ,b)how and when target language is used ,c)level of EFL /ESL reader , d) learners' age (young readers vs. adults) ,e)the study language context ,f) length of target language texts used (Taylor, Stevens & Asher ,2006,pp.216-220).

1.3.2. 2.Models of Reading Strategies Instruction

1.3.2.2.1. Reciprocal Reading Strategies

Most researchers agree on the idea that good language learner tend to care about learning strategies selection and usage as a tremendous means for tackling potential problems while reading processing .Scholars and educators also claim approximately a common definition for Reciprocal teaching instruction as a model adopted to help readers struggle with comprehension and skill – monitoring within target language classrooms . when Oczkus (2018) assumes that "[It] is a scaffolded ,or supported classroom technique that incorporates four main strategies :- predicting ,questioning ,clarifying ,summarizing – that good readers use together to comprehend a text. Bender (2008, p.85) suggests, reciprocal teaching represents a 'scaffolded instructional technique in which the teacher and the content presentation are each providing support for student learning. Eventually, students become responsible for self –questioning through structured dialogue (Palinscar & Brown ,1986,1987; Vaughn & Linan-Thompson ,2003)', according to bender (2008) reciprocal teaching "focuses on the things that teacher can do to facilitate students planning

of the task and task completion”. Here learners need the teacher instructor assistance and guidance on how and which strategies to be used to ensure text understanding.

Oczkus (2018,p.16) cites ,Palinscar & Brown (1984,1986), the founders of reciprocal teaching reported that when “strategies were used with a group of students from just 15-20 days , assessments of students reading comprehension increased from 30 percent to 70-80 percent”. Oczkus (2018,p.16) adds, Resenshire and Meister (1994) reviewed 16 studies of reciprocal teaching and conclude that reciprocal teaching is a technique that improves reading comprehension . Those techniques are effective when incorporated into intervention programs for struggling readers and when used with low –performing students in various settings (see Cooper et., al, 2000; Carter ,1997). Although, originally designed for small group instruction ,reciprocal teaching has been shown to yield positive and consistent results with students taught in large groups ,teacher led settings and in peer groups (e.g., Coley ,Pepinto , Creig &Gardner ,1993;cooper et al .,Palinscar &Brown ,1984, 1986;Palinscar &klenk ,1991,1992). Another study by Palinscar and Klenk(1991) proved the improvement of learners comprehension abilities and skills in the coming years.

Additionally, Many researchers and educators provide a broader framework for teaching comprehension that include the eight strategies (e.g, Mclaughlin &Allen ,2002; Oczkus ,2004; Pearson and Duke ,2002)) , teacher instructors and educators should keep in mind that those reciprocal techniques are merely a part from the whole comprehension strategies that good readers focus on while reading processing. The four strategies are - predict, question, clarify and summarize- (Oczkus 2018, pp.19-20).

The reciprocal teaching has several advantages when used in class instruction :a) it is relatively simple to differentiate by focusing on learning products (a variety of products suit learners interests and strengths),b) focus on the “process” of learning and involve a

student with learning disabilities on several levels ,c)it strengthens teacher learners and peer relations within the classroom.,d) learners with learning disabilities will be viewed as competent and capable class members this will support their self –concept development and enhance academic success (Bender 2008,p.86).

1.3.2.1.1.1. Teacher’s Role in the Classroom Instruction

According to Siddiqui (2009,p.17), reciprocal teaching is an “instructional strategy based on modelling and guided practice in which the instructor first models a set of reading comprehension strategies and then and gradually cedes responsibility for these strategies to students” .reciprocal teaching consists of three main components :1)selection of adequate comprehension strategies ,2)it is dialogue –based modelled by the teacher instructor about when ,where and how to utilize those reading strategies .3)the role shifts from the instructor to student leader who provides similar model for other learners .

Siddiqui (2009), claimed that Initially the teacher “acts as a coordinator of activity within the classroom. Guiding students and monitoring each student progress to ensure that they are using and refining the strategies to ensure their understanding of the text”. In other words, the teacher modelling and guidance is vital in the beginning of the process to assist learners and make thing clear for them. Then, the instructor leaves the responsibility to learners to benefit from each other. Siddiqui (2009) briefly provided some clues about the instructor role in the reciprocal teaching class:

*The teacher needs to model and demonstrate reciprocal teaching often within classroom, thinking aloud to ask questions, make predictions, clarify terms, and summarize information

*Help students learn how to move through this process they are provided with. The source could be an analysis chart that can be used in number of ways.

*The teacher generates questions and the group responds, when other members of the group are invited by the leader to ask additional questions and seek clarifications of words pp223-232.

According to Marjano, Pickening and Pollock(2001), reciprocal teaching developed by Palinscar and Brown (1984,1987)is one of the best researched strategies available to teaching (see Resenshire and Meister ,1994). The strategy involves four components, summarizing, questioning, clarifying and predicting. (Figure 1.1) briefly describes these phases and how all learners should be involved in this reading process for better cooperative work and text comprehension.

Figure 1.1. Reciprocal Teaching Methodology. (Siddiqui , 2009,pp.42-43)

Figure1.1.

Reciprocal Teaching Methodology

<p>*Summarizing:</p> <p>-After students have silently or orally read a short section of the passage</p> <p>-A single student acting as a teacher (i.e., <i>the student leader</i>)summarizes what has been read .other students with guidance from the teacher , may add to the summary</p> <p>-If students have difficulty memorizing, the teacher may point out clues (e.g., important items or obvious topic sentences that aid in the construction of</p>	<p>-The other students then try to answer these questions based on their recollection of information</p> <p>*Clarifying :</p> <p>-Here the student leader tries to clarify confusing points in the passage. He might point these out or ask other students to point them out . For example, the student leader might say “the part why the dog was running to the car was confusing to me , can anyone explain this ?”</p> <p>. Or the student leader might ask students to</p>
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good summaries.	ask clarification as the group then attempts to
*Questioning :	clear up the confusing parts
-The student leader asks some questions to which the class responds.	-This might involve reading parts of the passage
-The questions are designed to help students identify important information in the passage. For example, the student leader might look back over the selection of and ask questions about specific places of information	*Predicting : The student leader asks for predictions about what will happen in the next segment of the text; the leader can write the predictions on the board or all students can write them on their notebooks.

In general, methodology of reciprocal teaching involves the instructor and students usually in small groups .The process initially modelled by the instructor who assumes the role of a facilitator, guide, an explainer and a coordinator, However, this process eventually shifts from an instructor centred approach to student centred approach and this is the goal of (CLT) in the new curricula which encourage student self- regulation and autonomous independence in learning.

Reciprocal teaching as recent research explored is considered a multiple strategy approach since the our strategies should be included in each session to yield the best results .in general education classrooms , places characterized by multiple demands and tasks for teachers and large groups . Reciprocal teaching instruction is the appropriate manageable model for the repertoire of classroom teachers (Dell ‘Olio & Donk, 2007).

1.3.2.3. Scaffolded Reading Instruction

What was remarkable, most researchers and educators in the educational field offered similar definitions for scaffolding instruction and they emphasized its significance in the reading and learning process. According to Archer and Hughes “scaffolding is an effective approach for ensuring success and building confidence on student while they learn, because it provides the needed support that helps bridge the gap between current ability and instructional goal” (Rosenfield, 1997 as cited in Block and Parris 2008, p.11). Morrow and Gambrell (2011) think scaffolding “is flexible and might occur during, while class, small group or individual instruction . it is incorporated into all content areas and all teacher- student or student –student conversations” . Therefore, the main aim of scaffolding instruction is to help students become expert strategic and proficient readers , eventually , learn to be independent in utilizing a variety of strategies this can be done if teacher gradually : a) alter the types of the texts used for guided practice , b) alter the amount of individual cognitive efforts needed during the task .

According to Schumm (2006) One line of research that made a substantive contribution to educators understanding of scaffolded instruction is the work of Palinscar and Brown on reciprocal teaching (Palinscar and Brown 1989; Palinscar ,1984) concluded a series of intervention studies designed to improve students use of a set of reading comprehension strategies . A key component to the use of the reciprocal teaching was scaffolded instruction . At first, the teacher modelled the use of comprehension strategies while students observed. Eventually, students participated more in the use of comprehension strategies, but still with teacher support and guidance. Finally, students were able to implement strategy use on their own

Argulles and colleagues (2003) suggest “providing good models and using think aloud techniques. These techniques will make thinking visible and facilitate students understanding of concepts being presented”. The research of Pressly (2006, p. 204) and his

colleagues underscore the importance of using scaffolding techniques, thus, struggling students need much care than other students and necessitated intensive use of scaffolding techniques. Here teachers had a challenge to meet the needs of mixed ability classes and carry on their curriculum to help learners progress (as cited in Schumm 2006, pp.50-51). Scaffolding is not merely based on teacher guidance, Dickson, Simmons and Kameenui (1995) mentioned other types of scaffolding:

- 1) **Teacher /peer scaffolding:** occurs across a continuum processing, its use increases when new activities, strategies or concepts are newly presented. Of course, the teacher support is slowly moved to students as a way to train responsible students who become more proficient and self-reliant. One example of peer scaffolding is to *pair* a lower-performing reader with one who is reading at slightly higher level.
- 2) **Content scaffolding:** this happens when the teacher shifts its introduction of concepts and skills gradually from the easiest to the most difficult once in order to build learners knowledge and facilitate the learning process.
- 3) **Task scaffolding:** gradation from the easier to the more difficult is also vital for tasks and activities along with the content suggested in the curriculum.
- 4) **Material scaffolding:** occurs when a variety of materials are used to guide students thinking, taking into consideration students who struggle and urgently need appropriate techniques (story maps, graphic organizers, study guides).

Schumm (2006) added, Brown (2000) explains how different types of text can be used to scaffold young students reading:

For younger students you may want to use predictable books with lots of illustrations and few words per page .As students become more proficient they will begin to read transitional texts (texts rely less on illustrations or patterns and are decodable . once students become proficient readers ,they can began reading easy reader texts (texts that highlight certain patterns and high frequency words (p.51).

As is mentioned, what is distinguishable about scaffolding instruction is that it can be used with all levels and all grades, it is up to the teacher again to adopt lessons that include a variety of techniques goes hand by hand with the objectives set beforehand and students needs and learning struggling.

1.3.2.4. Graphic Organizers Reading Instruction

Papeau (2008) mentioned that “graphic organizers are effective strategies to promote reading comprehension “. The National Reading Panel (2000) cited graphic and semantic organizers are one type of instruction strategy that is effective in the improvement of reading instruction. Papeau (2008) added ,Findings from seven research reports concurred with this conclusion (Berk switz ,1986;Bowman et al., 1998; Davis ,1994; Reutzel , 1985; Troyer ,1994, all cited by the institute of advancement of research in education ,2003) at the national centre of accessing the general curriculum , nine studies found that graphic organizers increased reading comprehension.

Similarly, McKnight Gardner ‘s theory of multiple intelligence (1993,2006) posits that students are better able to learn and internalize information when more than learning modality is employed in an instructional strategy because graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom). For today classroom, nothing is more essential to successful teaching and learning then strategy based instruction.

Regarding to, The National Reading Panel (2000) Report, analyses of the 203 studies on instruction of text comprehension led to the identification of 16 kinds of effective procedures of 16 types of instruction, 8 offered a firm scientific basis for concluding that they improve comprehension. the eight kinds of instruction that appear to be effective and most promising for classroom instruction are graphic and semantic organizers that allow the reader to represent graphically (write or draw) the meanings and relationships of the ideas that underlie words in the text .nevertheless , graphic organizers should be customized to students needs and abilities .especially struggling readers .

1.3.2.4.1. Kwl

One means that could be used as a graphic organizer and a learning technique is KWL CHART. It proved its effectiveness and usefulness either while reading a certain text / passage or predicting the reading gist . These KWL charts can be also utilized to help readers sum up what they have learnt. According to Guzzetti 'KWL is designed as a strategy for individual students to use so they can internalize new concepts and information gained from reading'. Eileen Carr and Donna Ogle (1987) realized the value of KWL process for individual student use; however, it was lacking the rehearsal component important to help learners retain new ideas. The same point was addressed by Nan li (2015) who thought, KWL chart is an instructional strategy that can help students better understand throughout reading a text . Nan li (2015) mentioned the different steps and questions should be addressed in the classroom to better accomplish the process. Guzzetti (2002) suggested the following chart (Table: 1.3) that explains the types of questions and answers that should be quite considered by readers: a) what I know about the topic, b) what I want to know about this topic and finally c) what I have learned from reading.

Table 3: KWL chart. (Content Areas Reading Strategies For Language Arts, 2002 .p, 23).

What I know	What I want to know	What I learnt
includes predicting students like brainstorming about the main topic of article /text	Includes questions you might know about the topic you are reading about	Includes answers to what you need to know and lists things learned from reading

1.3.2.4.2. Semantic Mapping

Mckenna(2002) defines semantic mapping “ is[as] a freewheeling diagram with a key concept and related concepts placed at the end of mediating spokes , it is sometimes called a *semantic web* or *spider –diagram* . It is an easy diagram students can be engaged in suggesting words to be included in the map. They help students organize what they know making it more meaningful and more memorable .Semantic mapping can be used either before or after reading or both. If used before hand, the technique activates (and helps the teacher assess) students prior knowledge of the topic. If used afterward, it helps students recognize the new words they have learned.

Another definition and clarification about the entity of semantic mapping was offered by The Journal For The Teacher Of English Outside US (1995) who clearly cited” [s] Semantic mapping is a visual presentation of knowledge, a picture of conceptual relationship “ (Anatonacci ,1991:174).In other words ,”a graphic arrangement showing the

major ideas and relationships In a text or among word meanings”. (Sinatra Stahl-Gemake, & berg ,1984, p22).

However, a personal classroom illustration is probably the best way to get better understanding of semantic mapping. One of the many problems EFL teachers encountered in such process was lack of appropriate knowledge about how to make students more focused on the text structure along with individual details . Semantic mapping might be fruitful in paragraph conceptualization and essay construction. Here again students problems and weaknesses decide how such process is carried out . The Journal For The Teacher Of English Outside US (1995) also mentioned , semantic mapping has been shown to be a beneficial learning /teaching technique for native speakers of English at all grade levels in regular and remedial classrooms as well it value in English as a foreign language is also has been acknowledged

Similarly, Stahl’s (1999, pp.59-60) ‘summary of research into the effectiveness of semantic mapping led to the following conclusion:

- a) Semantic mapping can improve students ‘knowledge,
- b) It can also improve their comprehension of passages contain words included in the map ,
- c) It can improve class discussion and active group-map building for more effective then simply providing ready-made semantic maps. Semantic mapping seems to be especially effective with the poorest readers.

Furthermore, studies by Crown & Quigley (1985) and Brown & Perry (1991) found that semantic processing was an effective vocabulary learning strategy and a series of studies especially by Carell , ‘examined how schema theory and semantic mapping can improve

the reading skills of ESL students .However, the use of semantic mapping as a classroom technique in communicative language teaching (CLT)has been relatively unexplored’ .

(Larsen –Freeman, 1986; Richards & Rodgers, 1986 as cited in The Journal For The Teacher Of English Outside US (1995) .

In her book ‘the teacher’s big book of graphic organizers , McKnight (2010) provides 100 graphic organizer teaching and learning tools that support proficiency and success in language classrooms . These organizers could be useful for multiple functions such as curriculum planning and development, teaching and supporting students comprehension in learning new material.

Out of personal experience and long-time interaction with EFL students, the researcher selects from McKnight (2010) book of graphic organizers some of semantic maps which learners might benefit from, solve potential problems and struggles in reading classes.

1.3.2.4.2.1. Power Thinking Semantic Mapping

Firstly, Power thinking is a graphic organizer that allows learners to organize ideas and information hierarchically. as an alternative form of outlining that poses problems for learners and requires high mental abilities which most students lack .McKnight (2010) cited in her teacher ‘s big book certain characteristics which distinguish power thinking from other graphic organizers:

*Power thinking diagram can be used to group items, ideas, and vocabulary .e.g. headings and subheadings.

* The acceptability of using such diagram by students to add information at different levels.

* There is a variety of ways to organize these information when it comes to individual thinking

* Instead of emphasizing on one particular answer the process of thinking we need to focus on is the process of arranging and presenting information.

* Working in groups or in pairs is also advisable,

*Students can discuss information and details to include in the diagram sheet.

*The teacher acts as a facilitator and the focus shifts from being teacher-directed activity to student directed activity in this approach. (Figure1.2) mentioned bellow illustrate an example of power thinking graphic done by learners.

1.3.2.4.2.2. Carousal Brainstorm Semantic Mapping

Secondly ,Carousal brainstorm is another graphic organizer that is highly recommended by language teachers and educators . whether students are activating prior knowledge or reviewing newly required information .Mcknight (2010)also added the charectristics of Carousal brainstorm:

*Carousal breistorm allows students to identify and study subtopics within larger main topic .

* Carousal breistorm Best presented into groups of three or four .

* Students easily identify subtopics when writing what they think about the main topic .

* Different groups provide diferent sheets that will be cooperatively passed to each goup carousal through exchange and check technique .

*Eventually , the carousal will be complete when students draft the final answer sheet .

*This act also students discussion and analysis engagement

The following (Figure.1.3) presents an exemple of such form of graphic organizers that is done by a student during the reading process

1.3.2.4.2.3. Vann Diagram Semantic Mapping

Finally, Vann Diagram created around 1880 by John Vann, which offers a visual comparison of similarities and differences between subjects.. According to Nan li (2015) Venn diagrams can make learning easier when they are carefully designed, he mentioned some features which distinguish Vann Diagrams from other diagrams:

*The unique structure of this organizer is more applicable to a variety of topics.

*Teacher can expand its use or adopt it to teach other learning concepts.

*Vann Diagrams show possible logical relations between concepts.

*Vann Diagram can be easily adapted to one or more topics and to one or common areas

*Again, large or small groups' discussion may benefit students and provide effective interpretation and critique.

The Following (Figure 1.2.) Presents a sample activity done by students during reading course.

*Figure .1.2. Power Thinking Graphic Organizer Example: **Grades 6-12.** (McKnight, 2010,p.6)*

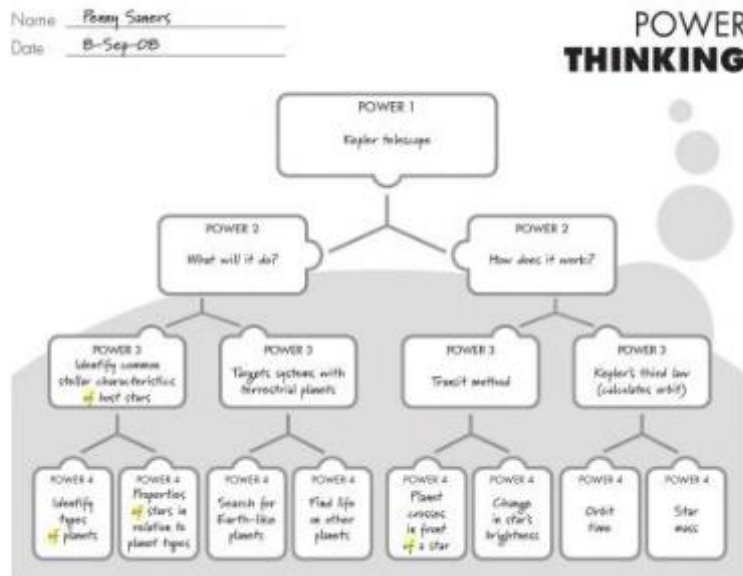


Figure 1.3. Carousel Brainstrom Graphic Organizer Example: **Grades 4-12.** (McKnight, 2010,p.10)

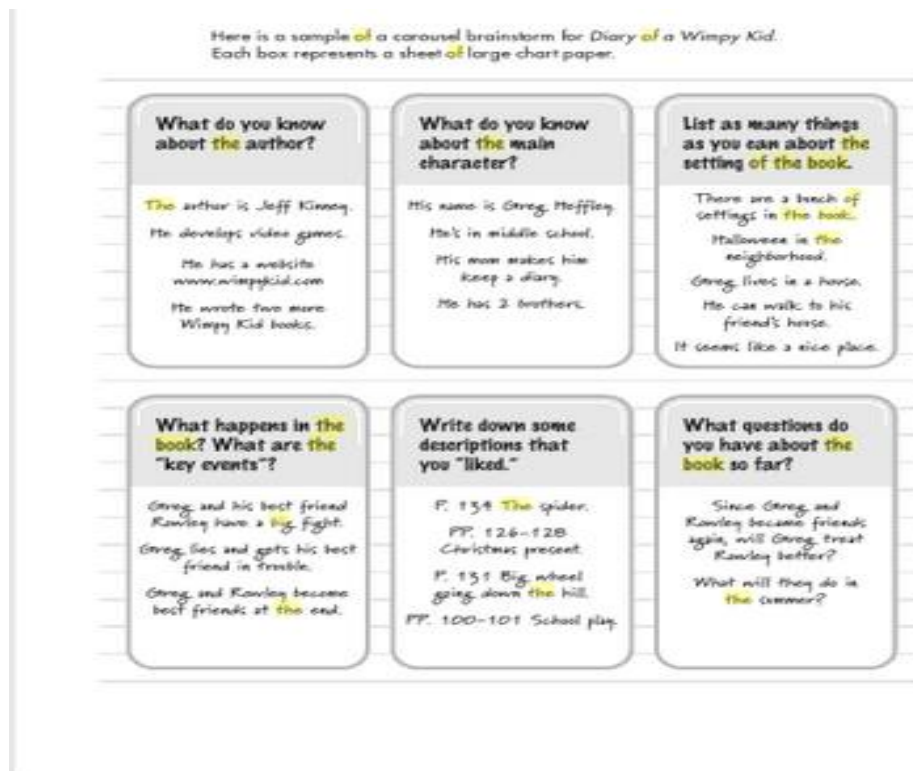
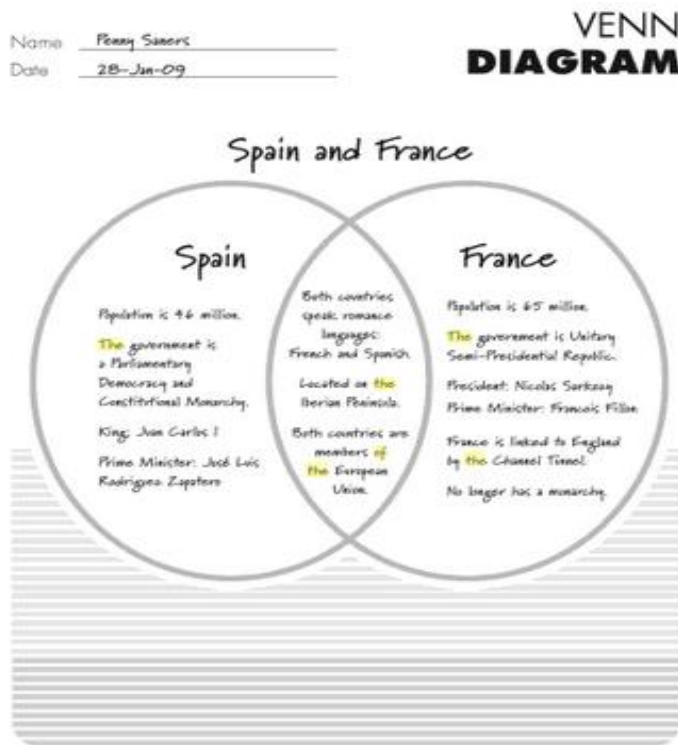


Figure 1.4. Venn Diagram Graphic Organizer Exemple : **Grades 4-12.**(McKnight, 2010; p.12)



1.4. Literacy Development

1.4.1. Definition of Literacy

Literacy and literacy development are the keys for better reading comprehension and prosperous language learning, in the 21st century era, literacy goals and tools are no longer the previous ones. Some interesting alterations have occurred due to the impact of digital age and numeracy. Literacy has been always a controversial concept which received multiple interests. Yet, scholars, educators and pedagogics were unable to set a specific definition for literacy. However, the researcher finds that the following definition might seem to cover the literacy concept from different sides. According to Martins and Madigan (2006), the UNESCO programme LAMP (Literacy Assessment and Monitoring Programme) defines literacy as :

the ability to identify ,understand ,interpret ,create ,communicate and compute ,using printed and written materials associated with varying contexts .literacy involves a continuum of learning enabling an individual to achieve his /her goals ,develop his /her knowledge and optional and to participate fully in the community and society “(lamp,2002).

Additionally, Kell and Kell (2013) considered literacy as an abstract noun with unclear common definition. Nevertheless, Kell and Kell (2013) mentioned the emphasis of UNESCO (2004, p.13) on the impact of literacy on policy makers and pedagogies . Literacy is not merely an attempt to teach students to be strategic and proficient in certain skills, but it goes far to reach learning methodologies, curricula and, materials employed by practitioners as well

1.4.2 .Importance Of Literacy Development in EFL Learning Process

Literacy is a continuous process starts at an early age and develops as the individual grows and passes certain steps in his life. Literacy development has always received educators and researchers’ interests and studies due to its importance in the educational, psychological and pedagogical fields. Some notable educators like August and Shanahan (2008) stated “Literacy development is a process that is both componential and cumulative ; that is influenced by individual ,contextual ,and instructional factors that start before school entry and continues to adulthood” . In addition, literacy development get influenced by certain factors such as: a) Explicit instruction in phonological awareness, vocabulary and comprehension strategies b) Facilitative language and literacy rich environments .

Second language development of literacy skills is more demanding and more challenging because of the difficulties and struggles that students encounter with the target foreign language acquisition and learning. (See August and Shanahan, 2008).

One model about literacy development through different stages was proposed by Chall (1983). This model described clearly how literacy developed from one phase to another to reach literacy proficiency.

1.4.2.1. Chall's Model of Literacy Development

Beers, Beers And Smith (2010) cited in their book "a principle's guide to literacy instruction", Chall (1983) stages of reading development did not primarily receive much appreciation and interest when Chall (1983) appeared with a clear distinction between "learning to read" and "reading to learn", common disapproval was concerning whether children are able to read without comprehension. Nevertheless, today, those literacy development stages began to take much interest since they proved the potential changes in students literacy development.

Blevins (1998) have also chosen the stages of reading development proposed by Chall (1983) because "it provides a clear and useful framework for how children learn to read, and a kind of pedagogical belief system". The following table depicts how students are taught to progress through phases of cognitive development on their way to become better readers. (p.86)

Table 4: Chall's Model Of Literacy Development Stages(Beers ,Beers ,&Smith ,2010; Blevins ,1998, pp.14-15)

Stages of		
development	Age	Remarkable changes occur.
<u>Stage 0</u>	From birth to	*the child develops a foundation for reading
emergent	about age 6	instruction
literacy stage	pre-school and	*For example, children become more adept with the
<i>Pre-reading stage.</i>	kindergarten	sounds of their language system a growing awareness of what sounds are similar in words.
		* Children develop concepts about print (e.g., print goes from left to right and top to bottom), phonemic awareness, and knowledge about how to handle a book.
		* They also recognize that print is important, as it represents the actual words being told in the story.
<u>Stage 1</u>	Between ages 6	*children begin to develop some basic letter–sound
Initial reading or decoding stage	and 7 .-the first grade	correspondences and begin to apply this knowledge to books and other text.
		*Children generally achieve an understanding of the alphabetic principle and should be given ample opportunities to “decode” words during this stage.
<u>Stage 2</u>	Around the age	*children confirm the knowledge they learned in the

Confirmation of 8.Stage prior stages and become more fluent with these skills.
 fluency and -grades 2 to 3 *They develop what is referred to as automaticity, or
 ungluing from the automatic reading of words, with less emphasis on
 print decoding.
 *As their reading becomes more fluent, they start to
 develop the ability to read in ways that reflect natural
 conversational rhythms (or prosody).
 *They know how to use appropriate phrasing, stress,
 and intonation in their reading.
 *Once children can do this, it is much easier for them
 to understand what they are reading.

Stage 3 between the *This stage points to a shift in motivation, with
 Learning the ages of 9 and children starting to read to gain information.
 new (reading- 13 * During this stage, they are typically exposed to
 to-learn) the Forth more nonfiction (or expository) texts.
 through eighth *Much of this material is presented in their science
 grade and social studies classes

Stage 4 Between the *During this stage, children are able to deal with a
 Multiple ages of 14 and variety of viewpoints on a given topic through
 viewpoints 19. Children in exposure to a variety of sources on a subject.
 high school *Chall refers to these multiple viewpoints as essential
 -Grades 9 in developing mature readers, because it is through
 through 12 these viewpoints that children begin to learn how to
 read critically and evaluate the information from the
 sources.

<u>Stage 5</u>	after high	*Chall’s final stage involves the ability to synthesize
Construction	school, gener-	a variety of viewpoints.
and	ally in college	*Through this synthesis, students develop their own
reconstruction		perspectives on a subject, a skill that is necessary for
		critical reading.
		*Chall terms the stage construction and judgment, as
		it is during this stage that students construct
		knowledge from what others have written and form
		opinions.

1.4.3 .New Literacies and Multiliteracies

The appearance of computer and internet made a revolution in the world communication. This huge transfer has touched almost every aspect and domain in human lives. Teenagers and adolescents became highly attached to the new digital materials, and that’s what inserted huge impact on classrooms learning. New literacies and multiliteracies emerged as a necessity to accompany students learning process in their daily updating. According to Hagood and lang (2009) new literacies are “texts of students’ lives , the contexts in which they use these texts and acts help engage in outside of school can no longer be ignored in the classrooms . Examples of those texts include: reading and posting comments pictures and videos on blogs and watching episodes over and over again on YouTube “. In the same range. Another educator pointed that

New literacies are “evolving social practices that coalesce new digital tools along with the old symbolic tools to achieve key motivating purposes of engagements in the literacy practices” (Myers ,2006 ,p.62 as cited in Hagood & lang 2009). New literacies

have certain features which are different from notions and goals of traditional literacies :

- a) multimodalities which include linguistics as well as ,visual ,gestural and auditory tools
- ,b)situated social practices which are culturally ,linguistically and textual based and
- ,c)identities which connect text users to text uses.

Similarly, Mills (2010) described multileteracies “[is]as an attempt to combine the strengths of the past approaches which addressing the need for multimodal ,digital, culturally diverse and dynamic literacies for the changing”. Adopting multileteracies in classrooms can vary the linguistic, cultural and communicative environment and guarantee good literacy learning atmosphere (p.136).

1.4.4 .Disabilities, Difficulties, And Challenges of Efl Learners’ Literacy Learning

As Teachers, Educators, and even Parents, all dream our students easily and smoothly acquire literacy and become successful in their studies , however, some students may struggle and encounter certain difficulties that stand as obstacles in front of students’ achievements and prospects . Almahroqi And Roscoe (2014) mentioned that Students in certain grade level namely secondary level are supposed to practice and possess reading skills which enable them to deal with all types of passages with various difficulties and complexities .unfortunately , secondary students reading proficiency is still unsatisfactory and lacks efficiency. Almahroqi and Roscoe (2014) highlighted among these some of the causes and difficulties of students struggling while reading process:

- Lack of Motivation:** students need to read topics they enjoy and feel interested about, the teacher role is to select topics he/she thinks of great interests to the mixed ability and mixed genres classes he is responsible of. for instance : boys might be more interested to read about sports ,football , video games , and camping whereas girls might be more enthusiastic about cooking , fashion ,and strory telling

• **Lack Of Literacy Assumed By The Writer** : this also add a difficulty to a foreign language reader . ' it generally happens when learners do not have access to the author's background knowledge the author assumes is present in the target audience ' .(al mahrooqi ,2012)

• **Misunderstanding Of The Reading Process**: our students main error ,is their false reading procedures , most students read fast without understanding and expect from the teacher to explain later on . Good readers usually read attentively to ensure comprehension, in general those students adopt a successful procedure based on hard work, interacting with the text through questions and linking what they read with their life experiences and background knowledge. (Fecteau 1999).

• **Unfamiliar Vocabulary, Failure To Recognize Words /Word Misinterpretation , Lack Of Grammatical Structure Package Necessary For Coherence And Cohesion Identification And Maintenance .**

• Weak first language basis, teaching practices(old textbooks, the dominating oral lecturing, no proper tasks or exercises for instructive reading, teacher- centered approaches in learning , student involvement in the learning process is insignificant) (Brown and Zurann ,1996 ,p.221).

1.5. Conclusion

The theoretical part of this dissertation is meant to provide certain data and findings concerning the topic of the research which target the reading comprehension strategy instruction and its impact on literacy development among EFL secondary school learners. Despite the fact that few empirical studies are mentioned in the previous literature and lack of research and investigation in the learning strategies implementation in classrooms. This chapter succeeded so far to cover the various sides of the topic being investigated. In this chapter ,it was quite evident from reviewing the literature that reading is a demanding

skill for EFL learners due to many factors , however , good teachers work hard to facilitate reading comprehension issues and go hand by hand with their learners to solve potential problems may appear in classrooms . Even though, this could be mistaken, since the new learning approaches emphasize the importance of autonomy and learner –centeredness in skills acquisition. The teacher role in reading comprehension based instruction is vital ,as guide ,as a facilitator and as an instructor who explicitly supports his learners to acquire the appropriate strategies and go ahead in their way to solve problems, facilitate difficulties and eradicate challenges and become a strategic ,accurate and fluent readers .

Chapter Two

Data

Collection

Procedures

Introduction

In social studies and educational fields. A research study requires a systemized investigation to seek answers for the research questions set beforehand. Meanwhile, hypotheses will be either confirmed or rejected depends on the information gathered through a well selected or well-designed instrumentation. This chapter opts to highlights the methodology frame work of this research study.

No one can ignore the importance of reading comprehension strategies in the target language learning process . Learner-centred educational approaches necessitated for both teachers and schools to equip learners with certain reading strategies to facilitate their reading comprehension and foster autonomous learning .Therefore , reading strategies instruction as mentioned previously might be the solution for some reading comprehension and literacy development issues .This chapter highlights the practical work of the current research and its implementation . it pinpoints the research design and data collection procedures , in addition to the identification of the selected sample that offers the information required for the research work accomplishment . It also describes the methodology proceeded for investigating the educational field and the results that were fulfilled. Simultaneously, it presents the research analytical instruments selected namely questionnaires that aimed to address both EFL secondary school teachers and EFL secondary school learners. The data has been collected via questionnaires distribution and a methodology clearly indicated in this chapter.

2.1. Objectives of the Study

This research work aims at identifying reading comprehension struggles and difficulties that most EFL secondary school learners encounter every day in the classroom learning and when they interact with a given text . it aims additionally to highlight how can

reading strategies instruction inclusion in the learning curriculum can facilitate learning ,help solve situational problems , and boost literacy development .it also seeks to shed light on the significance of reading strategies awareness and frequent use by efl learenrs to encourage learners' autonomous learning and self –reliance in their pursuit to learn the target language accurately and effectively

One of the main objectives is to explore and analyse those reading strategies and various techniques used with various materials that every teacher is supposed to direct his /her learners towards full mastery and useful practicality .it also attempts to provide an overview about the main difficulties , disabilities and even challenges that EFL learners encounter particularly in the 21st era , which has witnessed the emergence of new technologies and their huge impact on learners 'cognition and lifestyles without neglecting the new movement towards new literacies ,multiliteracies and e - learning .This research project attempts similarly to suggest certain recommendations and a variety of implications to develop those reading strategies use and practicality with all forms of texts EFL learners interact with in their learning process

2.2. The Significance of the Study

This study probably will benefit both EFL middle and secondary school teachers . since the will definitely revalue and reconsider the huge importance and significance of reading strategies instruction within classrooms and during lessons interaction with learners .teachers meanwhile will be able to smoothly direct and offer guidance and assistance for their learners specifically those who struggle with reading comprehension and text complexities force them to abandon the reading process and prefer not to make extra efforts they think they will be gone in vein . reading strategies instruction supplies the

curriculum with an opportunity to train strategic readers and good writers simultaneously in the target language .

2.3. Methodology Frame Work and Research Design

A good research methodology follows a step by step frame work in which the research work is systematically arranged .This research work employs a quantitative design method . Holston (2011) defines quantitative methods as “techniques used to gather information dealing with numbers and anything that is measurable” .

In quantitative studies, one uses theory deductively and places it toward the beginning of the proposed study. With the objective of testing or verifying a theory rather than developing it, the researcher advances a theory, collects data to test it, and reflects on its confirmation or disconfirmation by the results. The theory becomes a framework for the entire study, an organizing model for the research questions or hypotheses and for the data collection procedure. a wide range of useful information could be obtained and collected through quantitative research project study. That is best described as any research that relies on procedures gather data in a numerical format . thus, all the results and findings obtained are displayed in various forms of tables , graphs , pie charts ,numbers and percentages.

The methodology that the researchers has adopted for this research work is descriptive research which is centred on the quantification of the impact of reading strategies instruction on reading comprehension and literacy development . According to Sim and wright (2000) “descriptive research questions are normally answered by the collection of quantitative data , or by the combination of quantitative and qualitative data “(p.96).Sim and wright(2000,p.74) added , “ an important characteristic of descriptive studies is that variables of interest are not manipulated and thus do not request any deliberate intervention or interference with their natural state. However, some control is

exercised over extraneous variables. Data may be gathered through a variety of methods, including questionnaires, interviews, diaries. Some researchers refer to the descriptive research design as a survey design since they both have fairly the same orientation in research investigation. The survey research is a suitable design for the investigation and data collection, however, researchers should also consider the circumstances in which surveying respondents will be an efficient way to address the research questions set. There is a list of criteria which guide researchers to choose the survey design

- *the data collected are the result of respondents direct self-report through questionnaires or interviews

- * Reliability criteria mostly fulfilled when respondents provide honest and reliable information.

- * Respondents self-reports offer brief answers to structured questions d)

- * Researchers can use survey to collect objective data when this is directly obtained from respondents.

Good survey results proved its usefulness when researchers design structured questionnaires and structure means the degree of control the researchers seek to have over the kinds of answers they will obtain. through well-structured and self-administered questionnaire, researchers can ensure all respondents being asked exactly the same questions in the same way. This is essential to avoid any external factors influences such as gender, race or the researchers' personal and leading opinions.

The total number of sample population was limited because of time constrains and the confinement imposed by the Algerian government on schools, universities and other

public institutions for more than 8 months as a precaution procedures against COVID19 pandemic.

2.3.1. Research Instruments and Data Collection Procedures

2.3.1.1. Research Sample

It is needless to say that, an intended research study cannot be fulfilled without an organized, systemized methodology and well selected data collection instruments. The sampling strategy should fit that methodology and instruments to ensure good results

The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (see also Morrison, 1993 cited in Ingleby, 2012)

Leady and Omrod (2001, p.150), define sampling as” the process of selecting a smaller sample from the larger population group in order to estimate or predict the prevalence of unknown piece of information or situation within a larger group “.In this research work, the researchers decided to adopt a non- probability sampling since it is ‘a method that makes a representation sampling design possible’ (Jakuja , 2009,p. 72).

Time and access to the whole population may constrain the research investigation, and stands as an obstacle in front of the researcher to attain the required information needed from the population and necessary for the research process, Thus, the researcher may have an alternative solution which could be the sample which is a small group represents the intended whole population and possess the same features and characteristics (Ingleby, 2012).Cohen and Holliday (1979; 1982; 1996); Schofield 1996 cited in Ingleby, 2012,p110) .Quantitive research designs offer two main sampling methods when the researcher have the opportunity to opt for the probability sampling method or the non-probability sampling method .

The researchers of this project work intended for non –probability sampling technique due to time constrains and the urgent quarantine and social distancing procedures imposed by the Algerian government over schools and universities to restrict COVID 19 PANDEMIC .Ingleby (2012,p.114) mentioned that “Convenience sampling – or, as it is sometimes called, accidental or opportunity sampling – involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time”.

Therefore, in such cases , researchers attempt to connect learners ,students or teachers can be easily communicated with to select the required sample .

2.3.1.1.1. EFL Learners’ Profile

The population of the study consisted of 39 participants from 3rd year secondary school EFL learners. Those learners were a variety of males and females. Reading comprehension is considered a common issue for all levels in the secondary schools generally and 3rd year classes in particular since they go step by step toward sitting for their final BAC exam. Learners age vary from 16 to 18 years old . the sample to some extent homogenous in the sense of gender age and gender . they were selected from different secondary schools in Elmahmel –khenchela learners’ proficiency seemed to be acceptable for a foreign language . Therefore, respondents self –reports will reflect fair enough what learners do in such situations .

2.3.1.1.2..EFL Teachers Profile.

The population of the study is consisted of 20 EFL teachers’ participants from different secondary schools. Those teachers were a variety of males and females. The sample is somehow homogenous in terms of age and school work experience from 5 -10

years actual work. Reading comprehension and literacy difficulties is an interesting common issue for most of EFL teachers if not all of them because of their continuous problems and obstacles that encounter them during their lesson presentations and classroom interaction . Therefore great majority of their responses were relevant to the research study and seem fruitful and beneficial to the field work.

2.3.1.2. Data collection methods

2.3.1.2.1. Questionnaire designed for learners

The questionnaire was structured to be answered by secondary school learners and offer reliable information about learners' general awareness of reading strategies and the degree of their use and practicality within the target language classroom and while text interaction. In addition to their major struggle, difficulties and obstacles they encounter each time they interact with a text for deep understanding or read texts outside the classroom .The questionnaire included 11 questions mostly closed ended questions due to researchers' intention to give the opportunity to those learners who struggle with reading comprehension to report their opinions and points of view concerning the research topic.

Open –ended questions strictly limited to avoid any complex questions that cause frustration. The types of questions selected were on purpose based on giving a good opportunity to all learners to give their thoughts even those poor readers who suffer in the target language acquisition. That is the major aim of the study to equip those learners with appropriate reading strategies for better reading comprehension and developed literacy.

The 1st and 2nd questions were multiple choice questions aimed to collect information about learners age and school year level. This is important as introduction to the sample characteristics researchers need to know.

The 3rd ,and 4th questions targeted learners interest in reading in both their native language and target English language because of the overlap between the two languages , good readers in the native language use a variety of strategies that can be reinvested in reading a target language material successfully

The 5th , and 6th questions were set for the purpose of investigating the main causes obstacle learners text deep comprehension . an option of “others “ is included to pave the way for more answers from learners worries .

The 7th ,8th ,9th,and 10th questions aimed to check learners knowledge of reading strategies and their preferences concerning the suitable strategies that can be successfully support the intended understanding of the text

The 11th question was set for the purpose of investigating whether learners in the 21st era use the internet to read online texts, books, articles. and whether learners are interested in acquiring the emerging new literacies and move toward e- learning.

2.3.1.2.2. Questionnaire designed for teachers.

The second questionnaire was designed for EFL secondary school teachers aimed to elicit information about reading strategies instruction and their explicit inclusion in the target English language curriculum .it also seek to obtain useful information , suggestions and recommendations from secondary school teachers own experiences and their personal opinions concerning the significance and usefulness of reading strategies instruction to tackle reading comprehension issues and improve literacy .The teachers questionnaire employed 12 questions . those questions were a mixture of closed –ended questions and open-ended questions varied between multiple choice questions ,short answer questions and paragraph answer questions

The 1st question aimed to investigate teachers teaching experience. the more teachers work in the educational field the more they get a huge background about learners cognition and behaviours in classrooms .

The 2nd and 3rd questions was set for the purpose of investigating the teachers views about the main causes of learners struggle with text reading text comprehension and the ways teachers utilize to manage such problematic situations and go hand by hand with learners toward practical solutions

The 4th , and questions targeted teachers ‘awareness about reading strategies knowledge , their opinions about the relation between reading strategies and reading comprehension existence

The 5th, 6th ,7th and 8th questions aimed to check whether teachers explicitly include reading strategies in their lessons and classroom instruction and to select from a list provided the reading strategies frequently used . an option “others is provided in these questions and others to give a free opportunity for teachers toad more information might be beneficial .

The 9th question were set for the purpose of investigating whether teachers design specific lessons to teach their learners what a strategy is , when to use it and how to practice its appropriate use to facilitate text complexities

The 10th question targeted teachers ‘thoughts about learners interests in learning new literacies emerging thanks to the internet global outreach

The 11th question aimed for teachers opinions about the characteristics of good and strategic readers that enables them to go far as successful readers and writers who enjoy the target language learning.

The 12th question as a final question was set for the purpose of eliciting more suggestions and recommendations that researchers might unconsciously forget or ignore.

2.4. Conclusion

This second chapter has attempted to shed light on the objectives of the research work and its significance in the educational and school fields .it has also described thoroughly the methodology framework through presenting the adequate research design. the research instruments used for data collection are two questionnaire for both EFL secondary school learners and teachers . those instruments were clarified along with detailed data collection procedure followed by the researchers in their research work

An attempt to analyse and discuss the information obtained from the instruments mentioned earlier will be clearly stated in the following chapter

Chapter Three: Data Interpretation, Discussion and Recommendation

Introduction

After research data collection, by different data collection instruments; an analysis of results and findings should be set about in this chapter. Researchers attempt to analyse and report data obtained from the two questionnaires relying on both quantitative and qualitative data analysis that are interpreted and displayed in a statistical form based on tables, figures and charts. In addition to interpreting findings obtained from teachers and learners about reading strategies instruction classroom implementation. This not only provides a clear outline about the main results, but also but also provides an interpretation and discussion relevant to the previously established research questions at the beginning of the investigation. Moreover, some pedagogical recommendations and further suggestions will be offered for both EFL secondary school teachers and learners maintain reading strategies instruction for better reading comprehension and literacy acquirement.

3.1. Learners' Questionnaire Analysis.

The questionnaire was designed for EFL secondary school learners. It was set for the purpose of an overall examination of reading strategies awareness among those learners and the extent of using those reading strategies to comprehend written texts and overcome its complexities while classroom interaction. In addition to investigating the difficulties, the obstacles and the struggles EFL secondary school learners encounter each time they found themselves face to face with a new text in their pursuit to learn the target language.

This questionnaire was answered by 39 EFL learners from different streams (scientific, maths and foreign languages streams) representing different secondary schools in Khenchela. The first question aimed to elicit information about learners age and school level of a variety of respondents. However, the sample was limited to 3rd year classes due to time constraints and difficult access to the sampling population.

Question N°1: Learners ‘Age

Table 5:

Teachers ‘Age

Age	Number of learners	Percentages (%)
Less than 15 years old	00	00%
From 15 – 18 years old	39	100%
More than 18 years old	00	00%

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Question N°2: Learners ‘School Year

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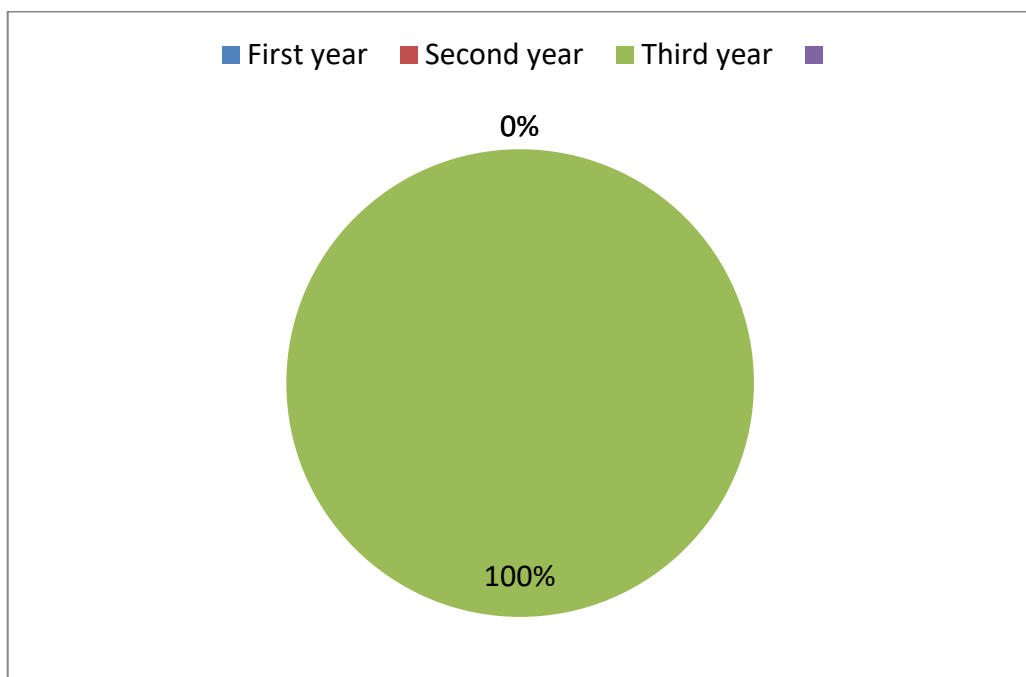


Figure 3.1. Teachers’ School Work Experience

The table (3.1) presents findings obtained about learners’ age. Additionally, the pie – chart (3.1) outlines the results achieved about teachers’ school work experience.

This questionnaire attempts to attract the attention to the different age groups presented due to data collection procedures so as to figure out learners' qualification and abilities. In addition to learners level that allows them to comprehend the questions and provide reliable information for the research work. Unfortunately and for an unexpected reasons, the sample includes strictly one homogenous group of 39 EFL secondary school male and female learners aged from 15 -18 years old . Those learners of 3rd year classes are from different streams and qualified enough to express their thoughts and mature to know their needs and weaknesses and expectations for better target language learning.

Question N°3: Learners' Native Language (Arabic Language) Reading.

Table 6:

The Average of Learners Reading In Their Native Language (Arabic Language)

The average of learners reading in their native language (Arabic language)	Number of learners	Percentages (%)
Yes	33	84.61%
No	06	15.38%

This question was structured to see whether learners read in their native language. From the first reading of the table(3.2) ,The presented findings proved that (84.61%) from the informants answered that they were interested to read in their native language. unlike, (15.38%) who were not motivated to read texts in Arabic language.

Question N°4: The Frequency of Learners Reading Outside The Classroom.

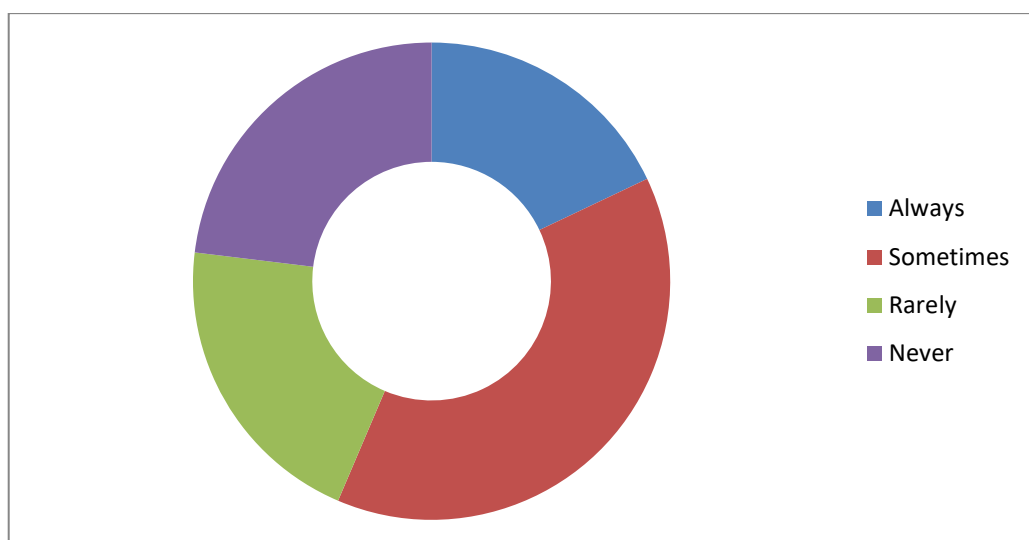


Figure 3.2. The Frequency of Learners Reading Outside the Classroom

This question targeted learners reading habits. After looking at the chart above the findings shows a variety of habits and degrees of interest and care to read different English materials. (38.46%) of informants stated that they read from time to time whenever the materials and time were available. Surprisingly, a percentage of (23.07%) confessed that they never read books and prefer to play games and surf the web instead. The remaining informants constitute (20.51%) only read when they were forced by the teacher or to do some directed home assignments.

Another group of informants (17.94%) declared reading everyday as part of their daily routines both for knowledge and for enjoyment.

Question N°5: Learners Reading in English language

Table 7:

Learners' Reading in English language

The average of learners reading in the target language (English language)	Number of learners	Percentages (%)
Yes	25	64.10%
No	10	25.64%

Omitted answers	04	10.25%
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Findings shows that most learners who were able to and enjoy reading texts written in their native language keened to read with the same enthusiasm in the target language. using reading strategies for comprehension in the native language clearly paves the way for more strategies practice and use in the target language . The results have shown in the table mentioned above that the majority of learners (64.10%) had no difficulties with text decoding and meaning attaining .The remaining percentage presents (25.64%) refers to learners who had major obstacles whenever they interacted with a target language reading material.

Question N°6: Sources of Reading Text Comprehension Difficulties

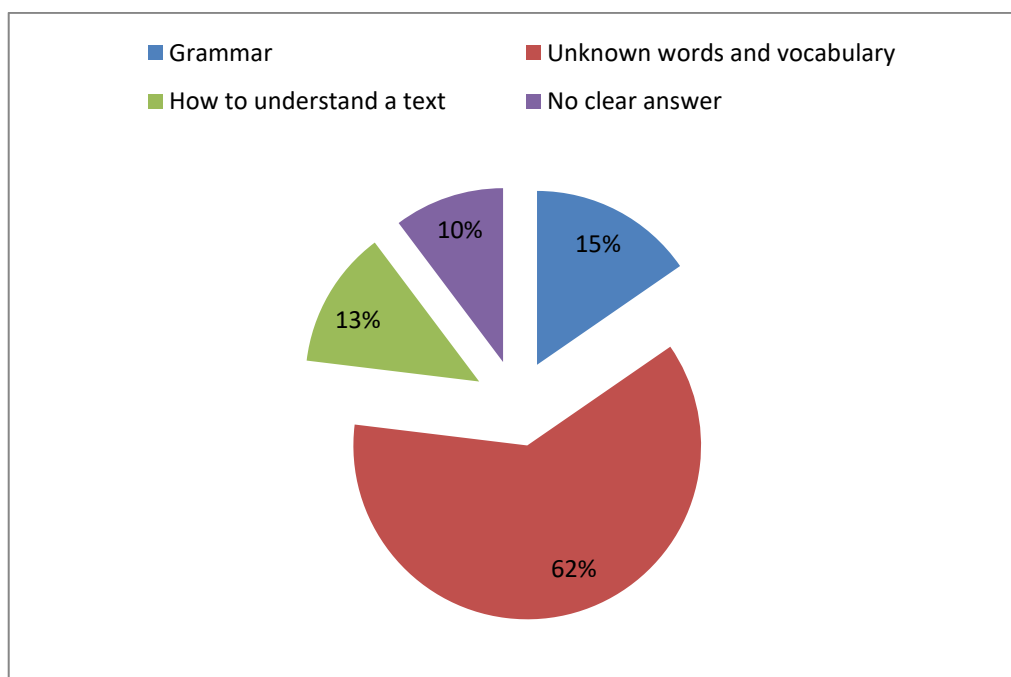


Figure 3.3. Sources of Reading Text Comprehension Difficulties

This question intended to identify the main reasons set behind learners difficulties with text constrains the prevent deep comprehension. It has been noticed in the chart

above that most learners (61.53%) thought the unknown words and unfamiliar vocabulary items obstacle them from easily get the meaning of the text . whereas , (15.38%) stated grammar and its structures as a major fear .a percentage of (12.82%)declared their complete ignorance of successful strategies and techniques to facilitate comprehension . (12.82) of learners were hesitated and could not spot their weaknesses and clearly state them .

Question N°7: Reading Strategies Awareness.

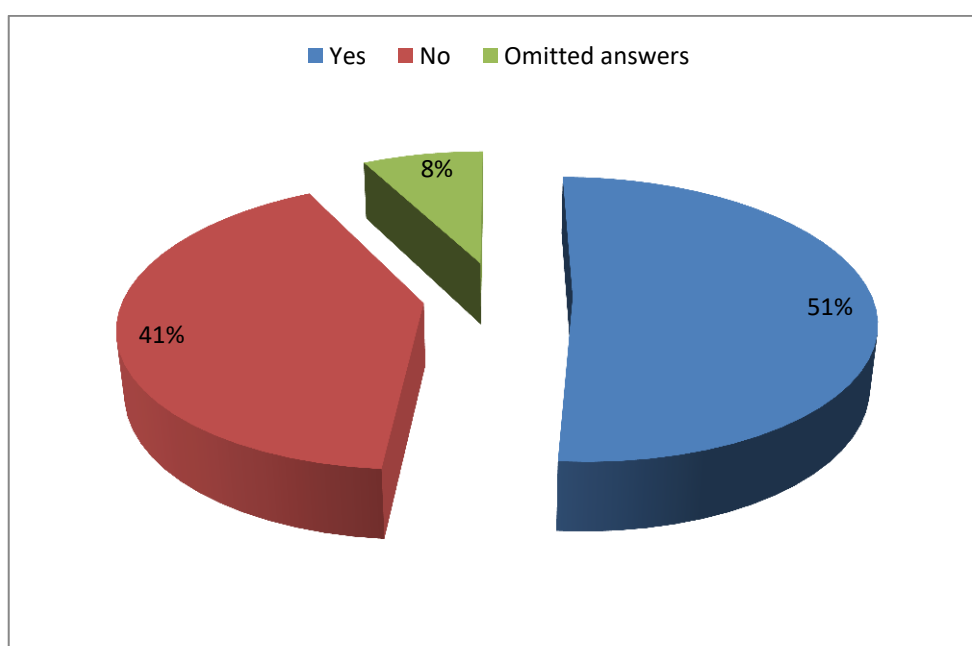
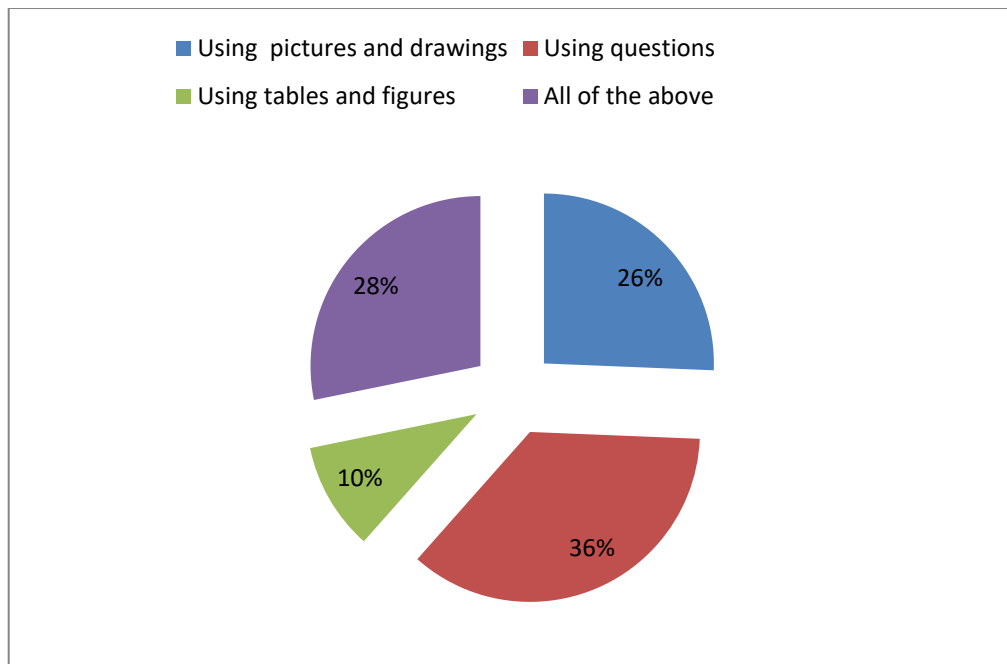


Figure 3.4. Reading Strategies Awareness

In this question learners were asked whether they knew what a reading strategy was .the results were best represented in the chart above .here also, more than half (51.28%) of the learners expressed their true knowledge of reading strategies, their functions and their significance in facilitating reading comprehension .the rest of learners which constitute (41.02%) confessed their complete unawareness of reading strategies in the target language learning process and (07.69%) had no clear answers.

Question N°8: Learners Preferences about Best Strategy Used by their Teachers.**Figure .3.5. Learners' Preferences about Best Strategy Used By Their Teachers**

This question seeks to figure out learners' strategy preferences that best help them understand the reading text. The overall results reported that (35.89%) preferred asking and answering question strategy as suitable, comprehensive, and effective to easily decode the given text. A percentage of (28.20%) thought that using pictures ,drawing , using tables and figures in addition to questioning are all necessary and inevitable for reading comprehension process and literacy development . Another percentage of (25.64%) chose to use pictures and visual aids for their possibility to make sensual and abstract ideas and thoughts concrete and visual. The remaining learners which constitute approximately (10.25%) used tables and figures as they clearly state information and their targeted meanings.

Question N°9: Learners Reading Strategy Use.

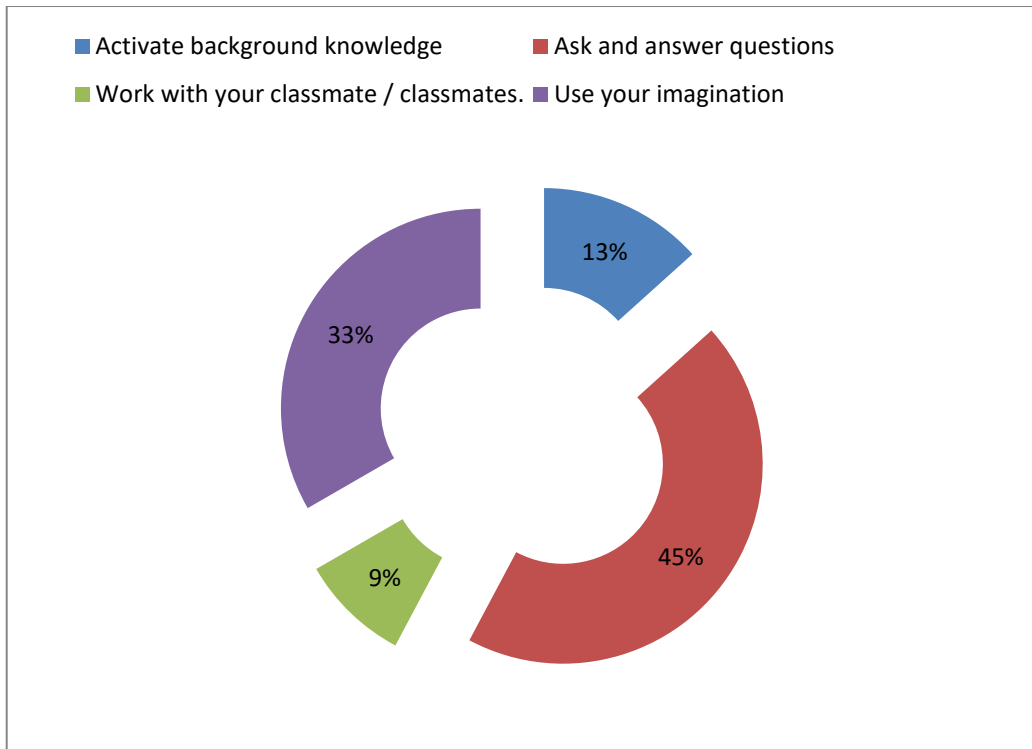


Figure .3.6. Learners’ Reading Strategy Use

The findings obtained from this question indicates that (38.46%)of learners that refer to the majority of informants used questioning strategy due to its easiness and their full practice to this strategy from early learning stages .similarly , the results confirms that (30.76%) of learners’ used their imagination (sensory images strategy) . here usually learners call their feelings, emotions , past memories attached to some sensory experiences to encourage visualization . interact with the text so as to recreate the meaning the author wants to convey.Surprisingly ,(12.82%) of learners activate their background knowledge and previous experiences with other topics and situations to decode the text and get deep

into the meaning implicitly conveyed . a percentage (10.25%) of learners appreciated pair and group work as a strategy which empowers cooperation and work share .

Question N°10: Methods and Techniques Learners Use to Facilitate Comprehension

Table 8:

Methods and Techniques Learners Use To Facilitate Comprehension

Methods and techniques used by learners to overcome text complexities	Number of learners	Percentages (%)
Change my reading strategy	11	28.20%
Ask for my teacher's help	20	51.28%
Ask for my friends 'help	08	20.51%

Findings of this question prove that (51.28%) of learners intended to ask for the teacher's help and rely on him /her to explain the difficult ideas and get into text meaning . whereas , (28.20%) declared that they knew a variety of strategies and seemed to change the reading strategy whenever it lacked effectiveness with a given text . Only (20.51%) reported to ask their friends for help . generally those learners appreciate and value the team work and found it beneficial .

Question N°11: Learners and E – Learning.

Table 9:

Learners' and E – Learning.

The average of Internet use by learners to read in English language	Number of learners	Percentages (%)
Yes	20	51.28%
No	16	41.02%

Omitted answers
03**07.69%**

The last question in this questionnaire targeted whether learners were working to develop their literacy. In the 21st era, In a world that is over –reliant on internet and new digital tools , learners are forced to direct their attention into more social and cultural practices that are needed to communicate more easily with other cultures and communities . above all ,to be able to guarantee good literacy learning atmosphere combining new digital tools along with the old traditional approaches instruments , methods and techniques to ensure the required engagements in the literacy practices.(51.28%) reported their reliance on internet to read and enjoy online books ,magazines ,articles and even messages to develop new literacies and get prepared to communicate effectively . the rest of the informants present (41.62%) expressed their lack of interest to use the internet for literacy development and preferred to play games and surf the web for pleasure and enjoyment .

3.2. Teachers' Questionnaire Analysis

The second questionnaire was conducted for 20 EFL secondary school teachers. it was answered by different teachers from a variety of secondary schools . The questionnaire was set to obtain information from teachers in the field work so as to give their opinions and points of view about reading strategies and their overall impact on reading comprehension. in addition to their personal experiences with reading strategy use and instruction within classrooms , not to neglect , the impact of reading strategies on literacy practices and different ways can be used to encourage leaners to achieve the required new literacies .

The first question aimed to elicit information about teachers work experience in the educational domain. Because well- experienced teachers tend to have more knowledge about classroom interaction and more qualified concerning classroom instruction.

Question N°1: Teachers Work School Experience

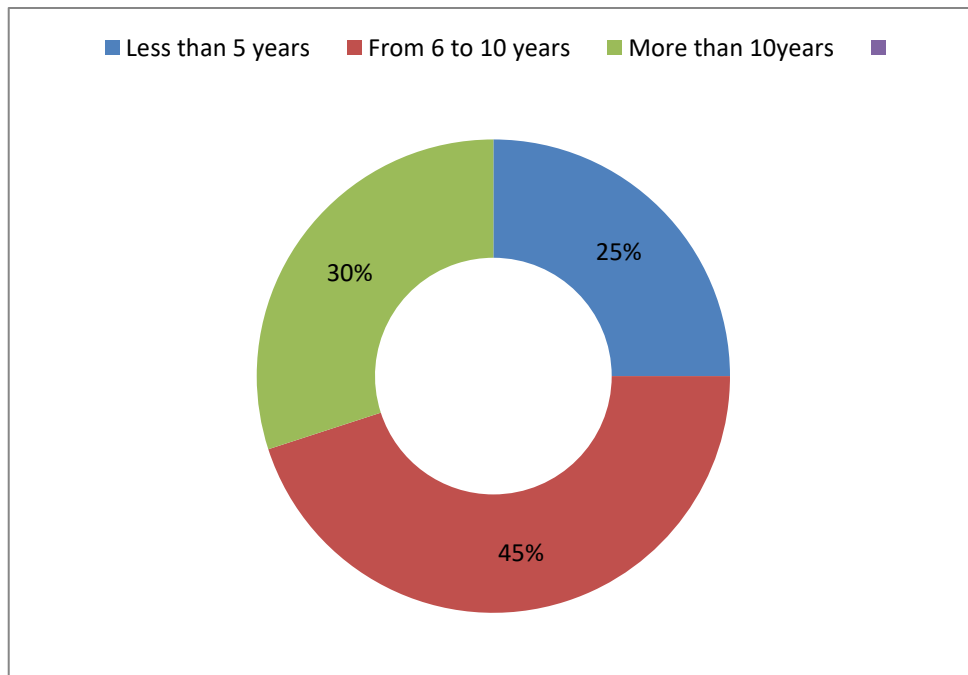
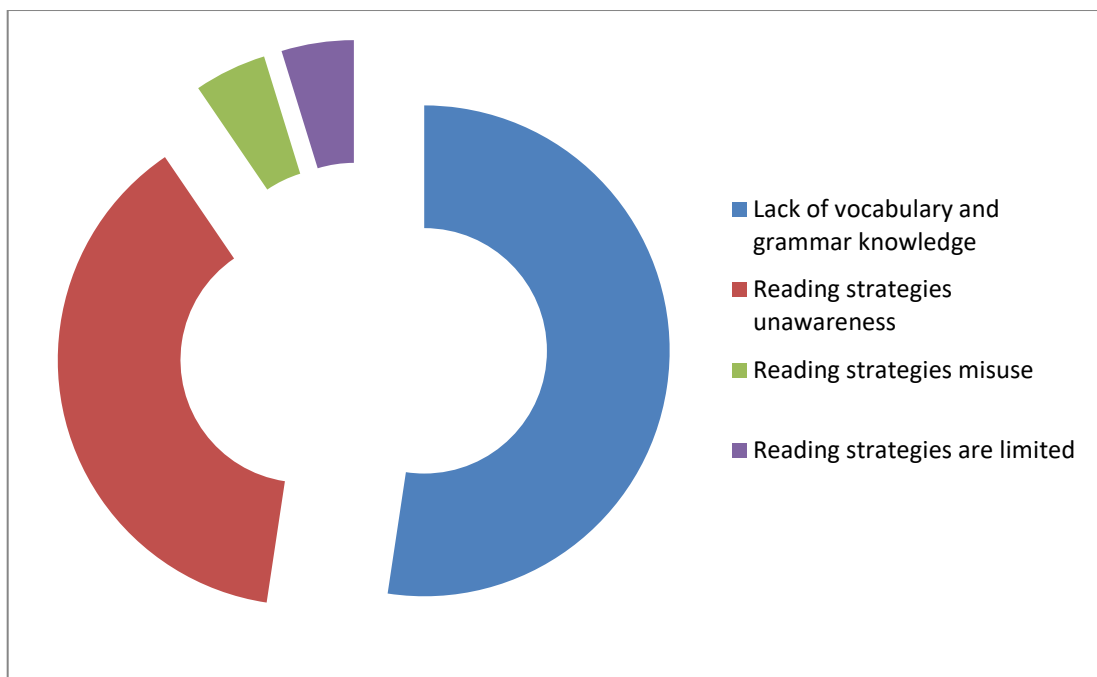


Figure 3.7. Teachers Work School Experience

This question is intended to have an overlook over the teachers work experience to know their time long interaction with learners and the extent of their adaptation to reading strategies instruction with their learners. After looking at the chart above . Statistics show that (45%)of teachers had approximately from 5 – 10 years . when , (30%) had more then 10 years . the last group of teachers represents (30%) had less than 5 years school work experience . Therefore, it is quite evident; the participants of this research study have at least a clear idea about appropriate classroom procedures and gained minimum experience about classroom interaction and successful instruction

Question N°2: Reasons behind Text Comprehension Difficulties**Figure 3.8. Reasons behind Text Comprehension Difficulties**

Findings displays that approximately (55%) of teachers thought that lack of vocabulary and grammar knowledge was a major cause since learners could not decode a new presented text without being equipped with those fundamental aspects , struggling readers generally feel unable to identify unfamiliar words and complex grammatical structures constitute tat text . in accordance to (40%) of teachers reporting . most learners are ignorant of what a reading strategy is and completely unaware of its significance and importance for both comprehension and literacy . meanwhile , only (5%) of teachers declared that most leaners misuse the reading strategy appropriately even thought they were fully aware of it and its vitality due to lack of practice with written texts and passages

Question N°3: Teachers' Methods and Techniques to Facilitate Comprehension

This question was structured to elicit methods and techniques teachers use within classrooms in cases some or the majority of learners were unable to understand the text and get its ideas and their meanings. The following table clearly states those methods ,strategies and techniques used .

Table 10:

Techniques and Procedures Suggested to Help Learners Better Understand A Text

Teachers suggestions about techniques and procedures used to help learners better understand a text
<ol style="list-style-type: none"> 1. Provide some pre-reading activities, questions ,illustrative pictures and videos as a leading passage to the reading text 2. Use effective reading strategies 3. Give learners some cues to direct them towards better interpretation and understanding of the text 4. Well –thought and designed questions and activities 5. Multiple reading / recommend dictionaries use 6. Set objectives before reading 7. Advise learners to use deductive reasoning (top -down processing)while reading 8. Encourage extensive and intensive reading outside the classroom through some home assignments (summarizing a text , extracting key words , reinvesting some vocabulary items newly learned in new situation). 9. Organize the lesson procedure according to pre/during and post reading stages. 10. Provide necessary key words and vocabulary items needed for text decoding and comprehension

Question N°4: Teachers’ Awareness of Reading Strategies Significance

This question aimed to check what did teachers think of reading strategies and whether this awareness paves that way for teachers to support learners’ to be better comprehends despite text complexities and understanding obstacles they may encounter. As results shows that all teachers without exception agreed on and approved the significance of teachers reading strategies awareness as teachers should go hand by hand with their learners in their pursuit to learn the target language accurately and stress-free .

Question N°5: Reading Strategies and Reading Comprehension Relationship

This question was set for the purpose of eliciting from teachers information about the possibility of an existent relationship between reading strategies and reading comprehension. The following table was meant to outline major teachers viewpoints .

Table 11:

Techniques and Procedures Used To Help Learners Better Understand A Text

Teachers opinions about techniques and procedures used to help learners better understand a text		
1.	Reading strategies can help learners become selective and adaptive of appropriate tools to direct their attention to the required information or to facilitate their understanding of unfamiliar lexical items.	
2.	Reading strategies are means to an end; the end is obviously comprehending and deciphering messages in reading passages. Reading strategy pave the way for reading comprehension	
3.	reading strategies help comprehend a text segment by segment	
4.	Reading strategy paves the way to the in-depth text comprehension	
5.	Knowing how to use reading strategies will definitely help you comprehend the text better.	
6.	Reading strategies is the way you read the text .reading comprehension is how you comprehend the text. They complement each other.	
7.	Reading strategies facilitate reading and text comprehension	
8.	I think that reading strategies improve reading comprehension	
9.	Comprehension is the ability to understand vocabulary and answer questions .reading strategy is what to use to reach deep understanding.	

Question N°6: Explicit Reading Strategies Instruction

Table 12:

Explicit Reading Strategies Instruction

Explicit reading strategy instruction	Number of teachers	Percentages (%)
Yes	13	65%
No	07	35%

This question intended to determine whether teachers explicitly explain to learners the different reading strategies available for target language acquisition and guide learners to strategies functions and their suitable use .the findings shows that (65%) of teachers provide to their learners a variety of reading strategies and explicitly explain the function of each one and its appropriate use . however , (35%) teachers reported shortage of reading strategies explanation .

Question N°7: Reading Strategies Teachers Use in the Classroom

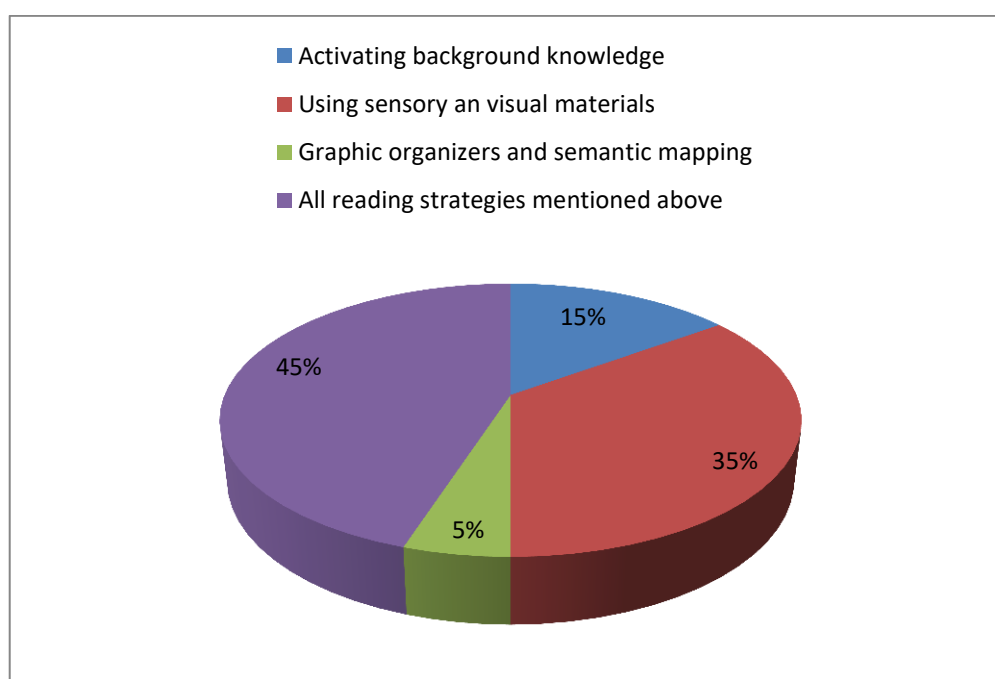


Figure 3.9. Reading Strategies Teachers Use in the Classroom

Results of this question displays that (45%) of teachers use a variety of strategies including ,background knowledge activating ,sensory images and visuals , graphic organizers ,semantic mappings . those strategies proved their effectiveness in mixed ability classes . whereas , (35%) of teachers tended to use only sensory images visual materials because they can attract learners interest through images ,maps ,pictures and videos. (15%) focused only on activating background knowledge and engage learners past experiences in

the new situation. Only (5%) tended to use graphic organizers and maps to help learners easily decode a given text

Question N°8: Number of Strategies Included In a Reading Lesson

Table 13:

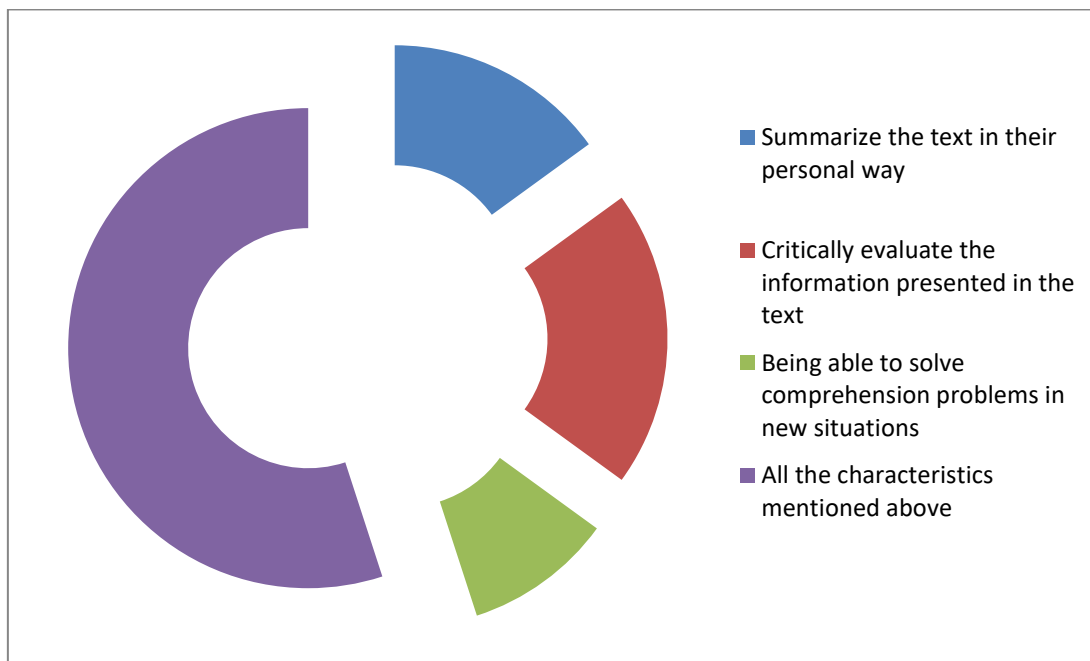
Strategies Included In a Reading Lesson

Number Of Strategies Included In A Reading Lesson	Number of teachers	Percentages (%)
One strategy	01	05%
Multiple strategies	07	35%
A variety of strategies	11	55%
No strategies at all	01	05%

Concerning this question. (55%) reported their use of a variety of strategies due to the mixed ability classes they had .another group of teachers (35%) focused only on multiple strategies the whole classes may need the most. Only (5%) of teachers emphasize on one strategy that is according to their perspectives is successful and goal –driven. another (5%) of the teachers declared using no strategies at all.

Question N°9: Reading Strategies Lesson Plans.

Findings of this question determines the the majority of teachers(40%) planed lessons to teach learners about reading strategies and their adequate functions . when another (40%) of teachers declared the absence of such lesson plans emphasizing some obstacles including time and curriculum constrains .that teachers are obliged to design their lessons accordingly .

Question N°10: Teachers ‘Opinions about Characteristics of Strategic Readers**Figure 3.10. Characteristics of Strategic Readers**

This question was designed to collect information from teachers about the criteria that distinguish good successful readers from struggling readers. (55%) of teachers confirmed that good learners can summarize the text in their personal way along and before that they can critically evaluate information presented in the text and get meanings between lines the author wants to convey, in addition to the ability to solve any future situational problems either in reading or writing . (20%) of teachers considered critical evaluation to the information and writer’s intention a clear depiction of the reader’s developed literacy and success in the target language . (15%) of teachers stressed summarization as a reinvestment of the learners knowledge and an evident prove of his success . only (10%) of teachers referred to the ability to solve problems in both reading and writing a sign of developed literacy and in-depth comprehension .

Question N°11: Learners and New Literacies

this question findings proves an equivalence between those learners who exploit the internet for more learning and better educational achievements and more new required literacies and other learners' who lack interest and motivation to exploit an unfinished source of information, ideas, thoughts like the Internet that can facilitate learning and push them to become self-reliant and autonomous readers and writers in the target language

3.3. Data Interpretation and Discussion

Developing learners 'literacy and comprehension through the appropriate and effective use of reading strategies is considered to be one of the most interests that both EFL learners and teachers take into consideration during the learning teaching process. After collecting questionnaire data with both EFL secondary school teachers and learners, the results of the research tool is discussed in connection with the collected hypotheses. It helped the researcher collect a large amount of data concerning the impact of reading strategies –based instruction on secondary EFL learners literacy development: enhancing learners reading comprehension through the effective use of reading strategies, the significance of learning strategies in improving learners literacy, the role that teacher plays to develop learners strategies .

From the analysis of secondary school EFL learners and teachers questionnaires ,the findings show that both learners and teachers express their true knowledge of reading strategies, their functions and their significance in facilitating reading comprehension. It's also clear through the results that learners have the ability and capacity to use different learning strategies to develop their literacy through reading in both native and English languages .Furthermore, the findings show that the interaction between teachers and

learners helps learners to develop their use of learning strategies to comprehend the reading text and improve their learning strategies

Concerning the analysis of secondary EFL learners the main result confirmed that the use of reading strategy –based instruction have a positive impact on developing learners reading comprehension and literacy, the findings prove that the use of those reading strategies to comprehend written text and overcome its complexities while classroom interaction is true ,furthermore, the results announce reading strategies prevent the difficulties ,obstacles and struggles that EFL secondary school learners encounter each time they found themselves face to face with a new text in their pursuit to learn the target language.

As for the analysis of teachers' questionnaire the results show that teachers agreed and approved the significance of reading strategies awareness as teachers in learning and teaching a target language. The study declares that teachers agreed that reading comprehension and reading strategies complement each other .In addition, the findings display that teachers use a variety of strategies to help learners decode a given text.

All in all, the main findings gathered from learners and teachers 'questionnaires prove and confirm the hypothesis and research questions.in addition ,the data collecting tool helped the researcher to confirm the positive impact of reading strategies on secondary EFL learners' reading comprehension and literacy development.

3.4. Conclusion

This chapter is based on a specific research methodology devoted to the whole research work which target the impact of reading strategies instruction on reading comprehension and literacy development . Thus ,researchers actually used two structured questionnaires ; a questionnaire for learners and a questionnaire for teachers. The

information collected focused on hypothesis conducted earlier. through the analysis of two research instruments , researchers figured out that both teachers and learners are mostly aware of reading strategies and value their significance and utility on reading comprehension in EFL secondary school classes .researchers offered a systemized analysis ,followed by an interpretation and discussion of the main findings . Similarly, researchers tend to provide a set of further suggestions and pedagogical recommendations that may benefit teachers and learners alike. reading strategies instruction require conscious awareness and good strategy training in order to improve successful learners high language proficiency and accompany less successful learners to overcome reading comprehension issues and become proficient target language learners . the discussed results obviously highlighted the positive impact of reading strategies on text decoding and facilitating comprehension .

General Conclusion

General Conclusion:

Reading is an active process that seeks close relation between readers and the written text .that specific relation should be accomplished with comprehension and learning .however, as teachers, we notice secondary school learners continuous complaining about their struggling with texts complexities and lack of understanding. Most learners feel stressed and confused when they are unable to interact with text and get its deep meaning. Reading strategies as conscious cognitive abilities could supply learners with methods, techniques and way of thinking to be used to solve potential understanding problems. Low proficient readers a have the ability to become successful readers and learners of the target language if they get the adequate knowledge about those effective reading strategies, their functions and their way of use.

This research work aims to identify those reading strategies and their influence on reading comprehension and literacy development. In this concern, the frame work of this research is divided into three main chapters . the first chapter embodies an overview of literature about the different definitions and researches have been accomplished in this educational field . Moreover ,it emphasised major methods and techniques used by teachers in classrooms that proved their effectiveness with the majority of learners . the second chapter was purely theoretical ,it dealt with data collection procedure adopted by the researchers along with the selected research instruments and their significance . The last chapter targeted data analysis, interpretation and discussions of the main findings obtained. In addition to some pedagogical suggestions and recommendations that may benefit both teachers and learners.

In this respect, the related questions that have been investigated were mainly concerned about reading strategies awareness among EFL learners and the degree of

practicality those learners have .research questions also seek to investigate to what extent teachers include reading strategies in their classroom instruction and lessons designed .according to the recent research work, researchers have mentioned a set of hypothesis under investigation. Findings showed that the two hypotheses dealt with the positive learners use of reading strategies and the positive impact of reading strategies instruction on comprehension and literacy were confirmed, however, findings concerning the hypothesis suggested that teachers do not explicitly teach and use reading strategies in classroom instruction was rejected.

The overall findings indicate that reading strategies instruction tends to be positive, effective and supportive in the reading aspect and other aspects for EFL secondary school learners. reading strategies instruction not only facilitate comprehension ,but also help learners to grasp more vocabulary and grammatical structures , enhance other skills such as writing and train learners to become strategic readers and successful learners of the target language . it should be noted that the results obtained could not be generalized due to some limitations and obstacles came across the research investigation .

Further Suggestions and Pedagogical Implications.

Findings of the current study determine that is a number of factors that influence learners' level. Every day learners encounter limitless challenges and obstacles in their pursuit to learn the target language including lack of vocabulary items, unawareness about reading strategies significance and their use , complete neglecting to the act of extensive and intensive reading outside the classroom . All those challenges stands against language skills improvement and literacy development .however , implementing reading strategies instruction in secondary school classrooms will both facilitate comprehension , train good readers and competent writers that will lead automatically to successful learners as well

.the researchers suggest some pedagogical recommendations directed for both learners and teachers to enhance learners 'reading comprehension ,literacy development in addition to ,suitable reading strategies implementation in secondary school EFL classes .

- Since English is a foreign language , learners are required to make extra efforts and be more responsible and self –reliant over their skills improvement and language proficiency
- Learners should identify their needs, weaknesses and even their points of strength in order to be able to select suitable methods ,strategies and styles beneficial to the language learning acquisition process .
- Most learners if not all of them ought to change their attitudes and perceptions concerning reading text comprehension as a tough task that require high cognitive abilities and a certain level of intelligence. Learners need to start thinking about the importance of reading strategies to overcome text complexities and believe in the idea of “*practice makes perfect* “ .
- EFL secondary school teachers , in the other hand , should emphasize the integration of some audio visual materials and ICT's in their classroom instruction and interaction so as to direct learners toward vocabulary ,grammar and language skills acquisition
- Teachers are responsible for both designing well -lesson plans and encourage cooperative work within classrooms. Pair work and group work strategies that proved their effectiveness for work share and errors correction.
- Good strategy training and the combination of both explicit and implicit reading strategy implementation into classroom routines and daily instruction will certainly foster reading comprehension and literacy development.

- Another reconsideration that needs to be taken into account is the necessity of reading strategy inclusion within the learners' curriculum, syllabuses and time tables.

Limitations of the Study.

The recent research study has provided valuable information to the study of reading strategies instruction and fulfilled the objectives set before. . This study like any other studies has received a number of issues and limitations imposed by certain unexpected circumstances. We can mention some of these limitations as follow

- The wide spread of COVID 19 PANEDEMIC forced the Algerian government to impose an unexpected general lockdown and close all schools ,universities and major public spaces to maintain social distancing as a citizens' health protection procedure .
- Due to the use of questionnaire as an instrument for data collection procedure, the data presented in the research study is self –reports based. Therefore, there is a possibility of learners overestimation, an overvalue of the questions structured or learners hesitation about the best expressive answers.
- The participants of the study were restricted to 3rd year EFL secondary school. Thus, the other levels of 1st and 2nd secondary school classes are excluded. leaners in other secondary levels may have other perspectives and different reactions to the research study issue .

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Appendices

Appendix (A)

EFL reading strategies instruction survey

EFL secondary school learners' questionnaire

***Dear learners:**

As part of master dissertation fulfilment .You are kindly requested to answer the following questions about EFL reading strategies instruction. It will take 10 minutes .Your responses will be kept in secrecy and will definitely be used for the purpose of the research study. We appreciate your kind cooperation and thank you in advance.

***Age?**

Less than 15 years old

From 15- 18 years old

More than 18 years old

***Secondary School level?**

First year

Second year

Third year

***Can you understand texts written in your native language (Arabic Language?).**

Yes

No

***Do you read texts in English language outside the classrooms?**

Always

Sometimes

Rarely

Never

***Can you understand texts written in English?**

Yes

No

***what makes the reading text difficult for you to comprehend?**

Grammar

Unknown words/ vocabulary.

How to understand a text

Others

***Do you know what a reading strategy is?**

Yes

No

***In which case do you better understand a text, when the teacher?**

Uses pictures and drawings

Uses questions

Uses tables and figures

All of them

Which of the following reading strategies do you use to better understand a text?

Activate background knowledge

Ask and answer questions

Work with your classmate/classmates

Use your imagination

Others

***What do you do in case the text is too difficult for comprehension?**

Change my reading strategy

Ask for my teacher's help

Ask for my friends' help

Others

***Do you use the internet for reading texts and articles in English?**

Yes

No

Appendix (B)

EFL reading strategies instruction survey

EFL secondary school Teachers questionnaire

***Dear teachers**

As part of master dissertation fulfilment .You are kindly requested to answer the following questions and give your experience –based point of view to support researchers attain objective data concerning reading strategies instruction and its impact on reading comprehension and literacy development of EFL secondary school learners . it will take approximately 10 -15 minutes and your responses will be strictly applied for the research study purpose and will be kept in secrecy . We appreciate your huge cooperation and thank you in advance.

***How many years have you been teaching English language?**

Less than 5years

From 5- 10 years

More than 10 years

***What makes most learners struggle to comprehend a text?**

Lack of vocabulary and grammar knowledge

Reading strategies unawareness

Reading strategies misuse

Others.....
.....

***How do you help learners better comprehend the reading text?**

.....
.....

***Does teacher's awareness about reading strategies support learners to better comprehend a text?**

Yes

No

***Do your learners know what a reading strategy is?**

Yes

No

***In your opinion, what is the relation between reading strategy and reading comprehension?**

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

***Have you ever explained explicitly to your learners the different reading strategies available and their functions?**

Yes

No

Justify

***When you teach a reading course, do you include?**

One strategy

Multiple strategies

A variety of strategies

No strategies at all

***Which of the following reading strategies do you use with your learners in the classroom?**

Activating background knowledge

Using sensory and visual materials

Graphic organizers and semantic mapping

Others

***Do you plan specific lessons to teach learners and train them when and how to use reading strategies?**

Yes

No

Justify

.....

***In the 21st century era , do learners use the internet and reading strategies (Facebook ,Google ...etc.) to develop new literacies?**

Yes

No

Justify

.....

***In your opinion when do learners become expert and strategic readers?**

Summarize the text in their personal way

Critically evaluate the information presented in the text

Being able to solve problems in new situations.

All of the above

Others

.....

***Further suggestions and recommendations for learners' literacy development through reading strategies instruction.**

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

Summary:

This dissertation aims to investigate reading strategies use among EFL secondary school learners, to check whether reading strategies –based instruction facilitate reading comprehension and improve target language literacy, and investigate whether EFL secondary school teachers integrate a variety of reading strategies in their classroom interaction and instruction .the research was conducted with 39 EFL secondary school learners, and 20 EFL secondary school teachers. Two research instruments were used to collect the required data. Data gathered were analysed quantitatively and qualitatively. The overall findings of the research work reveal that EFL learners are aware of reading strategies and their potential uses and functions. Learners also rely on a variety of reading strategies when they interact with any given new text requires decoding and deciphering in a reading lesson. The results also highlight that EFL secondary school teachers integrate both explicitly and implicitly reading strategies in their lessons , they provide learners with a variety of reading strategies and train learners to be self –reliant in their target language learning process .Those findings and obtained results, led researchers to deduce the positive impact of reading strategies –based instruction on facilitating reading comprehension along with tackling written texts complexities. Literacy will similarly be enhanced and developed towards effectively helping leaners to become both good readers and successful learners of the target language.

Key words: reading strategies instruction, reading comprehension, EFL secondary school learners, literacy development

:الملخص

تعتبر القراءة من أصعب المهارات في تعلم اللغة الأجنبية لان اغلب التلاميذ يعانون من مشكل الثروة اللغوية ونقص القواعد النحوية والصرفية ، والتي تعتبر مهمة في بناء الفهم العام للنص وكذا المعلومات والافكار التي يسعى الكاتب لبلوغها لدى القراء. أغلب التلاميذ يعملون جاهدين على تزويد انفسهم التقنيات اللازمة لمساعدتهم في بلوغ الاهداف .

تعتبر استراتيجيات القراءة احد مفاتيح تحقيق تلك الاهداف، ليس فقط في مواجهة صعوبات النص ولكن ايضا في تطوير مهارات الفهم والاستيعاب المختلفة، للأستاذ دور مهم في تدريب التلاميذ على الاستخدام الامثل لاستراتيجيات القراءة المختلفة لاسيما التلاميذ الذين يعانون من صعوبات في القراءة والفهم والتعلم .

