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Textbook Evaluation: Investigating the Development of the Reading Strategies through the Activities of <u>My Book of English</u>.

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Dedications

Chabha,

I dedicate this work to my beloved family:

My parents said and djegdjiga

My brothers and sisters

To all my friends

Djedjiga,

To my beloved family:

To my parents Said and Ouerdia

To my brothers and sisters

To all my friends

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Abstract

The present study is concerned with the investigation of the reading sections activities in the Algerian Middle School third year textbook My Book of English. Our dissertation aims at finding out whether the reading sections activities that are anticipated in the textbook conform to Françoise Grellet's (1981) theory of developing reading skills. This theory is based on reading comprehension strategies which include some principles used to teach reading. In addition, the study aims at evaluate the amount of reading tasks included in each sequence. The checklist is adopted from McGrath's methodology (2002). For the sake of achieving this aim, we have conducted an analysis of the reading activities that are proposed in the textbook to demonstrate the data obtained from the evaluation of reading tasks of the textbook. For gathering more data, we designed a questionnaire and distributed it to the third year middle school EFL teachers in the wilaya of Tizi Ouzou. The present investigation is based on a mixed (quantitative and qualitative) methods research. The data are analyzed according to the Qualitative and quantitative Content Analysis (QCA) and statistical program of analysis (SPSS). On the basis of the results of the study, it is concluded that the investigating of the development reading strategies through the activities in the Algerian EFL textbook My Book of English comply with the strategies used in the theoretical framework of Françoise Grellet. The findings have been converted into numerical data, and then have been interpreted using content analysis. A total number of the teachers (87.5%) view that the EFL textbook contains reading comprehension strategies, this confirms the fact that the EFL textbook of MS3 My Book of English gives great focus on learners' comprehension of the included written texts. Besides, the results obtained from the questionnaire show that learners face difficulties to understand texts that are included in their textbook with a percentage of 50%. However, 93.75% of the teachers use the stages of reading (pre-reading, while reading and post reading stage) and they also apply reading strategies such as, predicting, skimming, and scanning to help their learners understand meanings from the texts and answer reading comprehension questions easily while they are reading.

Key Words: Reading Strategies, Reading Activities, Developing Reading Skills

List of Abbreviations

- QCA : Quantitative Content Analysis.

- QCA : Qualitative Content Analysis

- SPSS: Statistical Package for Social Sciences.

- EFL: English as a Foreign Language.

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▪ **Statement of the Problem**

Reading is an essential language skill that has enduring remarkable place in teaching and learning of foreign languages. This skill gives students the opportunity to communicate successfully and exchange ideas in different locations, and it allows them to develop their horizons of knowledge of the world.

Reading in a foreign language is very important not only for proving the personal and cognitive development of the students, but also for enhancing their schooling and job anticipations in a globalized society. Due to the importance of reading, one of the primary issues of language teaching should be to accommodate students with the tools they need to examine texts in various contexts and for various purposes more and more independently. In order to sufficiently prepare students for the challenges they may face outside of school, teachers need to develop different reading strategies in the classroom by using a wide variety of text types. Therefore, a number of scholars from different disciplines, especially linguists explained and reported the importance and the strategies to follow for developing the reading skill in different ways.

Textbook evaluation is a work which is conducted by many researchers in different aspects of language: grammar, vocabulary, listening, speaking, writing...etc. Reading is also an important issue of language, which is treated in many dissertations in the Department of English at Mouloud Mammeri University of Tizi-Ouzou, such as, the Magister dissertation presented by Mrs Ammour Kamila entitled, <u>Teaching Reading Strategies and Skills in the Algerian Middle School</u> (2006), the final result of her research is that the main cause of the issue is the fact that teachers are not well prepared to teach what is expected for their learners to learn appropriate reading strategies instructions in the Algerian Middle Schools. But at present no research has been done on the evaluation of the reading sections activities in the

Algerian Middle school MS3 textbook of English, which is <u>My Book of English</u> (2017). Therefore, the aim of this work is to evaluate the development of the reading skills in the textbook under study, drawing on Françoise Grellet's (1981) theory on developing reading skills. Françoise Grellet, in her book <u>Developing Reading Skills </u>(1981), offers a classification and description of exercises aiming at developing different reading skills. These reading comprehension exercises are equally appropriate for the teaching of other foreign languages and are much relevant to the teaching of the first language. Françoise Grellet's (1981) approach of teaching reading comprehension is to encourage teachers to introduce a variety of strategies to develop reading skill and to offer them a great deal of resource materials to draw on.

Nonetheless, The present dissertation addresses the issue of teaching reading skills and strategies in the Algerian third year middle school within the framework of the recent reform in the educational system launched in 2017 . It does not seem that teaching reading comprehension skills which obviously offer the opportunity of comprehending texts promote middle school learners' capacity to understand written texts easily in English Language. To examine such an issue, and to know what are the causes behind learners' deficiency comprehending the written texts , we are going to try to investigate the development of reading strategies through the reading activities of the Algerian EFL textbook <u>My Book of English</u> to know whether these activities comply with the strategies of Francoise Grellet's theory of developing reading skills.

- **Aims and Significance of the Study**

The present work is about the study of third year Algerian Middle school EFL textbook entitled <u>My Book of English</u>. The main aim of the study is to evaluate the reading activities of the textbook to find out what reading strategies are implemented. Another aim of the study is to find out whether teachers use these strategies and enquire about the difficulties their learner

face difficulties in reading texts that are included in their textbook. So our dissertation is going to shed light on deeper understanding of how to teach and develop reading strategies, in parallel with Grellet's theory 1981 in which she explained the classification and description of exercises aiming at developing different reading skills.

▪ **Research Questions and Hypotheses**

The present work focuses on the investigating the development of the reading strategies activities provided in the Algerian MS3 EFL textbook, which arises effectually some basic questions:

1- Do the EFL textbook <u>My Book of English</u> aims to develop the reading strategies?
2- Do EFL teachers use different reading strategies to facilitate learners' understanding of the reading texts?

In order to answer the questions above, the following hypotheses are advanced.

▪ **Hypotheses**

Hp1: The EFL textbook <u>My Book of English</u> aims at developing the reading strategies and the development of the reading skills.

Hp2: All EFL teachers use different reading strategies like predicting, skimming, scanning, and even summarizing in order to facilitate the learners' understanding of the reading texts.

▪ **Research Techniques and Methodology**

In our investigation, we have adopted a mixed method research. Both quantitative and qualitative methods are used for data collection and data analysis. The research data are drawn from the analysis and evaluation of MS3 textbook and a questionnaire addressed to EFL teachers.

For the quantitative part, this is used for the sake of quantifying a number of reading activities comprised in the textbook concerned and for the qualitative part, this consists of the results obtained from both textbook evaluation and the questionnaire, which are interpreted and explained through Content Analysis (CA).

▪ Structure of the Dissertation

The whole structure of the dissertation obeys the traditional complex model which consists of a General Introduction, four chapters and a General Conclusion. The first chapter is about "definitions and theories of reading". This chapter reviews all the theoretical concepts and approaches relating to the study of reading and reading comprehension.

Then, the second chapter, which is the "Research Design", begins with the presentation of the different procedures of data collection, which consist of the research techniques and methods that include the procedures and corpus of investigation. This chapter provides an explanation of the two methods used in our investigation. The first method is "the quantitative method" that describes the statistical data in order to facilitate its analysis, and also to ensure research validity and reliability. The second method is "the qualitative method" that interprets and explains the results obtained from textbook evaluation and the questionnaire.

In this chapter, we have explained deeply the methods that we have followed and the tools we have used in gathering the data which are as follows: The Algerian EFL textbook "My Book of English", and For the successful and effective evaluation, checklist was used quantitatively and qualitatively by following McGrath's methodology (2002) and a questionnaire addressed to MS3 EFL teachers.

Furthermore, it is followed by chapter three, entitled "Presentation of the Findings", and it reports and displays the results relating to statistical data. The fourth chapter discusses the results obtained from the previous chapter and provides answers to the research questions. Finally, the work ends up with a General Conclusion which is the summary of all the points discussed in the dissertation.

Introduction

This chapter aims to highlight some key concepts which are relevant to our research study. It is also devoted to review models and theories of reading on which our research work is based. The evaluation framework serves to investigate the reading sections activities of the Algerian Middle School MS.3 textbook of English. This chapter starts by some definitions of reading, then models of reading, moving to the strategies used while reading such as skimming, scanning, and predicting. Finally it presents various approaches of reading.

1. EFL Textbooks

1.1. Definition of EFL Textbook

A textbook is a universal material of teaching and learning process. Laurika et al (2011:2) define it as *"A written medium in the classroom, especially for the teaching and learning process. It is an organized, physical manual for instruction covering a variety of topics in a specific subject area in this case English".* That is to say, a textbook is a guide or manual used mainly for teaching and learning. Lappalaien, (2011:3) states that "*a textbook includes books made and published for educational purposes or even any book used as a helpful tool in the classroom".* An EFL textbook, is referred to as a published book especially designed to help language learners to improve their linguistic and communicative abilities. (Sheldon, 1987).

1.2. The role of EFL Textbook

EFL textbook are considered as a key component in most language program. It plays a prominent role in EFL teaching and learning process, which is essential for both teachers and learners. Rivers (1968:475) writes that *"the importance of the textbook cannot be overestimated. It will inevitably determine the major part of the classroom teaching and the students out of class learning".* This means that, textbook provide guidance in course and activity design for teachers,

who use different EFL textbooks in order to make their lessons more effective. Laurika et al (2012:2) state that *"textbooks guide students' revision, and they sum up teacher's classroom explanation"*. Besides, they serve for the teachers as a help when they conduct lessons and design activities and other teaching materials. Grant (1987:8) claims that *"perfect book does not exist"*, yet to find out one that will be appropriate to the learners group, teachers use textbooks in the teaching process they should be aware of selecting a particular textbook that matches with the context where it is going to be used, and many researchers claim that no textbook designed for particular learners will be completely appropriate and standardized for them.

The basic function of the textbook is to make the existence of the knowledge accessible and clear to learners in an easy and organized way .Hutchison and Torres (1994:318) see that " *the textbook is a 'framework' or 'guide' that helps them to organize their learning both inside and outside the classroom"*. In other words, it guides the learners to find themselves within the teaching and learning process. Regarding the multiple roles of EFL textbooks, CunningsWorth (1995) determines a textbook as a resource in introducing the material and a source for the learners to practice and do activities. They also afford the learners with a reference source on vocabulary, grammar, and pronunciation.

Furthermore, textbooks serve as a syllabus and a self-study source for learners. Matthew Spratt and Dangerfield (1985) who have the same view, argue that *"textbook represents the core of the syllabus"*. That is to say, the syllabus provides the learners to review what has been done during courses, at the same time it allows them to have an idea of what will come. According to Tomlinson (1998) a qualified and effective textbook must be attractive to learners as well as appropriate to cater their different learning process and make them curious through both its appearance and subject. At the same time, it must encourage their self-confidence and be

associated to the needs of learners and engage them in accurate use of the language in order to achieve communicative objectives.

2. Reading and Reading Comprehension

2.1. Definitions of Reading

Reading is one of the language skills that have various definitions given by many scholars. Among these definitions we have chosen the relevant ones to our research work. Françoise Grellet (1981:7) states that *"reading is a content process of guessing, and what one brings to the text is often more important than what one finds in it"*. In other words, reading is a process of extracting meaning and information from a written or printed text.

Clark and Silverstein (1987:17) define reading *"as an active cognitive process of interacting with print and monitoring comprehension to establish meaning "*. That means, reading can be seen as an interactive process between a reader and a text which leads to the comprehension of messages. In other words, reading is a kind of conversation between a writer and a reader. Nunan (1991:70) argues that "*reading is a dynamic process in which the elements interact with other factors outside the text: in this case, most particularly with readers' knowledge the experiential content of the text"*. Moreover, Nuttall (1982:12) defines reading *"as the meaningful interpretation of printed or written verbal symbols"*. This is the process in which the reader takes advantage of his knowledge of vocabulary, syntax, discourse and the real world. Therefore, reading involves an interaction between thought and language.

2.2. Definitions of Reading Comprehension

Reading comprehension is the aptitude to understand the content of reading text and processes its meaning and assimilates it with what the reader already knows, and his capacity to comprehend or construct meaning from the text is influenced by his skills and ability to process information. According to Françoise Grellet (1981:3), reading comprehension is "*understanding a written texts this means extracting the required information from it as efficiently as possible*". From the statement reading comprehension is understood as the individual's ability to understand texts by the removal of the required information. Teachers adopt reading comprehension to make their students able to comprehend different texts easily by themselves in order to improve their reading strategies and their reading skills in general. The aim of the reading comprehension activities is to allow the learners make close reading in a non-competitive atmosphere. For Olson and Diller (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material. Therefore, many definitions for reading comprehension exist because researchers have not come to an agreement upon one single definition.

Kennedy (1981:191-192) defines reading comprehension as follows:

> Reading comprehension is a thinking process by which a pupil selects fact information, or ideas from printed material, decides how to relate it to previous knowledge he has acquired and judges their appropriateness and worth for meeting his own needs and objectives.

That is, to comprehend a written text, a reader must be able to use the information, ideas and to apply them to actual situations.

2.3. Reading VS Reading Comprehension

Reading is a mental process, as some researchers claim, *"reading ability is dependent on the efficiency of component of reading process"* (Sinatra and Royer, 1993:45). According to Françoise Grellet (1981:8) reading is an active skill that involves guessing, predicting, checking and asking oneself questions, as it is a communicative function. Whereas, Reading comprehension has two elements that complete the process: vocabulary knowledge and text comprehension, where the reader puts together the vocabulary and different comprehension strategies (skimming, scanning, predicting, and inference) to develop his/her understanding of the different texts. Both reading and reading comprehension are mental processes, however reading does not necessarily lead to understanding the text, sometimes perceiving a written text in order to understand its content, this can be done silently (silent reading), the understanding that results is called reading comprehension. While reading a written text aloud (oral reading) this can be done with or without understanding of the content. Françoise Grellet (1981:8) claims that *"reading comprehension should not be separated from the other skills such as: reading and writing and listening, reading and speaking".*

2.4. Types of Reading

Suparman (2005:1) states that *"there are two types for reading: reading for pleasure and reading for information".* In other words, learners need to read two types of reading: the intensive and extensive reading.

2.4.1. Intensive Reading

Intensive reading means reading shorter texts in order to explore specific information. It is when teachers encourage students to read for general understanding and also to enable them to develop their reading skill, vocabulary and grammar. In this activity, the reader is going to extract

all the information provided in the passage, which means students read texts to get a meaning, while the process of scanning takes the most important role than skimming. Brown (1989:35) explains that *"Intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning implications, rhetorical relationships, and the like"*. Long and Richards (1987:33) say, *"it is a detailed in-class, led by the teaching of vocabulary and grammar points, in a short passage"*. In other words, the intensive reading sequences are used in class for a number of reasons, such as reading to extract specific information, general understanding or for communicative purposes.

2.4.2. Extensive Reading

Extensive reading means reading longer texts usually for one's own pleasure. In this type of reading, teachers encourage their students to choose for themselves what they read and do so for pleasure and their language improvement. Brown (1989:36) explains that *"extensive reading is carried out to achieve a general understanding of texts"*. Students should read texts which they can understand, if they do not understand this means they can hardly be reading for pleasure. Long and Richards (1971:216) identify extensive reading as *" occurring when students read large amounts of high interest materials, usually out of class, concentrating on meaning, reading for understanding (gist) and skipping unknown words"*. The ultimate goal of extensive reading is to build self- confidence and enjoyment. Krashen (1993:14) suggests that *"the benefits of free voluntary reading included, enhanced language acquisition and literacy development, more ideas and information, greater success in life, loss of verbal memory, and more fun"*.

2.5. Reading Strategies

Reading strategies are methods used by the readers to improve their comprehension and perform better in reading texts. Brown (2007:119) defines reading strategies as *"specific methods*

of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". That is, reading strategies are methods in reading, and they are multiple. These strategies are as follow: skimming, scanning, predicting, and inference.

2.5.1. Skimming:

Skimming means reading quickly to get the main idea of the text. Françoise Grellet (1981:19), states that *"when skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer"*. That is to say, skimming is reading quickly with one's eyes, classifying the main ideas of the text and looking only for the general or main ideas.

According to Brown (2001:308):

> Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. It gives readers advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

In other words, skimming is a technique that helps the reader to get quickly the gist or the main idea of the text. For instance, you have an exam in few days. You need to review the material you learned, but you don't need to re-read everything. By skimming, you can quickly locate the main information that you need. John (1992:349) describes the steps to follow in the skimming for the main ideas in his book <u>Reading and Study English</u> as follows:

1. Find definitions. They are often signaled by special type, especially italics.

2. Locate enumerations .It does not help to locate a numbered series of items if you do not know what label the series fits under.

3. Look for relationships between headings and subheadings .Such relationships are often the key to basic enumerations.

Whereas, before reading the text students start skimming to assert the predictions from the content and structure of the text. This is another strategy that helps students to better understand texts while reading. Francoise Grellet, suggests exercises whose aims are to encourage the students to read all texts in such a superficial way, but they should make students better readers. She provides the following exercise:

• Strategies or skills involved: skimming.

• Exercise type: ask learners to read articles quickly to give suitable title to each of   them.

• Specific aim: to prepare the students to skim by asking them to give titles for short passages.

2.5.2. Scanning

Françoise Grellet (1981:19) claims that scanning is "to *locate specific information and often we do not even follow the linearity of the passage to do so"*. Yet, the reader is able to read the text in nonlinear way to find out a specific piece of information, ideas, words, phrases, without reading the whole text. Brown (2001:308) defines scanning as:

> Scanning is a quickly searching for some particular piece of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

This means that, scanning is a strategy that allows readers to look carefully in the text for particular information.

Scanning aims to encourage teachers to plan a good lesson for their learners while reading texts. According to Françoise Grellet, when scanning, the readers locate particular

information and often do not follow the linearity of the passage to do it. She provides the following exercise type:

- Strategies or skills involved: scanning.

- Exercise type: scanning newspaper article to find particular information.

- Specific aim: to train the students to run their eyes over a text quickly in order to locate specific information.

- **2.5.3. Predicting**

Making prediction is a strategy which is based on reading comprehension, where the readers use information from a text including headings, images, and titles to look forward what they are about to read or what comes next. Françoise Grellet (1981:17), states that *"It is a faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues"*. This means that, predicting is making guesses about what will come next in the text you are reading. This strategy allows readers to make informed prediction and helps them to gain meaning from a text and increase their reading comprehension. Before reading, good readers make prediction as a way to associate their background knowledge to new information from a text to get meaning from what they read. And they can use their existing knowledge about an author to predict what a text will be about.

Predicting, which is based on reading techniques of the process of reading generally. According to Françoise Grellet, 'predicting' is the faculty of guessing what is to come next. she suggests an exercise by giving the students unfinished passages to complete or by going through a text little by little stopping after each sentence in order to predict what is likely to come next.

- Strategy or skills involved: predicting.

- Exercise type: paragraph completion: the learners are given text and asked to complete the punctuations.

- Specific aim: to train the students to make predictions and guess when reading a text.

2.5.4. Inference (Deducing)

Inference is the process that requires readers to evaluate and draw conclusions from information in a text. This strategy serves to help students develop their thinking skills. Françoise Grellet (1981:14) claims that *"inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements"*. That means authors provide the reader with some key words that help the reader to understand any ambiguous word by making reference to their background knowledge. Nuttall (1996:114) argues that *"Inference is the process that readers use to draw implications and certain conclusions from facts, opinions and arguments stated in the text"*. Inference serves as an introductory tutorial on four inference strategies: inductive learning, mystery, main idea and investigation.

Inference strategy assumes that teachers get students to make a guess at the meaning of the words they do not know rather than look them up in the dictionary. It is vital to develop the skill of inference. According to Françoise Grellet (1981) suggested the following exercise type to develop inference:

- Strategy or skills involved: Inference.

- Exercise type: finding synonyms, antonyms and markers of equivalence in the text.

- Specific aim: to train the students to infer the meaning of unfamiliar words and help them to analyse their process of inference.

2.6. Stages of Reading:

All the different activities mentioned previously are considered as bricks by which the reading tasks are built. As many scholars like (Cuq, and Gruca, Nuttall) suggest, reading tasks must be divided into three stages: pre- reading, reading, and post- reading.

2.6.1. Pre-Reading

The pre- reading stage aims to facilitate the students' entry into the text and to encourage them in the reading process. In this stage teachers should activate the students' prior knowledge about the text, for example by discussing it orally. Teachers also should encourage the students to make predictions about the text using different elements like a title, images...etc, in order to increase their critical thinking. These activities allow the students to build a relevant knowledge and vocabulary for comprehending and interpreting the text. As Dantanus (1996) underlines it, *"the first response to the text must be as open- minded and unprejudiced as it can possibly be... If you put a label... On the text you are studying, you will inevitably be influenced by this label and take a less active part in the explorative process".* Moreover, Matos (2009:155) suggests that:

> An aesthetic reading should be privileged. This mode of reading allows the reader to establish an individual relationship with the text and appreciate its aesthetic qualities, it contrasts with different reading, which is a mode of reading that situates the text in a web of concepts supplied by teacher, critics and the norms of the text.

That means if we intend to promote an aesthetic reading of texts, pre- reading activities must not reveal too much information about the text, they should tell just what is necessary to rise the students' interest and prepare them for reading.

2.6.2. While Reading

In the reading stage, the students should use the hypotheses pre-formed before reading as a starting point to explore the text, than moving from a global understanding towards skimming the text in order to check their hypotheses and answer questions like choosing a title to the text or to select the sentence that best sum up the text. Wright and Brown (2006:23) state that *"the initial skimming of the text is a semantic strategy which, even though readers acquire no specific details during the exercise, does contribute to their confidence about tackling the text"*. That is to say, the initial skimming gives the students and overview of the text that will help them arrive at a more detailed understanding. The skimming phase must be followed by a second reading of the text, which should be provided with details about the text and develop different reading skills (inference, interpretation and scanning) in addition to different activities about vocabulary and cultural references of the text.

2.6.3. Post-Reading

Finally, we finish with the post-reading stage, where teachers encourage their students to relate the text to their experiences and then make a comparison between the cultural aspects presented in the text and their own culture. According to Schultz (2002) the text does not have an intrinsic meaning, but rather a meaning that the reader constructs by using their skills, and knowledge to give shape to the potential meanings of the text. Gallas and Smagorinsky (2002:58) explain that *"readers have vast knowledge about the world cultural practices, themselves, social dynamic and other factors that they use to infuse coded texts with meaning"*.

But the text can be read differently by different readers and can have different interpretations and associations that give the students the opportunity to play an active role while

reading authentic texts of different types, develop their reading skills, and also permit them to discuss and explore the cultural, cognitive and affective dimensions of the text to become good readers.

2.7. Models of Reading

Reading models are mostly used to describe what happens in the reading process. It gives the reader procedures and steps to follow for creating and constructing meaning of the written texts. Davies Florence (1995:57) points out that a model of reading is *"a formalized, usually visually represented theory of what goes on in the eyes and the mind when readers are comprehending or (miscomprehending) texts"*. That is to say, this model of reading happens in the mind and eyes of the reader until they understand or misunderstand what is being read. There are three main theoretical models that are presented in this study: the bottom up model, top down model, and the interactive model.

2.7.1. Top down Model of Reading

Top down processing refers to the perception that is driven by cognition, which means that the brain applies what it knows and what it expects to perceive and fills in the blanks. Top down processing is broadly defined as the development of pattern recognition through the use of contextual information. According Matland (1995:146) in top down approach *"the starting point is the authoritative decision; as the name implies, centrally located actors are seen as most relevant to producing the desired effect"*. Matland also adds that:

> To increase the level of efficiency top down theorists thus demand a clear and consistent statement of the policy goals, a minimization of the number of involved actors, a limitation of the extent of Change necessary and to find an institution which supports the point of view of the policy makers in order to guarantee that, the implementers sympathize with the new statute (1995:147).

That is to say, the approach clearly favours the decision-makers as key actors within the process of implementation and does not pay much attention to the administrative staff that carries out the legal act.

2.7.2. Bottom- Up Model of Reading

This model refers to the treatment of the sensory information as it is coming in. In other words, it refers to the way it is built up from the smallest pieces of sensory information. The bottom up approach is a reaction against top down approach; it attaches exactly where top down approach shows its biggest failure. According to the work of scholars, like Berman (1978:156), who states that "*implementation is set on two levels: at the macro- implementation level, centrally located actors devise a government program; at the micro- implementation level, local organizations react to the macro level plans, develop their own programs, and implement them*". As Palumbo, Maynard-Moody, and Wright (1984:61) argue, that "*if local level implementers are not given the freedom to adopt the program to local conditions it is likely to fail*". In terms of cognition, a bottom up process occurs when something unexpected is moving in the corner of our eye and catching our attention. This causes us to look over and react. The signal causing this chain of events is originated in the environment "at the bottom" of the sensory processing stream.

2.7.3. Interactive Model of Reading

The interactive model is basically the combination of both top-down and bottom up approaches, which consider comprehension as the origin of top-down and bottom up processes. This model attempts to limitation of each and emphasizes on the reader's background knowledge that they use for the construction of the meaning of the text. This theory was basically developed by Rumelhart in the late 1970's, where he retained in interactive model that the meaning is not bound to the text. It is the result of construction of the information selected by the vision being

registered visually. (Rumelhar, 1977); in Davies, (1995:36). According to the interactive model, the reading process is involved in driving the meaning of the text and making presumption through simultaneous interactions between the surface structure of the text and the reader's background knowledge. For Rumelhart, the process of reading:

> Begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author's intended message. Thus reading is at once a 'perceptual' and 'cognitive' process. Moreover, a skilled reader must be able to make use of sensory, semantic and pragmatic information to accomplish his task. These various sources of information appear to interact in many complex ways during the process of reading.

(Rumelhart, 1977 Quoted in Davies, F. 1995:64).

In other words, this process has correlations between syntactic, lexical and semantic information till the reaching of meaning of the text.

Davies Florence (1995:63) states that the interactive model is *"unlike bottom up and top down models, the interactive model does not predict any predetermined direction for, or sequence of processing"*.

2.8. Major Approaches to Teaching Reading

The current study is to explain the various theories, findings and opinions concerning the teaching of reading and explanations about its evolution. So far, there are three main theories which explain the methods of learning to read which are as follows:

2.8.1. The Traditional Bottom up View

In 1950's, the traditional bottom up theory to reading was influenced by behaviourists psychologists. Omaggio, M.A. (1993:45-46) affirms that *"learning was dependent on habit formation, brought by the repeated association of a stimulus response"* and language learning was made as *"a response system that humans acquire through automatic conditioning process"*.

That is to say, the audio-lingual method was based on behaviourism which emphasises on drilling, repetition and error correction.

2.8.2. The Cognitive View (top down processing)

This theory explains the innateness capacity of the mind for learning, which gives new explanation of how humans acquire their first language. This new approach explores the conception to students how to read. (Smith. 1994) .In this view, reading does not mean just extracting meaning from a text but it is a technique of relating information in the text with its meaning. Cognitive processes play a central role in the creation of meaning of the readers' background knowledge. He adds also that reading is not a passive activity, but active and rational one that has a certain purpose which depends on the prior knowledge of the reader. Reading is also a psycholinguistic process in which readers sample the text, make new hypotheses, reject, and confirm.

Another theory which is related to top- down processing is the schema theory, which plays an important role on reading strategies, this theory explains in detail how the previous knowledge of the learners communicate with the reading tasks and shows how their knowledge of the world is very important to interpret different texts. The basic of this theory is the notion that previous experiences guide to create mental frameworks and make sense to the reader to create new knowledge and experiences. Anderson (1994:469), explains that *"a reader comprehends a message when he is able to mind a schema that gives account of the objects and events described in the message".* For Pearson (1988:38), comprehension is the communication between new and old information.

2.8.3. The Meta-Cognitive View

In this view, according to Block (1992:55)   there is no more debate on *"whether reading is a bottom up, language-based process or a top down, knowledge based process"*. In the process of reading, readers do not only sample the text, they confirm, reject or make new hypotheses during reading. They require activities before reading, while reading and after reading. The activities (before reading) are to determine the purpose of reading, determine the form or type of the text. Second is (while reading). They think about type of the text, such as locate topic sentence add follow supporting details, making predictions and so on. Finally, in the activities they involve (after reading), they try to make a summary or inference of what was read.

Our research focuses on the theoretical framework of Françoise Grellet that aims at developing reading strategies in her book Developing Reading Skills (1981), which includes the main strategies used to teach reading, which are provided in the form of exercises and cited as examples. She explains each exercise by relating it to reading strategies practice and these exercises make the learners more confident and efficient readers.

Conclusion

The literature reviewed in this chapter shows the important role of EFL textbooks in the teaching and learning process .We have reviewed the different definitions of reading that have been defined by different researchers. In addition to that, it presents different concepts related to reading using different strategies, such as skimming, scanning, predicting, inference to comprehend the text. Reading skill consists of two types of activities which are intensive and extensive reading. In the process of reading, the reader follows bottom up, top down and the interactive model to reach the intended meaning from the text. These models share the basic principle of the interactive approach. Finally, it presents and overviews the theoretical framework of Françoise Grellet, adopted for our research work

Introduction

This chapter is the methodological part, which contains the research design and methodology used to investigate issues related to the teaching of the reading strategies in the Algerian Middle School English language textbook of MS3. This part is based on procedures of data collection and procedures of data analysis that are necessary for answering the questions stated in the General Introduction. While the first one (procedures of data collection) provides us with the description of the corpus which is, the textbook concerned, and a questionnaire is designed for MS3 EFL teachers, the second one (procedures of data analysis) that are used to explain the techniques and methods used to analyse the gathered data. The mixed method approach that includes both qualitative and quantitative methods. In our investigation we have chosen textbook evaluation to measure the value of learning material My Book of English to find out their effects on the people using that textbook.

1. Textbook Evaluation

Textbook evaluation aims to determine the overall pedagogical value and make judgements about the suitability of the book to learners' needs. Hutchinson and Water (1987:96) argue that *"evaluating is a matter of judging the fitness of something for a particular purpose"*. That means measuring the value of the textbook by making judgement about their effects on the people using them. Moreover, the main goal of textbook evaluation is to get a textbook that makes the process of teaching and learning successful and feed the learners' needs. Textbook evaluation is considered as a research strategy, that can help learners to develop their reading strategies and teachers' professional growth. Cunningsworth (1995:22) clearly affirm that *"textbook evaluation helps language teachers to step beyond any primary down to earth impressionistic assessments"*.

2. Description of the Textbook

My Book of English (2017) is an official material which is designed by the Algerian Ministry of Education for pupils or learners of third year middle school studying English as a foreign language. This official textbook is used to teach the English language with all aspects, such as reading. My Book of English includes 159 pages. While the first page of this textbook comprises the title of the book and names of the designers and its edition, the second page presents the book map which mentions teaching sequences. From page four to seven we find the presentation of the course book sequences. On page 146, we find the basic irregular verbs list. From page 147 to 157 we find the trilingual glossary, which presents words (vocabulary) in three languages: English, Arabic, and French.

My Book of English comprises four sequences; each sequence covers a given topic. First sequence starts from page 10 to 44, which is called "me, my abilities, my interests and my personality". Then, the second sequence starts from page 47 to 81and is named "Me and my lifestyle". The third sequence goes from page 83 to 109 labeled "Me and the scientific world". The fourth sequence, which is the last one, starts from page 112 to 145 and is entitled "Me and my environment". Every sequence is divided into Grammar, vocabulary, reading, pronunciation. As for the type of activities we find in each sequence: I listen and do, I pronounce, My grammar tools, I practice, I read and do, I learn to integrate, I think and write, Now I can, I play and enjoy, I read for pleasure. Every sequence (file) starts with a term project.

3. Procedures of Data Collection

In order to answer our research questions, we are going to investigate development of the reading strategies through activities in each sequence of the EFL textbook My Book of English. So, this section consists of a checklist adopted from McGrath's methodology (2002), which is used to evaluate the reading sections activities, and a description of the questionnaire designed for EFL teachers.

3.1. Description of the checklist

According to Daniel Stufflebon (1971), cited in Nunan (1992:193) evaluation checklist is defined as a checklist designed *"to assess and evaluate a program or material to sort out its strengths and weaknesses".* In order to investigate the reading strategies through the activities of <u>My Book of English</u>, we have adopted a checklist from McGrath's methodology (2002), to evaluate the reading activities of <u>My Book of English</u> , our checklist consists of ten strategies relied on Françoise Grellet theory (1981) (see appendix 1), that aim at developing the reading skills. So, our checklist is used to measure the actual outcome of the use of the textbook, which would help us to arrive at a more reliable and comprehensive evaluation results. According to CunningsWorth (1995) the checklist is very economical way for textbook evaluation, it can provides a systematic way to ensure all relevant items which are considered. It is also a convenient and flexible evaluation tool as evaluators we can add or drop different evaluation items according to individuals and situational needs. So, the checklist is drawn from the already mentioned theory of Françoise Grellet (1981) that focuses on developing the reading skills and see whether, or not the reading sections activities of the Algerian textbook MS3 target the same strategies of Françoise Grellet.

3.2. The Questionnaire

A questionnaire is a method used for collecting data from a large number of people. It deals with statistical data from different respondents without consuming time. Brown (2001:6) defines a questionnaire as *"any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".* Moreover, a questionnaire consists of two types of items: open-ended and close-ended questions. The open ended questions allow the participants to answer freely using their own words; whereas, the close ended questions permit the participants to select from suggested answers under each question.

The questionnaire is part of our investigation. It is addressed to EFL teachers of MS3 in wilaya of Tizi Ouzou, It contains nineteen (19) questions including open-ended, close-ended questions. Moreover, the questionnaire is divided into two sections; the first section is entitled **"Teachers' and learners' attitude toward the reading sections activities of the textbook"**, it asks questions about the attitudes of both teachers and learners towards the reading sections activities that are mentioned in the textbook. The second section named **"textbook content"**, that reveals questions about the reading content of the textbook. We have handed thirty (30) questionnaires for the teachers and had back only sixteen (16) in the period between the 15th April and 30th May 2018.

4. Procedures of Data Analysis

This section is about the procedures of data analysis. It explains the techniques and the research method used to analyze the gathered data. The study includes a corpus of investigating the developement of the reading strategies through the reading sections activities in My Book of English.

4.1. Descriptive Statistical Method and Qualitative Content Analysis

4.1.1. Descriptive Statistical Method

SPSS is a computer program named statistical package for social sciences which we used to analyse the close ended questions of the questionnaire designed to EFL teachers of M.S3. This program is the one which is mostly used in social sciences. It facilitates the description of statistical data and presents the results in their equivalents, and then transfers them in forms of diagram: tables, histograms and pie chart

4.1.2. Qualitative Content Analysis

Qualitative content analysis (QCA) is one of the methods that we used in our investigation to analyse the open- ended questions of the questionnaire. Hsieh and Shannon (2005:1278) claim that QCA is *"a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns".* It allows the interpreting of the data in a form of narrating passage. Moreover, it consists of transferring the data gathered into categories which facilitate the interpretation process. It is used to describe, analyse, and interpret the qualitative data.

Conclusion

This chapter aims at highlighting the methodological procedures of the study. It describes the Algerian textbook My Book of English. Then, it presents the data collection tool, which emphasizes on showing the tool used to gather data needed for conducting the research. Then, it shows the data analysis procedures. Finally, it shows the descriptive statistical method and qualitative content analysis.

Introduction

This chapter is empirical. It is devoted to the selected corpus of the Algerian Middle School EFL Textbook, <u>My Book of English</u>, MS3. The first part deals with the results obtained from the investigating of the reading strategies through the activities of <u>My Book of English</u> relying on the theory of Françoise Grellet (1981). The second part presents the results gathered from the questionnaire addressed to EFL teachers of third year middle school English language in the Wilaya of Tizi Ouzou, who use <u>My Book of English.</u> These results are presented in percentages and displayed in diagrams, and tables that make the results more visible and comprehensive.

1.1. Presentation of the Results of the Investigation of the Reading Strategies through Activities of <u>My Book of English</u>.

This part consists in the presentation of the results after investigating the development of the reading strategies through the reading activities provided in the new textbook. The reading sections are arranged into the four sequences together.

(Sequence)	Title	Types of reading activities	Page N°
Sequence 1	me, my abilities, my interests and my personality	Reading for understanding (gist)	28-30-31-32-33-34-35-37-43-44-45
Sequence 2	Me and my lifestyle	Reading for knowing about culture	70-73-74-75-82
Sequence 3	Me and the scientific world	Reading for information	7-99-100-103-110
Sequence 4	Me and my environment	Reading for comprehension	139-140-141-146

Table (1): The Evaluation of the Reading Activities for the four sequences of My Book of English.

The table (1) shows that <u>My Book of English</u> is divided into four (4) sequences, and each sequence has a name and specific aim. The sequences are named as following: 'Me and My Abilities, My Interests and My Personality', 'Me and My Lifestyle', 'Me and the Scientific World', 'Me and My Environment'. From this table we notice that the first sequence is the longest sequence in <u>My Book of English</u>, whereas the last sequence is the shortest one.
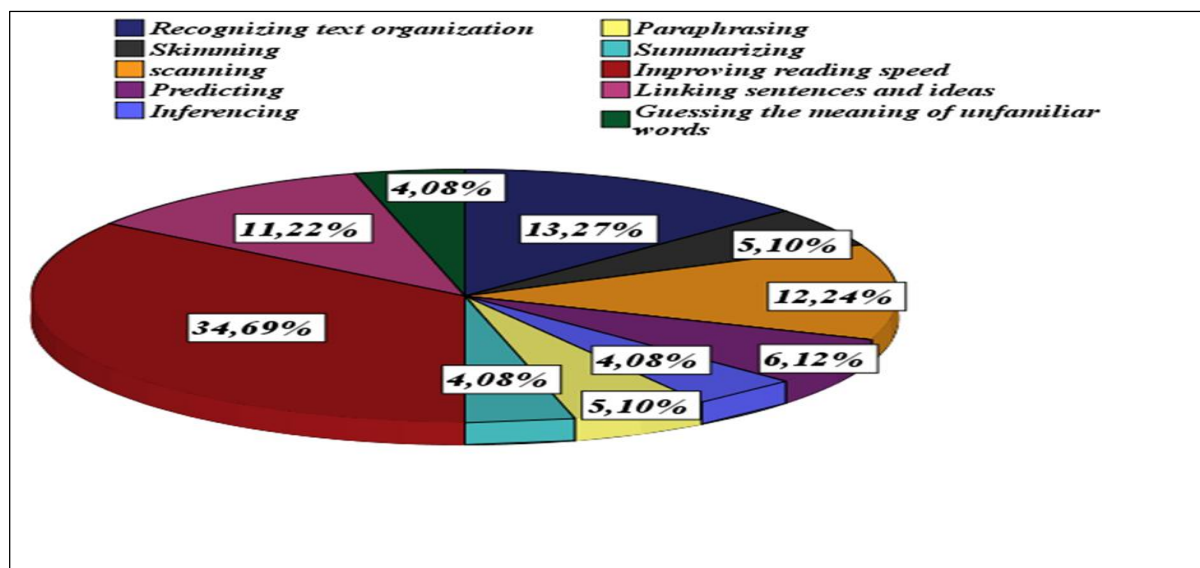
Diagram 1: The Extent to which the Reading Activities of <u>My Book of English</u> aims to develop the learners' reading strategies.

The diagram (1) presents a quantitative evaluation of the extent to which the reading activities in the Algerian textbook <u>My Book of English</u> meet the strategies mentioned in our checklist. aiming at developing the learners' reading strategies. The percentages are between 4.1% and 34.7%. As we notice in diagram (1) there is a great difference marked between the presence of the strategies of the checklist (see appendix one).

1.2. Presentation of the Questionnaire's results.

This part is concerned with the presentation of the results obtained from the questionnaire addressed to EFL teachers who use <u>My Book of English</u> to teach. The results are presented in percentages, displayed in diagrams.

Section One: Teachers' Attitudes toward the Reading Sections Activities of the textbook.

Q 1: Do your learners enjoy reading texts in their textbook?
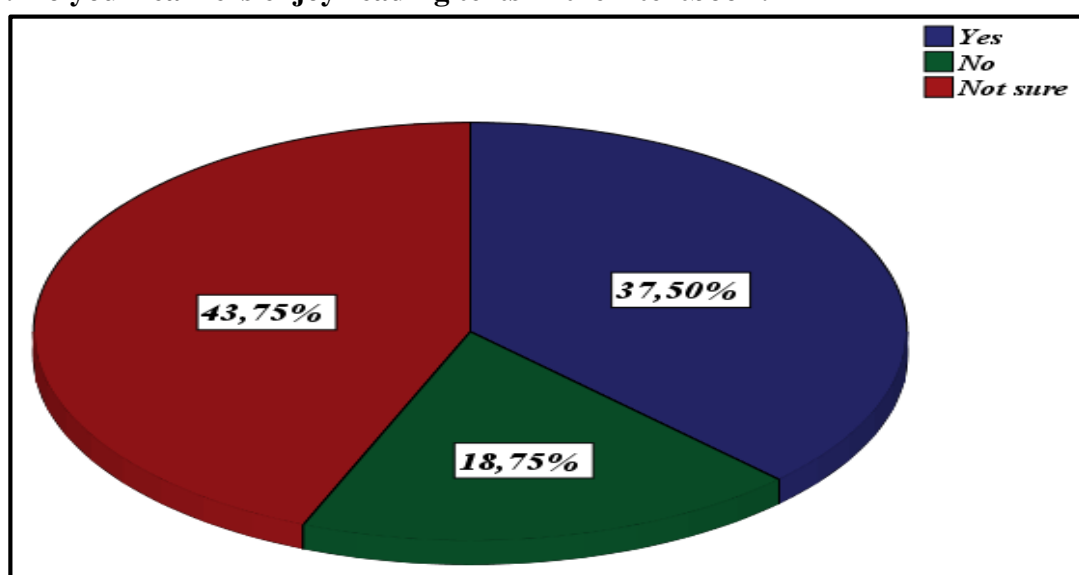
Diagram 2: Teachers' Views about Reading Activities in <u>My Book of English</u>

Diagram (2) shows that 43.75% of the teachers are not sure that their learners like reading the texts included in their textbook, while 37.50% think that they enjoy reading the texts. Only 18.75% think that learners do not enjoy reading texts in their textbook.

Q2: How do your learners find the reading texts in their textbook?
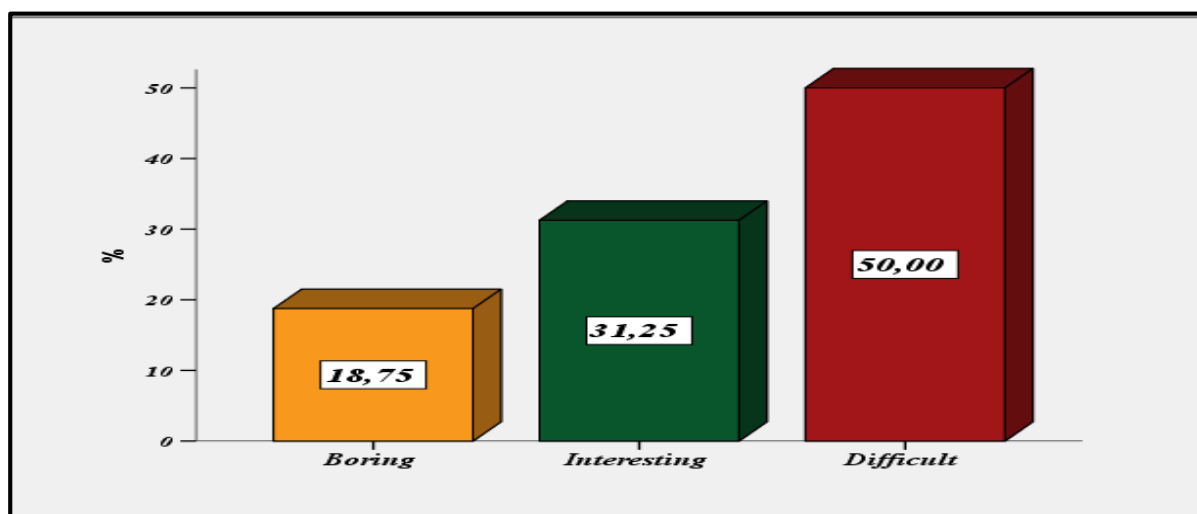
Diagram3: Teachers' Views about Learners Appreciation of Reading Texts in their Textbook.

From diagram (3), we deduce that 50% of pupils find difficulties in reading texts in their textbook, and 31.25% find it interesting, whereas 18.75% consider it boring.

Q3: Do the reading strategies enhance pupils' understanding?
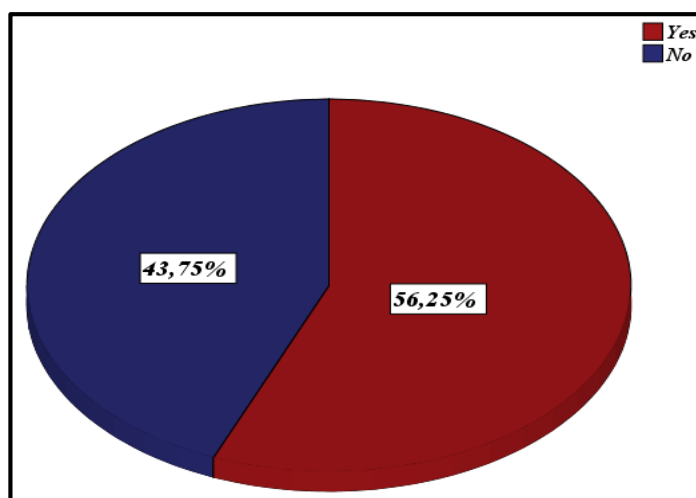
Diagram4: Teachers' Views about Enhancing Pupils' Understanding through Reading Strategies.

Diagram (4) demonstrates that 56.25% of EFL teachers affirm that the reading sections enhance the pupils' understanding, while 43.75% deny the role of reading sections in learners' comprehension.

Q5: Do your learners understand texts related to the target and world cultures?
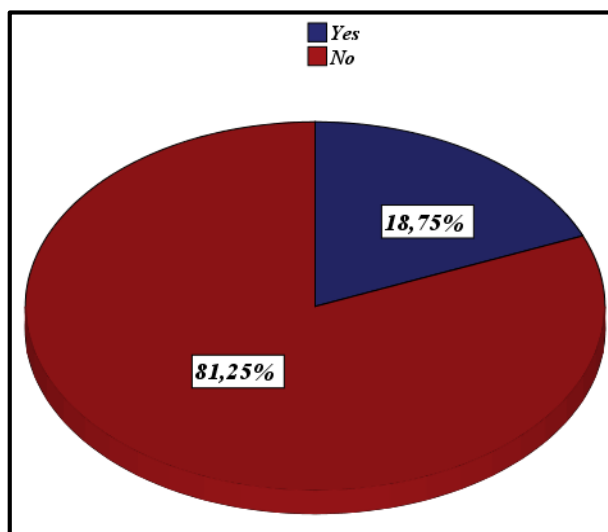
Diagram 5: Teachers' Views on Learners' understanding of Texts on Culture

Diagram (5) shows that only 18.75% of EFL teachers believe that their learners can understand texts related to the target and world cultures, but the majority (81.25%) of them affirm that their learners do not understand such kind of texts.

Could you explain why?

The reasons provided by teachers to justify their answers are different as shown in the following:

- **Teachers' reasons for answering 'Yes', their reasons are multiple:**

    - *"Because those texts are taken from real and authentic situations".*
    - *"They deal with their everyday life and usually they know the used vocabulary".*
    - *"The texts deal with real life situation, their environment and technology".*
- **Teachers' reasons for answering 'No', their reasons are:**

    - *"Limited knowledge and understanding of the world cultures".*
    - *"The texts are difficult for the learners' level".*
    - *"The texts deal only with the native culture".*

Although some teachers answered 'No', they did not justify their answers.

Q6 Are there interactive and task based activities that require pupils to use new vocabulary to communicate?
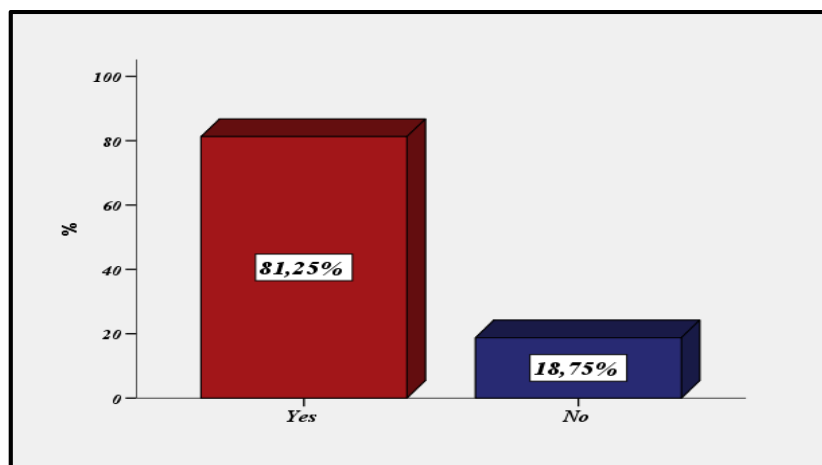
Diagram6: Teachers' Views about Interactive and Task based Activities that Require Students to use New Vocabulary to Communicate

From diagram (6) we notice that 81.25% that is to say the majority of the EFL teachers who answered the questionnaire, state that there are interactive tasks that give the pupils the opportunity to use new vocabulary in different context to communicate, whereas, 18.75% answered with 'No'.

Q7: which type of reading do your pupils enjoy more in their textbook?

a- Extensive reading (reading longer texts, usually for one's own pleasure)

b- Intensive reading (reading shorter texts to extract specific information)
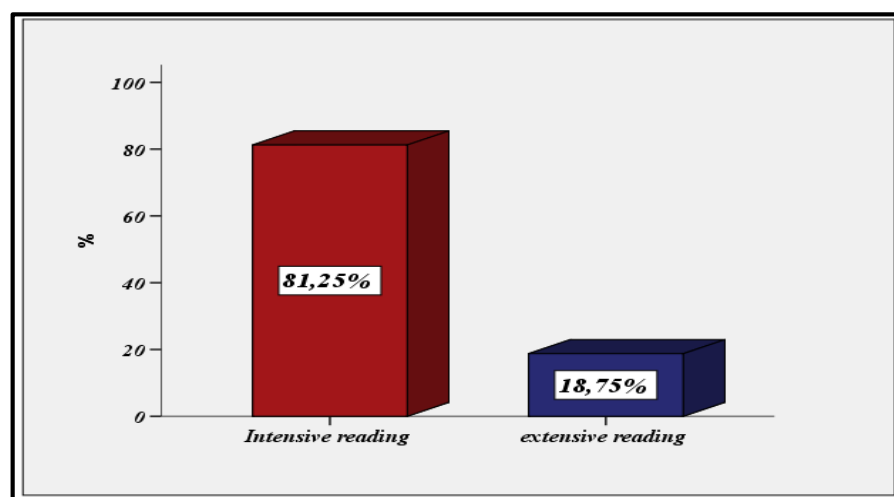
Diagram 7: Teachers' Views on Reading Texts Types

Diagram (7) shows that 81.25% of the teachers argued that learners enjoy more intensive reading when they read, while 18.75% of the learners enjoy extensive reading.

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Why?

- Teachers' reasons for answering 'intensive reading' :
  - *"Because many learners enjoy the reading texts and learn words and expressions from them"*.
  - *"Reading for a purpose is more enjoyable for the learners"*

- Teachers' reasons for answering 'extensive reading' :
  - *"Because extensive reading is boring to learners of 14 years old"*.

Q8: Do your learners understand texts in their textbook and answer reading comprehension questions easily?
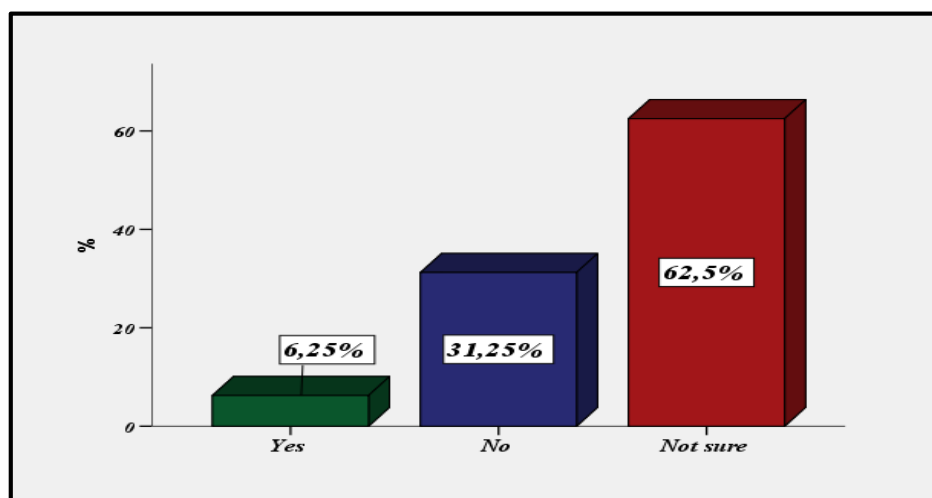
Diagram8: Teachers' View their Learners' Understanding of Texts Incorporated in their Textbook and whether they answer Reading Comprehension Questions Easily

From the result displayed in diagram (08), it has been perceived that 62.5% of the teachers are not sure that their learners understand texts incorporated in their textbook and answering reading comprehension easily, but 31.25% of them indicate that their learners don't understand the texts and they don't answer easily the reading comprehension questions, but only 6.25% of the teachers who answered yes.

Q9: Do your learners relate textual information to their personal experiences to understand texts?
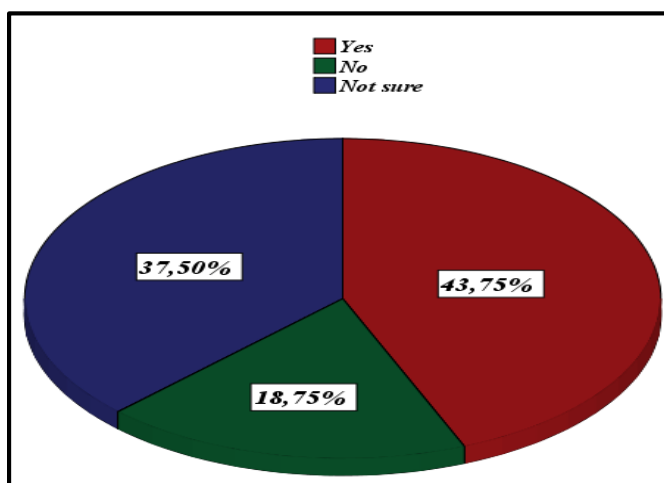
Diagram 9: Teachers' association of Learners' Experiences to Textual Information

As highlighted in the diagram (9), 43.75% of the EFL teachers say that they relate textual information to their personal experiences, whereas, 37.50% of them are not sure that their learners relate textual information to their personal experience, as for the remaining percentage 18.75% they don't have opinion.

Q10: In reading a text, do your learners guess the meaning of unfamiliar words using clues?
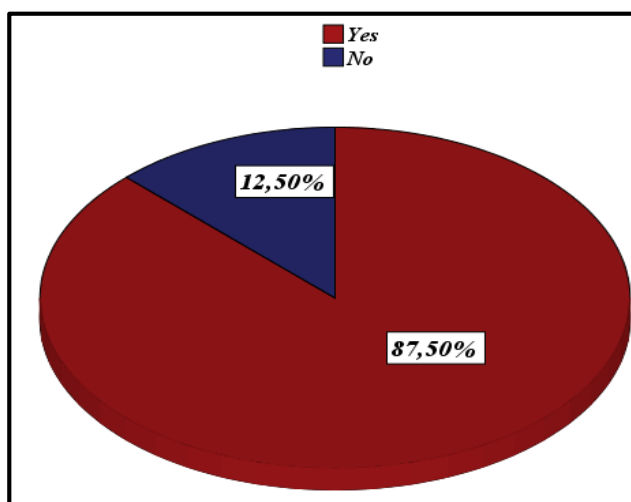
Diagram10: Learners' guessing Meaning of Unfamiliar Words in Reading Texts

As denotes in diagram (10), the majority of the teachers 87.50% argue that their learners guess the meaning of unfamiliar words by using the dictionary and clues. But, some teachers 12.50% view that their learners are not able to guess the meaning of unfamiliar words using dictionary clues.

Q12: Do the tasks and activities promote your learners' critical thinking of the text?
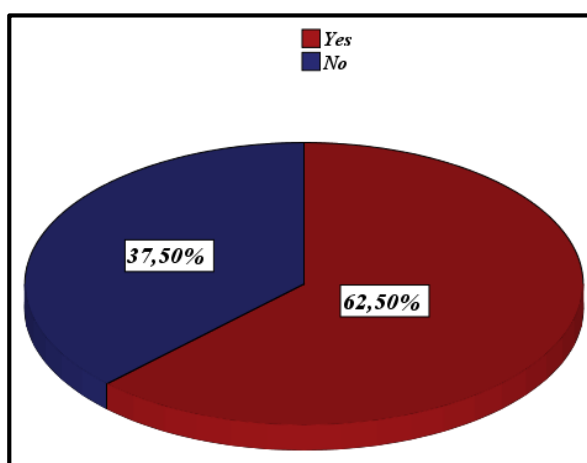
Diagram11: Teachers' Views about the Tasks that Promote their Learners' Critical Thinking

Diagram (11) reveals that the majority of the teachers (62.50%) consider that the activities promote learners' critical thinking. However 37.50% of them do not view the activities as promoting learners' critical thinking.

Q13: Do you divide the reading lesson into pre- reading, while reading, and post- reading activities?
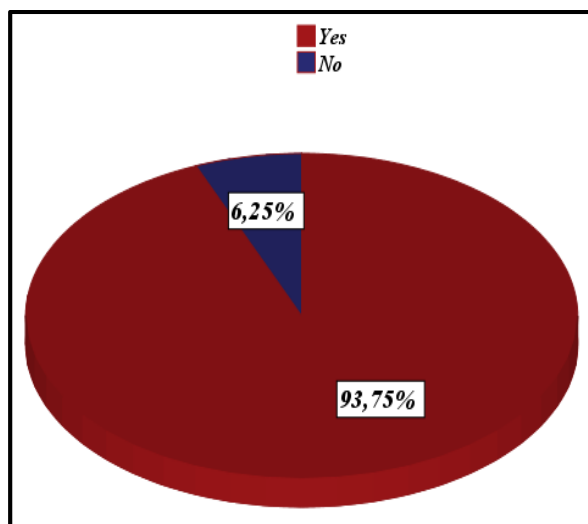
Diagram 12: Teachers' Division of the Reading Activities into Three Stages

As indicated in diagram (12), the majority of the teachers (93.75%) follow these phases

in reading activities, whereas an insignificant number of the teachers 6.25% report that most of

the time they don't make divisions of the reading activities.

Why?

- **Teachers' multiple reasons for answering with 'Yes', are as follows:**
  - *"To prepare my learners for reading and enhancing information".*
  - *"Helps the learners to better understand the text and the topic".*
  - *"Because in pre-reading we prepare the lessons (teaching new lexis), during reading is for a gist and interpreting the text, post reading is for producing".*
  - *"In order to facilitate learning process".*

- **Teachers reason for answering with' No':**

Remark: the teachers who said 'No' they did not justify their answers

Q14 Do you use reading strategies, such as predicting, skimming, and scanning to help

your learners find out the required information?
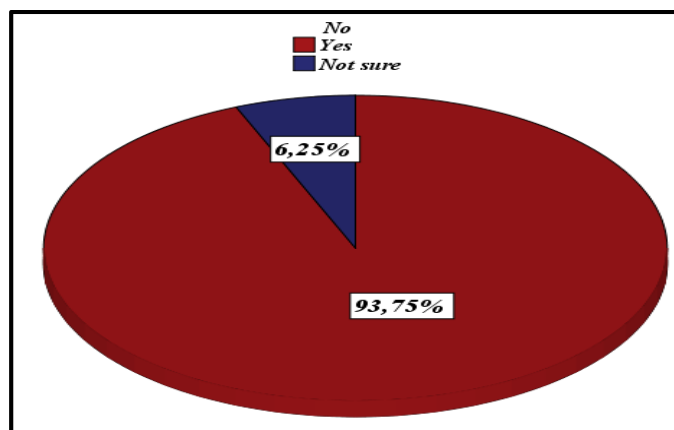
Diagram 13: Teachers' use of Reading Techniques

Based on the gathered data, it has been noticed that 93.75% of the teachers declare that they use these reading techniques, whereas 6.25% of them affirm that they do not use such techniques.

Q15: Do your tasks focus on top down and bottom up reading processes techniques for learning new vocabulary words?
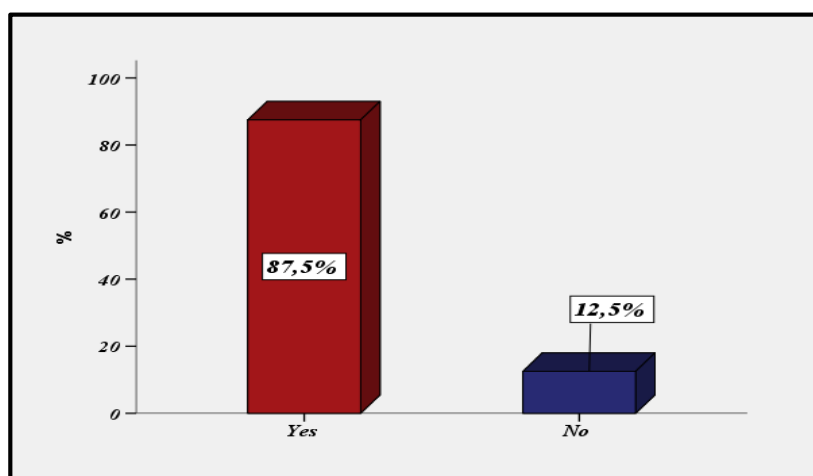
Diagram 14: Teachers' use of Models of Reading techniques for their Learners.

As shown in diagram (14), 87.50% of the teachers focus on the reading techniques, 12.50% of the remaining number of the teachers, do not use them for tasks.

Section Two: Teachers' Attitudes toward the Reading Content of the Textbook.

Q16: Does the textbook include reading comprehension strategies for the learners?
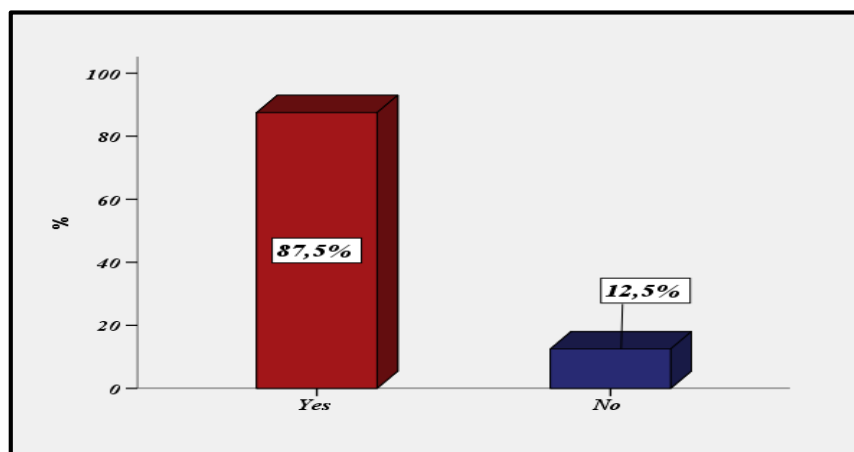
Diagram 15: Teachers' Views on the Inclusion of Reading Comprehension Strategies in the Textbook.

Diagram (15) shows that (87.5%) of teachers view that the textbook includes reading comprehension strategies; whereas, 12.5% of them affirm that the textbook does not include reading comprehension strategies.

Q17: Does the textbook supply sufficient knowledge of the Native culture, target language and world culture.
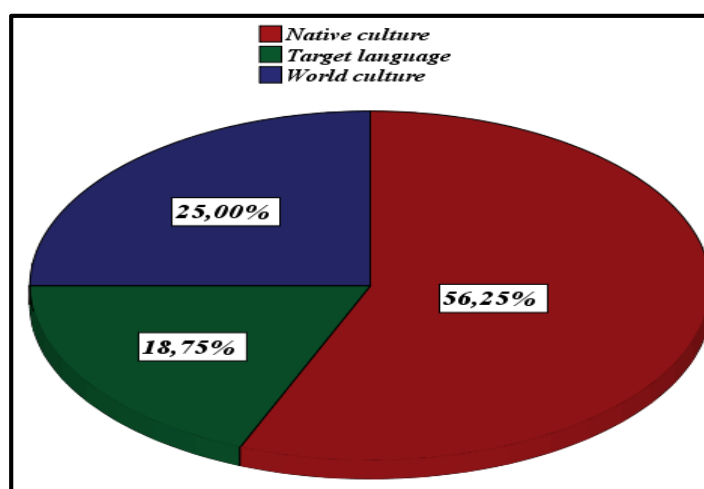
Diagram 16: Teachers' View of the sufficient Knowledge that is provided in the Textbook

From the diagram (16), we notice that 56.25% of the teachers' view that the textbook includes native culture and 18.75% is about the target culture. While, 25% of them view that it includes also world culture.

Q18: Does the lack of reading materials and textbooks in public schools affect reading skills of students?
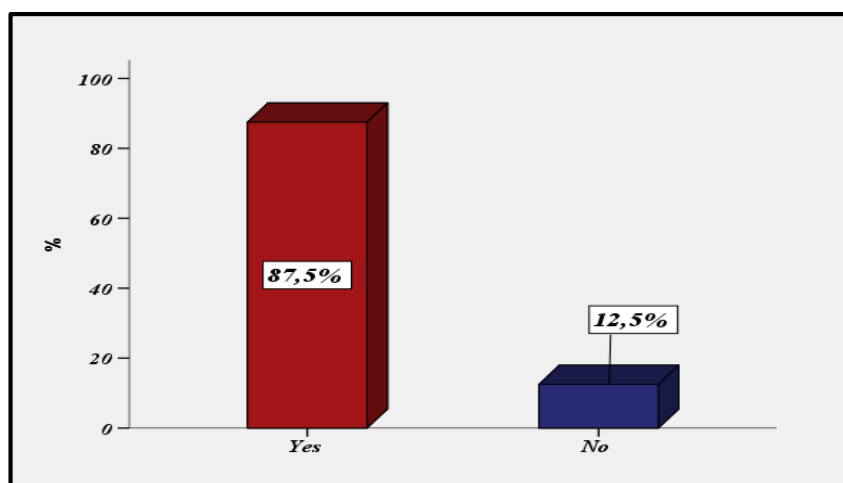
Diagram 17: Teachers' Responses to the Lack of Reading Materials and Textbooks in Public Schools

As presented in diagram (17) , it appears that a great number of teachers 87.50% point out that there is a lack of reading materials and textbooks, and this lack affects the reading skills of the pupils. But, 12.50% of them affirm that the lack of materials and textbooks in public schools doesn't affect the reading skills of the pupils.

Justify why?

▪ **Teachers' reasons for answering "Yes"**

  ▪ *"Because they are very important"*.
  ▪ *"They are very important in students reading skills"*.
  ▪ *"Understanding a text needs knowledge and culture background"*.

▪ **Teachers' reasons for answering "No"**

  Remark: a lot of teachers did not justify their answers.
  ▪ *"Because the reading tasks are clear enough to help the pupils interpret the text"*.
  ▪ "*I think that the learners think that English is a difficult language and they don't like reading"*

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Q 19: Does the textbook present reading tasks with well defined and clear objectives?
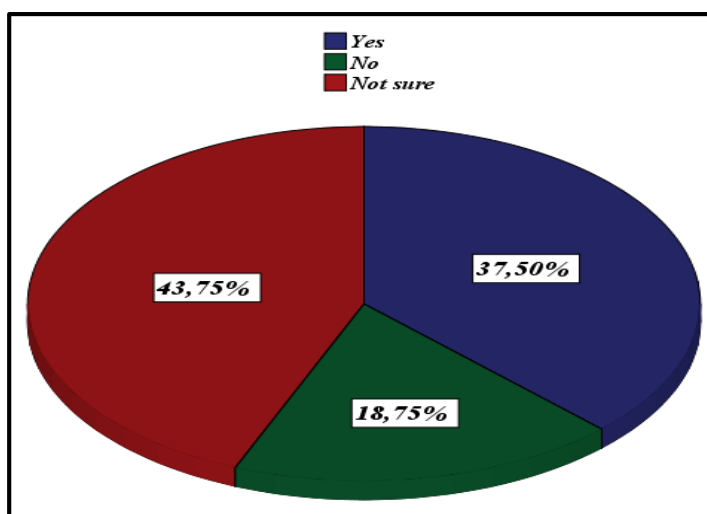
Diagram 18: Presentation of the Reading Tasks in the Textbook

As identified in diagram (18), it is shown that 43.75% of the teachers affirm that they are not sure for the presentation of the reading tasks with clear objectives. Moreover, 37.50% of them point out that the reading tasks are not presented with well defined and clear objectives. The rest of teachers (18.75%) claim that the reading tasks are well defined and have clear objectives in the textbook.

▪ **Justify your answers?**

▪ **Teachers' reasons for answering "Yes"**

  ▪ *"Because each text in reading section comprises some activities which have a particular objective".*
  ▪ *"Because each text is documented and contains some tasks and each one has its specific objectives".*
  ▪ *"Sometimes it is up to the teacher to define the objectives of the lessons"*

▪ **Teachers' reasons for answering "No"**

  ▪ *"The reading objectives are not clear and tasks are not well defined"*
  ▪ *"Most of the activities are related to grammar".*

▪ **Teachers' reasons for answering "Not sure"**

  ▪ *"Sometimes they are not clear for the learners and difficult to understand".*

  ▪ *The instructions sometimes don't make the objectives of the lesson*

Conclusion

This chapter presents the results of our study. First, we have started to display the results obtained from the investigation of the reading strategies through the activities of the Algerian EFL textbook <u>My Book of English</u>, where we established that the activities meet the strategies of the checklist which we have used. Second we have stated the results of the analysis of the questionnaire. The teachers' answers show that the reading sections activities in <u>My Book of English</u>, give the learners the opportunity to develop their reading strategies and to be effective readers as well effective communicators in real life situations since they gives them sufficient knowledge about their native culture and the target one and the use of new vocabulary. These results will be discussed deeply in the coming chapter.

Introduction

This chapter is intended to discuss the results of our study. It aims at interpreting the results and providing answers to the research questions and hypotheses stated in the General Introduction. The results obtained from the questionnaire and the analysis of the reading activities are explained and interpreted using CA. This chapter consists of two main sections. It starts with the discussion of the reading strategies used to develop the reading skills and then, it discusses the teachers' and learners' attitudes towards the activities of reading strategies in the textbook.

1. Discussion of the Reading strategies activities in <u>My Book of English.</u>

From the results presented in the previous chapter, we notice that reading activities in <u>My Book of English</u> are based on the strategies provided in our checklist (see appendix 1). Francoise Grellet (1981) suggests a list of different reading strategies, the list consists of nineteen elements which for developing the reading skills. However, in our research we selected only ten skills (strategies) listed as follows:

1.1. Recognizing Text Organization

From the data obtained in the previous chapter (see diagram 1), we notice that 13.3% of the reading activities in <u>My Book of English</u> are well recognized and organized in order to encourage the pupils to different ways of conveying information in a reading texts, for this reason MS3 teachers train their pupils how to activate recognizing texts organization after they read a passage. (See examples in the appendices 3, 4, 5). Usually, they ask them to answer some set of questions after reading texts, thus they might get enough exposure towards this skill. That was confirmed by Grab and Stoller (2002) that recognizing text organization skill means deducing the design of how ideas hang together in a reading text. This strategy helps students to be more confident and effective readers. As it is also claimed by Françoise Grellet (1981:20) that *"the reason why it is essential for the students to grasp the method used to present the*

information is that once they have recognized the pattern that is being used, they can apply their reading strategies to the text and predict what is likely to follow". That means recognizing text organization is an essential strategy that aims at developing learners' reading skills.

1.2. Skimming

The results of the data analysis show that skimming strategy is not really introduced in reading activities of the textbook , it is about 5.10% (see diagram 1). This means that there are only five activities about skimming (see activities in "I read and do", sequence 1, 2, 3, 4 page 37, 38, 75, 103, 141 (appendix 4). These activities of skimming skill in our corpus provide learners with the opportunities to understand texts and make summaries in order to recognize the main idea of a text. Indeed, the main goal of skimming skill is to understand the general meaning (gist), but it is not important to understand every word in the passage. This strategy of reading has been stressed also by Kailain and Muqattah (1995:93), who describe it as *"passing eyes over headlines, title, topic sentences and summaries in order to recognize the main idea of a text"*. This is confirmed by Françoise Grellet (1981) who suggests some exercises about this strategy (see chapter 1 page 20) that aims to encourage the students to be better readers. As we have noticed, these reading activities about skimming offer the opportunities for learners to comprehend easily the written texts which are included in My Book of English.

1.3. Scanning

In this study it was found out that 12.20% of the reading activities of our corpus are about scanning skill (see diagram 1). Therefore, it could be assumed that learners did not have much difficulty with this skill. It might be because they had already been trained to use this skill in all reading classes. As a result, they could use this skill effectively. Scanning activities encourage learners to read the text to find out particular information, ideas, phrases, without reading the whole text. This was supported by Françoise Grellet (1981:19) *"the exercises suggested to practice scanning also try to put the students in an authentic situation where they*

would naturally scan the text rather than read it". This technique is taken into consideration in the whole sequences of <u>My Book of English</u> on pages (30, 31, 32, 33, 34, 35, 73, 74, 99,139, 140) (see appendix 5), as we have noticed these activities give the opportunity to learners to read texts and try to locate specific information without following the linearity of the passage. The following activities illustrate how this strategy is being implemented and taught in <u>My Book of English</u> and how this requires learners to locate specific details while they are reading texts.

Task 1: I read a text and fill in the bibliographical notes, (see appendix 5).

- Title:……………………………………
- Author:………………………………
- Source:……………………………….
- Date of publication:…………………..
- Type of document:……………………

     ☐   Web article

     ☐   Excerpt from a book

     ☐ Press article

(Illustration 1 <u>My Book of English</u>, 2017:30)

1.4. Predicting

As displayed in the previous chapter, precisely in the diagram (1) some of the predicting activities 6.10% are mentioned in <u>My Book of English</u>. This strategy aims at developing the learners' reading comprehension skill. Thus, few of the activities provide the learners some techniques where they use information from text, including titles, images to look forward what is to come next. We take for example, task 18 in sequence 1 Page 36 (see appendix 6) where

the learners are asked to guess and to match each caption which its corresponding photo. In this activity, the pupils are asked to predict what the pictures are about while reading the captions, at the same time they help them to get meaning from the text they are presented with and develop their comprehension. In such exercises teachers are intended to give their pupils unfinished passages to complete or by going through a text little by little and stop after each sentence in order to predict what is likely to come next. As Françoise Grellet (1981:17) state that *"predicting is guessing what is to come next, making use of grammatical, logical and cultural clues".* That means during reading the learners use their background knowledge and their cultural hints to predict or guess what to come next. This is clearly confirmed by Harmer (1999:201), who mentioned that the reader sometimes guesses in order to try and understand what is being written and talk about especially if they have first reading skills. In this turn, Françoise Grellet (1981) highlights this strategy and mentioned some activities in her theory (see chapter 1).

1.5. Inference

As diagram (1) displayed in chapter three, only 4.10% of reading activities in <u>My Book of English</u> that implement inference (see appendix 7). This strategy helps learners deal with inference from context, which means to go beyond the surface details to see meanings that the details imply in order to come to conclusions or judgments. So teachers are expected to motivate their learners to deal with the new or difficult vocabulary in order to guess successfully word meanings from the context rather than using dictionary. As supported by Françoise Grellet (1981:13) *"inference means making use of syntactic, logical and cultural clues to discover the meanings of unknown elements".* She comes to the conclusion that all comprehension strategies necessitate inferring in the sense that comprehension involves readers to note text clues to acquire prior knowledge associated with those clue.

1.6. Paraphrasing

The data from the previous chapter show (5.10%) of the reading activities about paraphrasing strategy in <u>My Book of English</u> (see diagram 1). The results demonstrate that there is only five (5) reading activities about paraphrasing in the textbook, which contributes in learners'understanding the ideas or sentences of the original passage. It might also cause difficulties while restating the ideas of the original passage in their own words, although they understood the idea of the original passage. Mc Worther (2008) asserts that in paraphrasing, the learners can either use synonyms to substitute the original words or rearrange the order of the information of a sentence. For example, activity 3 on page 40 (see appendix 8) asks the learners to read the text again about "Dar Imzad" and start making their own poster using their answers to the text to write their own paragraph.

1.7. Summarizing

From the results of the previous chapter, it is noticed that our corpus uses summarizing techniques in order to teach reading. It takes just (4.1%) of the activities (see diagram 1) in each sequence. Teachers ask their pupils to reduce text to their basic essentials including: the gist and the key ideas. Task 1 on page 39 (see appendix 9) is a good example illustrating this technique. The best way for summarizing is to organize the summary around the text structure, in other words the digest must be organized at the expense of the text composition by maintaining the same sequence and meanings. In fact, this strategy is difficult for most of the learners because they hardly understand the new vocabulary words presented in the reading texts, in addition to the lack of exercises about summarizing. So we think the teachers should give great importance to this strategy and focus on such exercises like task 2 page 79 (see appendix 10) that gives the learners the opportunity to master this strategy and helps them to grasp the main ideas and then reformulate them using their own words.

1.8. Reading Speed

Reading speed strategy is an important aspect that should be taught by teachers when they teach reading skill. As the findings indicate that this strategy take the high percentage of 34.7% from the total number of the reading activities Françoise Grellet (1981:16) claims that *"the student who reads too slowly will easily get discouraged"*. That is to say, this strategy gives the pupils the opportunity to develop their reading skill and encourage them to read more and more. As fast readers would have better understanding in a meaningful chunks. Indeed, each file consist of type of reading: extensive and intensive reading (the former is about reading longer text for pleasure (see appendix 11) and the latter is about reading shorter texts for information (see appendix). but unfortunately English language middle school teachers do not encourage reading in the classroom because it is time consuming.

1.9. Linking Sentences and Ideas

From the results obtained in the previous chapter (see diagram), 11.20% from the total number of the reading activities in My Book of English; are based on linking sentences and ideas this strategy aims at developing reading skill where the learners recognize the different devices throughout a passage with the help used in making textual cohesion using references and link words. Françoise Grellet (1981: 34) suggests that *"it is important for student to realize that a text is not made up of independent sentences or clauses, but that is a web of related ideas that are announced, introduced and taken up again later throughout the passage with the help of references"*. That is to say, she affirms that linking sentences and ideas are a technique which the teacher may use in presenting the reading activities from the textbook. For instance task 1 page 66 (see appendix 13) asks the pupils to read the text and ask questions on the word in bold type. The aim of this task is to make pupils aware about how to build a new vocabulary and rewrite it in another way and keeping the same meaning. It is the task of the teachers to train their pupils to understand the value of linking-words and teach them how to relate between the

parts of a text through the use of logical connectors. It is very important for the pupils to recognize this connective words because they are essential to the understanding of the ideas and facts mentioned in the passage, and also in indicating the rhetorical value such as (explaining, reinforcing) of what follows.

1.10. Guessing the Meaning of Unfamiliar Words

Our results reveal that 4.10% of the activities mentioned in the textbook concerned are based on guessing the meaning of unfamiliar words (see diagram1) which are involved in activities of reading sequence 1 page 44 (see appendix 14), where the learners are asked to guess the meaning of the phrase "Intangible Cultural Heritage" before they read the text. Françoise Grellet (1981) states that when dealing with new text, it is better not to explain the difficult words to the learners; it means that the learners should be encouraged to make a guess at the meaning of the words they do not know rather than looking in the dictionary to get the exact meaning. Before checking in the dictionary, they should try to find the meaning of the words on their own. Unhappily to say this skill is mostly neglected in EFL teaching and learning process because of internet and technology like "smart phones", every learner have smart phone and internet connection she/he search immediately about the word rather than guessing its meaning. This strategy of reading is intended by the designers of My Book of English because the designers want to facilitate the learning of new words for learners.

2. Discussion of the results obtained from the Questionnaire

2.1. Teachers' Attitudes towards the Activities of the Reading strategies in the Textbook.

The results of the first part of the questionnaire show important facts about the teachers' attitudes toward reading strategies through activities that are included in the textbook. Reading strategies can be used in textbooks as an utility for the learners and facilitate for them the understanding of the written texts. This part of research discusses the main results gathered

from the teachers' questionnaire. The results obtained from question 14 revealed that 93.75% of the teachers use reading strategies such as, predicting, skimming, and scanning to help their learners find out the required information and set goal for reading, this result confirms the first hypothesis cited in the General Introduction. This demonstrates that this group of teachers adapt these strategies to facilitate their learners infer meanings from the texts and answer reading comprehension questions easily while they are reading. For example, (predicting, inference, skimming, scanning) this set of strategies and others can be taught through stages of reading. For instance, pre-reading stage, while reading stage and post reading. Adding to that the results displayed that most of the teachers almost the big majority of teachers (93.75%) divide the reading activities into pre-reading phase; they ask questions on the text before reading it to prepare their learners and to make them curious about the text. This will attract learners' attention to have an idea about the text. Furthermore, the majority of the teachers (93.75%) adapt reading techniques like predicting (see diagram 14), this implies that they ask their learners to read titles, headings and see images and even sources, in order to predict the content of the text. This is confirmed Françoise Grellet's theory about prediction (see chapter one) that is, determining learners with pre-reading activities encourages them to read the text before the occurring reading text takes place because they review the information they already know about the text. Moreover (93.75%) of the teachers use the reading strategies which are skimming and scanning, in while reading stage, this may entail that they have a high esteem of reading techniques, and they are motivated to use it for their learners. As mentioned previously in the literature review, skimming is reading quickly with our eyes to get the gist of it, to get the general idea of the text (Grellet, 1981:19), while scanning is a technique used to locate specific information (Grellet 1981:19). Yet, the teachers ask their learners to skim the text to get the gist of it and to scan for finding specific piece of information. Moreover, skimming and scanning

are strategies used to help learners to facilitate the reading comprehension of the passage and answer reading comprehension questions easily.

Furthermore, the findings gathered from the study reveal that the majority of the teachers 93.75% use the post- reading activities stage, this is clearly confirmed by asking their learners to sum up the main ideas of the texts. This stage enables the teachers to control their learners' understanding of the texts in an inner way across several tasks in order to assess their degree of assimilation.

Most of the teachers 87.50% focus on the models of reading processes (bottom-up and top-down). This can be concluded that teachers use these processes of reading, which play an active role in the process of comprehension by allowing readers to make use of the context and their knowledge in order to understand the text. As supported by Gueraud and O'Brien (2005), both bottom-up and top-down processes are complementary and both are needed for effective comprehension. This contrasts a few teachers 12.50% who do not use these two processes of reading for tasks. The goal of the question 3 is to see the attitude of teachers whether the reading strategies through the activities enhance their learners' understanding and comprehension The results obtained from the third question indicate that 56.25% of teachers point out that those reading strategies improve their pupils' comprehension (see diagram3). This means that the re-reading of texts for several times, using dictionaries, guessing the meaning of unfamiliar words from the text may enhance learners' comprehension. The study shows that 87.50% of teachers (see diagram10) state that their learners guess the meaning of unfamiliar words and use dictionaries. In contrast to some teachers 43.75% who exclude the role of reading section activities in improving pupils' comprehension. For them it is not the right way to encourage their learners' understanding of texts. That is to say, these teachers find another ways to enhance their learners' understanding of texts .For example, they encourage their pupils to find new books on their own to read, invite them to socialize around reading, and tell their parents to fill

their rooms with books this way will help them. Students who grow up with books all around them learn to think of books as friends and allies in their pursuit of adventure and learning.

When we have asked teachers about their learners' appreciation of reading texts in their textbook we have distinguished that 50% of the third year middle school learners face difficulties in reading texts that are included in their textbook. The results displayed in the diagram 3, indicate that the teachers' answers relating to their learners how they find reading texts in their textbook. This view confirms the second hypothesis cited in the General Introduction. Whereas, 31.35% of the teachers thought that their pupils found the reading texts interesting and understand them easily. Only a few number of the informants (18.75) % viewed that their learners are getting bored while reading texts suggested in their textbook. The whole data assert that third year middle school teachers of English have diverse views concerning the texts recommended in their textbooks. Add to that it is revealed that an important number of the teachers (43.75%) are not sure whether their learners enjoy the reading texts in their textbook (see diagram2). For example, as novices in the subject area, students often prioritize among all the information included in textbook, while 37.50% of the teachers claimed that their learners like and enjoy to read, this implies that they are motivated to read. Whereas, few of them 18.75% say that their learners do not enjoy reading text, this may entail the difficulties of the understanding of the new vocabulary. Moreover, the findings of the question number four indicate that all teachers (100%) noticed a net incapability of understanding new vocabulary which was used in the reading texts by their learners. This was due to the texts that contain difficult words.

Another question is about the interactive and task based activities that require learners to use the new vocabulary, the purpose of this latter is to determine whether the reading texts give the opportunity to use new vocabulary in different context to communicate. The findings showed that 81.25% of teachers see that the interactive and task based activities played an

important role in the learners' comprehension of the texts and this led to require the use of new vocabularies. That is to say, interacting with a text requires readers to ask themselves questions about the text, visualize what they read, determine importance and use background knowledge to build comprehension. From these results it may be concluded that through interactive activities students learn to activate ideas and make connections between known and new ideas. As supported by Adams M.J. (1980) teachers should expose their pupils to interactive activities that encourage them to interact meaningfully with texts during reading comprehension lessons. This should be done through activities and experience, while, 18.75% of the teachers refute these tasks. This might be teachers use another ways of strategies that the learners have chance of understanding the reading text

Moving to the learners' preferable types of reading texts included in their textbook , the majority of the teachers 81.25% point out that their learners enjoy more the intensive reading while they are reading. Confirming their opinion as follows, "Because many learners enjoy the reading texts and learn words and expressions from them". Others argue: "Reading for the purpose is more enjoyable for the learners". From these results, it can be concluded that learners prefer reading short texts with the goal of completing and for detailed understanding. In this concern, Zhenyu (1997:40) states that "Intensive reading as its name suggests, requires students to read a passage (often called a text) very carefully and in great detail". While, 18,75% of the teachers viewed their learners enjoying the extensive reading these results were justified by their teachers so: "Because an extensive reading is boring to learners of 14 years old and teachers too can follow the steps of the lesson". These results show that learners hardly ever read widely and long texts with the aim of getting an overall understanding.

In the outcomes of the question (9) of the questionnaire we noticed that the 43.75% of the teachers link the textual information to their learners' experiences in order to attract their attention, facilitate, and develop their reading comprehension skills. These results support

Rumelharts' (1970) interactive model which posits that reading is an interactive process between the reader and text to understand its meaning of the written passage. Indeed, the teachers' task is to ask their learners questions in various ways in order to understand what they do not know. This is a way for successful comprehension since the learners use their knowledge about the present text to comprehend new ideas and words included in it. However, (37.50%) of teachers they are not sure to relate textual information and 18.75% of them they don't link the textual information to their learners' experiences. Furthermore, 81. 25% of the teachers believed that their learners were not able to understand texts related to the target and world culture. The teachers who showed disagreement gave various reasons for the purpose of supporting their attitude as follows, *"Limited knowledge and understanding of the world cultures, the texts are difficult for the learners' level and the texts deal only with the native culture".* While, a few number of the teachers point out their learners understand texts which are related to target and world culture. Their reasons for answering 'yes' are as follows *"Because those texts are taken from real and authentic situations" and "they deals with their every day's life and usually they know the used vocabulary" and another teacher argued that: "The texts deal with real life situations, their environment and technology.*

From the results displayed from the question eight we noticed that 62.5% of the teachers who view that their learners understand texts in their textbook and answer reading comprehension questions easily. This may prove that teachers help their learners to think actively as they read and encourage them to monitor their comprehension. It has been said that understanding a text is to give an interpretation, that is, give it sense, a meaning, etc. comprehension, according to Pinzas. J. (1993), is a psychological function that is characterized as an intellectual operation through which we get awareness of a clear and transparent meaning of something, whether thought or object. While some teachers 31.25% view that their learners do not understand texts in their textbook and they do not answer reading comprehension easily, this may be due to the

difficult vocabulary included in the texts and lack of background knowledge. Whereas, 6.25% of the teachers' view that learners understand texts and answer reading questions easily in their textbook, this might be teachers use various techniques that the students can apply to ensure that they have a better chance of understanding. Adding to that, all teachers 100% ask different questions to facilitate their learners' understanding of the texts. From this result it may be concluded all EFL teachers use this strategy to help their learners to understand well the written texts which are included in their textbook.

Another question is about learners' guessing the meaning of the unfamiliar words in Reading Texts . The results reveal that the majority of the teachers 87.50% stated that their learners guessed the meaning of unfamiliar words by using the dictionary and clues. From these data, it can be concluded that most of the students may develop their reading comprehension by inferring and guessing from context and the text, they could learn the art of understanding the meaning of a word or phrase by using the external source such as a dictionary. As supported by Haastrup (1989), who *"entails guessing the meaning of target word based on interpretation of its immediate co-test with or without reference to knowledge of the world"*. Only 12.50% of the teachers view that their learners are not able to guess the meaning of unfamiliar words using dictionary clues. In addition to that, the majority of the teachers 62.50% view the activities and tasks as promoting the critical thinking of their learners. From these results, it is concluded that 62.50% of the teachers encourage their learners to develop this skill and practice it. Teachers who teach critical thinking provide the learners with opportunity to understand and take charge of their learning. This result goes hand in hand with what has been claimed by Kameo, R.M. (2007) that students need to think critically because they need to understand and to evaluate what they are reading. However, a few teachers 37.50% view the activities as not promoting critical thinking of their learners.

2.2. Teachers' Attitudes toward the Reading Content in the Textbook.

From the data of question number 16 (see diagram15), demonstrate that the majority of the teachers (87.5%) view that the EFL textbook contains reading comprehension strategies, this confirms the fact that the EFL textbook of MS3, <u>My Book of English,</u> gives great focus on learners' comprehension of the included written texts . By contrast to this group of teachers, we notice another tiny group of teachers 12.5% who claim that MS3 textbook doesn't give enough attention to reading comprehension strategies that fit learners' needs.

The data gathered from question 17 shown in diagram 16 make us understand that the minority of teachers 25.00% argued that the textbook contains world culture which might be the textbook contents (texts, tasks…) that give knowledge about world culture. However, a great deal of teachers (56.25%) sees that MS3 textbook contents offer deep and sufficient information and give various knowledge about native culture with poor focus of target culture. This because the textbooks' texts and tasks deal with Algerian native culture. Whereas, 18.75% minority number of teachers who say that the textbook <u>My Book of English</u> deals with target culture. This could be related to insufficient information and knowledge about target culture.

According to the findings shown in question 18 (see diagram 17) about "the teachers' opinion of the lack of reading materials and textbooks in public schools". We notice that 87.50% of teachers thought that reading materials and textbook are of high importance and vital in the process of learning. Supporting their attitudes by various arguments as follows: because they were very important in reading skills and to understand a text learners need knowledge and culture background. By contrast, the small bar of 12.50% refers to the minority of those teachers who excluded the obligation of using any materials in teaching process and that learners are able to absorb and understand the presented lessons in the classroom in the public school without the reading materials and textbook. In addition to that, this group of teachers gave many reasons so as to affirm their position. They said that the reading tasks were clear

enough to help the pupils interpret the text. Besides that they thought the learners didn't like reading since they thought that English was a difficult language.

Three dissimilar views are devoted to question 19 concerning reading tasks and their clear objectives, the diagram 18 ells us that a percentage of 43.75% teachers affirm their uncertainty about drawing any net and clear objectives behind each reading task. Besides, their views are supported by their own arguments. They said that objectives were not clear for the learners and difficult to understand and the instructions did not make the objectives of the lessons clear. While, 37.50% of teachers insist about the lack of clarity in objectives. Indeed, they supported their arguments by some reasons, they said that the reading objectives were not clear and tasks not well defined and most of the activities were related to grammar. Dissimilar to the previous groups and the third group representing18.75%, assert that reading tasks and clear objectives in the textbook are with a full clearness. Adding to that, this group of teachers gave many reasons so as to affirm their arguments. They said that each text was documented and contained multiple tasks and had its specific objectives, and every text in reading section activities comprised some activities that had a particular objective.

Conclusion

To summarize, this chapter has discussed the results of analysis of the reading sections activities in <u>My Book of English</u> in relation to the checklist, and the teachers' questionnaire. This is done in order to answer the two research questions of our study. We come to conclude that the reading sections activities which are provided in the Algerian English language textbook <u>My Book of English</u> comply with the techniques used in teaching reading comprehension. The teachers adapt some reading techniques, such as previewing, skimming, scanning, predicting, to facilitate their learners' understanding of texts, they also divide reading sections into pre-reading, reading, and post-reading activities. Besides, our analyses of the

teachers' questionnaire highlighted that not all learners' understand texts easily in the same way. As concerns, the two parts of the discussion, we can interpret that the results of the analysis of the reading activities in the EFL textbook <u>My Book of English</u> and the result of the teachers' questionnaire are complementary, in the sense that the reading sections activities help the learners to understand the reading texts.

The present study aims to investigate the strategies used in teaching and developing the reading strategies through the reading sections activities in the new Algerian EFL textbook My Book of English, designed for the third year level of the Middle school. The purpose of our study is to find out whether the reading activities in My Book of English target the teaching of reading comprehension strategies and check whether these activities help learners to be effective readers. Furthermore it investigated whether English language middle school teachers really deal with the reading techniques included in the pre- reading, during reading and post reading activities.

The literature review of the study dealt with some key concepts that highlighted the models and theories of reading. It was divided into two parts. The first part dealt with a full description and the importance of EFL textbook in the teaching and learning processes and the second part provided some definitions of reading, types of reading, stages and strategies used in order to enrich the reading comprehension sections. The study draws on the theoretical framework of Françoise Grellet Developing Reading Skills (1981) that focuses on the main strategies used to teach reading in a form of exercises that make the learners more confident and effective readers.

To conduct our research work, we adopted both quantitative and qualitative methods for data collection and data analysis. The data consist of the investigating of the development of the strategies through of the reading activities provided in the Algerian textbook under investigation and a questionnaire was addressed to EFL teachers who used this newly introduced textbook of English. For the quantitative data section, we used a descriptive statistical method to generate statistical data to facilitate the understanding of the results. For the qualitative data section, we interpreted and explained the results using CA. The discussion of the findings resulted from the investigation of the development of the reading strategies and

the questionnaire brought answers to the research questions and hypotheses provided in the General Introduction.

The results obtained from both the investigation of the reading strategies through the reading activities of <u>My Book of English</u> and the questionnaire, revealed that the activities meet the strategies provided in our checklist and show that the reading sections activities help to a vast extent learners to develop their reading skills. Moreover the findings showed that EFL middle school teachers rely on the principles of Françoise Grellet included in the pre-reading phases and emphasize on their necessity and significance in EFL teaching and learning processes. The findings demonstrated the effectiveness of <u>My Book of English</u> textbook as a tool that raises the efficiency of teaching and learning English as a foreign language in the Algerian Middle School.

Our work has known some limitations and weaknesses that could be taken into consideration for further studies in the area. It is limited to investigate the development of the reading strategies through activities of the Algerian textbook <u>My Book of English</u>, and a questionnaire was addressed to MS3 EFL teachers. Future studies could be conducted on the other skills such as listening, speaking and writing using different research methods like classroom observation, interview, and with other textbook of different levels .

Despite these limitation, we have tried hard to collect as much reliable and clear data as possible and we hope that our work will be a contribution to other research in the future in the field of teaching reading skill.

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Appendix (1): checklist

N°01

Relying on the theoretical framework that we have discussed in the first chapter, we are going to form a kind of checklist which is adapted from McGrath's methodology (2002). Will be used to analyze if the reading activities in the Algerian textbook <u>My Book of English</u> meet the strategies of this theory.

Table (1): Activities of the reading skills.

Sequences	Title	Types of reading activities	Page N°
Sequence1			
Sequence2			
Sequence3			
Sequence4			

Table (2): Strategies of reading activities.

Categories(strategies)	frequency	Page N°
Recognizing text organization		
Skimming		
scanning		
Predicting		
Inference		
Paraphrasing		
Summarizing		
Improving reading speed		
Linking sentences and ideas		
Guessing the meaning of unfamiliar words		
percentage		

McGrath, I. (2002). Material Evaluation and Design for Language Teaching. Edinburgh University Press

Questionnaire to Middle School Teachers

N°02

Dear Teacher,

   This questionnaire is designed for the purpose of gathering data about teachers' roles to facilitate learners' understanding of texts and answering comprehension questions in the reading sections of the newly designed M.S3 textbook of English. You are kindly requested to answer the following questions by ticking off the appropriate answer(s) or by providing your own answers when necessary. All the information you provide will be kept confidential and be used purely for academic purposes. Thank you in advance for your precious collaboration.

SECTION ONE: Teachers'Attitudes toward the Reading Sections of the textbook

1) Do your learners enjoy reading texts in their textbook?

   Yes ☐   No ☐   Not sure ☐

2) How do your learners find reading texts in their textbook?

   Boring ☐   interesting ☐   easy ☐   difficult ☐

3) Do the reading strategies enhance pupils' understanding ?

   Yes ☐   No ☐

4) Do your learners understand easily new vocabulary words presented in the reading texts?

   Yes ☐   No ☐

5) Do your learners understand texts related to the target and world cultures?

   Yes ☐   No ☐

Could you explain why?

………………………………………………………………………………………

6) Are there interactive and task based activities that require students to use new vocabulary to communicate?

   Yes ☐   No ☐

7) Which type of reading do your pupils enjoy more:

a- intensive reading (reading shorter texts to extract specific information) in their textbook?

b- extensive reading (reading longer texts, usually for one's own pleasure)

a- Intensive reading ☐   b-extensive reading ☐

Why?...
....
.....

8) Do your learners understand texts in their textbook and answer reading comprehension questions easily?

Yes   ☐   No   ☐

9) Do your learners relate textual information to their personal experiences to understand texts?

Yes   ☐   No   ☐   Not sure   ☐

10) In reading a text, do your learners guess the meaning of unfamiliar words using clues?

Yes   ☐   No   ☐

11) Do you ask questions on the text to prepare your learners to read the text or make them curious to read?

Yes   ☐   No   ☐

12) Do the tasks and activities promote your learners' critical thinking of the text?

Yes   ☐   No   ☐

Justify your answer…………………………………………………………………………………
………………………………………………………………………………………………………

13) Do you divide the reading lesson into pre- reading, reading, and post- reading activities?

Yes   ☐   No   ☐

Why?...
…………………………………………………………………………………………………….

14) Do you use reading strategies, such as predicting, skimming, and scanning to help your

learners find out the required information?

Yes   ☐   No   ☐

15) Do your tasks focus on top down reading process (organizing or proceeding from the larger,

more general structure to smaller, more detailed units) and bottom up reading process (starting

at the lower end or beginning of a hierarchy or process and proceeding to the top or end) techniques for learning new vocabulary words?

Yes ☐   No   ☐

- **SECTION TWO: Teachers' Attitudes toward the Reading Content of the Textbook:**

16) Does the textbook include reading comprehension strategies for the learners?

   Yes ☐   No   ☐

17) Does the textbook supply sufficient knowledge of the:

   a- Native culture ☐   b- Target language ☐   World culture ☐

18) Do lack of reading materials and textbooks in public schools affect reading skills of student?

   Yes ☐   NO   ☐

Justify ………………………………………………………………………………………………

……

19) Does the textbook present reading tasks with well-defined and clear objectives?

   Yes ☐   No   ☐   Not sure ☐

   Justify your answer,

……

………………………………………………………………………………………..

Thank you for your precious collaboration

N°03

I read and do.

Task 1. I read text (1) and fill in the bibliographical notes.

A Little Prince

(…) This little prince was awarded the first prize of the Arab Reading Challenge competition by a great prince, the Emir of Dubai (...)

Our little prince's name is Mohamed Farah Djeloud, who managed to stand out from the 3.5 million candidates after being listed among the 240 finalists in Dubai. With much encouragement from his modest family, the seven-year-old Algerian champion read some 50 books and even wrote a small one!

He was offered a $150,000 cheque to finance his higher education in the presence of the Algerian Minister of Education at Dubai Opera (…)

Ferhani Ameziane,
"Le Petit Prince", El Watan 5 Nov. 2016.
(Adapted translation from French)

Bibliographical Notes

- Title: ....
- Author: ....
- Source: ....
- Date of publication: ....
- Type of document:
  - ☐ web article
  - ☐ excerpt from a book
  - ☐ press article

Task 2. I read text (1) again and fill in the reading notes (Part A).

Reading Notes Part (A)

Name of the great prince:
....
Name of the little prince:
....
His age: ....
His nationality: ....
Prize: ....
Name of competition:
....
Place of competition:
....

Task 3. I read text (1) again and fill in the reading notes (Part B).

Reading Notes Part (B)

Total number of participants:
....
Number of finalists: ....
Number of books read: ....

Task 4. I work with my partner. We discuss and correct our answers (tasks 1, 2, 3).

30

N°04

I learn to integrate.

Task:

It is "Grandparents Day" in Algeria. To celebrate the event, I am going to make a video interview of my grandfather or grandmother. I will then post the video on the school website and my personal blog to share it with other people around the world.

1. To interview my grandparents, I need to fill in the missing information in the following table:

KNOWLEDGE	SKILLS	ATTITUDES
■ Lexis related to biographical information (personal identification) .... ■ Lexis related to dwelling places (description of home) .... ■ Lexis related to routine activities (chores, housework) .... ■ Lexis related to food (traditional dishes) .... ■ Lexis related to dress (traditional, special and daily wear; school uniform) .... ■ Lexis related to games .... ■ The past simple tense (ago) ■ the semi-modal "used to" ■ Adverbs of frequency ■ "made of/in" ■ "My Pronunciation Tools"	■ Narrating past events, experiences and childhood memories ■ Describing life and lifestyles (past and present) ■ Comparing life and lifestyles (past and present) ■ Devising and selecting relevant interview questions ■ Conducting an interview (oral/aural communicative skills)	■ Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable human experience ■ Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable national cultural and historical heritage ■ Valuing the past in order to build a better future for one's community ■ Sharing national cultural and historical values that cement community ties and unity

N°05

Task 5. I read text (2) and fill in the bibliographical notes.

Bibliographical Notes

- Title: ....
- Author: ....
- Source: ....
- Date of twittering: ....
- Type of document:
  - ☐ blog article
  - ☐ transcript
  - ☐ web article

Mohamed Farah's Speech at the Arab Reading Challenge Award Ceremony in Dubai

"I read so that I can learn. I'm a pupil who is very keen on reading because reading is necessary for my mind, just like the food I eat, or the water I drink, or the air I breathe. Reading is the mind's food. It is a religious obligation, not just an extra, superficial activity as the writer Abbas Mahmud al-Aqqad once said.

Reading is a criterion for evaluating nations. The Greek philosopher Aristotle was once asked: "How can you evaluate a man?" He replied, "I ask him about what he reads and how many books he can read."

What makes me interested in reading is a sacred dream, one that can't be fulfilled without reading. My dream is to become a great scholar, like Sheikh Abdulhamid ibn Badis." (…)

Source for video: Dubai Media Office
24 Oct. 2016
(Translated from Arabic)
https://twitter.com/DXBMediaOffice

Task 6. I read Mohamed's speech again and tick the correct answers.

1. What is Mohamed's main interest?
   - ☐ Philosophy
   - ☐ Writing
   - ☐ Reading
   - ☐ Music

2. Mohamed compares this interest to:
   - ☐ the books he reads.
   - ☐ the air he breathes.
   - ☐ the food he eats.
   - ☐ the water he drinks.

3. According to Mohamed's opinion, this interest can help us:
   - ☐ to relax.
   - ☐ to learn.
   - ☐ to evaluate persons.
   - ☐ to evaluate nations.

4. What is Mohamed's dream? Is it to become:
   - ☐ a philosopher?
   - ☐ a scholar?
   - ☐ a teacher?

5. What can make Mohamed's dream come true?
   - ☐ Travelling
   - ☐ Dreaming
   - ☐ Reading

Task 7. I work with my partner. We compare and correct each other's answers (tasks 5 and 6).

31

N°06

Task 17. I work with my partner. We compare our answers (tasks 15, 16) and we correct each other.

Task 18. I read text (5) again and match each caption with its corresponding photo. Then, I work with my partner and we check each other's captions.

1. Alamine Khoulen: one of the last imzad players & teachers at Dar Imzad (Tamanrasset)

2. Poet Boukiyass & last Tuareg flutist Barka

3. Imzad class: students at Dar Imzad (Tamanrasset)

4. Tifinagh class at Dar Imzad (Tamanrasset)

5. Computer class at Dar Imzad (Tamanrasset)

6. Imzad workshop at Dar Imzad (Tamanrasset): painting the imzad skin with natural colours

7. Biyat Edaber: one of the last imzad teachers at Idles's school

8. Chtima Bouzid: one of the last imzad teachers at Tin-Tarabine's school

I play and enjoy.

I write the name of each of these traditional Algerian children's games in its corresponding box: swing ("jaalaila"); jackstones ("kroud"); back-to-back (al-kourkba); up-you-go (alilou); rag doll ("arayass"); skipping rope ("lahbel").

Childhood Memories: Children of Bou-Saada, Children of Algeria

1 ....

2 ....

3 ....

4 ....

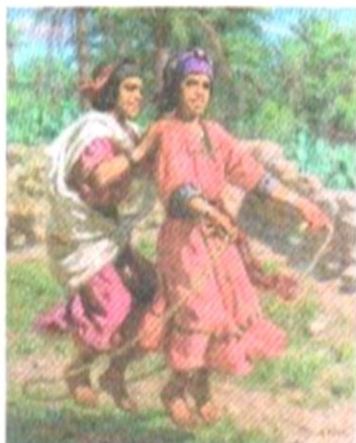5 ....

6 ....

N°08

Task 2:

In the region where I live there is an old musical genre (or a traditional musical instrument, or popular songs or dances), or a traditional craft (pottery, carpet weaving, jewellery, etc.) which is dying. This represents my regional culture which is part of my Algerian national culture.

With a group of friends, I decide to found an association and make a poster to suggest the building of a "Dar" (like "Dar Imzad"). The poster will be published on the internet (social network pages, etc.) and also sent to the UNESCO to make this traditional culture part of the "Intangible Cultural Heritage of Humanity" (I read text 1 in "I read for pleasure" to know more about this heritage).

1. I work with a group of partners and we choose a musical genre, instrument, craft (etc.) which needs to be preserved.

2. We need the following items for our poster:

    – a logo for our association (see the logo for the "*Save the Imzad*" association, " I read and do" task (13)).

    – a slogan for our poster (eg: "...X.. is dying! We must save it!").

3. I read again text (5) about "Dar Imzad" and start making my poster. I follow the layout below. I use my answers to the questions to write my paragraphs.

> **"Dar ...."**
> A Home for Ancestral Culture
>
> Logo
>
> ● Paragraph 1
>   – What is the aim of this Dar?
>   – What is the cultural item (music, craft, etc.) I want to save?
>   I describe / define it.
>
> ● Paragraph 2
>   – What can young students learn in this Dar? (subjects, workshops, activities)
>   – Who are the teachers?
>
> ● Paragraph 3
>   – What other cultural or artistic amenities/activities can the Dar have? (concert hall, library, tourist souvenir shop, museum, etc.)
>
> ● Slogan
>   – Example:
>   *"We can save our traditional culture!"*

4. I work with my partners again. We exchange ideas and suggestions to improve our posters. I also correct their paragraphs.

N°09

I think and write.

Task 1:

My school is going to participate in an international competition in Dubai for the best Arab Reading Challenge Poster. The winning poster will be awarded a $50,000 prize and will be published by all Arab media (Arab newspapers, magazines, press agencies and news websites).

1. I need the following information for my poster:

The Arab Reading Challenge in Figures

- Mohamed was selected among 610,000 candidates in Algeria.
- He was selected for the finals with 17 other candidates from 15 Arab countries (UAE, Saudi Arabia, Egypt, Oman, Bahrain, Kuwait, Qatar, Lebanon, Jordan, Palestine, Tunisia, Sudan, Morocco, Algeria and Mauritania), and other ones as well.
- For the competition, Farah read and summarized books about Arab literature, history, biographies and others.
- The competition gathered 54 nationalities representing 30,000 schools in 21 countries.
- The aim of the competition is to encourage the culture of reading in young generations.

2. I also need the information from my reading notes (texts 1, 2, 3).

3. I can now make my poster.

The Arab Reading Challenge in Figures

- Pre-selection
  - Total number of candidates in Algeria: ....
  - Total number of participating schools: ....
  - Total number of participating countries: ....
  - Total number of participating nationalities: ....
- Semi-finals
  - Number of participating candidates in Dubai: ....
- Finals
  - Number of participating candidates in Dubai: ....
- Books
  - Number of books read by finalists: ....
  - Reading topics: ....
  - Reading task: ....
- Aim of competition: ....

4. I work with my partner. We exchange ideas and improve our posters.
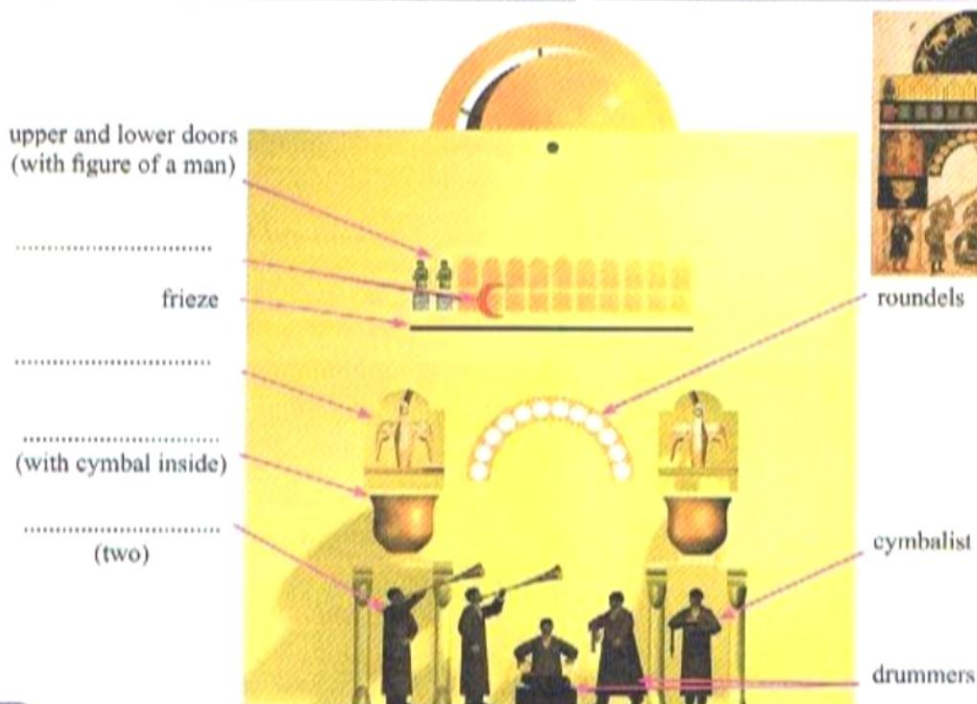
N°10

I read for pleasure.

I find the missing words in the diagram to check if I understand the functioning of al-Jazari's mechanical engineering invention: "the castle clock" ("perhaps the earliest programmable analogue computer").

What an observer sees and hears during the day:

The crescent moon travels from left to right on the frieze, and when in between two doors the upper door opens to reveal a figure of a man. Soon after, the two falcons will tilt forward and spread their wings, and a ball will drop out of their beaks and into the vase. The observer will hear a cymbal like sound, and both falcons will lean back to their original position and close their wings. When the 6th door opens, the musicians will begin to play their instruments: the drummers beat their drums, followed by the trumpeters.

What an observer sees and hears during the night:

At the beginning of night, light will begin to show through the first glass roundel and the crescent moon will again be moving from the left to the right of the observer. When it is midnight, the crescent moon will be between the sixth and seventh door, and the sixth door figure will fall and open the door. This will trigger the mechanism for the musicians to play. They only play twice during the night, at midnight, and at daybreak, which coincides with the opening of the twelfth door.

upper and lower doors
(with figure of a man)

....

frieze

....

....
(with cymbal inside)

....
(two)

roundels

cymbalist

drummers

N°11

I read and do.

Task 1. I read text (1) and fill in the "Bibliographical Notes". Then, I answer the questions in the "Reading Notes".

Bibliographical Notes

- Type of text:
  - a. descriptive
  - b. argumentative
  - c. prescriptive

- Type of document:
  - a. email
  - b. press article
  - c. web article

Reading Notes

1. Give a title to the text.

2. How many paragraphs are there in the text?

3. Why should Scottish pupils learn about litter? List the reasons.

4. In which paragraph is it mentioned that the school environment also includes the local neighbourhood?

5. Why have many Scottish schools rewarded their pupils?

6. What or who do the words in bold type refer to in the text?

7. What lesson have Scottish pupils learnt from cleaning up the local neighbourhood?

8. Should Scottish pupils think of litter picking as a kind of chore? What is the writer's opinion?

9. Do you think that picking up litter in school or in the streets isn't a good thing to do?
   Discuss with your class.

WHY LEARN ABOUT LITTER?

There are health risks associated with litter, such as the carriage of disease to young children. Litter ruins the look of our environment, kills wildlife and causes fires. Discarded food, such as apple cores and banana skins, attracts rats and mice. Knowing this will change the behaviour of people in Scotland for generations to come, ensuring that **we** keep Scotland beautiful.

LITTER IN SCHOOL

A playground that is covered in litter makes parents and visitors think that pupils don't care about the buildings, the grounds or each other. If children work and play in a littered school, it doesn't encourage **them** to put their own rubbish in the bin. Many schools have given rewards to pupils **who** have helped with tidying **their** classrooms or schoolyard at the end of the day.

LITTER IN THE COMMUNITY

Pupils often involve themselves in working with neighbourhood residents to clean up these areas just beyond the school gates and local streets adjacent to the school site. **They** should regard litter clearing as a positive environmental action – not as a punishment. **They** should also understand that litter prevention improves the environmental quality of the school and **its** neighbourhood. In many Scottish towns and villages, pupils have conducted a litter pick in neighbouring streets and asked the council to add more bins. Organising a regular litter pick in the community gives young people an understanding that the litter problem and putting litter in the bin doesn't just happen in school but should happen everywhere.

Adapted from:
http://www.keepscotlandbeautiful.org

N°12

I practise.

Task 1. I read the text about "Djemila" and ask questions on the words in bold type as in the example.

Example: Roman Emperor Trajan founded Thamugadi (Timgad) **2,000 years ago.**
Question: **How long ago** did Roman Emperor Trajan found Thamugadi (Timgad)?

Djemila: The Roman "Cuicul"

I visited Algeria for the first time **thirteen years ago**, in the spring of 2004 to be more precise. Djemila (60 km northeast of Setif) was the first of the great Roman cities on my itinerary. It was declared a UNESCO World Heritage Site **thirty-six years ago**. Roman Emperor Nerva, who ruled from 96 to 98 AD, founded the city **about two thousand years ago**. The major buildings that survive today include the temple of Emperor Septimus Severus, the Grand Baths, the theatre and the Triumphal Arch. 20,000 people lived in the city in the 3rd century AD. During its history, the city was badly damaged by earthquakes until finally it was abandoned **fifteen centuries ago**.

© : http://www.algeriaemb.org.au/FORGOTTENTREASURESOFALGERIA.htm

1. a) I visited Algeria for the first time **thirteen years ago**.
   b) How ....?

2. a) Djemila was declared a UNESCO World Heritage Site **thirty-six years ago**.
   b) ....?

3. a) Roman Emperor Nerva founded the city **about two thousand years ago**.
   b) ....?

4. a) The Roman city was abandoned **fifteen centuries ago**.
   b) ....?

Task 2. I work with my partner. We read again "My Grammar Tools (1)" and correct each other's questions.

Roman theatre, Djemila

3. Text 1. I read the text to understand what "Intangible Cultural Heritage" means. Then, I fill in the reading notes.

N°13

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

What is Intangible Cultural Heritage?

(...) Cultural heritage does not end at monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as **oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.**

(...) The importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next (...)

Adapted from : http://www.unesco.org

Text 2. I read the text to know more about one of the greatest imzad players and teachers. Then, I fill in the reading notes.

Tamanrasset Pays Glowing Tribute to Imzad Player Akhamoukh Tabalehouit

Tamanrasset — A glowing tribute was paid Thursday to the Imzad player Akhamoukh Tabalehouit, the sister of the late Mujaheed Amenokal Hadj Moussa Akhamoukh, during a ceremony held at her home in the capital of Ahaggar, Tamanrasset.

Imzad has been inscribed on the Representative List of the Intangible Cultural Heritage of Humanity of UNESCO (...)

The ninety-year-old woman continues to teach this art to the new generations with a view to preserving it.

Adapted from:
Algeria Press Service, 26 Dec. 2014
http://www.aps.dz

**Reading Notes
Texts 1 and 2**

- Title: ....
- Author: ....
- Source & date of publication:
....
- Type of document: ....
- What can be considered as "Intangible Cultural Heritage"? I make a list of all the items.
- Who is Akhamoukh Tabalehouit?
- Who is her brother?

General Introduction

Chapter One:

Review of the Literature

Chapter Two :

Research Design

Chapter Three:

Presentation of the Findings

Chapter Four :

Discussion of the Findings

General Conclusion

Bibliography

Appendices