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**The Role of Reading Instruction in Enhancing Literacy in
Middle School Education
Case Study : 2nd Year Pupils in Ahmed Bediaf
Middle School Metlili - Ghardaia**

**Dissertation Submitted to University of Ghardaia for Obtaining the
Master's Degree**

Didactics in Foreign Language

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Dedication

*First, I thank Allah for his blessings and for giving me the strength to succeed
and reach where I am today. Praise be to God.*

I thank my dear self for where I am today.

I dedicate this work to my beloved parents.

To my small family, especially my sister Wissal.

Thank you for always standing by my side and supporting me materially and morally.

Ines Moulay Lakhdar

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Abstract

This study explores the significant role of reading instruction toward enhancing literacy among middle school students within the context of English language education. During this critical stage of cognitive and academic development, reading plays an essential role in shaping the students' language ability, academic performance, and lifelong learning habits. The research investigates reading instruction, what strategies and materials are used, and the challenges faced by both teachers and students in middle school settings. The study used mixed-methods approach to gather data from teacher interviews and students questionnaire. The findings indicate that students are generally motivated and have a positive attitude towards reading but struggle in vocabulary, comprehension, and lack of regular reading habits. Teachers use multiple teaching approaches like guided reading, aloud reading, and strategy techniques tend to integrate reading with other areas of language skills. The study concludes that reading instruction significantly contributes to learners' literacy acquisition when taught using supportive, flexible, and student-centered approaches. It supports adding more materials, teacher professional learning in reading pedagogy, and school programs in designing a stronger culture of reading. Literacy at the middle school level can be strengthened not only by strong classroom practices but by systemic support that prioritizes reading as a cornerstone of education.

Keywords: Reading Instruction / Enhancing Literacy / Reading Skill / Strategies / Materials / Challenges.

List of Abbreviations:

- **ELT:** English language teaching.
- **EFL:** English as a foreign language
- **ESL:** English as Second Language
- **RS:** Reading Skill
- **SSR:** Sustained Silent Reading

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General Introduction

General introduction

Teaching English as a foreign language (EFL) has become increasingly important in today's world, where English serves as a key medium for international communication, education, business, and technology. EFL refers to the teaching of English in countries where it is not the native language and where English is not commonly spoken in the daily lives of learners like our country, Algeria. The primary goal of EFL instruction is to develop learners' abilities to understand, speak, read, and write in English for academic, professional, or personal purposes.

EFL teaching requires a deep understanding of language acquisition processes, as well as the cultural and linguistic backgrounds of learners. It involves the use of various teaching methods and approaches, such as the communicative approach, grammar-translation method, and task-based learning, each with its strengths depending on the learning environment and students' needs. Moreover, technological tools and multimedia resources have become integral to enhancing language instruction and creating more engaging, interactive classrooms.

Despite its challenges such as differences in learner motivation, and varying proficiency levels, EFL teaching continues to evolve, adapting to new research, educational trends, and the diverse needs of learners around the world.

As teaching English language is a multifaceted process, focuses on the development of the four skills. Teaching reading skills in middle school is a foundational component of early education. It lays the groundwork for academic success across all subjects, along with effective strategies and methods used globally.

In today's globalized world, English has become the dominant language of communication, education, science, and technology. As a result, mastering the English language has become a major educational goal in many non-native English-speaking countries. Among the essential language skills, reading plays a crucial role in academic achievement and lifelong learning. It allows learners to access knowledge, expand vocabulary, and improve overall language competence.

General Introduction

In the middle school stage, students are expected to begin transitioning from learning to read to reading to learn. However, many learners in EFL settings face significant difficulties in reading, including limited vocabulary, weak comprehension, cultural concepts (context), lack of motivation, and inadequate reading strategies. These issues often stem from traditional teaching methods, insufficient classroom resources, or a lack of focus on reading instruction in the curriculum. As a result, this research investigates the role of teaching the reading skill among middle school learners. By studying teaching approaches, classroom practices, and teacher-student interactions, the study aims to understand the extent to which English instruction supports or limits the development of reading skills.

Furthermore, the study seeks to shed light on the challenges encountered by both teachers and students and to suggest effective strategies for fostering better reading outcomes. Improving reading proficiency at this stage is essential not only for language development but also for students' overall academic success and engagement with learning across all subjects.

Statement of Purpose

This research aims to:

1. To analyze students' attitudes and perceptions toward reading instruction.
2. To identify the most commonly used strategies and materials in teaching reading.
3. To investigate the main challenges teachers and students face in teaching and learning reading skills.

Statement of Problem

Despite the recognized function of reading as a foundation for academic achievement and language learning, many middle school students continue to lag behind in reading ability. In EFL contexts, such an issue is compounded by limited exposure to English outside the classroom and poor pedagogical focus on effective reading skills. While reading instruction should be the foremost in providing students with the means to develop comprehension, vocabulary, and critical thinking, middle school reading instruction falls behind or is overly dedicated to rote memorization and test preparation. As a result, students have no ability to read fluently, understand diverse texts, or meaningfully engage with reading text. This study

General Introduction

seeks to investigate the role of teaching reading skills in middle school and how teaching practices influence students' reading development and language proficiency overall.

As a result there is a need to investigate the role of teaching reading in middle school.

Research Questions

This study attempts to answer the following questions:

1. What is the role of teaching reading in developing language skill among middle school students?
2. How do middle school English teachers use the strategies teaching of reading skills?
3. What challenges do teachers and students face in the teaching and learning of reading?

Research Hypotheses

In order to answer these research questions, we hypothesize that:

1. The use of varied and engaging reading materials in teaching significantly increases students' motivation and participation in reading activities.
2. Teaching reading using interactive strategies significantly improves middle school students' reading comprehension and overall language skill.
3. A lack of effective reading instruction contributes to poor reading performance among middle school learners.

Research Methodology

For the sake of investigating the role of teaching reading skill, a descriptive study was used through mixed-methods approach, combining both quantitative and qualitative methods to provide a comprehensive understanding. For collect data, a questionnaire was given to 40 students of Ahmed Bediaf middle school in Metlili and an interview for 9 English teachers. The questionnaire focused on students' difficulties through reading and the challenges that faced them in practice this skill.

However, the interview focused on teachers' strategies and methods in teaching reading, as well as the materials that using them.

Rationale

Since reading is a very important skill in acquiring the language, pupils must be good readers that they can understand it well. The middle school students struggle to read English texts due to limited vocabulary, lack of reading strategies, and insufficient exposure to authentic texts. These difficulties are often compounded by traditional teaching methods that emphasize grammar and rote memorization over meaningful reading activities. As a result, students may develop weak reading comprehension skills and low motivation to engage with texts.

This research is aimed to investigate the role of teaching reading skill. And it seeks to identify the teaching methods that are most effective in promoting reading skills, understand the challenges faced by both teachers and learners.

Limitation of the study

While this study aims to investigating the role of teaching the reading skill among middle school students, several limitations must be acknowledged. This study is limited to second year middle school of English Ahmed Bediaf middle school who were questioned only about their reading skill and their challenges.

This study cannot be generalized.

The short duration, the study may have been limited by a short duration of time.

The effectiveness of reading instruction may also be influenced by factors, that are not examined in the study.

Structure of the study

This dissertation is divided into two parts. The theoretical part and the practical part. The theoretical part divided into two sections. The first section is provided about the reading skill and its definitions and discussed the significance, types, strategies, stages, and approaches of reading. The second section offers the definition both of teaching and teaching reading. The significance, the methods, materials and the challenges of teaching reading. About the practical part focuses on the data analysis obtained from the questionnaire which administered to the students and the interview which conducted with teachers.

Chapter One:

Reading

Strategies

Introduction:

Reading is among the fundamental skills in language acquisition and academic development. It enables learners to access information, enhance vocabulary, and engage with various types of texts for both academic and personal purposes. In English language teaching, reading instruction serves a central role in developing learners' ability to decipher written language, interpret meaning, and think critically. Effective instruction in reading not only improves language capacity but also encourages confidence, independent learning, and lifelong literacy habits. Instruction in reading, therefore, is key in giving students the capacity they need to thrive both inside and outside the classroom.

This chapter is divided into two sections; the first section explores the definition of reading and its significance, examines various types of reading, describes the strategies of reading, and discusses its stages. The second section revolves around the definition of teaching and teaching reading and emphasizes their significance. It delves into the methods of teaching reading, their materials in English language teaching.

At the end, this chapter was finished with challenges in teaching reading followed with a small conclusion.

1. Reading Skill**1.1. Definition of Reading**

Reading skill in general refers to the ability to decode written symbols (letters and words), understand their meaning, and interpret information from a written text accurately and efficiently.

Many definitions of this skill were suggested. Grabe & Stoller (2011) said “Reading is the process of receiving and interpreting information encoded in language form via the medium of print”. This definition emphasizes both of decoding and comprehension of reading.

Urquhart & Weir (1998) highlighted “Reading is the process of getting linguistic information via print”. This definition highlights reading as an interactive and cognitive process.

According to Anderson (2003) “Reading is an active, fluent process which involves the reader and the text in building meaning”. This definition focuses on the readers use background knowledge and reading strategies to understand texts.

Spratt, Pulverness and William (2005,p.21) said “An activity in which readers respond to and make sense of a text being read connected to their prior knowledge”.

Reading proficiency is the ability to recognize written words, understand their meaning, and make sense of meaning expressed in a text. It involves a set of sub-abilities, including word recognition, vocabulary sense, sentence sense, and text sense. Reading proficiency development is not only required for second language acquisition but also for accessing instructional materials, building vocabulary, and fostering independent learning.

1.2. Significance of Reading

Reading is one of the most fundamental language skills, particularly in educational and academic situations. Reading is the basis for learning new things, building vocabulary, enhancing grammar, and establishing language proficiency overall. Reading plays a very important role for middle school students because it fosters learning in all subjects and helps students to be independent learners. According to Anderson, N. J. (2003,p.68) “Reading is an active skill that involves the interaction between text and the reader’s background knowledge, contributing directly to language development and academic achievement”.

Reading provides native-like exposure to the target language in second or foreign language learning, through which learners are able to learn fluency, comprehension, and critical thinking. Mature readers tend to understand directions, complete assignments, and read study materials more efficiently. Reading also enhances higher order thinking skills and metacognition like analysis, inference, summarizing, and reflection. Attributed to Grabe, W., & Stoller, F. L. (2011,p.6) “Reading is a critical component of second language instruction, essential not only for language development but also for academic and professional success”.

According to Urquhart, A. H., & Weir, C. J. (1998, p.21) ‘Good reading skills also increase learners' self-confident and motivation. When learners are able to read and understand, they tend to become more engaged in learning, and also engaged in class participation, thus getting higher grades. Effective teaching of reading is therefore critical for long-term language learning and academic achievement’.

1.3. Types of Reading

Reading can be categorized into various types depending on the purpose, level of engagement, and reading strategies used. Understanding these types helps teachers choose appropriate texts and activities to build students' fluency, comprehension, and reading confidence.

According to Patel and Jain (2008) there are different types of reading such as: intensive reading, extensive reading, aloud reading and silent reading.

1.3.1. Intensive Reading

Intensive is a type of reading which attends to the vocabulary and idioms taught in class by the teacher and the vocabulary and idioms met in poems, poetry, novels, or other texts. For example, students attend to linguistic or semantic features of a reading text and to structural features such as grammar. Long and Richards (1987) call it a "detailed in-class" teacher-based study, of vocabulary and grammar items, within a short text. Moreover, Hramer (2012), intensive reading means providing the learners with short texts to read and do a number of exercises based on it. That is, intensive reading is to success in an overall comprehension on sound arguments. Symbolic styles, position, and author's sense. There is a good correlation between reading speed and high reading comprehension level. It is strongly can be noted that reading speed will slow down in a deepest reading comprehension. Other condition that can influence reading speed slows down in reader experience to read content. Furthermore, Ni'mah and Fitri (2022) states that intensive reading is a teaching model in enhancing students' reading comprehension. Therefore, in intensive reading focus on grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications, etc.

It suggests that the students, during intensive reading, read largely correctly, slowly for every word, sentence, or paragraph to obtain the exact meaning of the text. Thus, the students should reach the dictionary in the intensive reading class. The students try to look up the definition of unknown words in the dictionary. Since the students are reading the text as per teacher's preference, do in class and then mainly answer the questions from the given text by the teachers.

1.3.2. Extensive Reading

Extensive reading is another type of reading in which the learner reads to enjoy and accumulates general reading proficiency. Students, for example, read various kinds of books such as journals, newspapers, and magazines as much as they can, essentially just for enjoyment or pleasure and need to have a general idea of what they contain. Brown (1989) says intensive reading is done "to get a general sense of a piece of text". It is presented some theories about extensive reading. According to Palmer (1968,p.5) stated that extensive reading as an approach to teaching reading might be of in terms of purpose or outcome. Likewise, Karshen (1993,p.6) called extensive reading as free voluntary reading or when teacher gives students time for in-class sustained silent reading (SSR) in a period of 20 minutes. Day and Bamford (1998, p. 6) state that extensive reading is considered as "one of four styles or ways of reading, the other three being skimming, scanning, and intensive reading". The major aim of extensive reading is to get learners do reading much, enjoyable reading, and reading out of class (Nation and Waring, 2013,p.6; Umam, 2013,p.5). Those theories shown that extensive reading is one approach in teaching reading with the main purposes is creating the enjoyable reading class. In which, students are free in reading and pleasurable. In this case, Ng, Willy, and Miao (2019) stated that students generally have positive attitude and perceptions toward extensive reading.

1.3.3. Aloud Reading

Aloud Reading is reading teaching whereby the reader reads the text out loud rather than reading it in silence. The practice is often employed in language classes, especially at the primary and middle school levels, to assist learners' pronunciation, fluency, comprehension, and confidence in the target language. For example, reading speech texts, poetry and other text. Harmer(2007) said 'It is especially valuable in EFL environments where students can benefit from listening to correct pronunciation and rhythm', also (ibid) "Reading aloud provides learners with a model of fluent reading and supports the development of decoding, prosody, and comprehension."

Grabe & Stoller (2011) "Reading aloud provides opportunities to model fluent reading and allows students to get a sense of what fluent reading sounds like."

Reading aloud involves saying what is written in a manner that others or oneself can hear it. The process employs both the sight and auditory senses, which increases understanding, retention, and identification with the material. It allows the reader to listen intently to the writing, improving pronunciation, fluency, and speech. Reading aloud is especially useful for language learners and children since it is beneficial for decoding,

vocabulary building, and reading with expression. Reading aloud also aids in memorization of facts and concentration on the text. However, as it entails bodily work in producing sound, reading aloud is generally slower, averaging around 200 words per minute.

Harmer, J. (2007,p.114) said “Reading aloud provides a model of fluent reading, demonstrating correct pronunciation, rhythm, and intonation.” The Practice of English Language Teaching. Fountas, I. C., & Pinnell, G. S highlighted (1996,p.52) “When teachers read aloud to students, they expose them to rich language and extend their vocabulary and comprehension.”.Guided Reading: Good First Teaching for All Children.

Reading aloud is an intentional skill-building practice that improves basic reading skills, fluency, and expressive language and is widely used in teaching and learning contexts.

1.3.4. **Silent Reading**

Silent reading is reading without saying the words out loud or moving the lips (also known as **subvocalization**). It is a basic skill in developing fluency in reading, understanding, and independent learning, especially in middle and higher school. According to Urquhart & Weir (1998) "In silent reading, students read without saying the words out loud, allowing more effective reading and more attention to meaning." Reading in a Second Language.

And Grabe & Stoller (2011) said ‘Silent reading is a skill which enables readers to read with speed and effective comprehension’. Teaching and Researching Reading.

It involves scanning one's eyes along the page while the brain is busy interpreting and comprehending the message internally, where a form of "private dialogue" is conducted between the brain and the eyes. Silent reading does not produce any sound or lip movement, as opposed to reading aloud. It is being extensively used for the acquisition of reading fluency, comprehension, and independent reading habits. Silent reading in language classrooms allows learners to focus on meaning at their own rates without the pressure of pronunciation. Nuttall, C. (2005,p.36) attributed “Silent reading encourages learners to focus on meaning rather than pronunciation, promoting fluency and independent reading habits." Teaching Reading Skills in a Foreign Language.

1.4. **Strategies of Reading**

Teachers can help improve student comprehension through instruction of reading strategies. (Block & Israel, 2005) stated ‘Skimming, scanning, predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension’ .It is important to teach the strategies by naming

the strategy and “how it should be used, modelling through the think-aloud process, group practice, partner practice, and independent use of the strategy. These strategies that will aid in the studies and improve information retention, which will lead to improved grades.

1.4.1. **Skimming**

Skim reading is a quick method of reading used to get an overall impression of the text without delving into all the specifics. During skimming, readers scan the content, paying attention to headings, subheadings, bolded/italicised text, and any pictures. Urquhart & Weir (1998, p. 37) highlighted “Skimming is a high-speed reading technique to understand the general idea of a passage without focusing on every detail.” This technique is particularly useful in previewing text, reading through a text beforehand is useful before having an intensive reading session. It will then be aware of the main ideas and the structure of the text. Also it identifies relevance, while reading through a piece of text, you'll be able to determine what information is relevant and perhaps essential. It will therefore be aware of which areas to focus on and work through in depth. And in refreshing, it will be useful to read texts and chapters prior to an exam, that'll refresh it on stuff you have already learned and help you remember the main points. According to Nuttall, C. (2005,p.49) “Skimming is a reading technique used to get a general overview of the content without paying attention to every word.” Teaching Reading Skills in a Foreign Language.

1.4.2. **Scanning**

Scan reading is another quick reading technique that is geared towards locating accurate information from within a text. In contrast to skimming, where readers cursorily scan the entire content, scanning is a more targeted practice. Readers intentionally look for keywords, dates, names, or specific data, effectively 'scanning' the text for the required information. Grabe & Stoller (2011) said “Scanning involves rapid eye movement over the text to locate specific information, such as names, dates, or definitions”. Scanning is useful in finding information, it can assist you in finding a certain piece of information in an index, table of contents. Also in specific data, the information of sources such as articles or reports take too much time. Scanning assists you in finding specific data in lengthy pieces of information, in finding answers during an exam or while working on an assignment, it can help you locate answers hidden in the provided text quickly and effortlessly. Nuttall, C. (2005,p.49) highlighted “Scanning is the technique of letting your eyes run over a text to locate specific information, such as figures, names, or certain phrases, without reading everything”. Teaching Reading Skills in a Foreign Language.

1.4.3. **Predicting**

For one to be a good reader, the students should have a purpose when they read. Predicting is one strategy of building understanding that helps the reader to find a purpose for their reading. According to (Block & Israel, 2005) Good readers have been found to make predictions and form ideas on the basis of what they know and can do by themselves when reading. (Oczkus, 2003) highlighted ‘This strategy also offers additional student interaction, which increases student interest and increases students' understanding of the text’. The ways of teaching predicting are during the course of the text with a partner, with a graphic organizer, or through post-it notes throughout the passage. Making a prediction by using the title, table of contents, illustrations, and highlight or key words is one forecasting strategy. The second crucial forecasting method is students making predictions periodically along the text, evaluating the forecast, and rewriting forecasts wherever necessary (Teele, 2004).

1.4.4. **Making connections**

Making connections is another strategy that can be used in the process of reading. By making connections, the students are capable of using their prior knowledge and connecting the ideas in the text to their lives. Reading becomes meaningful when the reader connects the ideas in the text with their experiences and beliefs, and also with the events that taking place in the outside world. Teachers can ask students if they have ever had any experience like what is in the text. And students can make text-to-text connections by drawing, making a chart, writing, and graphic organizers. These text-to-text connections can be based on how characters in the story are related to each other, or how story elements link between stories. (Teele, 2004) stated ‘Students can link text-to-world by drawing, making a chart, writing, or graphic organizers. Text-to-world connection can be done by comparing characters in a story to characters today or comparing the content of the text to the world today’.

1.4.5. **Summarizing**

While summarizing process, the students will be able to separate the main ideas from the supporting ideas. According to (Adler, 2001) The process of summarizing asks the reader to decide what is significant while reading and to summarize the information in the readers own words. Summarizing is a strategy which assists the students to arrange the ideas even in the long reading passages which are normally felt as threat for the students.

1.4.6. **Questioning**

The readers can use questioning before, during, and after reading. According to (Harvey & Goudvis, 2000) ‘The questioning process entails readers asking questions to construct meaning, enhance understanding, find answers, solve problems, find information, and acquire

new information'. In this strategy, the students go back to the text while reading to search for answers to questions asked by the teacher before, during and after the reading. (NRP, 2000) said ' By utilizing the student generated questioning strategy; text segments are integrated and therefore improve reading comprehension'.

1.4.7. Inferring

Inferring is reading between the lines. (Harvey & Goudvis,2000) stated 'Through inferring students will be able to make conclusions, make predictions, determine underlying themes, use information to derive meaning from text, and use pictures to derive meaning'. Students can be given strategies to use illustrations, graphs, pictures, dates, vocabularies and headings from the text to make inferences.

1.5. The stages of Reading

Stages of reading are the step-by-step progress learners follow to learn reading skills—from beginning word recognition to critical reading and analysis. Stages of reading allow educators to teach in correspondence with learners' current skill levels and move towards reading fluency.

1.5.1. Pre-reading

The purpose of pre-reading was to enable the students to gain the most from what they would be reading. This was achieved by providing the students with pre- reading questions to encourage students to think and to relate their relevant background to the text, to preview main ideas, and to develop a purpose for reading. According to Harmer(2007) "Good pre-reading tasks can build schema and motivate learners to read more actively. (ibid) "Activating prior knowledge at the pre-reading stage allows learners to connect to the text."

1.5.2. While-reading

The while-reading phase was geared towards allowing the students to develop the skill of eliciting from what they read. Students were required to use bottom up processes to analyze words, phrases and sentences in texts in a bid to validate their expectations from the reading phase and also understand the details in the text. Grabe & Stoller (2011) highlighted "The while-reading stage needs to have activities that get students to consider meaning and text structure" ,Teaching and Researching Reading. (ibid) "The instructor's role during reading is to support strategic reading and oversee comprehension."

1.5.3. Post-reading

The purpose of follow up was to help the students build the information obtained from what they have learned. It enabled students not only to summarize or conclude what they have

read , not just to read and understand the text but also to integrate the textual material into their own lives. Nuttall (2005) "Post-reading tasks provide an opportunity to process and internalize the new information".

1.6. Approaches of Reading Skill

Approaches to teaching reading explain the orientations which guide what and how reading is taught. Approaches determine the choice of methods, strategies, and materials applied in helping learners decode, comprehend, and establish reading fluency. The reading process involves the text, the reader, and the interaction between the two. Scholars have proposed three basic models of how reading occurs:

1.6.1. The Bottom-up Approach

It is a skills-based model of reading instruction that emphasizes the ability to decode written language by progressing from smaller language units (letters and sounds) to larger ones (words, sentences, and meaning). In this approach, reading is seen as a linear process that begins with perceptual recognition and builds toward comprehension. According to Browne (1998), this model describes reading as a process that starts with the learner's knowledge of letters, sounds and words and how these words are formed to make sentences. This model is called part to whole model because it goes from partial to whole knowledge. This model is so effective in the early childhood, especially students as young learners. It's effective because the emphasis here is on the letters, recognition of their shapes and reading individual words. (Stanovich, 2012) said 'Bottom up Theory argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process'.

1.6.2. The Top-down Approach

The Top-Down Approach to reading is a meaning-driven model that emphasizes the role of the reader's background knowledge, expectations, and experiences in constructing meaning from a text. Rather than starting with letters and sounds (as in bottom-up approaches), this model assumes that comprehension begins with the reader's prior knowledge and is then used to interpret the written input.

According to Goodman, K. S. (1967) "Top-down processing involves drawing on one's own knowledge of the world to make sense of a text."

Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given a basic understanding of the vocabulary,

they continue to read as long as the text confirms their expectations. (Goodman, 2012) stated 'The Top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears.'

This model, otherwise known as inside-out model and whole to part model, considers the reader's experience and what he/she brings to the reading material. Browne (1998) clarified 'This model suggests that readers begin reading by calling upon what they know of the structure and meaningfulness of language, the structure of stories and other genres and their world knowledge to make predictions about the general meaning and specific words in context.'

This model is broader and more realistic. At this juncture, it should be pointed out that the better the teaching will be, whenever the experience of the students is being involved. Further, this model favors guessing. However, one of its limitations is that cross-cultural identifications might play an important role in identifying such texts. For instance, some cultures can be lacking in information regarding some issues and readers would suffer enormous difficulty in identifying what the issue is all about.

1.6.3. The Interactive Approach

The Interactive Model of reading is a theoretical framework that views reading as a dynamic process involving both bottom-up (decoding text) and top-down (using background knowledge) skills simultaneously. It proposes that readers construct meaning by interacting with the text and drawing on their cognitive and linguistic resources. According to Rumelhart, D. E. (1977) "Reading is an interactive process in which both the reader's prior knowledge and the information from the text contribute to comprehension." Rumelhart (ibid) introduced the interactive reading "it is an alternative to both bottom-up and top-down approaches" in Davies, 1995.

Stanovich (1980) argued that this model gathers the features of the bottom-up and the top-down models and gives reading more meaning. Here, the readers are more involved in reading. They use their knowledge of subject theme, their pre-experience of written words, their reading and their own expectations to make predictions about the reading text. So, the textual details are the best way in the recognition of the words and the letters the text contains.

The strongest point of this model is that the reading ability and the communicative activities are combined. Also, where the students' experience comes into action, the more exciting, fascinating and lovely the reading will be.

According to Stanovich (2012) ‘The interactive school of theorists which most researchers now advocate argue that both bottom up and top operations are occurring, alternately or contemporaneously.’ These theorists describe a process which moves on both bottom-up and top-down, depending on the kind of text as well as motivation, strategy use, and culturally held beliefs about the reading.

2. Teaching Reading

2.1. Definition of Teaching(an overview)

According to Brown (2000), teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning. It means that teaching is showing or helping someone to learn how doing something, giving instructions, providing knowledge, guiding in the study of something, causing someone to know or understand, and the teacher may become facilitator, motivator, and evaluator for the students.

2.2. Definition of Teaching Reading

Teaching reading is a process led students to learn to decode written text, comprehend meaning, and use reading strategies successfully. It is systematic, intentional instruction that leads students to become fluent, strategic, and independent readers. According to Harmer, J. (2007) “Teaching reading is the act of enabling learners to make sense of written language, combining both decoding and understanding to construct meaning” *The Practice of English Language Teaching*.

Scientists never end up with one conclusion of teaching reading, each person evaluates reading from his or her own perspective. Ur, P. (1996,p.138) said “Teaching reading means teaching learners to extract meaning from written language—not just to pronounce words correctly”. *A Course in Language Teaching: Practice and Theory*. Teaching reading is seen by Grabe, W., & Stoller, F. L. (2011,p.4) “Teaching reading involves helping learners develop the cognitive and linguistic skills necessary to interpret and engage with text”.

On the other side, teaching reading is the process by which a teacher facilitated and guided learners to acquire the ability of reading and interpreting written texts. It involved the transmission of knowledge and skills to decode written symbols, making meaning, and using reading strategies across various texts. It does

not involve simply recognizing words but decoding, analyzing, and combining information from the text to mean and comprehend the content efficiently. Teaching reading included the helping students to understand the purpose of reading and how to extract meaning from texts. Also teaching students the skills (e.g., decoding and vocabulary) and the strategies (e.g., predicting and summarizing) for effective and extensive reading. It provided meaningful, motivating texts for guided and independent practice to help students apply isolated skills. It monitored students' performance so that learning the skills as well as the capacity to apply in different reading environments is achieved and giving varying instruction in meeting the varied needs of different learners and utilizing varying teaching methods including direct instruction, cooperative learning, and independent learning.

In summary, teaching reading is a comprehensive educational process aimed at developing students' ability to decode, understand, and critically engage with written texts, enabling them to use reading as a tool for learning, communication, and personal growth. According to Grabe & Stoller (2011) "Reading instruction is a structured process designed to equip learners with the tools to interpret and respond to written language effectively". Teaching and Researching Reading.

2.3. Significance of Teaching Reading

The significance of teaching reading is the foundation of education, intellectual development, and lifelong learning. It is through reading that approximately 85% of the school curriculum is acquired, and therefore good reading skills are central to success in all school subjects, from science to social studies. Teaching reading successfully sets students up to make the transition from "learning for read" to "reading for learn" in order to comprehend and analyze difficult texts and concepts as they progress throughout their education. Teaching reading interested with students who are good readers perform better academically and are more likely to succeed in school and beyond. In Systematic and explicit instruction in reading fosters comprehension and higher-level thinking. It enables students to read texts critically, which improves problem-solving and communication skills, the most important requirements for academic and real-world achievement. Also, reading fosters curiosity, creativity, and a passion for learning.

It turns into a means of lifelong learning and personal enrichment. If teachers read, they can set an example for their students and have a positive impact on them.

Teachers who know the value of reading and who read themselves are more likely to effectively teach and motivate students. Reading makes teachers more knowledgeable in their subjects, improves their vocabulary, cultural understanding, and communication skills, which translates to better classroom instruction and student performance. To sum up, teaching reading is essential because it supports academic success, intellectual and social development, and lifelong learning. It allows students to access information, think critically, communicate effectively, and become productive members of society. Grabe & Stoller (2011) said “Reading is the most important skill in English for academic and professional purposes, and teaching reading effectively enables learners to access information and improve overall proficiency.”

2.4. Methods of Teaching Reading

Methods of teaching reading are structured instructional methods used by instructors to facilitate learners to develop reading skills, including decoding, fluency, vocabulary, and comprehension. The approaches vary based on students' age, language ability, and educational goals, and are often combined to meet the different classroom demands.

2.4.1. The Whole Language Reading Method

Whole language methods have also been named as language experience or whole-to-part methods. Earlier, educators used to extensively employ these methods to teach reading to students in the elementary class, but today these methods are used mainly along side the phonetic method. (Bovee, 1972) clarified ‘Whole language methods of teaching reading implement a belief in the importance of learning meaning first and then applying that meaning to written language.’ Spache (1969,p.170) says that “more than any other approach to the teaching of reading, the language-experience approach conceives of learning to read as part of the process of language development. It alone recognizes the close relationship among reading, speaking, writing, and listening.” According to (Honig, 2001, p. 2) ‘Proponents of this method believe that elementary students will “acquire [reading] skills [...] by being read to, immersion in print, and learning them in the context of reading for meaning”. According to Jeynes and Littell (2000,p.24) whole language techniques: The core of the whole language construct seems to involve emphasis on (1) whole pieces of literature and functional language as opposed to abridgements, adaptations, or segmented texts; (2) individual students’ choice as opposed to teacher-sponsored, whole-class assignments; and (3) integrated language experiences as opposed to direct instruction in isolated skill sequences. According to (Honig,

2001) ‘These techniques integrate reading with the other language arts, such as speaking, writing, and listening.’

(Matthes, 1972) ‘For example, the teacher reads a whole message, either a sentence or an entire passage, to the students repeatedly. Then, the students memorize and recite the passages individually and as a group. Another whole language technique consists of students dictating a story or personal experience to the teacher. The teacher writes each student’s words down. The students then memorize and recite their story.’

Advantages of the Whole Language Approach

Encourages reading for pleasure and a lifetime of learning.

Improves reading comprehension by meaning, not memorization.

Promotes learner autonomy—students choose what they enjoy reading.

Encourages cross-skill development (e.g., reading improves writing).

2.4.2. The Phonetic Reading Method

The Phonetic Reading Method (also known as the Phonics Method) is a reading instruction method that emphasizes the relationship between sounds and letters (graphemes and phonemes). Students are taught to read written words by sounding them out, blending letter-sounds to form whole words. Panel (2000) said ‘Phonics instruction teaches children the systematic relationships between letters and sounds to help them decode unfamiliar words’ National Reading.

(Honig, 2001) highlighted ‘Phonetic instruction generally proceeds through a developmental sequence that explicitly teaches each of the components of phonemic awareness and decoding. Honig suggests the following sequence: 1) word segmentation; 2) rhyme recognition and production; 3) syllable blending, segmentation, and deletion; 4) onset and rime blending; 5) phoneme matching and isolation; 6) phoneme blending and segmentation; and 7) phoneme deletion and substitution.’

In addition, phonetic instruction also includes mastering the recognition of sight words—high frequency words.

Advantages of the Phonetic Method

Builds sound word recognition and spelling skill.

Helps learners decode unfamiliar words.

Particularly helpful for early readers and poor decoders.

Provides a rational and systematic method of reading.

2.4.3. Guided Reading Method

The Guided Reading Method is an instructional technique used with small groups of students in which the instructor gives support to students at the same reading level. It's goal to guide students to utilize reading strategies, comprehension, and fluency in a way that will make them independent readers. According to Fountas & Pinnell (1996, p. 2) "Guided reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time." Fountas & Pinnell.

➤ Stages of a Guided Reading Lesson

- Before Reading:
Teacher pre-reads the text, introduces new vocabulary, and activates prior knowledge.
Students make a prediction or a purpose for reading.
- During Reading:
Students read silently or softly aloud.
The teacher listens, prompts, and provides immediate help as needed.
Decoding, rereading, and using context clues are encouraged as strategies.
- After Reading:
Discussion of the text (main ideas, characters, events, etc.).
Students respond to questions, retell the story, or complete post-reading activities.
The teacher can provide mini-lessons based on needs noted.

Advantages of the guided reading

Encourages active participation and comprehension monitoring.

Builds confidence and fluency in a safe, supportive setting.

Develops the use of real-world reading strategies.

Allows for formative assessment by the teacher.

According to Grabe, W., & Stoller, F. L. (2011, p. 156) "In guided reading sessions, teachers can observe student strengths and needs closely, making it an effective tool for formative assessment." Teaching and Researching Reading.

2.4.4. Shared Reading Method

Shared Reading is a teaching method where the teacher and students read a text together, with the teacher usually modeling fluent reading. The goal is to make reading a supported, collaborative experience that builds confidence, comprehension, and engagement, especially in early or developing readers. Holdaway (1979) said "Shared reading is an

interactive reading experience that occurs when students join in or share the reading of a text while guided and supported by a teacher.”

Fountas, I. C., & Pinnell, G. S. (1996,p.52) “Shared reading helps learners develop reading fluency, vocabulary, and comprehension by participating in repeated readings of predictable and supportive texts.”Guided Reading: Good First Teaching for All Children.

Advantages of the shared reading method

Builds reading fluency through teacher modeling.

Promotes oral language development and active listening.

Provides low-stress reading practice for shy or struggling students.

Enhances comprehension through teacher support.

According to Harmer, J. (2007,p.112) “Shared reading bridges the gap between listening and independent reading. It creates a safe space for learners to experiment with language, make predictions, and develop confidence.’ The Practice of English Language Teaching.

2.5. Materials of Teaching Reading

Materials for teaching reading are the resources, texts, and tools used to enable the development of learners' reading skills. The materials help learners practice decoding, comprehension, fluency, and critical thinking, and need to be selected based on learners' age, language level, and learning goals.

2.5.1. Textbook

It is a systematically organized educational resource that provides structured content, e.g.: reading texts, exercises, vocabulary tables, grammar rules, and comprehension questions. It is a focal teaching material within the majority of classrooms, guiding both the teachers and the students through the curriculum.” Richards & Renandya (2002, p. 65) clarified “A textbook is an instrument of instruction that presents the subject matter defined by the curriculum in a systematically organized and pedagogically appropriate manner.”

The role of textbook in teaching reading:

Presents grammar and vocabulary in a structured manner along with texts.

Combines reading with writing, speaking, and listening activities.

Ensures that all students learn the same content.

Provides teachers with ready-made lesson plans and materials.

Includes quizzes, vocabulary checks, and comprehension questions.

According to Cunningsworth, A. (1995,p.7) “A textbook is not only a learning tool for students but also a guide for teachers in organizing content, pacing lessons, and ensuring

curriculum coverage.” Choosing Your Coursebook. And to Harmer, J. (2007,p.146) “A good textbook reflects the aims of the curriculum and offers learners exposure to language that is relevant and accessible.” The Practice of English Language Teaching.

2.5.2. Graded Readers

They are books specifically written or adapted for language learners. They are simplified in terms of vocabulary, grammar, and sentence structure, and are designed to match different levels of language proficiency. They aim to make reading accessible, enjoyable, and level-appropriate. Nation, I. S. P. (2009,p.52) said “Graded readers are simplified books written at various levels of difficulty to help learners build reading fluency and confidence.” Teaching ESL/EFL Reading and Writing.

The purpose of these grader readers is:

To improve reading fluency through extensive, low-stress reading.

To develop vocabulary and grammar in context.

To build confidence and reading habits in learners at all levels.

It’s benefit to improve reading fluency, build vocabulary, and encourage reading for pleasure.

2.5.3. Short stories and Fiction

They refer to narrative texts that are created primarily for entertainment, imagination, and reflection, . In the context of English language teaching (ELT), they are often used to develop learners’ reading comprehension, language skills, and critical thinking in engaging and meaningful ways. According to Lazar, G. (1993), Literature and Language Teaching “Fiction is a type of narrative writing that includes imaginary events and characters, while short stories are brief fictional works that usually focus on a single incident or theme.” Literature and Language Teaching.

Advantages of Using Short Stories and Fiction

Students enjoy stories more than textbook texts.

Rich of culture.

Encourages creativity: Promotes discussion, retelling, and personal response.

Adaptable to all levels: Stories can be simplified or chosen based on learner ability.

Collie & Slater (1987) highlighted “Short stories are ideal for language learners because they provide complete, meaningful narratives in a short space, promoting enjoyment and comprehension.” Literature in the Language Classroom.

2.5.4. Flashcards

They are small cards used to display individual words, phrases, pictures, or definitions. It is a famous teaching material used in language learning and especially effective in teaching reading and vocabulary in EFL, ESL, and young learner classrooms.

To Nation, I. S. P. (2009, p. 87) “Flashcards are visual learning aids used to enhance vocabulary acquisition, word recognition, and reading fluency by presenting one concept at a time.” *Teaching ESL/EFL Reading and Writing*.

Purpose of Flashcards in Reading:

- To teach sight words and vocabulary.
- To develop quick word recognition for fluent reading.
- To introduce new words before reading a text.
- To aid memory and recall.

Graves, M. F. (2006) stated “Flashcards promote active vocabulary use and help learners internalize words quickly and efficiently.” *The Vocabulary Book*.

2.5.5. Poems and Songs

They are highly effective tools in teaching reading, especially in EFL/ESL and primary or middle school classrooms. These forms of literature combine rhythm, rhyme, repetition, and emotion, making them ideal for developing reading fluency, pronunciation, vocabulary, and comprehension in an engaging way. Lazar, G. (1993) said “Poetry and song lyrics offer rich linguistic input through rhythm, repetition, and imagery, supporting reading development and language learning in memorable and meaningful ways.” *Literature and Language Teaching*.

Advantages

Highly engaging and memorable.

Suitable for all ages and levels.

Can be used to teach culture, emotion, and imagination.

Helps to develop spoken and written language.

Harmer, J. (2007, p. 109) “Poetry encourages learners to explore language playfully while reinforcing rhythm, stress, and sound—key elements of reading fluency.” *The Practice of English Language Teaching*, and Millington, N. T. (2011) “Using songs in the classroom not only builds vocabulary and grammar knowledge but also enhances listening and reading skills.” *Using Songs Effectively to Teach English to Young Learners*, *Language Education in Asia*.

2.5.6. Picture Books

They are storybooks where illustrations are integral to understanding the text. They support language learners by linking visual clues to written language. According to Lazar, G.

(1993,p.79) “Picture books provide opportunities for language learners to construct meaning from both visual and verbal texts, making them highly effective for developing reading skills.” Literature and Language Teaching. And Nikolajeva & Scott (2001) “Picture books are texts in which words and images are interdependent, and meaning is constructed through the interaction between the two.” How Picturebooks Work.

Advantages of Picture Books in Reading Instruction

Visual support helps readers to interpret meaning.

Enhances reading skill between the lines through images.

Perfect for story telling, retelling, and discussion work.

Facilitates integration for curriculum (e.g., integrating reading with art or science).

Lazar, G. (1993) clarified “Picture books are powerful tools for language development, offering young and second-language learners a meaningful context in which to develop vocabulary, grammar, and narrative skills.” Literature and Language Teaching.

How does the lack of reading materials influence on teaching reading ?

Teaching materials (textbooks,graded books, short stories, flashcards, songs and visual materials) are essential to supporting effective language instruction. Without such materials or when they are incomplete or obsolete, they significantly limit a teacher from using varied, learner-centered, and interactive teaching methods. The Lack of reading materials influences on Teaching methods as following:

First, without access to textbook, graded readers, stories, flashcards, poems or songs and visual materials, teachers have to rely heavily on outdated or rigid methodologies such as translation-based teaching or word-for-word repetition (rote memorization). These methods don't encourage critical reading skills, comprehension strategies, or learner interaction. According to Harmer (2007) “Teaching methods are only as effective as the materials that support them.”

Second, the lack of materials limits the teachers to apply interactive and communicative methodologies, as guided reading, task-based learning, or extensive reading programs. These methodologies require available and level-appropriate texts to allow students to practice reading in meaningful and various contexts. Richards & Renandya (2002) said Resource scarcity often shifts the teaching method from creative and interactive to repetitive and survival-based.” Methodology in Language Teaching.

Furthermore, whenever materials are unavailable or unsuitable for learners' levels, teachers cannot differentiate instruction. This results in one-size-fits-all lessons that are not

able to meet the demands of mixed-ability classrooms, thereby reducing the effectiveness of approaches aimed at helping both struggling and advanced readers. According to Harmer (2007) “Teaching methods are only as effective as the materials that support them.”

In addition, the absence of engaging reading materials can reduce the motivation of students, and teachers will find it difficult to practice learner-centered approaches. Students will be less active in activities related to reading if they find the materials uninteresting, or too difficult to comprehend. Nation, I. S. P. (2009, p.83) ‘When materials are insufficient, students miss out on the rich input necessary for language acquisition and reading development.’ Teaching ESL/EFL Reading and Writing.

As conclusion, the absence of reading materials affects on the quality, variety, and the impact of teaching methods. It forces teachers to rely on outdated or rigid approaches and deprives students of rich, meaningful reading experiences. For reading methods to succeed, they must be supported by relevant, level-appropriate, and engaging materials. According to Grabe & Stoller (2011) “Lack of reading resources hampers the teacher’s ability to tailor instruction to learners' needs.” Teaching and Researching Reading.

2.6. Challenges of Teaching Reading

Teaching reading presents a range of pedagogical, linguistic, and contextual challenges, particularly in middle grade settings. Such challenges can have an impact both on the instructional effectiveness and students' ability to develop fluent, confident reading skills.

- ✓ Limited background knowledge and vocabulary is one of the greatest obstacles which students have a limited vocabulary hinders them from understanding texts, especially those with unfamiliar or academic words. Additionally, a lack of background knowledge about the topic of a text may hinder understanding, even when decoding skill is good. Grabe & Stoller (2011) highlighted "Vocabulary knowledge is the single most important component of successful reading comprehension."
- ✓ Lack of Reading Material: in the majority of classrooms, there is an insufficient amount of proper and inspiring reading materials, e.g., graded readers, real texts, or culturally connected stories. This hinders the teacher from using multiple and student-oriented reading approaches. Nation (2009) said “Without sufficient input, learners struggle to build reading fluency or comprehension.”

- ✓ **Decoding Difficulties:** many students struggle to decode, or the ability to read written symbols into words and sounds. Building this fundamental skill is necessary for reading fluency and comprehension to develop. Unless phonics receives direct and explicit instruction, students resort to ineffectual methods like guessing word meanings from context, slowing development. Early attention and targeted teaching of decoding difficulties are needed in order to develop a strong word recognition foundation.
- ✓ **Lack of Fluency:** fluency means reading quickly, accurately, and with appropriate expression. Non-fluent readers read slowly, in inadequate intonation, and with excessive hesitation, disrupting comprehension and reducing motivation. Repeated reading, peer-assisted reading with fluent partners, and reader's theater are useful strategies to improve fluency.
- ✓ **Lack of Motivation and Engagement:** students who dislike reading or find it frustrating may not read at all, perpetuating a cycle of low motivation and inadequate skill acquisition. Contributing to this are boring reading materials, frustration at reading problems, and negative reading attitudes. Choice in reading materials, establishing reachable goals, integrating technology, and encouraging a positive reading climate are major strategies to improve motivation.

2.7. Assessment in Reading

Assessment in reading refers to the quantification of the reading ability of students, e.g., the capacity to decode, comprehend, interpret, and critically respond to written texts. It is employed in monitoring students' progress, diagnosing issues, and informing teaching decisions. According to (Snow, Griffin and Burns, 2005) 'An understanding of the principles and assessment is essential for all teachers and in particular for teachers of reading.' Knowledge of the principles of assessment is required of all teachers and particularly for reading teachers.

Assessment in reading are meant to examine the knowledge bases, process, and skills that indicate reading competence. It has tremendous potential to inform researchers, teachers, school administrators. The assessment approaches have the potential to make significant contribution to the learning environment. Although the tests are employed for various purposes, it should be remembered that all tests begin from an understanding of the reading construct, a grasp of the reading abilities and an effort to reflect the construct in test items.

Assessment in reading is important as a way of being aware of students' overall reading abilities and to determine if students are suitably placed for further learning and academic advancement. Testing of this type is referred to as standardized testing. Tests are also used for student placement, policy formulation, curriculum modification or for program, teacher or institutional evaluation. Testing of reading in classroom contexts

is interested in assessing knowledge and skills gained within a given period of time and is referred to as summative or achievement testing.

Example about this assessment:

Assessment: Read the text and extract the general idea of it.

Objective: To assess students' ability to understand, interpret, and respond to the text.

Conclusion

In conclusion, the teaching of reading is a fundamental component of language instruction that helps learners attain the skills needed for academic success and real communication. By using appropriate methods, materials, and strategies, teachers have the obligation to guide learners towards becoming competent and confident readers.

As a result, the teaching of reading helps students to obtain basic language proficiency, develops comprehension, and builds confidence, enabling them to become fluent and independent readers.

Chapter Two:

Research

Methodology and

Data Analysis

Introduction

The second chapter aims to investigate the role of teaching reading skill in middle school. This research is based on the quantitative and qualitative methods. To gather more information, the questionnaire was administered to 2ms students in Ahmed Bediaf Middle Schoolin Metlili. And to ensure the findings, the interview was conducted with 9 teachers of english of the same school. This chapter includes a description of the research sample, data collection, data analysis. At the end, this research concludes with a general conclusion.

2.1. Methodology

A descriptive research was designed through a both of qualitative and quantitative methods to investigate the role of teaching reading skill in middle school. The study involved a questionnaire for 40 students of second year middle school in Metlili. Furthermore, a face-to-face interview was conducted with 9 English teachers.

2.2. Research Sample

2.2.1. Students'sample

Participants in this sample consist of middle school students during the academic year 2024 /2025. The representative sample chosen includes 40 students to answer the questionnaire from Ahmed Bediaf middle school in the city of Metlili.

2.2.2. Teachers'sample

Participants in this sample includes 9 English teachers who were chosen to participate in the interview at Ahmed Bediaf middle school in Metlili.

2.3. Data collection

Data collection is an important component in conducting research, as it enables the achievement of the study's objectives and the examination of research hypotheses. The data collection process is based on two main tools which are the questionnaire and the interview.

2.3.1. Description of students' questionnaire

A questionnaire was administered to students to collect the necessary data. The students' questionnaire contains from 16 questions; close-ended questions requiring students to choose(yes /No) or tick the appropriate answers from different options. The two first questions include a general information about the students, the significance of reading skill, the attitudes of students towards reading in english and and its implementation. The questionnaire aims to identify the advantages and challenges faced them during reading.

- Question (01) attempted to gather general information about the gender of the sample.
- Question (02) aimed to what extent the students are interested of reading in english.
- Question (03) concerned with the number of times to read english texts.
- Question (04) aimed to recognize if reading in english is difficult or no according to the students.
- Question (05) to recognize if the students feel confident when reading in english.
- Question (06) designed to know if the students are reading other books or stories in class.
- Question (07) concerned to the encouragement of the teacher tho his/ her students to apply reading in english.
- Question (08) focused on the explanation of the teacher the new vocabularies to his/ her students during reading.
- Question (09) created to recognize the improvements of reading activities in grammer or vocabulary.
- Question (10) explained if the students do understand the most of the words while reading.
- Question (11) attempted if the students ask questions when they don't understand what are read.
- Question (12) revealed whether there are uses of comprehension tools for explanation during reading.
- Question (13) reflected students' ability to answer questions after reading an English text.
- Question (14) determined students' capacity of reading in english on own without help.
- Question (15) determined the period of time in reading english texts if it took long time or no.

- Question (16) aimed to the help of teachers to his/ her students when they don't understand words.

2.3.2. Description of Teachers'interview

The interview consists of 13 questions including both of close- ended and open-ended questions that determine teachers' attitudes towards teaching reading skills and methods of using them.

- Question (01) designed to gather general information about the gender of the teachers.
- Question (02) designed to know how long teachers have been teaching english.
- Question (03) created for the importance of reading skill in english language teaching.
- Question (04) aims to definition of reading skill for learners.
- Question (05) determined for the methods used in teaching english in class.
- Question (06) created to know if they are integrating reading with the other skills or no.
- Question (07) clarified the materials used in teaching english in class.
- Question (08) determined the current reading material is suitable for students or no.
- Question (09) aimed to the choose of the appropriate material, the own reading materials or following the strict curriculum.
- Question (10) required how is the responding of the students to reading activities in class.
- Question (11) aimed to the teacher 's way to motivate their interested students in reading.
- Question (12) determined the strategies used in class to help readers who have struggling.
- Question (13) suggested teachers' views on their role in building students' confidence and reading abilities.

2.4. Data Analysis

2.4.1. Questionnaire Analysis

- Question 01: What is your gender?

This question aimed to identify the number of students from each gender.

Options	Number	Percentage
Male	22	55%
Female	18	45%
Total	40	100%

Table 2.1: Students Gender

The analysis of the gender distribution shows that 45% of the sample are females, while 55% identifies as males, it shows balanced sample with more male participants.

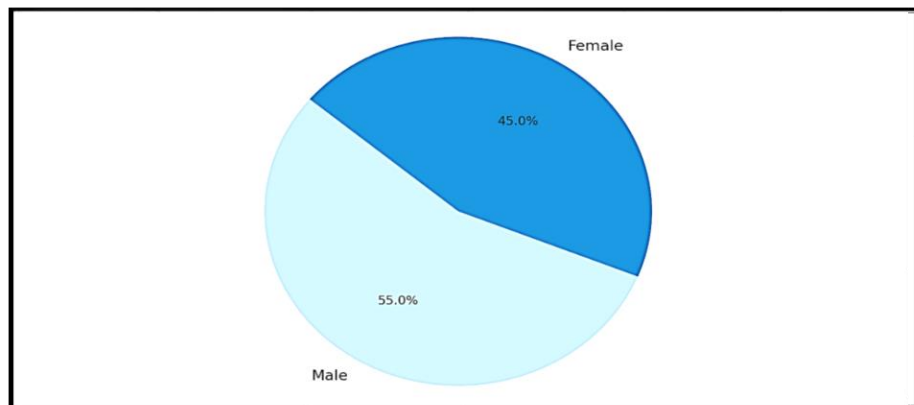


Figure2.1: Students Gender

- Question02: Do you like reading in English ?

This question aimed to know do students like reading in English or no.

Options	Number	Percentage
Yes, I like	35	87,5%
No, I don't like.	5	12,5%
Total	40	100%

Table2.2: students' likes of reading in English

This table showed that the majority of students in middle school (87.5%) like reading in English, and the rest (12.5%) do not like reading. That seems that reading in English is agreeable, and give us a very positive attitude.

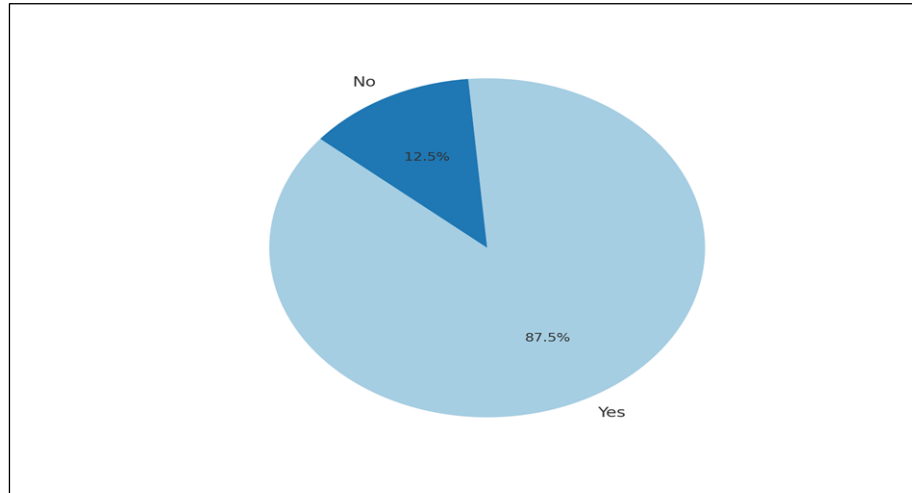


Figure 2.2: students' likes of reading in English

- Question 03: How often do you read English texts ?

This question clarified the times frequency of reading in English.

Options	Number	Percentage
Always	9	22,5%
Sometimes	18	45%
Never	7	17,5%
Rarely	6	15%
Total	40	100%

Table 2.3: Time Frequency of Reading in English

This table revealed that there were different results according to time frequency of reading, the most of the students read sometimes (45%), and the rest of the students read at least occasionally. This highlights an opportunity to promote more frequent reading to improve language exposure.

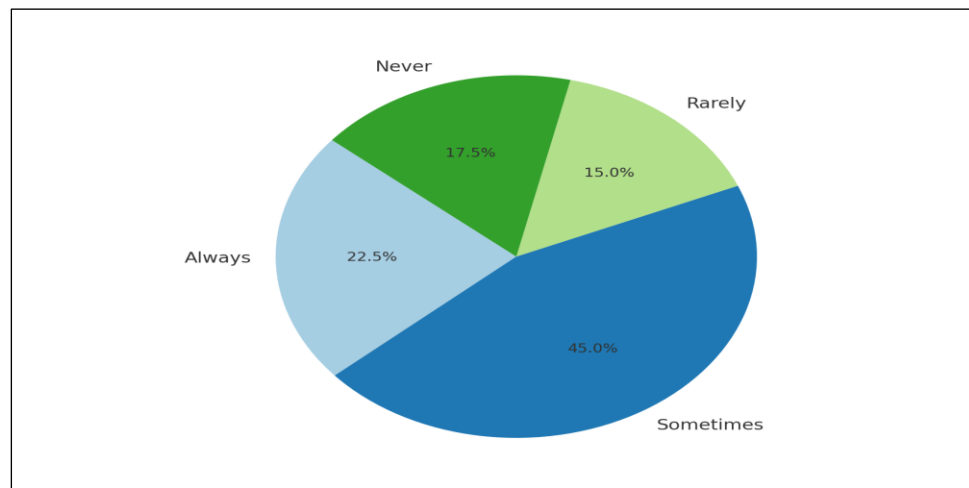


Figure 2.3: Time Frequency of Reading in English

- Question 04: Do you find reading in English difficult?

This question attempted to know if reading in English is difficult or no.

Options	Number	Percentage
Yes	11	27,5%
No	29	72,5%
Total	40	100%

Table2.4: Reading Skill

The table above showed that the most of participants didn't perceive English reading as difficult, suggesting good comprehension skills or familiarity. Still, the rest nearly experience difficulty. That's what indicated a need for supportive resources or strategies

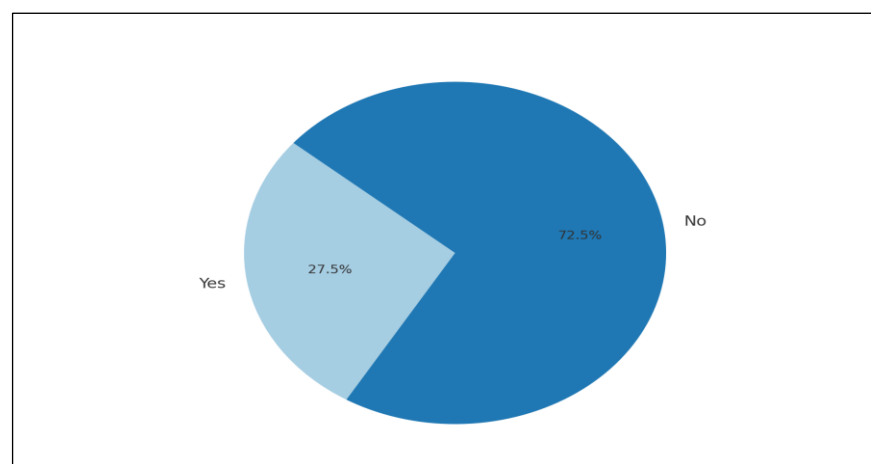


Figure 2.4: Reading Skill

- Question 05: Do you feel confident when reading English?

This question determined the self-confidence of the students while reading English.

Options	Number	Percentage
Yes, I do	32	80%
No, I don't	8	20%
Total	40	100%

Table 2.5: Self-confidence in Reading English

The table clarified that a high confidence level correlates with positive reading attitudes (80%), however, the (20%) lacking confidence may benefit from targeted confidence-building strategies. This findings suggest possibly linked to confidence level is high, leading to support positive reading experience.

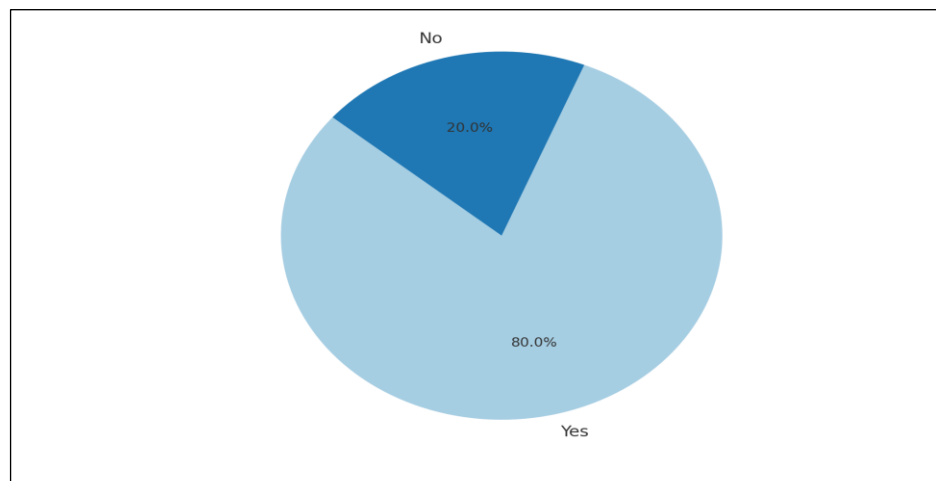


Figure2.5: Self-confidence in Reading English

- Question 06: Do you read English stories or books in class ?

This question designed to know if the students read other books or stories in class.

Options	Number	Percentage
Yes, I do	8	20%
No, I don't	32	80%
Total	40	100%

Table2.6: Reading Books or Stories in Class

The Table based on the students who read books or stories in class (20%) according to the students who don't read in the class (80%). This is analysed the lack of motivation from the teacher to read , therefore that is affected on them.

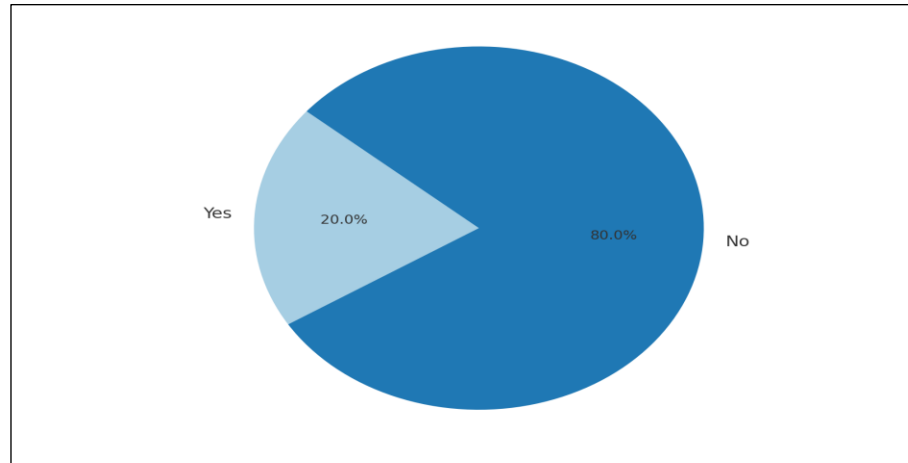


Figure2.6: Reading Books or Stories in Class

- Question 07: Does your English teacher encourage you to read in English ?

This question revealed to recognize the teacher's encouragement to his students to apply reading skill.

Options	Number	Percentage
Yes	35	87,5%
No	5	12,5%
Total	40	100%

Table2.7: Teacher's Encouragement

This table analysed that the teachers are encouraged their students to read books or stories in English (87.5%), and the other side clarified that they don't (12.5%). That means the teachers used the appropriate method to encourage and support their students for reading.

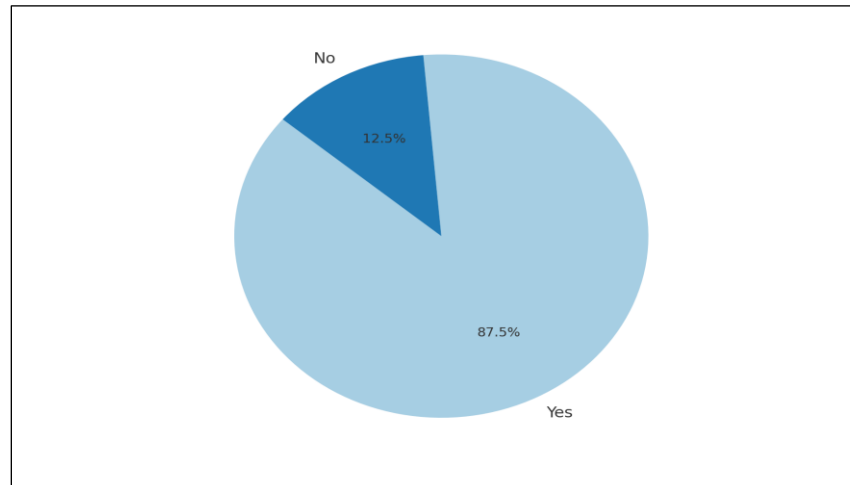


Figure2.7: Teacher's Encouragement

- Question 08: Does your English teacher explain new vocabulary during reading lessons ?
This question aimed to know if the teacher is explaining the new words dor his students.

Options	Number	Percentage
Yes	39	97,5%
No	1	2,5%
Total	40	100%

Table2.8: Teacher Explanation

The table is based on the teachers' explanation toward the students, the most of the students agree (97.5%), however the few rest are not (2.5%). That what means the students have the right and the opportunity to get understand well the new vocabulary comprehension.

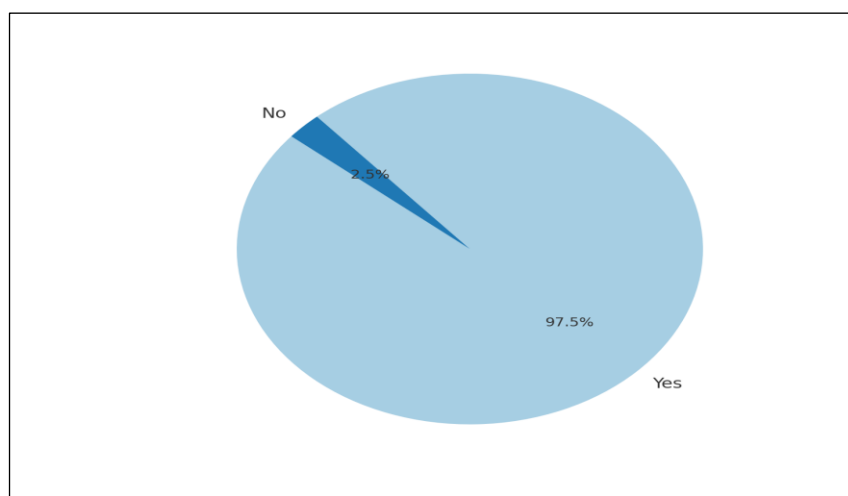


Figure 2.8: Teacher Explanation

- Question 09: Do reading activities help you improve grammar and vocabulary ?

This question aimed to clarify if the reading activities are improving only grammar or only vocabulary or both of them.

Options	Number	Percentage
Grammar	3	7,5%
Vocabulary	13	32,5%
Both of them	24	60%
Total	40	100%

Table 2.9: Improving Reading Activities

The table above focused on the improving of the reading activities, the most of the students have said that are improving on both of grammar and vocabulary (60%), the rest stated that are improving on vocabulary (32.5%), and grammar (7.5%).

That means vocabulary and grammar are major reading challenges, especially when combined them . This suggests a need for integrated grammar-vocabulary instruction.

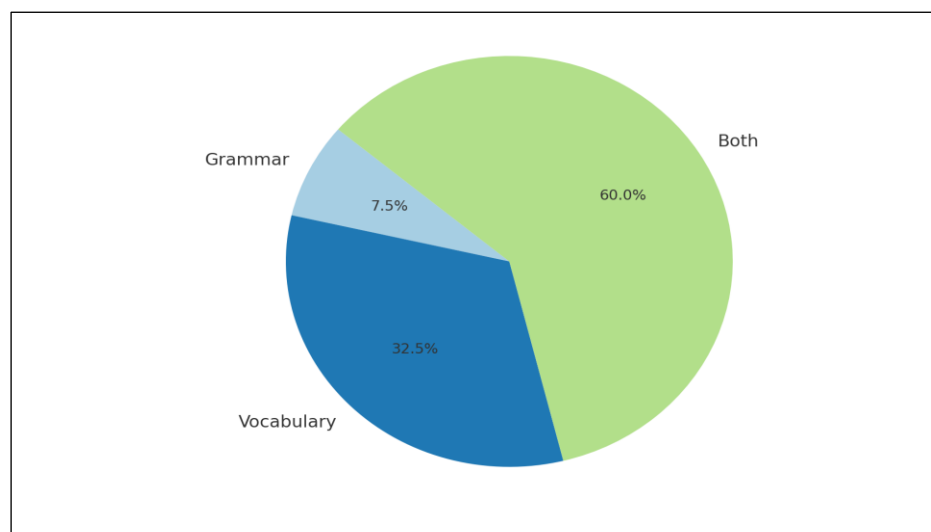


Figure2.9: Improving Reading Activities

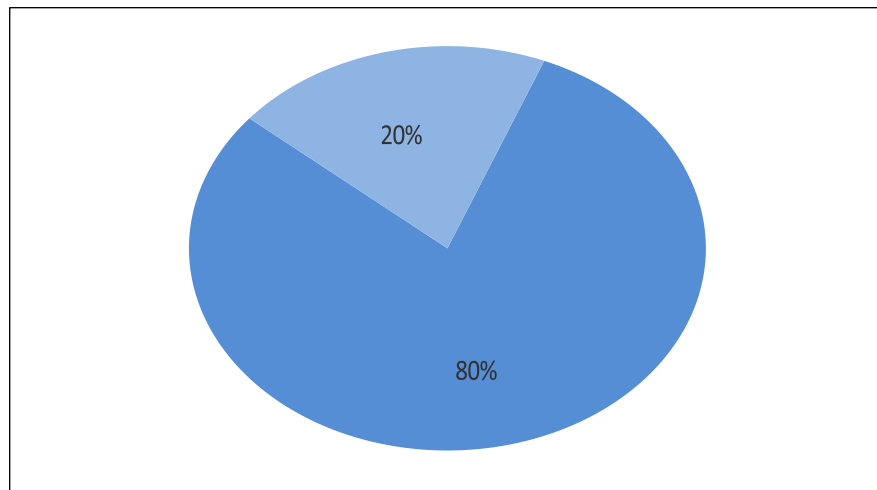
- Question 10: Can you understand most of the words when you read in English ?

This question aimed to determine the ability of the students to understand words on own while reading or no.

Options	Number	Percentage
Yes,I can	32	80%
No,I can't	8	20%
Total	40	100%

Table2.10: Expressing Students Ability

The table expressed the ability of the students to understand the meaning while reading, the majority of them can understand lonely what they read (80%), and the rest don't have the ability to get understand (20%). The result is included that Most students can understand general meanings, but a significant minority still struggle. Thus, showing development in reading strategy.

**Figure 2.10: Expressing Students Ability**

- Question 11: Do you ask questions when you don't understand what you read ?

This question stated if the students are asking questions when they don't understand what they read or no.

Options	Number	Percentage
Yes	26	65%
No	14	35%
Total	40	100%

Table 2.11: Asking Questions After Reading

The result here, the most of the students are asking question while they don't understand what they read (65%), and according to the other they don't (35%). This means that the teacher's method was effective.

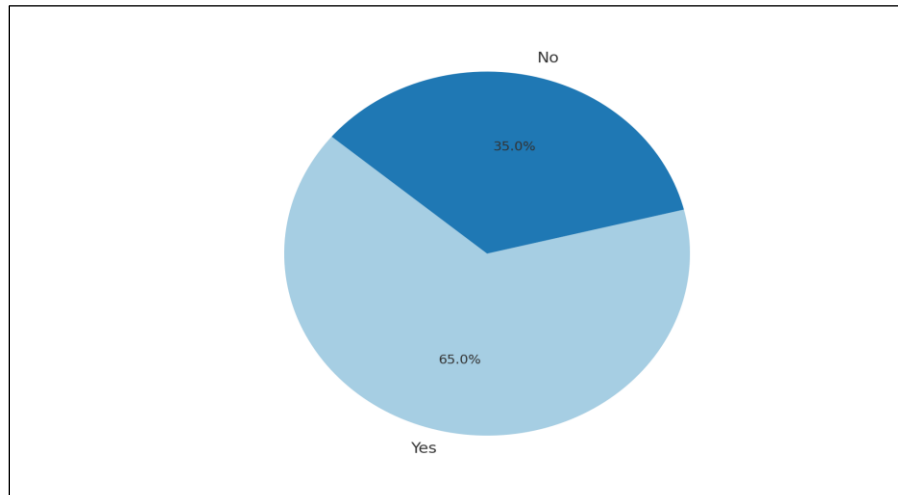


Figure 2.11: Asking Questions After Reading

- Question 12: Do you use a dictionary or try to guess word meanings while reading ?

This question aimed to know if the dictionary is used as a material to guess the meaning or no from the students.

Options	Number	Percentage
Yes	17	42,5%
No	23	57,5%
Total	40	100%

Table 2.12: Use of Dictionary

This table explained the most of students don't use dictionary to get the right meaning of words while reading (57.5%), however, the rest of students slightly use it (42.5%). The result is considered that the dictionary is one of the materials which should use it to improve reading skill and to support vocabulary development.

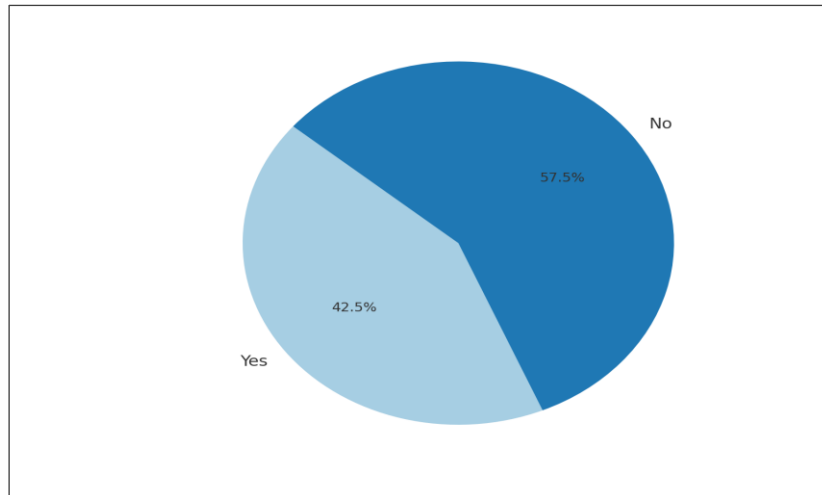


Figure 2.12: Use of Dictionary

- Question 13: Are you able to answer questions after reading a text in English ?

This question is clarified the ability of students in answering the questions after reading in English.

Options	Number	Percentage
Yes, I am	35	87,5%
No, iam not	5	12,5%
Total	40	100%

Table 2.13: Abiltity of Students to Answer Questions After Reading

The table above stated that the majority of students be able to answer the questions after reading texts (87.5%), while the other student don't be able (12.5%).

The result showed that the strategie of teaching reading is effective for the students to enhance reading.

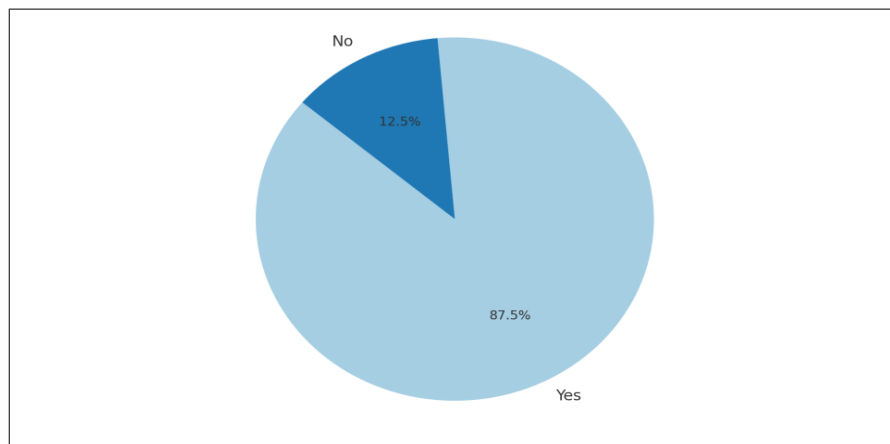


Figure 2.13: Ability of Students to Answer Questions After Reading

- Question 14: Can you read English texts on your own without help ?

This question focused on the capacity of each student in reading English without any help.

Options	Number	Percentage
Yes, I can	25	62,5%
No, I can't	15	37,5%
Total	40	100%

Table 2.14: Reading English Lonely Without Help

The table above showed the most of students have the ability to read the text on their own with no need to help (62.5%), about the other they can't read alone (37.5%).

This means the teachers should high motivation and encouragement for their students to obtain confidence and read well.

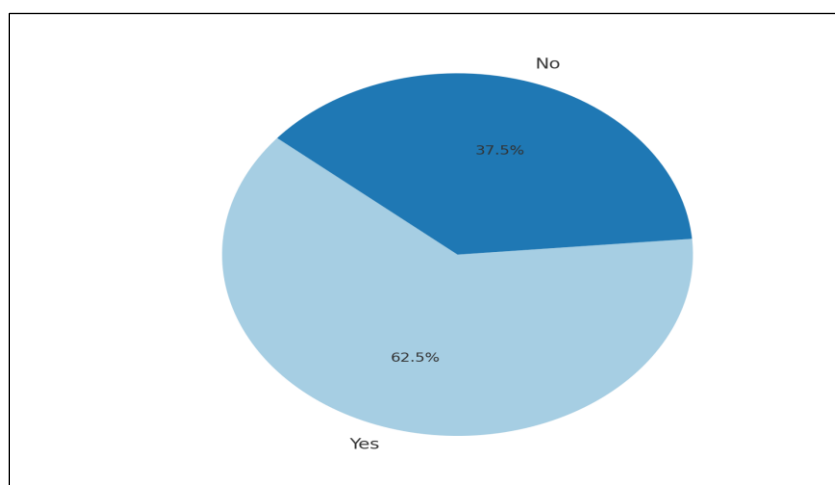


Figure 2.14: Reading English Lonely Without Help

- Question 15: Does reading in English take you a lot of time ?

This question aimed to clarify how much time do students take it to read in English.

Options	Number	Percentage
Yes	12	30%
No	28	70%
Total	40	100%

Table 2.15: Time Taken to Read

The table showed few time is taken from students to read in English (70%), in the other side the students are taken a lot of time to read (30%). According to the previous question (14), most of students stated that they have the ability to read in English without help, this results in a shorter reading time and also results in a better teaching strategy, which focuses on acquiring, recognizing, and understanding vocabulary.

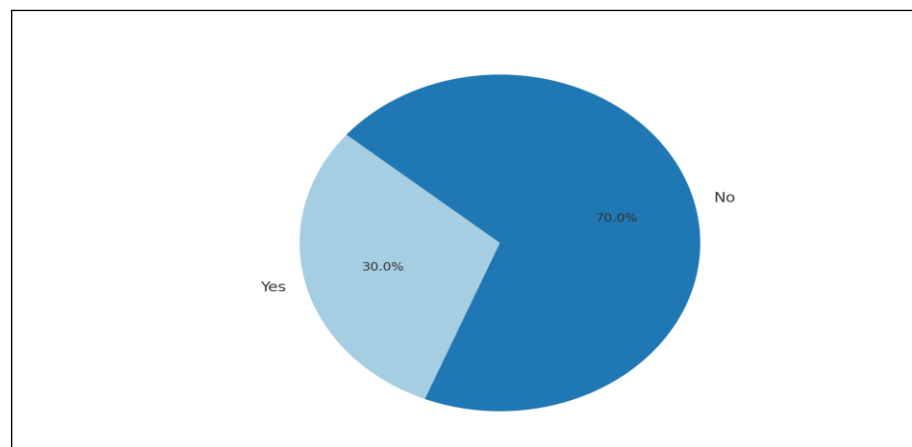


Figure 2.15: Time Taken to Read

- Question 16: Does your teacher help you when you don't understand a word ?

The question determined the help of the teacher to his students to explain the ne words.

Options	Number	Percentage
Yes, she/he does	37	92,5%
No, she/he does not	3	7,5%
Total	40	100%

Table2.16: Help Teacher in Explaining Words

The table above clarified that the majority of students said yes (92.5%), and the rest said no (7.5%) about their teacher help when they don't understand words. That means teachers generally promote reading, which is encouraging. This support is crucial to reinforcing positive habits and attitudes outside class.

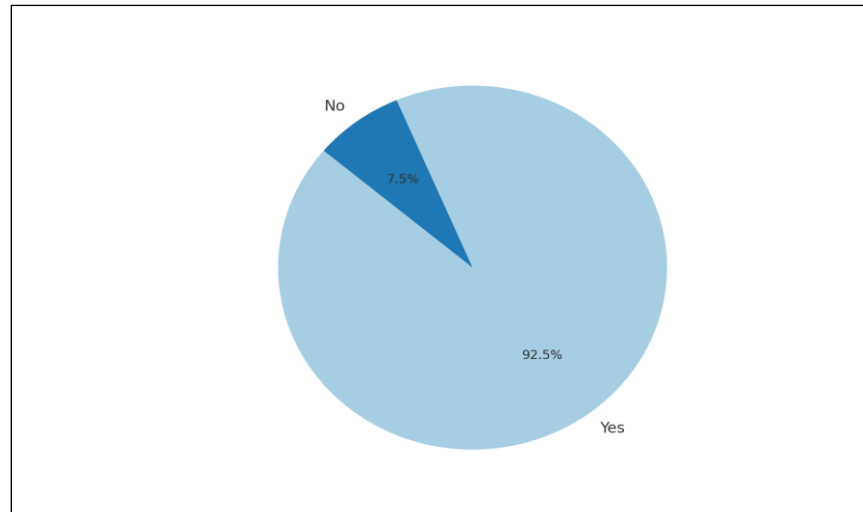


Figure 2.16: Help Teacher in Explaining Words

2.4.2. Interview Analysis

- Question 01: Gender?

Seven English teachers are female.

Two English teachers are male.

Seven out of nine teachers who were interviewed were female, and two of the interviewees were male. This is the general distribution of gender in many educational institutions, where female teachers outnumber male teachers, especially in language art pedagogy. It may have consequences for classroom life, method of teaching, and communication with students.

- Question 02 :How long have you been teaching?

Teacher 1: For 18 years.

Teacher 2: For 12 years.

Teacher 3: For 4 years

Teacher 4: For 5 years.

Teacher 5: For 33 years.

Teacher 6: For 8 years.

Teacher 7: For 3 years.

Teacher 8: For 2 years.

Teacher 9: For 6 years.

The responses reveal a wide range of teaching experience among participants, from “2 years” to “33 years”. Notably, the most of teachers reported having short years of experience, and the rest have medium period. That what is indicating a relatively young teaching population. This mix of experienced teachers provides a well-rounded view of classroom practices and perceptions, although the dominance of early-career teachers suggests that insights may lean toward more recent training methods and contemporary classroom challenges.

- Question 03: How important is reading proficiency in the context of English language teaching at the middle school level?

All of the teachers emphasized that reading skill is very important in middle school English education. Common themes included how it aids in the development of linguistic capacity, vocabulary, pronunciation, and critical thinking. Teachers also connected reading to general education success by indicating that it supports students' academic achievement and enables lifelong learning. It was noted by one educator that reading enhances not only comprehension but also self-esteem and reading between the lines, while others focused on connecting reading with cultural sensitivity and command of language.

- Question 04: How do you define reading proficiency for middle school learners?

Teachers provided a variety of definitions. The majority were concerned with the ability to read, interpret, and critically respond to texts. Some of the responses highlighted the decoding of written symbols, correct pronunciation, and the ability to derive meaning, either explicitly or by implication. Others incorporated more complex ones such as arguing from texts, judging text, and using vocabulary in context. This reflects an understanding that reading proficiency entails more than the identification of words and engages cognitive and linguistic processes.

- Question 05: What methods do you use to teach reading in your English classes?

About the teaching reading methods which were reported, the guided reading method, shared reading, and the SQ3R method were used most often. Phonetic and whole language were also reported as strategies used by some. All these findings represent a bias towards structured and student-supported approaches to reading where reading is supported through scaffolding, repetition, and comprehension strategies. The use of SQ3R, surveying, questioning, reading,

reciting, and reviewing, indicates that there are educators who try to build strategic and independent reading skills.

- Question 06: Do you integrate reading with other language skills (writing, speaking, listening)?

Teacher 1: Yes.

Teacher 2: Yes, i did.

Teacher 3: No, never.

Teacher 4: Yes.

Teacher 5: Already yes.

Teacher 6: Yes, of course.

Teacher 7: Yes.

Teacher 8: Yes.

Teacher 9: Yes.

The majority of teachers reported that they integrate reading with other language skills including writing, speaking, and listening, whereas only one teacher did not. This reflects a communicative and integrative language teaching style where reading is employed as a base to practice and reinforce other language skills.

- Question 07: Which materials do you use when you teach reading in your English class?

Most of the teachers employed textbooks, and among other materials, picture books, flashcards, short stories, and only one teacher utilized songs/poems and graded readers. The prevalence of the use of textbooks reflects a traditionalism, but the use of visual and narrative materials reflects an attempt at increased student interaction. The low percentage of use of graded readers and songs may reflect unavailability or unfamiliarity with these materials.

- Question 08: Do you think the current reading materials are suitable for your students' levels?

Teacher 1: yes.

Teacher 2: yes.

Teacher 3: no.

Teacher 4: yes.

Teacher 5: yes.

Teacher 6: no.

Teacher 7: yes.

Teacher 8: yes.

Teacher 9: yes.

Most teachers believe that the reading materials are commensurate with the level of proficiency of their students. However, two teachers believed that the materials were inappropriate. This minority view may result from inconsistency between text difficulty and students' language ability, revealing the necessity for greater differentiation and material adaptation.

- Question 09: Are you free to choose your own reading materials, or do you follow a strict curriculum?

Teacher 1: I choose my own materials.

Teacher 2: I choose mine.

Teacher 3: I follow the curriculum.

Teacher 4: I've chose my own own materials.

Teacher 5: I choose my own.

Teacher 6: I follow the curriculum.

Teacher 7: I think I choose my own materials, and it **depends on student needs**.

Teacher 8: I choose my materials.

Teacher 9: I choose mine.

Six out of nine teachers indicated they choose materials on their own, two used a curriculum set, and one indicated it depends on student needs. This demonstrates that many teachers do have some degree of autonomy, which enables them to tailor material to students' interest and skill level a huge part of effective reading instruction.

- Question 10: How do your students generally respond to reading activities in class?

Teacher 1: In active mode.

Teacher 2: Active mode.

Teacher 3: Active mode.

Teacher 4: In boring mode.

Teacher 5: Emotional engagement

Teacher 6: Active mode.

Teacher 7: Active mode.

Teacher 8: Boring mode.

Teacher 9: Active mode.

Most of the teachers reported that student response was active, two indicated that students mentioned reading as being boring, and one mentioned emotional engagement. This shows

that although most students respond constructively, there still remains the necessity to diversify texts and methods to maintain them focused and interested, especially those less engaged.

- Question 11: How do you motivate students who are not interested in reading?

The teachers utilize varied motivational techniques, including the utilization of stimulating and relevant materials, connecting reading to students' lives, use of visual aids, storytime, games, and offering positive feedback. These approaches reflect a deep understanding of learner-centered pedagogy. However, one teacher reported not motivating the students at all, suggesting an apparent training gap or provision of support.

- Question 12: What strategies do you use to help struggling readers improve?

The most common strategies employed included questioning, making connections, summarizing, and scanning, followed by inferring, predicting, and skimming.

Only one teacher reported that pre-teaching vocabulary. This shows that metacognitive and comprehension strategies are familiar to teachers and that they attempt to scaffold reading for struggling readers. Too little emphasis on extensive reading or graded material, however, may limit progress.

- Question 13: In your opinion, what is the teacher's role in building reading confidence and ability?

Teachers emphasized roles such as creating a supportive environment, providing appropriate materials, modeling reading strategies, and providing individualized encouragement and assistance. A teacher described the teacher as a motivator and strategy coach, highlighting the dual role of emotional support and skill development. This is student-centered philosophy in which the teacher guides learners both intellectually and emotionally and strategically.

These answers provide valuable insight into current practices, beliefs, and issues of middle school English teachers in the teaching of reading. Teachers recognize the importance of reading, employ a variety of methods and strategies, and position themselves at the forefront of inspiring and guiding students. But the data also suggest areas of improvement, such as material appropriateness, engaging disinterested students, and the use of more varied reading materials.

2.5. Discussion of Findings

The findings of both teacher interview and student survey identify the significant role of reading instruction in middle school students' language skill acquisition. Most of the students indicated having a good attitude towards reading, assuring that they enjoy it and are motivated to become better, but few of them admitted to reading on a regular basis, revealing an interest-practice incongruence. Teachers all agreed that reading is an essential language learning skill, essential for vocabulary building, comprehension, and critical thinking. Despite major support from teachers—demonstrated by students confirming their teacher helps make difficult words comprehensible—students still struggle, particularly in vocabulary and grammar. Teachers repeated the same, calling for the adoption of techniques such as questioning, summarizing, and guided reading to assist struggling readers. Most teachers integrate reading with the other language skills and reported using a variety of materials, the most common being textbooks, flashcards, and picture books, although the graded readers and authentic materials are still in short supply. While it has been found that most teachers like the freedom of choosing materials, some stated that resources so far are not always available at students' levels of proficiency. In general, the findings show that while both students and teachers recognize the need for reading instruction, there is a need for greater emphasis on extensive reading, improved access to differentiated materials, and continuous teacher training in order to address motivational concerns and reading difficulties more effectively.

Conclusion

In conclusion, the analysis of the teacher interview and student questionnaire shows that reading instruction is one of the most important elements in the acquisition of language proficiency at the middle school level. Even though the students generally possess interest and motivation, challenges such as lack of vocabulary and infrequent reading habits still exist. The instructors employ solid strategies and show good support, but there needs to be more diversity in materials and more targeted strategies to better address students' needs and maintain engagement. These findings point to the need for continuous improvement in reading instructional practice to better serve students.

General Conclusion

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This research set out to examine the importance of reading instruction in middle school and its influence on the linguistic abilities and achievements of students. The findings from the student questionnaire and teacher interviews stress the primary position of reading in the teaching of the English language. Reading was recognized by students and teachers as a fundamental skill allowing for vocabulary enrichment, grammatical knowledge, reading comprehension, as well as critical thinking. It also plays a vital role in the development of other language skills such as writing, listening, and speaking, and therefore ratifying it as an integral component of language proficiency.

The data showed that while the students possess a positive attitude towards reading in English and are interested in developing it, an overwhelming majority of them still face grave difficulties. A significant percentage of the students are poor in vocabulary and grammar, which hinders their understanding of texts and limits their confidence in reading on their own. While students have appreciated reading activities in the classroom, the majority do not read habitually outside the school, which suggests that interest is not enough to cultivate good reading habits. The contrast serves to underscore the need for more systematic reading programmes fostering extensive and sustained reading practice, both within and beyond the classroom.

From the interview of the teacher, teaching reading is believed to be significant, and most teachers apply a range of methods to support students like guided reading, shared reading, questioning, summarizing, and prediction. Teachers also integrate reading with other language competencies, reflecting on the interconnected nature of language development. The results also indicate some limitations. Textbooks are applied most by most teachers, followed by graded readers or real materials less frequently.

In addition, the finding in this study is the teachers' crucial role in motivating students also and creating a climate to support them for reading. This was reported in most of the students as the teachers helped in case they encountered words like extremely, making teacher intervention more important towards confidence in reading. So, motivational techniques are employed by no teachers on a regular basis, and this inconsistency affects student motivation, particularly of reluctant readers.

General Conclusion

In conclusion, teaching reading at the middle school level is a complex but required endeavor that requires thoughtful integration of materials, methods, and student-centered strategies. In order to address the challenges outlined in this research, there is a clear need for on-going teachers' training, increased provision of varied reading material, and school-wide initiatives for developing a reading culture. By reinforcing the practice of reading pedagogy in middle school, teachers can fundamentally enhance learners' language capability as a whole and establish a stronger foundation for literacy throughout their lives.

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Appendices

Appendices

Appendices

Appendix 1

Questionnaire for students

Dear students,

These questionnaire is designed as a part of my research carried out at Ghardaia University (Department of English). I would like to ask some questions. These questionnaire aims to support my research hyothesis. Please i need a precise answers, your contribution will be useful and helpful.

1) Gender?

☐ Male ☐ Female

2) How old are you?

3) Do you like reading in English?

☐ Yes, i like. ☐ No, i don't like

4) How often do you read English texts (books, stories, etc.)?

☐ Always ☐ Sometimes ☐

Never

☐ Rarely

5) Do you find reading in English difficult?

☐ Yes. ☐ No.

6) Do you feel confident when reading English? *

☐ Yes, i do ☐ No, i don't

7) Do you read English stories or books in class?

☐ Yes, i do ☐ No, i don't

8) Does your English teacher encourage you to read in English?

☐ Yes ☐ No

Appendices

9) Does your English teacher explain new vocabulary during reading lessons?

☐ Yes ☐ No

10) Do reading activities help you improve grammar and vocabulary?

☐ Grammar ☐ Vocabulary ☐

Both of them

11) Can you understand most of the words when you read in English?

☐ Yes, i can ☐ No, i can't

12) Do you ask questions when you don't understand what you read?

☐ Yes ☐ No

13) Do you use a dictionary or try to guess word meanings while reading?

☐ Yes ☐ No

14) Are you able to answer questions after reading a text in English?

☐ Yes, i am

☐ No, iam not

15) Can you read English texts on your own without help?

☐ Yes, i can ☐ No, i can't

16) Does reading in English take you a lot of time?

☐ yes ☐ No

17) Does your teacher help you when you don't understand a word?

☐ Yes, she/he does

☐ No, she/he does not

الملخص

تستكشف هذه الدراسة الدور المهم لتعليم القراءة في تعزيز مهارات القراءة والكتابة لدى طلاب المرحلة الإعدادية في سياق تعليم اللغة الإنجليزية. خلال هذه المرحلة الحرجة من التطور المعرفي والأكاديمي، تلعب القراءة دورًا أساسيًا في تشكيل القدرة اللغوية للطلاب، والأداء الأكاديمي، وعادات التعلم مدى الحياة. يبحث البحث في تعليم القراءة، والاستراتيجيات والمواد المستخدمة، والتحديات التي يواجهها كل من المعلمين والطلاب في بيئات المدارس الإعدادية. استخدمت الدراسة نهجًا متعدد الأساليب لجمع البيانات من مقابلات المعلمين واستبيانات الطلاب. تشير النتائج إلى أن الطلاب متحمسون بشكل عام ولديهم موقف إيجابي تجاه القراءة، لكنهم يواجهون صعوبات في المفردات والفهم، ويفتقرون إلى عادات قراءة منتظمة. يستخدم المعلمون مناهج تدريس متعددة مثل القراءة الموجهة، والقراءة بصوت عالٍ، وتقنيات استراتيجية تميل إلى دمج القراءة مع مجالات أخرى من مهارات اللغة. تخلص الدراسة إلى أن تعليم القراءة يساهم بشكل كبير في اكتساب المتعلمين لمهارات القراءة والكتابة عند تدريسه باستخدام مناهج داعمة ومرنة و متمحورة حول الطالب. كما يدعم إضافة المزيد من المواد، والتعلم المهني للمعلمين في أصول تدريس القراءة، والبرامج المدرسية في تصميم ثقافة قراءة أقوى. يمكن تعزيز محو الأمية على مستوى المدرسة المتوسطة ليس فقط من خلال الممارسات القوية في الفصول الدراسية ولكن أيضًا من خلال الدعم النظامي الذي يعطي الأولوية للقراءة باعتبارها حجر الزاوية في التعليم.