

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF – M'SILA



Faculty of Letters and Languages
Department of English
N:

Domain: Foreign Languages
Stream: English Languages
Option: Linguistics

**Exploring the Impact of Phonics Teaching Strategies on Improving EFL
Primary School Reading Skills.**

The Case of Third year Pupils at 1st of November primary School in Bousaada, M'sila.

**Dissertation submitted in partial fulfilment of the requirement for the Master's
Degree in field of English Language and Literature**

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Academic year: 2022/2023

Dedication

For Algeria:

You are so perfectly my favorite home

Acknowledgments

First of all, I would like to express my gratitude to Almighty Allah for enabling me to complete this thesis.

Foremost, I convey my gratitude to my supervisor **Dr. Imen CHERIET**. Without her kind direction, proper guidance and endless support this study would have not been a little success. In every phase of this project her supervision and guidance shaped this thesis to be completed perfectly.

While bringing out this Academic research to its final form, I came across a number of people whose contributions in various ways helped my field of research and they deserve special thanks. It is a pleasure to convey my deep sense of gratitude to all of them.

I would also like to thank everyone who took part and helped in this research and provided me with all the facility that was required.

Abstract

This study seeks to investigate how implementing a phonics teaching approach can enhance the reading abilities of primary school students learning English as a foreign language (EFL). To attain this research goal, an experimental approach was employed in the initial phase. A survey involving 17 EFL primary school teachers was administered to gauge their perspectives and teaching methods when instructing young learners. This survey laid the foundation for the teaching intervention employed in the experimental group, which included a suggested teaching method along with a reading assessment. The study involved 68 students divided into two groups. The results indicate statistically significant disparities in reading skills between the experimental and control groups. Furthermore, the outcomes underscore the efficacy of utilizing Phonics Teaching Strategies to enhance reading skills in EFL primary school settings. Consequently, this research recommends implementing phonics teaching as a preparatory approach prior to using the course book.

Keywords: Phonics, reading, word recognition, EFL Primary school pupils

List of abbreviations

EFL: English as a foreign language

ELLS: English Language Learners

ESL: English as a second language

WR: Word Recognition

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General Introduction

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1. Research Background

Before the age of 10, learning to read stands as one of the most vital accomplishments for a child. This significance arises from the fact that reading ability affects various aspects, such as vocabulary expansion and overall performance in all major subjects at school. In this context, Lyon (1998) emphasized that children need to become proficient in using the letters they encounter and employ when composing their own words and messages. Children's knowledge of letters is a strong predictor of their success in learning to read (Adams, 1990).

The Phonics Method plays a crucial role in this process by instructing children to associate sounds with letters and seamlessly blend them to master the skill of decoding. Anderson, Hiebert, Scott, & Wilkinson (1985), described the goal, purpose, and limitations of phonics instruction stating:

“The goal of phonics is not that children be able to state the “rules” governing letter-sound relationships. Rather, the purpose is to get across the alphabetic principle, the principle that there are systematic relationships between letters and sounds, mentioning that Phonics ought to be conceived as a technique for getting children off to a fast start in mapping the relationships between letters and sounds. It follows that phonics instruction should aim to teach only the most important and regular of letter-to-sound relationships, because this is the sort of instruction that will most directly lay bare the alphabetic principle. Once the basic relationships have been taught, the best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read.” (p. 38)

In this light, Phonics instruction is a teaching method that teaches the relationship between sounds and the letters used to represent them. Phonics is a long-standing teaching

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method that is good for teaching children to decode words. Phonics instruction typically begins by teaching children that specific letters represent sounds.

Explicit phonics instruction consists of a methodical approach to developing phonics skills starting from their basic elements. The teacher introduces these skills systematically, utilizing clear and focused teaching techniques. Furthermore, during the initial stages of reading instruction, controlled vocabulary stories are incorporated to enhance students' confidence in applying various decoding methods (Ye, 2018)

Phonics instruction has been the subject of several studies, with a primary focus on the utility of phonics instruction and the optimal methods for imparting knowledge about sound-spelling relationships (Blevins, 1998). In the process of teaching children how to accurately decode words, it is imperative that they grasp the alphabetic principle and are acquainted with letter-sound correspondences (Buckingham, 2020)

It is worth noting here that effective phonics instruction in the early grades is important so that difficulties with decoding do not persist for students in later grades (Munger, 2016). Phonics is not just the initial literacy step; it is also pivotal for reading comprehension. When word reading demands conscious decoding effort, it leaves little room for comprehension. Since our primary goal in teaching children to read is comprehension, an early critical objective is to ensure instant, automatic word recognition. (Garnett, 2011). However, "when word identification becomes effortless and automatic, conscious effort is no longer required to read the words, and instead it may be given to understanding of the text. Fluency, or accuracy in word reading helps to open the door for good reading comprehension" (Munger, 2016).

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2. Statement of the Problem

Based on the researcher's firsthand experience as a teacher for junior and teen categories, a clear weakness in the reading skills of the pupils was recurrently observed. It was evident that the pupils struggled with letter names, shapes, and their corresponding sounds. This inability to grasp these foundational aspects hindered their progress in achieving the educational objectives outlined in the English curriculum for the primary stage. A significant number of English words that the pupils are expected to read, write, and memorize are included in the curriculum, but proficiency in English letters and sounds has not yet been attained by them. The majority of third-grade pupils in the primary stage struggle with reading proficiency in class primarily due to their inability to recognize letters and sounds. This limitation is often attributed to the curriculum's design and the limited time allocated for reading instruction. Consequently, the present study aims to explore the validity of employing explicit systematic phonics instruction as a means of promoting reading skills for third-grade pupils.

3. Research Question

The present study seeks to find answers to the following main question:

- To what extent can the suggested pre-course preparatory teaching intervention based on phonics teaching strategy promote the reading skills of EFL primary school pupils?

In line with the main research question, the following sub-questions are asked to guide this investigation:

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- What are teachers' perceptions and practices of teaching reading to EFL primary school learners?
- Is there a statistically significant difference between experimental and control groups performance in the post-testing phase?

4. Research Hypothesis

In the light of the aforementioned questions, the following hypothesis is formulated:

- The suggested pre-course preparatory teaching intervention based on phonics teaching strategy can promote the reading skills of EFL Primary School Pupils.

As to the experimental hypothesis, we adopted the following hypothesis:

- There is a statistically significant difference between experimental and control groups performance in the post-testing phase.

5. Research Objectives:

This study aims to investigate the impact of a pre-course preparatory intervention based on phonics teaching strategy on the reading skills of EFL Primary School Pupils. Additionally, it seeks to explore teachers' perceptions and practices towards the teaching of English to EFL primary school pupils.

6. Research Significance

The present study is investigating the impact of phonics teaching strategies on enhancing the proficiency of English as a Foreign Language (EFL) primary school learners holds substantial research significance. Firstly, it addresses a critical gap in educational research by delving into the effectiveness of phonics instruction within the specific context

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of EFL learners. Understanding which phonics strategies are most beneficial for these young learners can offer valuable insights into language acquisition processes and instructional methodologies, potentially revolutionizing EFL curriculum development.

Secondly, this research carries practical implications for educators and policymakers alike. Effective phonics strategies identified in the study can inform EFL pedagogy, enabling teachers to tailor their instruction to better meet the unique learning needs of primary school EFL students. Moreover, educational policymakers can use these findings to make informed decisions about curriculum design and resource allocation, ultimately fostering improved language learning outcomes. In essence, this study has the potential to not only enhance the language skills of EFL primary school learners but also positively impact the broader landscape of EFL education and policy.

7. Research Methodology

To assess the state of reading instruction, particularly focusing on phonics training, a quantitative methodology was employed. Data will be acquired through organized surveys and standardized assessments, aiming to quantify various aspects of the teaching process. Educators will be requested to complete structured surveys that elicit information regarding their reading instruction techniques and the extent to which they incorporate phonics into their teaching methodologies. Furthermore, classroom observations will be carried out according to predetermined criteria to gauge the extent to which phonics training is put into practice. The final examination administered to the targeted students will serve as a quantitative tool for assessing the effectiveness of the proposed teaching approach, allowing for numerical analysis and statistical comparisons to gain insights into the learning process.

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7. 1 Participants

The focus of this research comprises primary school students in Algeria who are learning English as a foreign language (EFL). The specific group of students available for this study consists of those attending the 1st of November primary school in Bousaada, M'sila. Within this accessible population, a sample of 68 students was chosen, and these students were evenly distributed into two groups, with each group comprising 34 students. The selection of these groups was carried out through a random process from among the third-year primary school classes. Additionally, 17 teachers from various primary schools were conveniently selected to participate in the questionnaire portion of the study.

Data Gathering Tools

This study utilizes three instruments, namely: observation, questionnaire for the teachers and a test for the pupils. The aim behind the adaptation of the triangulation method is to offer the opportunity thorough understanding of a research topic from multiple data sources, and invites validation of one source of data by another.

8. Dissertation Structure

This research falls into two main chapters: The first chapter is devoted to the theoretical part where it is divided into two main areas of research; whereas the second one is devoted to the fieldwork.

In the first chapter, part one is devoted to provide an overview of both Based preparatory teaching and the language proficiency. As well as the reading definition, its materials and strategies. It also focuses on the purpose of reading and the factors that affect it besides the fluency in reading.

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Part two is devoted to explain the Phonics Teaching Strategy and the way our suggested intervention teaches phonetic and spelling rules; first, it illustrates why teaching phonetics should be integrated, and then dives into the reasons why young learners should learn reading at an early age.

The second chapter falls also into two sections: The first part is dedicated to describe the methodology used in designing tools, sampling techniques, and data gathering tools. The second part is devoted to analyzing statistical and thematic data obtained from the pupils' tests, and teachers' questionnaires.

10. Definition of Key Terms

Reading: It is a cognitive process that involves decoding symbols to arrive at meaning, it is the ability of a person to recognize, comprehend, interpret and decode written language and texts.

Phonics: it is the matching of the sounds of spoken English with individual letters or groups of letters.

Recognition: it is to acknowledge the existence, validity, or legality of something.

Scaffolding: it is the process by which a teacher adds support for students to improve learning and task mastery.

Accuracy: it is a degree to which the result of a measurement conforms to the correct value or a standard, and essentially refers to how close a measurement is to its agreed value.

Word recognition: it is the ability of a reader to recognize written words correctly and virtually effortlessly

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11. Literature review

Learning to read in an L2 is a challenging task for both old and young learners. It requires knowledge of letters and relevant sounds. Research on children reading emphasizes the importance of training them on phonics they are about to encounter in the texts they are supposed to read. Therefore, decodable texts, which include familiar phonics, are the components of the first reading books in the primary level (Reading Program Advisory, 1996). Children who master phonics learn to recognize individual sounds and how to blend them together to read words (Logsdon, 2018). In this light, word recognition is a fundamental skill in early literacy development, significantly influencing children's reading abilities and comprehension. One instructional approach that has gained considerable attention is explicit systematic phonics instruction. This literature review aims to explore the research findings surrounding the effectiveness of this teaching method in enhancing word recognition skills among young learners.

The primary focus of this research centered on explicit systematic phonics teaching and its impact on word recognition abilities in children aged four to eight. A considerable body of research has extensively explored phonics instruction, highlighting its effectiveness and the most effective methods for teaching the relationships between sounds and spellings to children. This kind of instruction has proven to be crucial in enhancing children's reading skills, and explicit phonics instruction has been found to be more effective than implicit approaches (Blevins, 2006).

It is important to note that struggling readers often display weaknesses in their phonics skills and imbalances in their reading strategies. Therefore, having a strong foundation in phonics knowledge plays a significant role in improving decoding skills, which in turn influences the

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overall reading process. Proficient readers rely less on context clues, underscoring the significance of recognizing individual letters (Blevins, 2006).

Furthermore, phonemic awareness serves as a vital prerequisite for effective phonics instruction, and it also has a positive impact on students' spelling abilities. Additionally, the proficiency of teachers in phonics is crucial for delivering effective instruction. Nevertheless, it is essential to be cautious about overemphasizing phonics instruction and instead opt for a well-rounded and balanced approach (Blevins, 2006; pages 10-15).

The majority of studies reviewed indicated that explicit systematic phonics instruction positively influences young learners' word recognition skills. Children exposed to this method consistently demonstrated higher accuracy and speed in recognizing and decoding words, particularly those with regular spelling patterns. Researchers also reported improved phonemic awareness and the ability to apply phonics knowledge to unfamiliar words. Therefore, explicit phonics refers to the process of systematically developing phonics abilities by starting with their smallest components. The teacher introduces these skills in a specific order, utilizing direct and isolated teaching methods. Additionally, controlled vocabulary stories are employed during initial reading instruction to boost students' confidence in applying different decoding techniques. Research indicates that children should regularly practice the phonics they have acquired, making it crucial for the first books they read independently to consist of decodable text (Reading Program Advisory, 1996; 7).

Compared to whole language and balanced literacy approaches, explicit systematic phonics instruction emerged as superior in promoting word recognition skills in early readers. Its structured and sequential nature facilitated a clearer understanding of letter-sound relationships, leading to faster and more accurate word decoding. Apart from this, numerous rigorous studies, especially in the past two decades, including systematic reviews,

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have consistently demonstrated that classroom programs and interventions incorporating explicit, systematic phonics instruction are significantly more successful in teaching children to read compared to those lacking such instruction (Ehri, Nunes, Stahl & Willows, 2001). Additionally, a teaching approach known as systematic synthetic phonics (SSP) has gained substantial support through strong evidence in its favor (Johnston, McGeow, & Watson, 2011).

Through the examination of literature, various successful practices were identified in explicit systematic phonics instruction. These practices encompass systematically teaching letter-sound correspondences, using decodable texts, offering sample practice opportunities, and integrating multisensory activities. These strategies have consistently shown a positive correlation with enhanced word recognition skills among young learners. The national reading panel (2000) reported that embedded phonics approaches have been used as a part of explicit and systematic phonics instruction. Therefore, the embedded approach, considered outdated in reading instruction, is often utilized within the whole language acquisition method. Nevertheless, it remains a valuable strategy, especially in individualized settings when teachers work directly with students. A two-year study on Embedded Phonics (EP), conducted by Torgesen and colleagues in 2001, showcased significant and enduring benefits for students who were reading well below their grade level.

According to Bear (1996), incorporating phonics intervention into differentiated instruction fosters an inclusive learning environment that acknowledges advancements and accommodates the diverse literacy requirements of young learners. The review also emphasized the importance of differentiated instruction in meeting the unique needs of students. When it comes to struggling readers, focused phonics intervention methods like one-on-one tutoring or small-group instruction have been proven highly effective in narrowing the

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achievement gap and expediting progress in recognizing words. Templeton (1983) affirmed this notion by highlighting that as educators, it is essential for us to embrace personalized phonics interventions as a fundamental approach to empower students grappling with reading difficulties. This approach enables them to explore the captivating realm of language and embark on a lifelong journey of cultivating a deep passion for reading.

In conclusion, the reviewed literature highlights the vital role of explicit systematic phonics instruction in developing word recognition skills among young learners. Ehri, Nunes, Stahl, and Willows (2001) found that classroom programs and interventions with a systematic phonics instruction component are more effective in teaching reading compared to those without such instruction. Therefore, Johnston, McGeown, and Watson (2011) provide strong evidence in support of systematic synthetic phonics (SSP), indicating its effectiveness in enhancing word recognition skills. This approach has demonstrated its effectiveness in improving phonemic awareness, decoding abilities, and overall reading proficiency. Educators and policymakers are encouraged to consider the evidence presented in support of incorporating explicit systematic phonics instruction into early literacy curricula to foster successful reading development in young children.

Chapter One

Theoretical framework

Introduction

The present chapter aims to conduct a comprehensive analysis of the theoretical framework of this research variables. The first chapter is divided into two main areas of research.

In the first part, section one is devoted to provide an overview on the reading skill, its definition, process, product, materials and strategies. As well as, shedding the light on the components, types and importance of reading. It also focuses on the purpose of reading and the factors that affect it besides the fluency in reading.

Part two is devoted to explain the Phonics Teaching Strategy and the way our suggested intervention teaches phonetic and spelling rules; first, it illustrates why teaching phonetics should be integrated, and then dives into the reasons why young learners should learn reading at an early age.

1. Reading skills

1.1 Definition of Reading

Reading is the act of visually perceiving a written text and actively extracting information and meaning from the language presented. It stands as a fundamental and indispensable activity for achieving success in any academic or learning endeavor. The concept of reading encompasses a wide range of interpretations, and various definitions exist due to the diverse purposes for which people engage in reading. Consequently, a comprehensive and adaptable definition of reading has been formulated to accommodate the unique perspectives and objectives of readers. Davies (1995) asserts that:

Reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to writer is not directly observable. “

Indeed, reading goes beyond the mere ability to pronounce and produce words; it encompasses a profound awareness of the interconnectedness of words, the skill of decoding sentences, and the ability to comprehend the intended meaning of the writer's text. Baudoin et al. (1994) proposed another comprehensive definition of reading, emphasizing its complexity. They assert that reading involves both word recognition, which pertains to the perception of how written symbols correspond to spoken language, and comprehension, which involves making sense of words, sentences, and coherent paragraphs. This suggests that reading is not a simple task but a process that entails deciphering and comprehending written content. It can be perceived from various angles - as a process, a product, a skill, or an act - highlighting the multifaceted nature of this essential activity.

1.2 Reading as a Process

Reading is a sophisticated cognitive activity that involves the interpretation of symbols to derive and assimilate meaning. It serves as a means of acquiring vocabulary, facilitating communication, exchanging information and ideas. According to the Michigan Department of Education, reading is described as the dynamic process of constructing meaning through an interactive engagement among the reader's existing knowledge, the language utilized in the text, and the contextual situation.

Similarly, Spink (1989) contends that the process of reading encompasses a fusion of words, comprehension of the text, response to the material read, and a blending of previously acquired concepts with new ones. Based on these definitions, the act of reading involves the

synthesis of words to grasp specific ideas, which necessitates drawing upon prior knowledge as a mechanism for constructing novel concepts in one's mind.

The reading process generally involves three stages (Brown and Palinscar, 1982).

1.2.1 Pre-reading It includes activities like previewing the material, examining headings and subheadings, and activating prior knowledge related to the topic. Pre-reading sets the foundation for understanding the text and helps in making predictions about its content.

1.2.2 During-reading The reader actively engages with the text, decoding words, and understanding the meaning of sentences and paragraphs. Comprehension occurs during this stage as the reader processes the information presented in the text.

1.2.3 Post-reading Once the reader has finished reading, the post-reading stage begins. This phase involves reflecting on and responding to the text. Readers may summarize the main points, make connections to their own experiences or other texts, analyze the author's message, or pose questions for further exploration.

It allows the reader to repeat the tale, examine the story's components, respond to questions, and compare it to other documents. For example, for more compact information, students can create summaries by taking a large range and narrowing it down to their core ideas.

1.3 Reading as a Product

Comprehension is considered a reading product, according to Alderson (2000). This perspective implies that the reader evaluates and understands the outcomes of the reading process and the written text. Both the reading product and the reading process are

interconnected aspects of reading, but they differ in terms of the time it takes for the same reader to comprehend the same text and for the reasons behind their reading.

Alderson (1988) suggests that learners comprehend materials at different levels, and their interpretations of the same text can vary due to their individual prior knowledge and experiences. Each student brings their own perspective to the reading process, leading to diverse understandings of the text.

Carroll (1964) further emphasizes that product theories in reading will likely revolve around the functions of language. Language plays a vital role in facilitating communication between individuals and also operates in the realm of thought. As such, product theories should be more focused on language itself, given that language serves as the core of reading. It translates ideas and serves as a means of communication among people. The reading product therefore, refers to what students derive from comprehending the written text. It represents the understanding and insights gained by the reader through the reading process.

According to Alderson (2000), effective understanding in reading depends on three interlinked components: the reader, the text, and the reading activity.

1.3.1 The Reader Each reader brings their own unique set of experiences, knowledge, and cognitive processes to the reading task. As they engage with the text, they create different mental representations that are crucial for comprehension. They actively filter out irrelevant information that may hinder their understanding of the text.

1.3.2 The Text The complexity of the text plays a significant role in comprehension. Texts can vary in difficulty based on factors such as genre, content, language style, and structure. Different texts may present varying levels of challenge for different readers.

1.3.3 The Reading Activity The purpose of the reading activity influences the reader's approach to the text. Factors such as the reader's interests, motivations, and goals all play a role in shaping the reading experience.

1.4 The reading Skill

The capacity to perceive and comprehend written information is referred to as reading ability. When students read, they blend their comprehension with prior knowledge to make meaning of the information. Reading ability is recognized as an important indication in language education, and it is advised that this talent be cultivated from an early age of study. According to Dechant (1991, p.9), having great reading abilities allows people to swiftly integrate written works. It is a lifetime ability that is acquired through time.

Students are urged to think critically about the topic or subject they are reading about in order to properly comprehend the writer's argument. Reading competency involves consistent practice and engagement with a variety of materials. It is critical to cultivate a reading culture or practice, and reading may become a satisfying activity. Cultivating a reading culture or

practice is essential, and reading can become a rewarding hobby for individuals as they immerse themselves in the world of written language.

Three reading-comprehension skills that students can employ are as follows: Anderson, R. C., & Pearson, P. D. (1984).

- Identify Easy Facts (Literal Understanding): This skill involves recognizing and understanding straightforward and explicit information presented in the written text. Students extract the surface-level details and facts directly stated in the text without the need for deeper interpretation or inference.
- Make Decisions on the Content of the Written Text (Evaluative Understanding): Here, students critically assess the content of the written text. They analyze and evaluate the information presented, forming judgments and opinions based on the evidence and arguments provided by the author.
- Connect the Text to Other Texts and Situations in Writing (Inferential Understanding): This skill requires students to go beyond the explicit information in the text and make inferences. They draw connections between the current text and their prior knowledge or experiences, as well as relate it to other texts or real-life situations. This skill demonstrates a deeper understanding of the text and the ability to apply its concepts to different contexts.

2. Components of Reading

Reading holds a prominent position among language skills and has garnered attention from foreign language professionals, educators, researchers, teachers, and teacher-trainers throughout history. Its significance in learning and mastering a foreign language, such as English, cannot be overstated. To develop into a confident and fluent reader, students must be

equipped with five essential components of reading: Anderson, R. C., & Pearson, P. D. (1984).

2. 1 Phonics This component involves understanding the relationships between letters and their corresponding sounds. It is the foundation for decoding and pronouncing words accurately.

2. 2 Vocabulary A strong vocabulary is essential for comprehending written text. Students need to learn and recognize a wide range of words to understand and express themselves effectively.

2.3 Fluency Fluency refers to the ability to read smoothly and at an appropriate pace with proper intonation. Fluent readers can grasp the meaning of the text more efficiently.

2.4 Comprehension Understanding the meaning of the text is crucial for successful reading. Comprehension involves making connections, drawing inferences, and extracting the main ideas and details from the material.

2.5 Reading Comprehension Strategies Students should be equipped with various strategies, such as predicting, questioning, summarizing, and visualizing, enhancing their comprehension and engagement with the text.

Types of Reading

In a language classroom, various types of reading can occur, each serving different purposes for the reader. According to Davies (1995, as cited in Bouaouina, 2010, p.18), these reading skills are shaped by the specific objectives the reader has in mind while engaging in the reading activity. The types of reading are categorized based on the speed and concentration required, which are influenced by the reader's purpose when approaching a piece of writing. Reading can be broadly categorized into two main types: oral reading and silent reading.

Silent reading involves reading without vocalizing the words aloud. It is the most common form of reading and is practiced by readers of all ages. Silent reading allows individuals to read at their own pace, facilitating deeper comprehension and reflection on the content. In educational settings, silent reading is often used to encourage independent reading and improve reading skills, fluency, and comprehension. (Pichert.1977)

On the flip side, oral reading entails the act of reading aloud and is commonly employed in activities centered on refining pronunciation, fluency, and enhancing oral language abilities. In language classrooms, oral reading is frequently utilized to hone speaking skills and enhance pronunciation.

3.1 Oral

Indeed, oral reading can be an effective technique to enhance word identification and context comprehension, particularly for struggling readers. When students read aloud, they are compelled to focus more closely on the words, which can improve their reading accuracy and fluency. By both seeing and hearing the words as they are read aloud, students reinforce their word recognition and auditory processing skills (Swalm, 1972).

3.2 Silent

it can be further categorized into four main types: (Honig, 2000)

3.2.1 Skimming

Skimming involves quickly glancing over the text to get a general idea of the content. Readers aim to identify the main topic or key points without delving into every detail.

3.2.2 Scanning

Scanning entails searching the text for specific information or particular words. Readers use this technique when they have a specific question or information they are seeking.

3.2.3 Intensive Reading

Intensive reading is a thorough and careful reading approach where the reader pays close attention to the details, understanding each word and sentence. It is often used for close analysis of complex texts or language learning exercises.

3.2.4 Extensive Reading

Extensive reading involves reading larger amounts of text with the primary goal of improving overall reading fluency and understanding. It is often used for pleasure or general language improvement.

Grellet (1981,p.4) defines extensive reading as "reading longer texts, usually for one's own pleasure." This is a fluency practice that focuses on global knowledge. When pupils read a significant quantity of content as well as simple, engaging texts in order to boost their confidence and enjoyment. It can take place within or outside of the classroom and can involve a comprehensive reading curriculum such as reading short tales, novels, journal or magazine articles. According to Grabe (1991, p.396), "longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skill, and promote confidence and motivation." He believes that intensive reading has several advantages. It enhances learners' attitudes toward reading and motivates them to read more, as well as expands their sight vocabulary.

5. Reading Strategies:

Successful students possess a range of reading strategies that they can adapt and apply in different situations. On the other hand, struggling students benefit from explicit instruction in these strategies to improve their reading abilities. According to Barnett (2002), reading strategies refer to the cognitive processes that readers employ when approaching a text with the intention of making sense of its content. These strategies encompass various comprehension processes that aid readers in understanding and comprehending what they read.

Implementing reading strategies is crucial for EFL (English as a Foreign Language) students as they enable them to make sense of the text they encounter. By using these strategies, students can effectively navigate and engage with written material, ultimately enhancing their overall reading proficiency and comprehension skills (Durkin, D. (1978–1979)). Thus, reading strategies play a vital role in empowering students to become effective and confident readers in their language-learning journey.

5.1 Predicting

Predicting occurs when readers utilize their own personal experiences and text cues to anticipate what will happen next in the tale. It is one of the successful reading methods that focuses on the material at hand while continually thinking forward, updating, and validating its predictions. In other words, pupils must understand that their predictions may alter as they read. For Magiliano (1993), "prediction strategy entails thinking about what might happen next in the text." Good readers use it. Before beginning to read, students used images, headers, and text, as well as personal experience, to form predictions"(p: 35-53). As a result, predictions are at the heart of reading comprehension; they entail thinking and improved understanding when reading with the help of past information.

5.2 Skimming

Harmer (2001) highlights skimming as a valuable technique for readers to quickly grasp the main idea or gist of a text. Skimming involves a rapid and selective reading approach, allowing readers to obtain an overview of the content and get a sense of what the text is about. It is particularly useful when time is limited, and readers need to gather essential information efficiently.

When skimming, readers do not read every word in detail; instead, they quickly glance over the text, focusing on headings, subheadings, and the first and last sentences of paragraphs. By doing so, readers can identify key points, main ideas, and the general structure of the text without delving into every detail. Harmer (2001)

This strategy is commonly employed in various situations, such as when previewing a chapter in a textbook, scanning through a newspaper article, or reviewing a document to determine its relevance to their needs. Skimming is an essential skill that helps readers manage vast amounts of information effectively and make informed decisions about which texts to delve into more deeply for further comprehension. Dole, J. A., Duffy, G. G., Roehler, L. R., & Pearson, P. D. (1991)

5.3. Scanning

Scanning is another specific reading technique that requires a quick and focused glance at a text. Unlike skimming, which aims to get a general idea of the content, scanning involves searching for particular pieces of information or specific details within the text. Nation (2009) defines scanning as the act of looking for particular information, such as a specific name, date, or number in the text (p. 70).

Both skimming and scanning are essential reading strategies for quick and efficient reading. However, they differ in their purpose and approach. Skimming is used to obtain a broad overview of the content, while scanning is employed when the reader is searching for particular and specific information within the text. For instance, when looking for a specific word in a dictionary or searching for a particular answer in a test, scanning would be the more suitable strategy. In contrast, skimming is beneficial when previewing chapters in a textbook or quickly reviewing the main points of an article.

5.4. Inferring

Inferring as a reading approach involves readers to develop inferences based on past knowledge and information given in a book. Inferences, according to Zimmermann (2009), are typically referred to as what you "read between the lines." The material becomes meaningful when pupils employ the inferring approach. They insert aspects that are not expressly present, and they frequently offer personal opinions and make interpretations.

6. The importance of Reading

Reading is an important skill that kids may use to improve their language skills. Despite the fact that many study programs lack time to develop this ability and encourage students to read from time to time, a concerted effort must be made to promote reading for its numerous advantages. Reading not only increases knowledge and vocabulary, but it also fosters creativity and enhances listening abilities. Reading according to Eric. H. Glendenning (2004, p22), is critical in assisting students in understanding the context that allows them to appreciate the author's history, setting, and conditions when writing the piece. Reading helps students grow as writers by exposing them to diverse grammatical rules, which will aid them later in acquiring a sense for language structures and syntax, as well as expanding their vocabulary. Eric. H.

Glendenning (2004, p43). Reading allows kids to interact and generate their own thoughts in order to develop critical thinking abilities. Heilman, A. W., Blair, T. R., & Rupley, W. R. (1998).

Reading can increase empathy and help us comprehend individuals who are different from us. It improves our emotional intelligence and allows us to appreciate other people's perspectives. Baker, L., & Brown, A.L. (1984). Reading stimulates the imagination and lays the groundwork for future learning. Pressley, M., & Afflerbach, P. (1995)

We may conclude from the preceding statements that reading is a powerful talent that allows the reader to experience and communicate with a variety of texts, words, and ideas. Pressley, M., & Afflerbach, P. (1995)

2. Phonics

1-Phonics definition

Phonics direction is a teaching method that educates the connection between sounds and the letters we use to show ruling class. Phonics is an existing teaching form namely adapted teaching kids to decipher conversation. Phonics instruction usually starts by educating children that sounds are depicted by distinguishing messages. Children then discover that associations of reports are grouped together to form more complex groups of sounds to form conversation. “Phonics skills are mainly for youngsters expected to be able to state on an even plane. “Barkley, R. (1997). Children who master phonics learn to understand; individual sounds and in what way or manner to blend ruling class together to read conversation (Logsdon, 2018)

Explicit phonics instruction involves systematically constructing phonics skills from their fundamental units. The teacher presents these skills in a sequential manner, utilizing

focused and direct instructional strategies. Additionally, controlled vocabulary stories are incorporated during the initial stages of reading instruction to bolster students' confidence in employing diverse decoding methods. According to research, it is crucial for children to practice the phonics they have acquired, making it essential for the initial reading materials to consist of decodable text (Reading Program Advisory, 1996; 7).

2 The goal of phonics

The purpose of phonics is to offer students the connections between letters and sounds, but it differs from the sight word method in that it is not a final destination. Instead, phonics serves as a tool that empowers students to tackle the pronunciation of unfamiliar words that cannot be recognized instantly (Beck, Rupley, Blair & Nichols, 2009). Since there are systematic relationships between letters and sounds in alphabetic languages like English, it is logical for educators responsible for teaching early reading to directly inform beginners about these relationships. Historically, this is precisely what most teachers in the United States did until approximately 60 years ago (Beck and Jue, 2002). However, Phonics instruction imparts knowledge of the forty-four sounds produced by the twenty-six letters in the English language. Its primary objective is to teach these sound-to-symbol relationships, empowering children to read and write words. Therefore, to effectively teach phonics, a systematic approach should be adopted, initially focusing on a few regular sounds and spelling patterns and gradually progressing to more complex irregular sounds and spellings. The instruction should involve abundant drill and practice, ensuring it remains enjoyable rather than burdensome. Teachers must provide immediate feedback to correct errors promptly and prevent the reinforcement of mistakes. Frequent assessment is essential to monitor children's progress. Moreover, the instruction should align with the student's developmental level, employing multisensory methods and materials. It should incorporate words commonly used in everyday interactions

and classroom activities, gradually advancing to more challenging content as the child becomes ready. Regular review of previously learned material is necessary to ensure the retention of acquired skills (Logsdon, 2018).

3 Types of phonics

Phonics is a tutorial approach in language coaching that simplifies phrases with the aid of breaking them into smaller segments. It allows students within the manner of interpreting and encoding letters and words. Our language consists of phonemes (spoken sounds) and graphemes (letter mixtures representing sounds) that serve as codes. To achieve language comprehension and analyzing skills, college students want to acquire all 44 phonemes and graphemes in the English language. Phonics is the triumphing and widely hired approach for coaching studying globally. (McArthur, G., Kohnen, S., Jones, K., Eve, P., Banales, E., Larsen, L., & Castles, A. (2015)).

Phonics can be classified into 4 categories

3.1 Embedded Phonics:

Embedded phonics is a coaching method that includes phonics schooling into studying and writing obligations. Phonics talents and letter-sound correspondences are taught accidentally as children stumble upon phrases in meaningful texts in this manner. Rather than being taught expressly as a wonderful magnificence, phonics subjects are delivered naturally during daily reading and writing sports. (Kirby, R. J., & Bowers, P. N. (2017).

Students learn phonics through actual-global studying and writing sports in embedded phonics. While pupils discover a new word whilst reading a book, for example, the teacher may also in brief point out the letter-sound courting in that word and how it follows a phonics

rule. In addition, through writing duties, college students might get assistance spelling unusual words by means of making use of their knowledge of phonics ideas. (Johnston, R. & Watson, J. (2004)

The fundamental gain of embedded phonics is that it integrates phonics training to actual-international literacy reviews, making it greater relevant and meaningful to children. On this experience. Torgesen and his colleagues (2001) discovered big and consistent profits in Embedded Phonics (EP) over a two-12 months period. Consequently, it is a totally important method for instructors to use, especially whilst working one-on-one with students. But college students who read properly beneath grade level will enjoy long-time period influences. College students recognize the immediate relevance and importance of phonics in their regular communication after they study it in the context of analyzing and writing. This method promotes a balanced literacy method in which phonics education is smoothly combined with other studying and writing strategies to expand properly-rounded and proficient readers and writers. (Johnston, R. & Watson, J. (2003)

3.1.1 How to Teach Embedded Phonics

On the outset of an embedded phonics program, the trainer will do maximum or all the reading. Throughout the analyzing session, they will encounter phonemes or graphemes which can be fascinating or habitual and could educate the learner approximately about them. They're presently reading. As the scholars gain greater competency, the trainer will step by step relinquish control them. Instructors can also take a seat with a child who is reading a text and, whilst the kid comes through anything interesting, the instructor may interfere. He may use the hazard to explain the phoneme or grapheme in question if the time period is difficult. (Henry, M. K. (1989).

3.2 Analytic Phonics

Analytic phonics emphasizes the evaluation of whole phrases to discover phonics patterns and generalizations. This instructional method referred to as analytic phonics begins with acquainted phrases that students have memorized. All through the lessons, college students decode and damage down the words into their phonemes. The words usually encompass a starting phoneme (onset) and an ending phoneme (rime). A version of this approach, called linguistic phonics, makes a specialty of spotting styles in phrases instead of isolating individual sounds. Analytic phonics emphasizes know-how patterns in written language with the aid of providing numerous examples of phrases that proportion common phonemes or graphemes. With the aid of spotting those styles, college students come to be extra gifted readers, leading to the "lightbulb second" of comprehension. A few teachers pick analytic phonics as it moves from significant wholes to parts, fostering a deeper information of language (Bloom & Barnhard, 1961; Machin, McNally & Viarengo, 2018; DI Stasio et al., 2012).

3.3 Synthetic Phonics

Synthetic phonics focuses on coaching character letter-sound correspondences after which mixing them together to shape words. " Synthetic phonics is a tremendously powerful and systematic approach for teaching analysis that equips kids with the ability to decode words with self-assurance and accuracy." Rose, J. (2006). " Impartial evaluation of the coaching of early studying: final report." but, the method commences with phoneme guidance and steadily contains the coaching of entire phrases. It constantly follows a systematic method for phonics coaching, focusing on the forty-four phonemes and graphemes within the English language. Typically, this level involves complete-elegance, explicit coaching and enormous phoneme repetition. The Rose assessment in England (Rose, 2006) determined that the evidence

supporting systematic phonics training is compelling, specifically while the use of an artificial method.

3.4 Analogy Phonics

Analogy phonics is a way of coaching phonics with the aid of creating comparisons and similarities among regarded and unknown phrases. Students use their information of familiar phrases to decipher new or unfamiliar phrases that proportion comparable spelling styles or phrase households on this approach. It's far based on the concept that scholars may additionally use their knowledge of phonics guidelines from regarded words to decide the pronunciation and which means of novel phrases. For instance, if a learner is aware of the phrase "cat" and is supplied with the word "bat," they can hit upon the similar sample and well read the new phrase and the usage of their knowledge of the "at" phrase circle of relatives. Analogies are used for useful resource deciphering via supporting scholars in making connections among what they already know. (Johnston, R. & Watson, J. (2003)

Inside the lecture room, the instructor focuses on teaching analogy phonics the usage of the "ing sisters" as a phrase circle of relatives. The "ing sisters" incorporate 3 phrases that share the "ing" sound whilst spoken collectively. The instructor introduces the word "sing," presenting its definition and historic context. Sooner or later, the lesson expands to consist of other terms like "ring," "king," "thing," "cling," "ping," "convey," and greater "ing" phrases. (Johnston, R. & Watson, J. (2005)

In line with Swami's research (1993, 1998), kids can hire analogies as an effective approach for reading words earlier than they are able to use other phonological facts.

4 Phonemic awareness and Phonemic instruction

Based on the definition of Dolores G.Hiskes in her book “Phonics Pathways”; Phonics awareness is the ability to hear sounds within a word when it is spoken. It is an auditory skill.

On this light Phonics awareness can be defined as follows:

- Phonemic awareness refers to the ability to identify and manipulate individual phonemes (the smallest units of sound) in spoken words. McShane (2005) believed that Phonemic awareness is the ability to detect individual sounds within words. Phonemes are the smallest units of sound in a spoken language. It involves recognizing the separate sounds in words and understanding how they can be blended, segmented, or manipulated to create different words.
- Phonemic awareness is an essential pre-reading skill and is typically developed before formal reading instruction begins. It helps children understand the sound structure of language, enabling them to grasp the relationships between sounds and letters when they learn to read.
- Phonemic awareness activities are oral and auditory in nature, such as identifying the initial sound of a word, blending individual sounds to form a word, or segmenting a word into its individual sounds. In general, these skills are easily acquired during childhood through games and songs, often without understanding how or why they are being learned. However, phonemic awareness is not naturally developed as children learn to speak. Instead, it is commonly acquired through reading and writing alphabetic languages like English or Spanish. As stated by (Kruidenier, 2002), many children readily pick up this skill. Even if some adults do not remember learning it or are unaware of having this ability, they can learn it with appropriate training.

5 Phonological awareness

According to McShane (2005), phonological awareness is a broader and more general term that pertains to the sounds of speech without considering their meanings. It specifically refers to the understanding of how oral language can be broken down into smaller units. Phonological awareness encompasses a developmental sequence that starts with recognizing rhymes and advances to identifying words within sentences, syllables within words, onsets and rimes (/b/-/at//th /-/in/), and eventually perceiving individual sounds within syllables and words, as noted by Chard & Dickson (1999). Therefore, Bradley, L., & Bryant, P. E. (1983), confirmed the claim saying that Children with well-developed phonological awareness skills are better equipped to grasp the connections between letters and sounds, leading to more efficient decoding and word recognition.

6 Phonemic Instruction

Scarborough and Brady (2002, p. 20) described phonics as an instructional approach aimed at fostering the understanding of the alphabetic principle, the connections between phonemes and graphemes, and phonological decoding in reading. Therefore, The Phonemic instruction should encompass teaching letter formation and names, developing phonemic awareness, and establishing crucial letter-sound associations. It is crucial to ensure that all children acquire proficiency in these skills. As students advance, they should be guided to apply their learning in reading and writing words.

6.1 The goal of phonemic instruction

Phonemic instruction typically involves introducing students to letter-sound correspondences, teaching them how to blend sounds together to read words (synthetic phonics), and how to break words down into their individual sounds (analytic phonics). (Stahl, 1992) stated that the purpose of phonics instruction is not that children learn to sound out words. The purpose is that they learn to recognize words, quickly and automatically, so that they can turn attention to the comprehension of the text mentioned by. Therefore, Emerging readers will likely require instruction in letter sounds and fundamental spelling patterns. They will primarily rely on decoding skills to recognize and read words whose meanings they are familiar with. Although they may use decoding to pronounce words with unknown meanings, such instances are infrequent in their early reading of simple literature. This description highlights the contrast between proficient readers and those who are just starting their reading journey.

- Phonemic instruction is a part of formal reading instruction and is often introduced in early elementary grades to help students develop the foundational skills needed for reading fluency and comprehension

- Even in relatively simple texts, new readers often encounter unfamiliar words. However, many of these unfamiliar words are part of their spoken vocabulary, and if they can sound them out, the difficulty can be overcome. Skilled readers also come across new words, but their challenge is not in decoding. For them, a word is unfamiliar if they don't know its meaning. Skilled readers automatically pronounce the word and then employ additional strategies like context clues or consulting a dictionary to understand its meaning. Hence, phonics instruction is crucial for beginning readers, and even intermediate readers can benefit. If their decoding skills are not fully automatic, reviewing and practicing phonics can help them accurately identify words, leading to improved reading speed and fluency.

In summary, phonemic awareness is the ability to identify and manipulate individual sounds in spoken words, while phonemic instruction is the explicit teaching of phonemic awareness skills and the connection between sounds and letters to support reading development. Phonemic awareness is a prerequisite for successful phonemic instruction, as it forms the basis for understanding the relationships between sounds and letters in written language.

7 The Alphabetic Principle

The Alphabetic Principle is a foundational concept in reading development that forms the basis of the relationship between letters and sounds in written language. It is the understanding that each letter or combination of letters represents one or more sounds in spoken language. In alphabetic writing systems like English, the arrangement of letters conveys meaning through the representation of speech sounds. Brian Byrne (2015) stated that the alphabetic principle means that letters in a written language represent individual sounds in our spoken language. The Alphabetic Principle is a fundamental aspect of phonics instruction, as it guides students in decoding and encoding words by connecting the visual symbols (letters) to the corresponding auditory symbols (sounds). By grasping the Alphabetic Principle, learners can recognize and produce words they have never encountered before, enabling them to become proficient readers and writers.

Students are unlikely to comprehend unfamiliar written sequences unless they understand the underlying principles of how writing is structured. While students may grasp why certain words like "dog" and "den" are spelled the way they are, they might find it challenging to decipher new words. However, decoding can serve as a way to assess whether a learner has grasped the alphabetic principle. If a child struggles with decoding, it does not

necessarily indicate a lack of understanding of the concept. Foorman, B. R., & Torgesen, J. K. (2001).

Numerous educators are trained to teach reading without receiving instruction on how an alphabetic writing system represents language, the significance of beginners comprehending the connection between the internal phonological structure of words and the orthography, and the challenges pupils face in acquiring this understanding.

Regrettably, many teachers receive instructional guidance that discourages delving into the specifics of how the alphabet functions. Instead, students are encouraged to approach reading as a "guessing game" as described by Goodman (1976), focusing on the overall meaning rather than individual words in the text. Beginners are instructed to memorize words based on their visual patterns, using any available means, and then they apply their collection of memorized words and "whole language" skills to predict the rest of the message using visual clues and context.

8 Decoding

"Decoding is a fundamental skill in reading development, as it allows readers to convert printed words into their corresponding spoken sounds, providing the foundation for understanding the meaning of written text." - National Institute of Child Health and Human Development. (2000). Decoding is a word recognition technique that involves recognizing words in print using letter-sound correspondences. Phonics is highlighted as an instructional method based on decoding, enabling students to read words independently and accurately. Decoding is also essential for comprehension in reading. The process of decoding involves learners being taught letter-sound relationships and common spelling patterns, then using this knowledge to "sound out" unfamiliar words, match them with their speaking vocabulary, and

finally relying on context clues to determine the correct word. Decoding abilities support other language-related processes in reading, such as spelling, sound, meaning, and context cues.

8.1 Importance of Decoding

"Effective decoding skills allow readers to access the meanings of unfamiliar words and comprehend written text with ease, fostering a positive reading experience." - Adams, M. J. (1990). Based on research and experience, both children and adults need the ability to read fluently with comprehension, which requires the skill of detecting words independently and swiftly. Written language functions as a code, utilizing letters to represent spoken word sounds. To become proficient readers, beginners must decode this code by associating letters with their corresponding sounds. Without this decoding ability, new readers have to rely on memorizing thousands of words by sight, making reading even simple adult texts a time-consuming task. Moreover, their strategies for recognizing unfamiliar words are limited. "Decoding proficiency is a key factor in reading success, and instructional approaches that prioritize decoding help students become independent and proficient readers." - Foorman, B. R., & Torgesen, J. K. (2001).

9 Relationships between Letters and Sounds

"The relationship between letters and sounds is a fundamental aspect of reading development, as it forms the basis for decoding words and understanding the written language." - National Institute of Child Health and Human Development. (2000). "Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction." Prior to expecting learners to perform tasks like writing their names, acquiring reading skills, and interacting with written material, they need to possess the ability to differentiate and recognize the name and

sound associated with each letter of the alphabet. Ehri, L. C. (2005) went further with this stating the fact that understanding the relationships between letters and sounds is crucial for beginning readers, as it enables them to decode unfamiliar words and build their reading skills.

Mastering the ability to articulate individual sounds and recognize their corresponding written letters is among the initial skills students acquire at school. However, it is a challenging task that necessitates a diverse set of abilities, such as pronunciation, visual perception, memory for letter shapes, and auditory memory and processing to identify and recall sounds in various contexts. This foundational knowledge of the alphabet's 26 letters and their associated sounds forms the basis for all other reading skills. For students with learning disabilities, confusion in letter-sound interactions can impede progress in reading and spelling, requiring prompt attention. While single sounds are typically taught in alphabetical order, this approach can lead to confusions with similar-looking letters like e/i, b/d, and p/q. It is crucial to understand that the alphabetic principle (letter-sound correlation) is a simplified framework for considering English letters and is insufficient alone for achieving literacy. The letter-sound correspondence method of teaching also has limitations due to the finite number of letters in the alphabet.

The teaching approach that relates letters to sounds encounters challenges, particularly because the English language comprises 44 sounds, which can be represented in more than 70 different ways despite having just 26 letters in the alphabet. When dealing with a student who has a learning disability or is a beginner, it is essential to prioritize their needs and consider adopting more accessible methods, such as "easy approaches" or "Spalding," to effectively address the English language sounds.

10 Different learning modes for children

"Children have individual learning styles and preferences, and educators should tailor instruction to accommodate visual, auditory, kinesthetic, and other learning modes to enhance their overall learning experience." - Gardner, H. (1983). Children exhibit diverse learning styles, prompting the need to customize reading methods to match their perceptual preferences. However, there is no empirical evidence supporting the effectiveness of this tailored approach. Research consistently demonstrates that letter knowledge and phonemic awareness are the most significant predictors of reading achievement. When a multisensory approach is employed to teach phonics, incorporating auditory, visual, and kinesthetic elements, all students can excel in learning.

Tomlinson, C. A. (1999) Claims that Adapting instructional methods to match children's learning modes and preferences can create a more inclusive and effective learning environment, fostering a love for learning and promoting academic achievement. In this light, the multisensory method has the advantage of catering to the students' dominant learning style while reinforcing weaker aspects. Although the way students acquire knowledge may vary, the content they learn should remain consistent. It is essential that all students, regardless of their learning style, gain the ability to decode unfamiliar words syllable by syllable using a multisensory approach.

11 Invented spelling

"Let children explore the world of language through invented spelling; it is a stepping stone to becoming proficient writers." - Donald Bea (1995). In this sense, the concept of invented spelling aims to encourage students' freedom and creativity, with the expectation that they will eventually develop correct spelling skills later on. However, the way we initially learn something tends to become ingrained, even if it is incorrect. For instance, if we learn someone's

name incorrectly, we often continue using that incorrect version. Correcting such mistakes requires considerable time and effort. However, Recent research has shown that precise spelling plays a crucial role in the reading process, and the absence of this knowledge is closely linked to specific learning disabilities. Invented spelling, therefore, does not truly represent absolute freedom.

12 When children learn to read

Youngsters among the ages of four and 6 can and need to learn letter sounds and mixing abilities to establish a robust foundation for studying basics. At this age, children have a heral inclination closer to making noises, building things, and exploring. It is the right time to introduce the letters of the alphabet, their corresponding sounds, and the initial blending competencies.

Whilst a few children may additionally develop quicker in building phrases, others might quickly sound out words but take several months or maybe years to study quick phrases or sentences. The ability to combine those talents is what enables kids to examine books, and it varies considerably from infant to baby. This analyzing readiness is influenced with the aid of the improvement in their apprehensive gadget and the clean tracking of their eyes from left to right throughout a page, which can be tormented by external factors which include contamination or allergies.

Even though the readiness to read is a developmental procedure, the act of studying itself isn't merely developmental. While a few individuals would possibly choose up reading without direct coaching, many others require formal coaching. Learning every other language or gambling the piano usually includes studying the sounds, syllables, and shape of that language, and similarly, mastering to examine English ought to contain planned education as well

Chapter Two

Methodology and Data analysis

1 Introduction

The first part is dedicated to provide a description of research design, sampling techniques, and procedures that have been followed in this research paper, in addition to a description of how data is collected, tools used, and the type of samples in this research. The second part is devoted to display the data analysis and discussion of the results, which together help highlight explanations and analyze answers to questions that are the primary concern of this study.

2 Research Methodology

In order to attain the goals of the research, the current study employed a quantitative methodology. Data gathering will involve the use of structured surveys and standardized assessments. Specifically, the research utilized the post-test only control group design. This experimental design is straightforward, involving the division of participants into control and intervention groups, with performance being assessed solely after the experiment, without any pre-testing (Shadish, Cook & Campbell, 2001). Justification for the absence of a pre-test stems from the fact that third-year primary school students have not received any prior English instruction, and as a result, they lack a baseline level of reading proficiency before the experimental intervention.

3 The sample and Population

According to Powell (2016), sampling is the compass that guides us through the vast terrain of data to reach the truth". Turner (1932) went through the same line stating that through sampling, researchers capture the essence of diversity, like collecting stars to understand the vastness of the universe. In this sense, the present research employs the non-probability sampling approach to specify the sample.

First the population of this study are Algerian EFL primary school pupils, while the accessible population are EFL third year primary school pupils in 1st November primary school in Bousaada, M'sila. From this school, two groups were selected conveniently since their teacher agreed to cooperate with the researcher in the experiment. A total of 68 pupils were the sample of this study. in addition to a number of 17 teachers who were selected to respond to the questionnaire.

4 The setting

The study was conducted in the first November primary school in Bousaada city in M'sila. Starting from October the 15th to Mai the 05th. On a rate of attending two sessions per month and a final test took place in the final semester. Besides sending the questionnaire to the target teachers by the end of the semester.

4 Data collection tools

In this research, data will be gathered through organized surveys and consistent evaluations, aimed at measuring different facets of the teaching process. Teachers will be invited to fill out structured questionnaire, which will collect data regarding their reading instruction techniques and the degree to which they incorporate phonics into their teaching methods. Moreover, classroom assessments will be carried out based on predefined criteria to judge how effectively phonics instruction is being implemented. The ultimate test given to the students in question will function as a quantitative instrument to evaluate the success of the suggested teaching method, enabling numerical analysis and statistical comparisons to provide insights into the learning procedure.

4.1 Observation sessions

The objective of conducting observation sessions with the teacher, whom the researcher has cooperated with on implementing the phonics intervention, is to gain a deeper understanding of how the guide is applied in a real classroom setting, as for both the

experimental and the control group. These observations help assess the intervention's effectiveness and identify areas for improvement, while also providing valuable insights for the researcher and the teacher.

In order to examine the current case, The researcher attended multiple times in two classes on November the 1st primary school in Bousaada. The observation period lasted the whole academic year, in an average of two-time sessions per month; an hour for each session.

4.2 A questionnaire for the teachers who teach the same level.

The objective of this questionnaire is to gather insights from teachers who are not implementing the suggested phonics intervention at the same grade level. It aims to assess their experiences, challenges with teaching reading skill. 17 teachers answered the questionnaire in the last semester after having the experience of teaching the third-year primary school pupils. And having a clear insight on the coursebook, as well as finding about the results of their students especially in reading skill. Therefore, the questionnaire contains 17 questions, the content of the questions mainly tackles the themes of; The effectiveness of the coursebook content on the subject matter and its appropriateness for the pupils, the way the content is presented and its degree of access and easiness for the pupil and the skill teachers usually focus on. Then, the rest of questions were focusing on the reading skill, whereas the teachers have been given questions about word recognition, which leads us to our main question in this chapter, how do they improve it and what materials do they use, beside focusing on the point of distinguishing between sounds and letter?

5.3 final test

The objective of the final test, prepared by the researcher, is to evaluate students' comprehension and application of the phonics principles taught using the suggested teaching intervention. This assessment aims to measure the effectiveness of the teaching method, identify areas where students may need further support, and inform instructional adjustments

if necessary. The test took place in the 1st November Primary school in Bousaada. In the final semester, on which pupils were given 15 minutes each to read 20 words besides 10 short sentences extracted from the coursebook (Appendix n:03)

5.4 A suggested intervention

Based on the method of explicitly teaching phonics systematically (prepared by the researcher). The objective of the suggested intervention is to provide a clear and systematic framework for teachers to effectively teach phonics in a way that enhances students' reading and spelling skills. This intervention aims to ensure that phonics instruction is structured, comprehensive, and adaptable to the needs of diverse learners. This intervention took place on the first semester in October the 20th as a preparatory phase for the pupils before they start using the coursebook.

5.4.1 The rationale behind the proposed teaching intervention

It is a third-level literacy course designed for children learning English for the first time. It offers a fun, flexible, and easy-to-teach approach to literacy instruction, focusing on the connections between sounds (phonemes) and their corresponding letters (graphemes).

This intervention aims to empower students with phonological awareness, knowledge of the English alphabet, blending and segmenting abilities, and recognition of common irregular words that match with the main coursebook delivered by the ministry. Through engaging activities and a friendly cast of Phonics Friends, students enjoy an interesting and effective learning experience. By incorporating language in words, sentences, songs, chants, and stories, students build confidence and motivation as they progress through the course.

5.4.2 Organization of the Intervention

The proposed intervention is a structured literacy course designed to provide students with the necessary skills and confidence to progress smoothly through its five levels.

- Level 1 introduces students to the English alphabet.

- Level 2 focuses on short vowels and blending letters to form words.
- Level 3 covers long vowels and various spelling variations.
- Level 4 teaches consonant blends, digraphs, and irregular spellings.
- Level 5 covers additional sounds like diphthongs and silent letters.

The series maintains a consistent format, with each unit featuring target sounds and letters, followed by practice activities leading to production. A combined lesson at the end of each unit incorporates production activities and a story to apply what students have learned, introducing new words. Review units occur after every two units, offering interactive exercises and games to reinforce newly acquired skills in an enjoyable and engaging manner.

5.4.3 Lesson planning guideline

Firstly, each lesson should include a review of any previously learned letters and sounds. Secondly, teachers should explicitly present new material, such as sounds, letters or letter combinations, and key words. Thirdly, this should be followed by open book time, where teachers provide assistance as students work on the activities and practice the new material with the help of audios. Finally, each lesson ends with a speech production activity.

When planning a lesson, the teacher should try to see the content from students' perspectives in order to help them learn and understand the material more efficiently. Besides, trying to anticipate problems they might have. Using clear instructions and allocating time to use the audio support.

6. Data analysis and findings analysis.

This study utilizes three instruments, namely: Observation, questionnaire for the teachers and a test for the pupils. The following sub-sections will center on analyzing the collected data from the research tools:

6.1 Observation data analysis

The data from the observation are qualitative. Thus, they represent the researcher conclusions about the main practices and interactions in their year primary classroom through observing both the experimental and the control class. During the sessions, the researcher was looking for answers to the following questions:

6.1.1 How do Teachers Interact with learners that are learning English for the first time?

The educators encounter challenges when engaging with third-year primary school students. It has been noticed that the initial year of middle school introduces the English Alphabet as a demanding subject. In simpler terms, teachers focus on teaching the names of letters while overlooking their corresponding sounds, a topic that can be covered in just a couple of sessions. Consequently, when students encounter blended sounds like short and long vowels, they struggle to identify words and read them fluently without the guidance of a teacher.

6.1.2 How do Teachers Start their Reading Class?

After evaluating English language classes, an observation was made that teachers initiate their reading sessions with a preliminary phase. This stage aims to activate students' existing knowledge structures and ensure their reading has a specific purpose. However, the effectiveness of this pre-reading phase in enhancing students' reading skills largely depends on its proper execution.

In contrast, another instructor commences her lesson by inquiring about students' previous class knowledge. She utilizes pictures relevant to the upcoming text, introduces the text's topic, and instructs the class to read quietly. Following this, she selects a student to read

aloud. It was noted that this teacher doesn't correct errors related to alphabet sounds that students might make. Her emphasis lies more on understanding the text's meaning.

6.1.3 Did the learners tend to apply their phonics knowledge and skills during reading activities?

An observation has indicated that when students are prompted by the teacher to read aloud, they often resort to breaking down challenging words into segments. For instance, they might break down the word "umbrella" into "umb-re-lla " as a decoding. On the other hand, some students struggle to transform letters into corresponding sounds and face difficulty in blending these sounds cohesively. These learners lack a comprehensive grasp of phonics principles; their primary focus is on grasping the word's meaning rather than its phonetic composition.

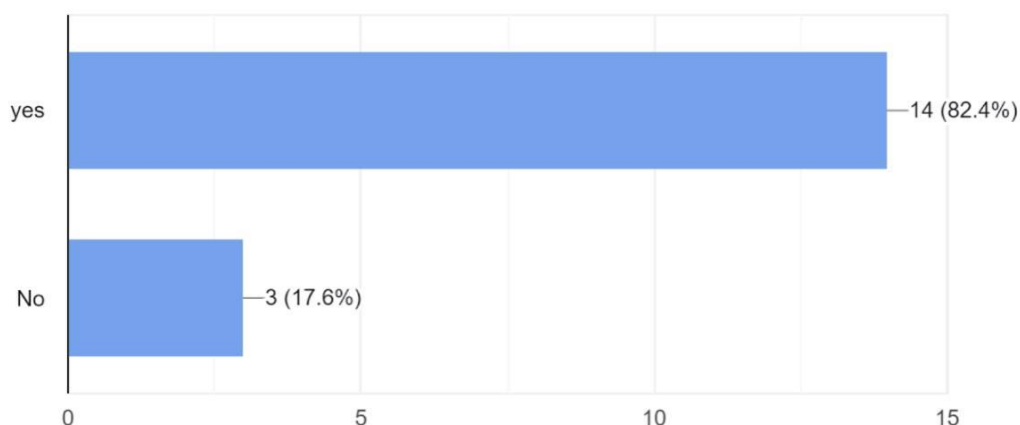
We conclude that using this instrument (observation) is to get a close look at what is going on in the classroom during instruction and to see if phonics is being integrated into the reading English program and its efficiency on beginning readers. Therefore, the main purpose of this study is to show the importance of phonics instruction in teaching reading for third-year primary school learners of English.

6.2 Questionnaire Data Analysis

Once all the necessary data for this research were gathered, they were processed using Microsoft Excel. This was done to streamline the process of visualizing and explaining the accumulated data.

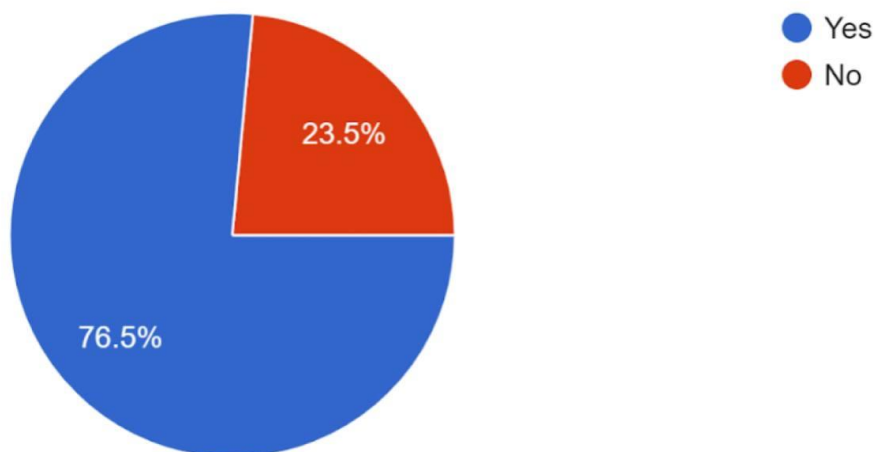
6.2.1 The first item (question 01) of the questionnaire targeted teachers' perceptions about the coursebook content. Most teachers (84.4%) choose to pick answer (Yes) Thus to say that the majority agree that the coursebook content is targeting the subject matter.

Graph 01: *Teachers' opinions about the subject matter of the coursebook.*



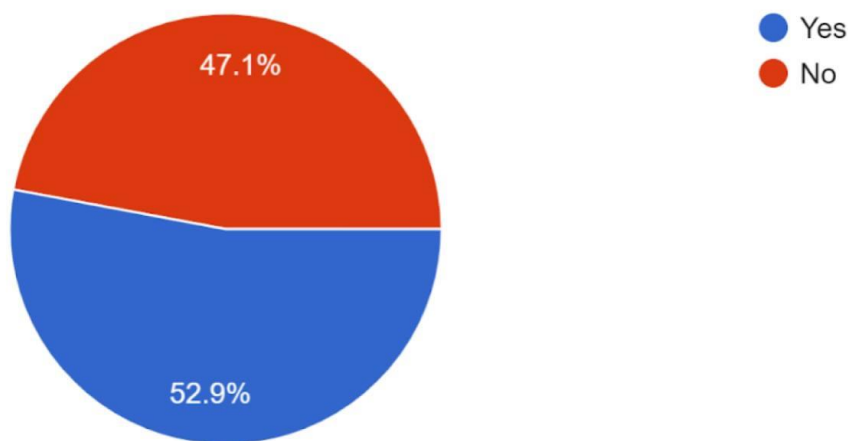
6.2.2 The second items (question 02) sought to explore how teachers see the relevance of the coursebook content to the target pupils. Here, most teacher (76,5%) said that it is relevant to the young learners, while the left (23,5%) from them see that it is far from the learner's perception and carrying capacities.

Graph 02: *Teachers' opinions about the relevance of the coursebook to the intended audience.*



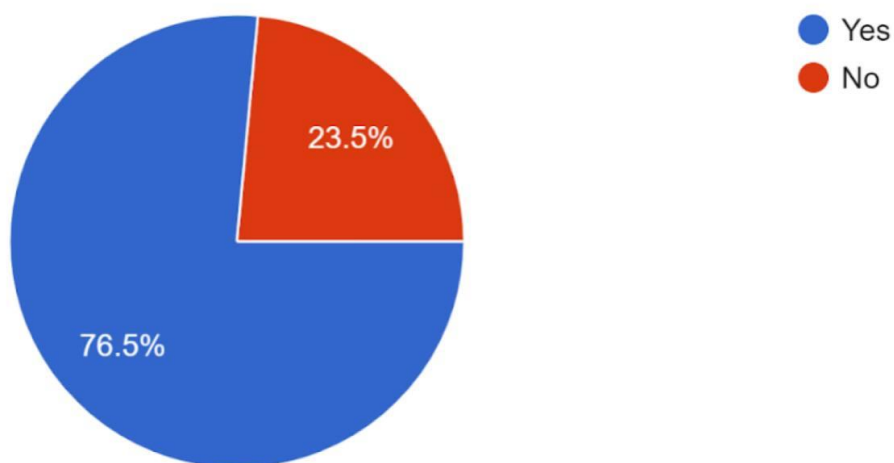
6.2.3 The main aim of the third questions is to obtain data about the teachers' perspective on the way they evaluate the coursebook based on the way it is presented to the pupil. As illustrated in the graph below, almost half of the teachers 9 representing (52.9%) of the sample tend to see that the coursebook is presented in a clear and concise way. Whereas 8 with rate of (47.1%) see that the coursebook lacks clarity.

Graph 03: *The cleanness and concise of the coursebook for the teachers.*



6.2.4 In the fourth item (question 04), the main aim is to inspect teachers' perception about the coursebook features, in order to use and rely on the collected data for the conducted research to evaluate the coursebook features. Here, the majority (76.5%) voted for yes, while the left (23.5%) choose to vote for No.

Graph 04: *Teachers' opinions about the easiness of the coursebook*

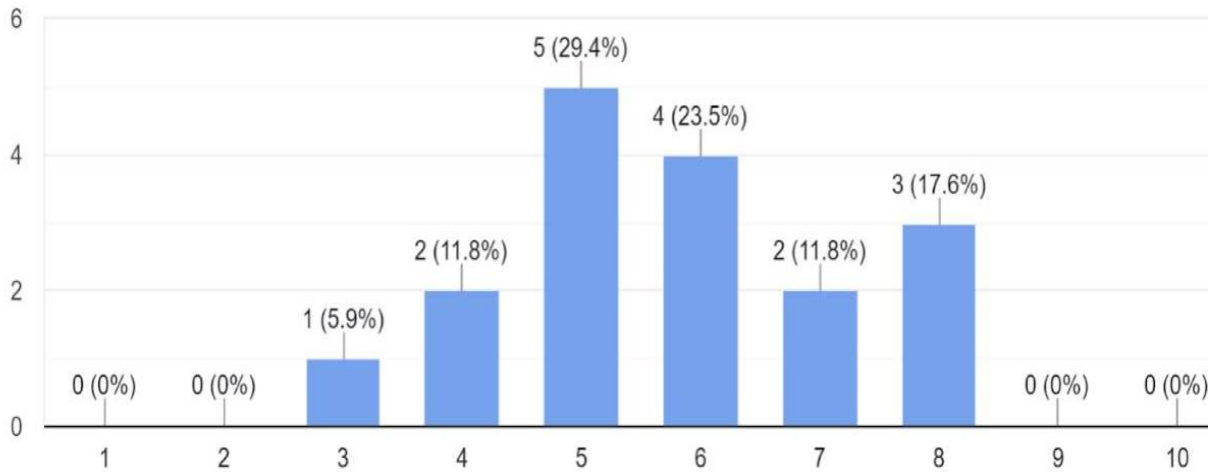


6.2.5 This item (question 05) is devoted to investigate the pupil's reading skill to see the effectiveness of the coursebook in improving the reading skill. As illustrated in the table above, answers were heterogeneous. Thus, it is clearly seen most teachers 5 of them with a rate of (29.4%) gave the rate of 5. While, only few (17.6%) gave the rate of 8 and none of them choose 9 or 10.

Table 01: *Teachers' rate about the development of the reading skill after finishing the coursebook.*

Options	Frequency	Percentage
1	0	0%
2	0	0%
3	1	5.9%
4	2	11.8%
5	5	29.4%
6	4	23.5%
7	2	11.8%
8	3	17.6%
9	0	0%
10	0	0%

Graph 05: Teachers' rate about the development of the reading skill after finishing the coursebook.

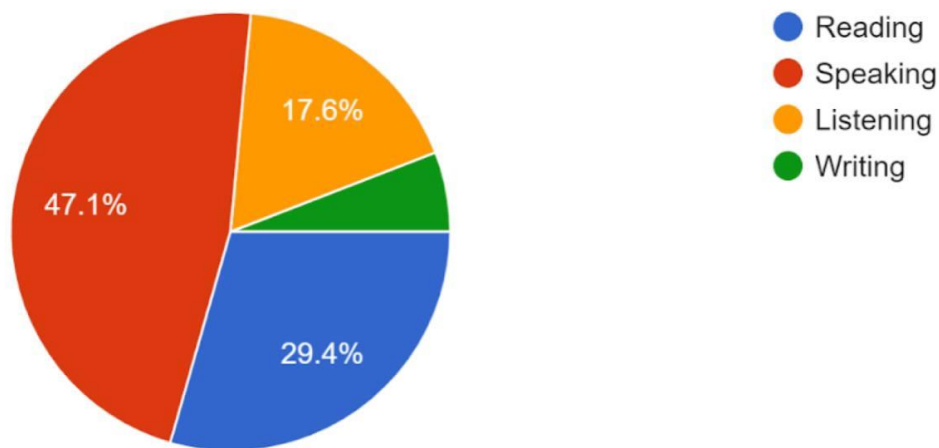


6.2.6 In this item (question 06), the main aim is to investigate the teacher's main focus on the skill they think they should shed the light on the most. As it appears in the following table, the majority of teachers 8 of them on a percentage of (47.1%) choose speaking. Then reading came the second on a rate of (29.4%). While a little focus was on Listening (17.6%) and writing (5.9%).

Table 02: Teachers' opinion about the most important language skill for them.

Options	Frequency	Percentage
Reading	5	29.4%
Speaking	8	47.1%
Listening	3	17.6%
Writing	1	5.9%

Graph 06: *Teachers' opinion about the most important language skill for them.*



6.2.7 Question 07 is solely concerned with the reading skill competence; it is designed to investigate students' difficulties in reading.

Teachers' answers were as the following:

- Because they hadn't enough listening and phonics courses
- They don't even read Arabic language fluently
- Because they are beginners
- Because they find it difficult to connect sounds with letters which leads to a problem in decoding words
- Vowels
- Lack of understanding the texts words lack of practice
- lack of confidence and sound recognition
- The reading session isn't given much time and importance in the curriculum
- We don't have enough time to focus on reading within the classroom
- Because they usually cannot identify the sounds they hear and they cannot associate them with words they see.

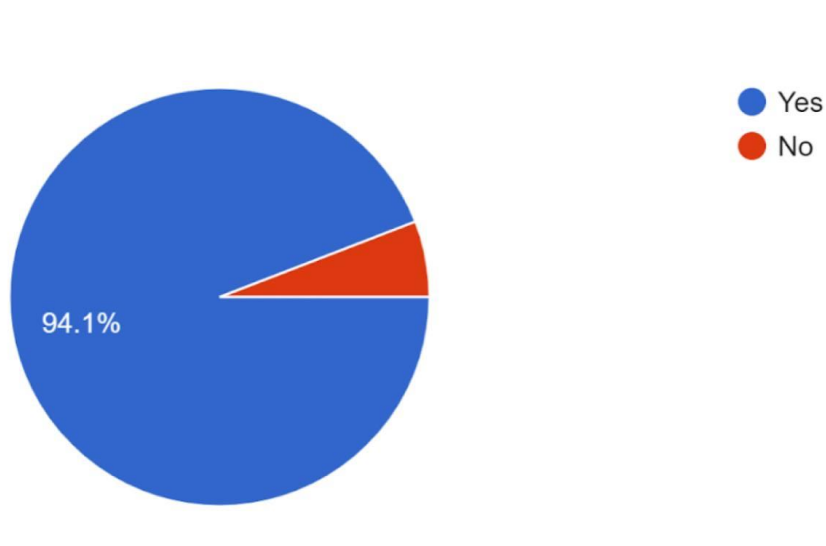
- Reading difficulties can be caused by dyslexia, hearing problems, or not having fun while reading which means lack of interest
- Because they spell the words letter by letter as it is written as they do in French
- it's their first year in learning English as a new language
- The fact that they don't read outside the classroom. There is no encouragement to read at home

6.2.8 This item (question 08), seeks to explore the difficulties faced by pupils in recognizing words. From table 4, it is clearly that the majority on a rate of (94.1%) choose yes, while only few with a rate of (5.9%) answered that pupils do not face difficulties in recognizing words.

Table 03: Teachers' opinion about pupils' word recognition.

Option	Frequency	Percentage
Yes	16	94.1%
No	1	5.9%

Graph 07: Teachers' opinion about pupils' word recognition.

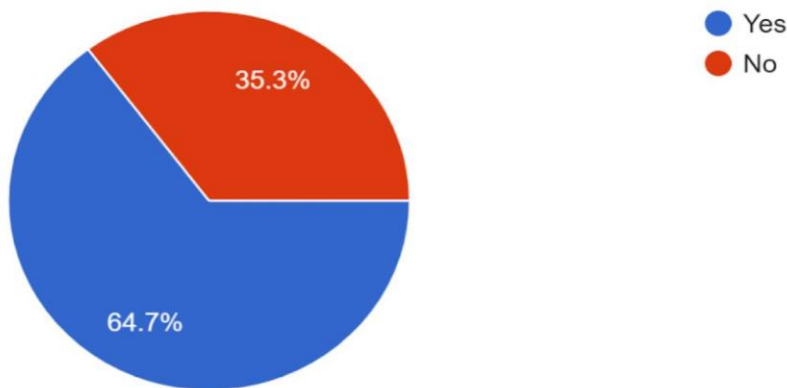


6.2.9 This item (question 09) is devoted to investigate the pupils' motivation, potentials and engagement during reading sessions. (11) Teachers with the rate of (64.7%) agreed that the pupils participate during the reading session, while (06) teachers with the rate of (35.3%) disagreed with that, which is presented in both Table 04 and graph 08.

Table 04: *Pupils' participation during reading sessions.*

Option	Frequency	Percentage
Yes	11	64.7%
No	6	35.3%

Graph 08: *Pupils' participation during reading sessions*



6.2.10 The use of this item (question 10) in this study relies on the fact that teachers possess valuable insights into their students' needs, learning styles, and progress. By seeking their input, we can tailor educational materials to better match these factors, ultimately enhancing the learning experience. Therefore, teachers are experts in their subject matter and pedagogy. They have a deep understanding of the curriculum and the skills and knowledge students should

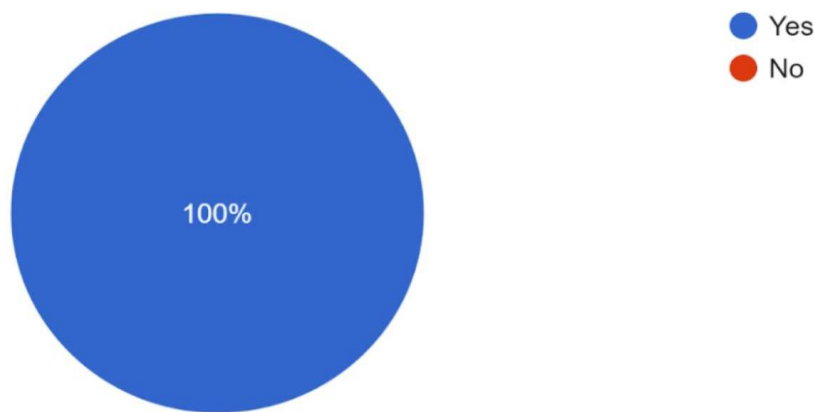
acquire. Consulting teachers ensures that the materials align with educational goals and standards.

In this light, the following table (5) emphasizes that All teachers 17 with the rate of (100%) see that selecting the appropriate material for their pupils in a necessity.

Table 05: *Teachers' opinion about the necessity of using materials to teach*

Option	Frequency	Percentage
Yes	17	100%
No	0	0%

Graph 09: *Teachers' opinion about the necessity of using materials to teach*



6.2.11 In the question 11, the main aim behind asking this question is to investigate the different methods teachers use to improve their students' word recognition. Thus, teachers, being intimately involved in the day-to-day learning experiences of their students, can offer valuable insights into strategies, resources, or teaching methods that could enhance word recognition skills. Their feedback can inform curriculum adjustments, the selection of

appropriate materials, and the implementation of effective instructional techniques, ultimately leading to improved literacy outcomes for students.

The teachers' answers were as the following:

- Focusing more on writing words and reading them at the same time and make them see the pictures with the written word
 - Using flashcards of letters and order them, use pictures and realia
 - I use flashcards and digital resources like online platforms that offer word recognition exercises
 - By asking them to write it on the board
 - Using dictionaries to explain words. Introducing the words in pictures
 - oral drills and writing
 - By associating pictures to the words to be remembered visually
 - Using funny activities and printable sight words worksheets
 - By sounding letters and decoding words and by explaining the letters sound
 - To improve word recognition, students can practice reading regularly and be introduced to new vocabulary. Also, using a flash-cards to introduce the new vocabularies helps a lot
 - Slates Flash cards and audio-visual materials
 - Repetition
-

6.2.12 This item (question 12) is devoted to investigate whether pupils tend to find difficulties in reading to help assess the effectiveness of the teacher's instructional methods and the quality of the reading materials being used in the classroom. Additionally, asking if pupils read easily can highlight potential challenges or areas where students may need

additional support. If a teacher reports that some students are struggling, it can prompt discussions on how to provide targeted interventions and support for those who need it, ensuring that no student is left behind in their reading development.

Table 06: *Teachers' opinion about pupils' reading competence.*

Yes	No
<ul style="list-style-type: none"> • They read slow but sure • Yes • Every single word mentioned in the coursebook is familiar and has been tackled before • Yes • yes, but not all of them • They are able to Read simple words because we have concentrated on the listening and speaking skills more than reading 	<ul style="list-style-type: none"> • No, the primary syllabus doesn't focus on teaching them how to read rather than to speak at the first place • No, because they have a problem of decoding and they can't connect sounds with letter • No, they don't because they usually difficulties in dividing words into syllabus beside they don't associate sounds into letters • No • Not really because they have lacks of exposure to English and they cannot decode words besides having obstacles in dividing words into syllables • It depends, nut generally no. because of the lack of practice regularly • Hardly • Not really

6.2.13 The main aim of the (question 13) is to investigate if teachers usually do first read and the reason behind it. Here, all teachers confirmed that they do the first reading with heterogenous justifications.

Table 07: Teachers’ opinion about reading first before pupils in the classroom.

Yes	No
<ul style="list-style-type: none"> • Yes, I go first • I always do the first reading in a clear and understandable manner so that my learners take the right pronunciation of words • I do the first reading I do my first reading to make the words clear to them and correct in terms of pronunciation • I do the first reading, then make the brilliant pupils reads for his friends to understand • Yes, to clarify the words pronunciation • I do • Yes, because the first reading matters to remember the pronunciation of the word correctly • Yes, I read first • I do my first reading • I do the first reading to give them a general idea about the text topic • I do the first reading loudly, basically because Reading aloud targets the skills of audio learners. Also, the pronunciation of the new vocabularies can be difficult for the learners in the first time, I try to make it easier for them • Yes/ to teach them how to read in a correct way 	<p>Most of the time I ask them to prepare and read first so they can figure out their mistakes later on.</p>

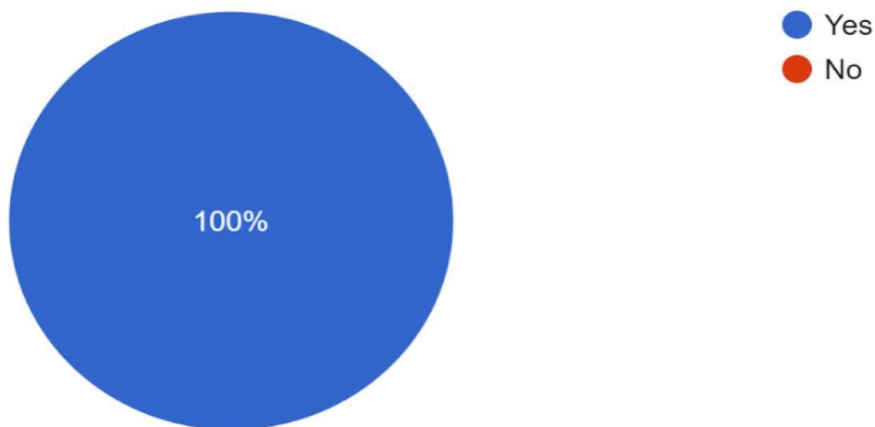
6.2.14 After asking the teachers if they start reading the first, then we asked them if they allow their pupils to read loudly to serve major reasons as: First, it could be a part of assessing the teaching methods and classroom dynamics. Reading aloud can be an important activity to improve students' pronunciation, comprehension, and confidence in their speaking skills. Second, it might be relevant for evaluating classroom engagement and participation. If students are reading aloud, it can indicate their active involvement in the learning process. Lastly, the question could serve as a basis for discussing potential challenges or opportunities in the classroom, such as identifying students who may need extra support in improving their oral reading skills or exploring ways to make reading aloud more interactive and effective.

As it appears in both (table 06) and (graph 10), (17) Teachers with the rate of (100%) said that ask them to read loudly.

Table 08: *A percentage of the teachers who allow their pupils to read loudly in the classroom.*

Option	Frequency	Percentage
Yes	17	100%
No	0	0%

Graph 10: *A percentage of the teachers who allow their pupils to read loudly in the classroom.*



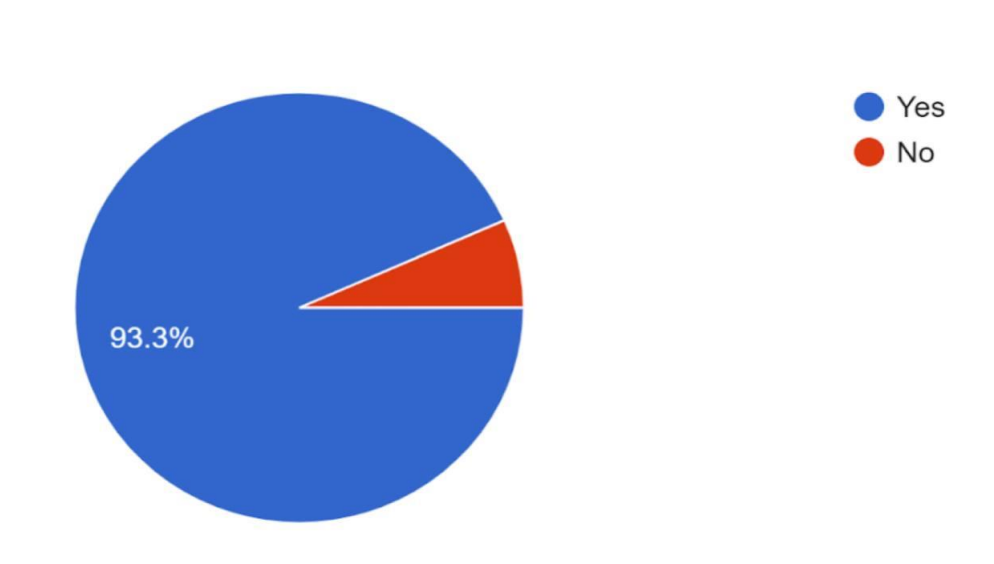
6.2.15 In order to obtain a full comprehension from the teachers and provide insights into their pedagogical philosophy and the emphasis they place on memorization as a learning strategy. This question can help gauge whether the teacher focuses on rote memorization or if they employ more interactive and comprehensive methods to promote a deeper understanding of concepts and language.

Here, (16) Teachers with the rate of (93.3%) agreed that they generally ask their pupils to memorize words, while (01) teacher with the rate of (6.7%) disagreed with that, which is presented in both (Table 07) and (graph 11)

Table 09: *Teachers’ opinion about words memorization by pupils.*

Option	Frequency	Percentage
Yes	16	93.3%
No	1	6.7%

Graph 11: *Teachers’ opinion about words memorization by pupils.*



6.2.16 After asking the teachers if they ask their pupils to memorize words, we wanted to investigate the way they want their pupils to do the process of memorizing as much words as possible to improve their vocabulary and help educators, parents, or learners themselves

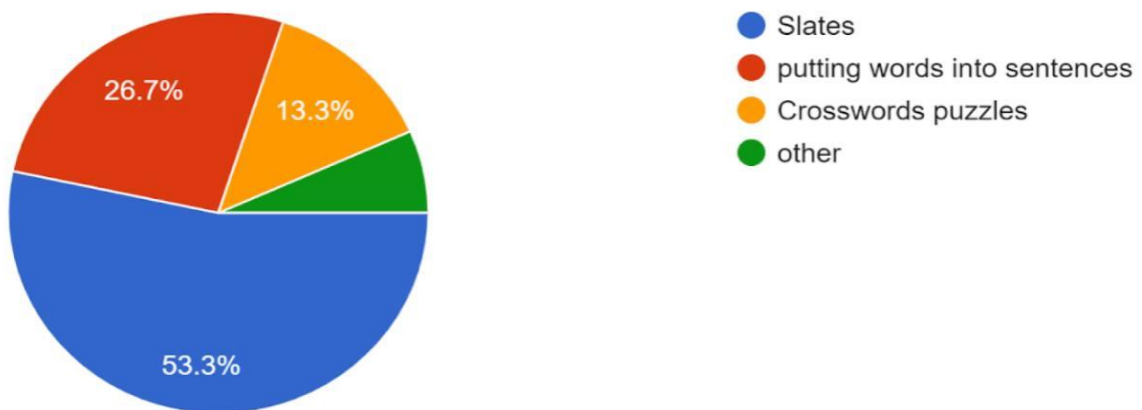
refine their own word memorization techniques, fostering more efficient and enjoyable language acquisition.

As it appears in (table 08), (08) Teachers with the rate of (53.3%) said that their pupils memorize with slates, while (04) teachers with the rate of (26.7%) said that their pupils memorize with putting words into sentences, and 2 teachers with the rate of (13.3%) said that their pupils memorize with crosswords puzzles, and only 1 teacher said that his/her pupils memorize with other methods which is presented in both (Table08) and (graph 12).

Table 10: *Teachers’ favorite material to improve their pupils’ words memorization.*

Option	Frequency	Percentage
Slates	8	53.3%
Putting words into sentences	4	26.7%
Crosswords puzzles	2	13.3%
Other	1	6.7%

Graph12: *Teachers’ favorite material to improve their pupils’ words memorization.*



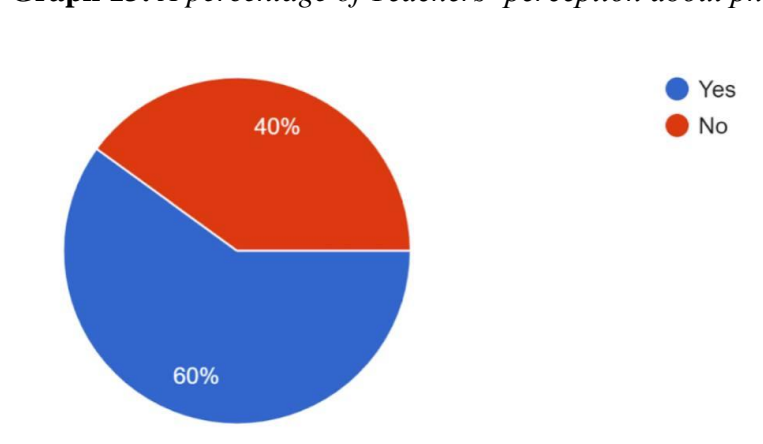
6.2.17 The main aim of this question is to determine whether teachers emphasize on phonemic awareness and phonics in their teaching approach. Therefore, (09) Teachers with the rate of (60%) agreed that they teach them to associate sounds to letters, while (08) teachers with the

rate of (40%) disagreed with that, which is presented in both the following (Table11) and (graph 13)

Table 11: *A percentage of Teachers' perception about phonemic awareness*

Option	Frequency	Percentage
Yes	9	60%
No	8	40%

Graph 13: *A percentage of Teachers' perception about phonemic awareness*



6.3 Experiment data analysis

The final data were obtained from the experiment conducted with the pupils to examine the impact of using the suggested teaching intervention on pupils reading skills improvement. At this stage the pupils were tested using the reading test. Both control and experimental groups received the post-test. Then, their scores were compared to check if there are any differences. Accordingly, the T-test is used at this level to test this study main hypothesis:

- There is no statistically significant difference between experimental and control groups performance in the post-testing phase.

Specifically, the independent equal groups T-test is used. The following table displays the data obtained from the difference test between control and experimental groups' performance in the post test.

Table12: *Independent equal groups T-test between the experimental and control groups pre-test performance*

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif	Std. Error Dif
Groups	Equal variances assumed	9,43	,172	3,43	62	,001	1,43	,41
	Equal variances not assumed			3,43	52,38	,001	1,43	,41

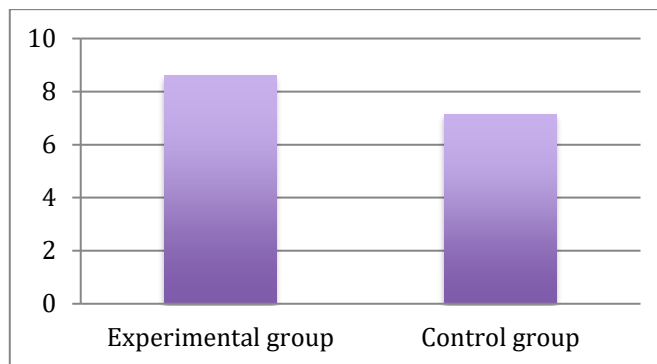
From table 12, the value of p ($p=0.172$, $p>0.05$) relevant to Levene's test of groups variances equality, which reveals that both groups have equal variances leads the analysis to read the values of T-test in the case of assumed equal variances. Accordingly, the t value ($t=3,43$), at degree of freedom $df=62$, is statistically significant since $p=0.003$ is less than 0.05 ($p<0.05$). Consequently, and since $p<0.05$, the null hypothesis is rejected and the alternative one is accepted concluding that there exists a significant difference between experimental, and control groups performance in the post-test. Given the positive value of the T test ($t= 3,43$) it can be said that the experimental group performed better than the control group revealing the impact of the use of the teaching intervention with the experimental group. To confirm this finding the means of both groups are displayed in the following descriptive statistics table.

Table 13: *Descriptive of the performance of both groups in the post test*

	N	Min	Max	Mean	Std. Dev
Experimental group	32	5,00	10,00	8,59	1,26
Control group	32	3,00	10,00	7,15	2,00
Valid N (listwise)	32				

From table 13, the difference between the means of both groups is clear. With a difference of 1.44 it is clear that the experimental group performed better than the control group. Moreover, the mean of the experimental group is $X=8.59$, revealing an excellent level of performance in the reading test. This finding is graphically displayed on graph 14

Graph 14: *the mean difference between experimental and control groups in the post-test*



7 Discussion of Findings

In this section, the findings accumulated will be discussed in relation to research questions. The discussion will include responding to the questions and integrating the findings with relevant studies in the literature review. The current study aims to Exploring the Impact of Phonics Teaching Strategies on Improving EFL Primary School Reading Skills.

It is essential to investigate the teachers' methods of teaching to shed light on the mistakes they may encounter inside the classroom. Therefore, based on the observation of many teachers, the majority still focus on starting with teaching the alphabet song, then trying

with teaching vocabulary and making sure that pupils are memorizing them. With the help of a teacher from the 1st November primary school in Bousaada, whom we cooperated with in this research experiment. We have done a final test on pupils in which we have observed a vast difference in acquiring the reading skill, comparing to the results of the current curriculum of the Ministry of Education. Adams (1990) confirms the ineffectiveness of using the Alphabets' song when teaching reading arguing that "The alphabet song focuses on the names of the letters but does not emphasize the sounds they make. This can hinder the development of phonemic awareness, which is crucial for reading. Phonemic awareness is the ability to identify and manipulate individual sounds in words, and it is a strong predictor of reading success." In this sense, Ehri (2014) confirmed the fact that the alphabet song has its place in early childhood education for introducing the alphabet, it should not be the sole method used to teach reading. Saying that the alphabet song focuses exclusively on the English alphabet and does not address other important elements of reading, such as sight words or the role of punctuation and spacing in text. Reading requires a broader range of skills and knowledge.

A questionnaire was addressed to 17 teachers who work in different primary schools in Algeria to investigate and evaluate the coursebook and the way they apply it when teaching young learners. Therefore, the majority of them admit that the coursebook covers the subject matter, whereas three of them claimed that the book has failed to cover the subject. The general reason is that the coursebook topics and communicative objectives match the pupils' needs at this stage. Thus, the book covers the essential themes like: Family, friends, school, home, playtime, pets, and birthday theme. Moreover, (76.5%) of the sample agreed on the fact that the content of the book is relevant to the intended audience because the coursebook considers the pupils developmental stage, interest, and learning needs, their cognitive abilities, attention span, and interests. Uses age-appropriate themes, topics, and vocabulary that resonate with their daily lives. As well as it connects the content to the real lives of young learners. Uses

scenarios, stories, and examples that they can relate to, making the learning experience more meaningful and applicable. In addition to the fact that the coursebook has a gradual increase in complexity and difficulty, Thus, it starts with simpler concepts and gradually builds upon them to ensure a smooth learning progression. Beside considering cultural sensitivity.

The majority of teachers (76.5%) stated that the coursebook includes helpful features, such as illustrations, exercise and activities besides it is easy to use while only five claimed that it lacks examples and opportunities for practice, which may prevent learners from finding it difficult to apply the concepts they're learning. However, the coursebook should Incorporate a variety of interactive activities, such as discussions, group work, hands-on tasks, and multimedia elements. Interactive elements keep learners actively engaged and provide opportunities for different learning styles. (Byra, 2006)

Nine teachers mentioned that the coursebook features are not effective in helping students learn because there are some background factors that affect this matter such as the lack of alignment with learning objectives which means that the coursebook features do not align with the learning objectives of the course and they may not contribute effectively to learning outcomes. While, (47.1%) of the teachers claim that the coursebook features consider the diverse learning styles, backgrounds, and needs of students.

On the other hand, eleven teachers mentioned that the coursebook content aligns with the overall learning objectives of the course while (35.3%) claimed that this course book does not match with the learners' objective at this learning stage.

On a scale of 10, the majority gave the rate of 5 (29.4%) to the learners' skills after finishing the coursebook which confirmed the aforesaid in the observation phase that most teachers rely on teaching the alphabets without linking them to their sounds, the thing that

decreases the connection between sounds (phonemes) and the group of letters (graphemes) that represents those sounds.

Eight teachers mentioned that speaking skills are the most important skill that learners should acquire at this stage, while five teachers said that reading is the most important, in the other hand, only three teachers claimed that listening is a necessary to learn and one teachers stood with writing, this statistic proves that most teachers often focus significantly on teaching reading and speaking skills because these two skills are fundamental for effective communication and overall language development to ensure communication, as well as reading allows learners to understand and interpret written messages, while speaking enables them to express their thoughts, opinions, and ideas verbally. According to Snow et al. (1998), reading and speaking are core components of communication. Being able to read and understand written text and express oneself through speech are essential for effective communication in both academic and real-life situations. Anderson & Pearson (1984) confirmed this stating that reading is the primary means through which individuals access information in written form. Proficient readers have the ability to learn independently by reading books, articles, research papers, and online resources. Moreover, Reading and speaking skills are directly applicable to real-life situations. As well as speaking involves active language production, requiring learners to generate sentences and formulate ideas in real time. This process enhances linguistic creativity and adaptability.

Many young learners often struggle with reading during their early years of study. Teachers mentioned that this challenge arises because reading is a foreign language for them. Additionally, several factors contribute to their lack of reading fluency. For instance, some students do not engage in reading outside the classroom, while others lack encouragement to practice reading at home. They pointed out that a major issue is the inadequate exposure these students have to the language, which also affects their proficiency in Arabic. According to

some teachers, the students struggle to identify and remember the sounds they hear and struggle to connect them with the words they see. They also argued that the difficulty in reading stems from its foreign nature, compounded by a lack of daily practice. On the other hand, they hold the belief that students face reading difficulties primarily due to a limited understanding of the vocabulary within the text. Most students tend to read the text only once when in fact multiple readings are necessary, in addition to the aforementioned challenges. As well as that reading sessions are not given much time in the curriculum. However, Learners often encounter various challenges in reading. These issues can be attributed to factors like language proficiency, reading comprehension, and learning disabilities. individuals with difficulties in word recognition may have underlying phonological processing deficits, which affect their ability to decode and recognize words based on their phonological components. Snowling, M. J. (2001).

The majority of teachers confirmed that students find difficulties in recognizing words, whereas only (5.9%) claimed that they read easily because Rapid word recognition is essential for fluent reading. Therefore, Young learners may need more time to visually process and recognize words, especially if they have not encountered those words frequently before. This can slow down their reading speed and hinder comprehension. Besides, the Lack of Phonemic Awareness. Thus, the ability to recognize and manipulate individual sounds in words is crucial for efficient reading. If young learners have not yet developed strong phonemic awareness skills, they may struggle to sound out words and decode them accurately. According to Gough and Tunmer (1986), Word recognition, the ability to quickly and accurately identify words, is a prerequisite for reading comprehension. Young learners need to be able to recognize words effortlessly to focus their cognitive resources on understanding the meaning of the text. In this light, Biemiller in 2005 stated that Word recognition contributes to vocabulary development. As young learners read and encounter new words, they expand their vocabulary, which is essential for comprehending more advanced texts and participating in classroom discussions.

Therefore, eleven teachers mentioned that pupils participate during the reading session while six teachers claim that their pupils avoid participation and have challenges during this session due to a combination of cognitive, linguistic, and environmental factors. Therefore, they might have a lack of phonemic awareness, and the inability to recognize and manipulate individual sounds in words, which is crucial for efficient reading. In this sense, if young learners have not yet developed strong phonemic awareness skills, they may struggle to sound out words and decode them accurately. Efficient word recognition leads to reading fluency. When young learners can read words accurately and automatically, they can read with greater speed and expression, making their reading more enjoyable and effective (National Institute of Child Health and Human Development, 2000).

All teachers agreed on using the right material to improve word recognition because the right materials can engage pupils and cater to various learning styles, making the learning process more effective and enjoyable. When pupils are interested and motivated by the materials, they are more likely to retain the information and develop a deeper understanding of the subject matter (Blumenfeld, 1991) Moreover, pupils have diverse learning preferences and needs. Some may learn better through visual aids, while others may prefer hands-on activities or reading. Choosing the right materials ensures that different learning styles are accommodated, helping all students succeed. High-quality materials are often designed to explain concepts clearly and concisely. This clarity can enhance students' understanding of complex topics and reduce confusion. Well-organized and structured materials can guide both teachers and students through the learning process. The same finding could be in multiple research paper Thus, according to Alabere Rabiati Ajoke (2015) the effectiveness of instructional materials in promoting students' academic performance in teaching and learning is indisputable. It provides the much-needed sensory experiences needed by the learners for an effective and meaningful behavioral change. Instructional materials are meant to improve the

quality of education for effective academic performance of students in schools. The performance of the students on the intended learning outcomes provides the validation – loop on the success of the interaction and instruction. Although teachers use different instructional materials to motivate learning by using textbooks, charts, models, graphics, real objects as well as improvised materials (Awotua-Efebo, 2001).

Teachers employ a variety of enjoyable and diverse activities to aid word pronunciation. One of the prominent techniques they incorporate is phonics. On the other hand, teachers utilize printable sight word worksheets, scribing unfamiliar words on the board and phonetically breaking them down, along with an array of engaging activities designed to maintain student interest as they advance in their word deciphering abilities. However, teachers hold the belief that utilizing dictionaries for elucidating unfamiliar words, spelling them out, and integrating these words into other tasks can be a valuable approach for word recognition. As well as they aid their students in enhancing their word recognition skills by enunciating letters and decoding words. Meanwhile, emphasizing on the significance of learners attaining mastery over the alphabet's names, shapes, and corresponding sounds to bolster word recognition is effective for words recognition. However, teachers mentioned that they employ a methodology involving word introduction through visual aids and encourages students to repeat the process. Kochhar (2012) supports this view by saying that, instructional materials are very significant learning and teaching tools. He adds that there is need for teachers to find necessary and relevant instructional materials to complement classroom interaction and textbooks in order to broaden and arouse students’.

Teachers expressed that their reading challenges stem from having limited exposure to the English language and an incapacity to decipher words, resulting in a lack of grasp when constructing coherent sentences. They observed that students encounter difficulties in reading smoothly due to insufficient engagement in such exercises, both within the classroom and

beyond. Therefore, they shared that numerous pupils' encounter hurdles in reading as they find it tough to recall word pronunciations, and they brought up that barrier in segmenting words into syllables and connecting sounds with letters impede effortless reading. On the other hand, Teachers underscored that a subset of their learners encounters trouble in reading and even verbal communication.

Teachers mentioned that they initiate by reading aloud as it enables students to recognize meaningful units like phrases, rather than focusing on individual words. This practice aids in distinguishing punctuation marks, stress patterns, and intonation within words. Therefore, they explained their approaches of reading aloud initially to provide a broad overview, allowing students to grasp the exact sounds of letters. Subsequently, she identifies words they excel at reading before extending the practice to the entire class. Additionally, they address challenging words during the pre-reading stage, encouraging silent reading among pupils. Moreover, Teachers asserted that the initial reading serves the purpose of clarifying words for students, besides helping in pronouncing unfamiliar words that might appear. Lastly, Teachers presumed that their role as a model led them to conduct the first reading, with students following their pronunciation and intonation cues.

According to the gathered data from the questionnaire, a rate of (93.3%) of the teachers said that they ask their pupils to memorize words; the majority use slates, four of them mentioned that they usually put words into sentences while few mentioned using crosswords puzzles. In the other side, nine teachers said that they teach their pupils to associate sounds to letter while eight mentioned that that they usually don't link letters with their sounds. Which explain the reason behind the lack of reading skill. Therefore, the suggested protocol for teachers verified that its approach involves initially guiding students to differentiate between the sound and the corresponding letter. This distinction is crucial due to English having

instances where the same letter is pronounced differently. Because, Understanding the difference between letters and sounds is essential. Teacher should presume their method to include a slow, word-by-word reading aloud, enabling students to connect letters and their combinations with the heard sounds. However, some teachers mentioned in the questionnaire that their technique encompasses dividing words into syllables or employing various activities, such as teaching the initial sounds in English and illustrating how a letter can have multiple sounds based on its position within the word. Beside, introducing a picture associated with the target sound and engaging students with questions about the image, focusing on the initial sound, and then leading them in separately producing and repeating the sound.

The final test was acquired from an experiment involving students, aiming to assess the influence of the recommended teaching intervention on the enhancement of their reading skills. During this phase, the pupils underwent a reading test. Subsequently, both the control and experimental groups underwent the post-test, and their scores were compared to identify any disparities. To assert the primary hypothesis of this study, the independent equal groups T-test was employed, which leads us to confirm that there is no statistically significant distinction between the performance of the experimental and control groups in the post-testing phase.

8 Conclusion

This chapter covered the practical side of the thesis, such as data collecting, teacher questionnaire, observation, and data analysis of the final test. The findings showed the teachers' perspectives on the impact of phonics training on students' reading development and the extent of the suggested intervention validity on the word recognition for pupils. The research findings indicate that third-year primary school learners have difficulties in word recognition. Whereas, pupils who study with the help of the proposed program and the main focus at the beginning was on teaching the sounds of the letters they gained higher scores by the end. In this sense,

incorporating phonics instructions into a primary school program has a beneficial impact on students' reading fluency in English. A little emphasis is placed on phonics training; some teachers tend to use phonics instruction, and some still care only about the meaning of the words. Learners face problems with sounds that are mixed with other sounds, such as short and long vowels. In conclusion, since teaching phonics has a significant impact on learners' recognition of words, we strongly advise Algerian English instructors and curriculum designers to spot a light on the issue of teaching reading phonics and consider this suggested program as an initial phase.

9. Recommendations

Integrating a phonics-based educational curriculum into the coursework will likely result in substantial progress, particularly in enabling students to read independently, without relying on teacher support. As (Douglass, 2003) once remarked, "Once you acquire the skill of reading, you attain lasting freedom." This study underscores the importance of phonics as a solution to several challenges encountered by educators.

The Following recommendations have been made based on the study's findings and conclusions:

- The use of systematic phonics instruction is recommended as a foundational approach for teaching young learners to read. Phonics helps children decode words and understand the relationship between letters and sounds.
- EFL instructors should take into account their students' needs and preferences when designing reading lessons.
- Teachers should diversify the materials used in the classroom to ensure greater accessibility for learners.

- Emphasize the importance of exposing young learners to books and reading materials from an early age. Encourage parents and educators to read to children regularly to instill a love for reading.
- Encourage teachers and parents to read aloud to young learners regularly. Reading aloud models fluent reading and exposes children to a wide range of texts.
- Suggest using technology as a supplement to traditional instruction, such as interactive e-books and educational apps. However, emphasize the importance of moderation and supervision.
- Suggest creating a school and home environment that fosters a reading culture. This can include reading challenges, book clubs, and author visits.
- Middle school educators should design activities that promote the application of new vocabulary acquisition techniques and offer ample opportunities for practice.
- Expanding the inclusion of English reading sessions in the school curriculum can enhance students' vocabulary.

9. Limitations of the study

While our study focused on Exploring the Impact of Phonics Teaching Strategies on Improving EFL Primary School Reading skill in the 1st November primary school in Bousaada in Msila, it's important to acknowledge that the results and conclusions drawn may have limited generalizability to more diverse student populations. The participants in our study primarily consisted of students from a single demographic background, and the school setting may not adequately represent the varied educational contexts found in different regions or among more diverse student groups.

This limitation suggests that caution should be exercised when extrapolating our findings to schools with students from different socioeconomic backgrounds, linguistic diversity, or varying levels of prior phonics instruction. Future research should aim to replicate

the study in a broader range of settings to better understand the effectiveness and challenges of integrating phonics interventions in more diverse primary school environments.

Another difficulty that we have witnessed when conducting this research is that the curriculum is still new for the teachers, and no study or research has been found to be used as a reference.

General conclusion

General Introduction

This study set out to investigate the challenges confronted by newly enrolled primary school students, examining both their impact and the techniques employed for word recognition through phonics in the third-grade classrooms of the 1st November Primary School in Bousaada, M'sila. To enhance word recognition abilities, the research introduced a structured approach that emphasized explicit and systematic phonics instruction for reading education. In pursuit of this objective, seventeen educators were interviewed regarding their strategies for addressing word recognition challenges among third-year students, leading to the formulation of the following hypothesis in response to the research questions: The integration of phonics lessons into reading sessions could potentially aid children in recognizing words and, consequently, advance their reading skills.

This research employed both qualitative and quantitative methods for the analysis of data collected from EFL teachers and primary school students, incorporating a structured questionnaire and classroom observations.

Teachers concurred that phonics appears to be a promising instructional approach for teaching reading in an EFL classroom. They underscored the significance of connecting sounds with letters, emphasizing its substantial impact on students' reading development in English when appropriate materials are utilized. Furthermore, curriculum designers should place greater emphasis on addressing reading-related challenges. It is evident that both teachers and students share a sense of frustration stemming from their inability to attain high scores on English exams due to limited reading abilities and a low literacy rate. As a result, phonics training emerges as a crucial component in reading education for various reasons:

- Phonics instruction imparts knowledge of the connections between letters and sounds, facilitating accurate word decoding and pronunciation.
- It expedites word recognition, empowering students to swiftly identify and comprehend words independently by grasping sound-symbol correspondences, thereby enhancing their overall reading fluency.

General Introduction

- Phonics education introduces students to a diverse array of words, contributing to vocabulary expansion and comprehension improvement.
- It empowers students to become self-reliant readers, enabling them to tackle new texts independently, thereby boosting their confidence and nurturing a lifelong love for reading.
- Phonics holds particular importance in early literacy development, equipping young learners with fundamental reading skills from an early age, thereby providing them with the tools necessary for continued reading progress throughout their academic journey.
- Phonics training stimulates cognitive processes, including memory enhancement, attention to detail, and analytical thinking.
- It fosters an understanding of language structure, encompassing elements such as syllables, sounds, and word patterns, which not only enhances reading but also contributes to improved writing and effective communication skills.

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Appendixes

Appendix 1: Questions of the observation.

- How do Teachers Interact with learners that are learning English for the first time?
- How do Teachers Start their Reading Class?
- Did the learners tend to apply their phonics knowledge and skills during reading activities?

Appendix 2: questionnaire of the study.

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF – M'SILA
Questionnaire**

Thank you for taking the time to answer this short questionnaire. Your participation will be kept confidential and anonymous.

- does the coursebook cover the subject matter?
- Is the content of the coursebook relevant to the intended audience?
- Is the content of the coursebook presented in a clear and concise way?
- Are the features of the coursebook easy to use?
- On a scale of 10; how do you rate the learners' reading skill after finishing the book?
- Which skills do you think are more important to improve the learner's level in English? (Speaking/Reading/Listening/ Writing)
- Why do students encounter difficulties in reading? (open-ended question)
- Do the students find difficulties in recognizing words?
- Do your pupils participate during the reading session?
- Do you think that choosing the right material is necessary?
- What do you think would improve their word recognition?
- Do your pupils read easily? If no, why?
- Do you do your first reading or you ask one of the learners to read first? Why?
- Do you ask them to read loudly?
- Do you generally ask them to memorize words?
- How do they memorize words?
- Do you teach them to associate sounds to letters?

Appendix 2: Pupils' test and final scores

NOVEMBER THE 1ST PRIMARY SCHOOL-BOUSAADA

3RD YEARS FINAL READING EXAMRD

TIME: 15MIN



1 Read the following words:

Ant	Cat	Dog	Sad	Pet
Bill	Bye	Home	Book	Match
Tick	Seven	Word	Cake	Rabbit
Monday	Knife	Familly	Speaks	Umbrella

2 Read the following sentences:

- It's a book
- I live in a flat
- The pen is green
- A pen on the bed
- What colour is it?
- This is a white board
- The book is on the table
- A black cat in a black bag
- My favourite toy is a robot
- There are five bedrooms in the house

Group 1 (the experimental group)

First name	Family name	Reading	Speaking
الباهي	المعتز بالله مسعود	10	9
بازة	عمر	7	7
بلواضح	سيف الدين فهد	8	9
بن السليخ	أروى	10	10
بن دين	لؤي	9	9
بن زيان	فاتح	8	10
بن شايب	رايس يعقوب	7	6
بن كيحول	أسينات	8	10
بن نوي	محمد إسلام	10	10
بوخلط	ريان	9	8
بوشنافة	سليم	10	9
حجيلة	سيرين شيماء	10	10
حركات	نورالهدى	9	8
دحيري	يوسف بشير	8	7
دريس	محمد	7	9
دفي	لينا	8	9
دوفي	جنان	9	10
زرقانة	حنين	10	10
شني	فيصل الطاهر	8	8
طبيي	مريم	9	9
عاشوري	تميم	7	8
عبداللطيف	محمد	5	7
عكة	يحي	7	8
فكاني	إنصاف ريحانة	8	9
فكاني	محمد حسام	8	8
قارة	محمد	9	9
لخذاري	سلمى	10	10
مدور	محمد	9	9
هوارى	رياض	8	8
والي	آسيا	10	10
يحياوي	محمد مصطفى	10	9
يرمش	عبد الكريم	10	10

Group 2 (control group)

First name	Family name	Reading	Speaking
الباهي	رتاج	7	8
براهيمي	أنس	9	10
بشيري	محمد	8	7
بلواضح	أماني رتاج	4	4
بن الدين	اسراء فاطمة الزهراء	9	10
بن زازة	علي	9	8
بن سليمان	ألاء السعدية	8	8
دقمان	أحمد أمين	8	7
بن عيسى	سيف الدين	6	5
بن لخضر	انس	8	8
بهي الدين	مكين منتصر بالله	9	6
جعفر	أيهم سيف الدين	3	3
جيلاني	رقية	6	6
حرود	نضال تاج الدين	10	7
حفيظي	موسى	5	5
خالدي	ملك	6	6
شلالي	آية	5	5
شني	جمانة أسيل	7	7
عبد اللطيف	جواد	6	5
هدروق	محمد	5	5
نايلي	إيمان	8	8
عكة	منار	9	9
فردى	حنان	5	5
نايلي	أحمد سند	7	5
قحيوش	نور اليقين	6	7
لطرش	يونس	6	6
ميمون	حيدر	3	3
لقراة	مصطفى	9	9
موساوي	إسراء		77
مدور	تسنيم	5	7
مراتي	أحمد	3	3
معمرية	عبدالمؤمن البشير	8	8

المخلص

هدفت هذه الدراسة إلى معرفة أثر إستراتيجية تدريس الصوتيات على تحسين مهارات القراءة لدى تلاميذ المرحلة الابتدائية في اللغة الإنجليزية. تم العثور على أدلة على أن تعليم الصوتيات يساعد متعلمي اللغة الإنجليزية كلغة أجنبية في التعرف على الكلمات ويعزز قدراتهم على القراءة. ولتحقيق هدف هذه الدراسة تم استخدام المنهج التجريبي، كما تم استخدام الاستبيان والاختبار كأدوات لجمع البيانات الأولية.

خضع لهذه الدراسة 68 تلميذاً مقسمين على مجموعتين حيث أظهرت نتائج هذه الدراسة وجود فروق ذات دلالة إحصائية بين مستويات مهارات القراءة لدى المجموعة التجريبية التي تلقت الدليل المقترح والتي تمت كمرحلة إعدادية، والمجموعة الضابطة التي تم تدريسها باستخدام الكتاب المقرر.

بالإضافة إلى ذلك، تسلط النتائج الضوء على فعالية استخدام استراتيجيات تعليم الصوتيات في تعزيز مهارات القراءة في إطار المدارس الابتدائية لتعلم اللغة الإنجليزية كلغة أجنبية. ونتيجة لذلك، توصي هذه الدراسة بتنفيذ تعليم الصوتيات كنهج تمهيدي قبل استخدام الكتاب المدرسي