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Text Adaptation as a Strategy to Teach the Reading Skill

to Third Year Secondary School Learners.

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fulfilment of the requirements for the degree of Master in Didactics

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Mrs/ BOUZID AZZAOUI Samira.

Date : May 5th, 2022.

Dedications

This modest work is dedicated to :

My dearest parents, both families BOUZID and AZZAOUI.

The person who shared with me my dream and helped me to realize it:

My dear Husband.

My little angels : Yahia and Saghira.

And to all the beautiful souls whom I have met along my life.

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Abstract

Reading is a fundamental language skill that an EFL learner must perform. The Algerian school system is giving it a great importance within the English Language Syllabuses, mainly, in the third year textbook 'New Prospects'. This study aims at investigating teachers' strategy 'Adaptation' to cope with the teaching of reading under the occurrence of Covid-19. To reach this end, a questionnaire for teachers, and another for learners were used. The data collected were analysed qualitatively and quantitatively. The results revealed that the textbook's texts are long, complex and not updated. It also revealed that teachers are doing their best by adapting these texts, so as to facilitate the task for their students, who confirmed that adapted texts helped them in their reading comprehension. Accordingly, this study emphasised that adaptation is proved to be effective to reach the goals stated by EFL teachers whenever teaching reading.

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List of Acronyms

EFL : English as a Foreign Language

ELT : English Language Teaching

CBA : Competency-Based Approach

BAC : Baccalaureate

AF :   Absolute Frequency

RF : Relative Frequency

P: page

General Introduction

Being one of the language basic-skills, reading helps the EFL learner decipher messages, build connections to express themselves. Reading is a process of connecting letters and sounds that makes up meaningful conceivable words, it is a skill that helps enriching the linguistic luggage of the learner. Thus, being a good reader, pave the way to be an effective EFL learner.

The appearance of covid-19 virus has got a lot of effects on teaching, time shortage is the most important one _because of the classes devision so as study in groups_ while syllabuses remains the same, teachers are obliged to manage themselves to reach the anticipated or the programmed objectives by adapting and focusing their attention on different strategies that allow them achieving their goals within the time allowed. As a matter of fact, teachers are trying to design reading courses in such a creative way that helps facilitate the task for their learners.

Reading is one of the active skills that ELT syllabuses have focused on, and this can be noticed in 3rd year textbook –New Prospect- which includes texts related to the different units scheduled.

The problem noticed is that these texts are most of the time long and above the level of the learners.This puts both teachers and learners in troubles, teachers tries to break the deadlock by using adapted texts so as to gain time and facilitate the task for learners.

In this research, we will investigate this area from different angles and we will answer the following questions :

-To what extent do teachers adopt such strategy?
-How far are teachers knowledgeable about the different tips of using such strategy?

-How do learners interact with textbook's texts and the adapted ones ?

Based on the research questions mentioned above, the following hypotheses have been formulated:

-Teachers adopt strategic ways to enhance their learners reading comprehension among which adaptation takes the lion's share.

- Teachers are aware of the process and manage to break the deadlock by finding solutions to every problem they may face during the process of adaptation.

- EFL learners have a tendency towards the adapted texts rather than the textbook's texts.

This research paper is a case study dealing with adaptating textbook's texts when teaching reading skill to third year secondary school learners, a method based mainly on both qualitative and quantitative approaches is used through two questionnaires designed to both teachers and EFL third year learners.

This extended essay is composed of two chapters. The introductory one deals with theoretical background of reading skill, it provides the reading skill defined, the reading types, as well as the teaching strategies , reading aspects, teaching reading under the main teaching approaches mainly the CBA , text adaptation for teaching the reading skill ; definition and aspects .

The second chapter deals with the research design and data analysis, the research work makes use of two questionnaires used for both quantitative and qualitative data collection. The first questionnaire was addressed to fifty eight third-year secondary school techers, and the second one was handed to seventy eight third year secondary school students, the chapters end with a discussion of the main findings and an interpretation of the results.

At the end of this research study, limitations of the study, and some pedagogical recommendations and suggestions are stated for further researches for the sake of improving and enhancing the target students' reading comprehension achievement, as well as facilitating the learning and teaching of the skill.

Chapter One

1.1. Introduction

This chapter sheds some light on one of the four basic language skills which is "Reading". As a matter of fact, it is a skill which requires the interplay of other sub-skills such as Skimming, Scanning, inferencing, predicting, and summarising.

The chapter presents definitions of reading from different points of views, stating the different strategies used when dealing with it, the different aspects related to it, and having a look on the various stages that a reader goes through.

It also offers a glance on teaching reading skill under the major approaches, mainly under the Competency-Based Approach. Then, it moves to the core of this research which is teaching reading skill through adapted texts; aspects of adaptation, difficulties faced when adapting texts regarding the sequence they appear within either " Read and Consider" in relation to the grammar points to be studied or " Reading and Writing " as to produce a piece of writing at the end.

1.2.   The Reading Skill Defined

In order to learn a foreign language, a learner is supposed to deal with the four fundamental skills. One of these main four skills is 'Reading' as it has great effects on vocabulary, spelling as well as writing.

Reading is an interaction between the reader and the writer in which the former has to decode a series of written symbols (letters, punctuation marks and spaces). In this respect, Goodman (1973 :162) states that the learner :(…) interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as wellas the language competence he has achieved.

Reading has also a deep meaning as stated by Dubin(1982) " Reading is a complex task "(p.125). Reading includes an interrelationship between multicognitive, metacognitive, linguistic, and socio-linguistic aspects.

From another angle, reading is an active task which requires the reader's mental and experimental inputs to comprehend the written message. To highlight the importance of reading comprehension, Rivers (1981 :147) stated that :

" Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of a language ".

It is also expressed by krashen (2003) : " We acquire language in only one way .when we understand messages ; that is when we obtain 'comprehensible input' "

Penny Ur (2012, p.133) emphasized that reading should go hand in hand with understanding. He concluded that " Reading means ' reading and understanding' a student who says, 'I can read the words but don't know what they mean' is not, therefore, reading, in this sense, he or she is merely decoding _ translating the written symbols into the corresponding sounds "

1.3.   Types of Reading

Foreign language reading is divided into two major types which are extensive reading and intensive reading.

1.3.1. Extensive Reading

Extensive Reading is defined by many scholars and researchers as reading large amounts of texts fluently and for meaning. It is done outside the classroom for the learner's own pleasure and enjoyment.Davis(1995) comments that through extensive reading pupils are encouraged to learn pleasurable at their own level as much books as they can without pressure. This type of reading gives them the opportunity to choose the reading material that interests them.

Nuttall famously said, "reading is caught, not taught" (1996: 229). Maley explains the implications of this for teachers when he says, "We need to realize how much influence we have on our students. Learners do not just learn the subject matter we teach them; they learn their teachers. Teacher attitude, more than technical expertise, is what they will recall when they leave us" (1999:7).This means that teachers should reincarnate the model of the good reader.

1.3.2. Intensive reading

Intensive Reading is the kind of reading with full concentration and complete focus, inside the classroom seeking details using different strategies such as skimming, scanning…ect. These strategies not only provide students with a framework to work when they start comprehending a text but also help cosolidate information relevant to the text. Lewis and Hill(1992) express that it is necessary to activate learners' reading comprehension by means of activities implemented before going directly to the reading text. They suggest that learners should have suggestions that direct their intensive reading ; questions that help them brainstorm ideas about the text.

Something to be mentioned is that intensive reading builds language whereas, extensive reading practices it.They are not opposites but they work together.

1.4. Reading Strategies

A great deal of research has been done on the different reading strategies that learners use to solve the different problems facing them when reading. Scholars have identified many strategies such as Skimming, Scanning, Predicting, Inferencing, and Summarising. These reading strategies are purposeful means of comprehending the author's message. They influence readers adjust their reading behavior.

1.4.1 Skimming

Skimming is a method used by readers to get the general idea or summary of a text. A basic definition of Skimming is "running one's eyes over a text to get the gist of it " (Grellet & Seal cited in Pritchard & Nasr, 2004, p. 428). In other words it is a method of rapidly moving the eyes over the text with the purpose of getting only the gist.

In sum, Skimming is to read more in less time.

1.4.2. Scanning

Scanning is a technique used by readers when trying to locate a particular information by moving their eyes over the text to get the required data to answer given questions or filling gaps by finding a match between what they seek and what the text supplies.

1.4.3. Predicting

Predicting is a very useful sub-skill that the reader may use it to make predictions relying on his previous knowledge, and then guess the meaning of the text even if there exist unfamiliar words in the text .so that, he gets the meaning from the whole passage.

It is "the faculty of predicting or guessing what is to come next, making use of grammatical, lexical and cultural clue" (Grellet, 1996, p.17).

1.4.4. Inference

Inferencing is the process of reconstructing the writers unstated presupposition.i.e the ability to understand the meaning of a passage of a text without all information being spelled out. Grellet (1996) defines inferencing as

"making use of syntactic, logical, and cultural clues to discover the meaning of unknown elements" (p.14)

1.4.5. Summarising

Jones (2012) states, "This strategy is truly about equipping your students to be lifelong learners." As it it requires readers to determine what is important, to condense the information, and to state it in their own words and this will lead them to better comprehend any piece of literature.

1.5. Some Aspects of Reading Texts

There are a lot of aspects that are closely tied and related to reading texts among which Grammar, Vocabulary, Writing, Literary genres, and background knowledge.

Reading texts withing third year or baccalaureat classes are used either to present a grammar point or new vocabulary or to introduce students to a writing task.

1.5.1. Vocabulary

New vocabulary related to the unit learners are dealing with is highly needed, thus, reading texts are carefully chosen to expose learners to the appropriate words. Texts are also accompanied with Glosses. Glosses were defined by van Sterkenburg (2003, p.400) as "an explanatory lexicon clarifying the meaning of unfamiliar words or a note in the margin of a text or between lines, explaining or translating a difficult lexical unit in a manuscript or other text".(De Ridder, 2003) insists on the effectiveness of the use of Glosses as they help readers better understand the reading text.

1.5.2. Grammar

Syntactic   awarness   helps   readers   accomplishing   their   reading comprehension tasks effectively. Koda(2005) pointed out that all difficulties FL readers face are due to inadequate linguistic knowledge.

Though, this is not comprehensively accepted and so many scholars claim that FL readers do not need grammar knowledge for effective reading (Alderson, 2000). Bernhardt(2000) studied this issue and she reached the conclusion that

FL readers' text comprehension could not always be predicted by the syntactic complexity of the text.

There is now a general consensus that the issue is not whether to reach grammar or not ; in fact, it is which grammar items are needed to be taught (Thornbury, 1999). Nunan suggests what he terms an organic approach to teach grammar, he insists on giving learners « the opportunity of seeing the systematic relationships that exists between form, meaning, and use » (1998,102).

1.5.3. Reading and writing connections

Reading is a door through which the learner can enter to writing and this is well seen in writing development rubric in which the reading text pave the way to the learner to produce a piece of literature. Thus, reading and writing are two skills that can be integrated each to another.

From a cognitive prospective, reading and writing are considered similar processes since the same cognitive strategies are used when constructing meaning.

Both of them are interactive, recursive processes, and both activate language background knowledge, this means that both readers and writers have a meaning in their minds and always revise those drafts (Reid, 1993, p.4).

1.6. Reading Stages

When reading learners go through three stages. These are respectively : The pre-reading stage, the while-reading stage, and the post-reading stage. (Yazar, 2013)

1.6.1. Pre-reading Stage

"We will not get students to interact properly with spoken and written materials unless we ensure that their desire to read or listen has been awakened. Especially where the subject matter of the texts may not be immediately appealing to them we have the responsibility to make students interested and to encourage them to tackle the text with positive anticipation " (Harmer1991, p. 188)

During this phase teacher is supposed to make his learners predict what the reading text is about by providing opportunities for group or collaborative

work and for class discussion activities. He may ask questions related to the topic, using relia such as photos, introducing new appropriate vocabulary to the theme tackled. The teacher also clarify any cultural information which may be necessary to comprehend the passage and make students aware of the type of text they will read and the purpose(s) for reading.

Answers for the questions in this stage are to be checked within the comming stage which is while-reading stage.

1.6.2. While-reading Stage

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension. Yazar (2013)

The main goals of this stage is to understand the writer's purpose, the text structure, and to clarify content, develop conscious reading, teach the student how to skim and scan. To do so, the teacher design comprehension activities like completing diagrams or maps, making lists, true false questions …etc.

1.6.3. Post-reading Stage

Yazar (2013) sees that this stage is where students react and give views about the text. It mainly aims at consolidating or reflecting about what has been read. Learners may be asked to retell or summarise the story or even link some of its events with real life situations which can be indicators of their understanding of the topic (Cohen and Cowen 2008)

At this last step or phase the teacher plays the role of an evaluator, as he pays attention to the objectives set before, he evaluates his students' understanding using different techniques such as open discussions, writing summaries, dialogue completion….ect.

In the following table there exists the difference between good and poor readers during the three reading phases:

Table1.1. The Difference between Good and Poor Readers (Cook 1990: 116)

	Good or mature readers	Poor or immature readers
Before Reading	. Activate prior knowledge. . Understand task and set purpose. . Choose appropriate strategies	. Start readin without preparation . Reading without knowing why. . Read without considering how to approach the material.
During Reading	. Focus attention . Anticipate and predict. . Use fix-up strategies when lack or understand new terms. . Use text structure to assist. . Organize and integrate new information. .Self-monitor comprehension by : ☐ Knowing comprehension is occuring. ☐ Knowing what is being understood.	. Are easily distracted. . Read to get done. . Do not know what to do when lack of understanding occurs. . Do not recognize important vocabulary. . Do not see any organization. . Add on, rather than integrate new information. . Do not realize they do not understand.
After Reading	. Reflect on what was read. . Feel success is a result of effort. . Summarize major ideas. . Seek additionalinformation . Stop reading and thinking. .Feel success is a result of luck outside sources.	. Stop reading and thinking.

1.7. Teaching reading under the CBA

It is perhaps very wise to remind ourselves that in every era, technological advances have – despite our resistance- an impact on the school in particular and on the society in general. (Baich, 2008-2009). This is the case of the algerian educational system that goes through changes concerning methods and approaches adopted from the structural-oriented courses through which ELT was carried out under the grammar-translation method (1962-1971) ; and then the structuiral approach (1971-1981) to the communicative-oriented courses as an umbrella term that covers communicative approach(1981) till (2003) the adoption of the competency-based approach.

Throughout these changements, the place of reading has shifted to be a premordial skill by the adoption of the CBA which integrates a set of capacities and skills in addition to knowledge that are to be used efficiently in solving problem-situations.

More practically, it is to enable learners to develop competencies needed in future professions in the society and be open to new learning and new knowledge or what is known as lifelong learning.

Under the CBA in which teachers put learners in front of a simulation to real life problems.Thus, reading is always followed by activities related to grammar, vocabulary, writing development and so on ; so, it is no longer learnt in isolation from the other skills.

According to Kelly 'Teachers cannot distribute knowledge but only the raw material for knowledge construction[…]teachers can also provide good situations which foster social-interactive processes and provide individual learning space'.(Cited in Little 2003:169) this is the case where the teacher is just a guide and this is well-shown during the reading stages where the teacher plays the role of a supervisor and an evalutor .i.e the learner takes the responsibility for his learning following the learner-centered philosophy.

In sum, the teaching of the reading skill within the CBA might have a positive influence on learners" performance inside and outside the classroom (Benramdane, 2016).

1.8. Text Adaptation for Teaching The Reading Skill

Textbooks are probably the teacher's and the student's most valuable resource. They are normally quite well organized, and help them to progress step by step through everything the curriculum wants them to work on.

However we need to remember that textbooks are produced to be used by teachers in very different schools and with students whose knowledge and ability can vary greatly. They are never designed with the needs particular to your class in mind, and while they are valuable resources, they will rarely address the specific needs of your own students exactly as you would like them to. This is why teachers are tend to use textbook's texts' adaptation which is a technique that helps sutisfy learners' needs, and enhance the reading activity by making the reading texts more comprehensible.

1.8.1. What is adaptation ?

Adaptation is one of the most difficult terms to define, because of its etymology which means changing. According to Oxford English Dictionary, adaptation is « The process of modifying a thing so as to suit new conditions. » There is a consensus on the idea that textbook's texts adaptation is a technique used by teachers to satisfy their learners' needs, and to make the reading session more successful by making the reading text more comprehensible.

Adapted text is any text that has been changed from its original print format. This includes a variety of strategies to make traditional text accessible to students with a variety of learning styles. This may include presenting the text differently using visual aids such as images, simplifying it both in language, length, and complexity to meet the instructional level need of learners.

Modifications brought to the text can include altering the reading level of the text, summarizing the text using simpler terms, as well as adding images to contextualise the text by adding relevance.

Different adjustments are to be done such as keeping less sentences per page, simplified vocabulary, shortened passages, and even less complex sentences, just to address the need for students centeredness (Tomlinson, 2011).

This means that everything should be resolved around a centre " the learner", including task design, context, and instructions.

1.8.2. Aspects of Adaptation

Algerian teachers are most of the time in front of EfL students with different linguistic background, different culture, students with a variety of levels.Thus, they try to cope with the situation by adapting the textbook texts specifying special aspects or characteristics.

The kind and degree of adapting depends on the age and language level of the student so a teacher have to take into consideration the following elements : (1) semantic elements, (2) lexical elements, (3) syntactic elements, and (4) discourse elements.

1.8.2.1. Semantic Elements

The problem arises when the language learner is confronted with a secondary connotation of a word and, at best may know that word in its primary meaning, because these texts most of the time are designed for natives this is why they are using words with such connotations and thois is related to the cultural backgroung.

1.8.2.2. Lexical Elements

The prevalence of difficult words or phrases is the key problem when dealing with authentic material. For instance the use of infrequently used words (often they are words of Latin origin), verbal complexity such as the use of the auxilaury (to be) when using the passive voice, defenitions and this may be solved by using synonyms, paraphrase,and examples, Adding these features, where needed, will go a long way to solving the problem of unknown vocabulary.

1.8.2.3. Syntactic Elements

Another way to simplify a reading is to eliminate difficult structures, such as passives, using simple punctuation ; for example, dashes (_....._) instead of

commas to set off subordinate information and this will remind them about the arabic rule.

Avoid using long complex sentences is needed when adapting.

1.8.2.4. Discourse Elements

Knowing when to avoid and when to use redundancy is very important when adaptig because in some cases we are obliged to keep it just to consolidate the meaning of key concepts.

Paying attention to the the relationship expressed in transition words, such as however, because, and after that, which are sometimes omitted and this will probably affect the exact meaning.

At last successful adaptation requires careful attention to the semantic, lexical, syntactic, and discourse elements of the original text. By following the guidelines presented above, teachers can help their students improve their comprehension of written English.

1.9. Texts adaptation regarding the sequence they appear within

Anyone who browse through the third year textbook, New Prospects, will find reading texts in two different sequenses that are Read and consider within the first part of the unit which is Language outcomes.the second one is Reading and writing within the second part of the unit which is Skills and strategies outcomes.

1.9.1. Read and Consider texts

The main purpose of this sequence revolve around the text ; all grammatical structures, vocabulary, pronunciation and spelling must be present in the text given this is why an adapter should take into consideration these points in order to deal with. This aimes at getting the student iternalise the thematic and linguistic 'tools' he will make use of at the second part of the unit.

1.9.2. Reading and Writing texts

The focus in here falls on the structural and the discursive aspects of the text and the connection with the other primary skill ; writing , and the other

social skills such as collaborative work, peer assessment, and responding to problem _solving situations.As to eventually concretise in the Say it in writing and Writing development rubrics what is termed in the official syllabus as "*l'objective terminal d'integration*".

The teaacher who adapt the text in this case should take into account the skills and strategies to be fullfilled.

1.10. Types of Reading Comprehension Tasks

" An active process of comprehending where students need to be taught strategies to read more efficiently (e.g. guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc) " (Grabe, 1991:377)

There are so many different forms of reading comprehension tasks that can be used in testing learners' comprehension and stimulating their understanding of a text. How reading comprehension can be adequately assessed ?

Teachers can implement the appropriate techniques and use the assessment results to enhance the learning abilities. Sally and Katie (2008, p.27) identified some of these tasks.

1.10.1. True or False Questions

A type of a reading test that is familiar to most learners in different exams among which the baccalaureat examination .It consists of a text accompanied by a series of statements. Learners need to decide and mention whether the given statements are true or false according to the text they are required to read, instead of giving answers in a complex written response .They are good activities for memory of literal details in the text, but they are limited in assessing specific comprehension skills such as making inferences and meanings (Sally and Katie (2008).

1.10.2. Yes-No Questions

These are questions that should be answered with either yes or no. However; Sometimes the answer can be correct by chance .In this case the

teacher has to ask for justification from the text to validate the answer (Sally and Katie, 2008).

1.10.3. Multiple choice questions

Well spread activity among test designers, it is found even in high-stake exams such as the case of the BAC Exam.

1.10.4. Filling charts or gaps

This task is often used to test the student's comprehention since it gives them the opportunity to excerpt specific terms or suitable phrases to fill in the given chart or the blanks within the given short paragraph.

1.10.5. Re- ordering ideas according to their appearance in the text

This task is widely used among tests and exams, and students arefamiliar with it since their middle school. It test their comprehension and their logical understanding of the text's chronological ideas' order.

1.11. Conclusion

This theoretical chapter attempts to define the reading skill, shedding light on its different types and strategies. It also strives to focus on the aspects of the reading texts and the stages a reader goes through relying of course on different scholars' views.

This chapter concentrates on the adaptation of authentic material (texts) used in the reading session, and tries to make it clear for anyone who will read this piece of research, how a teacher adapt the textbook texts, through which steps, and following which strategies and aspectshe does so.

As the reading is a fundamental skill in language acquisition, the next chapter will present a case study, which will deal with adaptationg among reading classes, difficulties facing teachers along the process of adapting, and even the EFL students'views cocerning adapted texts instead of authentic ones.

Chapter Two

2.1. Introduction

This chapter is concerned with the empirical phase of this dessertation. It is the practical aspect of the theoratical one which deals with the textbook texts' adaptation to enhence third year secondary school students' reading skill. In other words the present chapter attempts to give a systematic description of the operation and how it affects students' output.

To attain this research goals, specific research design and methodology deemed necessary to collect both qualitative and quantitative data. The tool used is a questionnaire submitted to both teachers and learners.

A questionnaire is a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.The questionnaire was invented by sir Francis Galton. A well designed questionnaire should meet the research goal and objectives and minimize un-answered questions_ a common problem bound to many surveys.Thus, the questionnaire is designed to deal with this topic consists of both open format questions that are without a predetermined set of responses, and closed format questions that take the form of multiple-choice questions. A questionnaire is a good tool for the protection of the privacy of the participants, it allows to obtain results that are statistically significant.

2.2. Research Methodology

Two questionnaires are used to collect both qualitative and quantative data, questionnaires are given to both teachers and students.

2.2.1. Section One : Teacher's Questionnaire Analysis and Interpretation

2.2.1.1. Population and Sampling

The present questionnaire was handed to (58) randomly selected secondary school teachers of English, from different Algerian cities such as Tlemcen, Algiers, Annaba, Djijel, Mascara, and Sidi Bel Abbess. This was of course facilitated through the use of google forms. It took them around five minutes as an average time to complete. The informants are thirty nine females and nineteen males, their teaching experience ranges between one to thirty years in the domain of teaching English.The questionnaire was delivered in February 21st and closed in March 1st, 2022.

2.2.1.2. Description of the Teacher's Questionnaire

The questionnaire starts with a brief introduction, with the statement of the aim of the study and some research ethical considerations of concern to respondents.

It consists of a mixture of close-ended and open-ended questions (see Appendix). The teachers are asked to give answers to some questions by writing full statements or by ticking the right answer. The questionnaire contains 11 questions among which the two first ones are concerned with general information about the teachers' gendre and experience. The other nine questions are about the textbook's usefulness, the reading textbook texts' characteristics, the time devoted to the reading session, teachers are also asked about whether they adapt texts when teaching reading or not, why do they do so, and is it beneficial for both them and their students.

2.2.1.3. Analysis and Presentation of Teacher's Questionnaire

1. **Item one :** Teaching Experience:

    ☐   From 1 to 10 years

    ☐   From 11 to 20 years

    ☐ From 21 to 30 years

    ☐ 31 years and more

 This question's aim is to know about teachers' teaching experience.

Table 2. 1: Teachers' Teaching Experience

Response	AF	RF
From 01 to 10 years	44	76%
From 11 to 20 years	08	14%
From 21 to30 years	06	10%
31 years and more	00	00%

The majority of teachers (44 out of 58) with a percentage of 76 %, had experienced teaching English for a period ranging from one to ten years.Then, 8 out of 58 teachers (14%) have been teachingEnglish for eleven to twenty years. 6 out of 58 teachers (10%) claimed that they had been teaching English for a period of time that is from twenty one to thirty years. Finally, none of the teachers questinned had more than thirty years of experience.

This shows that the majority of the teachers asked have significant experience in teaching The English Language.

2. **Item two :** It was about teachers' gendre and the results were as follow : 39 women out of 58 informants representing 67%, and 19 men out of 58 representing 33%.This means that in our sample population we had more females than males.

3. Item three : Using the textbook is primordial to teach English to pupils.

□ Strongly agree

□ Agree

□I don't know

□Disagree

□Strongly disagree

This question was a multiple choice question about teachers' point of views concerning the use of the textbook and whether it is primordial to teach the english language or not. The results are summarized in the following table:

Table 2.2: The importance of the Textbook in Teaching.

Response	AF	RF
Strongly agree	5	9%
Agree	21	36%
I don't know	4	6%
Strongly disagree	23	40%
Disagree	5	9%
Total	58	100%

The data gathered shows that twenty three informants over fifty eight representing 40% have a strong disagreement upon the idea that the textbook is primordial to the english language teaching. Twenty one out of fifty eight representing 36% agree with the idea. Whereas, five informants representing 9% disagreed. Four teachers representing 6% did notanswer this question.

4. **Item four :** How often do you use the ELT textbook texts to teach the reading skill?

This question's aim is to know whether teachers' absolutely rely on textbook's texts when teaching reading.

Table2. 3: Teachers' textbook texts use when teaching the reading skill.

Response	AF	RF
Always	5	9%
Generally	15	26%
Sometimes	21	36%
Rarely	15	26%
Never	2	3%
Total	58	100%

As the table shows, teachers' use of the textbook texts varies from one another as we find that twenty one teachers out of fifty eight representing 36 %percent, use them sometimes.

Fifteen of them use the textbook texts generally representing 26%.the same percentage was for those teachers who rarely use them when teaching reading skill.whereas, only two out of fifty eight do not use the textbook texts at all (never).

5. **Item five :** How do you find the texts within the ELT Textbook 'New prospects'? This question aimed at revealing teachers' point of views about the textbook texts and this is shown within the table below :

Table 2.4 : Teachers' views about the textbook's texts.

Response	AF	RF
Long	28	36%
Complex	31	41%

Difficult	11	14%
Short and easy	7	9%
Total	58	100%

Most of the respondents representing from 36 to 41% believe that the textbook's texts are long and complex, while 14% saw them as difficult. The rest or 9% found them as short and easy.

6. **Item six :** Is the time devoted to the reading session sufficient ?

Table 2. 5 : Teachers' views about the time devoted to the reading session.

Response	AF	RF
Yes	24	41%
No	32	55%
I do not know	2	3%
Total	58	100%

The table shows that thirty two participants out of fifty eight representing fifty percent saw that the time devoted to the reading session is unsufficient. Twenty four participants representing fourty one percent agreed with the time devoted to the reading session and found that it is sufficient. Whereas, two participant representing only three percent remain undecided and answered with ; I do not know.

7. **Item seven :** This was related to those teachers who found the time devoted to the reading session is unsufficient, and it was about the reason they based their point of view on, only twenty six out of thirty two gave answers, among which ten respondants representing thirty eight percent affirmed that   time is unsufficient to apply Bloom's taxonomy and the rest mentionned the lack of vocabulary, the complexity of the texts, reading efficiency and the activities given within the reading steps.

8. **Item eight :** How often do you adapt texts when teaching the reading skill ?

    The data gathered is represented in the following table.

    Table 2.6 : Teachers 's texts adaptation frequency.

Response	AF	RF
Always	22	39%
Sometimes	26	46%
Rarely	7	12%
Never	2	4%
Total	58	100%

When teachers were asked how often they adapted texts during reading sessions, twenty two of them, representing thirty nine percent said they always di dit.twenty six teachers, representing fourty six percent declared they sometimes di dit.Seven of the participants answered by "Rarely ".Whereas, just two of them representing four percent, affirmed that they never adapt the textbook's texts when teaching reading skill.

9. **Item nine :** Why do you adapt texts if you do ?

    This was adressed to those teachers who adapt textbook's texts when teaching reading skill, and the findings shows that among fourty seven informants who gave answers, twenty one representing fourty five percent said that the textbook' s texts are so long and complex. Others said that the reading passages are not updated to what learners encounter in their daily life, so they do so to make it contextual and relevent to the students' needs and prefferences ; gender and age.

10. **Item ten :** Where do you get the adapted texts from?

    Table 2.7 : Sources of adapted texts.

Response	AF	RF
Adapt them myself.	26	27
Download them from	36	37

teachers' social midea groups.		
Download them from other web site links.	33	34
The Inspector of English provides them to us.	1	1

The teachers participating in this research gave different sources of adapted texts. Thirty six out of fifty eight participants, representing arround thirty seven percent said they download them from teachers' social midea groups. Thirty three teachers representing thirty four percent affirmed that they get them from web site links. Twenty six informants representing twenty seven percent said they adapt them by themselves.while, only one out of the fifty eight teachers said that the inspector provided them with adapted texts.

11. **Item eleven :** Adapted texts have facilitated students' reading comprehension.

   Table 2. 8 : Adapted texts and student's reading comprehension

Response	AF	RF
Totally agree	33	57%
Agree	24	41%
I don't know	1	2%
Totally disagree	00	00%
Disagree	00	00%

The table above shows that among all the participants, there was a consensus on the idea that adapted texts facilitate the students' reading comprehension ; as thirty three teachers answered by " totally agree " and twenty four teachers answered by "agree " both representing ninty eight percent.

2.2.1.4. Discussion and Interpretation of the Results

Starting from the idea that teaching is used to facilitate learning, this study aimed to see whether teachers' creativity in adapting the textbook's texts when teaching the reading skill help to provide better understanding and comprehention or it is simply useless. It also aimed to know how far are teachers knowledgeable about the different tips of using such strategy (problems they face when adapting).

The findings of the teachers' questionnaire show us different point of views from different teachers having different carreers from different cities of Algeria.

Firstly, the informants were fifty eight teachers, thirty nine women (67%) and nineteen men representing (33%).This means that the sector is overwhelmed by the female component.

The teachers participating in this study, have a significant experience in teaching English, as seventy six percent of them have up to ten years in teaching, fourteen percent reach an experience of twenty, and ten percent are over the twentieth and reach the thirteith. This make them more awareness about what to do, when to do, and how to do adaptation.

The third question was about the textbook use in teaching EFL and whether it is primordial or not, and in here we found that there was a dichotomy among teachers ; some either agree or totally agree that the textbook is issencial in teaching EFL, the other side, representing about fourty percent are against the idea and answered either by disagree or totally disagree. Few ones stayed undecided representing seven percent.this may be be interpreted as reaction towards tiredness and the intensity of the programme.

Moving to the fourth question, which aimed at knowing teachers' frequency in using the textbook's texts when teaching the reading skill, and the fifth question which was designed to have an idea about teachers' views about the texts provided to them in the textbook. The results gathered shows that only nine percent of them always rely on the textbook's texts whenever dealing with the reading skill, they are

the same category who confirmed that the textbook's texts are short and easy. The other informants' views varried from sometimes, to never use it ; this category saw the textbook's texts as long, difficult and even complex.

From this pieces of information we can draw the following conclusion ; most teachers found the textbook's texts are unhelpful and lacks practicality.

Questions six and seven that were about the time devoted to the reading session, help us reaching the conclusion that the majority of teachers are with the idea that the time devoted to reading session is unsufficient ; this is why they found themselves in trouble whenever they use the textbook's texts which they found - most of the time- long and complex.Thus, they found themselves obliged to adapt the texts and this was clearly shown in questions eight and nine, where most of the participants, representing about eightyfour percent, generally, deal with adapted texts, and they rationalized that by their belief that adaptation plays a great role in facilitating and enhencing students' reading comprehention.

Question ten was about sources, teachers get their adapted texts from, and in here, the data gathered shows that most teachers are relying on the internet web sites, and collaborating with each other via social midea groups, this category represents more than sixty percent.whilst, the second category representing twenty seven percent, rely on themselves and adapt the texts by themselves. Among fifty eight informants, only one said the inspector provided them with the adapted texts.These results, confirmed the usefulness of the internet within education and how great is the role played by the social midea groups in enhencing collaboration within teachers work.

The last question, revealed that ninety eight percent of the teachers questionned, supported the idea that using adapted texts is, most of the time, primordial to enhence students' reading comprehension.

2.2.2. Section Two : Learner's Questionnaire Analysis and Interpretation.

2.2.2.1. Population and Sampling.

This questionnaire was given to 120 third year secondary school students that were randomly selected, but unfotunately only78 ones gave back their copies due to many causes that will be discussed later on. Students were kindly requested to fill in the questionnaire either by putting a cross in the appropriate box, or by giving their answers to collect specific qualitative data. The questionnaire was delivered from April 28th till May10th, 2022.

2.2.2.2. Description of the Learner's Questionnaire.

The questionnaire starts with a brief introduction, with the statement of the aim of the study and some research ethical considerations of concern to respondents.

It consists of three questions aiming at gathering bio-data about the informants and five close-ended questins to get quantitative data, and one open-ended question just to get a specific qualitative data (see Appendix). The questions in general turn arround the reading skill importance, the reading textbook texts' characteristics, students were also asked about whether their teachers adapt texts when teaching reading or not, whether they prefer the textbook's texts or the adapted ones given by their teachers.

2.2.2.3. Analysis and Presentation of Learner's Questionnaire.

1. Item one : It was devided into three sub-quetions to know about the informants, firstly, they were asked about the age, the results gathered show that the informants are between 16 and 21 years old. Secondly, they were asked to specify their sex, and it was found that 55 of the informants are female, whereas, 23 of them are male. An other important question was asked about their branch, whether they are scientific, literary or belonging to foreign languages. The results show that among 78 informants 20 students belong to literary stream, the remaining ones are scientific.

Table 2. 9 : Students'sex and stream.

Sex	Male			Female		
Number	23			55		
Stream	Scientific	Literary	F.Languages	Scientific	Literary	F.Languages
Number	14	09	00	44	11	00

2. Item two : students were asked about the importance of the reading skill and the results found were as shown in following table :

Table 2. 10 : Students' points of view towards reading skill importance.

Response	AF	RF
Totally agree	55	70.53%
Agree	17	21.79%
I do not know	02	2.56%
Disagree	04	5.12%
Totally disagree	00	00%

This question's aim is to know about the students' points of view towards reading skill importance. The majority of them (55out of 78) with a percentage of 70.53 %, totally agree with the idea that reading is an important skill.17 of the informants representing 21.79 % also agree with the same idea. (04 out of 78) disagree and find that the reading skill has no importance, this category represents 5.12%.

(02 out of 78) representing 2.56 % remain undecided by responding with I do not know.

3. Item three : This question was a multiple choice question about how do students find the textbook's texts.

Table 2. 11 : Students' points of view towards the textbook's texts characteristics.

Response	AF	RF
Long	47	60.25%
Complex	15	19.25%
Difficult	34	43.59%
Short and easy	07	8.98%

As it is shown in the table above more than of half of the informants agreed upon the idea that the textbook's texts are long. 34 out of 78 students representing 43.59 % said that the textbook's texts are difficult. 15 out of 78 representing 19.25% said that the textbook's texts are complex. Whereas, only 07 out of 78 representing 8.98% see that the textbook's texts are short and easy.

4. Item four : It was a question about the frequency teachers adapt the textbook's texts. The gathered data is as follow :

Table 2. 12 : Teachers 's texts adaptation frequency according to students.

Response	AF	RF
Always	07	8.98%
Sometimes	54	69.23%
Rarely	11	14.10%
Never	06	7.69%

According to the table above, 54students out of 78 representing 69.23% said that their teachers sometimes adapt the textbook's texts. 07 students out of 78 representing 8.98% said that their teachers always give them hand outs whith adapted texts when teaching reading. 11 students out of 78 with a percentage of 14.10% responded using the frequency adverb ; rarely.the rest of the students, 06 out of 78 representing only 7.69% said that their teachers never adapt the textbook's texts.

5. Item five : It was a question about the kind of texts students prefer. The results are in the table below :

Table 2. 13 : texts students prefer.

Response	AF	RF
Textbook's texts	15	19.24%
Adapted texts	63	80.76%

The results are 63 students out of 78 representing the majority with 80.76% said that they prefer the adapted texts. Whereas, the rest 15 out of 78 representing only 19.24% prefered the textbook's texts.

6. Item six : This open- ended question aimed at gathering data about the causes behind prefering the adapted texts and the answers given were nearly the same ; students agreed upon the idea that they prefer the adapted texts as they are short, simple, and most them emphasise the idea that those texts contain easy vocabulary.

7. Item seven : This was the last question and it was designed to know if adapted texts by teachers, facilitate students' reading comprehension.

The following table summarizes students'responses.

Table 2. 14 :   Adaptation facilitate reading comprehension.

Response	AF	RF
Totally agree	46	58.98%
Agree	28	35.90%
I do not know	04	5.12%
Disagree	00	00%
Totally agree	00	00%

46 students out of 78 representing 58.98% said that they totally agree whith the idea in hand, 28 out of 78 representing 35.90% agreed on the idea that adapted texts

enhance their reading comprehension, only 04 out of 78 representing 5.12% stayed undecided replying by I do not know.

2.1.2.4. Discussion and Interpretation of the Results.

After analysing the learners' questionnaire, which was designed to get a coherent idea about learners' point of views related to learning reading skill through adapted texts, and whether adaptation enhence their reading comprehension, or using textbook's texts is enough and helpful. The findings of the learners' questionnaire show us different point of views from different learners dealing with different streams (scientific as well as literary stream).

Firstly, This questionnaire was given to 120 third year secondary school learners that were randomly selected, but unfotunately only78 ones gave back their copies due to the fact that third year learners are on one hand not accustomed with this type of activity so they feel afraid of completing it, on the other hand, at the end of the third trimester, learners do not come to school regularly.

Secondly, the results show that the majority of learners are girls, and the dominated stream is the scientific one.these were the most important bio-data gathered from the questionnaire.

From the second quetion, which was about the importance of the reading skill, there was a consensus on its significance since more than 70% totaly agreed upon the idea that the reading skill is very important.

The third question, which aimed at knowing about the way learners see the textbook's texts, in here, only 07 learners out of 78 said that they are short and easy, the majority saw the textbook's texts as long, difficult, and complex and this support the results found in the teachers' questionnaire.

The fourth question, was about the frequency of the teachers' use of adaptation, according to students' responses most of teachers adapt the texts when dealing with reading skill at a different pace ; from rarely to always, these results also support teachers' questionnaire findings.

When learners were asked about what do they prefer as texts when dealing with reading skill, whether the textbook's texts or the ones given in hands-out (the ones adapted by their teachers), more than 80% chose the adapted texts and this was justified by the idea that these texts are short, simple, and contain easy vocabulary (data gathered from question six).

Moving to the last question, which was desingned to know whether adaptation of the textbook's texts facilitate learners' reading comprehension, 74 learners out of 78 either agreed or totaly agreed that it does. These results are a proof that adaptation is most of the time necessary when dealing with reading skill with EFL learners.

The results obtained from teachers' questionnaire and the learners' one hlped us answer the following research questions :

-To what extent do teachers adopt such strategy (texts adaptation) ? the data gathered confirm the hypothesis given to this enquiry which states that teachers adapt textbook's texts whenever they could.

-How far are teachers knowledgeable about the different tips of using such strategy? the data gathered show that teachers are familiar with such technique by helping each other by exchanging different texts using collaboration through social media means of communication such as facebook groups .

-How do learners interact with textbook's texts and the adapted ones ? this question was given the hypothesis which states that learners respond potively with the adapted texts, and the data gathered confirm totaly this hypothesis.

2.3. Conclusion

This practical chapter provides a practical analysis case study that was done both qualitatively and quantitatively by using two questionnaires designed to both teachers and third year learners. The findings shed light on the positiveness of adaptation when teaching reading skill ; as both teachers and EFL learners responses were supporting the use of adapted texts rather than textbook's texts as these first ones facilitate the task for both teachers when helping them gain time which is not sufficient for such necessary skill, and EFL learners due to the fact that these adapted texts are short, easy and contain simple vocabulary.

Limitations of the study

Some limitations were raised during the accomplishment of this research work, among which _and unfortunately_ so many secondary school teachers are still unfamiliar whith google forms and this is may be due to a lack of formation in the field of technology and informatics. The same problem was with the third year learners but in a different way as learners in the secondary school are afraid of filling questionnaires which make us obliged to explain to them that this is a simple step in doing any research or study and they will use it in their further studies. Another factor was the learners low proficiency level that obliged the researcher to accept the answers of the open-ended questions in dialectal Arabic and translate them for the sake of obtaining valid data.

Another problem faced me which was my committment towards my work as a secondary school teacher , this makes me always preparing lesson plans so as to be ready whenever coming into my nine classes and this needs a lot of time, as a result writing my dessertation was possible only after one at night during Ramadan El Karim.

Suggestion for Further Research

With regard to the present study, we suggest further research to be conducted on other elements related to teaching reading skill, such as Extensive Reading and how it helps to enrich learners' different language aspects awareness. Research about different activities used to test reading compehension are highly recommended.

Some pedagogical recommendations are suggested to be taken into consideration by the authorities such as :

The time devoted to the reading skill should be increased, contrary to the length of textbook's texts that should be decreased, they should be updated to the needs and interests of the learners' lifestyle.

Teachers are pillars of society, they are to be involved in syllabuses designing due to the fact that they are the only ones who can provide real data about what is happening inside classroom.

General Conclusion

Reading is considered as a gateway to the reception of the written input, this gives it an essential role in ELT. Reading makes learners develop different aspects about the target language such as vocabulary and target culture awareness.Thus sullabus designers, teachers and even learners pay a lot of attention to this crucial skill.

The major focus of this study is to know about the strategy of adapting texts when dealing with reading with third year secondary school classes, and whether it is helpful to enhance students' comprehension or not. Whether it is a key element in managing time which become unsufficient especially these years with the appearance of covid_19 and the problem of classes division into sub-groups.

This research work is made up of two chapters; the first one represents the theortical part, it contains a literature review about the reading skill, and adaptation. The second chapter is the practical part of the present research methodology. It explains the research methodology and the sample population that the study is concerned with, as well as the research instruments, data analysis and the main results.

The data gathered reveals that secondary school EFL teachers are adopting adaptation as a strategy to cope with the situation they are facing when dealing with the reading skill, they are collaborating using the social media means of communication which allowed them to exchange texts easily.It also reveals that third year secondary school students respond better when facing adapted texts in hand-outs rather than learning reading through the textbook's texts.

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Appendices

Learners' Questionnaire.

Dear learners,

You are kindly requested to fill in this questionnaire either by putting a cross(x) in the appropriate box, or by answering the questions. All the information you provide will remain confidential as you don't have to write your names nor that of the school you belong to.

1. Bio-data

a. Age ; how old are you ?   ....

b. Sex   male ☐   female ☐

c. Branch: scientific stream   ☐

            Literary stream   ☐

            Foreign languages   ☐

2. Reading is an important skill ?

a.Totally agree   ☐

b.Agree   ☐

c. Idon't Know   ☐

d. Disagree   ☐

e. Totally disagree   ☐

 3. How do you find the textbook texts ?

a.Long   ☐

b.Complex   ☐

c.Difficult   ☐

d.Short and easy ☐

4. Do your teachers adapt texts when they are too long. (give you other short texts in hand-outs)

a. Always

b. Sometimes

c. Rarely

d. Never

5. what do you prefer ?

a. The textbook's texts

B. The ones given by your teacher

6. if you prefer the adapted texts ; say why ?

………
………
………
………
……………………………

7. Adapted texts facilitate your reading comprehension ?

a. Totally agree

b.Agree

c. Idon't know

d. Disagree

e. Totally disagree

Appendix (B)

Teachers' Questionnaire

Dear Colleagues,

This questionnaire is meant for a scientific research about text adaptation when teaching reading.

I beg you take all your time and provide as far objective answers as you can. All the information you provide will remain confidential as you don't have to write your names nor that of the school you belong to.

 Thank you very much.

Teaching Experience:

○ From 1 to 10 years

○ From 11 to 20 years

○ From 21 to 30 years

○ 31 years and more

2. Gender

○ Man

○ Woman

3. Using the textbook is primordial to teach English to pupils.

○ Strongly agree

○ Agree

○ I don't know

○ Disagree

○ Strongly disagree

4. How often do you use the ELT textbook texts to teach the reading skill?

○ Always

○ Generally

○ Sometimes

○ Rarely

○ Never

5. How do you find the texts within the ELT Textbook 'New prospects'?

☐ Long

☐ Complex

☐ Difficult

☐ Short and easy

6. Is the time devoted to the reading session sufficient ?

○ Yes

○ No

○ I don't know

7. If no, say why?

[text box]

8. How often do you adapt texts when teaching the reading skill ?

○ Always

○ Sometimes

○ Rarely

○ Never

9. Why do you adapt texts if you do ?

[text box]

10. Where do you get the adapted texts from?

☐ Adapt them myself.

☐ Download them from teachers' socila media groups such as Facebook.

☐ Download them from other web site links

☐ The Inspector of English provides them to us.

11. Adapted texts have facilitated students' reading comprehension ?

○ Totally Agree

○ Agree

○ I don't know

○ Disagree

○ Totally disagree

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

New Prospects

السنة الثالثة من التعليم الثانوي

SECONDARY EDUCATION, YEAR THREE

Language outcomes
● Using the comparatives of superiority and equality with short and long adjectives
● Expressing contrast with <u>whereas, in contrast to</u> …
● Making hypotheses/suppositions using <u>if-conditional type 2</u>
● Reading figures
● Using non-conclusive verbs: think, suppose …
● Forming plural nouns E.g. <u>galaxy-galaxies</u>
● Pronouncing final <u>-s</u>

Ⓟ FACT FINDING

▶ **Getting started**

● Answer the questions below.
① Consider the nine historical planets listed below. Which one is the coldest? Why?

Pluto - Mercury - Earth - Mars - Saturn - Uranus - Venus - Jupiter - Neptune

② Label the different heavenly bodies represented in the picture on the next page.

③ What do you think is the difference between a moon and a planet?
④ What do you think are the similarities and differences between astronomy and astrology ?

▶ **Taking a closer look**
Read the text on pages 143-144 again and answer the following questions.
 A. What are the various heavenly bodies that constitute the solar system ? Rank them according to size (from the smallest to the largest).
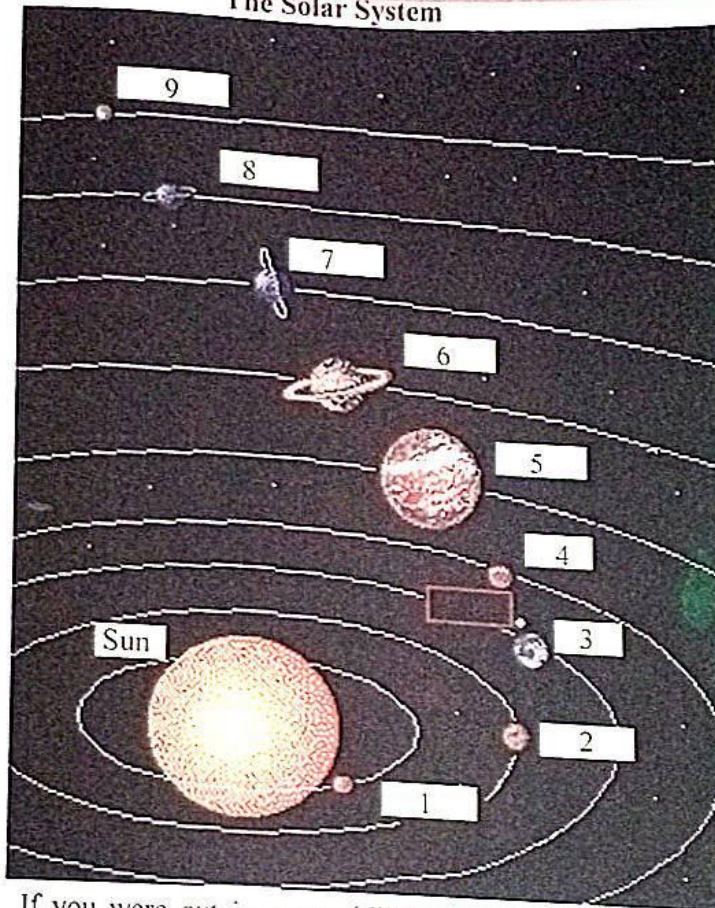 B. In what way is the orbit of the Moon different from those of the planets ?
 C. Whose speed is 12 miles per second ?
 D. What makes life possible on Earth ?
 E. Why are the planets likened to huge mirrors ?)

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The Solar System

If you were out in space, billions of miles away from our planet, you would see the Earth as a tiny ball moving in a wide path around a star that you might recognize as our Sun. You would also see, at various distances from the Sun, seven other spherical bodies of different sizes - the other planets - all travelling in the same direction in almost circular paths around the Sun. Moving around some of the planets are smaller balls - the satellites or moons of the planets. (§1)

/'bɪlɪənz/
/'muːvɪŋ/
/'rekəgnaɪz/
/'sferɪkl/

/dɪ'rekʃn/
/'sætəlaɪts/

Now suppose you were still space and that you were looking at the space between the orbits of planets Mars and Jupiter, what would you see ? There would be thousands of little planets, or asteroids, also revolving around the Sun. Cutting in this way and that, across the paths of the planets, you would see comets – starry-headed objects, sometimes with long tails

/mɑːz/- /'dʒuːpɪtə/

/'æstərɔɪdz/

/'kɒmɪts/

143

this way and that, across the paths of the planets, you would see comets – starry-headed objects, sometimes with long tails streaming after them as they draw near the Sun. You might also catch a glimpse of swarms of even smaller particles -the meteors- swirling through space. (§2)

/'striːmɪŋ/
/'miːtɪəz/

/'səʊlə/
/kə'ntɪnjuːd/

All these heavenly bodies make up our vast solar system. If you continued to view them for months or for years, you would see that they were moving together through space as a unit, at the speed of some twelve miles a second, in the general direction of the blue star Vega. (§3)

The Sun is the very heart of our solar system. It is a typical star – one of the several thousand millions of stars in our galaxy; like the rest, it is an incandescent body made up of highly compressed gases. Compared with the other stars, the Sun is of average size, but it is a giant in comparison with even the largest planets. Its diameter of 865,600 miles is 109 times that of the Earth; even though it is gaseous, it weighs more than 300,000 times as much as the Earth. Its surface temperature is about 10,000 degrees Fahrenheit; at its centre the temperature may be as high as 27,000,000 degrees Fahrenheit. The heat energy and light energy radiating from the Sun make it possible for life to exist upon Earth. Without the reflection of the Sun's light, we could not see the other members of the solar system except for the comets and meteors. (§4)

/hɑːt/
/'gæləksɪ/

/'gæsɪz/
/'ævərɪdʒ/
/daɪ'æmɪtə/
/'weɪz/
/'temprətʃə/
/'færənhaɪt/
/'enədʒɪ/

/rɪf'lekʃn/

/'juːnɪvɜːs/
/'twɪŋklɪŋ/

The Sun is just one of the stars in our universe. When the skies are clear, we can see the twinkling of these other stars at night. Their light is less intense than that of the Sun because they are far more remote from us than any other heavenly bodies. (§5)

/rɪ'məʊt/

We know that the planets of the solar system are different from the distant stars in some very important ways. Unlike stars, which shine with their own light, the planets give off no light of their own. All we can see is the light from the Sun that they reflect back to us as if they were huge mirrors in the sky. In addition, each one of the eight planets travels in its own special path or orbit around the Sun held in place by the powerful force of the Sun's gravity, very much as if it were a ball speeding around the Sun in a matter of a few months. More distant planets have larger orbits and travel far more slowly. Jupiter, for example, takes more than eleven Earth years to make one complete turn around the Sun while Earth makes its path around the Sun in just 365 ¼ days - in other words, once a year. (§6)

/ʃaɪn/
/rɪ'flekt/
/hjuːdʒ/

/'grævətɪ/
/mʌnθs/

/kəm'pliːt/

(From the *Book of Popular Science* and Alan E. Nourse, *The Giant Planets*)

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① Read the text again and pick out the sentences which contain comparatives of adjectives and adverbs and write them in the table below.

Comparatives	Adjectives	Adverbs
superiority		
equality		
inferiority		

● **Task:** How are the comparatives of adjectives and adverbs formed ? Draw the rules and give other examples to further illustrate their use.

Have another look at the **comparatives** in SE2 Grammar Reference. pp.193-195.

② Study the figures in the table below. Then compare the planets using the comparatives and the superlatives of the adjectives and adverbs in the yellow box below.

Adjectives: remote (from) -distant (from) -near close to -long -short - large ...
Adverbs: (travel, orbit, rotate) slowly / fast/ quickly ...

Planets	Diameter : thousand Km	Average distance from the sun : Million km	Time for one orbit : (Earth years)	Rotation period : (Earth Days)
☿ Mercury	4.88	58	0.241	59
♀ Venus	12.10	108	0.615	225
⊕ Earth	12.76	150	1	1= (365 ¼ days)
♆ Neptune	48.6	4.497	164.8	0.66 (16 hr 7 mn)

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① Read the text again. Pick out all the sentences describing similarities and differences and write them in the table below. **Leave out** the sentences which contain comparatives and superlatives.

Comparison/contrast	Sentences
Similarities	
Differences	

② Consider the sentences you have written in the table above and underline the **link words** used to express comparison and contrast. Do you know of any other similar link words that are not included in the text ? Use them in illustrative sentences of your own.

③ Now use the information about the planets in **Grammar Explorer I** and the link words from the table above to describe similarities and differences between planets.

Grammar Explorer III

*Go back to the text and pick out the sentences which contain **if** and **suppose** ? Then consider them and answer these questions:*

A. What do the sentences express ?
B. What tenses are used ? Why ?
C. Write sentences of your own using **if** / **suppose** + simple past.

Have another look at the **if-conditional** in SE2 Grammar Reference, pp.201-202.

Grammar Explorer IV

Consider the verbs in bold type in sentences 1-3 below and answer questions A-E that follow.

1. We **know** that the planets of the solar system **are** different from the distant stars.
2. All we can **see** is the light from the sun.
3. Each of the eight planets **travels** in its own special path or orbit.
    A. Which verbs describe an action ?
    B. What do we call the verbs that refer to an action ?

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C. Which verbs describe a state ?

D. What do we call verbs that refer to a state ?

E. What is the major difference between the two types of verbs ? Explain.

See Grammar Reference p. 223.

● **Task:** There are mistakes in the **simple / progressive aspect** of some of the verbs in bold. Correct them to get a grammatically correct conversation between speaker A and speaker B.

A. ' I used to hate astronomy, but I love it now. Do you **know** why ?'

B 'No, actually, I don't.'

A 'Well, because I **am understanding** now what astronomy really is.'

A 'Sorry, I **don't understand** what you **are meaning.**'

B 'Well, I **mean** that astronomy can help us understand the mysteries of the universe.'

A 'Oh, I **am seeing** that you have a telescope in your room. I **suppose** that you bought it yourself.'

B. 'Actually, I didn't buy it. You **are knowing,** it used to belong to my grandfather, but now it **is belonging** to me. I am still **remembering** the day when he gave it to me'. ...

Vocabulary Explorer

① Find in the text (pages 143-144) the words and phrases that match the definitions below. Then use the words and phrases in sentences of your own.

A. very small (§1)

B. identify again (sb or sth) that one has seen before (§1)

C. moving continuously and smoothly in one direction (§2)

D. have a quick, imperfect view of (sb or sth) (§2)

E. giving out light when heated (§4)

F. shining with a light that gleams unsteadily (§5)

G. send, emit (§6)

H. very big (§6)

I. moving very quickly (§6)

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② Add suffix -ist or -er to the words in brackets to get a meaningful text.

An (astrology) is completely different from an (astronomy) and an (astrophysics). All three are constant (observe) of the skies, but only the latter two really deserve the title of (science). The difference between them is similar to the one between a fortuneteller and a (pyschology).

Pronunciation and spelling

① Look at the tip box below. Give some more examples to illustrate the rules for forming the plural of nouns.

TIPS

a We add -s to form the plural of most nouns. E.g. _____
b We add -es after some nouns ending in -o, and nouns ending in -s, -x, -ch, and -sh . E.g . _____
c We change the vowels of some nouns to form the plural.
   E.g. man → men , crisis → crises, emphasis → emphases _____
d We change the consonant f for the consonant v of some nouns in the plural. E.g. life → lives, leaf → leaves, loaf → loaves _____.
e But we don't change the f ending of some other nouns.
   E.g. chief → chiefs, _____
---

② Put the nouns in brackets in the text below into the **plural**. Pay attention to the spelling form.

The (theory) about the creation of the world can be divided into two (category): religious and scientific. The first category is constituted of divine (thesis) elaborated by (man) and (woman) with strong religious (belief). These (man) and (woman) are more interested in divine (mystery) than in producing tangible (fact) about the (origin) of the world and its evolution. The second category is composed of a number of (hypothesis) put forward by astrophysicists and astronomers. ...

③ With your teacher, check your answers to task 2 above.

④ Pick out the words ending in -s from the text about the solar system. Classify them according to the categories in the tip box above.

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Skills and strategies outcomes
● Predicting the content of a text
● Identifying the type of text and author's purpose
● Making inferences
● Distinguishing between different types of reasoning in argumentative texts
● Writing an argumentative essay

Ⓟ

ASSESSING

▶ **Before reading**

● The paragraph below is taken from a lengthier text. Read it very quickly and answer questions 1, 2 and 3 below.

'DEEP IMPACT'
(by David Grinspoon)

On Sunday night, NASA fired a 3-foot wide, 820-pound explosive barrel directly into the path of a 9-mile long, potato-shaped comet called Tempel 1. The two successfully collided at 23,000 mph while a spaceship photographed the collision and sent the pictures home to us. Why ?

① What kind of source is it taken from ? Tick (✓) the right answer and say why.

A. a science-fiction book ☐

B. a scientific report ☐

C. a newspaper article ☐

D. a letter of complaint. ☐

② Where do you think the paragraph fits in the text ? Is it at the beginning, in the middle, or at the end ? Why ?

③ What, do you think, comes next in the text ?

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① Read the text below to check the guesses and predictions you have made in answering questions 1-3 on the previous page.

So we can learn about the impact that a collision with comets might have on our planet. We will also have the chance to look at the crater caused by the collision, and study the ice and vapor that are released. In this way, we will also learn about the life secrets that lie deep within the hole of the comet. (§1)

/kə`lɪʒn/
/tʃɑːns/
/'kreɪtə/
/'siːkrɪts/
/həʊl/

When I describe the mission to people , I receive mixed reactions. Some feel that it is not really 'fine' to throw rockets at comets just to see what happens. They say that it is like greeting a stranger by shooting first and asking questions later. Aren't we going too far to satisfy our curiosity here ? (§2)

/'mɪʃn/
/'rɒkɪts/

/ˌkjʊərɪ'ɒsətɪ/

Well, no. This explosion is not going to hurt anyone or anything. Here's an analogy. You would be justifiably angry if, in order to learn about shorelines, some scientist decided to dig up your favourite beach. But you wouldn't object if the scientist took a few grains of sand to study. There are approximately one trillion comets larger than 1 mile in diameter, in this solar system alone, and many more in the wider universe. So even if we destroyed the comet Tempel 1 entirely we would not be doing any harm to the cometary system. (§3)

/ə'nælədʒɪ/
/'ʃɔːlaɪnz/

/əˌprɒksɪmətlɪ/

/hɑːm/

In addition, this mission will not demolish the comet, alter its course, or affect the cosmos in any way. Comets collide with other celestial objects all the time. The only thing extraordinary about this particular impact is that we provoked it. 'Deep Impact' will simply make one more small hole in an object that, like all planets large and small, has been repeatedly hit by colliding debris since our solar system's origin, 4.6 billion years ago. (§4)

/sɪ'lestɪəl/

/rɪ'piːtɪdlɪ/

It is the beginnings of the universe that this experiment can illuminate. Beneath the dirty ice crust of a comet like Tempel 1 is material that has been frozen since the birth of our solar system. Inside this timeless frozen rock are organic molecules like those that made life possible on Earth. The study of that ice crust may help us explain the story of our origin. (§5)

/ɪk'speriment/
/ɪ'luːmɪneɪt/
/mə'tɪərɪəl/
/'mɒlɪkjuːlz/

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As H.G. Wells once wrote, " There is no way back into the /raʊt/
past. The choice is the universe – or nothing." It has been said /ˈtʃɔɪs/
that the dinosaurs disappeared because they couldn't go to another /ˌdɪsəˈpɪəd/
planet. Sooner or later a killer comet will again cross Earth's path,
threatening all life. Fortunately, because we have knowledge about /ˈθretnɪŋ/
comets and space science, we will be able to survive. (§6)

(From *International Herald Tribune*, Tuesday, July 5, 2005, p.8)

① Read the whole text again and answer the following questions.
A. Why did the NASA fire an explosive barrel in the path of *Tempel 1* ?
   Give one reason only.
B. Did people approve of throwing rockets at comets ?
C. The author believes that the origin of life on Earth can be explained
   through a better knowledge of space. What paragraph indicates that ?
D. Why is space science vital for humanity according to the author ?
   Explain by analogy with the fate of the dinosaurs.

② Have a look at coping box below. Then do the task that follows.

Coping

It is not necessary to stop and check the meaning of difficult words
in the dictionary everytime you come across them in a text. Try to infer/
deduce their meaning from context, asking yourself these questions:
❑ Which class does the difficult word belong to ? Is it a verb, a noun,
   an adjective, or an adverb ?
❑ Doesn't the author include **synonyms** or **antonyms**
   of the difficult word in the text ?
❑ Doesn't the author paraphrase/explain the word in the text ?
❑ Are there any prefixes or suffixes suggesting the meaning of the word ?
❑ Are there any link words (however, besides finally, etc.) that can help
you identify meaning relationships in the text ?

● **Task:** Now read the text on the previous pages again and deduce/infer the
meaning of the words below.

Crater (§1) = _____
Hurt (§3) = _____
Ice crust (§5) = _____

Mixed reaction (§2) = _____
Demolish (§4) = _____
disappeared (§6) =/= _____ (refer to the end of §3)

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③ Compare your answers to task 2 on the previous page with those of your partner. Then explain how you have inferred the meaning of the words. If you have made wrong inferences, explain why you have got them wrong.

▶ After reading

① The statements in the table below are taken from the text you have read. Think about the inference(s) that can be made from each of them and write them down in the table.

Statements from the text	Possible inferences
Throwing rockets at comets is like greeting a stranger by shooting first and asking questions later. § 2	
You would be justifiably angry if, in order to learn about shorelines, some scientist decided to dig up your favourite beach, but you wouldn't object if the scientist took a few grains of sand to study. §3	
Fortunately, because we have knowledge about comets and space science, we will be able to survive. §6	

② Read the coping box below and do the task that follows.

Coping

Argumentative texts defend implicilty or explicitly ideas, or points of view. They have two functions: a polemical function (dismissing someone else's point of view) and a persuasive function (changing someone else's point of view).
Argumentative texts resort to three categories of reasoning : deductive reasoning (drawing conclusions each time you say something) concessive reasoning (making concessions to other people's arguments, the better to criticize them) and reasoning by analogy (making your arguments more concrete by comparing situations).

● Task: On the basis of the information provided in the coping box, discuss the following features of the article on pages 156,157 and 158.

A. Type of discourse   B. Function   C. Category of reasoning

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▶Writing development

● Write a twenty-line draft newspaper article **refuting** the statement below. Use either **deductive** or **concessive** reasoning or both. Help yourself with the guidelines that follow and the <u>useful language</u> on the next page.

Statement

Some people think that the budget devoted to space exploration is wasted money.

① Study the notes in the outline below. Flesh it out by adding details of your own. Then write a first draft.

❑ Introduction

❑ Arguments against space exploration.

 • Space exploration is a wild dream.
 • Huge amounts of money are gone in smoke.
 • This money is needed to relieve poverty in the Third World.
 • Medical research should be encouraged instead.

❑ Arguments in favour of space exploration
 • Predicting earthquakes
 • Satellite communication
 • Weather forecasting
 • Solving environmental problems
 • Blood analysis ...

Conclusion

See: ● 'The Benefits of Space Exploration', p.260 and
 ● 'Remote Sensing', pp.262-263 in **Resources Portfolio.**

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الملخص :

القراءة مهارة لغوية اساسية يجب على متعلم اللغة الانجليزية ـكلغة اجنبية- ادراكها . ان نظام المدرسة الجزائرية يولي اهتماما كبيرا لها ضمن المناهج التربوية و يضهرذالك جليا في كتاب السنة الثالثة من التعليم الثانوي

'New Prospects'

ان هذه الدراسة تهدف الى التعرف على استراتيجية المعلمين المعتمدة في تدريس مهارة القراءة الا و هي تكييف النصوص تحت ضهور كوفيد-19ـ لذلك اعتمدنا استبيانا خاصا بالاساتذة و اخر بالتلاميذ للحصول على نتائج كمية و كيفية التي بدورها اضهرت ان النصوص المعتمدة في الكتاب المدرسي طويلة معقدة و غير مستحدثة كما اضهرت ان الاساتذة يقومون بجهود كبيرة و ذلك بتكييف النصوص للحصول على نتائج افضل مع التلاميذ اللذين اكدوا على نجاعة الاستراتيجية التي باتت تزيد من فرص فهمهم للنصوص.

الكلمات المفتاحية :   مهارة القراءة - التعليم الثانوي - تكييف النصوص - استراتيجية

Rèsumè :

La lecture est une compétence linguistique fondamentale qu'un apprenant de l'anglais comme langue étrangère (ALE) doit effectuer. Le système scolaire algérien lui accorde une grande importance dans les syllabus d'anglais, principalement dans le manuel de troisième année 'New Prospects'. Cette étude avait pour but d'examiner la stratégie d'adaptation des enseignants pour faire face à l'enseignement de la lecture dans le contexte de Covid-19. Pour atteindre cet objectif, une étude de cas s'appuyant sur un certain nombre de sources et d'instruments de recherche pour la collecte de données, un questionnaire pour les enseignants, un autre pour les apprenants ont été utilisés. Les données collectées ont été analysées de manière qualitative et quantitative. Les résultats ont révélé que les textes du manuel sont longs, complexes et non actualisés. Ils ont également révélé que les enseignants font de leur mieux pour adapter ces textes, afin de faciliter la tâche de leurs élèves, qui ont confirmé que les textes adaptés les ont aidés dans leur compréhension de la lecture. Par conséquent, cette étude de recherche souligne que l'adaptation s'avère efficace pour atteindre les objectifs fixés par les enseignants des classes ALE lors de l'enseignement de la lecture.

Mots clefs : compétence de lecture -   enseignement secondaire - la stratégie d'adaptation

Abstract

Reading is a fundamental language skill that an EFL learner must perform. The Algerian school system is giving it a great importance within the English Language Syllabuses, mainly, in the third year textbook 'New Prospects'. This study aims at investigating teachers' strategy 'Adaptation' to cope with the teaching of reading under the occurrence of Covid-19. To reach this end, a questionnaire for teachers, and another for learners were used. The data collected were analysed qualitatively and quantitatively. The results revealed that the textbook's texts are long, complex and not updated. It also revealed that teachers are doing their best by adapting these texts, so as to facilitate the task for their students, who confirmed that adapted texts helped them in their reading comprehension. Accordingly, this research study emphasised that adaptation is proved to be effective to reach the goals stated by EFL classes' teachers whenever teaching reading.

Key words : Reading skill – secondary school level – texts' adaptation strategy