People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages

Department of English

Fostering EFL Learners' Reading Comprehension through Peer-Assisted Learning Strategies:

Secondary School Learners in Tiaret as a Case Study

Dissertation Submitted in Partial Fulfillment of the Requirements

for Master's Degree in Didactics

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Academic Year: 2022/2023

Dedication

I would will like to dedicate this work to:

My parents who give me unlimited support and make sacrifies. I wish this work reflected the extent of my gratitude to them.

To my siblings who have never left my side. Khaled, Anissa, Asma, Fatma.

To all my friends who always support me.

To myself.

Maroua ZENATI

I would like to dedicate this work to

My parents who taught me the value of education and encourage me to realize the person who I am today.

My brothers and my own sister who always support me.

My second mom and friend Holouma who is always a source of inspiration, patience and love.

My happiness Mima may God bless her.

All my friends for their support.

Thank you

Salima Souad ZEKRAOUI

Acknowledgments

Abstract

This research explores the effectiveness of Peer-Assisted Learning Strategies (PALS) in fostering secondary school EFL learners' reading comprehension skills. It also investigates both peer and group work learning practices in reading classes and teachers' awareness and role in engaging learners in such collaborative work. The researchers adopted a mixed-method approaches through classroom observation, learner's questionnaires, and a teacher's semi-structured interview. Forty three secondary school learners and their two teachers from Mohamed Boudief and Belhouari Mohamed secondary schools in Tiaret participated in this study. The research results and findings reveal that the target research sample does not practice PALS in reading sessions. They also confirm that PALS, when properly used and practiced, enhances learners' motivation and engagement in reading sessions with the aim of facilitating reading and fostering the target readers' comprehension of the reading materials.

Keywords: EFL, Reading Comprehension; Collaborative Work; Peer-Assisted Learning Strategies.

Table of contents

List of Tables

List of Figures

List of Acronyms and Abbreviations

AP: Advanced Placement

EFL: English as Foreign Language

ELT: English Language Teaching

ER: Extensive Reading

PALS: Peer-Assisted Learning Strategies

SLA: Second Language Acquisition

TPS: Think Pair Share

UNICEF: United Nations Children's Emergency Fund

UNISCO: United Educational Scientific and Cultural Organization

URI: Islamic Riau University

General Introduction

General Introduction

According to UNESCO, "about 617 million children and adolescents worldwide are not achieving minimum proficiency levels in reading" (617 million children and adolescents not getting the minimum in reading and math. 29 May 2023). Moreover, UNICEF claims that, "only a third of 10 years old globally are estimated to be able to read and understand a simple written story. The rest around two-thirds (64%) are unable to cover this marker for minimum proficiency in reading comprehension" (Sofia. Only a third of 10-year-olds globally are estimated to be able to read and understand a simple written story. 29 May 2023). In the field of English as foreign language (EFL) education. EFL learners face the challenge of developing strong reading comprehension skills to effectively understand and engage with written texts.

While traditional instructional methods have long been employed to enhance reading comprehension. However new approach appeared to foster the collaborative power of peers to create an interactive and supportive learning environment and by engaging in shared reading activities, discussions and collaborative problem solving, which is Peer-Assisted Learning that enables them to benefit from the collective expertise and support of their peers.

It has been noticed that many secondary school learners find difficulties doing reading comprehension tasks, while some of them secondary school learners manifest a poor reading comprehension even though they have studied English for sex years, starting from middle school.

Reading comprehension is a fundamental skill for language learners, and finding effective strategies to enhance it is a priority in language education. The choice of this research topic is motivated by the growing recognition of the effectiveness of PAL in various educational contexts including EFL instruction. PAL offers unique approach that encourages active engagement, collaboration, and the exchange of ideas, which can significantly contribute to the improvement of EFL learners' reading comprehension skills. In addition, understanding the role of PAL in reading comprehension can contribute to the development of more effective teaching practices and instructional approaches that engage and empower learners. In short, PAL offers a potential benefits to EFL learners, and provides the opportunity to explore innovative instructional strategies that can positively influence reading comprehension skill.

The purpose of this paper is to explore effectiveness of PAL in fostering EFL learners' reading comprehension skills. Also we aim to shed light on the significant role that PAL can play in promoting EFL learners' reading comprehension skills and their overall language proficiency. In addition, it will examine the PAL techniques and strategies that help in enhancing Algerian secondary school learners' reading comprehension.

To achieve the purpose of the study, the following research questions are addressed:

1. To what extent do PALS foster Algerian secondary school EFL learners' reading comprehension?

2. Which PALs are the most effective in fostering Algerian secondary school EFL learners' reading comprehension skill?

3. How can in-class peer collaboration enhance Algerian secondary school EFL learners' reading comprehension?

As an attempt to answer the research questions, the following hypotheses are put forward:

1. PALS positively influence EFL learners' reading comprehension skills compared to traditional learning methods.

2. Collaborative reading and reciprocal teaching are effective learning strategies for fostering Algerian secondary school EFL learners' reading comprehension.

3. Implementing peer-assisted learning strategies leads to improved reading comprehension outcomes for EFL learners, including increased engagement, and greater confidence and developing communication skill.

This study adopts both quantitative and qualitative approaches. A learner's questionnaire was administered to43 second year secondary school foreign languages classes from Mohamed Boudief and Belouari secondary schools in Tiaret, Algeria. In addition to interviewing their two teachers from both schools. Furthermore, two-classroom observation took place in second year foreign languages class Mohamed Boudief secondary school.

This research is divided into three chapters. In the first chapter reviews literature on reading and reading comprehension. The second chapter traces back PALS with reference to the theories underlying their application and prospects in the Algerian EFL context. The last chapter includes research data collection and analysis.

Chapter One:

Reading and Reading Comprehension

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Ⅰ. Introduction

Reading is one of the important skills, it is an integral part of our daily life setting and school, and it demands understanding and thinking to receive the correct message from the text. Reading is essential for academic achievement toward learning, which throughout it learners will acquire new vocabulary items, demonstrate their writing and develop their critical thinking, and they will be able to answer questions when they do tasks or tests. In addition, it is proven that learners who have good understanding about the written text can have better achievement in exams by contrast, those who have poor reading comprehension have less achievement.

In this chapter, this chapter relayed to reading, reading comprehension and its types (intensive and extensive), including reading approaches (bottom-up, top-down, and the interactive approaches) and determining the difficulties of reading that learners face, as well as demonstrating the strategies that they used.

Ⅰ.2. Reading

Ⅰ.2.1.What is Reading

Reading is the main skill that learners need it in their academic achievement, if they are not able to read they will face difficulties towards educational success. That is why it is important for them to acquire this ability, as well as to improve their proficiency.

Ⅰ.2.1. Reading as a skill

Chawwang describes reading as it performs an essential attribute in our lives. It is an important part of daily living that one cannot think about existence without it (qtd. in Al-Ghazo and Al-Sobh 6). In addition, Kusrini and Hum claim that reading has a greater position compared to other language competencies, it plays a pivotal role and positively impacts academic outcomes (98). Pardede asserts that reading can be considered as the most intensively and extensively studied by professionals in the domain of language from the other

language competencies (para1). Reading is a significant skill for learners to obtain information and improve their knowledge (Diniarti 1).

Therefore, Kock and Spo¨rer illustrate that every individual needs reading so that, he will be capable to study from texts, which helps him in his academic life (para1). This indicates that reading is one of the language competencies and it is an integral part that people need it in academic life like school, work and it has a significant role.

Ⅰ.2. 2. Reading as a Guidance

According to Gilakjan and Sabouri that reading helps learners to be familiar with the subjects of their majors and improve their language knowledge" (180). Satriani considers reading as the window of data that can obtain a lot of information that learners demand (16).

Ⅰ.2. 3. Reading as a Process

Reading is a process that involves actively comprehending written and visual materials, including the interpretation of symbols to convey particular meanings (Helimi and Sellami 5). that readers gather a significant illustration of a text by usage of a successful reading techniques. (Sabouri229). According to Muchtar "reading is a learning activity dominated by the eyes and brain, where eyes receive the message, and then the brain processes to obtain the meaning of the message received. Reading included in the receptive skill. Receptive skill is emphasis on active involvement of the student as a reader" (1) and it has advantages. This indicates that, every individual should acquire this skill. Alyousef also defines reading as an interactive method among readers and texts that is caused in reading proficiency (64).
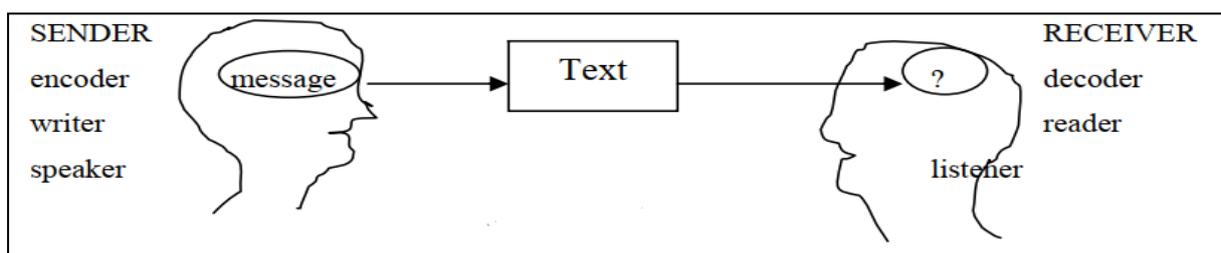
Fig1. Reading process (Nuttall qtd. in Rahman and al Mamun 18).

As it is observed from the figure reading is a process in which the reader obtain the meaning from the text and decode it from what is being read.

Ⅰ.3. Reading Types

The types of reading can be classified into two main categories: intensive and extensive reading. Intensive reading has to deal with a short passage to get particular information. While extensive reading has to deal with a long passage.

Ⅰ.3.1. Intensive Reading

Diniarti clarifies that Intensive reading involves encouraging learners to read extensively and with a specific educational objective, focusing their attention on the various elements present in the passage (18).

According to Muchtar intensive reading is the reading hat is only limited to the short text and carried out with the aim of understanding the whole content of reading (3).Saidani and Bouchemakh explain that reading makes learners ameliorate their understanding of the written text, and gain more vocabulary that makes learners develop and master English. In addition, intensive reading has a clear objective is to answer questions of the text or determine how ideas are connected to each other and to comprehend the text such as studying the subject matter, obtain more vocabulary; and identify the motives of writers(16-17).Yang et al confirm that intensive reading is beneficial to increase learner's reading comprehension.

Scrivener states that there are seven advantages of intensive reading which are:

1. Intensive reading is usually done with difficult texts with many unknown words that require the learner to use a dictionary.
2. Intensive reading enhances cooperation among students.
3. Intensive reading is the fastest way to acquire and learn vocabulary.
4. Intensive reading is the most typically taught method of teaching reading and reading comprehension.
5. It improves the power of expression.
6. It helps the student in making inferences.
7. It helps the student by understanding sentence structure.(qtd. in Moussa and Louz)14)

According to Burns et al there are five tips to carry out intensive reading which are:
    1. Motivating and developing background knowledge.
    2. Leading to directed reading activities.

3. Guiding to skill-building activities.

4. Providing follow-up activities.

5. Activating enrichment activities.(qtd. in Moussa and Louz14)

Ⅰ.3.2. Extensive Reading

Mason and Krashen state that extensive reading has shown significant positive outcomes in enhancing learners' reading comprehension skills in the ELF context (4). Richards and Schmidt demonstrates that extensive reading fosters knowledge and vocabulary, and gives a suitable classroom atmosphere for learners when they read (qtd. in Moussa and Louz 12).

According to Watknis:

Extensive reading (ER) has several defining characteristics which make it different to most reading that happens in ELT classrooms. First, the texts that are used are generally relatively easy for the learners to understand, with few unknown words. This is important because it means that longer texts can be used than would be the case in most classroom situations. A further characteristic is that ER should be an enjoyable experience, with learners free to select texts on topics they find interesting. Comprehension checks are typically kept to a minimum, as the process of reading is seen as more important than the understanding of particular details and also because such checks can be anxiety provoking and lessen the pleasure of reading. (2). Saidani and Bouchemakha confirm that learners read the text for pleasure, and ameliorate their reading skill(18).

In addition, Muchtar illustrates that "extensive reading is to read widely and in large quantities, with the main aim to enjoy reading activities"(3). Hamidur and al Mamun find that," extensive reading or reading for fluency involves reading of longer texts for pleasure and not necessarily, for minute details. It is a fluency activity in which students can read on their own" (21). Extensive reading involves students reading longer texts for pleasure outside the classroom, as opposed to the typical shorter passages assigned in class (kerrouche and Bouaziz 25).

Ⅰ.4. Reading Approaches

Figure 2 explains reading approaches, in helping readers to receive the meaning from the text:
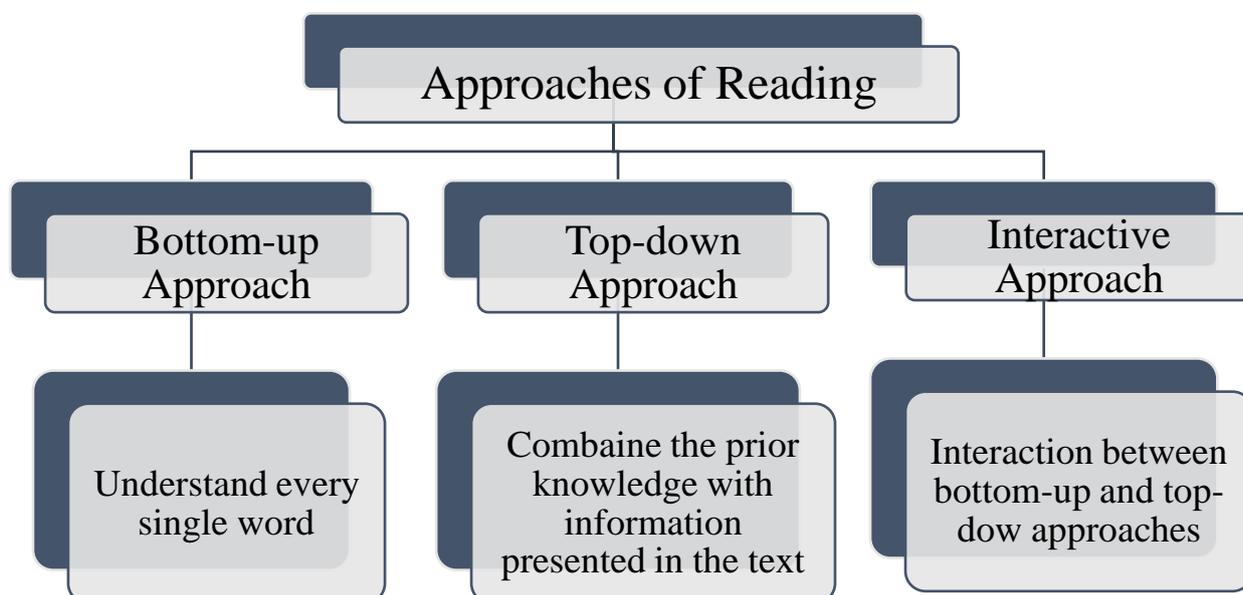
Fig2. Reading approaches

The figure highlights that in bottom-up approach emphasizes the importance of decoding each word. Furthermore, top –down approach includes the use of background knowledge and combine it with information presented in the text. While interactive approach combines elements of both bottom-up and top-down approaches.

Ⅰ.4.1 Bottom-up Approach

Gough suggested the bottom-up reading approach in 1972; it was founded within the processing information age, which is considered as an important theory (qtd. in Kamal 1013). In addition, Alderson illustrates that bottom up approaches are sequential models that the reader requires to read written words; recognizes graphic stimuli, pronounce words and then understand the meaning (qtd. in Saidani and Bouchemakha11).

According to Omaggio:

Behaviorist psychology of the 1950s has an effect on the bottom-up approach of reading, which alleges that learning derived from "habit formation, brought about by the repeated association of a stimulus with a response" and

language learning was characterized as a "response system that humans acquire through automatic conditioning processes", where "some patterns of language are reinforced and others   are not," and "only those patterns reinforced by the community of language users will persist. (qtd. in Pardede2)

Anderson confirms that in order to gain a clear content of the sentence you need to put the content of words that reading comprehension involves (qtd. in Pardede 3). Furthermore, according to Gilakjani and Sabouri "the reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units" (232). This indicates that, in order to comprehend the meaning of the text, "the reader is supposed to write the author's moral of the text in sequential ways from letters to phoneme to meaning" (Saidani andBouchemakha11). Hence, to receive the meaning of the text in bottom up approach, readers are required to understand every word in the text (Moussa and Louz 21).

Ⅰ.4.2. Top-down Approach.

Goodman stated reading as a "psycholinguistic guessing game" in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it (qtd. in Gilakjani and Sabouri 232).From this prospective, in order to build meaning of the text, the top-down approach includes a discussion among the text and the reader, which reader's prior knowledge is taken into consideration (Tierney and Pearson qtd. in Pardede4).

Readers are supposed to combine their prior knowledge with the information presented in the text which reading process includes (Pardede4). Moreover, Aebersold and Field clarifies that readers are required to start the reading comprehension process by framing a particular proposition of the text that should be based on reader's background knowledge. This expresses that readers obtain meaning from the text throughout his prior knowledge and experience about a particular subject that top-down approach assured (MoussaandLouz22).

Saidani and Bouchemakha conclude that the bottom-up approach includes the use of background knowledge to create a meaning of the text, which is contrary to bottom-up approach the reader dialog and creates meaning to the text by linking information from his background knowledge and the text (11).

Ⅰ.4.3. Interactive Approach

Anderson and Pearson declare that comprehension is the connection among previous and current information (qtd. in Pardede5). Anderson illustrates that when the reader is capable to recall previous information to his mind, which gives consideration of the objects and events mentioned in the meaning of the text (469). Saidani and Bouchemakha clarify that individual cannot perceive a global understanding about the content of the text in the continuous and simultaneous interaction without apprehending small information from bottom-up approach (12). In addition, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading (Pardede 4).

According to Aebersold and Field there are two main things to have a textual comprehension in interactive approach are the knowledge schemata and prior knowledge (qtd. in Kamal and Soraya 1017).

Ⅰ.5. Reading Comprehension

Reading comprehension is important for learner's academic achievement, since learners required to understand the written text to able to do tests and activities.

Ⅰ.5.1. What is Reading Comprehension

Reading comprehension has developed through instructing decoding of texts to instructing inferential and evaluative thinking. A well –rounded reading teaching program should furnish adequate time for actual reading. Teacher-directed training comprehension strategies, collaborative studying and student teaching sharing of reading responses (Linda et al1).

Grabe and Stoller define reading comprehension as the capacity to comprehend information in the text, and explain it accurately what is intended by the text (qtd. in Mubin para1). In addition, it is the capability to be aware of what has been read (Hidayati 2). Furthermore, it is the capability to gain the sense from what is read (Birsch qtd. in Gilaljani and Sabouri181).

Reading comprehension can be also defined, as the ability to extract and integrate information from a written text in English. It is a reading skill and the ability to transmit

words. Readers can apply their background information and their knowledge of English language (Koda qtd. in Jarrah and Ismail 31). In addition, Gilakjani and Sabouri reveal that reading comprehension is a complicated process that includes components, systems and factors with the reason of finding more effective techniques of enhancing it among students (180). In order to reader acquire knowledge from the text, he needs different capabilities such as a word recognition, fluency, lexical knowledge, and pre-existing information to be pledged quickly (Gilakjani and Sabouri181).

Hence, reading comprehension is a technique of structuring the meaning from the written version. The reason of structuring reading instruction aimed to facilitate the reader to be aware of a presented text. It consists of the reader and the author (Moussa and Louz17).

According to Vos and Raepsaet when the reader grasp the correct meaning that the author wants to deliver, here the text is understandable (qtd.in Wissing et al 6). Adelberg and Razek define understandability as the capability of readers to comprehend, it means that, readers can comprehend the text easily without any difficulties. Furthermore, Jones points out that, comprehensibility influenced by syntactical difficulty. However, it also influenced by the features of the reader like background, prior information, interest and total reading capability (3), Chiang et al demonstrate that comprehensibility related to reader's capability to grasp meaning that is written in the text, using the features of the reader (qtd. in Wissing et al 3).

Ⅰ.5.2. Why Reading Comprehension is Important

Issa finds that Reading comprehension is one of the most crucial abilities to be obtained during a language course. As comprehension may be viewed a trouble faces students of English as foreign language (qtd. in Al-Ghazo and Al-Sobh 8). This indicates that reading comprehension is as critical for both novice and proficient readers. Therefore, reading comprehension skills are essential in improving learners' language skills including vocabulary, grammar and it help them to understand the text more effectively.

I.5.3. Difficulties in Reading Comprehension

According to Westwood, the following barriers have an effect on the textual comprehension:

1. Limited vocabulary knowledge.

2. Lack of fluency.

3. Lack of familiarity with the subject matter.

4. Difficulty level of the text.

5. Inadequate use of effecting reading strategies.

6. Weak verbal reasoning.

7. Problems with processing information, and recalling information after reading. (qtd. in Behira 41)

Satriani claimed that UIR learners face difficulties in reading, the results of her study show that learners have poor reading comprehension according to three reasons. They read to do the exercise and to pass the test, not with enjoyment and they are demotivated to read English text, which can influence learners to have a habit to read and surmount obstacles in textual comprehension. Second lack of reading ability, learners have problem in figuring out the meaning of the word, in this way they will have poor reading. Third problem is that learners face is to understand the reading material that can be grammatically complicated and unfamiliar for them. The type of the text determines whether learners fail or they comprehend the text correctly (23).

Hidayati classified factors that effect reading comprehension into two main factors internal factors and external factors (14).

Ⅰ.5.4.1. Internal Factors

Ⅰ.5.4.1.a. Poor Vocabulary and Prior Knowledge

 Majority of learners who have problems in reading comprehension, they have deficient in vocabulary knowledge and inadequate learning techniques (Nor and Rashid). Vocabulary prior knowledge and grammatical knowledge are reasons that have an impact on learners reading comprehension (Koda). Moreover, Zhang and Shanshan state that, prior knowledge is a significant reason to apprehend the text. Therefore, to improve a general understanding and things that are relatively complicated in the text, learners need prior information (qtd. in in Jarrah and Smail 32-33-34).

Ⅰ.5.4.1.b.Poor Reading techniques

 Firstly, learners have a look at word via word within the text depending to closely on their visible information, which effect their reading speed and their reading comprehension.

25

Secondly, learners do not pay attention to the main points, however they focus much more on details. Thirdly, they spend their attention on form of guessing the meaning. Moreover, learners face complexities if they do not know how to use reading techniques to have a textual comprehension (yu qtd. in Hidayati15).

Ⅰ.5.4.1.c.Poor Reading Concentration

Facing problem in concentration is the reason of learner's failure in understanding the text due to psychological factors, especially when they read the text during exam. According to Febriani et al in their research most of learners they find problem in concentration as a difficulty because they tend to forget the earlier information when they read long or not interested passage (93).

I.5.4.1.d.Complex sentence

According to Nuttall coordinating conjunctions, prepositional phrases, participial phrases and nominalizations are other difficulties that EFL learners face (qtd. in Jarrah and Smail) 33). The level of complexity in a text affects how well it is understood. When learners are fluent in a language, they are better equipped to comprehend complex texts more deeply (Dennis qtd. in Al-Jarrah and Ismail 33).Hence, facing problems in understanding long sentence because learners who do not have the ability to comprehend a long sentence they cannot understand the message of the text since majority of them cannot understand long sentence especially with difficult structure.

Ⅰ.5.4.1.e.Anxiety

Wu et al clarify that that anxiety effect negatively the textual comprehension. From this point, Taquechel et al. confirm that anxious thoughts like panic and behaviors like shaking hands may lead learners to have less academic achievement. Dennis reveals that anxious thoughts lead learners to comprehend the text incorrectly if they have this type of anxiety (qtd. in Jarrah and Smail35).

Anxiety is one of the barriers that hinder learners in understanding the text, especially if the text is on the second language. Learners feel nervous, stressed and worried, which lead them to deterioration in comprehension.

Ⅰ.5.4.1.f. Readability

Readability belongs to the linguistic features of the text. Which influences the facility and the difficulty, in which the readers is capable to apprehend the text. Readability come from legibility, which means, the text can be easily readable (Chiang et al qtd. in Wissin et al 3).This indicates that learners face difficulties in receiving author's message and what is the intention of the writer behind the text.

Ⅰ.5.4.2. External Factors

There are two types of student's environment factors that can have an impact on their success in learning reading which are "Home and School " The environment factors have an effect on learners in proficiency learning English. (Hidayati p15).

Ⅰ.5.4.2.a.House Environment

Students who reside in unsupportive home environments face challenges in all aspects of their lives, including their education (Parveen qtd. in khan et al 224).

Ⅰ.5.4.2.b- School Environment

School environment is another difficulty in understanding the text that learners face in their reading. Learning reading can be unsuccessful and will hindering learners in apprehending the material if the school have deficiency of learning media, for instance English books magazines and newspapers (Hidayati16). Dennis reveals that, noisy places like volume of television or radios will lose learners concentration in reading, which has been affirmed (qtd. in Jarrah and Smail33). This indicates that learners will lose their concentration, if they are in a noisy or a bad classroom atmosphere. Hence they cannot think or understand the text correctly, thus they will have poor reading concentration.

Reading comprehension influenced by many factors that make learners unable to understand the text correctly and think.

Ⅰ.6. Reading Strategies

People read for many reasons, however the poor understanding of the written text is an obstacle for them especially leaners, since it hinder their academic achievements that is why they need to use the comprehension skill. Reading comprehension strategies are beneficial for learners to comprehend and foster their reading and the ability to comprehend the text is the

ability to use strategies to understand what is being read, and help them to read more effectively.

Gilakjani and Sabouri state that predicting, forecasting, deducing, summarizing, examining, and evaluating are some techniques that readers use while reading. In addition, they identify six strategies or techniques of reading comprehension:

a. Activating and using background knowledge
b. Generating and asking questions
c. Making inferences
d. Predicting
e. Summarizing
f. Visualizing
g. Comprehension monitoring. (183)

Furthermore, there are other reading comprehension skills: predicting, questioning, visualizing, inferring and summarizing which are represent in the following figure:

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┌──────────────────────────────────────────────────────────┐
│                              ┌──────────────────┐         │
│                              │    Predicting    │         │
│                              ├──────────────────┤         │
│                              │   Questioning    │         │
│                              ├──────────────────┤         │
│                              │    Visualizing   │         │
│      ┌───────────────────┐   ├──────────────────┤         │
│      │ Reading Strategies│───│     Inferring    │         │
│      └───────────────────┘   ├──────────────────┤         │
│                              │   Summarizing    │         │
│                              ├──────────────────┤         │
│                              │     Peer-led     │         │
│                              │    Interaction   │         │
│                              └──────────────────┘         │
└──────────────────────────────────────────────────────────┘
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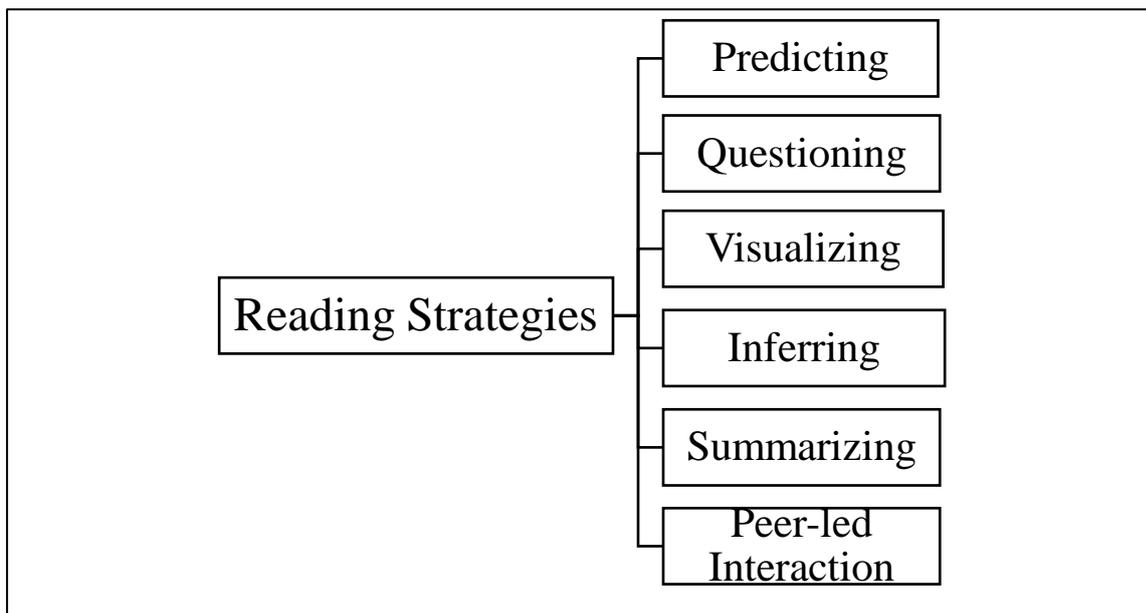
Figure 3: Reading strategies

Ⅰ.6.1. Predicting

Predicting is one of the other strategies to enhance reading comprehension, which help the reader to determine the aim of reading, it means why they read (Saidani and Boukhemacha13). Furthermore, Moussa and Louz declare that the process of predicting is

more than extract what the text is about, indeed the reader should demonstrate the type and the genre of the text and the intention of the author. In this case, the reader requires to use his background knowledge and the key terms and phrases from the text (27).Learners need to predict what will happen next in the text, by activating their background schemata and connect it with the information presented in the text.

Ⅰ.6.2. Questioning

Saidani and Boukhemacha confirm that questioning is one of the most beneficial techniques. Proficient readers use this strategy to comprehend what is being read pre, while, and post reading. They use their background schemata to intellect about the subject matter. In while reading they monitor their comprehension and reflecting on the information and the ideas presented in the text. Finally, in post reading they also reflect on the information and thoughts and expand their comprehension in a critical and spectacular ways (15).

Learners ask themselves questions about the text and about the things that they are wondering or doubting about. In other words, questioning is an effective technique that learners can use while reading, since it opens learner's prospects of thinking curiosity and critic, even it decodes their ambiguities.

Ⅰ.6.3. Visualizing

Beach et al explain can be employing at various stages of reading such as prior, during or after reading text, to activate learners' background knowledge, explicate textual elements, synthesize information and illuminate intertextual connections (120).

Therefore, Saidani and Boukhemacha define visualizing as a beneficial way to foster the comprehension of thoughts, which are written, by composing pictures in the brain from text. Thus, learners can be encouraged by teachers to visualize settings, characters, and, actions in a story, and make them depict or write about the picture that they imagine after visualizing the text (14).

However, it can be challenging to visualize a text, particularly when reading in foreign language. Hence, educators should carefully select and implement visualization strategies that cater to the specific requirements of their students (Salas et al 14).

Visualizing is the ability to create an image from the language, which develop thinking and comprehension. Readers form a picture of the written words in their minds, so that they train their brain to remember and think.

Ⅰ.6.4. Inferring

Inferring refers to reading between lines and learners are required to use their own background knowledge and information presented in the text to draw logical conclusions (Serafini qtd. in MCKown et al. 19).

Saidani and Boukhemacha reveal that the clue of comprehension skill is making inference from words. Learners may have lack of necessary information, if they are not able to make inferences; learners became aware that they can comprehend the text correctly on more than one level (16). Yet they will be confidant and qualified in grasp the hidden meaning in the text.

It can be difficult for learners since they are required to figure out what the text is saying, and it cannot be directly in the text, thus readers make inference based upon clues combined with background knowledge. In addition, it is important to grasp the meaning of the text.

Ⅰ.6.6. Summarizing

According to Adler summarizing involves extracting key points from the text and rephrasing them in concise manner (qtd. in MCKown et al20).This indicates that in this process, readers should know how to determine what is important while reading, and rewrite information and main ideas in their own words. In addition, MCKown illustrates that teacher demonstration and learners' implementation of summarization techniques has been demonstrated efficacy in improving learners' summarizing proficiency and fostering their comprehension of complex texts (20).

While summarizing process, learners will extract the major thoughts from the supporting ideas and extract the necessary from the unnecessary information. This technique is beneficial for learners to order the ideas even in the long text that supposed to be an obstacle for learners. In other words, learners read the text and collect the related and important information that is founded in the text, and neglect the unrelated one, and reformulate it in their own way.

Ⅰ.6.7. Peer-led Interaction

There is another important strategy, which was attracted by many researchers in many years, which is 'Peer-led interaction'.Cazden confirms that the traditional classroom interaction which is; teacher ask questions and learners provide him with answers, and teacher assese them, which is inadequate for understanding the hidden meaning of what is being

read(qtd. in Van Keer 39). Almasi clarifies that leaners have no improvement in their reading because they cannot understand the deeper meaning founded in the text that is why they need to use some reading strategies. In addition to the significance of reading techniques, it was proven that the occasion to collaborate in peer-led interaction in reading activities plays a significant role in reading process, which aims at ameliorating reader's comprehension (qtd. in Van Keer39).

Teachers who use authoritative teaching technique, they make their learners passive. In order to make them active they need to recognize and solve their own difficulties that they face during reading process. Research reveals that, this development of reading is often fostered by giving learners chance to be a part of peer-led interaction about the text. To be precise, the interaction between peers motivates learners to discuss what they are reading, and the techniques they do while reading (Carthey et al qtd. in Van Keer39).

Van Keer finds that, in this case learners find improvement in their knowledge, techniques of reading as well as the capability to implement the techniques in reading process, throughout the discussion and sharing their reading techniques they used (39).

Ⅰ.7. Conclusion

This chapter reviews concepts related to reading skill in EFL context. Reading is a fundamental skill in the instructional process for learning a foreign language. Thus, reading comprehension and intensive reading are important for learners to read a text in classroom, they can use different approaches while reading such as: reading word by word, using their prior knowledge and connect it with the text or use both of them.

Therefore, learners use some strategies while reading, however they still have difficulties in understanding the written text. For this reason, teachers should give learners opportunity to use reading strategies to enhance and increase this skill, such as peer-led interaction, which allows learners to work in pairs and they exchange ideas and strategies from each other that they used while reading. In other hand, learners also required to use these strategies and each one must get an appropriate strategy to have better achievement toward learning and they can improve their proficiency in reading.

Chapter Two:

Peer-Assisted Learning Strategies

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II.1. Introduction

Peer-Assisted Learning strategy is a cooperative learning which aims at fostering learner's new knowledge, skills, and strategies. It is one of the most important strategies that a teacher can implement it in learning to improve the learner's learning and have better achievement. It is an effective way to enhance learner's reading comprehension, thus, to improve their academic achievement.

This chapter is about to provide different terms of Peer-Assisted Learning, and its relation to Second Language Acquisition (SLA) and Think-Pair-Share (TPS). The definition of this method, some histories about it, its strategies (proctor, discussion seminars, peer support group, collaborative projects, cascading groups, monitoring, reciprocal teaching and jigsaw). Moreover, it discusses the activities of PALS (partner reading, paragraph shrinking and prediction relay) and determining the importance of it for both teachers and learners. However, demonstrating its disadvantages such as time ironically, classroom management, content coverage, curriculum materials, areas of PALS Also, it is mentioned some examples of situations, where PALS will probably fail. Then, give important questions to answer, before implementing it. Finally, ACME Framework is a helpful method, suggested to plan the PALS session. It includes aim, content, methodology and evaluation, as a helpful method to plan a PALS session.

Ⅱ.2.What is Peer-Assisted Learning?

Ⅱ.2.1Different terms of PALS

Different terms have been used to refer to Peer-Assisted Learning such as jigsaw teaching(Aronson, Stephan, Siker, Blaney and Snapp), Group investigation (Sharan and Sharan), Student teams Achievement Divisions (Slavin) (qtd. in Fuchs et al 9), cooperative learning(Funchs et al 9), Peer tutoring (Funchs et al 10), Peer Instruction (Mazur). The different names of PALS changed through different years.

Ⅱ.2.2 PALS and SLA

According to Jacobs, suggested theories of SLA (second language acquisition), can be considered as a supportive use of grouping in L2 second language instruction (1).

Ⅱ.2.2.1 The Input Hypothesis

When the input is beyond the norms of L2 proficiency that is difficult to grasp, that input is not involved in SLA. However, where the input acquired from comrades in the same group is likely to be comprehensible, as the group's language competences could be very equal (Jacobs 1).

Ⅱ.2.2.2 The Interaction Hypothesis

The interaction Hypothesis, helps students, asking for assistance when they are unable to comprehend the input, as collaborative nature in of the group permits an easy interaction which helps students to spot their weakness, in the input and the comprehension (Jacobs 2).

Ⅱ.2.2.3 Sociocultural Theory:

Over the span of years, second language educators have scouted links between sociocultural theory and L2. This shows how important including peers and experience with others is. Vygotsky, who is considered as the most influential SCT scholar included grouping in his classes as he creates heterogeneous groups and provide them with the atmosphere, they need to develop their skills (Jacobs 3).

Ⅱ.2.3 PALS and TPS:

Peer-Assisted Learning is related to the Think-Pair-Share (TPS), which is a technique that allows learners to share their thinking with others. Robertson declares that in TPS, students are given time to assume through their own response before the questions are answered by using other peers and the discussion strikes on (qtd. in Kaddora 4).So, itis a collaborative work, when learners work together in order to solve problem or answer the questions given by the teacher.

Ⅱ.2.4 Definition of PALS

Peer-Assisted Learning is an effective technique that can be used in learning process, which allows learners to learn in groups and make a collaborative work. It is defined in different ways.

Ⅱ.2.4.1 As an Instruction

Johnson and Johnson define Peer-Assisted Learning as "the instructional use of small groups, that students work together to maximize their own and each other's learning" (qtd. in Jacobs 1),it is learner centered and has one philosophy, which is students learning from students. Then, according to Topping peer learning is "acquisition of knowledge and skills through active helping and supporting among status equals or matched companions" (qtd. in Glynn et al 1). Thus Peer-Assisted Learning is an action, in which peers work together and support each other in order to facilitate learning.

Ⅱ.2.4.2 As a Supportive Approach

According to Wadoodi and Grospey "PAL provides a supportive approach toward student learning which is used as a supplement to exist pedagogical practices." (qtd. in Castelyn 3).It signifies that either experienced student mentors or tutors support slow learners or those who have complexities formally or informally, transfer the idea easily with various ways, because of the difference between a teacher and a student. That student can understand what his classmate needs to know and how they see and think about the information, similarly, compared to the teacher, who cannot do the same.

Ⅱ.2.4.3 Fostering Relationships

As reported by Topping, formal Peer Learning has been demonstrated to furnish a structured and effective way of fostering relationships between students and instructors, further supporting social and tutorial development (qtd. in Castelyn 4). The basic concept is that Peer-Assisted Learning necessitates more than asking learners together in groups, instead make the learner's experience worthwhile as feasible. Also, strengthening relationships between teacher with learner and learner with learner, then supporting social and academic growth.

Ⅱ.2.5 What Tutor and Tutee Mean

Ⅱ.2.5.1 Tutor

According to Lentel, "Tutors facilitate and guide the learning of their students so that the students gain knowledge and understanding" (qtd. in Brigitte et al 2).From this we can say that tutor is the one who acts as a teacher, gives instructions to a group of learners. His aim is facilitating the learning process for learners.

Ⅱ.2.5.2 Tutee

According to the Meriam Webstern Dictionary tutee is the person who is tutored, is the learner of the tutor. He is the one who acquire the help of tutor by facilitating to him the instruction and the learning process.

Ⅱ.3. Histories of PALS

Ⅱ.3.1 Cooperative Learning

In the beginning of the 20th century, there was an increase of immigrants in the United-States from different places. This gave birth to Americanization Movement, who follows desires to rapidly and compulsorily the hundreds of thousands of new immigrants learn into the mainstream of American society (Appleton 4). There was a vital position for the public schools in forcing an Anglo centric curriculum and allowing immigrants children using their first language (4).Some progressives as Aboh refused the Americanization. She writes that "The Americanization is contradicts sound educational standards, it means that the immigrants must agree to the native Americans (white Anglo Saxon protestant) who put themselves as the time American type, this practically ignores other's people talent (qtd. in Fars 31). However, Kallen creates the term "cultural pluralism," he believes that the newcomers have the right to maintain their ethnic and sectarian affiliations (Appleton 72) (5). Going to education, through this alteration, they made an imaginary situation about Mr. Stasis' class, he is a teacher whose style is lecturing, giving the information while the learners listen and learn, his class is teacher centered (6). This classroom contains diverse learners in culture, language, level, some facing obstacles as poverty, abuse, disability, etc. The teacher cannot reach to all learners due to their differences. It is difficult to cover all their needs, nearly impossible to teach all of them accepting that the slow learners are unteachable. As a

result, there were winners and losers. These losers were slow learners treated equally with fast learners but not fairly (7). An instruction is focused on fast learners. The teacher does not invest the right time and effort in low-ability learners. However, he focuses on fast learners due to their time saving and fast pace. Also, slow learners do not receive communication from their teacher. They only receive quick replies and often are not taken into consideration or priority.

General teachers were unsatisfied with these results which are considered as a "fallout" (8). After that they find out that what they need is a "decentering" of the teaching and learning process as "the open classroom concept." Known in this country by Feathers one and Weber in which "educators are facilitators of kid's own analyzing" which gives birth to Learner-Centered-Teaching method. More popular decentering strategies are cooperative learning and peer tutoring (9). (qtd. in Funchs, Donglsand et al).

Ⅱ.2.3.2 Peer Instruction

Mazur, professor of Physic in Harvard University who, after many years of teaching and trying a new method, noticed that his students were memorizing Physic not understanding it. The solution came accidentally, one day his students asked him for special session at night because they were worried about their poor marks and the final exam were coming later. He starts explaining the test in 2 minutes, when he finished, they were confused, he raised the board and try again explaining in 8 minutes, when he turns, he noticed they were more confused. Hek new that half of them had given the right answer. He said just discuss it, they start talking in 2 minutes and they figure it out successfully. He starts developing this idea in 1991; in 1997 he wrote a book "Peer Instructions: AUser's Manual" (Serious Science).

Ⅱ.4. Strategies of Peer-Assisted Learning

Practical Peer Learning can take place though many different strategies. Among them: Proctor Model, Discussion Seminars, Peer Support Groups, Peer Assessment Schemes, Collaborative Projects, Cascading Groups, Monitoring, Reciprocal Teaching and Jigsaw. (qtd. in "Peer Learning")
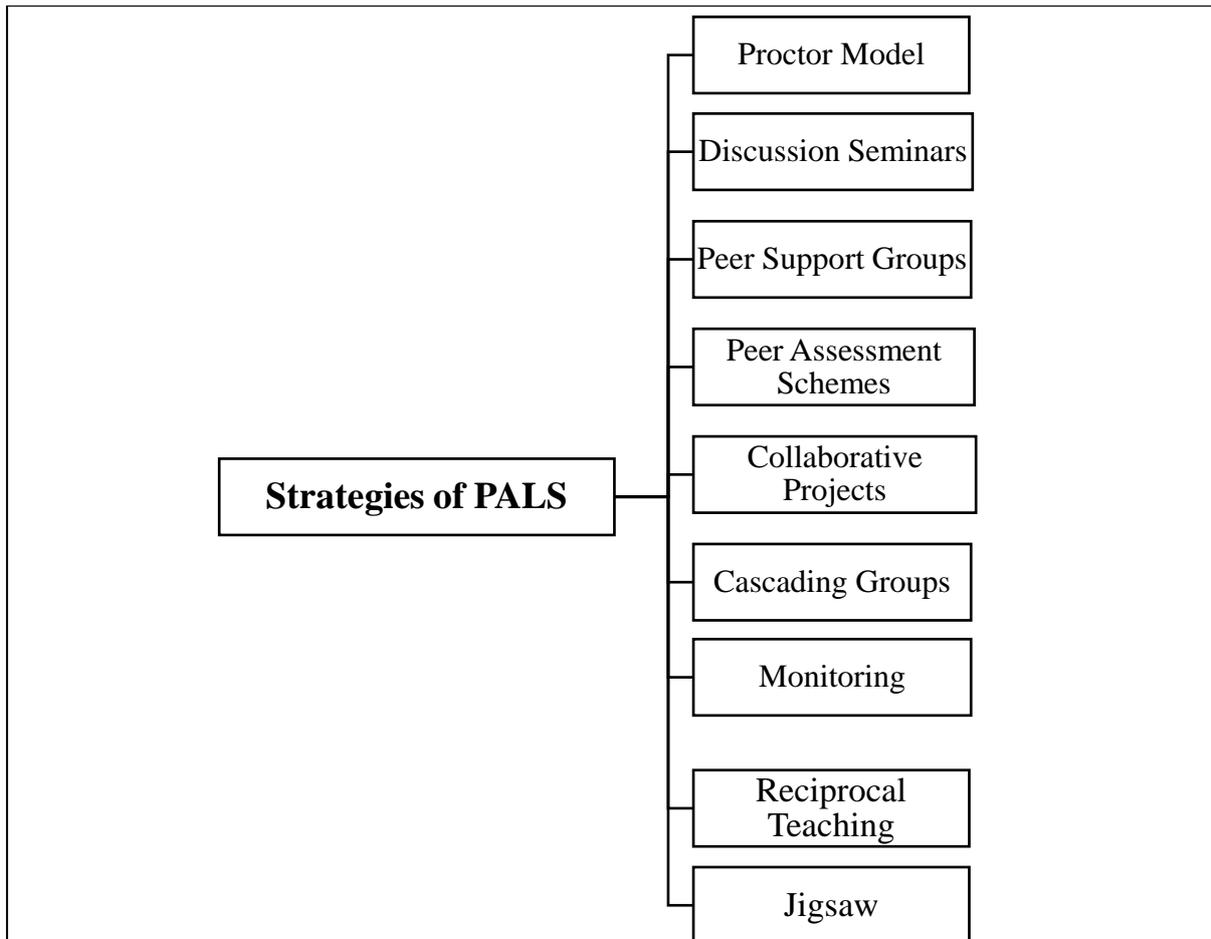
Fig4. Strategies of Peer-Assisted Learning.

Ⅱ.4.1 Proctor Model

An older or a greater professional student teaches younger or less expert peer. For example, a student from high school teaches a learner from primary school, it could also include having a more experienced student (tutor) within the class teaching their classmate (tutee)("Peer Learning").

Ⅱ.4.2Discussion Seminars

Are most famous in universities, they are done after students learn the material from a lecture, with these discussions, students go deeply into their knowledge and earn extra perspective ("Peer Learning").

Ⅱ.4.3Peer Support Groups

They are groups who learn, outside the classroom, like the students who meet in order to study and prepare for the exams together or complete homework or group projects ("Peer

Learning").

Ⅱ.4.4 Peer Assessment Schemes

It is more common in writing. For instance, an Advanced-Placement (AP) English Language teacher might have students read one another's essays to provide informal feedback ("Peer   Learning").

Ⅱ.4.5 Collaborative Projects

It allows learners to work together in projects. This can influence them positively in the future, that it teaches them the importance of combining skills and the need to meet deadlines ("Peer Learning").

Ⅱ.4.6 Cascading Groups

It is a method in which the teacher divides learners into groups to get their knowledge gradually smaller or larger, that is to say, learners might be motivated to study about an interested topic individually and share it with their classmates who later share it with other partners and so on ("Peer Learning").

Ⅱ.4.7 Monitoring

A mentor is an experienced learner in a specific domain who shares information, encourage, guide and teach his classmates. Peer tutoring is a form of mentoring. Usually, learners who get more motivation from a mentor gets more achievements ("Peer Learning").

Ⅱ.4.8 Reciprocal Teaching

In this strategy, learners are required to improve the competencies of questioning, predicting, summarizing and clarifying. They teach each other by using these four strategies ("Peer Learning").

Ⅱ.4.9 Jigsaw Method

In this method, the teacher provides different topics to different groups to learn. After that, from each group one learner discusses various concepts as a collaborative work ("Peer Learning").

Ⅱ.5. PALS Activities
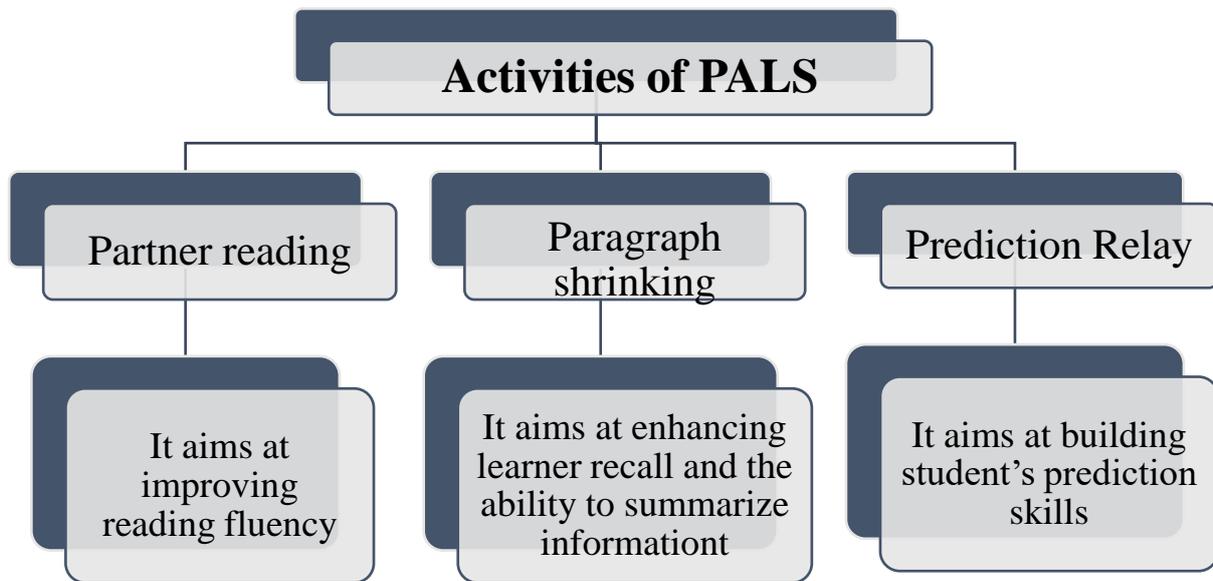
Fig5. Activities for Peer-Assisted Learning Strategies.

In PALS there are three common activities, which are: Partner reading, Paragraph shrinking, Prediction Relay. These three activities are used usually with kids, before doing these techniques the teacher must train the learners (qtd. in "PALS/Literacy Strategies").

Ⅱ.5.1Partner Reading with Retell

It aims at improving reading fluency. The higher performing student reads and the teacher selects test while the lower-performing reader acts as a tutor. The tutor will offer feedback to the reader when they make word recognition errors. After five minutes the pairs switch ("PALS/Literacy Strategies").

Ⅱ.5.2 Paragraph Shrinking

It aims at enhancing learner recall and the ability to summarize information. Students engage in paragraph shrinking to identify the main idea of each paragraph. The higher performing student one paragraph at a time, and after each paragraph, the partner has to state the main idea in 10 words or less. After five minutes, the students switch roles with the second reader reading new content ("PALS/Literacy Strategies").

Ⅱ.5.3PredictionRelay

It aims at building student's prediction skills. the stronger reader makes a prediction about he thinks will happen in the story, after reading half a page, the reader compares his

prediction with what is mentioned if it is correct or not, after reading for five minutes, the students change places. The teacher´s role in this action is to reflect on learner's reading while this occurring, provides feedback and helps partners working together and tries to impose each one in the right position ("PALS/Literacy Strategies").

Ⅱ.6. Why Peer-Assisted Learning Strategies are Important

PALS is praised for its capacity to inspire learners to take part and make contributions to the learning activity. This gives learners ownership for their own gaining knowledge, which subsequently leads to better conversational and cognitive participation.

Ⅱ.6.1 For learners

Nevados states that PAL helps learners towards their assessment, i.e., learners assess themselves by the cooperative work and help each other to overcome the difficulties. Moreover, this leads them to have a growth in their self-confidence. Furthermore, learners work together, this will reduce their academic anxiety and they will not be afraid of making mistakes and each learner has his own role in the group, like a reader time controller (PAL Bedfordshire).

According to Ross, it develops their communication skills, because each learner discusses his ideas, thoughts and even strategies to implement them in their tasks and learners interact to each other to complete the activities which help them to increase their social communication. Furthermore, it improves their awareness of the curriculum that they are involved in (Paul Ross). Moreover, it increases knowledge by exchanging ideas, psychomotor skills by moving if it was a roleplay and understanding of course content. As well, it promotes critical thinking and problem-solving based learning (Paul Ross).

Learners have been able to be in environment which fosters relaxed atmosphere (PAL Bedfordshire). That they can ask questions that they cannot ask to their teachers ordinarily, because the learner can understand the complexities as well as his classmates.

According to Marachi, PALS establishes an environment where students can learn in small groups and learn how to work as a team. Hence, to use the peer-assisted learning strategies and motivate learners, maintain interest and preparing materials.

First, it gives satisfaction to learners for helping each other. Teaching what you know to someone else makes you excited and do better in your learning process. Second, new

perspectives for students: learning from peers, can add numerous helpful perspective, nuances, and layers to a student's knowledge. However, if a student learns exclusively from the teacher, they may only gain one new perspective. Third, the added element of social interaction in peer learning can be exciting and enriching students who may be hesitant to interact with the teacher may be more willing to open up to their peers. Finally, it allows students to have an active role in the teaching and learning process ("Peer Learning").

Ⅱ.6.2 For teachers

Ross states that PAL strategies increase the confidence and responsibility, it helps teachers in demonstrating the three skills which are:

- Improve teaching skill**:** since he gives instruction to learner and explain it in different ways to make sure each learner understands the instruction.
- Communication skill: from time-to-time teacher ask learners questions to see what they have done in the tasks and explain to them if it is necessary.
- Feedback skill:teacher gives learners feedback during and after tasks it means when learners complete their activities which also help learners know their level and difficulties.

It provides direct opportunities for a teacher to circulate in class, observe students and offer individual treatment (qtd. in 'Partner Reading').According to Fink, first, it can lead to higher academic achievement. Then, it offers teachers' flexibility for incorporating PALS into various content areas. Next, it allows for differentiated instruction via having partners work simultaneously on various teacher-directed activities. As well, it helps in classroom management. Like setting arrangement – give a good assessment. Furthermore, it makes the session enjoyable. Finally, strengthening the relationship between the student and the teacher and gain the student's respect.

PALS is not only beneficial for learners but also for teachers. The precise nature of benefit from peer teaching relies upon on the structure of the PALS and the activity that engages the peer educator.

Ⅱ.7. Disadvantages of PAL strategies

As PALS is a useful method, in some cases it is considered as an issue, following are some disadvantages of it(Topping and Ehly).

Ⅱ.7.1 Time consuming

Many of the defects innate in the use of PALS Greenwood et al. debated convincingly that the most successful ways of peer coaching are those that systematically practicing learners in their teaching performance and then monitoring the accuracy and continuous effectiveness in their implementation. Regrettably, systematic peer teaching and regular assessment and monitoring need extra time, which is not necessary in teacher-led teaching. Except if teachers are planned for this additional time requirements. They may not persevere in their power to perform peer education programs (Topping and Ehly76).

Ⅱ.7.2 Classroom Management

Keeping quality peer teaching procedures expose some special challenges. For instance, teachers should observe the peer teaching interaction by moving, gathering continuous parts of student's academic acts, (as oral reading average) and evaluate the learner's production (as written text). These activities are very important understandably to PALS achievement. But it may not be prevalent while teacher-led instruction. So, it is obvious that peer teaching procedures fail, if learners or teachers gave bad performance. If teachers fail in observing the learner's use of instructional procedures, essential practical items may be removed, a student's wrong response may not be discovered, student's cheating may grow, and classroom disruption may take place (Topping and Ehly77).

Ⅱ.7.3 Content Coverage

This is an important impediment link with the quality of content covering feasible through teacher-led against peer teaching led approaches, what is interesting that even it is the most important issue worried by many educators and school administrators, was ignored by literature. At a very basic level, some professionals have argued that the pace and coverage of new content are slowed by peer teaching techniques. Given the immoderate needs positioned on many instructors to cover all subjects within prearranged time intervals. His action propose that some teachers have more hardness with instructional pacing through peer education activities because it is peer gaining knowledge, not teacher lecturing, that will specify academic pace (Topping and Ehly77).

Ⅱ.7.4 Curriculum Materials

This drawback has relation with the demands adoption of syllabus procedures, it seems that the solely commercially applicable curricula planned for use inside PAL method are those in student team learning programs (Slavin), here the procedures and materials are available to start implementing peer teaching daily. Nevertheless, most different programs require teachers to adapt their classification goals and substances to some extent to suit the peer training format. With this, we should admit the extra demands related to the use of Peer-Led in place of teacher-led and dealt with in a proactive way (Topping and Ehly78).

Ⅱ.7.5Areas of PAL

The use of PALS raises three fields of ethical situation. Not always existing during conventional teacher-led instruction. Greenwood et al. suggest that these consist of accountability, peer competence and informed consent (78).

Ⅱ.7.5.1 Accountability

All learners (both tutors and tutees) should benefit from peer education methods, and no one is adversely affected. So, strategies must be developed and performed well. For instance, recursive teaching activities should not change skillful students (with lower-level subjects) that decrease their opportunity of learning more challenging content. So as, inexperienced learners must not treat always as less able learners that which will devalue them (Topping and Ehly 78).

Ⅱ.7.5.2. Peer Competence

Teachers must be well trained to perform their roles in guiding learners during this method, defeat in doing it give bad consequence as getting negative feedback and reject from classmates (Topping and Ehly 78).

Ⅱ.7.5.3. Informed Consent

It is recommended to take the agreements of learners, before engaging them in peer teaching programs, in addition to the possible effect from relationships with others. For example, some have submitted that slow learners in cooperative learning (CL) groups are under pressure from their peers in order to enhance their academic performance, to improve good results. However, experienced students may reduce their input, if they notice that others

not doing efforts (Cosdenand Haring 28). So, it is necessary to ask students, if they want to learn in peers or not (Topping and Ehly 78).

Ⅱ.8. Situations for PALS Potential Failure.

There are situations where PALS probably fail as (Romito 2):

- **Where there is low motivation for self-directed learning**:

This is meant when the student relies on the teacher who is leading the educational process using specific curricula, and he is usually asked to score high grades in the exam, which makes him focus on solving the exam and forget to find the information independently.

- **Where there are poor interpersonal relationships whiting learning groups**:

This the case when the learners do not get along, here logically you will find a conflict between them and do not get agree with each other.

- **Where there is a marked variation in the stage of learning between learners**:

Learners who have higher abilities, sometimes act as selfish and do not want to share with the slow learners. They prefer dealing with learners, on the same level here it will be a failure in the teaching process, some work well and others not.

- **Where there are limited resources available to implement it**:

When the content of the lecture did not need to implement PALS, or when the teacher teaches a noisy class, which is over-crowded, it is difficult to control.

Ⅱ.9. PALS Implementation Pre-Questions.

The teacher must answer essential questions before implement peer-assisted learning strategies which are (Romito 2).

- **Does PALS align with your intended learning outcomes?**

The most necessary question is to reflect on consideration if PALS is regular with your learning outcomes, ask before whether this strategy can really help you to accomplish your goal, if not, there is a little benefit in following through.

❖ **Is PALS feasible in your teaching program?**

This may additionally rely on the structure and extent of the program, instructional charts place various needs on both teachers and learners that it is important to be rational about whether PAL can be adhered to enough and it is practically delivered in the greater scheme of things.

❖ **Will PALS be socially acceptable?**

How acceptable is PALS to your educational system? Will learners be open to it, and not feel that it is not very important? Suggested peer teachers will need confession, that their time in this role is important to them, be that as it may academic, financial or personal return. PALS also need to be acceptable to institutional stage and maintaining with global goals and objectives.

❖ **Will PALS be enjoyed?**

Is it something that the teacher and the learners will find fun? Effective studying experiences score extra meaningful, while negative feelings may decrease motivation and reflection. Current directory suggests that peer learners enjoy PALS and that it is highly acceptable, by peer educators. These positive emotions give motivation to peer groups towards further participation to education.

Ⅱ.10. PALS Session Planning?

It is important to organize a PAL session before starting it. It may be a failure, if it is done randomly by just imposing learners to work together. Planning is needful to a successful teaching process (Romito 3).

Ⅱ.10.1 ACME Framework

It is a framework for planning any teaching class, which includes PAL session also, it consists of aim, content, methodology and ending. "Who is to teach, what to teach, to whom? For what purpose? (Romito 4).

❖ **Aim:** for what purpose?
- ▪ Are the goals factual? Easy, transparent and attainable goals help learners alike teachers interact with the program.

- Are the benefits intended to be academic, technical, social or emotional? This will help define the context and shape the content.
- Should the benefits be for tutors or tutee or both? This will assist formulate application logistics and contrast (Romito 3).

❖ **Content**: what to teach?

- The main decision to be make now is a great deal of control over the educational content. In one hand, experienced teachers give full responsibility to the peers. This will develop the initiative tutor, confidence and keep away from mechanical, inflexible strategies to studying. Learners can take consolation from organized learning errands, when there is instability as to the learning action, learners lose momentum and focus. There's prove that organized PALS is more viable in progressing scholarly result than unstructured methods. In any case, the extra materials and assets related with an exceedingly organized program can be exorbitant and time-consuming. In reality, most PALS sit somewhere between the two. Rather like the ACME demonstrate, the deciding variables come back to what the points of the program are (Romito 3).

❖ **Methodology**: Is the System of practices and procedures that a teacher uses to teach ("teaching English").

- Bloom accentuates, that learning must be important and sense of significant for the learners. For that, it should be based on the specific tutee's needs which they can also determine. Once this is often done, the instructive technique (the action) ought to:
- Be systematically composed and consecutively 'built-up' towards the specified result.
- Be intuitively and full of support.
- Incorporate clear models of conduct, furthermore opportunity for practice and support (Romito 4).

PALS can work in numerous settings: distinctive exercises can be selected depending on what you are attempting to accomplish, and who makes up both the learner gather and the teachers gather (Romito 5). To get this more understandable here are some examples:

- Aforeign language class in high school facilitating reading comprehension in groups.
- First year Paramedical classes preparing for a test together.

49

- University club sharing and discussing reading books.

Here in each situation, a diverse movement relates with distinctive learning results indistinctive settings. Learners have diverse needs at diverse times for diverse things and itis critical to select fitting learning exercises. Who chooses the movement and to what degree is decided by the structure given to the program as a portion of the strategy, it is necessary to observe the PAL strategies. Real time check in guarantees that the program is taking after its aiming way and permits quick reaction to peer tutors in need of support. It will moreover offer assess the program at the end and provide remarks from direct observations (Romito 5).

❖ **Evaluation**

Itis an important portion of any instructive program, to decide how viable it has been and highlight ranges that require extra resources. Before the program is indeed attempted, it is worth considering around how you arrange to evaluate: the evaluation wanted may really impact what arrange PALS takes. Evaluation can be restricted to general observations and individual perceptions. But for it to be solid and valid, it ought to be more comprehensive (Romito 5).

Ⅱ.11. Conclusion

Peer assisted learning strategies have taken different terms as cooperative learning, peer tutoring and peer instruction. It has a strong relation with TPS method, as an important role in SLA that it's mentioned in its theories as the input hypothesis. It is defined as group work, which is considered as learner centered, tutor and tutee are essential member in which the tutor act as teacher, however. The tutee is the tutor's learner. This strategy was developed by different experts through historical stories. Thus, nowadays many teachers implement this method in their classes in diverse strategies as peer assessment schemes, collaborative projects etc. They even use three activities which are partner reading, paragraph shrinking and prediction relay. Peer assisted learning strategies has positive side for both teacher and learner as increasing confidence and responsibility. Nevertheless, it can influence negatively on the teaching learning process as it needs time and effort for classroom management. Also, it can fail because of some situations for instance where there is low motivation. Teacher should take on consideration serious questions before implementing it as will PALS be socially acceptable? Finally, any lesson needs a plan before implementing it, ACME framework it is useful one so as for PAL session, which includes aim, content, methodology and ending.

Chapter three:

Data Collection and Analysis

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Data Collection and Analysis

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Data Collection and Analysis

Ⅲ.1. Introduction

This chapter is devoted for the practical part of our research study, which includes the research methodology, data collection and data analysis. The chapter concludes with some suggestions and recommendations on the light of the main results obtained.

Ⅲ.2. Methodology

For the validity of the research collected data, both quantitative and qualitative approaches are adopted. Qualitative approach focuses on investigating experiences, beliefs, attitudes and motivation of the participants and requires depth understanding of specific setting. However, qualitative approach focuses on quantifying the collection and analyses of the data of the larger group, these approaches allows to test the hypothesis of the research.

The research conducted for 43 learners of second year foreign language learners in Tiaret from both secondary schools, 14 learners from Mohamed Boudief and 29 from Belhouari Mohamed.

Ⅲ.3. Data Collection

This study uses three main research tools: the learner's questionnaire, teacher's interview and classroom observation. First, the questionnaire is composed of two parts. The first part aims at collecting factual data on the respondents. The second part is designed to elicit responses on participants' behavior towards the research themes.

Second, the teacher's interview includes semi-structured items to question the participating teachers on their teaching practices in relation to the research themes. Third, evidence collected from the first tools are to be backed and compared with field collected data through classroom observation that took place in the research setting with the research sample who have already responded to the first tools' items.

Ⅲ.4. Learners' Questionnaire

Part One : Participants' Profile

- **Item 1** : Gender

Gender	Number of participants	%
Male	23	53%
Female	20	47%
Total	43	100%

Tab 1: Participants' gender

Table 1 demonstrates that both males (53%) and females (47%) participated in the study.

- **Item 02: Level**

Level	Number of participants	%
1st year	0	0%
2nd year	43	100%
3rd year	0	0%

Tab 02: Participants' school level

Table 2 indicates that that both males (53%) and females (47%) participated in the study.

- **Item 03:** School Stream

Stream	Number of participants	%
Foreign languages	43	100%
Letter and philosophy	0	0%
Experimental sciences	0	0%
Mathematics	0	0%
Technical Mathematics	0	0%
Management and Economy	0	0%

Tab03: Participants' school stream

Table 3 indicates that all learners are from the same stream, which is Foreign Languages. This Questionnaire is administered to Foreign Languages learners as English is one of the main stream subsect with a high evaluation coefficient (5).

- **Item 04 : School Location**

School location	Number of participants	%
Urban	43	100%
Semi Urban	0	0%
Rural	0	0%

Tab04. Participants' school location

Table4 shows that all the respondents' school is located in an urban area study at urban schools (Mohamed Boudief and Belhouari Mohamed). Convenience sampling was used in this research due many reasons, first the easy accessibility in secondary schools. In additions, for time and energy saving the homes are located near both schools. Moreover, some teachers are willing to be helped in conducting this research.

Part Two: Learners' Reading Behaviour

- **Item 01**: Do you like reading?
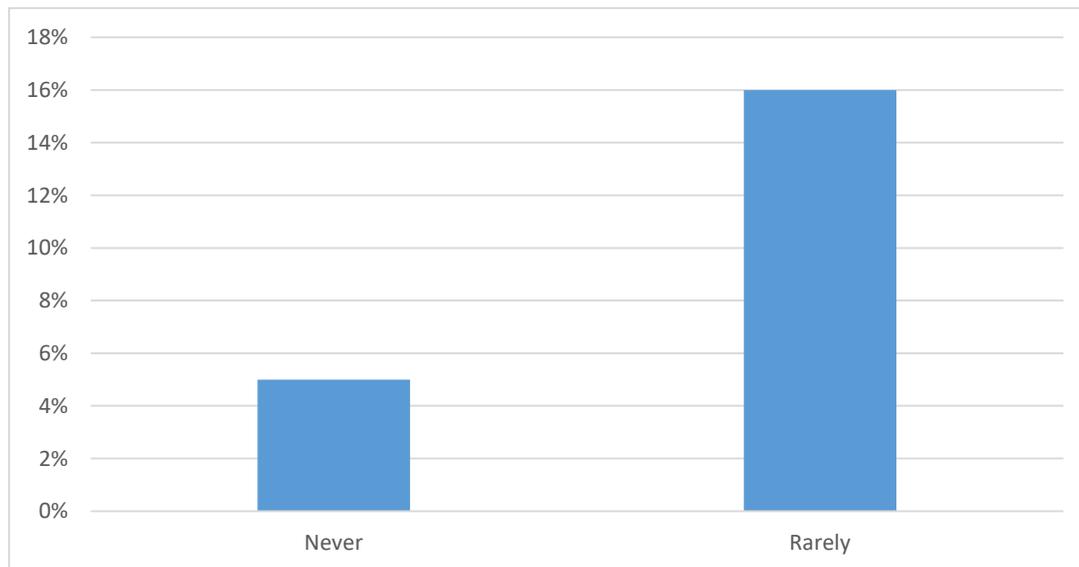
Fig 06: Learners' behaviour toward reading

The purpose of this question is investigating the students' behaviour toward reading. To which, 58% of the participants responded positively. 12 of them justified their responses by responding the question why, starting that it enriches their knowledge and it makes them smarter. There is no doubt that throughout reading a person will gain much information, which will develop his intelligence. Some of them find it interesting, while others think that it is important and necessary. In other words, reading is a good practice to improve memory and critical thinking. In addition, some of learners read for pleasure.

On the other hand, 42% of the participants responded negatively to this item stating that they find reading boring and not interesting, some of them have lack of motivation to read .Others, are shy, which may have relation with academic anxiety. Furthermore, half of respondents did not justify their respondents.

- **Item 02:** Do you read the text before reading it in class?
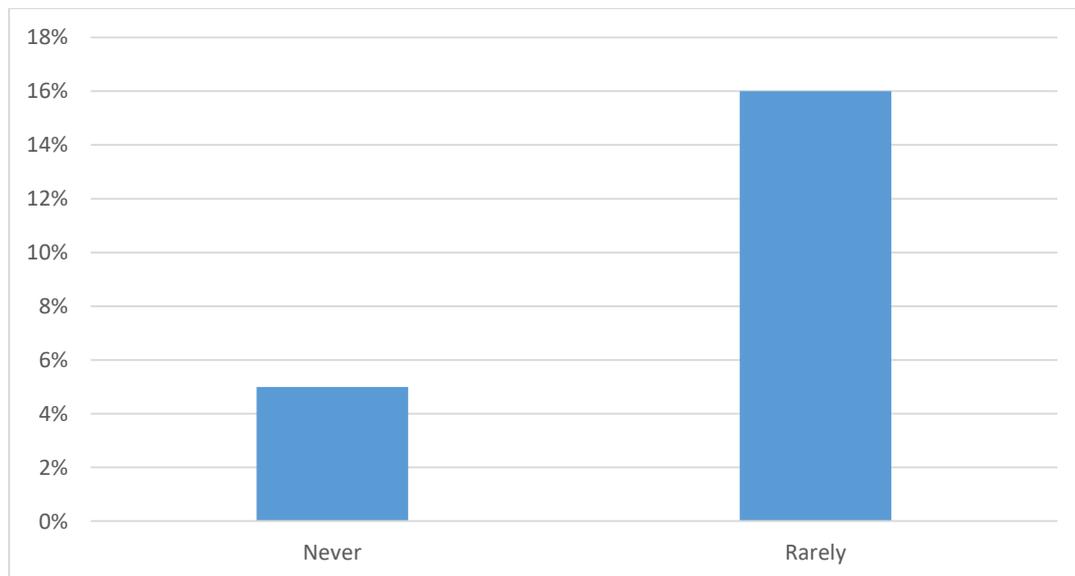
Fig 07: Participants' reading habit

The aim of this item is to investigate learners' reading habit. Figure 6 demonstrates that most of the participants (77%) do not use to read the texts before being studied in the class. In contrast, 23% of participants do read the texts before reading it in class. Respondents who do not read the texts before reading sessions explain that their reading behaviour is due to the unavailability of the texts as their teachers adapt the textbook reading texts mostly missing the benefits of reading the texts at home and this will lead them to face more difficulties than those who prepare the text. However, most of the 23% of participants who read the text before reading it in class find that this helps them understanding that text's vocabulary while others think that such behaviour helps them doing the text's accompanying tasks.

- **Item 03:** How do you evaluate your comprehensibility in reading texts provided by your teacher in class?
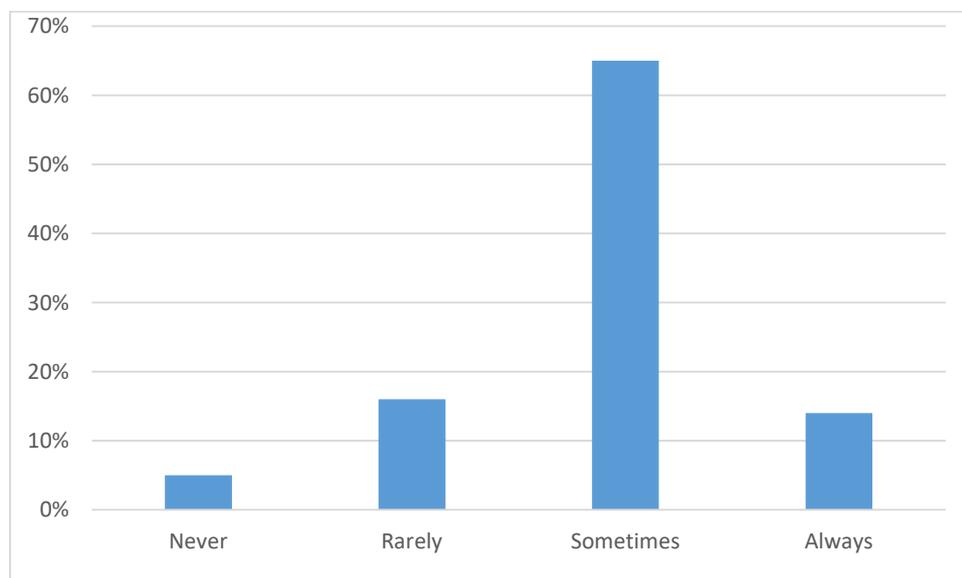
Fig 08:Participants' comprehensibility of reading texts

This question aims at figuring out the learners' comprehensibility level. Figure 08 demonstrates that 45% of the participants self-evaluate their comprehensibility with selecting good , 30% of them think that is excellent, 16% of responded by very and just 9% of them think that their comprehensibility of the reading texts is intermediate. We can notice that the majority of responses range from excellent, very good and good, due to the features of the reader like background, prior information, interests and total reading capability .While, the minority of learners find their comprehensibility level intermediate, due to the difficulty in grasping meaning that is written in the text.

- **Item 04:** How often do you answer the reading comprehension questions in the textbook?
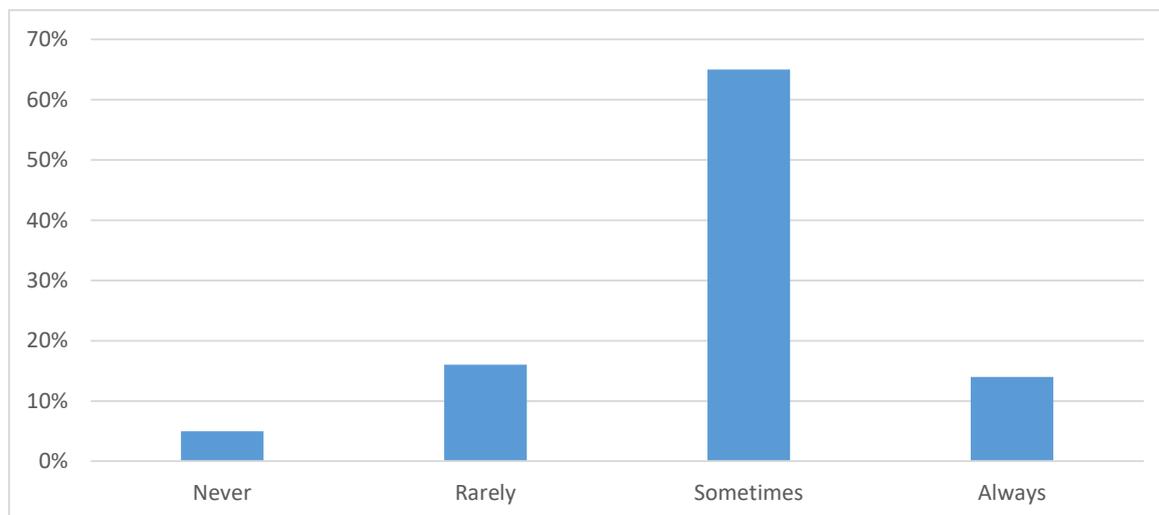
Fig 09: Participants' habits toward the text's comprehension questions

This questionnaire item aims at exploring the respondents' frequency in answering the textbook reading texts. Figure 9 illustrates that 49% of participants respond that they never answer the textbook reading comprehension questions. 37% of them respond to the questionnaire item by sometimes. 9% of them rarely answer the questions and the rest 5% by Always

Almost half of the respondents never respond the reading comprehension questions because learners may have limited time to respond the questions, which can effect negatively on their ability to provide more responses. In addition, if learners lack the necessary background knowledge they may find it challenging to comprehend the text and respond the reading comprehension question. Furthermore, if learners have difficulty in reading skills they may face difficulties in responding the text effectively. Reading comprehension involves using reading strategies and if learners do not employ them, they may have difficulties in understanding the text and doing activities. Moreover, learners may not be actively engaged or motivated to read the text and they may not fully motivated to respond the questions.

- **Item 05:** How often do you answer the teacher's comprehension questions?
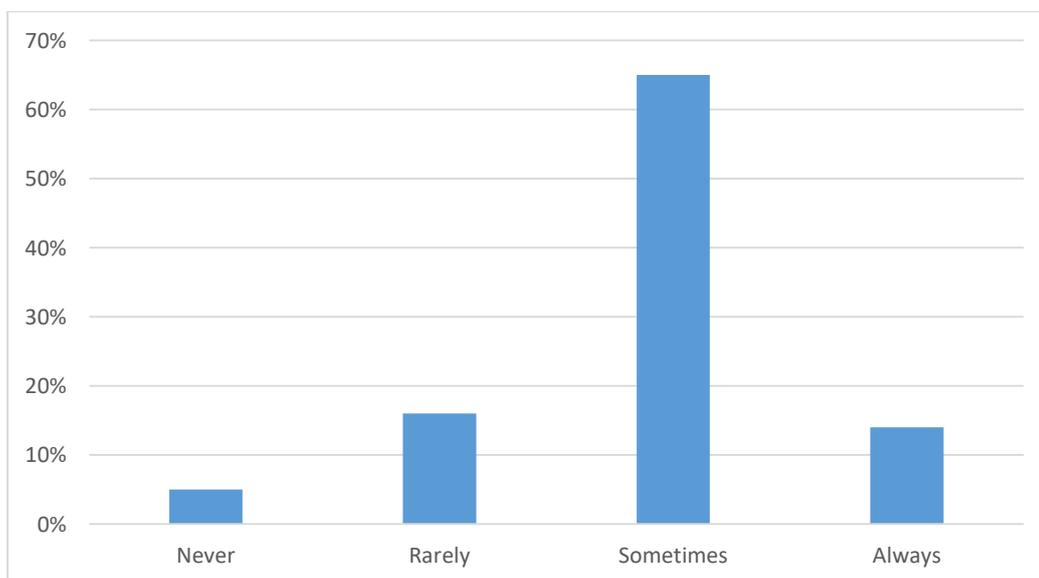
Fig 10: Participants' habits toward the teacher's comprehension questions

This item aims at investigating the respondents' engagement in interaction with their teachers during reading sessions. Figure 10 demonstrates that 65% of the respondents sometimes answer the teachers' comprehension questions. 16% of them rarely do compared to 14% who always answer engage in such activity. Just 5% of the participants never answer such questions.

Most of the respondents sometimes answer the teacher's reading comprehension questions because it allows them to share their thoughts and build communication skills. In addition, learners may know that they may be asked questions about the text this motivates them to engage in reading process and they may focus more to the details, which enhance their reading skills. Furthermore, if learners respond the teacher's questions they may create an interactive and collaborative learning, where learners feel encouraged to participate and share their ideas.

- **Item 06: How do you find reading in adapted texts?**
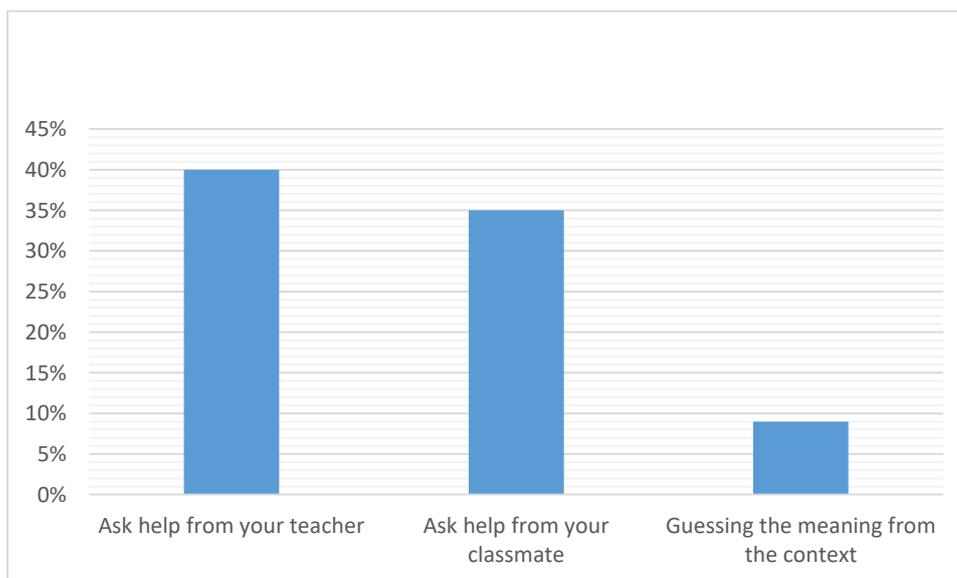
Fig 11:Length of the adapted texts.

This questionnaire item aims at investigating the participants' views on the adopted reading texts' length. Figure 10 shows that more than half of the respondents think that the reading texts' length is appropriate compared to 44% of them who find the texts in question long. Just 2% of the participants think that texts are short in reading.

First, Learners often find reading in adapted texts congruent because the language and content may be tailored to their level of proficiency. Also, it may make it easier for them to understand and engage with it. This may help learners to build their confidence and develop their reading skills more effectively. Second, Learners may find reading in adapted texts long may be because the texts often include more detailed explanations and descriptions to help learners understand the content. Additionally, learners may be less familiar with the vocabulary and language structures used in the texts, which can make it more challenging to read and comprehend the material. Finally, learners can find reading in adapted texts short depending on the text, shorter texts may be easier for learners to understand, but not provide as much information.

- **Item 07: Which of these activities you often engage in during reading sessions?**
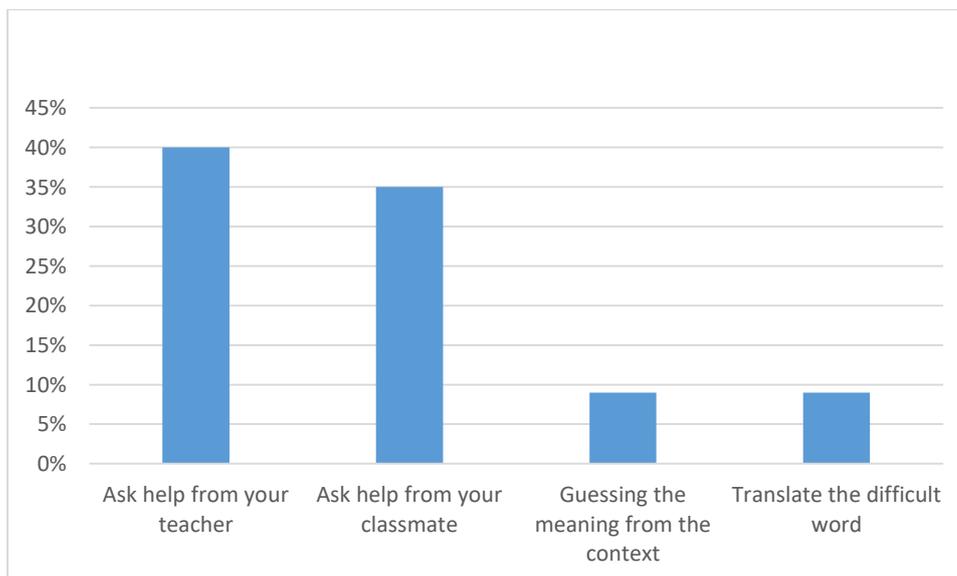
Fig 12: Participants' in-class engagement during reading sessions.

This questionnaire item aims at finding out the participants' in-class engagement with their peers and teacher during reading sessions. As illustrated on figure 11, nearly half of the respondents (49%) engage in discussions with their peers while reading texts. Nearly one third (30%) of them depend on their teachers when finding difficulties in reading. One fifth of them depend on themselves in reading the provided texts and doing the accompanying tasks.

Almost half of the respondents prefer to open discussion with their classmates, because they get motivated in doing activities and learn new techniques from each other. Moreover, this allows them to share their thinking with their classmates in cooperative work. In addition, it will lead them to have a growth in their self-confidence and help each other to overcome the difficulties. While, those who prefer depending on the teacher will work together all class as one group 'Large group', this will develop their communication skill, each learner express his ideas, thoughts and even strategies to implement them in their tasks. Those who prefer to complete the tasks by their own may have a different learning style, which is solitary or independent style.

- **Item 08: Do you find the reading time provided by the teacher to read texts in class sufficient?**
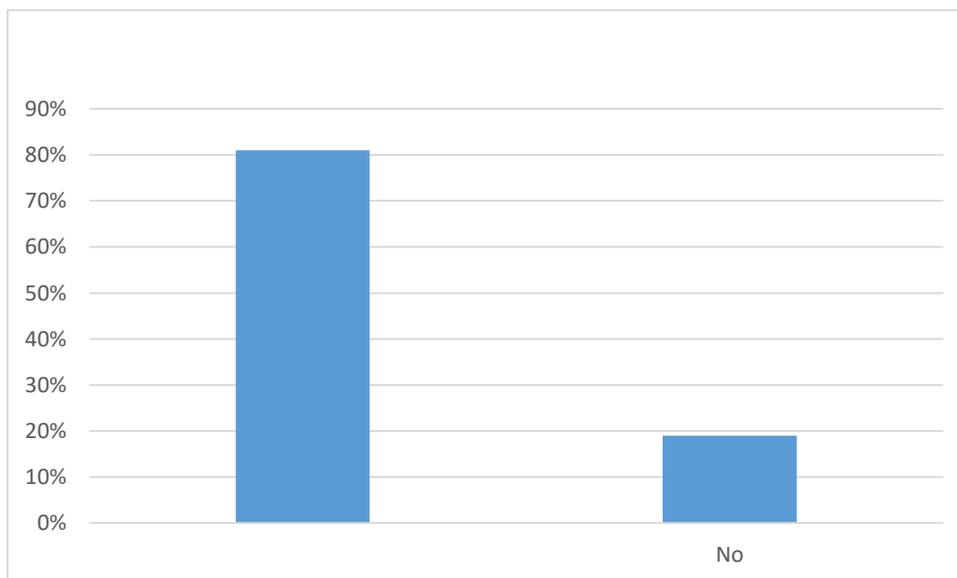
Fig 13: Compatibility of texts' reading time provided by teachers with participants' reading ability.

Figure 13 above shows that the majority of the participants (63%) find the reading time provided by the teacher sufficient, while 37% of them express an opposite view.

This research item aim at figuring out the sufficiency of the time provided by the teacher while reading the text in class.

Teachers are supposed to be aware of their learners' reading abilities. Therefore, they are supposed to provide them with sufficient reading time to read the target text. Even though teachers find that the reading time they provide to their learners is sufficient, we have to take on consideration the slow readers who face difficulties in both readability and comprehensibility for which they need more time to read the text and understand its content.

- **Item 09: Do you find the time provided by the teacher to do activities in class sufficient?**
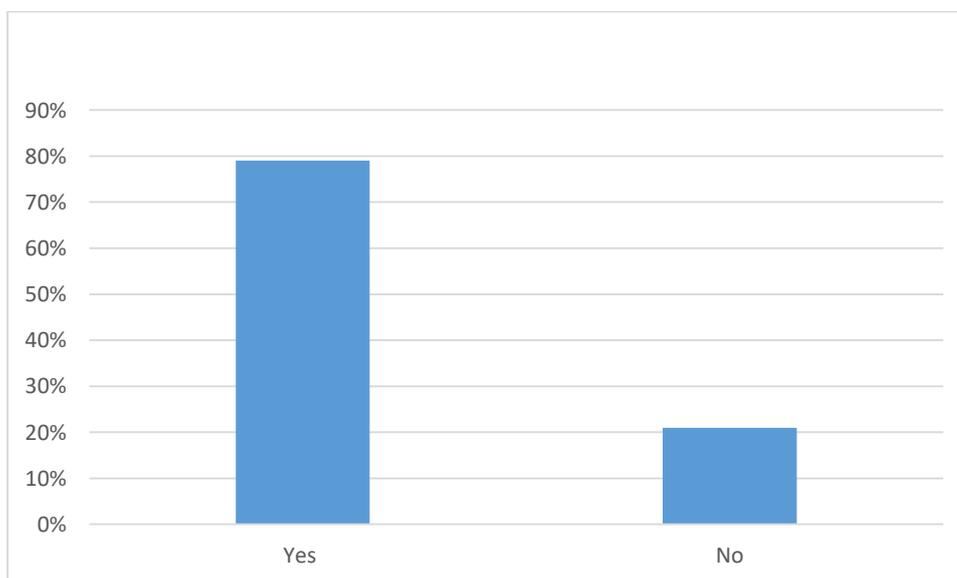
Fig 14: Compatibility of time provided by teachers to do texts' accompanying tasks with participants' ability

This research item is figuring out the sufficiency of the time provided by the teacher while doing the reading activities in class. Figure 14 above shows that the majority of the participants (79%) find the time provided by the teacher to do activities in class sufficient, while 21% of them express an opposite view.

It is important for the teacher to provide enough time for doing reading activities in class so that learners may have the opportunity to practice and develop a deeper understanding of the text and retain the information better. This may also help learners feel more confident in their abilities and more engaged in the learning process. That is to say that learners find the time provided by the teacher to do activities in the classroom sufficient because the teacher might have given clear instructions and expectations in which can help learners use their time more effectively.

Additionally, learners might be motivated to complete the activities within the given time frame to avoid homeworks or other concequenes.

- **Item 10: Does the teacher ask you to do reading activities in pairs or in groups?**
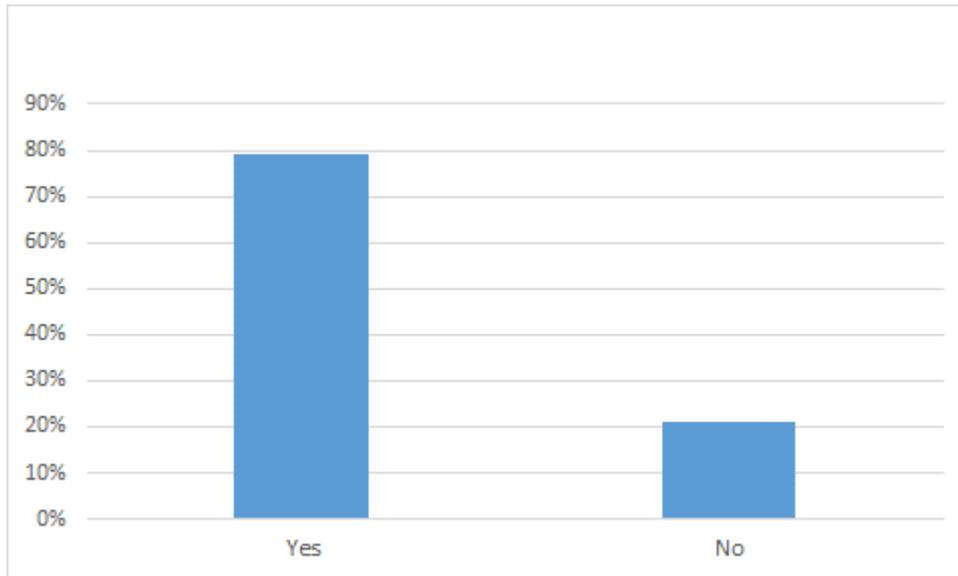
Fig 15: Group and peer work in doing in-class activities.

This item aims at figuring out if the teacher engage learners to do in-class activities in group and peer work. Figure 15 above shows that the majority of the participants (81%) find the time provided by the teacher to do activities in class sufficient, while 19% of them express an opposite view.

According to the participants' responses teachers engage learners to work in groups or pairs, which is a must to engage learners in PALS. Such approach helps both teachers and learners improve their practices in terms of in-class peer-to-peer and teacher-learner interactions and feedback.

Moreover, it may help learners develop their reading comprehension, critical thinking, and communication skills. As well as it may promote a collaborative learning atmosphere where learners can support and learn from one an other.

- **Item 11: Do you like reading in groups?**
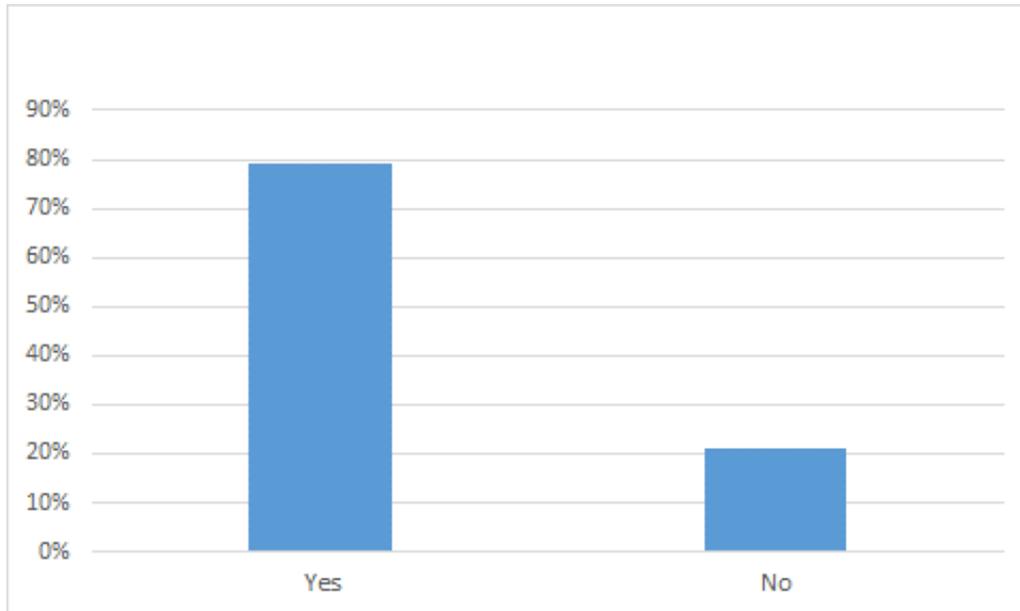
Fig 16: Participants' views on group work.

Figure 16 above shows that the majority of the participants (81%) find the time provided by the teacher to do activities in class sufficient, while 19% of them express an opposite view.

This relates to the learners' preferences. Those who prefer reading in groups may have social learning style, they like to learn new things as part of group, which throughout it they feel satisfied for helping each other .Also, group work Promotes critical thinking and problem-solving and allows learners to have an active role in the learning process. Nevertheless, those who prefer reading individually may have solitary (independent) style; they like to read by their own.

- **Item 12: Do you think that doing activities in pairs or groups help you improve your text comprehensibility?**
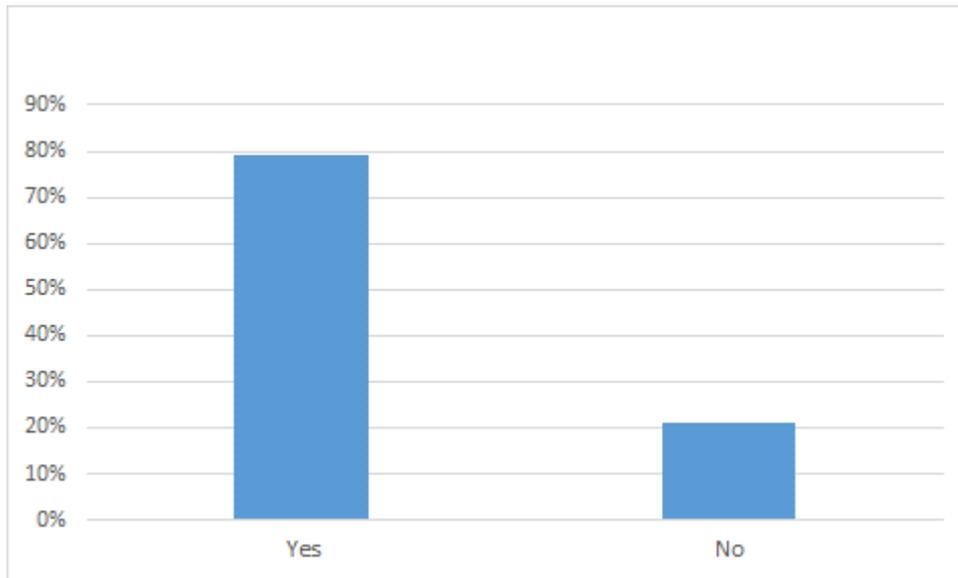
Fig 17: Participants' view on group work effect on their text comprehensibility.

Figure 17 above shows that the majority of the participants (81%) find the time provided by the teacher to do activities in class sufficient, while 19% of them express an opposite view.

According to their choices, the majority of the responses find that doing the reading activities in pairs or groups help them improve their text comprehensibility. In the first place; they may feel more motivated, then, they may get help from their classmates. Finally, they may learn new techniques of reading activities from each other. From this point, we can say that learners find PALS is an effective method to help them facilitate their reading comprehension. However, There are some learners who may prefer to work independently or may feel more comfortable reading and learning on their own.

- **Item 13: Why do you find some difficulties understanding reading texts?**
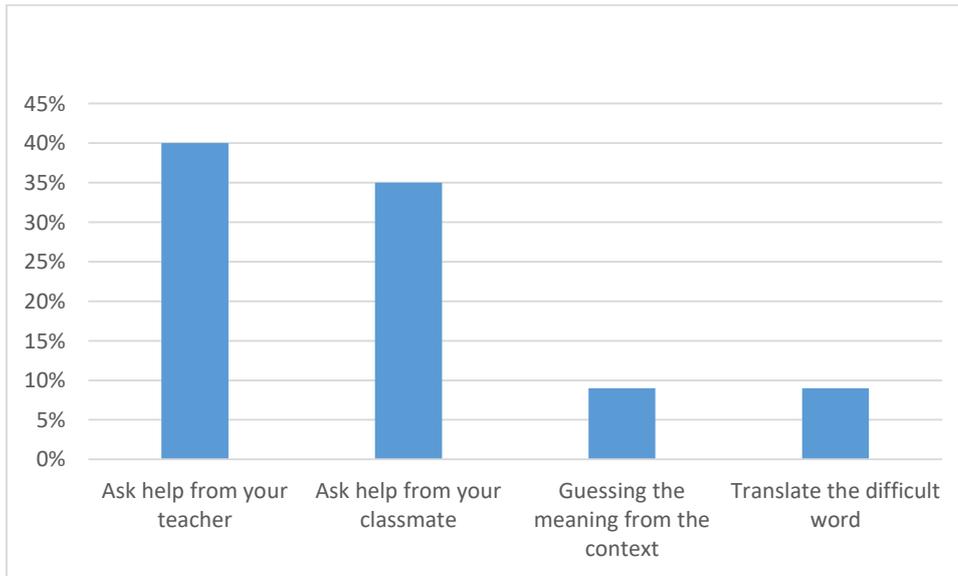
Fig 18: Participants' Difficulties in Understanding Texts.

This question has the aim of finding out what are the difficulties that respondents face in understanding text. First, 52% vocabulary difficulty, if learners have difficulty in understanding the words they may not comprehend what the text is about. Second, 32% sentence complexity which leads them to have more obstacles in reading especially if the text has difficult structure such as coordinating conjunctions, prepositional phrases…etc.Third, 16% Lack of prior knowledge of the text topic which is a significant reason to apprehend the text, if learners may not use their prior knowledge they may not improve their general understanding of the text.

- **Item 14: When you find difficulties in reading you:**
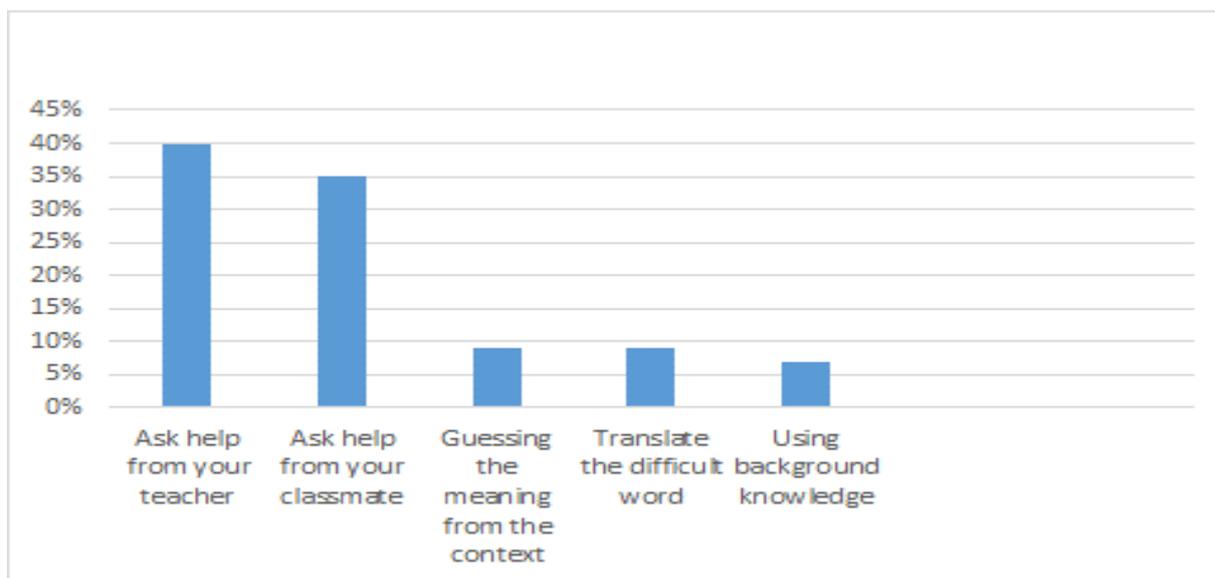
Fig19: Learners' strategies in understanding texts

This item aims at figuring out the strategies used by learners when they face difficulties in understanding texts while reading. According to the participants answers they first, 40% ask help from their teachers, that the teacher is a falicitator, learners usually depend on their teacher, and hence the teacher try to answer in collaborative work with the other learners. Then, 35% ask help from their classmates , because peer learning can be exciting and enriching students who may be hesitant to interact with the teacher may be more willing to open up to their peers that they can ask questions that they cannot ask to their teachers ordinarily. After that, 9% of them guess the meaning from the context by understanding the key words and refer them to the context and find out the connection among the word and the theme. Moreover, 9% translate the difficult words to other languages. Finally, the rest 7% use background knowledge, learners use their prior information and refer it to the text in order to improve a general understanding.

Ⅲ.5. Teachers' Interview

Two secondary school English teachers respectively from Mohamed Boudief and Belhouari schools in Tiaret were interviewed on their teaching practices in in-class reading sessions.

Q1: What are the difficulties that you face during in-class reading session?

T1: Reading comprehension and new vocabulary.

T2: Text new vocabulary.

Discussion: Both teachers think that their learners find difficulties understanding the reading texts due to the new text vocabulary.

Q2: How do you know that learners do not understand the reading texts?

T1: From the comprehension question and the way they answer them.

T2: The students silence when they are asked.

Discussion: Both teachers agree on one specific point, which is through learners' answering questions. The teacher monitor learners' reaction while asking questions and the way they respond. Itis obvious that learners cannot answer questions when they do not understand the text.

Q3: What do you do when your learners find difficulties understanding the reading texts?

T1: Through explanation or by letting their friends explain to them.

T2: Through explanation or by guessing the meaning

Discussion: Both teachers choose explanation as strategy to help learners understand the reading text. On the other hand, both teachers use another strategy by letting their learners explain to their classmate.

Q4: Do you adapt the textbook reading texts? If yes, Why? And what are your alternative reading sources?

T1: I adapt the textbook reading texts from the internet like social media groups to fit learners' needs

T2: I adapt the textbook reading texts from colleges and internet to fit learners' needs interest and their levels.

Discussion: Both teachers adapt the textbook reading texts and their alternative reading sources are internet or social to fit their learner's needs, levels and interests.

Q5: How do you engage your learners to read in class?

T1: Through adopting the textbook reading texts to motivate learners to read in class as a technique.

T2: Through enjoyable activities and by engaging them in doing reading activities in groups.

Discussion: Teachers use different strategies to engage their learners to read in class, for T1 adaptsthe textbook reading texts to motivate her learners to read in class as a technique, sheis a creative teacher who adopt a text for her learners according to their interest to not getbored from the same learning process. While T2 uses enjoyable activities such as: games, provides

them with pictures and using PALS, by engaging them to read and do activities in groups. From this, learners will be excited to work in groups and feel comfortable.

Q6: Do you engage your learners to work with their peers during in-class reading sessions? Why?

T1: Rarely, because learners will be examined individually and do tasks alone.

T2: Always, because learners will be motivated and engaged, and they help and learn from each other.

Discussion: Teachers exhibit engaging learners to work with their peers during in-class reading sessions from different prospective.

Ⅲ.6. Classroom Observation

The classroom observation done in two sessions; in first session learners were asked to work individually while they worked in groups in the second one. Moreover, it was done for Fifteen Participants from Mohamed Boudief seconadary school, second year learners foreign languages.

Ⅲ.6.1. Classroom Pre-Observation

This session planned for second year secondary school, foreign language class. From 8:00am to 9:00am. The teacher provide the learners with an adapted text in handouts, the text was about the earthquake. Thus, the teacher use in her lesson PDP framework (pre, during, post) by asking learners work individually.

Stage 1: Warming-up

The teacher started introducing the lesson by asking questions on the lesson new vocabulary for learners. The learners interact with the by answering the teachers' questions, asking their own questions and providing examples of how they might use the new vocabulary.

Stage 2: Pre-reading

The teacher provided them with a handout that includes pictures and questions which they are supposed to answer. The teacher provides them some help by drawing on the table. Together, she added some draws to clarify more.

Stage 3: While-reading

The teacher provided the learners with a text to read, it was selected by the teacher, it was not from the textbook. The learners were not provided with a copy before the reading session. The learners were provided with 5 minutes to read the text, the text was about the earthquakes, it was short that it contained three paragraphs. It was noticed that out of 15 learners, just 4 engaged in reading the text. In addition, when she asked one of them to read out loud they were not following. In this stage she tried to explain the difficult terms for her learners by asking them questions and they guess the meaning. In addition, learners faced difficulties in vocabulary and readability.

Furthermore, she asked them to do tasks 1 and 2 in three minutes. However, the reading time was not sufficient, so she added two more minutes. We observed that 12 learners ask their classmates as a strategy to do the activities except three of them. Moreover, they answered the questions together orally. Finally, time was left before completing the other activities.

Stage 4: Post-reading

The teacher gave them a task as a homework. First, learners did not prepare the text before, because the teacher use an adopting text. Second, they were not motivated to read the text, because the teacher used the traditional classroom interaction which is; teacher ask questions and learners provide her with answers.

Third, the teacher asks questions and explain the difficult words in order to engage them in reading. Fourth, vocabulary and readability was an obstacle for learners in reading comprehension, since they cannot understand the key words and have limited vocabulary, then they were not able to read the text. Fifth, learners ask their classmates when they did the activities because they prefer accompanying work. However, those who worked individually they were sitting alone. Finally, reading time was not sufficient due to the poor time management. She wasted time in asking questions and learners took much time to answer her because they were not interested.

Ⅲ**.6.2. Classroom Post-observation**

This session planned for second year secondary school, foreign language class. From 13:30am to 14:30am.The teacher was asked to give instructions, then, give the learners the format of the work which is group work, with mixed abilities and gender, Furthermore, providing them with time limits and each member has his own role in the group, be sure that all learners will participate and respect each other. Therefore, the teacher divided the learners

into 2 groups, each group contain 7 members with mixed abilities and gender. She used in her reading comprehension session PDP framework (pre, during, post).

Stage 1: Pre-reading

The teacher used a picture from the textbook and they start describing it, and guess what the lesson is about with asking questions. The learners get excited and try to come up with creative answers.

Stage 2: While-reading

Learners came to class with having an idea about the text. After that, the teacher asked them to read the text for 5 minutes. We have noticed that from 15 learners, 10of them were reading while others were not. Moreover, she asked two learners from different groups to read out loud, the other members were following. In this stage, she let learners explain the difficult terms by using L1 or synonyms. In addition, the teacher asked learners about missing points in the text; she opened discussion in terms of group class and let them figure out what the missing points are. Furthermore, she asked them to do activities in-group work by giving the learners roles as monitor, time controller. We observed that they were working together, asking each other and try to find answers and use different techniques. Here the teacher noticed that two learners were not participating in doing the activities. So, she warned them, after that they join their members in completing the activities. Moreover, they answer the questions together orally.

Stage 3: Post reading

The teacher asked learners to summarize the text in post-reading. First, learners prepared the text before doing in it in class so, they face no difficulties since they have already searched the difficult words and get an image about the text topic and the activities, and hence they have background knowledge. Second, they were motivated to read the text because collaborative work in reading activities plays an important role in reading process. Third, the teacher let learners explain the difficult words because she knows that learners can understand what their classmate needs to know and how, they see and think about the information similarly and also in order to engage them to read. Third, the teacher controlled learners' behaviour and work that is why when she noticed that two learners did not work she engaged them to work. Finally, time was sufficient because of good time management that the teacher followed.

III.6.3. Classroom observation Discussion

Based on the pre and post observation it was noticed that using collaborative work as a strategy of PAL in reading comprehension session is effective due to many reasons. First, reading individually reduces learners participation and motivation and make them passive learners because they were not interested, while, in collaborative work fosters learners engagement, participation and motivation in reading comprehension tasks because each learners have less responsibility since each member has his own role as reader, monitor, leader, time controller…etc. Second, learner has his own comprehension in doing reading' activities individually. However, group work can encourage learners to learn from each other and obtain different perspective which can help them complete reading comprehension tasks easily. Third, Social interaction was increased in collaborative work because it builds sense of communication and interaction among learners since they respect each other's opinions and politely disagreeing and speaking with quite voice. Forth, teacher did not give much importance to the learners' understanding of the text individually, for this reason, learners find difficulties in completing simple reading tasks and have poor reading comprehension. But, when the teacher implement PALS he become aware about his role in engaging learners in such collaborative work which can enhance their engagement and motivation in reading class. Finally, as it is mentioned in the theoretical part, time is considered as an obstacle for PALS but the observation below shows that, PALS effect positively on time management, help teacher organize the session and learners to complete the tasks.

Ⅲ.7. Conclusion

The research results and findings confirm the research hypotheses put forward in this study. The results show that both teachers and learners find that the traditional instructional method is not helpful in reading comprehension sessions. However, learners prefer working in pairs or groups which may help learners to comprehend the text. Additionally, classroom observation revealed that learners' engagement in reading sessions increases while working and interacting with their peers.

Based on the learners' questionnaire and teachers' interview and classroom observation, affirmed that teaching and learning reading comprehension through peer-assisted learning strategies was effective for both teachers and learners, because it improves reading comprehension outcomes for EFL learners, it developed their communication skills, interaction increased their motivation and engagement. Learners felt more comfort to express their opinions and they were more active. Moreover, it helps teachers to manage the classroom, and it developed three skills which are, teaching, communication and feedback skills

General conclusion

General Conclusion

In conclusion, this research has investigated the difficulties that EFL learners face during reading comprehension sessions. Teachers can use different strategies in order to engage learners and help each other with peer work or group work, which referred to PALS that it fosters EFL secondary school learners' reading comprehension skills. It was examined through the analysis of triangulation of research tools, the questionnaire, classroom observation and semi-structured interview.

The research findings distinctly demonstrated that EFL learners cannot complete a simple reading task and learners manifest in developing their reading comprehension skills. In addition, majority of teachers had limited awareness in engaging their learners in such collaborative work that enhances learners' motivation and active engagement during reading comprehension sessions.

Furthermore, our findings confirm that learners recognized that PALS is an effective method that effect positively on their motivation and active engagement during reading comprehension class. Moreover, teachers are aware about the importance of learners' peer and group work. Additionally, this study highlights the necessity for teachers to be attentive to such collaborative work and incorporate it into reading comprehension class.

Based on this research, series of suggestions and recommendations were formulated to enhance learners' reading comprehension skills by applying and implementing the effective PALS in reading sessions. Teachers' awareness in engaging their learners in peer and group work, which will promote and enhance their active engagement and motivation through collaborative work. Moreover, this study emphasizes the importance of the appropriateness in planning and implementing PALS to be more effective in fostering EFL learners' reading comprehension skills.

The first strategy suggested is important for teachers to plan PALS session before starting it to have an effective session. In addition, teacher should begin each reading session by clearly stating the learning objectives, this will help learners focus their thoughts and contributions towards specific goals. Emphasizes the importance of respecting each other.

The teacher should give instructions for learners to implement peer or group reading activities where learners can work together by assigning them in pairs or in groups by providing roles to learners as reader, time controller, monitor…

Furthermore, teacher should create a positive classroom environment were learners feel comfortable working with this strategy and learning from their peers according to their reading level, bring them with interesting topics that attract learners' attention.

Teacher should guide learners to provide feedback to each other and encourage them to ask questions and teacher should be actively involved in the discussion, providing guidance and clarification. Then teacher should allocate specific time, this can help learners to complete their reading comprehension tasks.

The recommendations target teachers to implement this effective strategies in their reading comprehension sessions, to reduce learners' poor reading comprehension and facilitate and encourage EFL learner's involvement and engagement during reading comprehension class.

To develop this study further, other studies can be conducted by suggesting other solutions to the effectiveness of implementing PALS to foster EFL secondary school learners reading comprehension skills.

The researcher wants to apply the peer assisted learning activities in the classroom observation, whereas, the teachers refused to devote more than 2 sessions for the classroom observation since they do not have enough time and this obstacle the study because applying the activities need at least 4 sessions.

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Appendices

Developing EFL Learners' Reading Comprehension

Dear pupil,

     You are kindly invited to respond to the items of this questionnaire designed by post-graduate English students at Ibn Khaldoun University of Tiaret to get some information on your intensive reading practices. This is not a test, so there are no right or wrong answers and you don't even need to provide your name. Please respond honestly to the questionnaire items as only this will guarantee the success of the research.

<div dir="rtl">

Thank you for your cooperation!

عزيزي التلميذ،

أنت مدعو للرد على عناصر هذا الاستبيان الذي صممه طلاب الدراسات العليا في اللغة الإنجليزية في جامعة ابن خلدون في تيارت للحصول على معلومات حول ممارسات القراءة المكثفة. هذا ليس اختبارًا، لذلك لا توجد إجابات صحيحة أو خاطئة ولا تحتاج حتى إلى تقديم اسمك. يرجى الرد بصدق على عناصر الاستبيان لأن هذا فقط سيضمن نجاح البحث.
شكرا لتعاونكم!

</div>

Part One: Personal Profile معلومات شخصية

Please tick (X)in the corresponding box(es) :

<div dir="rtl">

من فضلك اشطب (X) في خانة الاجابة

</div>

1. Gender الجنس   a.Male   ☐   ذكر

                       b.Female   ☐   انثى

2.Level: المستوى   a. 1st year   ☐   السنة الاولى

.b. 2nd year   السنة الثانية   ☐

c. 3rd year   السنة الثالثة   ☐

3. School Stream: a. Foreign Languages   ☐   لغات اجنبية

     b- Letters and Philosophy   ☐   آداب و فلسفة

c- Experimental Sciences   ☐   علوم تجريبية

   d. Mathematics   ☐   رياضيات

e. Technical Mathematics   ☐   تقني رياضي

f. Management and Economy   ☐   تسيير واقتصاد

4. School location: Urban-a ☐   Semi-urban-b ☐   Rural-c ☐

            موقع المدرسة   حضري   شبه حضري   ريفي

Part Two: Learners' Reading Behaviour

Please answer the questions by putting an (X) in the corresponding box (es)

من فضلك اجب الاسئلة وضع X في خانة الإجابة

1. Do you like reading?

هل تحب القراءة؟

a. Yes ☐   نعم b. No ☐   لا

Why? لماذا؟…………………………………………………..

2. Do you read the text before reading it in class?

هل تقرا النص قبل قراءته في القسم؟

a. Yes ☐   نعم   b. No ☐   لا

If yes, do you think that reading the text before reading it in class is helpful in?

إذا نعم هل تظن ان قراءة النص قبل قراءته في القسم مفيدة؟

a. Understanding vocabulary ☐   فهم المفردات (المصطلحات)

b. Doing activities   ☐   حل التمارين

c. Others اخرى ………………………………………...............

3. How do you evaluate your comprehensibility in reading texts provided by your teacher in class?

كيف تقيم قدرتك في فهم النصوص التي يوفرها استاذك في القسم؟

a. Intermediate ☐   متوسط   جيد   ☐   b. Good

c. Very good ☐   جيد جدا   ممتاز   ☐   d. Excellent

4. How often do you answer the comprehension questions in the textbook? كم مرة تجيب على اسئلة الفهم في الكتاب المدرسي؟

a. Never   ☐   ابدا

b. Rarely   ☐   غالبا

c. Sometimes   ☐   احيانا

d. Always ☐   دائما

5. How often do you answer the teacher's comprehension questions?   كم مرة تجيب على أسئلة
الفهم التي يطرحها المعلمين؟

a. Never   [ ]   ابدا

b. Rarely   [ ]   غالبا

c. Sometimes   [ ]   احيانا

d. Always   [ ]   دائما

6. How do you find reading in adapted text?

كيف تجد قراءة النصوص المكيفة؟

a. Short   [ ]   قصيرة

b. Long   [ ]   طويلة

c. Congruent   [ ]   ملائمة

7. Which of these activities do you often engage during reading session?

أي من الأنشطة التالية التي تمارسها في حصص في القراءة؟

a. Discussion with your classmate [ ]   الفص لمناقشة مع زميلك

b. Depend on the teacher   [ ]   تعتمد على المعلم

c. Do it by your own   [ ]   تفعلها بنفسك

c. Depend on the teacher   [ ]   تعتمد على المعلم

8. Do you find the reading time provided by the teacher to read texts in class is sufficient?

هل تعتقد أن وقت القراءة الذي يوفره المعل مكاف؟

a. Yes [ ] نعم   b. No   لا   [ ]

9. Do you find the reading time provided by the teacher to do activities in class is sufficient?

هل تعتقد ان وقت القراءة الذي يوفره المعلم في تَأْدِيَة التمارين في القسم كافية؟

a. Yes [ ] نعم b. No   لا

10. Does the teacher ask you to do read[ ]ctivities in pairs or in groups? هل يطلب منك المعلم
القيام بأنشطة القراءة ثنائيا او في مجموعات

a. Yes [ ]نعم b. No   لا   [ ]

11. Do you like reading in groups?   هل تحب القراءة في مجموعات

a. Yes   [ ] نعم b. No   لا [ ]

12. Do you think that doing activities in groups or in pairs helps you to improve your text comprehensibility?

هل تعتقد ان تأدية التمارين في مجموعات او ثنائيا تساعدك في تطوير قدرتك على الفهم؟

a. Yes ☐ نعم   b. No ☐ لا

If yes, why...

a. You feel more motivated ☐ تشعر بالتحفيز

b. You get help from your classmate ☐

تحصل على مساعدة من زميلك في الفصل

c. You feel comfortable ☐ تشعر بالراحة

d. You learn new techniques of reading activities from your classmate

تتعلم تقنيات جديدة لأنشطة القراءة من زميلك في القسم

e. Others, اخرى ☐

……………………...

13. Why do you find some difficulties in understanding texts?

لماذا تجد بعض الصعوبات في فهم النصوص؟

a. Vocabulary difficulty صعوبة ☐ مفردات

b. Lack of prior knowledge of the text topic ☐

نقص المعرفة المسبقة بموضوع النص

c. Sentence complexity ☐ جملة معقدة

d. Other اخرى……………………………………………………………………..

14. When you find difficulties in reading you:

عندما تجد صعوبات في القراءة

a. Ask your teacher ☐ تسأل استاذك

b. Ask your classmate ☐ تسأل زميلك

c. Guessing the meaning from the context ☐ خمن المعنى من السياق

d. Translate the difficult word ☐ ترجمة الكلمة الصعبة

e. Using background knowledge ☐ استخدام المعرفة الخلفية

f. Other اخرى ………..

Thank you

Appendix B:Teachers' Interview

01. What are the difficulties that you face during in-class reading session?

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………………………………………………………………………………………………
……………………………………………………………………………………………….

02. How do you know that learners do not understand the reading texts?

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03. What do you do when your learners find difficulties understanding the reading texts?

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04. Do you adapt the textbook reading texts?If yes, Why? And what are your alternative reading sources?

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05. How do you engage your learners to read in class?

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06.Do you engage your learners to work with their peers during in-class reading sessions?Why?

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Appendix C: Classroom Observation Items

Item 1: Motivation of learners in reading the text.

Item 2: If learners prepare the text before doing it in class.

Item 3: What the teacher used in reading comprehension sessions (Textbook/ Adapted texts).

Item 4: If the time provided by the teacher is sufficient.

Item 5: Difficulties that learners face while reading.

Item 6: Strategies that learners do when they face difficulties in understanding the text.

Item 7: Strategies that teacher do when learners face difficulties in understanding the text.

الملخص

يستكشف هذا البحث فعالية استراتيجيات التعلم بمساعدة الأقران في تعزيز مهارات فهم القراءة لدى متعلمي اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية. كما يبحث في ممارسات تعلم العمل والثنائي الجماعي في فصول القراءة ووعي المعلمين ودورهم في إشراك المتعلمين في مثل هذا العمل التعاوني. اعتمد الباحثون نهجًا مختلطًا من خلال الملاحظة الصفية، واستبيانات المتعلم، والمقابلة شبه المنظمة للمعلم. شارك في هذه الدراسة ثلاثة وأربعون من طلاب المرحلة الثانوية ومعلميهم من مدرستي محمد بوضياف وبلهواري محمد الثانوية في تيارت. تكشف نتائج البحث أن عينة البحث المستهدفة لا تمارس استراتيجيات التعلم بالعمل الثنائي في جلسات القراءة. يؤكدون أيضًا أن نظام استراتيجيات التعلم بالعمل الثنائي ، عند استخدامه وممارسته بشكل صحيح ، يعزز تحفيز المتعلمين ومشاركتهم في جلسات القراءة بهدف تسهيل القراءة وتعزيز فهم القراء المستهدفين لمواد القراءة.