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**EFL Teachers' Preparedness and Challenges in Supporting  
Young Learners with Reading Comprehension Disabilities:  
A Case Study on EFL Primary School Teachers in ELWiaam , Laghouat**

A Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for Master Degree in English Language Teaching (ELT)

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## **DECLARATION OF THE AUTHORSHIP**

We hereby declare that the work presented in this dissertation, entitled "EFL teachers' preparedness and challenges in supporting young learners with reading comprehension disabilities", has been supervised by Dr. Souhila KORICHI under careful guidance and commitment and under academic conditions, so that this presented work contains no material previously published or written by another person nor tool, which has been approved to meet the qualifications for any other degree or diploma of any university or other institution. We also ensure that this work is free from plagiarism, and all findings presented are the result of our own research and investigation. Any claims made are consistent with the evidence collected in the study, and no external results have been misrepresented.

*Date :12/09/2025*

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## DEDICATION

*With deep gratitude, I dedicate this work to my beloved mother, wishing her lasting recovery, and to the memory of my late father, may he rest in peace and continue to watch over me with pride. To my dear siblings, thank you for your constant support and care during this journey.*

*I am also grateful to my aunts and uncles—especially Uncle Djedid, Auntie Nouna, Mahdi, and my cousin Louisa—for their thoughtful calls, kindness, and warm hospitality.*

*My special thanks go to my best friend, Wissam Temmir, whose presence has been a true blessing in my life.*

*To my precious nephews, Harezallah and Amdjed, I wish you lasting health and pray that God continues to bless and protect you.*

*To a very special person, M. CH. from the archive, I am grateful for your return to my life. Thank you for your honesty, affection, and for reminding me of who I truly am.*

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## **ABSTRACT**

Reading comprehension is considered fundamental in EFL classes; it shapes learners' understanding of diverse knowledge. Yet, in EFL classrooms, students often encounter challenges in developing this essential skill, commonly referred to as reading comprehension disabilities. These challenges, however, can be transformed into strengths when teachers are well-prepared to intervene using appropriate instructional strategies. By tailoring their methods to meet learners' needs, teachers can enhance reading comprehension abilities, leading to better learning outcomes and greater academic success. This study aims to explore teacher preparedness in applying effective evidence-based practices, including instructional strategies, multi-sensory and Scaffolding strategies, and phonics instruction, to enhance and support learners' reading comprehension skills. The study employed a mixed-methods approach, integrating both qualitative and quantitative techniques to obtain comprehensive and reliable insights. The data were collected through a questionnaire administered to 22 primary school EFL teachers in the Wiaam region of Laghouat, along with classroom observations carried out in a fifth-grade class comprising 28 pupils. These tools aimed to explore teachers' awareness and attitudes toward implementing instructional strategies to enhance reading comprehension skills. Out of 28 pupils, five were identified as struggling readers. The findings highlighted teachers' positive attitudes and perspectives regarding their formal training, which strengthened their preparedness to implement effective instructional strategies. Such readiness enabled them to better assist young EFL learners with reading comprehension difficulties and to provide practical solutions that address the main challenges hindering these learners' language development.

**The key words** :teacher preparedness ,instructional strategies, reading comprehension disabilities ,young learners.

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### **List of Abbreviations**

**EFL:** English as a foreign language

**RD:** Reading Disabilities

**L1:** First Language

**L2 :** Second Language

**SPPS:** Statistical Package of the Social Sciences

# General introduction

## **1. Background of the Study**

Amid globalization and rapid technological progress, English as a Foreign Language was implemented in Algerian primary schools in 2022 and 2023 to align with these developments. Yet, the education policy review in 2023, this contentious introduction has triggered debate and led to curricular disruptions, negatively impacting both learners and teachers. From an EFL teacher's perspective, teaching languages is a challenging job, especially with the lack of training workshops and ineffective assessment, students' demotivation, and the training that is most needed to deal with a special category of students who suffer from learning difficulties, such as reading comprehension. This fact has put teachers in a cycle of questions and confusion in their educational path. Fortunately, this problem was raised in 2023 during the training workshops, which were arranged to provide teachers with all the necessary effective methods and strategies to teach and support this category of students (disabled students) to enhance their cognitive abilities and foster their language skills' mastery, mainly reading comprehension.

Generally, reading is vital in shaping individuals' comprehension of various notions; it is deemed a gateway to knowledge and wisdom and a fundamental skill in English as a Foreign Language (EFL) learning, particularly at the primary school level, where early literacy development is required. However, disabled students often struggle to develop reading skills, which slows down their overall academic process. Teachers' preparedness, as put by Duygt, Serkan, and Nalan (2021), refers to the knowledge, training, and resources educators have to teach reading comprehension skills to students effectively, including those with reading disabilities such as dyslexia.

In psycholinguistics, reading disabilities often manifest through word recognition, fluency, and comprehension, making teachers' assistance crucial. Despite the advanced

identification of reading disabilities in the EFL classroom, many teachers are still unprepared to handle the challenges skillfully. This may be due to limited training, a lack of experience, and/or insufficient instructional strategies. These challenges may lead to poor reading comprehension outcomes among EFL learners. This gap has raised significant concerns about how primary school teachers can support students with special learning needs

## **2.Statement of the Problem**

From what was mentioned above, this study explores EFL teachers' perspectives and attitudes toward supporting young learners with reading disabilities. It focuses on the teachers' preparedness to address reading comprehension challenges. Indeed, many primary school pupils learning English as a foreign language struggle with reading accuracy, fluency, comprehension, and retention. Determining the factors that could trigger the onset of these problems is vital. This study illustrates how a primary school teacher of English, Ms Fatima , as a case study, from Mahboub Adedelmalek Primary School, Laghouat-Belil, addressed the reading comprehension difficulties, such as dyslexia, faced by a group of her students. The study aims to assess the effectiveness of her specific teaching strategies and interventions. It also provides insights into how teachers can better support EFL learners with reading disabilities in classroom settings.

### **3. Research Questions**

#### **Main Research Question**

To what extent does the teacher's preparedness influence reading comprehension development among EFL pupils with reading disabilities?

#### **Sub-Questions**

- How does teachers' knowledge of reading disabilities affect their instructional strategies for improving their learners' reading comprehension?
- What assessment methods do EFL teachers use to identify reading disabilities, and how do these methods impact learners' reading comprehension?
- What challenges do teachers face in supporting EFL learners with reading disabilities, and how do these challenges affect reading outcomes?

### **4. Purpose of the Study**

The study aims to investigate the major instructional strategies used to support struggling readers in EFL classrooms. The ultimate goal is to assess the Algerian EFL teachers' training and knowledge of students' reading disabilities, including dyslexia. The focus is on exploring the instructional strategies used to support struggling readers in EFL classrooms, analyzing the key reading comprehension indicators, such as accuracy, fluency, and retention.

## **5.Previous Studies**

Though inclusive education has become a standard in modern schooling, many teachers still experience mixed feelings when teaching students with disabilities. According to Taylor, Robin, and Ringlaban (2024), despite the challenges students with disabilities face, teachers with a positive attitude toward inclusion are more likely to adapt their instructional strategies effectively to meet these students' needs. However, many teachers still face challenges in adjusting the educational system to meet diverse learners' needs. The study stressed the necessity for systematic reforms in teacher training and professional development. Their study highlighted that teacher preparedness assures that inclusive education is well-established.

The move toward inclusive education has changed general and special education programs. Novice teachers, in particular, require structured training to navigate these changes effectively. Several studies' findings indicated that teachers who experienced specialized training in inclusive education curricula developed a more positive attitude and confidence toward teaching students with disabilities.

To illustrate, Roddy, Kristian, and Marcy (2022) examined the preparedness of specific teachers in Washington State, investigating the link between teacher training and reading test score improvements among students with high-incidence disabilities. Their study found that students showed significant progress in reading comprehension when their teacher implemented evidence-based literacy strategies, such as phonological awareness, phonics, and reading fluency techniques. The study also stressed the importance of experienced mentors, as early-career or novice special education teachers were more effective in improving reading outcomes when guided by skilled educators.

Regarding reading comprehension, a fundamental skill that enhances students' overall academic success, Gilakjani and Sabouri (2024) emphasized that it enables learners to decode, analyze, interpret, and critically engage with texts, all of which are essential for academic achievement. Their research defined reading comprehension, explored various reading strategies, and highlighted the interconnection between reading comprehension and instructional techniques. Their study concluded that effective reading strategies can play a key role in strengthening EFL learners' reading proficiency, and recommended improving comprehension skills.

In the Algerian context, Fekih (2018) argued that teachers can address different learners' learning styles and needs by integrating technology to meet each learner's expectations, shedding light on learners with special academic needs, such as dyslexia. His research investigated Algerian EFL teachers' awareness of dyslexia, examining how the use of technology positively impacts learners' outcomes. A sample of 42 middle school EFL teachers was collected from different schools in four regions: North, South, East, and West. A questionnaire, an interview, and a focus group discussion were used to collect data. The results indicated an absence of technology in Algerian schools. It was recommended that technology integration in EFL classrooms would address dyslexia and enhance educational qualities.

A review of the literature, thus, suggests that teacher preparedness, instructional strategies, and targeted interventions would significantly impact the reading development of EFL students with disabilities. Moreover, proper training and evidence-based practice teaching approaches, particularly emphasizing phonological awareness and structured literacy instructions, can enhance reading outcomes and better equip teachers to support struggling learners.

## **6. Significance of the Study**

Through the investigation of EFL challenges that teachers repeatedly face in primary schools and by the exploration of strategies that can enhance their preparedness, this study seeks to bridge the gap between teachers' training and the needs of learners who struggle with reading disabilities. Its importance lies in improving the quality of education both in the teaching and learning processes and providing adequate assessment that tracks students' academic progress so they have a chance to identify their strengths and weaknesses. As future EFL teachers, we can adopt the most appropriate strategies to meet students' needs to achieve better mutual outcomes between students and educators.

## **7. Research Method**

The current research is descriptive; it adopts a mixed-methods approach to provide an understanding of the relationship between EFL teachers' preparedness and reading comprehension disabilities. Given the descriptive nature, quantitative data were collected through a questionnaire designed for EFL teachers to gather insights about effective teaching strategies and practices in supporting students with disabilities. Additionally, classroom observation was used as a qualitative data collection tool during reading sessions, where reading difficulties were manifested among five 5<sup>th</sup>-grade primary school pupils of mixed gender, forming a specific group of teachers who used instructional strategies appropriately. The data was analyzed using statistical and calculation tools for quantitative answers and content analysis for Classroom Observation to ensure the reliability of the results. the observation was conducted in 5<sup>th</sup>-grade primary school classroom consisting of 28 pupils , with aim of examining teachers' general practices , their adaptation of instructional strategies , and the assessment procedures employed . this

class was specifically selected to investigate the learning challenges of pupils with reading disabilities

## **8. Structure of the Study**

The framework of this study is organized into two main chapters. The first theoretical chapter presents a literature review, focusing on theories related to reading disabilities and on instructional strategies concerning teacher preparedness. It highlights the main factors contributing to reading difficulties, viewed from different perspectives—educational, psychological, and organic. It addresses the main challenges that hinder EFL teachers from supporting young learners with reading comprehension disabilities. Chapter Two is devoted to the research process, the presentation of findings, and the discussion of implications. To begin with, the questionnaire analysis is structured around three key criteria: teachers' knowledge and awareness, their use of instructional strategies, and the challenges they face along with assessment practices. Secondly, it dealt with classroom observation, which has also been measured through three criteria of a checklist: observing general teaching practices, the use of instructional strategies for reading, assessment, and feedback to improve learning outcomes. Finally, the work concludes with a general conclusion that summarizes the research findings, provides a holistic understanding of reading comprehension, and offers accurate solutions to this phenomenon in the EFL academic context.

## 9. Definition of Key Terms:

- **Reading Disabilities:** These are disorders that affect the acquisition, organization, retention, understanding, and use of verbal or nonverbal information, thereby influencing the learning process. Unlike general intellectual disabilities, they involve specific deficiencies in cognitive processes such as language processing, auditory and visual perception, memory, processing speed, and executive functions like planning and decision-making (IDAC, 2002/2015).
- **Teacher Preparedness:** Refers to a teacher's readiness to plan, instruct, and assess effectively, based on training and professional experience. It is often evaluated through performance measures and administrative observation, particularly with novice teachers (Vivaini, Brantlinger & Grant, 2023).
- **Instructional strategies:** There are several techniques and methods that teachers use to facilitate students to learn better. Educational concepts aim to increase self-learning outcomes, which open a range of abilities, to understand different materials and apply them to solve real-world problems, away from teacher supervision (Moore 2020).
- **Reading Comprehension:** It implies a set of steps where readers use their visual skills to identify the words seen in the written text, transferred to the brain where the words are interpreted to understand the meaning. As fully provided information, reading comprehension consists of crucial features to be properly done. If the reader has trouble in one of those steps, his/her comprehension may be affected (Kucuk, 2025).
- **Dyslexia:** A neurologically based learning disability characterized by difficulties in word recognition, spelling, and decoding, primarily due to deficits in

phonological processing. It often leads to problems in reading comprehension, vocabulary development, and knowledge acquisition (Elliott & Grigorenko, 2024).

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# **Chapter One**

## **Reading Disabilities in the EFL**

### **Context: Theoretical and Contextual Foundations**

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## **Introduction**

This chapter covers three main sections. It handles the major precursors of reading disabilities and teacher preparedness and training provision. The chapter highlights some theories related to the study. It shades the light on the underlying causes that may contribute to reading comprehension disabilities among EFL young learners, such as cognitive; psychological and behavioral factors; in addition, the chapter provide theoretical insights into teacher's preparedness to deal with classroom challenges involving a profound investigations about the reasons that hinder learning and teaching process, eventually it concluded with a previous literature related to the study providing some theories and backgrounds to analyse and evaluate the its findings to support the main purpose of the research topic. This structure of the chapter offers a clear and organized interpretations that help to build a comprehensive examination of the relationship between the reading comprehension disabilities and teacher preparedness guidelines.

### **1.1. Defining Reading**

The reading skill is more than the ability to decode written symbols; it is a complex and dynamic process that involves constructing meaning from print. Different scholars view reading from various angles, including cognitive, linguistic, and educational perspectives. It is often described as an interactive act where the reader, the text, and the context engage in a reciprocal relationship. From a cognitive perspective, reading begins with decoding, which is the skill of converting written signs into spoken language. Comprehension, on the other hand, goes beyond decoding, as it focuses on grasping and interpreting the meaning conveyed by the text (Gough & Tunmer, 1986).

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Reading cannot be reduced to a simple act of decoding, as it also requires cognitive operations and linguistic knowledge. It is not a stand-alone skill but rather a combination of processes that make effective reading possible. From a linguistic perspective, reading is closely tied to vocabulary development, grammar, and syntax, since readers rely on these language resources to construct a coherent understanding of a text. However, in EFL contexts, learners often encounter difficulties when facing unfamiliar words or complex grammatical structures, which can obscure meaning and hinder comprehension (Grabe & Stoller, 2011)

Reading is not limited to grasping the surface meaning of written words. It also requires higher-order thinking skills that encourage the reader to question the content, evaluate the information, and develop arguments that reflect a deeper understanding of the material. Through this process, readers can draw reasoned conclusions based on the text. Such critical reading fosters active and rational engagement with content, helping learners enhance their educational abilities and achieve more meaningful learning outcomes. (Gough & Tunmer, 1986).

In addition, reading is often shaped and influenced by social, cultural, and psychological factors. Aspects such as motivation, background knowledge on certain topics, and the habit of regular reading can significantly enhance a learner's reading abilities. Conversely, learners who lack motivation or do not receive adequate social support may experience difficulties in developing strong reading skills. Therefore, the focus should extend beyond the cognitive processes of the brain to also consider the emotional state of the reader during reading (Alderson, 2000).

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In conclusion, reading is a multifaceted process that goes beyond decoding words and sentences to include comprehension, critical thinking, and awareness. For EFL teachers, understanding the nature and background of reading is essential in order to design successful lessons and provide appropriate support for learners, particularly those who face difficulties or rely on different learning styles.

## **1.2. Reading Skills in EFL Classrooms**

Reading ability is a crucial concern in EFL primary schools, as young learners are at a critical stage of both language acquisition and cognitive development. At this sensitive stage, children focus on decoding words and recognizing new sounds in order to make sense of texts in an EFL context. However, they must also manage sentences, vocabulary, and grammar, which can complicate the reading process and create significant challenges (El-Shammari, 2020).

It has been witnessed that many EFL teachers in primary schools are unprepared to support their students with their reading abilities. Due to an inadequate training program, they are unable to identify and address these kinds of academic problems, which contribute to low language proficiency and poor reading outcomes. Such a misunderstanding can prevent early intervention in supporting the self-esteem of the young learner. It hinders its academic performance. It is urgent to enhance teacher readiness through a specific professional qualification. Thus, students with reading difficulties can receive the necessary educational support . (Snow,Griffin &Burns,2005)

Ultimately, Algerian primary schools should equip EFL teachers with inclusive teaching strategies, such as evidence-based practices and multi-sensory techniques. In addition, active collaboration between teachers and educational professionals needs to be reinforced and extended to involve parents, thereby creating a strong support network for

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young EFL learners. Such collaboration not only fosters learners' motivation but also ensures that support is provided from multiple sources, paving the way for the development of broader learning skills, including but not limited to reading (El-Shammari, 2020).

### **1.3. Theories of Reading Development**

Theories about reading have evolved similarly to teaching methodologies. Initially, the traditional perspective focused solely on the printed text itself. This perspective gradually paved the way for the cognitive view, which acknowledged the importance of the reader's background knowledge in interpreting written words. Today, the meta-cognitive view is the most widely accepted, accentuating the reader's command to monitor, control, and manage the process of understanding a text (Veazi, 2006).

#### **1.3.1. Traditional Reading Theories**

The traditional view of reading focuses on novice readers who acquire reading skills in a linear, step-by-step manner, gradually progressing toward comprehension. In this perspective, readers are seen as passive recipients of information, expected to extract and reproduce the meaning directly from the written text. This view is typically based on decoding the written symbols into their aural equivalents to comprehend the text. This process is named the bottom-up view of reading., this view was renamed as "outside-in processing ", related to the idea that the printed page presents meaning and is interpreted by the reader to be that meaning understood. This example of reading has been criticized as incomplete and flawed because it depends on the formal traits of language, including words and structure (British Council n.d).

Despite that, it is possible to agree with this kind of criticism for the idea that there is an over-reliance on structure in this view; it must acknowledge that linguistic traits are

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obligatory to achieve the understanding to avoid the over-reliance on the form in the Traditional view of reading the cognitive view comes to solve this problem(ibid).

### **1.3.2.The CognitivePerspective of Reading**

Top-down pattern is different from the bottom\_up pattern, the top\_down model (pattern )where the reading process starts from letters to words; then the readers must understand the sentence's meaning. First, he starts to decode words and then obtain or depict the meaning from sentences to fully grasp the text. In the top\_down model, during the reading process, the readers need to use their prior knowledge and context to comprehend the text; since their understanding is based on hypothesizing, they have to read to confirm or reject their expectations, predictions, in this way, readers activate their cognitive resources to help in shipping the target meaning(British Council n.d).

The psycholinguistic model closely aligns with the top-down approach to reading. It conceptualizes reading as an interactive guessing game, where readers formulate hypotheses about the text, confirm or reject them, and continuously forge new assumptions. Since readers draw on their prior knowledge and personal experiences, the same text may be diagnosed differently by different individuals(Goodman,1967)

The theoretical framework of reading also contains the cognitive perspective, often referred to as the "building blocks of cognition." This view highlights the mental processes involved in interpreting sensory input, retrieving information from memory, allocating cognitive resources, and regulating the operations of the processing system. However, since this system is naturally incomplete, it does not always provide a fully coherent understanding of the incoming textual information. As a result, readers may encounter difficulties in processing and understanding the text.

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The cognitive-based view of reading comprehension asserts the interactive and constructive nature of reading. In addition to the knowledge used in the reading process, a series of flexible and adaptable strategies are utilized to interpret and monitor the text with consistent understanding. (Koda,2005).

### **1.3.3.Meta-cognitive Perspective of Reading**

There is no further debate about whether reading is a bottom-up language-based process or a top-down language-based process, as it is no longer complex to approve this influence of the background of both L1 and L2 readers. The research has been divided into deep to define the control readers implement on their ability to understand a text. This control is called meta-cognitive. So, meta-cognitive is based on thinking about what the reader is doing while reading, Pointed out that strategic readers are trying to stick to the following steps during the reading process. First, Knowing the purpose of reading previously. Second, recognize the form of the type of the text before starting the reading. Third, consider the general traits of the form or type of the text. For example, the attempt to put the topic sentence and following supported details towards a conclusion. 4. Predicting the writer's purpose behind writing the text while reading. 5. Making consistent predictions about what's happening next based on information presented previously, prior knowledge, and conclusions received from the previous stages. Moreover, summarizing what has been read requires readers to achieve the previous steps for being able to classify

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a sequence, establish the whole part relationships, compare and contrast, determine cause and effect, summarize hypotheses, and predict, infer, and conclude.

Those tips can be seen in three in-while continuous stages before reading, while reading, and post-reading. For instance, it is natural to think about the purpose of reading before starting it. As an example of while-reading techniques, re-reading for better comprehension can be started in activities after reading, such as completing formats and chart activities. Those can be taken as tasks and ideas to enhance reading comprehension. (British Council n.d).

#### **1.4. Reading Disabilities in EFL Classrooms**

Students who experience oral and written language problems in their native language may also face challenges when learning an additional language at school. However, this does not indicate that they should be discouraged from studying a new language. With suitable and tailored pedagogy, the majority of these learners can achieve success. This success relies on the shared responsibility of teachers and students. Teachers must provide instruction that is suitably acclimated to fulfill individual learning needs. Students are promoted to understand their potentials and defects and remain committed to their learning journey. (Ganschow & schneider, 2005).

As a recap, learning difficulties in the first language can increasingly influence the second language learning process; yet, it can be dealt with without problems if a teacher provides well-suited instruction to the disabled student inside the classroom. Eventually, both teachers and students reach the mutual needs and desires concerning the learning process, paving the way for a student to identify their points of enhancement. Usually,

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students who struggle to learn a foreign language are not classified as learning disabilities or having dyslexia.(ibid).

Some students do well in subjects such as science or math, while others are naturally good at languages. Also, some students find learning languages a daunting task. This is normal because this does not indicate that they have learning disabilities. 'At risk' is a term that refers to the description of students who have similar difficulties with foreign language learning challenges but are not diagnosed with dyslexia or any learning disabilities. Furthermore, at-risk learners with a low level of language challenges often strive to be in EFL classrooms as a result of difficulties in their native language skills, such as speaking, listening, reading, and writing. (Sparks & Ganschow, 1993)

These difficulties are part of the development of good-to-weak language learners. Yet, it is the most specific disability for foreign language learning. As a traditional language teaching method, which usually depends on oral communication, audio labs, and digital learning, it may not be a good choice for at-risk learners to learn. They may need a more methodical and multi-sensory approach to fulfill the success. Therefore, it is necessary to distinguish between learning disabilities such as dyslexia and at-risk students to provide a clear investigation of what is happening inside ESL classrooms (Ganschow & Schneider, 2005).

### **1.5. Theories of Reading Disabilities**

Reading disabilities have been examined from considerable theoretical perspectives. From an educational standpoint, the focus is on how instructional methods and curriculum design play a central role in supporting learners with reading difficulties, highlighting the importance of early intervention and differentiated teaching strategies. From a psychological perspective, such challenges are frequently associated with limited

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phonological awareness, weak memory, and slow processing speed, all of which hinder learners' ability to decode and comprehend texts. A neuro-psychological perspective, on the other hand, attributes reading comprehension disabilities to structural and functional abnormalities in specific brain regions. Together, these perspectives provide a holistic understanding and facilitate accurate diagnosis, thereby paving the way for effective intervention strategies to improve both teaching and learning outcomes.

### **1.5.1 Educational Perspective of Interpreting Learning Difficulties**

Academically speaking, learning disabilities are recognized as a lack of development in mental abilities in a systematic manner, which leads to academic difficulties, particularly in reading, writing, and mathematics. Commonly, these disabilities manifest as weaknesses in language and spelling. Notably, this deficiency is not caused by impairments in mental, visual, or auditory functioning. From an educational perspective, learning disabilities are seen as imbalanced mental capacities. The individual experiencing these difficulties may perform normally in most school subjects but shows specific weaknesses in acquiring language or mathematical skills. These challenges are not related to intellectual disabilities or environmental factors such as mental retardation or emotional disorders. According to the academic view, learning disabilities are limited to specific areas, particularly in how language is processed, understood, and used, especially in tasks involving reading, writing, and mathematics (Zaidan, 2023).

### **1.5.2. Psychological Perspective of Interpreting Learning Difficulties**

The psychological view claims that learning abilities are a process that can be developed. Among the psychological mechanisms, attention plays a crucial role in influencing an individual's ability to think critically, solve problems, and selectively focus on elements relevant to auditory, visual, and tactile stimuli. This selective focus enables the

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individual to construct an appropriate understanding of the main problem. So, it is really important to pay attention to every stimulus because people who suffer from learning disabilities find paying attention difficult. For example, students instead of focusing on the teacher while explaining the lesson, focus on pictures or something out of the box(Ormrod, 2012)

Specialists in Cognitive Psychology debate that difficulties are caused by unstable work of the brain, which makes learners distracted or not paying attention to one of the stimuli, as it impacts thinking and solving problems and organizing thoughts. To save this kind of learner, some sensory input must be provided, such as sight, hearing, and touching, and then we transmit it to logical analysis. It is followed by verbal or motor behavior; usually, people with learning abilities cannot experience this process, which results negatively in their logical thinking

### **1.5.3.Organic Perspective of Interpreting Learning Difficulties**

Many specialists believe that learning difficulties are caused by environmental and genetic factors. Scientific studies conducted on identical twins and first-degree relatives have shown that genetic influences—particularly cross-hormonal factors—can play a significant role in the development of learning difficulties. As Zaidan (2023) explains, genetic causes are internal (endogenous) and psychological in nature, potentially affecting brain function. In contrast, environmental and social factors are external (exogenous), such as poor nutrition or inadequate early care.

Zaidan further notes that learning difficulties can be inherited and passed on through genetic information. These difficulties may stem from psychological causes, including mental or emotional conditions such as stress, trauma, anxiety, or depression, which can interfere with brain function. Importantly, such effects are not the result of

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physical injuries but rather of emotional experiences or mental health conditions. These psychological impacts may manifest through external factors such as improper nutrition, insufficient breastfeeding, or other social conditions that indirectly influence brain development.

From a neuro-psychological perspective, the brain is seen as the central organ responsible for controlling bodily movements by transmitting neural signals through the nervous system. It also interprets these signals, converting them into information that guides decision-making. Therefore, any damage to the brain—whether occurring before, during, or after birth—may lead to a variety of disabilities, most notably intellectual impairment or developmental delay(Anderson,2010).

## **1.6. Teacher Preparedness and Instructional Strategies**

Knowledge is an abstract concept regarded as a central source of information. It reflects an individual's capacity for understanding, developed through educational experiences, and requires both conceptual and practical understanding within the specific area of study. Moreover, training is the methodical formation of knowledge, which includes skills and attitudes that the majority of employees are characterized by to fit a certain profession or function(Devenport& Prusak, 1998).

Attitude has been defined as an affective feature that affects how individuals consider people, backgrounds, and situations. It shapes our way of thinking and is reflected through a range of behaviors, which can be either positive or negative (Goldstein & Ford, 2002, p. 45). Confidence, as another affective factor, plays a vital role in assuring that tasks are performed successfully, contributing to the likelihood of achieving desirable outcomes (Maddux, 2012)

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Disabled learners in EFL classrooms often display distinct learning profiles and are generally classified into two main groups. The first group retains learners who demonstrate significant difficulties with decoding words and reading fluently, commonly referred to as poor decoders or dyslexic students. The second group consists of students who can decode words effectively but struggle with reading comprehension. These challenges are broadly categorized as reading disabilities, which typically result in students being labeled as weak readers or having dyslexia (Cadime et al., 2024).

For Selvathuria and Ismailia (2024), highlighting reading difficulties is particularly important because reading is closely connected to other skills such as speaking, listening, and writing, all of which have a strong influence on academic performance. Moreover, reading comprehension plays a crucial role in determining students' educational outcomes, as it opens the door to broad learning opportunities that ensure academic success and foster overall development.

English Language Teaching (ELT) has faced numerous challenges, especially due to the lack of well-trained teachers and overloaded classrooms. In addition, there is a significant shortage of essential school equipment, such as desks and chairs, along with frequent electricity outages in structurally fragile buildings with damaged walls, roofs, and windows. These issues collectively represent major obstacles that hinder both the teaching and learning processes (Singh, 2024).

The role of the teacher is complex and demanding, particularly when handling learners' various abilities, which often require professional intervention. Teachers are also expected to provide emotional help to meet students' individual needs, contributing to a more inclusive and supportive learning environment.

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Furthermore, ability-based strategies are a combination of different learning styles, where it integrates all the senses, such as touching, hearing, and seeing, to reach an effective learning outcome, as its purpose is to reinforce neural connections. Through creating associated experiences with phonics concepts, which are defined as a set of rules and patterns which shape the sound of letters, those concepts aid learners to read and decode(spell). Teaching situations required are multi-sensory guidelines at early stages of the learning process, opening the windows to phonemic awareness and enhancement of both phonemic and reading comprehension abilities(Ferrell, 2019).

Multi-sensory instruction includes all receptive and productive skills in addition to interactive activities (kinesthetic). Phonics or decoding instructions is an essential part of multi-sensory techniques, which is utilized to hook young learners' attention to letter order. For instance, using hands-on tools and actions besides listening and speaking stimuli. These strategies engage students more deeply within those tasks that involve an active stimulation of the human senses. Which eventually improves students' understanding and recalling of letters, sounds, and connections. Students are increasingly encouraged to explore their own mistakes and errors thanks to multi-sensory activities, which provide supportive scaffolding. Consequently, they can acquire new skills even when reading tasks are difficult to complete. Teacher support gradually starts to reduce. Frequently, students depend on themselves to correct and give them a chance to practice their skills even more willingly (Ferrell, 2019).

Teacher preparedness has a significant impact on both the selection and effectiveness of instructional strategies. Research has shown a strong positive correlation between teacher preparedness and student academic performance. In a study conducted in Rwanda, in 2022, teacher preparedness accounted for 26.2% of the variance in student

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academic performance, with a Pearson correlation coefficient of 0.817. This suggests that when teachers feel adequately prepared, they are more likely to select effective instructional strategies, thereby directly supporting student achievement (Damien & Mukamazimpika, 2022)

Similarly, the National Council on Teacher Quality (2023) reported that instructional decisions made by teachers can predict student success—even independently of other variables such as years of teaching experience. This finding highlights that preparedness equips teachers with the confidence and skills needed to make informed and pedagogically sound choices (Stratford Journals, 2023).

As a recap, the previous preparation of a teacher ensures many of academic achievements, including the success of the student in his or her educational career, which makes the teacher more confident in the practical field for using purposeful instructional methods and strategies that guarantee complete success. Consequently, this will have a positive impact on increasing the experience and quality of the performance of the teacher, as the student benefits from both a of personal and intellectual progress throughout the coming academic years. Additionally, ongoing training and reflective practice are considered a responsible element for the sustainability of instructional effectiveness. Therefore, teachers who engage in methodical reflection are more likely to adjust their classroom instruction to meet learners' needs reflective practice empowers self-awareness about strengths and weaknesses area, and accelerates progressive learning, which makes teachers flexible throughout the teaching timeline. (Stratford Journals, 2023)

Thanks to the meta-cognitive training on improving teachers' performance qualities and better adaptation for effective strategies opens so many doors for teachers to be creative and able to deal with different learning circumstances, especially the critical

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moments that involve an immediate and professional intervention to solve pedagogical problems, such as learning disabilities, mainly reading difficulties(Philips, Elwain& Schemmer,2016)

Teachers who enter the teaching domain are totally ready to meet their learners' special needs, a primary goal behind using evidence-based practice and increased learning experience for better outcomes. Keeping in mind this preparedness is not limited only to some techniques and strategies that the educators provide in seek of provision has a noble intention behind teaching them how to identify their strengths and weaknesses and acknowledge facts correctly, which can be done by keeping them updated through reading, which requires an active and profound understanding, that eventually leads to satisfactory learning(Scheeler et al., 2016).

### **1.7.PreviousStudies on Reading Disabilities in EFL Context**

Inclusive education has become a standard in modern schooling, yet many teachers still experience mixed feelings when teaching students with disabilities. Despite the challenges students with disabilities face, teachers with a positive attitude toward inclusion are more likely to adapt their instructional strategies effectively to meet these students' needs. Their study highlights that teacher preparedness plays a crucial role in ensuring inclusive education is successful. However, many teachers encounter challenges in adapting the educational system to meet the needs of diverse learners, highlighting the necessity for systematic reforms in teacher training and professional development; the move toward inclusive education has brought significant changes to both General and special education programs (Taylor, Robin & Ringlaban, 2024).

Novice teachers, in particular, Require structured training to navigate these changes effectively. However, Research on how pre-service teacher training influences

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their confidence and perspectives regarding inclusion remains an area of interest to be investigated. To address this gap, a study employed a Questionnaire to assess pre-service teachers' awareness and readiness. The finding indicates that teachers who experienced specialized training in inclusive education curricula developed a more positive attitude and confidence toward teaching students with disabilities (ibid).

Roddy, Kristian, and Marcy (2022) examined the preparedness of Special teachers in Washington State, investigating the link between teacher training and reading test score improvements among students with high-incidence disabilities. Their study found that students showed greater progress in reading comprehension when their teacher implemented evidence-based literacy strategies, such as phonological awareness, phonics, and reading fluency techniques. Furthermore, students benefited when their special education teachers graduated from programs that emphasized these instructional approaches. In contrast, schools approaches in contrast , school disabilities. The study also stressed the importance of experienced mentors, as early-career special education teachers were more effective in improving reading outcomes when guided by skilled educators. Reading comprehension is a fundamental skill that enhances students' Overall academic success. (Heobald, Holden& Stein, 2022).

Reading comprehension enables learners to decode, analyze, interpret, and critically engage with texts, which is essential for academic achievement. Their research defines reading comprehension, explores various reading strategies, and highlights the interconnection between reading comprehension and instructional techniques. The study concludes that effective reading strategies play a significant role in strengthening EFL learners' reading proficiency and offers recommendations to improve comprehension skills. (Gilakjani&Sabouri, 2016).

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Overall, the literature suggests that teacher preparedness, instructional Strategies, and targeted interventions significantly impact the reading development of EFL students with disabilities proper training and evidence-based practice teaching approaches, particularly those emphasizing phonological awareness and structured literacy instructions, can enhance reading outcomes and better equips teacher to support struggling learners.

## **Conclusion**

To sum up, this chapter has explored the core aspects influencing reading disabilities, with a particular focus on teacher preparedness and training provision. It examined the key precursors that often lead to such difficulties and emphasized the need for informed, well-equipped educators to address them effectively. By highlighting relevant theories, the chapter established a theoretical framework that supports the study's purpose and direction. This foundation sets the stage for further analysis of how teacher readiness and educational strategies can be enhanced to support EFL learners struggling with reading. The insights presented here aim to guide the following chapters in offering practical solutions grounded in both research and classroom realities.

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**Chapter Two**  
**Research Methodology and Findings'**  
**Discussion**

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## **Introduction**

This chapter presents the methodology for data collection and the procedures used to analyze the findings. It covers the research design, method, and tools used in collecting data, explaining the study population and sampling procedure. The current study tries to investigate the EFL teachers' preparedness in addressing reading comprehension among learners with reading disabilities, considering the influence of the teacher's training on learners' educational outcomes in primary schools. To achieve this objective, a mixed-methods approach was employed, integrating both quantitative and qualitative methods through the use of a questionnaire and classroom observation for data collection.

### **2.1. The Study Design and Methodology**

In this study, a descriptive research design is applied to explore the hypotheses and provide answers to the research questions. This approach, frequently adopted in educational inquiry, examines the components of a phenomenon in detail and enables the researcher to obtain results that reflect the realities of the study context (Isawadi & Usman, 2025). It also offers a thorough depiction of the issue under investigation and follows or draws conclusions that are firmly supported by the collected data.

This research examines the current state of teacher preparedness in supporting EFL learners with reading comprehension disabilities. According to Snow (2010), such preparedness is a crucial step in addressing these learners' needs, especially where language barriers are more challenging. The study also identifies key obstacles to teacher training and qualification, which negatively affect students' academic performance. To fully understand the issue, a mixed-methods approach is employed: quantitative data are gathered through surveys measuring teachers' readiness and qualifications, while qualitative data are collected through classroom observations using a checklist to record teacher behaviors and instructional adaptations. Integrating these methods ensures a comprehensive understanding of the research

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variables, strengthens the validity of the findings, and enriches educators' professional experience.

In the present study, the mixed-methods design was employed to offer both a broad understanding and a detailed analysis of the research topic. This approach is supported by a range of previous studies (George, T2025) which emphasize the value of blending quantitative and qualitative methodologies to enhance the overall depth and credibility of findings. The descriptive information collected provides both theoretical and contextual interpretations of teachers' preparedness to address learners with reading disabilities, particularly in terms of reading comprehension skills.

The quantitative component of the research is a multiple-choice questionnaire administered to EFL primary school teachers in Laghouat particularly in Wiaam region, where eight primary schools were visited which are: Ben Tayeb Brahim , Tayeb Razouk, Khemali Ali , Belarbi Mohamed, Bougrein Ali , Helalba Abedraman , Gayed Lakhder Hachachna , Chahid Boukenfouda EL -Llmi ). This instrument measures teachers' attitudes toward their readiness, focusing on their level of training, teaching performance, and ability to select appropriate strategies for supporting learners with reading disabilities. It also aims to identify the main assessment techniques that can be used to detect such disabilities among students.

Regarding the qualitative method, the present study employed classroom observation to investigate how teachers support students with reading difficulties in primary school settings. The observations were carried out according to a pre-planned schedule that focused on three main criteria.

- **First**, general teaching practices were examined, including how teachers structured reading instruction, adapted lesson content to meet the needs of learners with difficulties, and provided individualized support or accommodations when necessary.

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- **Second**, instructional strategies for reading disabilities were observed. This involved noting the use of phonics-based instruction and multi-sensory techniques (e.g., visual aids, gestures, and movement), the encouragement of repeated reading and fluency practice, and the breaking down of complex reading tasks into smaller, more manageable steps.

- **Finally**, assessment and feedback practices were considered. This criterion focused on whether teachers conducted informal reading assessments during lessons, provided constructive feedback to struggling readers, and adapted instructional methods in response to student progress.

Thus, the mixed-methods research is particularly valuable in educational contexts, as it permits a comprehensive understanding of complex issues. The present study addresses an academic phenomenon marked by its complexity and challenges. Employing a mixed-methods design offers an in-depth exploration of teachers' preparedness to support learners with reading disabilities, thereby provides insights that can help educators enhance their instructional strategies for EFL learners in primary schools.

## **2.2. Population and Sampling**

The term population refers to all individuals relevant to a study from whom data can be collected. The target population in this research consists of approximately 22 out of 25 EFL primary school teachers in Laghouat , particularly Wiaam's primary schools, including eight schools that were visited for this study during the 2024/2025 academic year where each school has 2 english teacher yet some schools like (Bougerine Ali, Boukenfouda El-Elmi , Khemili Ali ,Belarbi mohammed,Gayed Lakheder hechachna, Haleba Abed-elrahman ) have exceptional cases which requires 3 tenglish teachers due to crowed classes . The majority of the teachers are female. Primary school teachers were purposely selected for an in-depth investigation of their preparedness to support young EFL learners with reading

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comprehension disabilities—an educational challenge that has generated numerous questions requiring resolution within the school context.

In the present study, it was not feasible to include the entire population due to certain considerations. Instead, a sample was selected purposively to represent the population. The researcher worked exclusively with female teachers. The gender distribution of the sample is representative of the actual workforce in the selected context, as the demographic composition of the target group was predominantly female, making them more accessible for participation. The sample consisted of approximately 22 teachers from different levels of academic qualification: 15 held a Master's degree, four had a PhD, and three had a Bachelor's degree (Licence). All participants were informed about the study in advance.

the sampling method used is purposive sampling, a type of non-probability sampling. This approach was chosen because the study requires participants with specific characteristics: teachers who are actively involved in teaching EFL to primary school students and who have experience in addressing reading comprehension challenges.

### **2.3.Data collection Tools**

Researchers can employ various data collection tools to obtain reliable findings. In the present study, data were gathered using a questionnaire and classroom observation to assess teachers' preparedness and qualifications in applying evidence-based practices, particularly multi-sensory and scaffolding techniques, to address reading comprehension disabilities among young primary school learners.

Classroom observations were carried out in two 5th-grade classes: the first with 25 pupils and the second with 28. The focus was on teachers' instructional approaches and students' engagement during reading sessions. Observations were conducted **twice** a week over six sessions, with detailed attention given to the class of 28 students, as it included learners with reading difficulties. The observation checklist identified five students who

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displayed signs of reading comprehension challenges, particularly in grasping main ideas and understanding the overall meaning of texts. In response, the teacher employed scaffolding strategies to support these learners, especially after they overcame their initial reluctance to participate. Three students responded positively to the instructions, while two others became more engaged when the teacher introduced a multi-sensory activity—using colorful flashcards representing the four seasons on the board. This strategy fostered active participation and highlighted the teacher’s adaptability and effectiveness in engaging all learners simultaneously.

### **2.3.1. The Description of the Questionnaire**

The questionnaire was distributed to EFL primary school teachers, aiming at exploring and collecting detailed insights into four key aspects of teacher preparedness. It was divided into four sections, each consisting of multiple-choice questions. The first section, background information, gathered data on participants’ educational qualifications, years of teaching experience, and professional training. The second section examined teachers’ awareness and familiarity with reading disabilities in the EFL context. The third section focused on the instructional strategies teachers employed to support students with reading difficulties. The final section addressed the assessment tools and feedback practices used to identify and evaluate learners with reading challenges. This structure enabled a comprehensive investigation of both the knowledge and practices of EFL primary school teachers.

### **2.3.2. The Description of Classroom Observation**

Classroom observation was conducted in 5th-grade primary classes over six sessions, with two sessions held each week. The observations were guided by three main criteria: general teaching practices, instructional strategies for reading, and assessment with feedback. The first two sessions examined whether the teacher provided clear and structured instructions, adapted lesson content to support students with reading difficulties, and offered

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individualized assistance when needed. The teacher showed flexibility in implementing these steps. For instance, pupils were asked to open their copybooks, write the date, and then received close monitoring as the teacher walked around the classroom to check each student's performance.

The following two sessions focused on instructional strategies. These included phonics-based instruction, multi-sensory techniques (e.g., visual aids and movement), repeated reading, fluency practice, and breaking down complex reading tasks into smaller steps. For example, when introducing the theme of holidays and travel, the teacher used flashcards depicting the four seasons—autumn, winter, spring, and summer—prompting students to drill vocabulary and match words to the corresponding images. The trainee then provided students with opportunities to practice and apply what they had learned through several activities, particularly tasks targeting reading comprehension skills.

The final two sessions concentrated on assessment and feedback. During these lessons, the teacher conducted informal reading assessments by inviting students individually to the desk, where they were asked to randomly select and read a short text related to the theme of holidays and travel. This created a supportive environment for checking pronunciation, fluency, and comprehension. Based on the results, the teacher provided constructive feedback and adjusted instructional methods to better address students' needs. This feedback also offered valuable insights into classroom management and served as guidance for future teaching experiences.

Hence, the classroom observation was conducted to evaluate EFL teachers' preparedness in adopting instructional practices to support young learners with reading comprehension difficulties. This method was selected to complement the questionnaire findings and to capture authentic classroom behaviors and strategies in real-time settings. A well-structured checklist was designed, focusing on three main criteria: general teaching practices, the use of instructional strategies to support learners with difficulties, and the

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provision of appropriate feedback based on classroom assessment tools. The observation sessions were carried out in actual EFL classrooms to assess overall teaching performance within real teaching and learning contexts, providing a more accurate picture of teacher preparedness.

### **2.3.3 The Description of the Worksheet**

During the observation sessions focusing on instructional strategies for reading, the teacher employed a worksheet designed by (M.Metref Mohamed ) from Sequence 3 (Holidays & Travelling) to introduce and reinforce new vocabulary in a 5th-grade EFL classroom. The worksheet incorporated a variety of tasks that integrated phonemic-based instruction with multi-sensory techniques. Visual aids, such as images of different means of transportation and seasonal activities, were used alongside written text to facilitate vocabulary recognition and comprehension. Students engaged in interactive tasks, including ticking the correct answer, circling vocabulary items in pictures, and filling in charts to categorize information related to seasons, weather, destinations, means of transportation, and activities. The accompanying reading passage provided contextual support for the vocabulary, and students were encouraged to drill and repeat target words to enhance fluency. In the final task, learners used the completed chart to write a short paragraph, thereby applying the newly acquired vocabulary in a meaningful context. This sequence demonstrated the teacher's ability to break down complex reading and writing tasks into manageable steps while reinforcing comprehension through repetition, visual prompts, and context-based learning.

### **2.4. Results Interpretation and Discussion**

This section aims to evaluate the validity of the research hypotheses in relation to the research questions by examining the effectiveness of the instructional strategies employed and the extent of teachers' preparedness to support learners with reading comprehension disabilities. The confirmation or refutation of the hypotheses will be based on the

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interpretation of quantitative data collected from EFL female teachers at Wiaam Primary School, alongside insights obtained from classroom observations conducted in the two classes under study.

### **2.4.1. The Analysis of the Questionnaire Results**

The following section presents the analysis of the questionnaire results, which aimed to explore teachers' educational background, professional experience, familiarity with reading disabilities, confidence in identifying affected students, and the instructional and assessment strategies they employ. Data were collected from 22 out of 25 respondents and analyzed using the SPSS program. The questionnaire also highlighted the frequency of differentiated strategies adopted to address the needs of learners with reading difficulties, the challenges EFL teachers encounter in supporting such students, and the types of professional training they have received within the EFL context. This analysis is favourable in providing a comprehensive understanding of the current practices, gaps, and areas for improvement in addressing the needs of learners with reading comprehension struggles.

#### **Section One: Teachers' Awareness and Preparedness**

This section presents the background information of the participants, focusing on their educational and professional levels as well as their years of experience teaching EFL at the primary school level. It also examines whether participants have received any formal training in supporting students with disabilities and identifies the types of training undertaken, such as workshops, university courses, seminars, online learning, or self-study. Such information is essential for providing an in-depth investigation of teacher preparedness, as both academic qualifications and professional experience influence the ability to identify and address reading difficulties. Furthermore, understanding the nature and extent of prior training

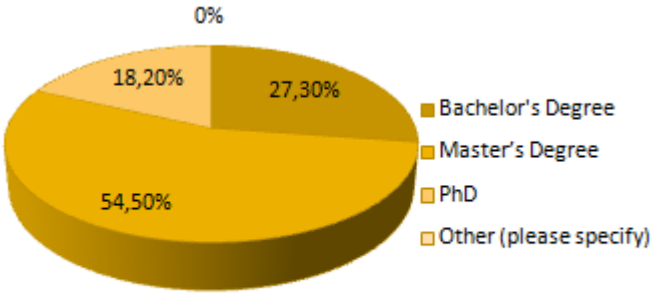
offers valuable insights into the participants' readiness to apply effective instructional strategies and adapt their teaching to meet the needs of students with reading disabilities

**Item one: Teachers' Educational Level**

**Table 1.1** Teacher's Educational Level

Education level	Frequency	Percentage
Bachelor's degree	6	27.3%
Master's degree	12	54.5%
PHD	4	18.2%
Others (please specify)	0	00%
Total	22	100%

The table above indicates clear variations in the educational levels of the participants. The total sample consists of 22 teachers, representing 100% of the target population. Master's degree holders constitute the largest group at 54.50%, followed by Bachelor's (Licence) degree holders at 27.30%, and PhD holders at 18.20%. Thus, the majority of EFL primary school teachers hold a Master's degree. This is further clarified in the following figure



**Figure 1.1.** Teachers' Educational Level

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## Item two : Years of Experience in Teaching English

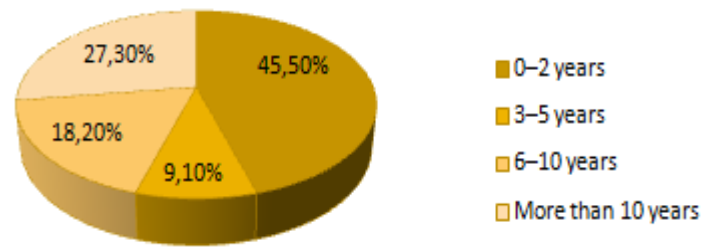
**Question (02):** How many years of experience do you have in teaching EFL?

Asking about the years of teaching experience is important because it reflects teachers' practical exposure and their ability to handle diverse classroom situations. Experienced teachers are more likely to develop effective strategies for identifying and addressing students with reading disabilities, while less experienced teachers are still in the process of building and refining their instructional skills. For this reason, including years of experience in the teacher profile is essential for assessing respondents' preparedness, particularly when investigating issues related to reading difficulties.

**Table 1.2 :** Teachers' Years of Experience of English.

Education level	Frequency	Percentage
0-2 years	10	45.5%
3-5 years	2	9.1%
6-10 years	4	18.2%
More than 10 years	6	27.3%
Total	22	100%

Table 1.2 shows the distribution of participants by their teaching experience: 0–2 years (45.5%), 3–5 years (9.1%), 6–10 years (18.2%), and more than 10 years (27.3%). This indicates that the largest group of teachers (45.5%) has less than two years of experience, while the rest have varying lengths of service. The pie chart below reflects similar data to the table. Notably, some respondents reported having more than five years of experience, despite English being introduced only three years ago in primary schools. This suggests either a misunderstanding of the question or a reference to their overall teaching experience rather than English teaching specifically. This factor was considered during data analysis.



**Figure 1.2:** Teachers' Years of Experience in EFL Teaching

### Item Three : Teachers' Formal Training Received.

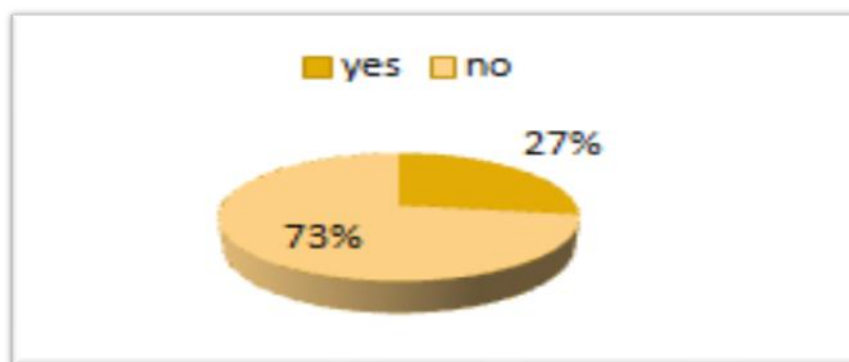
**Question Three :** Have you received formal training in teaching students with reading disabilities?

This question was designed to determine whether EFL teachers had received formal training and how frequently such training occurred. Including this question is significant, as it helps reveal their level of preparedness and the extent of their specialized knowledge in supporting students with reading disabilities.

**Table 1.3** Receiving Formal Training in Addressing LD

Education level	Frequency	Percentage
Yes	6	27.3%
No	16	72.7%
Total	22	100%

The table above displays an irregular distribution in the frequency of teachers' formal training. A large majority of respondents (72.7%) reported having received no formal training specifically related to reading disabilities. In contrast, only 27.3% indicated that they had received adequate training to support young EFL learners with such difficulties. The pie chart below reflects the same outcomes presented in the table.



**Figure 1.3.** receiving formal training in addressing reading disabilities

#### **Item Four: Types of Formal Training Received**

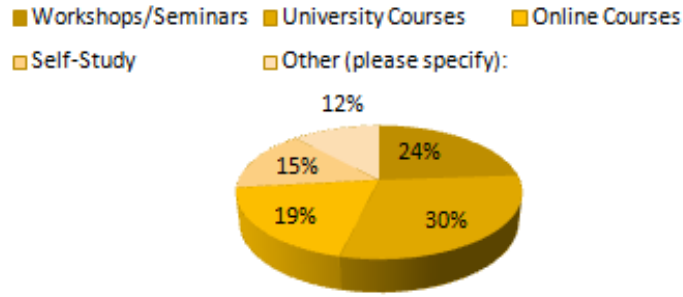
**Question four :**have you received formal training in teaching student with reading disabilities?

The questionnaire also investigated whether teachers had received any formal training in teaching pupils with reading disabilities. This item was divided into two parts: a closed-ended “yes/no” question to determine the presence or absence of training, followed by an open-ended section for those who answered “yes” to specify the type of training received. Examples included workshops, seminars, university courses, online programs, or other professional development activities. This two-part design allowed for both quantitative analysis of training prevalence and qualitative insights into the nature of the training.

**Table 1.4.** types of formal training teachers received.

<b>Workshops/semonars</b>	<b>16</b>	<b>23.8%</b>
<b>University Courses</b>	20	29.8%
<b>Online Courses</b>	13	19.4%
<b>Self-Stady</b>	10	14.9%
<b>Other (Please specify)</b>	8	11.9%
<b>Total</b>	67	100%

Table 1.4 and Figure 1.4 present the distribution of five types of formal training received by a minority of teachers. The most common type is university courses (29.8%), followed by workshops and seminars (23.8%), online courses (19.4%), and self-study (14.9%). The least common category, reported anonymously, accounts for 11.9%. University courses remain the dominant form of training, supplying EFL teachers with the necessary qualifications to meet the needs of young learners with reading disabilities.



**Figure 1.4** The Types of Formal Training Teachers Received during their Teaching Experience

### Item Five: Teachers' Familiarity with RD among EFL Young Learners

**Question Five:** How familiar are you with the following reading disabilities?

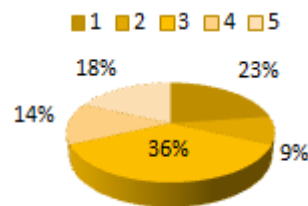
This question was designed to assess teachers' familiarity with various reading disabilities. Participants rated their familiarity on a five-point Likert scale, where '1' represented "not familiar" and '5' represented "very familiar." This question was intended to evaluate teachers' awareness and understanding of different types of reading disabilities, which is a crucial prerequisite for effectively identifying and supporting students in the classroom. The results offer valuable insights into the participants' existing knowledge base and highlight potential areas where additional professional development may be necessary.

**The table 1.5 :** Teachers' Familiarity in Identifying Reading Disabilities among EFL Young Learners

Familiarity Rate	Frequency	Percentage
1	5	22.7%
2	5	9.1%
3	8	36.4%
4	3	13.6%
5	4	18.2%
<b>Total</b>	22	100%

As shown in Table 2.5 and Figure 2.5, the data provide insights into EFL teachers' familiarity with reading disabilities such as dyslexia, decoding difficulties, and issues with reading fluency. The findings indicate that the largest proportion of respondents (36.4%)

reported being somewhat familiar with these disabilities. Approximately 22.7% stated they were not familiar, while 18.2% reported being very familiar. In addition, 13.6% of the teachers indicated they were familiar, and the smallest proportion (9.1%) reported being not at all familiar. These results reflect a range of familiarity levels among EFL primary school teachers. Overall, the findings suggest that while most teachers possess some degree of awareness regarding reading disabilities, there remain noticeable gaps in knowledge that may require targeted professional development.



**Figure 1.5:** Teachers Familiarity and Awareness in Identifying Reading Disabilities among EFL Young Learners

## Item Six: Rating Teacher Confidence in Identifying Students With RD

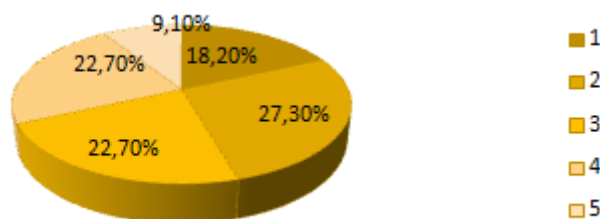
**Question six:** How confident are you in identifying students with reading difficulties?

This question focused on teachers' confidence in addressing the needs of learners with reading disabilities. Assessing confidence levels is crucial, as they reflect teachers' preparedness and ability to provide effective instruction. Low confidence may indicate gaps in training and knowledge, whereas high confidence suggests readiness to implement inclusive practices. Understanding these levels of confidence can therefore help guide targeted professional development initiatives aimed at improving learning outcomes for students with reading disabilities.

**Table 1.6:** Teachers' Confidence in identifying Pupils' Reading Difficulties

Confidency Rate	Frequency	Percentage
1	4	18.2%
2	6	27.3%
3	5	22.7%
4	5	22.7%
5	2	9.1%
<b>Total</b>	22	100%

Table 1.6 and Figure 2.6 (presented as a pie chart) illustrate the varying levels of teachers' confidence in identifying reading disabilities among young learners. The findings show that the largest group of participants (27.3%) is somewhat confident in recognizing these difficulties, which may reflect the effectiveness of their formal training. Similarly, (21.7 %) of teachers rated their confidence at levels 3 and 4. While (18.2%) rated their confidence at level 1 and (9.1%) at level 5 reported the lowest level of teacher confidence in supporting students with reading disabilities. .so the finding suggested that the participants shared different confidence levels in different ways, which asserted the transparency in their responses.



**Figure 1.6 :** Teachers' Confidence in identifying Pupils' Reading Difficulties

## Section Two : Instructional Strategies Used

**Question seven :** Which instructional strategies do you use to support students with reading difficulties?

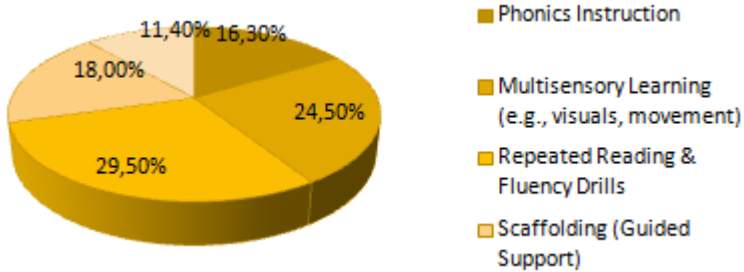
This question examined the effective use of instructional strategies, which are essential for supporting students with reading disabilities. Employing appropriate strategies

enables teachers to address learners’ individual needs and promote their academic progress. Targeted approaches such as differentiated instruction and multi-sensory techniques are particularly valuable, as they provide multiple entry points for learning and help struggling readers engage with content more effectively.

**Table 1.7:** Instructional Strategies to Support Students with Reading Difficulties

Strategy	Frequency	Percentage
Phonic Instruction	10	16.3%
<b>Multisensory Learning( e.g.visuals.movment)</b>	15	24.5%
<b>Repeated reading Fluency Drills</b>	18	29.5%
<b>Scaffolding( Guided Support)</b>	11	18%
<b>One-on-one Tutoring</b>	7	11.4%
<b>Total</b>	61	100%

Table 1.7 and Figure 2.7 present findings from the questionnaire identifying the most frequently used instructional strategies for supporting learners with reading disabilities. The most common strategy, reported by 29.5% of respondents, is repeated reading and fluency drills, in which students read the same passage multiple times to improve speed and accuracy while receiving feedback. This approach is considered effective for learners with reading difficulties. In contrast, the least used strategy is one-on-one tutoring (11.4%), which is regarded as less effective because it may restrict the consistent support needed by learners with disabilities, potentially aggravating their difficulties.



**Figure 1.7:**The Frequent Strategies Used to Support EFL Disabled Readers

## Item Eight: Frequency of Differentiated Instruction Use

**Question eight :** How often do you use differentiated instruction for students with reading disabilities?

The ultimate aim of investigating the frequency of differentiated instruction used specifically for students with reading comprehension difficulties is to evaluate both the quality and quantity of instructional adaptations implemented during reading sessions. The respondents provided varied answers, reflecting differences in their instructional practices as well as the time constraints they face in adapting lessons to meet learners' needs.

**Table 1.8:** the frequency of using the differentiated instruction to support students with RD.

Differentiated Instruction Use Frequency	Always	Often	Sometimes	Rarely	Never
Number	10	6	2	1	1
Percentage	2.2%	1.32%	0.44%	0.22%	0.22%

Table 1.8. Frequency of Using Differentiated Instruction for Pupils with Reading Disabilities  
The Respondents Comments are further classified as follows:

Respondents	Reported Practice
1-6	"I always use differentiated instructions to support pupils with reading comprehension disabilities."
7-10	"I often use the differentiated instruction in my reading sessions to provide suitable support."
11	"I adapt reading materials to match their level, use audio-books, provide visual aids, give extra time, or use one-on-one support when needed."
12	"I use the differentiated instruction many times during reading sessions."
13	"I use differentiated instruction most of the time."
14	"I never use differentiated instruction in my class."
15	"I almost always use differentiated instruction, since they need customized types of instructions."
16	"I always use differentiated instruction tailored to each student's needs regardless

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	of level or ability.”
17	“I sometimes use differentiated instruction while teaching students with reading disabilities.”
18-19	“I sometimes use differentiated instruction while teaching students with reading disabilities.”
20	“Differentiated instruction is essential for students with reading disabilities and should be regularly incorporated.”
21-22	No answer received.

Table 1.8 highlights positive findings regarding the frequency of differentiated instruction in EFL primary school classrooms. The majority of participants (2.2%) reported encouraging its use and adaptation to enhance reading outcomes for learners experiencing reading difficulties. In addition, (1.3%) and (0.44%) of the respondents reported the ongoing adaptation of differentiated instruction. On the other hand, similar percentages were noted for the lower frequencies of “never” and “rarely.” Overall, the results showed a positive tendency toward the adoption of differentiated instruction, which appears to be effectively used to support students with reading disabilities in EFL classes. Overall, the data revealed that the majority of teachers employ differentiated instruction frequently, with relatively few reporting rare or no use. These findings suggest a generally positive adaptation of differentiated instruction in EFL classrooms, reinforcing its role as an effective strategy for supporting students with reading disabilities.

### **Section three: key challenges of the findings**

#### **Item Nine: Assessing Students with Reading Difficulties**

**Question nine :** How do you assess students with reading difficulties? (Select all that apply)

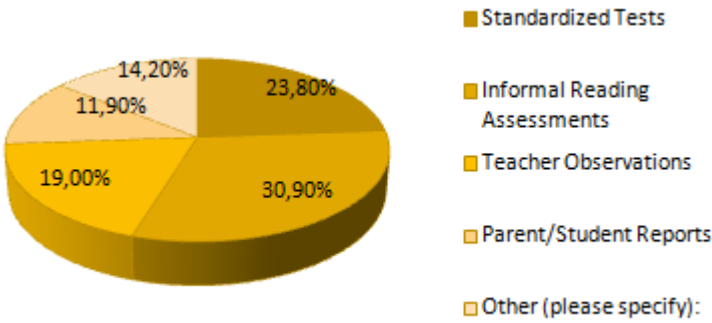
This question focuses on the assessment process, which represents a key element in any educational program. It reflects the real adaptation of teaching strategies that teachers implement when teaching English as a foreign language, especially with young learners. Through assessment, educators can follow learners’ progress, detect their weaknesses, and highlight their strengths at each stage of learning. However, some teachers reported facing

notable challenges in assessing students with reading difficulties, which may hinder accurate evaluation and tailored support.

**Table 1.9 :** Assessing Students with Reading Difficulties.

Assement Technique	Frequency	Percentage
Standardized Tests	10	23.8%
<b>Informal reading Assement</b>	13	30.9%
<b>Teacher Observation</b>	8	19%
<b>Parent/student Reports</b>	5	11.9%
<b>Other( please specify)</b>	6	14.2%
<b>Total</b>	42	100%

Table 1.9 and Figure 2.8 present data on the assessment tools used by teachers to identify reading disabilities. The findings demonstrate that 30.9% of respondents rely on informal reading assessments, followed by 23.8% who use standardized tests, and 19.0% who utilize teacher observation. The remaining tools are used less frequently. Notably, the preference for informal reading assessments reflects many teachers’ efforts to create a supportive learning environment for pupils with reading disabilities.



**Figure 1.8:** Assessment Tools Frequently used in Identifying Learners with Reading Disabilities

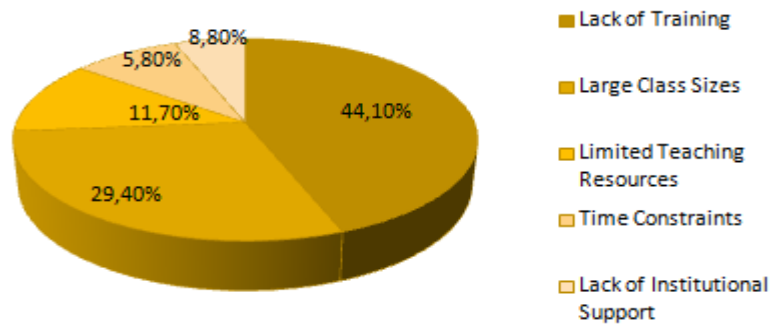
**Item Ten: Challenges to support Pupils with Reading Disabilities**

**Question Ten :**What challenges do you face in supporting students with reading disabilities?

**Table 1.10:** Challenges to support Pupils with Reading Disabilities

Educational level	Frequency	Percentage
Lack of Training	15	44.1%
Large Class Sizes	10	29.4%
Limited Teaching Resources	4	11.7%
Time Constraints	3	8.8%
Lack of Institutional Support	2	5.8%
Other (please specify)	0	00%
<b>Total</b>	<b>34</b>	<b>100%</b>

Table 1.10 and Figure 2.10 present the questionnaire results highlighting the main challenges teachers face in teaching English at the primary school level. The most frequently reported challenge was the lack of training (44.1%), while the least mentioned was the lack of instructional support (5.8%). These findings pointed to five major obstacles that hinder the teaching process, particularly when addressing reading disabilities among young learners. Identifying these difficulties is crucial, as it provides a foundation for designing more effective training programs. By addressing the challenges revealed in this investigation, teacher preparedness can be strengthened, ultimately enhancing educational outcomes and ensuring better support for pupils struggling with reading comprehension.



**Figure 1.9:**The Challenges in Supporting EFL Learners with Reading Disabilities.

This section presents a comprehensive interpretation of the statistical data collected from EFL primary school teachers, highlighting their solid educational background

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and professional qualifications, which reflect their readiness to support struggling learners when combined with years of experience. The questionnaire also offered valuable insights into teachers' knowledge and awareness of reading disabilities, with the findings showing positive results regarding their familiarity with the issue and their confidence in addressing it effectively. This preparedness is further demonstrated through the adoption of instructional strategies such as multi-sensory learning, phonemic instruction, and scaffolding, which are tailored to meet the needs of pupils with reading difficulties. In addition, careful assessment practices were shown to play a key role in identifying learners' struggles and guiding instructional adaptations. The instrument also highlighted the major challenges that slow down both teaching and learning in the EFL context. On this basis, educators can use the findings to strengthen their weak points while reinforcing their existing strengths, ultimately improving their preparedness to serve pupils with reading disabilities.

#### **2.4.2. Classroom Observation Analysis**

The classroom observation data were collected to evaluate the teacher's preparedness in real time using a structured checklist.

**In the first phase**, which focused on general teaching practices, it was noted that for criteria 1 and 2 (Providing clear and structured instructions for reading activities, Adapting lesson content to support students with reading difficulties), the teacher consistently provided clear and structured instructions for reading activities and regularly adapted lesson content to support students during these tasks. This demonstrates the teacher's positive behaviour and flexibility in delivering reading concepts, as well as the ability to shift effectively from one strategy to another. However, regarding criterion 3 (Offering individualized support and accommodations when needed.the teacher often offered individualized support and accommodations when needed). This limitation may be

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attributed to the restricted time allocated for English sessions or the large class size, which made it difficult to provide consistent one-on-one support.

**The second phase**, examined the use of instructional strategies. The observation results showed consistent “always” responses across the three criteria: the teacher effectively integrated multi-sensory teaching methods (e.g., visual aids and movement), encouraged repeated reading and fluency practice, and broke down complex reading tasks into manageable steps. These findings present a strong image of a well-prepared EFL teacher, demonstrating both the competence and readiness to support pupils with reading comprehension difficulties.

**The third phase**, carried out at the end of the observation procedure, focused on the teacher’s use of evaluation and feedback. The trainee recorded distinct findings: the teacher never conducted spontaneous, informal reading assessments during sessions. This suggests that the teacher preferred to prepare pupils in advance before evaluating their reading performance—a practice that provides emotional support and helps minimize embarrassment or frustration, which is particularly beneficial when working with young language learners. Furthermore, criterion 2 revealed that the teacher consistently offered constructive feedback to struggling readers, reflecting an encouraging educational approach aimed at helping learners recognize both their strengths and weaknesses, overcome shyness, and build greater confidence.

Regarding the criterion 3 the teacher is often adjust teaching methods based on the students progress which is controversial remark in academic practices and implementation yet it according to the trainee observation the teacher is totally neglected to be blamed because simply she is following the curriculum instructions and also limited with timeline and duration yet the result is still somewhat satisfactory since the teacher is still use this step from time to time at least.

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The observed teacher, Ms. Fatima, has three years of experience in the teaching field and currently instructs a fifth-grade primary class. This class was purposefully selected as it includes pupils identified with reading disabilities, making it a suitable context for examining instructional strategies and teacher preparedness. The choice of this setting provides valuable insights into how teachers with limited experience address the diverse needs of learners in critical stages of language development.

### **2.4.3. Findings Discussion**

The findings from both the questionnaire and classroom observations provide measurable insights into EFL teachers' preparedness and professional capacity to support young learners with reading comprehension difficulties in primary school contexts. The questionnaire results showed that most teachers demonstrated a general awareness of reading disabilities; yet, their familiarity with specific conditions such as dyslexia varied. A significant number of respondents reported not having received any formal training in diagnosing or assisting students with such difficulties. Those who had undergone training mostly participated in workshops or short-term professional development programs, which, although useful, lack sufficient depth and follow-up support. This fact highlights a gap between teachers' theoretical knowledge and the practical application of effective strategies within the classroom.

The data further revealed that teachers generally acknowledged the importance of using instructional materials and applying differentiated instruction to support learners with reading difficulties. However, many participants reported challenges in maintaining these practices consistently, citing factors such as limited time, overcrowded classrooms, and insufficient specialized resources. Although most teachers expressed a genuine willingness to assist pupils with reading disabilities, they also admitted to experiencing uncertainty in how

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best to implement effective strategies. This highlights the need for more comprehensive and sustainable professional development programs that focus specifically on reading comprehension support and intervention techniques.

The classroom observation findings corroborated the questionnaire results. While teachers demonstrated commendable efforts to engage learners through interactive activities and reading exercises, certain instructional practices did not fully cater to the needs of disabled young readers, for instance, some lessons relied heavily on whole-class reading tasks without sufficient scaffolding and individual support for struggling readers. Moreover, the use of visual aids and multi-sensory techniques, and targeted reading interventions seems to be limited in real practice. These observations highlight the gap between teachers' awareness of inclusive strategies and their consistent applications in the classroom setting.

The study's findings present strong evidence supporting the proposed hypotheses concerning EFL teachers' preparedness and effectiveness in assisting students with reading comprehension difficulties. Regarding the main hypothesis, classroom observations confirmed that EFL teachers are well-equipped to support learners with reading disabilities, including dyslexia. This readiness was demonstrated through the consistent use of evidence-based instructional strategies, such as phonics instruction, multi-sensory approaches, and scaffolding techniques, all of which contributed to improved comprehension among students. These results not only confirm the main hypothesis but also address the research questions, highlighting the critical role of teachers' instructional practices, adaptability, and overall preparedness in meeting the needs of young learners struggling with reading comprehension.

**Research Question 1:** How does teachers' knowledge of reading disabilities affect their instructional strategies for improving reading comprehension?

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**Hypothesis 1 (Validated):** The findings confirmed that teachers' awareness and training on reading disabilities significantly influenced their instructional practices. Teachers who had engaged in professional workshops and acknowledged the specific needs of disabled learners demonstrated greater flexibility in adopting suitable strategies. As a result, students became more confident in participating, embraced their strengths and weaknesses, and showed improved motivation, which positively impacted their reading comprehension development.

**Research Question 2:** What assessment methods do teachers use to identify reading disabilities, and how do those methods impact students' reading comprehension?

**Hypothesis 2 (Validated):** The results indicated that teachers primarily relied on informal reading tests, standardized assessments, and classroom observation as the main tools for identifying reading disabilities. These methods were intentionally applied in ways that minimized stress and frustration for learners with difficulties. By creating a supportive environment, such assessments fostered students' confidence and enabled them to achieve better outcomes in reading comprehension, demonstrating the positive role of careful assessment in enhancing both learning progress and motivation.

**Research Question 3:** What challenges do teachers face in supporting EFL students with their reading abilities, and how do these challenges affect reading outcomes?

**Hypothesis 3 (Validated):** The findings from the questionnaire suggest that EFL teachers no longer face significant difficulties in addressing reading disabilities once they are aware of the main obstacles, such as lack of training, insufficient resources, and large class sizes, which previously limited individualized support for students with reading comprehension difficulties. Thanks to training workshops and seminars, these issues have been acknowledged and addressed, prompting educational policies to provide teachers with the necessary

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instructional aids . Consequently, these measures help prevent the spread of such challenges, supporting better reading outcomes for learners in Algerian primary schools.

All in all , the findings suggest that since there is an encouraging level of awareness and positive attitudes towards supporting learners who suffer from reading comprehension difficulties by EFL teachers. There is also a evident need for structured, ongoing training and reliable resource provision in which strengthening teacher preparedness through targeted professional development, as it access the appropriate materials thanks to the smooth integration of evidence-based reading interventions that could significantly enhance the learning outcomes of students facing such academic challenges .

#### **2.4.4. Limitations of the Study**

This study aims to highlight ways to enhance EFL teachers' preparedness to support reading comprehension in learners with reading disabilities, particularly in primary schools. It focuses on three key elements: teachers' knowledge, instructional strategies, and required training to better assist students with disabilities, especially those with dyslexia. This research examined instructional methods, intervention programs, and teachers' educational backgrounds. However, several limitations should be noted.

- The small sample size limits the generalizability of the findings, while the narrow geographical scope further restricts their relevance to wider contexts.
- Time constraints prevented long-term observation, while reliance on self-reported data introduced potential bias. Moreover, as the study was conducted in real classroom environments, it was influenced by external factors, such as school policies, student backgrounds, and the availability of resources.

Furthermore, as the focus is on EFL classrooms, the findings may not fully address the challenges faced by pupils with severe reading disabilities in multilingual or

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native English-speaking contexts. Despite these limitations, the study provides valuable insights into improving teacher readiness and refining instructional strategies to support struggling readers in primary school EFL settings.

## **Conclusion**

This chapter has examined EFL teachers' attitudes and awareness toward learners with reading comprehension difficulties, reflecting their solid background knowledge and teaching experience. The findings highlight the use of effective assessment tools, like informal reading tests, teacher observation, and standardized reading tests; the latter have been recently integrated into the 5th-grade primary school curriculum. Notably, these tools take into account the psychological well-being of learners with disabilities, offering long-term support and providing consistent motivation to enhance language learning outcomes.

Moreover, the thematic analysis of EFL teachers' questionnaire involves multiple answers result in three major themes in terms of challenges that hinders EFL educators in their teaching process, it presented in the lack of formal training the data findings show over (44.1%) are missing the sufficient training that equips them to meet EFL learners with reading comprehension disabilities, additionally to second difficulty presented in sized classes which considers as controversial issue among Algerian school, it known that learning a language requires a limited number of students where the acquisition will be more effective and reinforced yet, this issue is kept ignorant and increased day by day hoping to immediate interventions that officially banned it from spreading into broader scope of education eventually, the last difficulty embodied in the lack of teaching resourced where no longer teacher are able to relay on credible references when they came to teach students with reading disabilities which negatively in impact on their performance and competencies leading to academic failure of teaching and learning.

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In summary, this chapter adequately handled the key challenges that EFL teachers face during the teaching process; thanks to the quantitative tool that meticulously gathered insights into the teachers' implications in identifying reading comprehension disabilities among EFL young learners at primary schools. the observation conducted to assess EFL teacher's general teaching practices and classroom implications and instructional strategies that tailored to support pupils with reading comprehension disabilities as the tool also suggested a careful examination of teacher's assessment procedure and feedback .

# General Conclusion

Since the teachers' preparedness is a prominent basis that plays an essential role in teaching a foreign language to young learners with reading comprehension disabilities, this current work attempted to explore the role of educators' readiness in improving the reading comprehension acquisition among EFL learners.

Through this study, we hypothesized that teacher preparedness in applying evidence-based practices—such as instructional strategies, multi-sensory techniques around (24.5%), and scaffolding(18.0 %) —and phonics instruction ns over(16.3%) can enhance young learners' ability to comprehend reading materials while also supporting and motivating them. Moreover, a slight but notable difference was observed in students' difficulties when grasping new concepts and texts, particularly when teachers adopted alternative instructional strategies mainly multisensory and phonics techniques to deliver lessons. This study was divided into two main chapters in order to assess how effectively teachers' preparedness translates into the practical application of these strategies. The first chapter presents a review of the literature and previous studies related to the topic. The second chapter is divided into two sections: the first outlines the research methodology, variables, and data collection tools, while the second focuses on data analysis and interpretation.

Data were collected using a mixed-methods approach that combined a teacher's questionnaire and classroom observations. Six regular sessions were observed with fifth-grade pupils at Abdelmalek Mahboub Primary School the first class consist of 26 students was observed only once during the oral and reading test the results revealed that its has no disabled readers so that the observation procedure continued using the same oral and reading test with second class consist of 28 pupils and only 10 reduced into 5 were identified surely with reading challenges where the rest assessed with zero disabilities so that they resulted in some factors like shyness and hesitance while reading tasks or test are

involved , where the teacher, Ms. Fatima, demonstrated strong preparedness in adopting and applying instructional strategies, multi-sensory methods, and scaffolding techniques to enhance reading comprehension among struggling EFL pupils. The analysis of the collected data confirmed the validity of the main research hypothesis. The findings showed the positive impact of these evidence-based practices in addressing reading comprehension difficulties 29.5 % around , with noticeable improvement in pupils' ability to understand written texts and in their overall language acquisition. Furthermore, both the questionnaire and the classroom observations highlighted teachers' positive attitudes toward their preparedness and qualifications over 36.4 % , reinforcing the effectiveness of these approaches. Ultimately, the results emphasized how such strategies capture students' attention over 29.5% , foster motivation and engagement, provide essential support, and create a joyful and productive learning environment in English classes.

However, as previously stated, the research hypotheses were confirmed. The study was limited by the small number of questionnaire respondents (22 out of 25) and the brief duration of classroom observations (4 week) , which restricts the generalization of the findings to broader contexts. It would therefore be valuable for researchers and teachers to extend the use of these instructional strategies to other language skills, such as listening, speaking, and writing. Importantly, the strategies applied proved highly effective in supporting young EFL learners with reading comprehension difficulties, as they reduced stress and frustration during reading sessions. As a result, pupils became more confident in participating not only in English classes but also across other subjects. Overall, the teacher's preparedness contributed to the successful implementation of these engaging methods, which enhanced both learning outcomes and classroom participation.

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# Appendices

# Appendix 1

## A Questionnaire for EFL Primary School Teachers

**Dear teacher,**

This questionnaire aims to examine EFL teachers' readiness to support students with reading disabilities, focusing on their awareness, teaching strategies, and assessment methods. By collecting teachers' perspectives, this study seeks to highlight the strengths and challenges in addressing reading difficulties and to suggest improvements in training and support programs. Your feedback will offer essential insights into current practices and help enhance instructional approaches for students who struggle with reading. All responses will be kept confidential and used exclusively for research purposes.

### Section 1: Background Information

1. What is your highest level of education?

Bachelors Degree

Master's Degree

PhD

Other (please

Specify):.....

...

2. How many years of experience do you have in teaching EFL?

0–2 years

3–5 years

6–10 years

More than 10 years

3. Have you received formal training in teaching students with reading disabilities?

Yes

No

**4. If yes, what type(s) of training have you received? (Select all that apply)**

Workshops/Seminars

University Courses

Online Courses

Self study

Other (please specify):

.....  
.....

**Section 2: Knowledge & Awareness of Reading Disabilities**

**1. How familiar are you with the following reading disabilities? (Rate on a scale of 1–5, where 1 = Not Familiar and 5 = Very Familiar)**

Dyslexia: 1 2 3 4 5

Decoding Difficulties: 1 2 3 4 5

Reading Fluency Issues: 1 2 3 4 5

**2. How confident are you in identifying students with reading difficulties?**

Very Confident

Somewhat Confident

Neutral

Not Very Confident

Not Confident at All

**Section 3: Instructional Strategies**

**1. Which instructional strategies do you use to support students with reading difficulties?**

**(Select all that apply)**

Phonics Instruction

Multisensory Learning (e.g., visuals, movement)

Repeated Reading & Fluency Drills

- Scaffolding (Guided Support)
- One-on-One Tutoring
- Other (please specify):.....  
.....

**2. How often do you use differentiated instruction for students with reading disabilities?**

- Always
- Often
- Sometimes
- Rarely
- Never

**Section 4: Assessment & Challenges.**

**How do you assess students with reading difficulties? (Select all that apply)**

- Standardized Tests
- Informal Reading Assessments
- Teacher Observations
- Parent/Student Reports
- Other (please specify):.....  
.....

**What challenges do you face in supporting students with reading disabilities? (Select all that apply)**

- Lack of Training
- Large Class Sizes
- Limited Teaching Resources
- Time Constraints
- Lack of Institutional Support

Other (please specify):.....  
.....

**Thank you for taking the time to complete this survey. Your input is greatly appreciated**

**Prepared by: Bigaa Hadjer**

**Supervised by :Dr.Sohila Korichi**

**2025/2026**

## **Appendix 2**

### **Classroom Observation Checklist**

**This checklist is designed to evaluate teachers preparedness in real time.**

### **General Teaching Practices**

- Provides clear and structured instructions for reading activities.
- Adapts lesson content to support students with reading difficulties.
- Offers individualized support and accommodations when needed.

### **Instructional Strategies for Reading Disabilities**

- Implements phonics-based instruction.
- Uses multi-sensory teaching methods (e.g., visual aids, movement).
- Encourages repeated reading and fluency practice.
- Breaks down complex reading tasks into manageable step

### **Assessment & Feedback**

- Conducts informal reading assessments during lessons.
- Provides constructive feedback to struggling readers.
- Adjusts teaching methods based on student progress.

## **Appendix 3**

## *Seasons*



Multi-sensory techniques

Instructional strategies

SEQUENCE 3: Holidays and Travelling .

Full name:.....

I get ready (the initial situation)



listen to the listening script (P78 DG)carefully,then answer the following questions:

Task 1: Tick the right answer

-The text is about :

- Hobbies.
- Holidays and travelling.
- Means of transport.



Task 2: Circle the means of transport mentioned in the text.



Reading text

It is winter. We are on holidays. It's cold and snowy. A travel agency organizes a trip to The Djurdjura Mountains. We are travelling by bus. It's cool! We want to play with snow, take photos and share them with friends.

Task 1: answer the following question:

Is the text about a trip to Theniet El Had National Park ?

Task 2: Read the text and complete the chart.

Season	Weather	Destination	Means of transport	Activity

Task : Use information in the following chart and write a paragraph.

Season	Weather	Destination	Means of transport	Activity
Autumn	Windy	The leisure park	Bike	Fly my kite



It is autumn .....

.....

.....

.....

SEQUENCE 3: Holidays and Travelling .

Full name:.....

I get ready (the initial situation)



listen to the listening script (P78 DG)carefully,then answer the following questions:

Task 1: Tick the right answer

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Autumn	Windy	The leisure park	Bike	Fly my kite



It is autumn .....

.....

.....

.....

# Assessment and feedback

People's Democratic Republic Of Algeria  
Ministry of National Education

Education Directorate of Tlemcen

Teacher :

School year : 2024/2025

School :

## **Assessment of Learning Outcomes 5th year P.S**

### **Reading Performance**

N	Criteria	Relate grapheme to the phoneme				Read sentences				Use punctuation marks accurately				Use intonation appropriately				Respect the pace of reading			
	Level of mastery	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
	Full Name																				
1																					
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3																					
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Teacher :

Headmistress :

Inspector :

***Résume FR :***

La compréhension écrite est considérée comme la base principale des cours d'anglais langue étrangère (FLE) et façonne la compréhension des élèves face à des connaissances diverses. Cependant, dans ces cours, les élèves peuvent rencontrer des difficultés dans cette compétence intéressante, parfois qualifiée de « troubles de compréhension écrite ». Ces difficultés peuvent être améliorées et transformées en capacités de compréhension des textes grâce à la préparation des enseignants, qui peuvent intervenir avec des stratégies pédagogiques adaptées et adaptées pour améliorer les qualités de compréhension écrite, améliorer les résultats d'apprentissage et favoriser la réussite scolaire des élèves. L'objectif de cette étude est d'explorer la préparation des enseignants à l'utilisation de pratiques efficaces fondées sur des données probantes, telles que les stratégies pédagogiques, les stratégies multisensorielles et d'échafaudage, ainsi que l'enseignement de la phonétique, afin d'améliorer et de soutenir les apprenants dans leurs compétences en compréhension écrite. L'étude a adopté des méthodes mixtes combinant des données qualitatives et quantitatives. Des outils de collecte de données ont été utilisés : un questionnaire a été distribué aux enseignants d'anglais langue étrangère de Laghouat, principalement dans la région de Wiam. L'observation en classe visait à explorer la sensibilisation et l'attitude des enseignants à l'égard des mots et la mise en œuvre de ces stratégies pédagogiques afin d'améliorer les qualités de compréhension en lecture. L'échantillon a été sélectionné pour être observé en classe de CM2. Cinq élèves sur 35 de la population totale ont été identifiés comme ayant des difficultés de lecture. Les données collectées ont été analysées par le programme SPSS et interprétées en conclusions majeures révélant l'attitude et les opinions positives des enseignants envers leur formation formelle. Ces données les préparent mieux à intégrer ces stratégies pédagogiques aux jeunes apprenants d'anglais langue étrangère présentant des difficultés de compréhension en lecture et leur proposent des solutions concrètes pour relever les principaux défis qui entravent l'acquisition et l'apprentissage de la langue.

**Mots clés :** préparation des enseignants, stratégies pédagogiques, difficultés de compréhension en lecture, jeunes apprenants. Attitude des enseignants.

## الملخص

يُعدّ فهم القراءة الركيزة الأساسية في دروس اللغة الإنجليزية كلغة أجنبية، إذ يسهم في تشكيل وعي المتعلمين بمختلف المعارف. غير أنّ المتعلمين قد يواجهون صعوبات في هذه المهارة المهمة، والتي يُشار إليها أحياناً بمصطلح صعوبات فهم القراءة. ومع ذلك، يمكن معالجة هذه الصعوبات وتحويلها إلى قدرات من خلال جاهزية المعلمين، التي تتيح لهم التدخل باستراتيجيات تعليمية مناسبة وموجّهة، تُعزز من مهارات الفهم القرائي وتُحسن من نتائج التعلّم وتدعم النجاح الأكاديمي للطلاب.

تهدف هذه الدراسة إلى استكشاف مدى استعداد المعلمين لتوظيف ممارسات تعليمية قائمة على الأدلة، مثل الاستراتيجيات التعليمية الفعّالة، والأساليب متعددة الحواس، وتقنيات السقالة (Scaffolding)، وتعليم الصوتيات، بغرض دعم المتعلمين في تنمية مهارات الفهم القرائي.

وقد اعتمدت الدراسة المنهج المختلط الذي يجمع بين الأسلوبين الكمي والكيفي، واستخدمت أدواتي جمع بيانات: الاستبيان الذي وُزِع على معلمي اللغة الإنجليزية كلغة أجنبية في الأغواط، خاصة في منطقة ونام، والملاحظة الصفية التي سعت إلى رصد وعي المعلمين ومواقفهم تجاه تطبيق هذه الاستراتيجيات في تطوير الفهم القرائي. تم اختيار عينة من الصف الخامس الابتدائي للملاحظة، حيث تبين أن 5 تلاميذ من أصل 35 يعانون من صعوبات في القراءة. وقد جرى تحليل البيانات باستخدام برنامج SPSS، وأسفرت النتائج عن مخرجات رئيسية أبرزت الموقف الإيجابي للمعلمين وآراءهم المشجعة حول التدريب الرسمي الذي تلقوه، والذي عزّز من جاهزيتهم لتطبيق هذه الاستراتيجيات التعليمية. وبذلك أصبحوا أكثر قدرة على تلبية احتياجات المتعلمين الصغار ذوي صعوبات الفهم القرائي، وتوفير حلول عملية تمكّنهم من مواجهة التحديات التي تعيق عملية تعلم اللغة واكتسابها.

الكلمات المفتاحية: استعداد المعلم، الاستراتيجيات التعليمية، صعوبات فهم القراءة، المتعلمون الصغار.