PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University Centre - Mila

Faculty of Letters and Languages
Department of Foreign Languages
Branch: English

Investigating Teachers' and Learners' Perceptions of the Use of Adapted vs. Adopted Input Presentation for Learners' Reading Comprehension

A Case Study of Fourth-Grade Middle School English Classes

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by: **Supervisor:**
1) Sabrina DIB   Dr. Fouad BOULKROUN
2) Roumaissa ALMI

Board of Examiners:
Chairman: Dr. Rima HADEF
Supervisor: Dr. Fouad BOULKROUN
Examiner: Dr. Abderrahim BOUDERBANE

Academic Year: 2023-2024

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Dedication I

To those dearest and nearest people who never gave up on me,

Whose aspirations first helped me find myself,

And then, through unwavering encouragement and steadfast support,

Taught me the enlivening power of perseverance.

With boundless love and eternal gratitude,

This humble work is dedicated to each of you.

Sabrina

Dedication II

In the Name of Allah, Most Merciful, Most Compassionate,

With profound gratitude and boundless love, I dedicate this dissertation to those who have shaped my life's journey:

To my lovely parents, whose unwavering support, sacrifice, and guidance have been my guiding stars through the darkness. Your love have been my steadfast support pillars.

To the memory of my grandmother, Momi, whose wisdom and love continue to guide and inspire me every day. Your spirit lives on in the words on these pages.

To my dear siblings, Abd Elraouf and Abd Elrahim, whose presence has been a constant source of strength and inspiration.

To my soulmate, Mehdi, your unwavering belief in me and your unconditional love have been my guiding stars. You are my constant happiness on this journey of life.

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To all of my best friends who encouraged and supported me. Thank you for being my source of inspiration and joy. Your presence has been a blessing beyond measure.

And to all who have believed in me along this path and to my dear pupils, who have inspired me to work harder to teach them and to love my job even more.

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Abstract

Enhancing reading comprehension among learners in Algerian schools is challenging, especially when the input presented does not match the learners' current proficiency level. This study investigates fourth-grade middle school English language teachers' and learners' perceptions of the use of adapted versus adopted input presentation to enhance reading comprehension. The main questions guiding this research are: (1) What are the current practices of fourth-grade middle school (4MS) English language teachers regarding adapted and adopted input for reading comprehension? (2) What are teachers' perceptions of the effectiveness of adapted versus adopted input? (3) How do 4MS learners perceive the efficacy of adapted versus adopted input for their reading comprehension? (4) How do 4MS teachers' and learners' perceptions align or diverge regarding these input methods? A sample of 115 teachers and 300 learners from various regions of Algeria participated through structured questionnaires. The teachers' questionnaire was administered via Google Forms, while the learners' questionnaire was administered in hard copy format. Descriptive statistical proportions were used to analyse the perceptions of both groups. The findings revealed that teachers use both methods but favour adapted input for its effectiveness in addressing individual learners' needs and enhancing comprehension. Conversely, pupils prefer adopted input for its higher engagement. Both groups put emphasis on the importance of tailored instructional materials for diverse learning styles to create inclusive environments. Learners also noted that adopted input significantly improves their reading comprehension skills, underscoring the value of personalised approaches. These findings emphasise the necessity of learner-centred methodologies and the continual adaptation of teaching materials to meet diverse needs. Further implications, limitations, and recommendations are thereby discussed.

Keywords: Adapted input, adopted input, fourth-grade middle school English learners' perceptions, reading comprehension, teachers' perceptions.

List of Acronyms and Symbols

BUP: Bottom-Up Processing

CI: Comprehensible Input

ER: Extensive reading

IH: Input Hypothesis

II: Incomprehensible Input

IP: Interactive Processing

IP: Input Presentation

IR: Intensive reading

L2: Second Language

Q: Question

RC: Reading Comprehension

SLA: Second Language Acquisition

TDP: Top-Down Processing

4MS: Fourth-Grade Middle School

%: Percentage

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General Introduction

1. Statement of the Problem

Reading comprehension is a critical skill for learners in their academic journey as it involves not only decoding written words but also comprehending their meaning, making inferences, and connecting ideas. When it comes to enhancing reading comprehension abilities, the use of adapted-vs. adopted input presentation has been widely discussed.

Adapted input involves the deliberate modification or tailoring of materials to align with learner's linguistic proficiency levels, cultural backgrounds, and cognitive abilities. Conversely, adopted input embraces authenticity, utilising unmodified materials sourced from real world contexts to expose learners to natural language use and cultural nuances. The choice between adapted and adopted input methods represents a fundamental pedagogical decision with far- reaching implications for the efficacy and inclusivity of language instruction.

Within the context of Algerian middle schools, particularly in fourth-grade classes, English language education stands at the intersection of linguistic pedagogy, cultural exchange, and educational policy. In the pursuit of fostering reading comprehension skills and nurturing the learners' linguistic and cultural competences, educators grapple with the multifaceted challenge of optimising instructional strategies. Despite the centrality of input presentation for language instruction, there exists a notable gap in empirical research examining the perceptions, experiences and preferences of both teachers and learners regarding adapted and adopted input use.

2. The Research Aims

The primary aim of this research is to explore and compare teachers' and learners' perceptions of adapted versus adopted input presentation for enhancing reading comprehension in the context of English language learning among fourth-grade middle school classes. By gaining insights into the perceptions of both teachers and learners, this study seeks to determine

the effectiveness of each method regarding learners' reading comprehension abilities. Consequently, it provides valuable contributions to the field of language education and offers practical implications for improving the quality of language instruction and language experiences.

3. Significance of the Study

By investigating perceptions and practices related to the presentation of adapted and adopted input for reading comprehension, this study can assist teachers in making more informed decisions about selecting and presenting reading materials in fourth-grade English classrooms, taking into account the needs and preferences of their learners, ultimately enhancing their reading comprehension skills. Additionally, the significance of this research lies in its potential contribution to curriculum development by providing guidelines and recommendations that support effective instruction, promote successful outcomes in Algerian middle schools, and possibly have implications for similar educational contexts worldwide.

4. The Research Questions

The main questions of the present study are:

1. What are the current practices of teachers in fourth-grade middle school English classes regarding the use of adapted and adopted input for learners' reading comprehension?

2. What are the perceptions of teachers regarding the effectiveness of adapted versus adopted input for boosting learners' reading comprehension skills in fourth-grade middle school English classes?

3. How do fourth-grade middle school learners perceive the efficacy of adapted versus adopted input for their reading comprehension?

4. How do the perceptions of teachers and learners align or diverge concerning the choice and implementation of adapted versus adopted input materials in fourth-grade English language classrooms?

5. The Research Instruments

5.1. The Population and the Sample

The population under investigation encompasses fourth-grade middle school English teachers and learners in Algerian middle schools. This choice is justified by several factors. Firstly, the fourth-grade level represents a critical developmental stage where learners transition from learning to read to reading to learn, making their experiences and perceptions regarding reading materials highly relevant. Furthermore, in Algerian middle schools, the fourth grade marks a significant milestone in English language instruction, with learners engaging with more complex reading materials and comprehension strategies. Investigating practices and perceptions at this level provides valuable insights into the implementation of reading comprehension instruction within the curriculum. Fourth-grade classrooms are also relatively reachable within the educational system, facilitating data collection and interaction with teachers and learners. Moreover, by focusing on this specific grade, the study aims to contribute to the improvement of reading comprehension instruction and outcomes not only for current learners but also for future cohorts, potentially leading to long-term academic benefits. The sample size will involve 115 teachers and 300 learners, ensuring a robust representation of perspectives and practices.

5.2 The Research Tools

To achieve the aims of this study and provide a comprehensive understanding of the teachers' and the learners' perceptions and practices of adapted versus adopted input presentation for reading comprehension, questionnaires are designed to collect data from the participants. The questionnaires include Likert scale questions to capture a range of responses.

6. Structure of the Dissertation

This dissertation is organised into two comprehensive chapters, each addressing key aspects of the research topic.

Chapter one delves into the theoretical foundation of the study, encompassing two distinct sections. The first section focuses on the intricacies of input presentation, discussing theories and concepts related to adaptation and adoption. This section also explores various strategies and approaches employed in the presentation of input. The second section delves into reading comprehension, examining relevant theories and techniques that contribute to effective comprehension. It investigates the comprehension process, including factors that influence understanding and strategies to enhance comprehension skills.

Chapter two concentrates on the practical application of the research. This chapter elucidates the methodology employed for the study, including the selection of data collection techniques, analysis methods, and interpretation of results. The research process is meticulously detailed, mirroring the sound theoretical framework established in Chapter one.

Chapter 1: Explorations of Input Presentation and Reading Comprehension

Introduction

In the landscape of language education, the intertwined concepts of input presentation and reading comprehension hold significant importance. This chapter lays the groundwork for a deep and comprehensive exploration of the relationship between input presentation and reading comprehension. It is divided into two primary sections, each addressing crucial aspects of this dynamic connection.

The opening section of the chapter delves into the crucial role of effective input in language acquisition, presenting it as a foundational concept and examining its significance across diverse language-teaching approaches. Furthermore, this section explores the criteria for selecting high-quality input and delves into theoretical frameworks such as the Input Hypothesis and the Interaction Hypothesis. It culminates by discussing the primary sources of language input -listening and reading- setting the stage for the subsequent section.

The second section shifts focus to reading comprehension, defining the concept and examining the diverse factors that influence readers' understanding of texts. It explores theoretical frameworks such as Bottom-Up and Top-Down processing. Moreover, this section assesses various reading techniques and strategies to enhance comprehension, along with the way this skill is assessed. Furthermore, it delves into empirical insights and explores the interplay between input presentation and reading comprehension, setting the stage for a deeper understanding of how teachers and learners can optimise their approaches to reading instruction.

1.1.Unveiling Input and Input Presentation

1.1.1. Overview

This section delves into the fundamental concepts of input and input presentation, laying the groundwork for a comprehensive exploration of their role in language learning. It begins by defining input and elucidating its significance as a catalyst for language acquisition, highlighting its crucial role in shaping learners' linguistic competence and fluency.

Next, it discusses the various types of input, including pre-modified input and interactionally modified input. This comprehensive understanding of how input is presented to learners allows for a nuanced examination of effective instructional strategies.

Furthermore, it outlines the criteria for effective input, focusing on factors such as comprehensibility, interest, quality, and quantity, which are crucial in evaluating the overall effectiveness of input materials. By establishing these criteria, educators are equipped with the tools necessary to select and design input materials that best suit their learners' needs.

In addition, it critically examines Input-Based Instruction, shedding light on the limitations of traditional input-focused methods and the need for innovative pedagogical practices. This discussion encourages educators to consider a variety of instructional methods to enhance language learning outcomes.

Moreover, it explores the varieties of input presentation, including adapted and adopted input, discussing their strengths and drawbacks to highlight different strategies for delivering input materials to learners. By considering the diverse approaches to input presentation, educators can tailor their instructional practices to maximise learner engagement and comprehension.

Lastly, it discusses the sources of input, including listening and reading, with a particular focus on reading. This emphasis on reading establishes a crucial link with the next section, which will delve deeper into reading comprehension instruction.

Overall, this section aims to provide a comprehensive understanding of input and input presentation methods. It equips readers with the knowledge and tools necessary to create engaging and effective learning environments conducive to language acquisition and the development of communicative competence.

1.1.2. Defining Input

Input, as a concept, has been extensively recognised in the field of second language acquisition (SLA). It has garnered considerable attention from scholars, who have offered diverse definitions.

Krashen (1981) defines input as "the language that learners are exposed to regardless of whether they understand it or not" (p. 2). This definition implies that input can be oral or written and may not necessarily be fully understood by learners. The underlying idea is that exposure to language, even if not fully understood, contributes to language acquisition over time.

According to Long (1982), input is defined as the primary source of linguistic data to which a learner is exposed. It is considered one of the most important components of the SLA process (1996, 2017). This perspective emphasises the role of input as the raw material from which learners extract linguistic patterns and structures to foster their language development.

Gass (1997) emphasises the critical role of input as the primary source of essential data for second language acquisition. According to her, effective learning depends on the availability of sufficient input, as learners exclusively use it to construct their language competence.

Another definition by Mitchell and Myles (1998) states that input refers to the language learners are exposed to through spoken and written communication. This linguistic input provides learners with opportunities to hear and see the language used in context, thereby supporting their language learning process. Building on this perspective, Nation (2013) expands the concept of input as the language learners encounter through various means such as reading, listening, or interaction with others. He emphasises the significance of input, whether spoken or written, for language acquisition.

The definitions above emphasise input as the linguistic stimuli that learners need to engage with to develop their language proficiency. They highlight its multifaceted nature and crucial role in language learning.

1.1.3. The Role of Input in Second Language Acquisition

SLA is widely recognised to be reliant on input, as emphasised by researchers such as Gass (1997) and VanPatten (2004a, 2004b). Scholars like Krashen (1985), Ellis (1994), and Brown (2000) stress the significance of input as a pivotal external factor in language development. Bahrani and Nekoueizadeh (2014, p. 2) succinctly capture the essence of the extensive literature on language input and SLA, underscoring its indispensable nature:

> The review of the literature on language input and SLA reveals a substantial body of work focused on the importance, role, and processing of linguistic input (Doughty & Long, 2003; Ellis, 1994, 1997; Gass & Selinker, 1994; Gass, 1997; Grady, Lee & Lee, 2011; Hart & Risley, 1995; Long, 1982; Nasaji & Fotos, 2010; Patten & Benati, 2010; Pica, Young & Doughty, 1987; VanPatten & Williams, 2007; Williams, Ritchie & Taj, 1999). From this extensive research, it is evident that SLA cannot occur in isolation from exposure to some form of language input. (Gass, 1997)

This quote highlights the essential role of exposure to linguistic material in facilitating language acquisition. Moreover, early researchers like Corder (1967), cited in Bahrani and Nekoueizadeh (2014), have long recognised the significance of input in SLA. He distinguishes between "input" and "intake", where the former refers to the linguistic material available for acquisition, and the latter represents what learners comprehend and internalise. This process extends to second language (L2) knowledge, which learners then use to produce "output." Essentially, without input, there can be no output.

Furthermore, input's role has been a focal point across different language theories. Ellis (1994, 2008) suggests that while behaviourists, mentalists, and interactionists may have varying theoretical viewpoints, they all acknowledge the importance of input for language acquisition. The evolving aspect within various language theories lies in their understanding of how learners process the input they receive (Doughty & Long, 2003).

1.1.3.1. The Behaviourist Perspective

Behaviourism conceptualises learning through imitation, practice, reinforcement, and habit formation (Lightbown & Spada, 2006; Assaiqueli, 2013; Demirezen, 1998; Rivers, 1968). It introduces the stimulus-response theory, which posits that second language (L2) learning occurs through the habitual formation of linguistic structures (Powell, Honey, & Symbaluk, 2016). This perspective suggests that language development results from environmental stimuli and conditioning. Consequently, behaviourists regard input as a crucial factor in shaping and influencing an individual's behaviour and communication skills. They consider it essential for providing the foundational elements that enable learners to acquire vocabulary, grammar, and speaking skills through continuous exposure to linguistic stimuli.

1.1.3.2. The Mentalist Perspective

The innatism theory, also known as the mentalist theory, emerged as a response to and contradiction of behaviourism (Demirezen, 1989). Wilkins (1972) posits that the fundamental principle of mentalist language acquisition theory lies in the belief that language learning is not a result of conditioning but rather stems from an innate capacity inherent in individuals, termed the Language Acquisition Device. Scholars such as White (2003), Cook (2003), and Shormani (2012) (as cited in Shormani, 2014) affirm that this predisposition is biologically endowed in the form of Universal Grammar, which comprises inherent principles, conditions, and rules present in all human languages. Chomsky emphasises that language acquisition involves internalising the linguistic system of the language one is exposed to, rather than passive imitation and reinforcement (Chomsky, 1957, 1965). Preston (1994) highlights Chomsky's criticism of behaviourism in the 1950s, emphasising its failure to account for the creativity of language and innate qualities of the human mind. Shormani (2012), (as cited in Shormani, 2014) further discusses the mentalist framework, which emphasises the unique ability of humans to acquire language. According to Chomsky (1987), certain complex linguistic structures, such as wh-questions and ambiguous language constructions, cannot be easily learned from environmental input alone. Torikul (2013) asserts that language input merely triggers the operation of the Language Acquisition Device, emphasising the innate capacity of learners rather than the Behaviourists emphasis on imitation and habit formation

1.1.3.3. The Cognitivist Perspective

Cognitivism is a theory of language learning dealing with human cognition. Jabir (2018) claims that cognitivism appeared as a reaction to behaviourism, which ignores the role of thinking in learning. Hartly (1998) claims that "learning results from inferences, expectations, and making connections. Instead of acquiring habits, learners acquire plans and strategies, and prior knowledge is important" (p.18). This quote emphasises learning as an

active, cognitive process involving reasoning, planning, and using prior knowledge, rather than merely developing automatic responses or habits. Cognitivists claim that if the learner were totally reliant on the data available in the input, he would not be able to acquire the language rules. His linguistic development is not a process of developing fewer and fewer incorrect structures. Rather, the learner's language development at any stage is systematic in that the learner is constantly forming hypotheses and then testing those hypotheses (Hoque, 2017). As the learner's language develops, those hypotheses get continually revised, reshaped, or sometimes abandoned. Thus, exposure to input is needed to make the language ability more operational.

1.1.3.4. The Interactionist Perspective

The interactionist perspective of language learning posits that language acquisition results from the dynamic interplay between a learner's cognitive abilities and their linguistic environment. This approach suggests that learning occurs through language exposure (input), language use (output), and the feedback received from interactions (Gass and Selinker, 2003, p. 30). Lightbown and Spada (2011, p. 30) argue that children gain essential language knowledge from the extensive interaction they have, hearing language used in numerous interactions with people and objects around them. Philip et al. (2008, p. 152) propose that engaging in interactions with peers and adults can facilitate second language development, improve fluency, and help overcome communication barriers through repetition, confirmation checks, and clarification requests. Thus, the interactionist perspective highlights the critical role of input, asserting that meaningful interactions provide the necessary context and feedback for effective language acquisition.

To sum up, while the behaviourist, mentalist, and interactionist perspectives explicitly underscore the vital role of input in second language acquisition, the cognitivist perspective focuses more on cognitive processes such as reasoning, planning, and utilising prior

knowledge. Although not explicitly emphasised, input remains implicitly significant in cognitivism, as exposure to linguistic stimuli is necessary for learners to apply cognitive processes effectively in language learning.

1.1.4. Types of Language Input

The significance of input in the field of SLA has been widely recognised. As stated by Brown (2000) the role of input is undeniably crucial, because its availability will influence the learner's output. While there is disagreement among language theories regarding the extent of its role, they all acknowledge its necessity (Ellis, 2008). One of the indispensable theories in language learning, vital to SLA research, is the Input Hypothesis proposed by Krashen (1981). This scholar is credited with popularising the concept of Comprehensible Input, which signifies language that learners can understand even if they do not comprehend every word or grammatical structure. Moreover, Krashen (1985) asserts that "i" represents linguistic competence already acquired, while "+1" refers to new knowledge and skills slightly more advanced than the learners' current level of the L2. This implies that learners acquire an intuitive and spontaneous use of language when exposed to meaningful input slightly beyond their current level (i+1). In light of this perspective, it can be inferred that comprehensible input is the most crucial factor for language acquisition. Consequently, researchers have endeavoured to enhance input comprehensibility for learners, exploring two potential input types: pre-modified and interactionally modified input.

1.1.4.1. Pre-modified input

This type of input refers to language or material that has been adjusted before being presented to learners, typically to make it more understandable or accessible. Several researchers (e.g., Parker & Chaudron, 1987; Yano, Long & Ross, 1994; Oh, 2001; Kim, 2006) have conducted empirical experiments aimed at facilitating input comprehension. These studies focused on classroom-based experiments to distinguish between three types of pre-

modified input: simplification, elaboration, and enhancement. These types of pre-modified input were discovered to play significant roles in L2 acquisition across diverse areas including writing, reading, discourse, and vocabulary.

1.1.4.1.1. Simplification

One of the ways to make language input comprehensible is through providing learners with simplified input (Johnson, 2003; Kim, 2003). Widdowson (1979) defines simplification as a kind of "intralingual translation whereby a piece of discourse is reduced to a version written in the supposed interlanguage of the learner" (p.185). Carrol (2001) and Hosky(1994) claim that any spoken or written language input can be simplified for the sake of comprehension including techniques such as: using simpler and familiar vocabulary, repeating words and phrases, breaking down complex concepts, removing subordinate clauses to reduce sentence length and complexity, and adding sentence connectors and boundary markers. Simplified input becomes available to the learners through different channels. Outside the class, it is provided through adjustments native speakers make in their speech while addressing nonnative speakers. This has been referred to as foreigner talk (Ferguson, 1971). Within the classroom, learners receive simplified input not only through teachers' adjustments of their speech, i.e. teacher talk, but also through simplified reading and listening materials.

1.1.4.1.2. Elaboration

This form of input involves providing additional information to enrich the content and enhance comprehension. According to Loschky (1994, p.306), "if a listener asks for clarification of a previous utterance, the speaker will frequently respond by elaborating on the utterance (e.g., by repeating, rephrasing, or explaining it)." Thus, elaboration can include repeating information and clearly segmenting the thematic structure of the communication. In addition, it can facilitate language learning by providing examples, anecdotes, or analogies to clarify complex concepts. This process involves the use of "paraphrases, synonyms and

restatements; optional syntactic signals; rhetorical signaling devices; slowness of rate of speech, clearer pronunciation and emphatic stress; and self-repetition" (Parker & Chaudron, 1987, as cited in Le, 2011, p. 27).

1.1.4.1.3. Enhancement

Sharwood Smith argues that L2 learners often struggle with grammatical features of the target language due to a lack of sensitivity, even in environments with ample input. Some grammatical features are inherently non-salient, and learners' first language (L1) can hinder their ability to notice certain linguistic features in the input (Schmidt, 1990). Thus, the lack of benefit from input arises from poor input characteristics and the learners' noticing abilities. To improve input processing for language learning, Sharwood Smith proposes input enhancement, which involves making linguistic features more noticeable through techniques such as colour-coding or boldfacing for visual input and phonological manipulations for aural input (Sharwood Smith, 1981; Gass, 1988; Schmidt, 1990).

Input salience can be created externally by teachers or internally by learners. Learners' natural learning mechanisms can generate 'internally generated input enhancement,' which may align with or differ from 'externally generated input enhancement' by teachers or researchers. Since learners' minds are modular, with different linguistic domains and subsystems, they may respond variably to enhanced input. A mismatch may, therefore, arise "between the intentions lying behind teacher or textbook generated enhancement of the input and the actual effect it comes to have on the learner system" (Sharwood Smith, 1991, p. 130).

1.1.4.2. Interactionally Modified Input

Interactionally modified input involves adapting target structures or lexicon during conversation to address potential or actual comprehension challenges. According to Pica (1992):

> Those interactions in which learners and their interlocutors adjust their speech phonologically, lexically, and morphosyntactically to resolve difficulties in mutual understanding that impede the course of their communication… Negotiation was defined as an activity that occurs when a listener signals to a speaker that the speaker's message is not clear, and listener and speaker modify their speech to resolve this impasse. (p. 200)

Therefore, in interactionally modified input, learners and interlocutors engage in the negotiation of meaning, working together to clarify misunderstandings, resolve communication breakdowns, and co-construct understanding. This negotiation process involves various strategies such as asking for clarification, providing feedback, rephrasing, comprehension checks, confirming comprehension, slower speech rate, gestures, and self-repetition.

Long (1980) is the first researcher to distinguish between pre-modified input, which involves adjustments made before presenting language to learners, and interactionally modified input, which involves adjustments made during interaction. In contrast to Krashen's Input Hypothesis, which primarily emphasises simplified input (comprehensible input) and contextual support in SLA, Long's perspective highlights the importance of learner engagement and negotiation of meaning in communication as key drivers of language acquisition.

Furthermore, Long's emphasis on interactionally modified input suggests that meaningful interaction and negotiation of meaning play a crucial role in language learning. This approach allows learners to actively engage with the language and develop their communicative competence through authentic interactions. Gass (1997) elaborates on this point, stating that:

> The input to the learner, coupled with the learner's manipulation of the input through interaction forms a basis of language development. With regard to

input, there are two aspects to consider, the functions of simplified input in terms of language learning and the relation between simplifying speech and comprehension. It is a given that without understanding, no learning can take place. Although understanding alone does not guarantee learning, it does set the scene for potential learning. Through negotiation of meaning [i.e., interaction], learners gain additional information about the language and focus their attention on particular parts of the language. This attention primes language for integration into a developing interlinguistic system. (pp. 86-87)

In summary, interactionally modified input, characterised by the negotiation of meaning and active engagement, is essential for language development. This stands in contrast to Krashen's emphasis on simplified input, highlighting the significance of interaction in acquiring communicative competence.

1.1.5. Criteria of Effective Language Input

The primary aim of exposure to language input is to facilitate language acquisition. One hypothesis that has prompted numerous studies on what constitutes effective language input, as mentioned earlier, is the Input Hypothesis (IH), also known as the Comprehension Hypothesis. It addresses the central question of language education: How does language acquisition occur? Chaudron (1985) strongly supports a simple assertion: Language acquisition happens through the comprehension of messages, or the reception of comprehensible input (CI). According to Krashen (1992), individuals acquire language when they comprehend what they hear or read, when they grasp the intended message. As such, the concepts of pre-modified and interactionally modified input are two potential types that can enhance input comprehensibility, thus aiding SLA. However, CI has met criticism, giving rise to the emergence of a third type of language input known as "Incomprehensible Input" (II). First proposed by White (1987), the concept of incomprehensible input underscores that when

language learners encounter input that is incomprehensible due to their interlanguage rules being unable to analyse a particular L2 structure, they must adjust those rules to comprehend the structure. Consequently, incomprehensible input is said to enhance the SLA process. White argues that when aspects of language input are fully comprehensible, the acquisition of missing structures may not occur. Therefore, the incomprehensibility of certain aspects of language input directs language learners' attention to specific features that need to be acquired.

In addition to the IH, which emphasises the importance of comprehensible input for language acquisition, another significant aspect to consider is the Affective Filter Hypothesis. Originating from Krashen (1982), this hypothesis claims that the emotional state of language learners significantly influences their ability to acquire a second language. It suggests that individuals vary in the strength or level of their affective filters, which act as mental barriers affecting the processing of language input. As such, learners with less favourable attitudes towards language learning are likely to have higher affective filters. Consequently, even if they comprehend the input they receive, it may not effectively reach the language acquisition areas of the brain. In contrast, learners with more positive attitudes towards language acquisition are hypothesised to have lower affective filters. These learners are not only more inclined to seek out and engage with language input, but they are also more receptive to it, allowing the input to have a deeper impact on their language acquisition process. Put simply, the Affective Filter Hypothesis highlights the crucial role of learners' affective states in shaping their language learning outcomes. Krashen points out:

> The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective

Filter – even if they understand the message, the input will not reach that part of the brain responsible for second language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike 'deeper. (Krashen, 1982, p. 31)

A recent study by Krashen and Mason (2020) also argues that while comprehensibility is crucial, it alone does not define "Optimal Input". They posit that additional factors are integral to this concept. Expanding on this notion, Krashen and Mason outline four essential attributes of optimal input.

1.1.5.1.Comprehensible

Optimal input is comprehensible, but this does not imply complete transparency. Even input containing some noise, such as unfamiliar vocabulary or grammar rules, can still be comprehensible. Language acquisition does not necessitate the understanding or every aspect of a word, but learners should grasp the most of it.

1.1.5.2.Interesting/Compelling

Input becomes compelling when learners are deeply engaged in the content to the extent that they momentarily forget it is in a different language. In compelling input, noise often goes unnoticed due to the captivating nature of the content.

1.1.5.3.Quality

Optimal input offers rich language content that enhances comprehension and provides opportunities for acquisition. Rich input contributes to the narrative and facilitates learners' understanding. It does not need to be meticulously controlled for grammar or vocabulary, as it naturally includes unacquired language that learners are ready to absorb (i+1).

1.1.5.4.Quantity

Optimal input is abundant. A substantial volume of comprehensible, compelling, and rich input is essential for achieving language competence. Such abundance of input offers learners numerous opportunities for acquisition and facilitates their language development journey.

1.1.6. Criticism of Input-Based Approaches to Language Teaching

The efficacy of input-based approaches to language teaching has been a subject of debate among educators and researchers. While these methodologies prioritise providing learners with exposure to comprehensible input to facilitate language acquisition, they have faced criticism due to certain pedagogical limitations and challenges.

1.1.6.1. Neglecting the Role of Output

While input-based approaches emphasise exposure to language input, they often overlook the significance of language output in the learning process. Output, including speaking and writing, plays a crucial role in reinforcing linguistic structures and fostering language development (Swain, 1985). The imbalance in input-output focus can hinder learners' active engagement with the target language and result in a gap between their receptive and productive skills. Integrating output-oriented activities into language instruction is essential for enhancing learners' communicative competence and language proficiency (Gass, 1997).

1.1.6.2. Ignoring Individual Differences

Language learners exhibit diverse learning styles, cognitive abilities, and motivational factors that significantly influence their language acquisition process (Ellis, 2015). Despite this variability, input-based approaches often adopt a one-size-fits-all model, neglecting individual differences. This standardised approach may underserve certain learners, hindering their language acquisition potential. Research emphasises the importance of acknowledging and

accommodating individual differences in language instruction to optimise learning outcomes (Dörnyei, 2005).

1.1.6.3. Neglecting the Importance of Grammar Instruction

While input-based approaches prioritise exposure to language input, explicit grammar instruction is essential for language development (Ellis, 2006). Targeted grammar explanations and practice help learners internalise linguistic structures and enhance their proficiency (Nassaji & Fotos, 2004). Integrating both input-based and grammar-focused approaches can lead to more effective language learning outcomes, providing learners with a comprehensive learning experience that addresses both communicative skills and grammatical proficiency (Doughty & Williams, 1998).

In essence, while input-based approaches have merits in language teaching, addressing pedagogical limitations is crucial for optimising learning outcomes.

1.1.7. Varieties of Input Presentation

Language input has been considered a major source of data for language learners to construct their competence or mental representation of language (Patten & Benati, 2010). Hence, the language acquisition process is dependent upon the availability of appropriate input. For this reason, teachers utilise various materials to serve as sources of language input for SLA. Fitria (2022) views that instructional materials play a significant role in the learning process. According to Grossman and Thompson (2008), these materials determine the quality and quantity of input. The shaping of how much and what kind of input learners are exposed to, in turn, determines the level of language acquisition (Krashen, 2012). The materials teachers use are either adapted or adopted.

1.1.7.1. Adopted Input

According to Smith (2023), the term "adopt" refers to "the act of choosing or taking something as one's own […] For example, one might adopt a new method, idea, or strategy." As such, one may infer that adopted input can refer to the authentic materials teachers use as sources of language input.

The definition that can cover virtually all aspects of authentic materials is still debatable among methodologists (Rahman, 2014). Many researchers have provided several definitions of what can be classified as "authentic materials." According to Taylor (1994), authentic language material is any material in English that has not been specifically produced for the purpose of language teaching. Nunan (1999) posits that authentic language materials are spoken or written language material that has been produced in the course of real communication and not specifically produced for the very purpose of language teaching. House (2014) states that a text is authentic if it is composed of actual language and was written or spoken by a real person for a real audience.

The benefits of authentic materials have been widely stressed. Wiguna (2015) states that the use of authentic materials is effective in improving learners' writing ability. Azizah (2016) claims that teachers use authentic materials for developing listening skills because these materials were more entertaining and more relevant to their real-world environment, motivating learners to pay more attention in the listening class and aiding in the improvement of learners' listening skills. Authentic materials can also improve learners' reading interest (Parmawati & Yugafiati, 2017).

However, authentic materials are said to have some issues or limitations. Gelbard (2006) indicates that collecting, selecting, and matching authentic materials with specific lessons can be time-consuming. According to Richards (2001), they frequently contain difficult

language, unnecessary vocabulary items, and complicated language structures, which place a strain on the instructor in lower-level classrooms.

1.1.7.2.Adapted Input

The notion of "adaptation" stems from the hypothesis that assumes a relationship between the comprehension of input and its contribution to acquisition. As Krashen (1982) suggests, "it accounts to the claim that when the acquirer does not understand the message, there will be no acquisition" (p. 63). How does input become comprehensible to language learners? Krashen offers two answers: 1) using the context by the learner, and 2) presenting simplified input by the teacher. Teachers can make input simple through adaptation.

The term "adapt" is defined by Smith (2023) as "the process of changing or modifying something to suit a new purpose or environment. It can be used in various contexts." Adaptation, according to Krashen (1982), is a process that involves certain criteria to become effective in learning. Murray and Christison (2001) explain that while textbooks serve as a foundation for teaching and learning, they are often designed for a broad audience, which means teachers frequently need to modify or supplement them to better fit the specific needs of their learners. This adaptation can involve altering existing activities and texts or adding new materials from various sources. They state that:

> Textbooks do not always drive the teaching-learning process, but rather provide a scaffold on which teachers and learners can build. Because textbooks are mostly written for a wide range of learners, teachers find they need to adapt a textbook that they or their institutions have chosen. This may include making changes to activities and texts in the textbook or supplementing the textbook with additional materials, either from other sources or written by the teacher. (as cited in Akintunde & Famogbiyele, 2018, p. 10)

Adaptation can also be used for listening texts. As Lynch (2013) puts it, "If a teacher decides that a particular set of listening material is deficient in some respect, it may be possible to adapt or supplement it" (p. 93). Since authentic materials generally appear to be too complex for language learners, teachers often have to adapt either the text to control the difficulty of the authentic materials. As stated earlier, the main aim and advantage of adapting materials is to facilitate comprehension and to cater to the learners' needs.

Adapted materials are not without limitations. Akintunde and Famogbiyele (2018, p.13) note that:

> Adaptation is a time-consuming process: It calls for in-advance and afterward case studies, action research, surveys, etc. It is not claimed to be a day's task. Such contextual variables as age, social status, gender, ethnicity, race, as well as students' background knowledge, learning needs, learning styles, course objectives, and students' levels are to be put into careful and adequate consideration and study in relation to a specific learning context.

This quote explains that adapting instructional materials is a complex and lengthy process. It requires thorough preparation and follow-up through various methods like case studies, action research, and surveys. The process involves considering multiple factors such as age, social status, gender, ethnicity, race, learners' background knowledge, learning needs, learning styles, course objectives, and learners' levels to ensure the materials are effective for a specific learning context.

In summary, the varieties of input presentation -adopted and adapted- play a crucial role in language acquisition. Authentic materials, while engaging and relevant, can present challenges due to their complexity. In opposition, adapted materials, though tailored to learners' needs and comprehension levels, require significant preparation and modification.

Both approaches have their advantages and limitations, highlighting the need for a balanced and context-sensitive application in language teaching.

1.1.8. Sources of Input

For L2 learners, substantial exposure to listening and reading materials is fundamental to acquiring the new language. Both forms of input provide essential opportunities for learners to develop their language skills through both incidental and intentional learning processes (Ellis & Shintani, 2014). Listening input, in particular, plays a critical role in language acquisition by providing learners with the essential elements of language, such as phonology, grammar, vocabulary, and pragmatic language use (Rost, 2005). Through listening, learners are exposed to the natural flow of the language, understand pronunciation nuances, and become familiar with various accents and intonations. As Ellis (2014) notes, "if learners do not receive exposure to the target language they cannot acquire it" (p. 38). Rost (2005) further explains that listening allows learners to develop phonological knowledge, grasp grammatical structures, expand their vocabulary, and observe pragmatic use in different contexts.

Similarly, reading serves as another crucial source of language input that significantly contributes to language acquisition. Effective readers often develop strong writing and speaking skills, as they possess a deep understanding of language structures and vocabulary (Anderson, 2013). Anderson (2013) asserts that "it is difficult to imagine an academically successful individual in the twenty-first century who is not an avid and effective reader" (p. 218). Through reading, learners encounter new words and phrases in context, which enhances their vocabulary, improves their understanding of grammar, and exposes them to diverse linguistic styles. This extensive exposure is essential for mastering the language. Rashtchi and Yousefi (2017, p.40) highlight the combined importance of these two forms of input, stating, "Reading and listening are the sources of EFL/ESL learners and play crucial roles in promoting

their competence." This underscores the need for balanced and comprehensive exposure to both listening and reading materials in language learning.

While course books often provide structured listening and reading materials, relying solely on them may not be sufficient for achieving high proficiency levels. Supplementary materials are necessary to expose learners to varied language use (Ellis & Shintani, 2014). In language classrooms, teacher talk serves as a vital source of listening input. Teachers often simplify and repeat language, making it comprehensible for learners and highlighting key linguistic features (Ellis & Shintani, 2014). In addition, engaging in extensive reading and listening outside the classroom significantly enhances language exposure. Activities such as summarising content, writing reflections, presenting oral reports, and creating reaction reports about characters and events deepen engagement with the material (Ellis, 2014; Harmer, 2007).

Transitioning into the next section on reading comprehension, the pivotal role of understanding written texts in language learning becomes evident. This section delves into how reading shapes comprehension skills, offering practical strategies to bridge language input with comprehension proficiency.

1.2. Unlocking Reading Comprehension

1.2.1. Overview of Reading Comprehension

Reading is one of the four main essential skills that learners should master for language learning. It is regarded as a source of input that lays the groundwork for learning and communication. It exposes the readers to new ideas, concepts, and information that they can use to build their understanding of the world.

Reading "is the ability to draw meaning from the printed page and interpret this information appropriately" (Grabe and Stoller, 2002, p. 3). This statement emphasises that reading is a dynamic process that requires active engagement from the reader to comprehend

and apply the information presented, thereby fostering a deeper understanding of the text. In the same vein, Richards and Schmidt (2010) argue that reading is "the process by which the meaning of a written text is understood" (p. 483). This sentence perfectly captures the essence of reading as a source of input. Reading provides readers with written text as an input through which they attempt to grasp information. This comprehension process is how readers extract meaning and gain new knowledge.

Lems et al. (2010) highlight that "reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge" (p. 33). Reading is not just about absorbing information from the page; it involves using background knowledge and strategies like skimming, analysing, or making connections to build meaning. Furthermore, reading extends beyond word decoding; it entails actively interacting with the text, drawing out deeper meaning, and integrating new information with the existing knowledge base. This interaction between reader and text unlocks true understanding.

Reading is an active process that involves the arrangement of knowledge in the reader's mind that would be refined by the text's input (Grabe, 1988). Thus, understanding is the essence of reading. Moreover, reading comprehension is a vital skill that opens up a world of knowledge and empowers individuals to be effective learners and communicators throughout their lifetime.

Reading comprehension is essential for academic success, as well as effectively exploring the rich information in our world. By developing strong comprehension skills, readers can fully use the power of written language and unlock the potential of understanding.

1.2.2. Definition of Reading Comprehension

Reading comprehension is a crucial language skill that aids learners in comprehending written texts in the target language. Many scholars provide detailed definitions to capture its fundamental characteristics.

Jennings et al. (2006) conceptualise comprehension as "the essence of the reading act" (p. 15). This definition emphasises that reading involves more than just pronouncing words; comprehension unlocks its true purpose. Without comprehension, reading is just sounding out words. In the same vein, Grabe (2002) stresses that the primary goal of reading is comprehension. Thus, reading facilitates understanding of words, transforming the act of reading from mere decoding of symbols into an educational journey filled with both pleasure and the opportunity to delve into new concepts and ideas through analysis of texts.

Magliano et al. (2007) defines reading comprehension as "a product of complex interactions between the properties of the text and what readers bring to the reading situation" (p. 111). This perspective shows that the comprehension of a text depends on one's background knowledge and reading skills.

Expanding on these perspectives, Irwin (2007) highlights comprehension as "an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge" (p. 8). This definition underscores the fact that reading comprehension is a dynamic process in which individuals actively engage by relying on their prior knowledge, personal interests, and expectations. The author's writing style and ideas dynamically interact with the reader's background knowledge, resulting in a personalised reading experience, even if everyone is reading the same words

From the definitions above, reading comprehension is the main objective of reading, and it involves a variety of skills and cognitive processes; it is the ability to decode,

comprehend, and analyse written content, using linguistic, cognitive, and metacognitive resources. It is essential for language learners to interpret textual information.

1.2.3. The Importance of Reading Comprehension

Reading comprehension unlocks a world of advantages and serves as a gateway to an infinite source of knowledge and opportunities. It is the bedrock for a deep comprehension across all subjects, providing the reader with the ability to efficiently acquire and retain information. Effective comprehension fosters reasoning abilities, enables individuals to critically evaluate information, and develops well-informed points of view. Furthermore, strong reading comprehension skills go hand-in-hand with strong communication skills. They lead to active and effective engagement in meaningful conversations with others.

Alexander (2007) asserts that reading is crucial for informed citizenship, career success, and personal fulfillment. Despite initial belief that technology would reduce reading, today's technology offers more access to text, specialised magazines, books, newspapers, and internet articles, highlighting the increasing importance of reading in today's world. While technology has changed how we access information, reading remains a fundamental skill for navigating the complexities of the modern world and achieving personal fulfilment.

Overall, proficient reading comprehension not only facilitates professional and academic success, but also equips the readers with the tools necessary to continuously read for pleasure, learn, and grow throughout life.

1.2.4. Factors Influencing Reading Comprehension

The heuristic model of reading comprehension developed by RAND Reading Study Group (2002) emphasises that reading is a complex and interactive process. Kong (2019) identifies the reader, text, and the interaction between these two as the primary factors

influencing reading comprehension. He states that successful reading comprehension depends on various factors working together and influencing each other, including both internal and external factors. Internal factors, also known as the reader variable, may include his cognitive abilities, background knowledge, and affective characteristics. External factors, known as text, context, and writer variables, are external to the reader. The following section examines each variable in detail.

1.2.4.1.The Reader Variable

The reader variable is an important factor that influences reading comprehension. A reader's individual differences, knowledge, language proficiency, experiences, cognitive capacities, and motivation are all involved in reading. A reader can use a variety of strategies to understand and get meaning from the read texts. He can ask questions, make connections between the text's ideas, analyse, activate his prior knowledge, and even assess his comprehension in order to become more efficient and effective reader.

According to Shin et al. (2018), individual differences in working memory contribute to reading success. They claim that these individual differences are a "good predictor of variance in both overall reading ability and specific reading skills" (Lorch & van den Broek, 1997, p. 244).

The educational field should prioritise the development of effective methods for enhancing these skills inside the classroom, mainly for L2 readers who encounter particular difficulties. Teachers find it tempting to help them improve their comprehension skills in their mother tongue due to their limited vocabulary and poor linguistic understanding. In order to improve comprehension outcomes, the area of education must concentrate on improving various skills among readers, while taking into consideration their different cultural backgrounds and social experiences.

1.2.4.2.The Text Variable

According to RAND (2002), the textual variable is another factor that has a significant impact on the reader's comprehension of the text. Williams (2006) states that inadequate knowledge about different types of texts can hinder readers' comprehension and reading guidance. That is, understanding different text structures is crucial for selecting the appropriate reading strategies and tools to effectively comprehend the content. According to him, the way texts are organised and how educators teach might affect reading comprehension. This means teachers need to think about how these factors influence comprehension and create suitable settings to help understanding take place. Johnston (1983) and Alderson (2000) emphasise the impact of new information, lexical density, and passage length on reading comprehension.

Textual factors are essential for ensuring effective teaching and learning. The complexity, structure, organisation, and language usage of a text have an important influence on the process of comprehending it. Therefore, teachers need to be selective, make optimal choices for appropriate texts and manage the complex task of text assignment. To ensure successful comprehension, the assignment of texts should take into consideration the learners' interests, needs, levels, curriculum objectives, and the availability of target texts. Nuttall (1982) believes that text is "the core of the reading process" (p. 15). A text is the central focus of reading comprehension, which should be challenging, captivating, and appropriate for readers' level of understanding in order to foster and encourage continuous improvement in reading skills throughout their whole lives.

Comprehension is greatly influenced by the characteristics of a text. While reading, the reader forms mental representations of the text, including the literal meaning of words, understanding ideas, uncovering the intended message, and integrating information into their existing knowledge. These representations are crucial for understanding the importance of the text and how information is analysed.

1.2.4.3. The Context Variable

The context variable refers to the situation surrounding the reading experience. As Walberg et al. (1981) emphasise that comprehension may not be blocked due to the lack of linguistic or background knowledge but "due to environmental distractions" (p.154). Environmental distractions might impede readers from attaining complete knowledge.

According to Alderson (2000), reading does not take place in a vacuum and the situation in which it occurs may have an impact on how it is comprehended. Thus, the reading activity can take place in various places. The school location, availability of classrooms, physical environment, time constraints, and the reader's emotional state greatly influence the quality of reading comprehension. The sociocultural settings can influence the reading comprehension process since it is a complex cognitive, linguistic and cultural activity. Many researchers and even teachers prioritise readers, providing support and identifying their main challenges in improving comprehension. Therefore, in order to enhance the reading comprehension process, it is necessary to develop innovative activities that correspond to a suitable selection of a text.

1.2.4.4. The Writer Variable

The essence of a text lies with its producer, the writer. Although the writer does not directly influence the reading act, he indirectly contributes to it. The interaction between the reader and the writer is abstract, as the writer takes into account the characteristics of his readers and puts himself in the reader's shoes.

While reading, the reader intuitively constructs a picture of what the writer had in mind, and the more familiar the reader is with the writer's style and purposes, the more successful he will be in receiving the message, leading to successful communication between the two. However, the reader cannot consult the writer to clarify ambiguities, which can result in less or more than the intended message.

Taylor (1985) argues that he degree of reading comprehension depends on the active collaboration between the writer and reader, as well as the interaction of other factors. Perfetti and Stafura's (2014) Reading Systems Framework captures the interactive and dynamic interplay between various factors and knowledge sources affecting reading comprehension. The framework posits that reading involves various sources of knowledge, cognitive processes, and an interactive processing system that engages limited resources in attention, memory, and control.

A similar model for testing reading has been proposed by Khalifa and Weir (2009), which focuses on executive processes, cognitive resources, and monitoring. Metacognitive activities such as goal setting play a significant role in determining the types, levels of reading, and the relative importance of associated mental processes. The interactive operating of these mechanisms may contribute to constructing an appropriate mental representation or situation model of the text, which is the key to successful text comprehension.

The reading comprehension process considers interrelated elements, including the reader, text, context, and writer, which interact to determine comprehension difficulty. All the factors contribute to a successful reading experience, ensuring a comprehensive perspective.

1.2.5. Models of Reading Comprehension

Previous research on reading comprehension provides insights into different theoretical frameworks. Three models are top-down processing, bottom-up processing, and their combined form, interactive processing. Here is an account of each.

1.2.5.1.Bottom-Up Processing

In the 1970s, there were several strategies to comprehend texts. The first one is called bottom-up processing. It emphasises that comprehension starts with a mere conception of a text and ends with the construction of meaning (Gough, 1972, as cited in Davies, 1995). This theory

implies a hierarchical reading process that begins with recognising sounds, moving to letters, then words with their grammatical properties, and finally reaching meanings. Nunan (2015) states that "in the bottom-up approach, the reader starts with the smallest bits of the language, the individual letters, and uses these to understand words, and then from words to sentences" (p. 73).

Bottom-up processing requires text decoding. In other words, messages are constructed by the reader through the process of combining individual components, such as letters, which then evolve into meaning and thought. This process is data-driven, as stated by Silberstein (1994) and Celce-Murcia & Olshtain (2000).

From the above, bottom-up processing in reading comprehension concentrates on word identification and rapid processing of text. Richards and Schmidt (2010) provide strong support for bottom-up processing, which "makes use of the information present in the input to achieve higher-level meaning" (p. 603). This also means that the reader is just a passive decoder of the written symbols.

1.2.5.2.Top-Down Processing

Contrary to bottom-up processing, which allows readers to go from the smallest unit to the largest, top-down processing states that readers comprehend the text in the opposite manner. It views reading as a purposeful and selective process. The top-down model emphasises that the reader does not only rely on the linguistic features of a text to understand it; comprehension is guided by his prior knowledge (Stanovich, 1980).

According to Nunan (2015), the top-down processing involves using existing knowledge and experiences (schema) to understand new information. He emphasises the role of a reader's background knowledge in comprehending text. The reader's schema is activated

as he reads, which allows him to predict what will come next in the text, make connections between ideas, and fill in any gaps in his understanding.

The reader's role in this model is to formulate hypotheses (Koda, 2004) which he either confirms or revises during the reading process. Nunan (1993, p. 82) is in keeping with this idea. He emphasises the good reader's role in generating hypotheses through top-down processing, which can be confirmed or revised while reading. A good reader's top-down strategies include using background knowledge, previewing the text through headings, mapping, illustrating, skimming the text for the main idea, identifying the genre of the text, and distinguishing important information and supporting details. These strategies help readers make sense of a text and ensure they understand the main ideas and supporting details.

The top-down model stresses the importance of background knowledge in reading comprehension. However, it does not explain how readers make inferences about the text (Grabe, 2009). Moreover, this model does not explain how information sampling leads to understanding. These limitations gave rise to an alternative perspective that integrates elements from both bottom-up and top-down models.

1.2.5.3. Interactive Processing

To avoid the above limitation, effective reading should involve a combination of both top-down and bottom-up processing strategies. The interactive processing model of reading comprehension views reading as a more dynamic process in which the reader constructs meaning based on information he gathers from the text. Hedge (2000) believes that reading is better explained by an interactive model, combining both types of processing, bottom-up and top-down.

This view of reading comprehension conceives understanding as a cognitive, developmental, and socially constructed task, which is behind the understanding of the printed

words (Rummelhart, 1977). Understanding is not simply a question of getting meaning from what is on the page. When you read, you supply a good deal of the meaning to the page. The process is an interactive one, with resultant learning being a combination of your previous ideas with new ones encountered in this text. This ensures clear understanding while reading.

Furthermore, Nunan (2015) asserts that "this combination is the best description of what happens when we read because we do decode unfamiliar words and we do predict what is next according to our knowledge of the word" (p. 73). This clearly implies a collaborative effort to determine the most likely understanding of the input. He emphasises the significance of the interactive model and its critical role in the reading process.

1.2.6. Assessment of Reading Comprehension

According to Douglas (2015), assessment is an integral part of the teaching cycle, providing motivation, feedback, and authenticity to learners. Reading comprehension plays a crucial role in education, enhancing problem understanding, evaluation, and independent thinking, and is undeniably essential in the learning process. Carr and Harris (2001) state that "assessment is an integral part of instruction […] effective classroom assessment is relevant to immediate learning" (p35).

Certain teachers may confuse reading activities with assessment instruments or tools. Reading tasks are instructional activities given by educators to facilitate learners' reading comprehension, such as completing exercises in workbooks and engaging in a group discussion. These exercises do not accurately represent the processes involved in reading comprehension. Instead, they are instructional tasks that are not given as part of the reading process (Schriner, 1977). Alternately, reading comprehension assessments fulfil multiple goals, such as evaluating reading skills, measuring classroom progress, analysing the

usefulness of curriculum, and supporting research (Palomba and Banta, 1999). These assessments reflect different aspects of reading comprehension.

Assessments can be conducted for various purposes. In fact, there are three main types of assessment that occur at different times, levels, or different forms to accomplish multiple purposes.

1.2.6.1. Diagnostic Assessments

Diagnostic assessments are used by educators to identify student learning gaps, identify strengths, and guide lesson and curriculum planning. Diagnostic assessment provides information that can be used to diagnose learners' strengths and weaknesses, and to plan appropriate instruction (Popham, 2001). This statement underscores the significance of diagnostic assessment in tailoring instruction to the individual needs of each learner.

Black and William (1998) state that diagnostic assessment is a method that focuses on the unique needs of learners, providing descriptive and interpretable feedback to help them bridge the gap between their current competency level and the desired learning goals. Diagnostic assessments are essential for ensuring student progress and success.

In short, diagnostic assessment is an educational strategy used by teachers to determine the learning and the instructional goals. It paves the way to a continuous formative assessment.

1.2.6.2. Formative Assessments

According to Shepard (2005), formative assessment is a collaborative process in which teacher and student negotiate how to improve learning. Formative assessments help teachers better understand how their learners are progressing towards objectives while strengthening their confidence in the reading comprehension process. Classroom teachers conduct formative assessments annually to assess student progress, identify learning gaps, and adjust instruction to enhance learning. According to Gipps (1994), the main goal of applying formative

assessment is to provide learners with appropriate tasks and tests that motivate them to read. These assessments can involve more challenging activities to enhance learners' overall learning experience, such as summarising, participating in conversations, providing written responses, or taking quizzes.

1.2.6.3. Summative Assessments

Regarding summative assessment, Black and William (1998) state that it sums up what learners have achieved at a particular point in time. This demonstrates the use of summative tests to measure learning outcomes and provide conclusions on student performance at the end of a course or unit.

These assessments are measures that evaluate proficiency or mastery of content after learning activities, such as final exams or unit tests. They are used to conclude the learning process and rarely inform instruction. They measure whether learners have grown in their understanding of a pre-defined set of criteria, rather than focusing on instruction.

To sum up, all three assessments work together to ensure a successful learning experience. They can be used to recognise areas for improvement, identify strengths and weaknesses, tailor teaching methods, and track a reader's development over time. Wiggins and McTighe (2011) emphasise the importance of aligning assessments with learning objectives, using the concept of pre-assessment as a diagnostic tool. In addition, they emphasise the role of formative assessments in providing continuous feedback, leading to summative tests that accurately evaluate learners' knowledge of the intended learning objectives.

1.2.7. Reading Comprehension Techniques

Various studies (Diaz & Laguado, 2013; Sasmita, 2013; Ulmi, Sundari, & Sukmaantara, 2015) claim that learners' reading comprehension can be improved by English teachers using scanning and skimming techniques. They emphasise the importance of applying

these main reading comprehension techniques to facilitate the learners' achievements, raise their motivation, and improve their overall understanding.

1.2.7.1. Skimming

Skimming is a reading technique that involves rapidly scanning a text to get a general idea of its content, without necessarily aiming for full understanding. It is mainly used to get the main gist of a text. Liao (2011) states that skimming is a reading technique that is three to four times faster than regular reading, often used by readers when they have a large amount of reading content to read within a short time. While speed-reading involves reading the details, skimming skips over them and involves quickly sifting through information.

The skimming technique can save time by highlighting key points without fully understanding the entire text. Learners can use it to skip unnecessary items and concentrate on identifying crucial words or phrases that provide vital information. This requires attention and practice.

In conclusion, the skimming strategy involves quickly scanning a document to identify its primary concept or gist (Brown, 2003). It is frequently recommended to read the first and concluding sentences of a paragraph since they often contain the essential concept of the text.

1.2.7.2. Scanning

Scanning is another useful reading technique for reviewing material to refresh memory. Brown (2003) defines scanning as a swift search for specific information within a text. It involves quickly moving eyes over the text, searching for keywords or key phrases to refresh comprehension. While skimming aims to understand the overall idea, scanning focuses on specific information or details in the material (Sutz and Weverka, 2009). Efficient scanning allows the reader to quickly access the necessary information and move on to the next task, enhancing the reading process. Grellet (1981) states that:

When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information. (p.19)

Hence, according to him scanning is about retreating and deriving what information is related to our purpose.

Reading techniques are ways that improve reading skills by increasing speed, understanding, and retention of information, thereby boosting the whole reading experience. Teachers can assist the learners in improving their reading comprehension techniques. By using these techniques, the student can become a more active and effective reader, extracting more meaning and information from the text.

1.2.8. Strategies to Enhance Reading Comprehension

Reading strategies play a crucial role in enhancing and developing reading comprehension. McNamara et al. (2009) view that "reading strategies are more useful and beneficial for learners who show a lack of knowledge in the domain of reading, as well as those with lower reading skills; these kinds of learners are strongly needed to use these strategies to achieve reading comprehension" (p. 218). Therefore, readers become more proficient and can apply reading strategies unconsciously. The readers can employ various strategies, such as making predictions, drawing inferences, self-questioning, guessing the meaning of words, summarising, and monitoring comprehension, which are considered more effective and beneficial.

1.2.8.1. Making Prediction

Predicting is a reading strategy that permits reading ahead of time to anticipate facts and extract meaning from the reading material. They use their knowledge about the author, the book, their prior knowledge, and the title of a text to anticipate similar texts, enabling them to

anticipate the content of the new text. Block and Pressley (2002) define prediction as "equivalent to the activation of prior knowledge" (p. 255), arguing that it is crucial to emphasise "relating text to prior experiences or making predictions about text content" very early in schooling (p. 257). Thus, prediction involves learners guessing the text's content, enabling them to understand the holistic meaning of a sentence at the beginning using their prior knowledge.

1.2.8.2.Drawing Inferences

Inferring is a reading strategy that necessitates readers to deduce conclusions from a passage, frequently offered by authors as hints to "interpret the hidden meaning." The ability to make inferences can be learned through practice. Zimmermann (2009) believes that "drawing inferences from text is a technique that requires readers to use their prior knowledge (schema) and textual information to draw conclusions, make critical judgements, and form unique interpretations from text" (p. 23). Inferences are conclusions drawn by a reader about an unsaid passage based on the author's actual words, aiming to lead them to the same conclusion.

1.2.8.3.Self- Questioning

Self-questioning is a crucial instructional comprehension strategy that encourages learners to generate their own questions about written material. This strategy allows them to ask themselves questions throughout a text, enabling them to integrate, identify main ideas, and summarise information. Keene and Zimmerman's study (1997) highlight a common concern about struggling readers who often do not ask questions during reading. This implies that these readers might not be actively engaging with the text, which can hinder their comprehension. Asking questions forces them to clarify confusing parts, think critically about the content, and ultimately understand the text better. Thus, integrating self-questioning into the reading routine boosts the learners' active and engaged reading, leading to better retention and understanding of information.

1.2.8.4.Guessing the Meaning of Words

Among the most challenging issues that prevent learners from understanding the content is facing new or unknown terms. Clarck (1980) suggests solving this problem by determining the meaning of unfamiliar words from the context, which can save time and allow uninterrupted reading, or by consulting a dictionary. The skill of understanding context is crucial for effective reading. By utilising context clue analysis, readers can quickly deduce the meaning of unfamiliar words by examining the context, enhancing their engagement and preventing interruptions during the reading process.

1.2.8.5.Summarising

Summarising is a mental process in which readers arrange or rephrase the primary concepts in a written work using their own way of understanding. This entails synthesising the reading material and producing an easily understood version that includes the most important ideas. Oxford (2006) provides a concise definition of summarising "as a short description of the main ideas or points of something without any details" (p. 717). In the same vein, The Reading Rockets Organisation (2014) states that "summarising teaches learners how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching learners to summarise enhances their cognitive ability to comprehend what they read.

1.2.8.6.Monitoring Comprehension

According to Hanson (1996), a student who monitors their own performance is naturally moving towards independence and requires responsibility for their behaviour, or to become "agents of change" (p. 173–191). Learners may develop their self-awareness by monitoring their strengths and weaknesses. This allows them to use targeted strategies such as concentration charts, which can boost their academic performance and behaviour by preventing challenges. Self-monitoring is a tool that can evaluate learners' academic and behavioural

performance and potentially enhance their academic or behavioural performance (Carr et al., 1993, p. 50–241).

1.2.9. Types of Reading Comprehension

Extensive and intensive reading are two distinct types of reading, each serving different purposes and using various techniques. Both forms of reading are crucial for developing proficient reading abilities.

1.2.9.1. Extensive Reading

Extensive reading is essential for improving reading fluency and vocabulary. It involves focusing on the overall idea rather than individual elements, enhancing the ability to understand written text more effectively over time. Nation's (1997) perspective suggests ER is a highly effective method for enhancing vocabulary, expressions, and structures, as well as developing an implicit understanding of word usage. Powell (2005) asserts:

> ER involves the reading of large amounts of longer, easy-to-understand material, usually done outside the classroom and at each student's own pace and level. There are few, if any, follow-up exercises because the aim is for overall understanding rather than detailed analysis. Above all, the reading should be enjoyable, which is one reason why learners should choose their own material as far as possible. (p.28-29)

This quote proved that ER allows learners to independently read the material, emphasising general ideas rather than specific details. The primary goal is to improve language proficiency and expand vocabulary through enjoyable reading activities.

1.2.9.2.Intensive Reading

Intensive reading is a method of analysing complex works to understand their meaning and details, improve critical thinking skills, and allow readers to fully comprehend the content. It goes beyond the surface level, uncovering hidden meanings and analysing the author's arguments, making readers and communicators better, especially for academic work. Harmer (2001) asserts that teacher-directed intense reading activities aim to enhance learners' receptive skills.

Nation's (2009) view on intensive reading primarily involves translation and comprehension, aiding learners' understanding, and allowing teachers to assess their comprehension degree.

To sum up, intensive reading is a pedagogical process in which the teacher provides guidance to students in order to improve specific skills and acquire new knowledge about the language. On the other hand, extensive reading primarily emphasises the development of reading proficiency, whereby the instructor encourages students to independently choose reading materials for their own pleasure.

1.2.10. Empirical Insights into Reading Comprehension

Reading comprehension is essential for academic success, but it can be a challenging task, especially for second language learners who struggle with complex academic content (Al Seyabi and Tuzlukoya, 2015; Grabe and Stoller, 2002). This complexity stems from the interplay between various cognitive skills like word-reading ability, working memory, inference generation, comprehension monitoring, vocabulary, and prior knowledge (Perfetti et al., 2005). Different models have been proposed to understand this complexity, highlighting reading comprehension as the process of decoding words and building broader language

understanding (Gough & Tunmer, 1986; McNamara & Magliano, 2009; Perfetti & Stafura, 2014). Furthermore, the RAND reading model emphasises the context-dependent nature of comprehension, suggesting that understanding is easier with familiar topics and simpler texts.

Prior research has explored various factors influencing reading comprehension. One notable area is the role of background knowledge. For instance, Carrell's (1987) schema theory posits that readers activate existing knowledge frameworks (schemata) to interpret new information. This underscores the importance of incorporating strategies to activate prior knowledge during reading instruction. Additionally, research on metacognition, a reader's awareness and control over their comprehension processes, has shown promise (Schmitt, 1997). Teaching learners to monitor their understanding, identify difficulties, and employ appropriate strategies has been linked to improved reading comprehension outcomes.

Several studies have investigated the influence of vocabulary knowledge on reading comprehension. For example, Stahl and Nagy (2006) found a strong correlation between vocabulary size and reading comprehension, particularly for complex texts. This finding highlights the importance of vocabulary development strategies in reading instruction. By expanding learners' vocabulary, educators can equip them with the necessary tools to decode unfamiliar words and grasp the nuances of written language.

The influence of motivation and engagement on reading comprehension has also been a key area of research. Studies by Guthrie and Wigfield (2000) have demonstrated a strong link between learners' interest and enjoyment of reading materials and their ability to understand them. This highlights the importance of fostering a positive reading environment that sparks curiosity and motivation. By creating engaging learning experiences and incorporating student interests, educators can encourage deeper engagement with text, ultimately leading to improved comprehension.

1.2.11. Interplay between Reading Comprehension and Input Presentation

In language education, the way we present language "input" has a profound impact on how well learners understand written text, or "reading comprehension." Effective input serves as a building block for reading skills. Krashen's input hypothesis suggests that learners acquire language best through exposure to comprehensible input that is slightly above their current level. Input presentation matters significantly; techniques like scaffolding, visuals, and pre-teaching vocabulary can make complex texts more accessible (Nation, 2008). Conversely, poorly organised or overly complex input can hinder comprehension. Cognitive Load Theory highlights the importance of minimising the cognitive load on learners by presenting information in clear formats, manageable chunks, and at appropriate difficulty levels. Interactive and engaging input presentation methods, like multimedia or discussions, can also promote deeper understanding compared to passive reading (McLaughlin & Alderson, 1998). Furthermore, different language teaching approaches have distinct input presentation methods that influence reading comprehension outcomes. Communicative approaches focus on real-world language use, while grammar-translation methods might present pre-selected vocabulary and structures. Research also explores the effectiveness of adapted vs. adopted input (Long, 2014; Gibbons, 2006). Adapted input modifies the language of a text, while adopted input uses scaffolding techniques with the original text. Both methods can be beneficial, depending on the learner's level and the learning objective. In conclusion, the quality and presentation of input play a crucial role in fostering reading comprehension skills. By providing well-designed input that is both challenging and comprehensible, educators can create optimal learning environments for language acquisition.

Conclusion

This chapter has highlighted the crucial role of effective input in language acquisition and reading comprehension. Through an exploration of various theoretical frameworks and practical strategies, valuable insights have been gleaned on how educators and learners can refine their language instruction approaches. From the careful selection of high-quality input to the implementation of diverse reading techniques, valuable guidance has been provided for enhancing language learning experiences. Looking ahead, it is imperative for teachers to continuously adapt their teaching methodologies to meet the evolving needs of their learners. By prioritising learner-centred approaches and fostering inclusive learning environments, all learners can be equipped to thrive in their language learning endeavours.

Chapter 2: Investigating Input Presentation Methods in Classroom Settings for Reading Comprehension

Introduction

Moving beyond the theoretical exploration covered in the previous chapter regarding input presentation and reading comprehension, the current chapter transitions into its practical application. It begins by restating key aspects of the study: its aims, research questions, the participants involved, and the methods employed for data collection. Through thorough analysis and discussion, the responses from both the teachers' and the learners' questionnaires are examined, providing comparative insights into their findings. Moreover, implications and limitations are critically expounded. Finally, the obtained insights and limitations are used to suggest practical recommendations for pedagogy and future research in education.

2.1. The Research Aims

This research aims to investigate and compare how teachers and learners perceive the effectiveness of adapted versus adopted input methods in enhancing reading comprehension among fourth-grade middle school English language learners. By understanding their perspectives, the study seeks to provide practical insights for improving language instruction quality and enhancing learners' language learning experiences.

2.2.The Research Questions

The research questions, for a quick reminder, are as follows:

1. What are the current practices of teachers in fourth-grade middle school English classes regarding the use of adapted and adopted input for learners' reading comprehension?

2. What are the perceptions of teachers regarding the effectiveness of adapted versus adopted input for boosting learners' reading comprehension skills in fourth-grade middle school English classes?

3. How do fourth-grade middle school learners perceive the efficacy of adapted versus adopted input for their reading comprehension?

4. How do the perceptions of teachers and learners align or diverge concerning the choice and implementation of adapted versus adopted input materials in fourth-grade English language classrooms?

2.3. The Participants

The population under investigation encompasses fourth-grade middle school English teachers and learners in diverse Algerian middle schools. This choice is justified by several factors. Firstly, the fourth-grade level represents a critical developmental stage where learners transition from learning to read to reading to learn, making their experiences and perceptions regarding reading materials highly relevant. Furthermore, in Algerian middle schools, the fourth grade marks a significant milestone in English language instruction, with learners engaging with more complex reading materials and comprehension strategies. Investigating practices and perceptions at this level provides valuable insights into the implementation of reading comprehension instruction within the curriculum. Fourth-grade classrooms are also relatively accessible within the educational system, facilitating data collection and interaction with teachers and learners. Moreover, by focusing on this specific grade level, which in fact constitutes a gap, the study aims to contribute to the improvement of reading comprehension instruction and outcomes not only for current learners but also for future cohorts, potentially leading to long-term academic benefits. The sample size involves 115 teachers and 300 learners, ensuring a robust representation of perspectives and practices.

2.4. Data Collection Tools

To address the stated objectives, this research employs two questionnaires as data collection tools. The questionnaires are administered to both teachers and learners to gather essential data for the investigation.

2.4.1. The Teachers' Questionnaire

2.4.1.1. Description of the Teachers' Questionnaire

The teachers' questionnaire aims to capture teachers' perceptions of input presentation methods used to enhance fourth-grade middle school (4MS) learners' reading comprehension skills. It investigates their current practices as well as the benefits of utilising adapted versus adopted input presentation in educational settings. The questionnaire is divided into four main sections: background information, perceptions of adapted input, perceptions of adopted input, and comparison of adapted versus adopted input. It includes closed questions, following a four-point Likert scale, to capture a range of responses from the teachers.

The first section of the questionnaire is designed to collect essential background information from participants. It includes four main questions related to specifying the administrative region to which the teachers' schools belong, their teaching experiences relevant to the 4MS level, their confidence in understanding the difference between adapted and adopted input, as well as the type of input presentation they often use when teaching reading comprehension to 4MS learners.

The second section focuses on teachers' perceptions of the effectiveness of adapted input presentation in enhancing reading comprehension among 4MS learners. It contains six major questions related to evaluating the effectiveness of adapted input presentation in various dimensions: catering to individual needs, facilitating understanding of reading materials, promoting student engagement and involvement, improving reading comprehension skills, fostering critical thinking abilities, as well as influencing motivation.

Similar to the previous section, the third one evaluates participants' perceptions of adopted input presentation in various aspects. It includes questions pertaining to the effectiveness of adopted input presentation in catering to individual needs, facilitating understanding of reading

materials, promoting student engagement and involvement, improving reading comprehension skills, fostering critical thinking abilities, as well as influencing motivation.

The last section aims to compare the effectiveness of adapted versus adopted input presentations in enhancing reading comprehension among 4MS learners. Teachers are asked to evaluate differences in learners' understanding and retention of reading comprehension content between the two presentation methods. Furthermore, they are invited to express their agreement or disagreement with the proposition suggesting that a combination of adapted and adopted input presentation can benefit 4MS learners' reading comprehension skills.

2.4.1.2. Administration of the Teachers' Questionnaire

2.4.1.2.1. Background Information

Q1. Please state the administrative region (Wilaya) to which your school belongs:......

Table 2. 1. Administrative Regions to which Teachers' Schools Belong

Options	Number	Percentage
Mila	34	29.57%
Constantine	7	6.08%
Blida	7	6.08%
Sidi Bel Abbes	6	5.21%
Setif	6	5.21%
Oum El Bouaghi	6	5.21%
Batna	4	3.47%
Taref	4	3.47%
Mascara	3	2.6%
Algiers	3	2.6%
Medea	3	2.6%
Souk Ahras	3	2.6%
Tipaza	2	1.73%
Boumerdes	2	1.73%
Jijel	2	1.73%
Djelfa	2	1.73%

Guelma	**2**	**1.73%**
Mesila	**2**	**1.73%**
El Mghair	**2**	**1.73%**
Biskra	**2**	**1.73%**
Ain Defla	**1**	**0.86%**
Annaba	**1**	**0.86%**
Oran	**1**	**0.86%**
Ain Timouchant	**1**	**0.86%**
Bejaia	**1**	**0.86%**
Lghouat	**1**	**0.86%**
Tizi Ouzou	**1**	**0.86%**
Tindouf	**1**	**0.86%**
Adrar	**1**	**0.86%**
Ghardaia	**1**	**0.86%**
Chelf	**1**	**0.86%**
Khenchla	**1**	**0.86%**
Ain Timouchant	**1**	**0.86%**
Total	**115**	**100%**

The primary objective of this question is to determine the administrative regions to which the respondents' schools are affiliated to ensure diversity among the represented regions. The data presented in Table 2.1 reveals a diverse representation of the participants' schools across various administrative regions. Thirty-three wilayas were covered across the 4 main regions in Algeria (east, west, north, and south). Mila emerges as the most represented region, comprising 29.57% of the sample. This dominance could be attributed to the researchers' affiliation with this region. However, beyond Mila, no single administrative region dominates the sample, indicating a roughly balanced distribution across different regions. This diversity across regions underscores the comprehensive scope of the study, providing a rich and varied dataset for analysis. Furthermore, the inclusion of schools from a wide geographic spread enhances the inclusivity of the study and ensures a broader representation of perspectives.

Q2. State your teaching experience relevant to 4MS level in years:.......

Table 2. 2. Teaching Experience Relevant to 4MS level

Options	Number	Percentage
From 1 to 5 years	69	60%
From 6 to 10 years	26	22.60%
From 11 to 15 years	9	7.82%
From 15 to 18 years	11	9.56%
Total	115	100%

This item aims to gather information about the teaching experience of the respondents relevant to the 4MS level. Analysing the teaching experience among the respondents provides valuable insights into the demographic makeup of the sample. Table 2.1 shows that a significant portion, accounting for 60% of the total respondents, falls within the 1 to 5 years of teaching experience range at the fourth-grade middle school level. This suggests a notable presence of newer teachers among the participants. Interestingly, as the spectrum of experience is examined, the proportions gradually decline. The analysis reveals that 22.60% have 6 to 10 years of experience, 7.82% have 11 to 15 years, and 9.56% have more than 15 years. It is worth mentioning that the teaching of English to fourth-grade middle schoolers began 18 years ago. Consequently, it is reasonable to assume that no teacher has over 18 years of experience in this specific context.

Q3. How confident are you in your understanding of the difference between adapted and adopted input materials?

Table **2. 3.** *Confidence Level of Understanding the Difference between Input Types*

Options	Number	Percentage
Very confident	32	27.8%
Confident	59	51.3%
Neutral	17	14.8%
Not very confident	7	6.1%
Not confident at all	0	0%
Total	115	100%

This question aims to evaluate the teachers' confidence level in understanding the difference between adapted and adopted input materials. The plurality of respondents, comprising 51.3%, expressed confidence in their understanding of the difference between the two types of input. Following closely behind, 27.8% of the participants reported feeling very confident in their comprehension of these concepts. Pushing further, a smaller percentage, accounting for 14.8% of the respondents, indicated a neutral stance, suggesting some level of uncertainty or ambiguity in their understanding. Moreover, 6.1% of the teachers reported feeling not very confident in distinguishing between adapted and adopted input materials, highlighting a potential area for further professional development or clarification. Notably, none of the respondents selected the option indicating a complete lack of confidence in their understanding. Overall, while the plurality of teachers demonstrated confidence in their knowledge, there remains a subset who may need to benefit from additional support, resources, or experience to strengthen their understanding and application of these concepts in their

teaching practices. For reminder purposes, most of the respondents (60%) have less than five years teaching experience which may well explain lack of understanding the differences therein.

Q4. Which type of input method do you often use for teaching reading comprehension?

Table **2. 4.** *Current Practices in Teaching Reading Comprehension*

Options	Number	Percentage
Adapted input presentation	**34**	**29.6 %**
Adopted input presentation	**2**	**1.7%**
Both	**79**	**68.7%**
Total	**115**	**100%**

This question explores teachers' current practices regarding input method and teaching reading comprehension. The analysis indicates that most teachers (68.7%) employ a combination of adapted and adopted input presentations, indicating a balanced instructional approach. A significant portion (29.6%) exclusively relies on adapted input presentations, demonstrating a preference for tailored materials. Conversely, a very small minority (1.7%) solely utilises adopted input presentation for learners' reading comprehension. These results underscore the diverse range of practices among teachers, highlighting the importance of flexibility and personalised approaches in facilitating effective reading comprehension instruction.

2.4.1.2.2. Perceptions of Adapted Input Presentation

Q5. To what extent do you believe adapted input presentation caters to the individual learning needs of 4MS learners in reading comprehension?

Table **2. 5.** *Adapted Input and 4MS Learners' Reading Needs*

Options	Number	Percentage
Completely	22	19.1%
Very much	58	50.4%
Moderately	33	28.7%
Slightly	2	1.7%
Not at all	0	0%
Total	115	100%

The aim of this question is to evaluate teachers' perceptions of the effectiveness of adapted input presentation in meeting the individual learning needs of 4MS learners in reading comprehension. The analysis of the responses indicates a significant level of positivity among the participants. A notable plurality, accounting for 69.5% of the respondents, perceive adapted input as highly effective. Specifically, 19.1% of the respondents believe it is completely effective, while 50.4% consider it very effective. In addition, 28.7% regard it as moderately effective. In contrast, only a very small proportion (1.7%) view it as slightly effective. Remarkably, none of the respondents rated it as not effective at all. These findings reflect a widespread positive perception of the efficacy of adapted input in meeting the individual learning needs of learners in reading comprehension, highlighting its value as perceived by teachers.

Q6. To what extent do you believe using adapted input presentation helps 4MS learners understand the reading materials?

Table 2. 6. Enhancing 4MS Learners' Reading Comprehension with Adapted Input

Options	Number	Percentage
Completely	29	25.2%
Very much	66	57.4%
Moderately	17	14.8%
Slightly	2	1.7%
Not at all	1	0.9%
Total	115	100%

This question aims to understand how teachers perceive the effectiveness of using adapted input presentation to help learners understand reading materials. The analysis shows a strong positive response from the participants, with 82.6% indicating that adapted input greatly contributes to learners' understanding. Specifically, 25.2% find it completely effective, while 57.4% find it very effective. Another 14.8% see it as moderately effective. Only a very small fraction of the respondents (1.7%) consider it slightly effective, and 0.9% believe it is not effective at all. These findings highlight the widespread recognition among teachers of the effectiveness of adapted input in enhancing 4MS learners' comprehension of reading materials.

Q7. To what extent do you think adapted input presentation promotes 4MS learners' involvement and engagement with the reading materials?

Table 2. 7. Adapted Input and 4MS Reading Engagement

Options	Number	Percentage
Completely	25	21.7%
Very much	62	53.9%
Moderately	27	23.5%
Slightly	0	0%
Not at all	1	0.9%
Total	115	100%

This question explores teachers' perceptions of the effectiveness of adapted input presentation in promoting 4MS learners' involvement and engagement with reading materials. The analysis reveals a predominantly positive perspective, with 75.6% of the respondents considering adapted input highly effective. Specifically, 21.7% find it completely effective, while 53.9% rate it as very effective. Moreover, 23.5% regard it as moderately effective. Notably, no respondents rated it as slightly effective, indicating a consensus that adapted input has at least a moderate level of effectiveness. Furthermore, only a very small proportion (0.9%) expressed the belief that adapted input does not promote learners' involvement and engagement with reading materials at all. These findings underscore the perceived value of adapted input in fostering active participation among learners, as recognised by teachers.

Q8. In your opinion, how effective is adapted input presentation in improving 4MS learners' reading comprehension skills?

Table **2. 8.** *Adapted Input and 4MS Learners' Reading Skills*

Options	Number	Percentage
Very effective	27	23.5%
Effective	70	60.9%
Moderately effective	16	13.9%
Slightly effective	2	1.7%
Not effective at all	0	0%
Total	115	100%

This question aims to examine teachers' perceptions regarding the effectiveness of adapted input presentation in improving learners' reading comprehension skills. Analysis of the responses reveals a predominantly positive perception among the participants, with 84.4% of them considering adapted input either effective or very effective. Specifically, 23.5% find it very effective, and 60.9% rate it as effective. Furthermore, 13.9% see it as moderately effective. Interestingly, only a very small portion (1.7%) view it as slightly effective, suggesting some impact, though not as pronounced. Notably, no respondents rated it as not effective at all, indicating a general agreement among teachers on its effectiveness. These findings highlight the perceived value of adapted input in enhancing reading comprehension skills among 4MS learners, as recognised by teachers.

Q9. To what extent do you believe adapted input presentation helps 4MS learners develop critical thinking skills?

Table **2. 9.** *Adapted Input and 4MS Learners' Critical Thinking Skills*

Options	Number	Percentage
Completely	12	10.4%
Very much	52	45.2%
Moderately	42	36.5%
Slightly	8	7%
Not at all	1	0.9%
Total	115	100%

The purpose of this question is to investigate teachers' perceptions of the effectiveness of adapted input presentation in fostering critical thinking skills among 4MS learners. The analysis of the responses demonstrates a generally positive outlook among the participants. The overwhelming majority, comprising 91.6% of the respondents, perceive adapted input as at least moderately beneficial in nurturing critical thinking abilities. Specifically, 10.4% assert it to be completely helpful, while 45.2% find it very helpful, and 36.5% regard it as moderately helpful. Moreover, 7% of the respondents view it as slightly helpful, indicating some impact, although less pronounced. Interestingly, only one respondent (0.9%) expressed doubt, believing that adapted input presentation does not contribute at all to critical thinking skill development. These findings collectively emphasize the perceived value of adapted input in fostering critical thinking skills among 4MS learners, as recognised by teachers.

Q10. How strongly do you agree or disagree with the following statement?

"Using adapted input presentation boosts 4MS learners' motivation to read"

Table **2. 10.** *Adapted Input and 4MS Learners' Motivation to Read*

Options	Number	Percentage
Strongly agree	33	28.7%
Agree	66	57.4%
Neutral	14	12.2%
Disagree	2	1.7%
Strongly disagree	0	0%
Total	115	100%

This question seeks to determine whether teachers believe using adapted input enhances 4MS Learners' motivation to read. The results show strong agreement, with 86.1% either agreeing (57.4%) or strongly agreeing (28.7%) with the statement. This indicates that most teachers believe adapted input boosts learners' interest in reading. A smaller portion (12.2%) remain neutral, while only a few (1.7%) disagree. Remarkably, no one strongly disagrees. Thus, the findings highlight the perceived importance of adapted input in encouraging learners to read more, according to teachers' perspectives.

2.4.1.2.3. Perceptions of Adopted Input Presentation

Q11. To what extent do you believe adopted input presentation caters to the individual learning needs of 4MS learners in reading comprehension?

Table **2. 11***. Adopted Input and 4MS Learners' Reading Needs*

Options	Number	Percentage
Completely	5	4.3%
Very much	26	22.6%
Moderately	55	47.8%
Slightly	28	24.3
Not at all	1	0.9%
Total	115	100%

The objective of this question is to explore teachers' perceptions of how well adopted input presentation meets the individual learning needs of 4MS learners in reading comprehension. Nearly half of the teachers, 47.8%, think it helps moderately; about a quarter, 22.6%, say it helps very well, and 4.3% believe it completely caters to the needs of the learners. However, a smaller portion, 24.3%, feel it helps only slightly, and just 0.9% believe it does not help at all. This indicates an overall positive perception of adopted input presentation.

Q12. To what extent do you believe using adopted input presentation helps 4MS learners understand the reading materials?

Table **2. 12. Enhancing 4MM Learners' Reading Comprehension with Adopted Input**

Options	Number	Percentage
Completely	8	7%
Very much	26	22.6%
Moderately	51	44.3%
Slightly	29	25.2%
Not at all	1	0.9%
Total	115	100%

This item seeks to evaluate the extent to which teachers believe using adopted input presentation assists learners in comprehending reading materials. A significant proportion, accounting for 44.3%, perceive such assistance as moderate, while 22.6% consider it very helpful, and 7% find it entirely beneficial. Conversely, 25.2% reported only slight assistance, with a mere 0.9% indicating no assistance at all. Taken together, while most teachers acknowledge some degree of benefit in using adopted input presentation, there remains variability in its perceived effectiveness.

Q13. To what extent do you think adopted input presentation promotes 4MS learners' involvement and engagement with the reading materials?

Table **2.** **13.** *Adopted Input and 4MS Learners' Reading Engagement*

Options	Number	Percentage
Completely	10	8.7%
Very much	28	24.3%
Moderately	43	37.4%
Slightly	33	28.7%
Not at all	1	0.9%
Total	115	100%

This question aims to examine teachers' perceptions of how effectively adopted input presentation promotes 4MS learners' involvement and engagement with reading materials. Analysis of the responses reveals that the majority of teachers perceive some level of promotion, with 37.4% indicating a moderate promotion, 24.3% considering it very effective, and 8.7% deeming it completely effective. However, a notable portion of teachers, accounting for 28.7%, view the promotion only slightly, suggesting room for improvement. Moreover, a negligible fraction (0.9%) perceives no promotion at all. This indicates a generally positive perception of the effectiveness of adopted input presentation in promoting involvement and engagement, although with varying degrees of effectiveness noted among the respondents.

Q14. In your opinion, how effective is adopted input presentation in improving 4MS learners' reading comprehension skills?

Table **2.** **14.** *Adopted Input and 4MS Learners' Reading Comprehension Skills*

Options	Number	Percentage
Very effective	8	7%
Effective	33	28.7%
Moderately effective	39	33.9%
Slightly effective	33	28.7%
Not effective at all	2	1.7%
Total	115	100%

The purpose of this question is to explore how teachers perceive adopted input presentation for improving reading comprehension among 4MS learners. The Results, as presented in the table, show that a good number of teachers (33.9%) consider it to be moderately effective, meaning they think it helps, but not massively. Moreover, a significant portion (28.7%) believe it is slightly effective, suggesting they see some benefit, just not a lot. Furthermore, a notable percentage (7%) find it very effective, indicating a strong positive impact. However, only a few teachers (1.7%) think it is not effective at all. Essentially, while perceptions vary, most teachers agree that adopted input presentation does have some positive impact on learners' reading comprehension skills.

Q15. To what extent do you believe adopted input presentation helps 4MS learners develop critical thinking skills?

Table **2. 15.** *Adopted Input and 4MS Learners' Reading Skills*

Options	Number	Percentage
Completely	4	3.5%
Very much	28	24.3%
Moderately	47	40.9%
Slightly	29	25.2%
Not at all	7	6.1%
Total	115	100%

This question seeks to investigate teachers' opinion on the extent to which adopted input presentation helps 4MS learners develop critical thinking skills. Based on the results indicated in the table, it appears that perceptions are varied. A significant portion of the respondents (40.9%) rated it as moderately helpful, suggesting they see some level of impact on critical thinking skills development. In addition, a considerable number (24.3%) believe it is very helpful, indicating a strong positive perception of its effectiveness. However, there are also respondents who perceive it as only slightly helpful (25.2%), and a smaller percentage (3.5%) consider it completely helpful. In contrast, a minority of the respondents (6.1%) feel that adopted input presentation does not help at all. Overall, while there is a range of opinions, the majority of the respondents recognise some degree of benefit from adopted input presentation in fostering critical thinking skills among 4MS learners.

Q16. How strongly do you agree or disagree with the following statement?

"Using adopted input presentation boosts 4MS learners' motivation to read"

Table **2. 16.** *Adopted Input and 4MS Learners' Motivation to Read*

Options	Number	Percentage
Strongly agree	8	7%
Agree	36	31.3%
Neutral	50	43.5%
Disagree	20	17.4%
Strongly disagree	1	0.9%
Total	115	100%

The aim of the present question is to determine whether teachers agree with the statement suggesting that adopted input presentation boosts 4th-grade middle school learners' motivation to read. Based on the data provided in the table, there exist a varied spectrum of viewpoints: while a notable 38.3% (7% strongly agree + 31.3% agree) support the statement, a considerable 43.5% remain neutral, suggesting a degree of uncertainty or indecision. In opposition, 18.3% (17.4% disagree + 0.9% strongly disagree) express disagreement. This diversity of responses highlights the absence of a clear consensus on the efficacy of adopted input presentation in enhancing reading motivation among the participants. As such, further exploration into the underlying factors shaping these perspectives is required.

2.4.1.2.4. Comparison of Adapted vs. Adopted Input

Q17. How do you perceive the level of engagement of 4MS learners when using adapted input presentation compared to adopted input for reading comprehension?

Table **2. 17.** *Adapted vs. Adopted Input and 4MS Learners' Engagement Level*

Options	Number	Percentage
Much higher engagement with adapted input	**27**	**23.5%**
Higher engagement with adapted input	**68**	**59.1%**
Equal engagement	**12**	**10.4%**
Lower engagement with adapted input	**7**	**6.1%**
Much lower engagement with adapted input	**1**	**0.9%**
Total	**115**	**100%**

The insights gleaned from this question shed light on teachers' perceptions regarding the level of engagement of 4MS learners when utilising adapted input compared to adopted input presentations for reading comprehension. The significant majority of teachers, accounting for 82.6% of the respondents, perceive either higher (59.1%) or much higher (23.5) levels of engagement with adapted input presentations. This robust preference indicates a clear tendency towards tailored instructional materials, suggesting that adapted input resonates effectively with learners, thereby fostering increased interest and involvement in reading comprehension activities. In contrast, a minority of teachers (6.1%) reported lower engagement levels with adapted input, with an even smaller fraction (0.9%) indicating much lower

engagement. These findings highlight the importance of utilising adapted input presentations in educational settings to strengthen student engagement during reading comprehension activities. Through the customisation of instructional materials to accommodate the diverse learning needs and preferences of learners, educators can establish more inclusive and impactful learning environments that promote meaningful comprehension and enriched learning experiences.

Q18. How do you think 4MS learners' understanding and retention of reading comprehension content differ in adapted vs. adopted input presentations?

Table 2. 18. Adapted vs. Adopted Input and 4MS Learners' Understanding and Retention of Reading Content

Options	Number	Percentage
Learners understand and retain much more with adapted input.	**62**	**53.9%**
Learners understand and retain slightly more with adapted input	**39**	**33.9%**
Equal understanding and retention	**9**	**7.8%**
Learners understand and retain slightly less with adapted input	**4**	**3.5%**
Learners understand and retain much less with adapted input	**1**	**0.9%**
Total	**115**	**100%**

The responses in the table above shed light on the teachers' perspectives regarding how 4MS learners' grasp and memory of reading comprehension material vary between adapted and adopted input presentations. The majority of the respondents, totalling 87.8%, believe that

learners comprehend and retain reading content either much more (53.9%) or slightly more (33.9%) with adapted input methods compared to adopted ones. Only a small proportion (7.8%) feel there is an equal understanding and retention across both approaches. Furthermore, a mere 3.5% think learners comprehend and remember slightly less with adapted input, while an even smaller percentage (0.9%) believe they grasp and recall much less with this method. These results strongly suggest that the participants lean towards adapted input presentations to enhance 4MS learners' comprehension and retention of reading materials.

Q19. How strongly do you agree or disagree with the following statement?

"A combination of adapted and adopted input presentations can benefit 4MS learners' reading comprehension skills"

Table **2. 19.** *Combining Adapted and Adopted Input Presentations for 4MS Learners' Reading Comprehension Skills*

Options	Number	Percentage
Strongly agree	38	33%
Agree	68	59.1%
Neutral	8	7%
Disagree	1	0.9%
Strongly disagree	0	0%
Total	115	100%

This question aims to explore the teachers' perspectives on the effectiveness of combining adapted and adopted input presentations to enhance 4MS learners' reading comprehension skills. The majority, totalling 92.1%, either agree (59.1%) or strongly agree (33%) with the above statement, indicating a widespread support for this approach. This

overwhelming consensus suggests that teachers recognise the value of tailoring instructional materials to meet the diverse needs of 4MS learners. However, a small percentage (7%) of the respondents remain neutral, indicating varying opinions or uncertainty. In addition, one respondent (0.9%) disagrees with the statement, suggesting a slight variation in opinion. Importantly, no respondents strongly disagree with the statement, emphasising a general consensus among educators. These findings underscore the importance of a blended approach to instructional materials to optimise 4MS learners' comprehension abilities.

2.4.1.3. *Discussion of the Main Findings of the Teachers' Questionnaire*

The findings derived from the teachers' questionnaire offer valuable perspectives on how educators approach input presentation methods, perceive the effectiveness of adapted versus adopted input, and recognise the importance of blending both approaches for optimal learning outcomes. It is interesting to note that the majority of the respondents indicated they use a mix of adapted and adopted input methods in their teaching practices. This reflects a recognition among educators of the value in catering to diverse learning needs and preferences.

When considering the effectiveness of adopted input presentations, teachers overwhelmingly emphasised the superiority of adapted input methods in meeting individual learner requisites. This underscores the significance of tailoring instructional materials to match the unique learning styles and preferences of learners, thereby fostering inclusive learning environments conducive to comprehension.

Furthermore, teachers believe that adapted input presentations foster a deeper understanding of reading materials compared to adopted input methods. By customising content to resonate with learners'' individual learning styles and abilities, educators aim to facilitate meaningful learning experiences and enhance comprehension and retention.

Moreover, while adapted input presentation was perceived to enhance learner engagement more effectively than adopted input methods, teachers also acknowledged the value of integrating both approaches. It is noteworthy that the majority of the respondents currently utilise a combination of adapted and adopted input methods in their teaching practices. This highlights educators' recognition of the benefits of employing a variety of instructional methods to meet diverse learner needs and promote effective learning.

In addition, teachers observed that adapted input presentations contribute to an overall improvement in learners' reading comprehension skills. By providing learners with personalised instructional materials tailored to their individual needs and preferences, educators can effectively support the development of essential comprehension skills, ultimately promoting more robust and enduring learning outcomes.

In conclusion, the findings highlight the importance of adapting input presentation to meet individual needs, enhancing the comprehension of reading materials, promoting learner engagement, and improving overall reading comprehension skills among 4MS learners. By embracing a blended approach and recognising the value of personalised instruction, educators can cultivate inclusive and impactful learning environments that nurture meaningful comprehension and foster lifelong learning habits.

2.4.2. The Learners' Questionnaire

2.4.2.1. Description of the Learners' Questionnaire

The learners' questionnaire mirrors the structure of the teachers' one, both seeking to understand input presentation methods to enhance reading comprehension among 4MS learners but from different perspectives. The two questionnaires share similar sections like background information, perceptions of adapted input, perceptions of adopted input, and a comparison of

adapted versus adopted input effectiveness. However, the first section of the Learners'
questionnaire is distinctive.

In the first section, learners are asked about their reading habits outside of school hours,
including the types of English texts they usually read. They are also prompted about the input
presentation type they often experience during reading comprehension activities in class, their
preferences between adapted and adopted input presentation, and their comfort levels when
presented with reading materials. These questions aim to gather insights into learners'
individual learning preferences, experiences, and needs regarding input presentation methods,
providing valuable context for interpreting their responses and tailoring instructional strategies
accordingly.

2.4.2.2.Administration of the Learners' Questionnaire

The questionnaire was exclusively administered in hard copy format. Fourth-grade
middle school learners from various schools received guidance from their English teachers
while completing it, with explanations provided as needed. The data collection process spanned
approximately two weeks.

2.4.2.2.1. General Information

Q1. Do you engage in reading English texts outside of school hours?

Table 2. 20. Learners Engagement with English Texts outside of School Hours

Options	Number	Percentage
Yes	188	62.7%
No	112	37.3%
Total	300	100%

If you answered "yes", please indicate the type of materials you usually read:

Table **2. 21.** *Types of Materials 4MS Learners Usually Read*

Options	Number	Percentage
Stories	40	21.27%
Information Text	20	10.64%
Poetry	13	6.91%
Facebook posts	39	40.74%
Conversations with friends	49	26.06%
Books	27	14.36%
Total	188	100%

The objective of the question above is to ascertain whether learners engage with English texts outside of school hours. Upon examining the responses, it is revealed that a substantial plurality, approximately 62.7%, do indeed participate in extracurricular English reading activities, while 37.3% do not. Noteworthy patterns emerged among those who do engage in reading outside of school, with the most common materials including Facebook posts (40.74%), conversations with friends (26.06%), and stories (21.27%). The respondents also indicated their engagement with other materials such as books (14.36%), information texts (10.64%), and poetry (6.91%). These findings reflect the diverse reading preferences among learners, emphasising the necessity of customising language learning materials and activities to align with individual interests, cultivating a more immersive and effective learning environment that facilitates sustained language development beyond the traditional classroom setting.

Q2. Which type of input method do you often experience during reading comprehension activities in class?

*Table **2. 22.** Input Types 4MS Learners Experience in Class during Reading Activities*

Options	Number	Percentage
Adapted Input Presentation	89	29.66%
Adopted Input Presentation	69	23%
Both	142	47.33%
Total	300	100%

This question aims to identify the prevalent input methods utilised during reading comprehension activities in class. The findings indicated in Table 2.22 show that 29.66% of the respondents experience adapted input presentation, while 23% are exposed to adopted input. Remarkably, a significant plurality, consisting of 47.33% of the respondents, reported being exposed to both types. These results suggest a diverse approach to teaching reading comprehension, likely tailored to accommodate various learning preferences and styles within the classroom.

Q3. Which type do you prefer?

*Table **2. 23.** 4MS Learners' Preferred Input Type for Reading Activities*

Options	Number	Percentage
Adapted Input Presentation	116	38.7%
Adopted Input Presentation	184	61.3%
Total	300	100%

The purpose of this question is to discern which type of input method 4MS learners prefer for reading comprehension activities. Analysis unveils that 61.3% of the respondents favour adopted input presentation, while 38.7% expressed a preference for adapted input. These findings yield valuable insights into learners' preferences regarding input methods during reading comprehension activities. By aligning teaching methods with learners' preferences, teachers can create more engaging and effective learning experiences, ultimately bolstering learners' reading comprehension skills.

Q4. How comfortable do you feel when presented with reading materials in class?

Table 2. 24. 4MS Learners' Level of Comfort with Reading Materials in Class

Options	Number	Percentage
Very Comfortable	61	20.33%
Comfortable	78	26%
Neutral	114	38%
Uncomfortable	37	12.33%
Very Uncomfortable	10	3.33%
Total	300	100%

The present question seeks to gauge the comfort level of learners when presented with reading materials in class. Analysis of the responses shows a diverse range of sentiments among the participants. A notable portion of the respondents, consisting of 20.33%, indicated feeling very comfortable, while an additional 26% indicated a general sense of comfort. Surprisingly, the largest segment of respondents, totalling 38%, reported feeling neutral about their comfort level. In contrast, 12.33% of the participants expressed discomfort, and a smaller subset of 3.33% admitted to feeling very uncomfortable. These findings suggest a nuanced spectrum of

emotional states toward reading materials within the classroom environment, warranting further investigation into the factors influencing these sentiments.

2.4.2.2.2. Perceptions of Adapted Input Presentation

Q5. To what extent do you believe adapted input presentation matches your language proficiency level?

Table **2. 25.** *Adapted Input and 4MS Learners Proficiency Level*

Options	Number	Percentage
Completely	33	11%
Very much	72	24%
Moderately	134	44.7%
Slightly	47	15.7%
Not at all	14	4.6%
Total	300	100%

Question five aims to examine learners' perceptions regarding the alignment of adapted input presentation with their language proficiency level. Analysis of the responses indicates diverse viewpoints among the participants. Remarkably, 33 respondents (11%) believe that adapted input presentation completely matches their proficiency level, while 72 individuals (24%) feel it aligns very well. The majority, comprising 134 respondents (44.7%), perceive a moderate match between adapted input presentation and their proficiency level. However, 47 respondents (15.7%) feel the match is slight, and a smaller group of 14 individuals (4.6%) believe it does not align with their proficiency level at all. These findings highlight the nuanced perceptions of learners regarding the adequacy of adapted input presentation, suggesting potential areas for refinement to better cater to individual proficiency levels.

Q6. To what extent do you believe that adapted input presentation helps you understand the reading materials?

Table 2. 26. Effectiveness of Adapted Input in Understanding Reading Materials

Options	Number	Percentage
Completely	54	18%
Very much	91	30%
Moderately	112	37.5%
Slightly	30	10%
Not at all	13	4.5%
Total	300	100%

The analysis of responses to question six regarding the effectiveness of adapted input presentation in aiding comprehension of reading materials reveals multifaceted views. Nearly half of the respondents, constituting 48% (completely: 18% and much: 30% combined), perceive adapted input presentation as either completely or very helpful. However, it is essential to note a minority, totalling 14.5% (slightly: 10% and not at all: 4.5% combined), who express reservations or perceive limited benefit from it. This suggests potential areas for improvement or alternative strategies to cater to diverse learning needs. Moreover, 37.5% of the respondents, underscores a balanced perspective acknowledge a moderate supportive role of adapted input presentation. These findings emphasise the importance of accommodating varying learning preferences to enhance overall learning experiences and outcomes.

Q7. To what extent do you believe that adapted input presentation promotes your involvement and engagement with the reading materials in class?

Table **2. 27.** *Adapted Input and Involvement and Engagement with Reading Materials*

Options	Number	Percentage
Completely	**29**	**9.8%**
Very much	**37**	**12.3%**
Moderately	**127**	**42.4%**
Slightly	**94**	**31.3%**
Not at all	**13**	**4.2%**
Total	**300**	**100%**

The analysis of responses to question seven provides insights into the perceived effectiveness of adapted input presentation in promoting involvement and engagement with reading materials in class. While a considerable portion of 4MS learners, totalling 22.1% (completely and very helpful combined), expressed strong confidence in its ability to foster engagement, 42.4% view it as moderately effective. Roughly more than thirty- one percent of the respondents, however, indicated only slight promotion of involvement and engagement, while a small minority of 4.2% feel that adapted input presentation has no impact in this regard. These findings suggest a varied spectrum of perspectives, indicating a need for teachers to consider alternative approaches or enhancements to adapt input strategies to better meet the engagement needs of all learners.

Q8. In your opinion, how effective is adapted input presentation in improving your reading comprehension skills?

Table 2. 28. Effectiveness of Adapted Input in Enhancing Reading Comprehension Skills

Options	Number	Percentage
Very effective	10	3.3%
Effective	21	7%
Moderately effective	93	31%
Slightly effective	142	47.7%
Not effective at all	34	11%
Total	300	100%

The primary objective of the current question is to examine 4MS learners' perceptions regarding adapted input effectiveness in enhancing their reading comprehension skills. The data indicated in Table 2.28 reveals a complex landscape of perceptions. While nearly half of the respondents (47.7%) view this approach as "slightly effective," indicating some level of benefit, a significant portion (31%) consider it "moderately effective," suggesting meaningful impact for certain learners. However, 11% find it "not effective at all," underscoring absence of efficacy. Although a smaller percentage perceive it as "very effective" (3.3%) or "effective," (7%), their positive experiences highlight its potential for some individuals. Overall, the findings emphasise the need for tailored instructional strategies that accommodate diverse learning preferences and abilities. Further exploration could offer deeper insights into the factors influencing the perceived effectiveness of adapted input presentation.

Q9. To what extent do you believe adapted input presentation helps you develop critical thinking skills?

Table **2. 29. Effectiveness of Adapted Input in Developing Critical Thinking Skills**

Options	Number	Percentage
Completely	7	2.33%
Very much	41	13.7%
Moderately	77	25.7%
Slightly	113	37.7%
Not at all	62	20.6%
Total	300	100%

This question seeks to evaluate the respondents' perspectives on the efficacy of adapted input presentation in nurturing their critical thinking skills. The analysis of the findings unveils a diverse array of viewpoints. While a minority of 2.33% firmly assert its complete usefulness and a larger contingent (13.7%) deem it very helpful, a significant portion (25.7%) regards it as moderately beneficial. However, a substantial segment (37.7%) considers its use to be only slight, while a notable minority (20.6%) believes it offers no assistance at all. These findings highlight the varying perspectives on the efficacy of adapted input presentation in nurturing critical thinking abilities. They emphasise the importance of educators exploring a range of instructional methodologies and tailoring their approaches to effectively address the diverse learning needs of learners. Investigation the factors influencing these perceptions could provide valuable insights for refining instructional practices.

Q10. How strongly do you agree or disagree with the following statement?

"Being exposed to adapted input presentation boosts my motivation to read"

Table **2. 30.** *Adapted Input and Reading Motivation*

Options	Number	Percentage
Strongly agree	13	4.3%
Agree	34	11.4%
Neutral	121	40.3%
Disagree	90	30%
Strongly disagree	42	14%
Total	300	100%

This statement delves into the respondents' perceptions regarding the potential of adapted input presentation for their motivation to read. Upon analysis, a spectrum of viewpoints emerges. While a minority of 15.7% assert that adapted input presentation boosts their reading motivation, a significant segment (40.3%) remains neutral, indicating a lack of strong conviction or ambivalence. On the contrary, a notable proportion (44%) express disagreement, signalling the belief that adapted input presentation does not enhance their reading motivation. These divergent perspectives underscore the intricate interplay between instructional methods and reading motivation in academic settings. They emphasise the necessity for educators to adopt a nuanced approach, considering various strategies to effectively engage and motivate learners. Further exploration into the underlying reasons behind these differing perceptions could be beneficial.

2.4.2.2.3. Perceptions of Adopted Input Presentation

Q11. To what extent do you believe adopted input presentation matches your language proficiency level?

Table **2. 31.** *Adopted Input and 4MS Learners' Proficiency Level*

Options	Number	Percentage
Completely	14	4.7%
Very much	22	7.3%
Moderately	85	28.3%
Slightly	129	43%
Not at all	50	16.7%
Total	300	100%

Table 2.31 illustrates learners' perceptions of how well adopted input presentations align with their language proficiency level. The findings indicate a nuanced perspective, with a notable portion (43%) indicating that adopted input only slightly matches their proficiency level. Furthermore, a substantial number of 28.3% perceive a moderate alignment, suggesting a somewhat closer fit. However, a significant minority (16.7%) feel that it does not match their proficiency level at all. Additionally, 7.3% of the respondents feel adopted input presentations match their proficiency level very well, indicating a strong alignment for a smaller subset of the participants. Moreover, 4.7% believe such type of presentation matches their proficiency level completely, suggesting an optimal fit for a minority of the respondents. These percentages highlight varying degrees of match with adopted input presentation, ranging from strong alignment to a complete mismatch with language proficiency levels.

Q12. To what extent do you believe that adopted input presentation helps you understand the reading materials?

Table **2. 32.** *Effectiveness of Adopted Input in Understanding Reading Materials*

Options	Number	Percentage
Completely	34	11.3%
Very much	62	20.7%
Moderately	126	42%
Slightly	57	19%
Not at all	21	7%
Total	300	100%

The table above sheds light on how 4MS learners perceive the effectiveness of adopted input presentations in helping them understand reading materials. A large portion, accounting for 42% of the respondents, find them moderately helpful, indicating them significantly aid their comprehension. Moreover, 20.7% see such type as very helpful, suggesting it has a strong positive potential for understanding. Furthermore, 11.3% believe it is completely helpful, signalling it provides optimal support. However, 19% feel it is only slightly helpful, and 7% find it not helpful at all, indicating potential shortcomings. While many find adopted input presentations beneficial, there is still work needed to ensure they effectively meet the needs of all learners.

Q13. To what extent do you believe that adopted input presentation promotes your involvement and engagement with the reading materials in class?

Table **2. 33.** *Adopted Input and Involvement and Engagement with Reading Materials*

Options	Number	Percentage
Completely	47	15.7%
Very much	115	38.3%
Moderately	93	31%
Slightly	31	10.3%
Not at all	14	4.66%
Total	300	100%

The aim of this question is to seek learners' perceptions regarding the extent to which adopted input presentation promotes their involvement and engagement with reading materials in class. The findings reveal a generally positive outlook, with a significant portion of the respondents expressing satisfaction with the effectiveness of this presentation method in fostering engagement. Specifically, 38.3% find such type very effective, indicating a strong potential for their involvement with the materials. In addition, 31% perceive it as moderately effective, suggesting a meaningful level of engagement facilitated by this presentation method. Moreover, 15.7% believe it to be completely effective, highlighting a substantial proportion of the respondents who feel highly engaged with the reading materials. However, a minority of the respondents (10.3%) indicated only slight effectiveness and 4.66% reported no effectiveness at all. These findings emphasise the importance of continued efforts to enhance the input presentation to ensure it maximises engagement and involvement for all learners in the classroom setting.

Q14. In your opinion, how effective is adopted input presentation in improving your reading comprehension skills?

Table **2. 34.** *Effectiveness of Adopted Input in Enhancing Reading Comprehension Skills*

Options	Number	Percentage
Very effective	78	26%
Effective	132	44%
Moderately effective	54	18%
Slightly effective	25	8.3%
Not effective at all	11	3.7%
Total	300	100%

Table 2.34 provides insights into learners' perceptions regarding the effectiveness of adopted input presentation in improving their reading comprehension skills. The majority of the respondents expressed positive views, with 70% considering such presentation to be either very effective (26%) or effective (44%). This indicates that a significant proportion of the participants believe adopted input contributes positively to their reading comprehension skills. Furthermore, 18% find it moderately effective, suggesting some potential, although to a lesser extent. However, there are also respondents who perceive an adopted presentation as being slightly effective (8.3%) and 3.7% reporting it as not effective at all. Put together, adopted input presentation is viewed favourable by the plurality of the participants in terms of its potential for reading comprehension skills.

Q15. To what extent do you believe adopted input presentation helps you develop critical thinking skills?

Table **2. 35.** *Effectiveness of Adopted Input in Developing Critical Thinking Skills*

Options	Number	Percentage
Completely	57	19%
Very much	107	35.66%
Moderately	80	26.7%
Slightly	36	12%
Not at all	20	6.66.%
Total	300	100%

This question aims to understand 4MS learners' perceptions of how effectively adopted input presentation contributes to the development of their critical thinking skills. Over half of the respondents, totalling 54.66%, view it as highly effective, with 35.66% considering it very helpful and an additional 19% believing it to be completely helpful in nurturing critical thinking. This reveals that a significant proportion of the participants find adopted input presentation instrumental in fostering critical thinking abilities. Furthermore, 26.7% find it moderately effective, suggesting a substantial contribution to skill development. However, there are reservations voiced by a minority, with 12% indicating only slight effectiveness and 6.66% reporting it as not helpful at all in promoting critical thinking skills. These results emphasise the need for ongoing refinement to ensure the input presentation effectively supports the development of critical thinking skills for all learners, addressing the concerns of those who perceive limited effectiveness and maximising the benefits for the plurality who find it helpful.

Q16. How strongly do you agree or disagree with the following statement?

"Being exposed to adopted input presentation boosts my motivation to read"

Table **2. 36.** *Adopted Input and Reading Motivation*

Options	Number	Percentage
Strongly agree	82	27.3%
Agree	135	45%
Neutral	47	15.7%
Disagree	27	9%
Strongly disagree	9	3%
Total	300	100%

Trying to explore whether using adopted input presentation boosts learners' motivation to read, the results indicate a predominantly positive response, with a substantial majority of the respondents expressing agreement with the above statement. Specifically, 72.3% of the participants either agree (45%) or strongly agree (27.3%) that such presentation enhances their motivation. However, there is a notable minority who expressed disagreement, with 9% disagreeing and 3% strongly disagreeing with the statement. Additionally, 15.7% of the respondents remain neutral. Despite these varied responses, the overall trend highlights the significant role of adopted input presentation in positively influencing the respondents' motivation to engage with reading materials.

2.4.2.2.4. Comparison of Adapted vs. Adopted Input

Q17. How do you perceive your level of engagement when being exposed to adapted input presentation compared to adopted input presentation for reading comprehension?

Table **2. 37.** *Engagement with Adapted vs. Adopted Input Presentation*

Options	Number	Percentage
Much higher engagement with adapted input	40	13.3%
Higher engagement with adapted input	70	23.3%
Equal engagement	50	16.7%
Lower engagement with adapted input	60	20%
Much lower engagement with adapted input	80	26.7%
Total	300	100%

Based on the data provided in Table 2.37, it seems that the plurality of learners perceive lower engagement when being exposed to adapted input compared to adopted input presentation for reading comprehension. Specifically, 26.7% of the respondents indicated much lower engagement with the adapted input, while an additional 20% reported lower engagement. In opposition, a smaller proportion of the respondents perceive higher engagement with adapted input presentation, with 23.3% indicating higher engagement and 13.3% reporting much higher engagement. Moreover, 16.7% perceive equal engagement with both types of presentation. These results suggest that a significant portion of 4MS learners find

adopted input presentation to be roughly more engaging for reading comprehension compared to the adapted input type.

Q18. How do you think your understanding and retention of reading comprehension content differ between adapted vs. adopted input presentations?

Table 2. 38. Understanding and Retention with Adapted vs. Adopted Input

Options	Number	Percentage
I understand and retain much more with adapted input.	75	25%
I understand and retain slightly more with adapted input.	50	16.67%
Equal understanding and retention.	130	43.34%
I understand and retain slightly less with adapted input.	30	10%
I understand and retain much less with adapted input.	20	6.67%
Total	300	100%

The data from Table 2.38 illustrates participants' perceptions of their understanding and retention of reading comprehension content when comparing adapted versus adopted input presentations. The largest group, 43.34%, reported equal understanding and retention between the two types of input, suggesting that for nearly half of the respondents, the type of input does not significantly impact their learning outcomes. Conversely, a significant portion (41.67%) noted improvements with adapted input: 25% indicated they understand and retain much more, and 16.67% noted a slight improvement. On the other hand, 16.67% experienced a decrease in

comprehension and retention with adapted input, with 10% reporting they understand and retain slightly less, and 6.67% much less. These findings highlight the benefits of adapted materials for a substantial number of learners, while also indicating the need for a more personalized approach to address the diverse learning preferences within the participant group.

Q19. How strongly do you agree or disagree with the following statement?

"A combination of adapted and adopted input presentation can benefit my reading comprehension skills"

Table **2. 39.** *Perceived Benefit of Combined Input Presentation for Reading Comprehension Skills*

Options	Number	Percentage
Strongly agree	49	16.33%
Agree	137	45.67%
Neutral	60	20%
Disagree	23	7.7%
Strongly disagree	31	10.3%
Total	300	100%

The insights gleaned from Table 2.39 shed light on the perspectives of 4MS learners regarding the efficacy of combining adapted and adopted input presentations to enhance reading comprehension skills. A significant proportion of participants (61%) either agree (45.67%) or strongly agree (16.33%) with the above statement, indicating a prevailing belief in the potential benefits of integrating these approaches. However, there exist a notable minority (18%) who express disagreement (7.7%) or strong disagreement (10.3%), suggesting scepticism about the effectiveness of this amalgamation. Additionally, 20% of the respondents remain neutral on the issue, signalling a lack uncertainty. In summary, while many learners

acknowledge the potential advantages of blending adapted and adopted input presentations for bolstering reading comprehension, a diversity of opinions exists among the participants.

2.4.2.3. Discussion of the Main Findings of the Learners' Questionnaire

The insights gleaned from the learners' questionnaire provide valuable perspectives on how learners engage with input presentation methods, perceive their effectiveness, and recognise the importance of tailored approaches for optimal learning outcomes. Nearly half of the learners reported experiencing a mix of adapted and adopted input during reading comprehension activities, indicating a shared recognition of the value of being exposed to varied methods to accommodate diverse learning needs and preferences.

When evaluating the effectiveness of input presentations in enhancing reading comprehension, learners generally expressed a preference for adopted input methods, while also acknowledging the benefits of adapted input presentations in meeting individual learning requisites. This underscores the importance of tailoring instructional materials to match the unique learning styles and preferences of learners, fostering inclusive learning environments conducive to comprehension.

Furthermore, learners perceived adapted input presentation as fostering deeper understanding of reading materials compared to adopted input methods. This suggests that customisation of content to resonate with learners' individual learning styles and abilities is perceived as beneficial in facilitating meaningful learning experiences and enhancing comprehension and retention.

While adopted input presentation was perceived to enhance learners' engagement more effectively than adapted input methods, 4MS learners also recognised the value of integrating both approaches. A substantial proportion of the respondents reported experiencing a combination of adapted and adopted input methods in their learning experiences, underscoring

learners' acknowledgment of the benefits of employing a variety of instructional methods to meet diverse learning needs and promote effective learning.

Moreover, learners observed that adopted input presentations contribute to an overall improvement in their reading comprehension skills. By receiving personalised instructional materials, including adopted input tailored to their individual needs and preferences, learners feel supported in developing essential comprehension skills, ultimately promoting more robust and enduring learning outcomes.

In conclusion, the findings from the learners' questionnaire highlight the effectiveness of input presentation methods for enhancing reading comprehension among 4MS learners. Their preference for adopted input methods, along with recognition of the benefits of adapted input presentations, emphasises the importance of accommodating diverse learning preferences. Moreover, learners perceived improved reading comprehension skills with adopted input presentations, highlighting the significance of personalised instructional materials. By embracing a blended approach to instruction and considering learners preferences, educators can create inclusive learning environments that foster meaningful comprehension and lifelong learning habits among learners. Therefore, the findings underscore the importance of learner-centred approaches and continual adaptation of instructional strategies to effectively meet diverse learner needs.

2.5. General Discussion of the Teachers' and the Learners' Questionnaires

The current study addresses the challenge of enhancing reading comprehension among fourth-grade middle school (4MS) English learners in Algerian schools. It investigates the perceptions of both teachers and learners regarding the use of adapted versus adopted input presentation. Four main questions guided this research: (1) What are the current practices of teachers in 4MS English classes regarding the use of adapted and adopted input for learners'

reading comprehension? (2) What are the perceptions of teachers regarding the effectiveness of adapted versus adopted input for boosting learners' reading comprehension in 4MS English classes? (3) How do 4MS learners perceive the efficacy of adapted versus adopted input for their reading comprehension? (4) How do the perceptions of teachers and learners align or diverge concerning the choice and implementation of adapted versus adopted input materials in 4MS English language classrooms? The findings derived from both the teachers' and the learners' questionnaires offer valuable perspectives into the current practices and perceptions regarding input presentation methods. Teachers overwhelmingly indicated a preference for a blend of adapted and adopted input methods in their teaching practices, reflecting a recognition of the importance of catering to diverse learning needs and preferences. This approach aligns with the pedagogical principles of differentiation and inclusivity, where educators strive to provide personalised learning experiences to meet the needs of all learners.

Regarding the effectiveness of adapted versus adopted input for boosting learners' reading comprehension skills, teachers emphasised the superiority of adapted input methods. They underscore the importance of tailoring instructional materials to match learners' unique learning styles and abilities, thereby enhancing comprehension and retention. This finding suggests a deep understanding among educators of the value of personalised instruction in facilitating meaningful learning experiences and promoting effective comprehension strategies among learners.

In exploring how 4MS learners perceive the efficacy of adapted versus adopted input for their reading comprehension, a nuanced perspective emerges. While learners expressed a preference for adopted input methods, they also acknowledged the benefits of adapted input presentations in meeting their individual learning needs. This balanced perspective suggests that while learners may have preferences, they recognise the value of adaptation in facilitating comprehension and engagement with reading materials.

When comparing the perceptions of teachers and learners concerning the choice and implementation of adapted versus adopted input materials, some alignment and divergence are evident. While teachers overwhelmingly advocated for adapted input methods, learners tended to favour adopted input methods. However, both groups recognise the value of a blended approach, with many reporting exposures to a combination of adapted and adopted input methods in their learning experiences. This suggests a shared understanding of the importance of incorporating diverse instructional strategies to meet the varied needs and preferences of learners in the EFL classroom.

In conclusion, this comparative analysis highlights the complex interplay between teachers' practices and learners' perceptions regarding input presentation methods in 4MS English classes. While teachers emphasise the importance of adaptation for effective comprehension, learners tend to gravitate towards adopted input methods while still recognising the benefits of adaptation. This underscores the need for educators to employ a balanced approach that integrates both adapted and adopted input methods to create inclusive and impactful learning environments that promote meaningful comprehension and lifelong learning habits among learners.

2.6. Implications, Limitations and Recommendations

2.6.1. Implications of the Study

The findings from this study provide valuable insights into the practices and perceptions of both teachers and learners regarding reading comprehension in 4MS English classes in Algerian schools. These insights offer significant implications for enhancing educational practices and outcomes, highlighting the importance of personalised and blended instructional methods and underscoring the need for continuous adaptation to meet diverse educational needs effectively.

For teachers, the preference for a blend of adapted and adopted input methods highlights the necessity of comprehensive teacher training programmes. These programmes should focus on equipping teachers with the skills needed to develop and implement personalised instructional materials effectively. By tailoring instructional materials to match the unique learning styles and preferences of learners, teachers can foster inclusive learning environments that are conducive to better comprehension and retention.

The teachers' emphasis on the superiority of adapted input methods suggests the need for curriculum designers and educational publishers to prioritise the development of adaptable materials. These materials should allow for customisation to meet individual learners' abilities and learning styles, thereby facilitating more meaningful comprehension experiences. In addition, the combination of adapted and adopted input methods currently employed by many teachers underscores the benefits of using a variety of instructional strategies to meet diverse learner needs and promote effective learning. Therefore, educational policies and curriculum designers should support the availability of diverse teaching materials and resources.

Moreover, teachers observed that adapted input presentations contribute to an overall improvement in learners' reading comprehension skills. By providing personalised instructional materials tailored to individual needs and preferences, educators can effectively support the development of essential comprehension skills, ultimately leading to more robust and enduring learning outcomes. This finding suggests the importance of encouraging practices that allow for content customisation within the curriculum framework, thereby enhancing learner engagement and comprehension.

For learners, the findings reveal that a mix of adapted and adopted input methods during reading comprehension activities is beneficial in accommodating diverse learning needs and preferences. While learners generally expressed a preference for adopted input methods, they

also acknowledged the benefits of adapted input presentations in meeting individual learning requisites. This underscores the importance of providing personalised instructional materials that resonate with learners' unique learning styles, fostering inclusive learning environments conducive to enhanced comprehension.

Learners perceived adapted input presentations as fostering a deeper understanding of reading materials compared to adopted input methods. This suggests that the customisation of content to match learners' individual learning styles and abilities is beneficial in facilitating meaningful learning experiences. As a result, it is essential for educators to continue developing and utilising adapted materials that can effectively enhance comprehension and retention among learners.

Furthermore, while adopted input presentations were perceived to enhance learner engagement more effectively, learners also recognised the value of integrating both approaches. The substantial proportion of respondents reporting a combination of adapted and adopted input methods in their learning experiences highlights the benefits of employing diverse instructional strategies. This reinforces the need for educational practices that incorporate varied methods to meet the different learning needs of learners, promoting comprehensive learning outcomes.

In conclusion, the study's findings highlight the critical role of both adapted and adopted input methods in improving reading comprehension among 4MS learners. By embracing a blended approach to instruction, considering both teacher and learner feedback, and prioritising personalised learning experiences, teachers can create inclusive learning environments that foster meaningful comprehension and lifelong learning habits among learners. These implications underscore the necessity of learner-centred approaches and the continual adaptation of instructional strategies to effectively meet diverse learner needs.

2.6.2. Limitations of the Study

Whilst this study illuminates the perceptions of teachers and learners regarding input presentation methods in 4MS English classes, several limitations warrant acknowledgment. Firstly, the reliance on close-ended questions in both the teachers' and the learners' questionnaires aimed to facilitate quantifying the data, yet time constraints prevented the execution of statistical tests. This approach of data collection restricted the exploration of nuanced viewpoints and underlying factors shaping the participants' perceptions. Incorporating open-ended questions or qualitative research methods could have provided deeper insights into the factors influencing perceptions of adapted versus adopted input methods.

Moreover, the predominance of novice teachers, with 1 to 5 years of experience, among the participants may have limited the diversity and depth of perspectives obtained. This unexpected inclusivity of novice teachers can be attributed to the method of the questionnaire administration via Google Forms, which may have inadvertently attracted this demographic more than others.

Despite the significant findings of this study, it is also important to acknowledge the overarching obstacle of time shortage. The limited duration allocated for the study may have impacted the depth of insights gained and the comprehensiveness of the findings of the study. Moving forward, allocating more time for research endeavours is essential to ensure thorough exploration of input presentation methods and their implications for language learning.

Overall, while this study sheds light on input presentation methods, its limitations emphasise the importance of refining research methodologies and allocating adequate time for comprehensive investigations. By addressing these constraints in future studies, a deeper understanding of language learning practices can be achieved, benefiting educational settings.

2.6.3. Recommendations for Pedagogy and Research

Understanding the effectiveness of input presentation methods in language education is crucial for creating productive learning environments. This study explores the perceptions of teachers and learners regarding input presentation methods in 4MS English classes. While providing valuable insights, the study also highlights several limitations, prompting the development of targeted recommendations for teachers, learners, curriculum designers, and future research to address these constraints and enhance language learning practices.

2.6.3.1 Recommendations for Teachers

To enhance language learning experiences, teachers should take the following actions:

- Engage in professional development programmes that focus on adapting input presentation methods to different learning styles. These programmes should provide practical strategies and tools for customising instructional materials.

-Modify teaching materials to cater to the diverse learning styles and abilities of learners. This includes simplifying texts for lower proficiency levels, adding visual aids, and incorporating multimedia elements to enhance comprehension.

- Use a combination of adapted and adopted input methods in the classroom. This approach should integrate traditional teaching techniques with innovative methods to address varied learner needs.

- Ensure the use of a wide range of teaching materials that include stories, informational texts, digital content, and interactive tools. Regularly update resources to keep them relevant and engaging.

-Develop personalised learning plans for learners, considering their individual strengths and weaknesses. This involves continuous assessment and adjustment of teaching strategies to meet each learner's needs.

- Regularly evaluate and reflect on teaching practices based on learner feedback and performance data. Use this information to improve instructional methods and materials.

2.6.3.2 Recommendations for Learners

To maximise their learning potential, learners should:

-Participate actively in classroom activities, discussions, and exercises. Ask questions and seek clarification when needed.

-Regularly request feedback from teachers on assignments and activities. Use this feedback to improve understanding and skills.

- Take advantage of diverse learning materials provided by teachers, including textbooks, digital resources, and supplementary materials.

-Engage with reading materials critically by analysing, questioning, and reflecting on the content to deepen understanding.

- Be open to experimenting with different learning techniques to discover which methods work best for individual comprehension and retention.

-Periodically review and assess personal learning progress and adjust strategies accordingly to improve outcomes.

2.6.3.3 Recommendations for Curriculum Designers

Curriculum designers should:

-Include a wide range of texts, such as stories, informational texts, poetry, and digital content, addressing learners' preferences for varied reading materials.

-Blend different input presentation methods to address various learning styles, reflecting the finding that a balanced approach is more effective.

- Tailor instructional materials to match learners' language proficiency levels, providing appropriate challenges and support.

-Embed activities that encourage learners to analyse and evaluate reading materials, fostering deeper engagement.

- Provide training on effective use of adapted and adopted input methods, promoting best practices and evidence-based strategies.

-Allow for adaptation based on learners' needs and preferences, enhancing engagement and inclusivity.

- Use digital tools and multimedia resources to enhance engagement and accessibility.

-Regularly gather feedback from teachers and learners to inform curriculum revisions and improvements.

2.6.3.4 Recommendations for Future Research

Future research should:

-Incorporate qualitative methods using interviews, focus groups, and observations alongside quantitative surveys to gather richer insights into perceptions of input presentation methods.

-Use open-ended questions to allow participants to express opinions and experiences freely in questionnaires, capturing nuanced insights.

-Ensure diverse participant samples including varied teaching experiences, educational backgrounds, and demographics to obtain a comprehensive understanding.

-Conduct longitudinal studies following both novice and experienced teachers over time to observe changes in perceptions and practices.

-Utilise mixed-methods approaches combining quantitative surveys with qualitative data collection to address time constraints.

-Extend research duration allocating more time for thorough exploration and analysis of input presentation methods.

In summary, the recommendations for teachers, learners, curriculum designers, and future research provide a comprehensive approach to refining language learning practices. By promoting tailored teacher training, encouraging active learner engagement, and developing flexible and inclusive curricula, the educational experience can be significantly enriched. Furthermore, future research employing diverse methodologies and extended durations can offer deeper insights, ultimately supporting the advancement of effective input presentation methods in language education.

Conclusion

For reference, this chapter focuses on the practical aspect of the present study, delving into the current practices and perceptions of teachers and learners regarding input presentation methods in fourth-grade middle school English classes. Educators overwhelmingly advocate for a blended approach, incorporating both adapted and adopted input methods, to cater to the diverse learning needs of learners. They emphasise the effectiveness of adapted input methods

in enhancing learners' comprehension skills, highlighting the importance of personalised learning experiences. In contrast, learners tend to prefer adopted input methods but also recognise the benefits of adaptation. Despite some differences in preferences, both teachers and learners acknowledge the value of a balanced approach to input presentation. This shared understanding underscores the importance of incorporating diverse instructional strategies to create inclusive learning environments. By integrating adapted and adopted methods, educators can effectively promote meaningful comprehension and lifelong learning habits among learners, ultimately fostering a supportive and engaging classroom environment.

General Conclusion

In conclusion, this study has thoroughly explored the current practices and perceptions surrounding input presentation methods in fourth-grade middle school (4MS) English classes within Algerian schools. The primary aim was to investigate and compare teachers' and learners' perceptions of adapted versus adopted input presentation for enhancing reading comprehension in English language learning contexts.

Through the administration of structured questionnaires to teachers and learners from various regions of Algeria, the study has unveiled valuable insights into the effectiveness of adapted and adopted input methods in addressing learners' reading comprehension abilities. Teachers were observed to adopt a blended approach, incorporating both adapted and adopted input methods to meet the diverse learning needs of learners. While adapted input methods were favoured for their efficacy in addressing individual learners' needs and enhancing comprehension, learners tended to prefer adopted input methods for their higher engagement levels.

However, despite the insights gained, the study identified several limitations, including the complete reliance on closed-ended questions, the predominance of novice teachers in the sample, and time constraints. These limitations underscore the necessity for refining research methodologies and allocating adequate time for comprehensive investigations in future studies.

In light of the findings and limitations, recommendations have been proposed for teachers, learners, curriculum designers, and future research. These recommendations aim to address the identified constraints and enhance language learning practices by promoting tailored teacher training, encouraging active learner engagement, developing flexible and inclusive curricula, and employing diverse research methodologies.

Overall, this study contributes valuable insights to the field of language education, offering practical implications for improving the quality of language instruction and language experiences. By embracing a blended approach to instruction and considering both teacher and learner feedback, educators can create inclusive learning environments that foster meaningful comprehension and lifelong learning habits among learners. Moving forward, it is imperative to continue refining language learning practices to meet the evolving needs of learners and promote effective language acquisition.

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Appendices

Appendix A: The Teachers' Questionnaire

Dear esteemed teacher,

This questionnaire aims to capture your perceptions of input presentation methods used to enhance 4MS learners' reading comprehension skills. Your valuable insights will help us understand the current practices and benefits of utilising adapted vs. adopted input presentation methods in educational settings.

Please rest assured that your responses will be handled with the utmost confidentiality and used exclusively for research purposes.

Kindly rate the following statements based on your perceptions and experiences using the Likert scale provided. Please choose the answer that best suits you.

Thank you for your invaluable contribution to this study.

Section One: Background Information

1. Please state the administrative region (Wilaya) to which your school belongs: ...

2. State your teaching experience relevant to 4MS level in years: …

3. How confident are you in your understanding of the difference between adapted and adopted input materials?

    a. Very confident   **b.** Confident   **c.** Neutral   **d.** Not very confident   **e.** Not confident at all.

4. Which type of input method do you often use for teaching reading comprehension?

    a. Adapted input presentation   **b.** Adopted input presentation   **c.** Both

Section Two: Perceptions of Adapted Input Presentation

5. To what extent do you believe adapted input presentation caters to the individual learning needs of 4MS learners in reading comprehension?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

6. To what extent do you believe using adapted input presentation helps 4MS learners understand the reading materials?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

7. To what extent do you think adapted input presentation promotes 4MS learners' involvement and engagement with the reading materials?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

8. In your opinion, how effective is adapted input presentation in improving 4MS learners' reading comprehension skills?

    a. Very effective   **b.** Effective   **c.** Moderately effective   **d.** Slightly effective **e.** Not effective at all

9. To what extent do you believe adapted input presentation helps 4MS learners develop critical thinking skills?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

10. How strongly do you agree or disagree with the following statement?

    "Using adapted input presentation boosts 4MS learners' motivation to read"

    a. Strongly agree   **b.** Agree   **c.** Neutral   **d.** Disagree   **e.** Strongly disagree

Section Three: Perceptions of Adopted Input Presentation

11. To what extent do you believe adopted input presentation caters to the individual learning needs of 4MS learners in reading comprehension?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

12. To what extent do you believe using adopted input presentation helps 4MS learners understand the reading materials?

    a. Completely **b.** Very much **c.** Moderately **d.** Slightly **e.** Not at all

13. To what extent do you think adopted input presentation promotes 4MS learners' involvement and engagement with the reading materials?

    a. Completely **b.** Very much **c.** Moderately **d.** Slightly **e.** Not at all

14. In your opinion, how effective is adopted input presentation in improving 4MS learners' reading comprehension skills?

    a. Very effective **b.** Effective **c.** Moderately effective **d.** Slightly effective
    e. Not effective at all

15. To what extent do you believe adopted input presentation helps 4MS learners develop critical thinking skills?

    a. Completely **b.** Very much **c.** Moderately **d.** Slightly **e.** Not at all

16. How strongly do you agree or disagree with the following statement?

  "Using adopted input presentation boosts 4MS learners' motivation to read"

    a. Strongly agree **b.** Agree **c.** Neutral **d.** Disagree **e.** Strongly disagree

Section Four: Comparison of Adapted vs. Adopted Input

17. How do you perceive the level of engagement of 4MS learners when using adapted input presentation compared to adopted input for reading comprehension?

    a. Much higher engagement with adapted input

    b. Higher engagement with adapted input

    c. Equal engagement

    d. Lower engagement with adapted input

    e. Much lower engagement with adapted input

18. How do you think 4MS learners' understanding and retention of reading comprehension content differ in adapted vs. adopted input presentations?

    a. Learners understand and retain much more with adapted input.

    b. Learners understand and retain slightly more with adapted input.

    c. Equal understanding and retention.

    d. Learners understand and retain slightly less with adapted input.

    e. Learners understand and retain much less with adapted input.

19. How strongly do you agree or disagree with the following statement?

"A combination of adapted and adopted input presentation can benefit 4MS learners' reading comprehension skills"

    a. Strongly agree **b.** Agree   **c.** Neutral   **d.** Disagree   **e.** Strongly disagree

Appendix B: The Learners' Questionnaire

Dear 4MS learner,

This questionnaire is designed to explore your insights into the effectiveness of different input presentations on your reading comprehension. Specifically, we are interested in understanding your perceptions of adapted vs. adopted input presentation.

"Adapted input presentation" involves materials that are modified to facilitate comprehension, often through simplifying language, while "adopted input presentation" utilises original texts and may include more challenging vocabulary or complex structures.

Your valuable perspectives will guide us in improving English language learning strategies for learners like yourself.

We kindly request your thoughtful responses to the following questions. Your contribution is important in shaping our understanding and informing future educational practices. Thank you sincerely for your participation.

Section One: General Information

1. Do you engage in reading English texts outside of school hours?

   a. Yes   **b**. No

   If you answered "yes", please indicate the type of materials you usually read: (check all that apply)

   a. Stories   **b.** Information texts   **c.** Poetry   **d.** Other (please specify): [......................]

2. Which type of input method do you often experience during reading comprehension activities in class?

   a. Adapted input presentation (simplified texts)

   b. Adopted input presentation (original texts)

   c. Both

3. Which type do you prefer?

    a. Adapted input presentation.   **b.** Adopted input presentation.

4. How comfortable do you feel when presented with reading materials in class?

    a. Very comfortable   **b.** Comfortable   **c.** Neutral   **d.** Uncomfortable

    e. Very Uncomfortable

Section Two: Perceptions of Adapted Input Presentation

5. To what extent do you believe adapted input presentation matches your language proficiency level?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

6. To what extent do you believe that adapted input presentation helps you understand the reading materials?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

7. To what extent do you believe that adapted input presentation promotes your involvement and engagement with the reading materials in class?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

8. In your opinion, how effective is adapted input presentation in improving your reading comprehension skills?

    a. Very effective   **b.** Effective   **c.** Moderately effective   **d.** Slightly effective

    e. Not effective at all

9. To what extent do you believe adapted input presentation helps you develop critical thinking skills?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

10. How strongly do you agree or disagree with the following statement?

"Using adapted input presentation boosts my motivation to read"

    a. Strongly agree   **b.** Agree   **c.** Neutral   **d.** Disagree   **e.** Strongly disagree

Section Three: Perceptions of Adopted Input Presentation

11. To what extent do you believe adopted input presentation matches your language proficiency level?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

12. To what extent do you believe that adopted input presentation helps you understand the reading materials?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

13. To what extent do you believe that adopted input presentation promotes your involvement and engagement with the reading materials in class?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

14. In your opinion, how effective is adopted input presentation in improving your reading comprehension skills?

    a. Very effective   **b.** Effective   **c.** Moderately effective   **d.** Slightly effective

    e. Not effective at all

15. To what extent do you believe adopted input presentation helps you develop critical thinking skills?

    a. Completely   **b.** Very much   **c.** Moderately   **d.** Slightly   **e.** Not at all

16. How strongly do you agree or disagree with the following statement?

    "Using adopted input presentation boosts my motivation to read"

    a. Strongly agree   **b.** Agree   **c.** Neutral   **d.** Disagree   **e.** Strongly disagree

Section Four: Comparison of Adapted vs. Adopted Input

17. How do you perceive your level of engagement when using adapted input presentation compared to adopted input presentation for reading comprehension?

    a.   Much higher engagement with adapted input

    b.   Higher engagement with adapted input

    c.   Equal engagement

    d.   Lower engagement with adapted input

    e.   Much lower engagement with adapted input

18. How do you think your understanding and retention of reading comprehension content differ between adapted vs. adopted input presentations?

    a.   I understand and retain much more with adapted input.

    b. I understand and retain slightly more with adapted input.

    c. Equal understanding and retention.

    d. I understand and retain slightly less with adapted input.

    e. I understand and retain much less with adapted input.

19. How strongly do you agree or disagree with the following statement?

"A combination of adapted and adopted input presentation can benefit your reading comprehension skills"

    a.   Strongly agree **b.** Agree **c.** Neutral **d.** Disagree **e.** Strongly disagree

ملخص

تحسين الفهم القرائي لدى الطلاب في المدارس الجزائرية يمثل تحديًا، خاصة عندما لا تتناسب المواد المقدمة مع مستوى كفاءتهم الحالي. تدرس هذه الدراسة آراء معلمي وطلاب الصف الرابع من المرحلة المتوسطة حول استخدام المواد المعدلة مقابل المواد المعتمدة لتحسين الفهم القرائي. تتناول الأسئلة الرئيسية لهذا البحث ما يلي: (1) ما هي الممارسات الحالية لمعلمي اللغة الإنجليزية في الصف الرابع من المرحلة المتوسطة فيما يتعلق باستخدام المواد المعدلة والمعتمدة للفهم القرائي؟ (2) ما هي تصورات المعلمين حول فعالية المواد المعدلة مقارنة بالمواد المعتمدة؟ (3) كيف يرى طلاب الصف الرابع من المرحلة الإعدادية فعالية المواد المعدلة والمعتمدة في تحسين فهمهم القرائي؟ (4) كيف تتوافق أو تختلف تصورات المعلمين والطلاب حول هذه الأساليب؟ شارك في الدراسة 115 معلمًا و300 طالب من مختلف مناطق الجزائر من خلال استبيانات منظمة. تم تقديم استبيان المعلمين عبر الإنترنت، بينما تم تقديم استبيان الطلاب بشكل ورقي. استخدمت النسب الإحصائية الوصفية لتحليل آراء المجموعتين. أظهرت النتائج أن المعلمين يستخدمون كلا النوعين من المواد لكنهم يفضلون المواد المعدلة لأنها تلبي احتياجات الطلاب الفردية وتعزز الفهم. على الجانب الآخر، فضل الطلاب المواد المعتمدة لأنها أكثر جذبًا لهم. أكد كلا الطرفين على أهمية تخصيص المواد التعليمية لتناسب أساليب التعلم المختلفة، مما يساهم في خلق بيئات تعليمية شاملة. كما أشار الطلاب إلى أن المواد المعتمدة تحسن بشكل كبير من مهاراتهم في الفهم القرائي، مما يبرز قيمة الأساليب المخصصة. تؤكد هذه النتائج على ضرورة تبني منهجيات تركز على المتعلم وتكييف المواد التعليمية باستمرار لتلبية الاحتياجات المتنوعة. تمت مناقشة الآثار المترتبة على هذه النتائج، بالإضافة إلى القيود والتوصيات المستقبلية.

الكلمات المفتاحية: المواد المعدلة، المواد المعتمدة، تصورات طلاب الصف الرابع من المرحلة المتوسطة، الفهم القرائي، تصورات المعلمين.

Résumé

Améliorer la compréhension de la lecture chez les élèves dans les écoles algériennes est un défi, surtout lorsque les matériaux présentés ne correspondent pas à leur niveau de compétence actuel. Cette étude examine les perceptions des enseignants et des élèves de quatrième année de l'enseignement moyen concernant l'utilisation de matériaux adaptés par rapport à ceux adoptés pour améliorer la compréhension de la lecture. Les questions principales de cette recherche sont: (1) Quelles sont les pratiques actuelles des enseignants d'anglais de quatrième année de l'enseignement moyen en ce qui concerne l'utilisation de matériaux adaptés et adoptés pour la compréhension de la lecture? (2) Quelles sont les perceptions des enseignants sur l'efficacité des matériaux adaptés par rapport aux matériaux adoptés? (3) Comment les élèves perçoivent-ils l'efficacité des matériaux adaptés et adoptés pour améliorer leur compréhension de la lecture? (4) Dans quelle mesure les perceptions des enseignants et des élèves sur ces méthodes concordent-elles ou divergent-elles? Un échantillon de 115 enseignants et 300 élèves de différentes régions de l'Algérie a participé via des questionnaires structurés. Le questionnaire destiné aux enseignants a été administré via Google Forms, tandis que celui destiné aux élèves a été distribué en version papier. Des statistiques descriptives ont été utilisées pour analyser les perceptions des deux groupes. Les résultats ont révélé que les enseignants utilisent les deux types de matériaux mais préfèrent les matériaux adaptés pour leur efficacité à répondre aux besoins individuels des élèves et à améliorer la compréhension. En revanche, les élèves préfèrent les matériaux adoptés pour leur plus grand niveau d'engagement. Les deux groupes ont souligné l'importance de personnaliser les matériaux pédagogiques pour différents styles d'apprentissage afin de créer des environnements inclusifs. Les élèves ont également noté que les matériaux adoptés améliorent considérablement leur compréhension de la lecture, soulignant la valeur des approches personnalisées. Ces résultats mettent en évidence la nécessité de méthodologies centrées sur l'élève et l'adaptation continue des matériaux

pédagogiques pour répondre aux besoins divers. Les implications, les limites et les recommandations futures sont également discutées.

Mots-clés : matériaux adaptés, matériaux adoptés, perceptions des élèves de quatrième année de l'enseignement moyen, compréhension de la lecture, perceptions des enseignants.