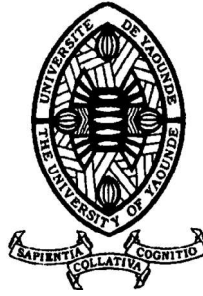


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UNIVERSITY OF YAOUNDE I
HIGHER TEACHER TRAINING COLLEGE
DEPARTMENT OF ENGLISH

Learning Grammar and Vocabulary Effectively through Reading: Case Study of some Selected Schools in Yaounde

**A Dissertation Submitted to the Higher Teacher Training College (ENS) Yaounde in
Partial Fulfillment of the Requirements for the Award of a Postgraduate Teacher's
Diploma (DIPES II) in English Studies**

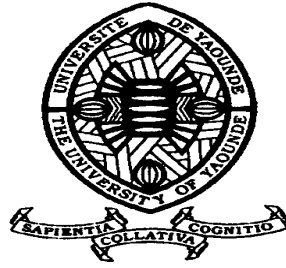
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ABSTRACT

Study sets out to investigate the attitudes of francophone learners and teachers towards reading, then, the role played by didactic materials in reading acquisition, and finally the related challenges faced by francophone learners in Secondary Schools. The negligence of reading skill is a real problem to this group of learners. This study, thus, intends to find out the extent to which learners pay attention to reading. The research is guided by a series of research questions which centre around the attitudes of learners and teachers towards reading, the role played by the didactic material in reading acquisition and other challenges faced by francophone learners. One hundred students representing the First Cycle, and one hundred students, representing the Second Cycle, from the Government Bilingual High School Essos constitute the sample population. The research tools are observation checklist, questionnaires, course book analysis checklist and logbook analysis checklist. The work lies on the premises that the textbook provides insights into the learners' language production skill and language sub skills; namely grammar and vocabulary. Major findings reveal that students in Secondary School do not read required materials partly because they lack the required material in general and the textbook in particular. The performance in the Essay Writing reveals that students lack of the "How", "What", and "Why" to read. Only 50% in class representing the first cycle scored an average of 5/10 and above. Students representing the Second Cycle outperformed those from the First Cycle with a percentage of 60%, meaning that their real performance in essay writing is poor. The major recommendation is that teachers should adapt their strategies and methods to the new pedagogic approach, in order to satisfy learners' needs and reinforce their attention to reading in particular and reading strategies, methods and abilities in general.

RÉSUMÉ

Le présent travail traite de l'Apprentissage de la Grammaire et du Vocabulaire à travers la Lecture. Il est né du constat selon lequel les élèves en général et les élèves Francophones en particulier ne s'intéressent pas suffisamment à la lecture. Ainsi donc, cette étude se propose d'examiner les attitudes des élèves face à la lecture. L'investigation est basée sur un nombre de questions de recherche à savoir: quelles sont les attitudes des élèves et des enseignants vis à vis de la lecture? Quel est le **rôle** joué par le matériel didactique dans l'acquisition de la Grammaire et du Vocabulaire? Et quelles sont les autres difficultés que font face les élèves Francophones dans la pratique de la lecture? Par ailleurs, cent élèves représentant le premier cycle et cent élèves représentant le second cycle du Lycée Bilingue de Yaoundé ont été interrogés. Les instruments de recherche sont les suivants: une grille d'observation tenant en compte les attitudes des élèves et des enseignants face à la lecture, ainsi que la nature du matériel didactique utilisé dans les classes échantillonnées, des questionnaires pour les élèves et les enseignants, une grille d'observation des livres de langue utilisés par les élèves et les enseignants, et une grille d'étude des cahiers de texte. Le travail s'inspire du fait que le livre aide l'élève à produire la langue et à la construire, notamment en ce qui concerne la grammaire et le vocabulaire. Plusieurs recherches révèlent que les élèves au secondaire ne lisent pas des documents instructifs parce qu'ils ne possèdent pas de matériel didactique en général et des livres de langue en particulier. La performance en Rédaction révèle que les élèves manquent du " Comment", " Quoi", et " Pourquoi" lire. En outre, 50% d'élèves représentant le premier cycle obtiennent une moyenne égale à 5/10 dans l'exercice de Rédaction proposé à eux par leur enseignant, et 60% d'élèves au second cycle obtiennent une moyenne supérieure ou égale à 10. Ce qui semble assez problématique vu le manque d'attention de ces derniers à la lecture. La recommandation majeure que nous pouvons faire est la suivante: les enseignants doivent adapter leurs méthodes et stratégies d'enseignement à la Nouvelle Approche Pédagogique, ceci dans le but de satisfaire les besoins des apprenants et les encourager à la lecture en particulier et aux méthodes et stratégies de la lecture en général.

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DEDICATION

To my parents Philippe Nkoa Belinga and my late mother Agnès Nkoa, and my entire family

CERTIFICATION

I, hereby certify that this work, entitled " Learning Grammar and Vocabulary Effectively through Reading: Case Study of some Selected Schools in Yaounde" was carried out by Agnès Christelle Nkoa Mbia under my academic supervision .

Supervisor

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LIST OF ABBREVIATIONS

1ere:	Première
4e:	Quatrième
6eme:	Sixième
ELLs:	English Language Learners
ESL:	English as a Second Language
GBSH:	Government Bilingual High School
L1:	Mother Tongue (First Language)
L2:	Second Language
PTA:	Parent- Teacher Association
QI:	Questionnaire Items
TP :	Teaching Practice
TV:	Television
RQ:	Research Questions
SLA:	Second Language Acquisition
TLe A:	Terminale Allemand

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CHAPTER ONE

GENERAL INTRODUCTION

BACKGROUND TO THE STUDY

The practice of reading seems to be at the centre of many reflections as far as Francophone Sub-system of education in Cameroon is concerned. This situation involves both teachers and students who seem to be more concerned about the reading skill. Reading has been observed as a key issue for grammar and vocabulary to be improved especially in Secondary schools. It is also relevant to note that reading is not only useful in the building of grammar and vocabulary or for linguistic schemata, but reading can improve comprehension skills. Reading comprehension is a complex construct that involves the interaction of a number of psycholinguistic processes. It goes far beyond the ability to state the main idea of a text in one sentence, answer questions about details, define vocabulary, read aloud accurately, and so forth. Fluent reading also develops automaticity, in the fact that reading begins with the 'Automatic recognition of words'. Therefore, readers are able to recognize several words on sight and so they master unfamiliar vocabulary, morphology, and syntax to recognize words in print automatically.

Reading enhances background knowledge, that is to say the schemata of both content and form. It improves production skills that are speaking and especially writing. Although successful readers may not necessarily be effective, writers who are not good readers are doomed to failure. For writers, reading provides material to write about, linguistic tool with which to express ideas and rhetorical models to learn from. Another aspect for reading is that it promotes confidence and motivation. Extensive reading can be extremely enjoyable for students, it can motivate them to take on reading on their own in the future, and it can build confidence in their reading skills and their ability to use the second language beyond the classroom (Yopp & Yopp, 2005). After presenting some specific and positive aspects of reading, that is to say the improvement of comprehension skill, the development of automaticity and the improvement of production skills, we can say that most people are not involved in reading activity and that is what causes their writing and speaking as far as grammar and vocabulary is concerned, to be poor. In other words, vocabulary and grammar students use are quite elementary due to the lack of extensive reading.

Therefore, we focus our attention on the building of grammar and vocabulary because many studies demonstrate that people learn new words from context by reading. By so doing, students face unfamiliar words, precisely students of francophone sub- system of education, in Cameroon, which improve both their grammar and vocabulary skills. Moreover, extensive reading naturally exposes readers to naturally- occurring phrasal and clausal patterns, repeated and alternate uses of lexical items and their spelling, and a range of other graph logical features such as paraphrasing, punctuation and capitalization conventions. In order to conduct this research, we are going to look at this topic deeply by presenting the objectives of our work, raising the research problem and stating our motivation for the project.

The study is concerned with the impact of reading in the building of grammar and vocabulary. The study is carried out in selected schools, Centre region, Cameroon. In other words, we are focusing on the impact of reading in the improvement of grammar and vocabulary. So, several reasons can explain the limits people have in the improvement of their grammar and vocabulary. Amongst those problems the lack of reading is of great interest. There are some people who have access to different books including movies documents, novels, and other types of books. Those people use to perform well in language at the level of grammar and vocabulary; and better in their writing and speaking skills. So they have to perform better than those who do not have access to those books at all. Also, people do not have access to role models in classroom through teachers, at home through themselves. Moreover, there are sometimes overcrowded classes, and so, the classroom environment may not be conducive and reading activity cannot appear in such classes. The next and last aspect is that, most students in Secondary School and precisely Government School in Cameroon are from Francophone background. Everything they do has a link with French; the only place for them to learn is at home. So we need to know how well extensive reading can improve key models in Grammar and vocabulary in the learning of language.

Therefore, in order to improve on grammar and vocabulary as far as students are concerned, many aspects can be taken into account. Some may look at them at the level of teachers, also at the level of students themselves. Teachers in class should help students teaching those key models in what, and how to read. The teacher is a role model of a reader for students, an active member of the classroom reading community for students, namely in Secondary Schools. They should provide and simplify materials for readers. Also they should select readings for an extensive reading in classroom. In other words, the teacher should make use of required books during reading class. As far as students are concerned, it is widely

recognized that fluent reading at the words, phrases and paragraphs level is essential for efficient reading. Therefore, students should have access to a variety of materials; they should read even for a purpose of pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interest of the students. Then it will naturally come with knowledge in grammar and vocabulary. Another aspect for reading is that student should learn to read individually and silently in own pace and outside class from the place and the time he chooses. However, even if people read to achieve their purpose, the most important thing is that they improve on their grammar and vocabulary skills.

The purpose of this study is to examine the attitudes of students and learners towards reading, to evaluate the Didactic Materials and the role they play in reading acquisition, to present the related reading challenges faced by learners and to propose various solutions to improve student's grammar and vocabulary through the reading skill. Hence, this study will be guided by the following research questions: what is the attitude of francophone learners and teachers towards reading? What role does didactic material play in reading acquisition? and What are the other related reading challenges faced by learners in Secondary Schools? Thus, this study would be relevant in the sense that, it would motivate the students of the francophone Subsystem of education in the reading activity. Also, it would help learners to practice reading activity through the recommendations made by the end of the work. In other words, we intend in this research to propose some technical and practical aspects which could involve and encourage students in reading, in order to enhance their English language.

Indeed, this study will be made of five chapters: Chapter one will be entitled General Introduction and will constitute the following respectively: introduction, Background to Secondary students of education in Cameroon, background to the study, statement of the problem, objectives of the study, research questions, and structure of the work. Chapter two on its part will focus on theoretical framework, review of literature, scope or limitation of study. Chapter three will present the research methodology, it will show the research tools to be use in collecting data, and how the instruments will be designed and administered in order to collect data for the study. Furthermore, Chapter four will show the analysis or presentation of data collected. Finally, Chapter five will present the summary of findings, recommendations, and suggestions for further research and will constitute the General Conclusion.

CHAPTER TWO

THEORETICAL BACKGROUND AND REVIEW OF LITERATURE

2.0 INTRODUCTION

This chapter intends to look into various issues involved in the learning of grammar and vocabulary through reading. Consequently, it will survey everything that will guide us. Secondly, it will look at the definition of variables in relation to the theme of research. Finally, this chapter will review previous works or approaches that are closely related to this one. Then we are going to give our own contribution to it.

2.1 Theoretical Framework

Hutchinson and Torres (1994) hold that the textbook has a vital and positive role to play in the everyday job of teaching and learning English. They say that the importance of textbook becomes even greater in periods of change. They give us the meaning of textbook in a broader sense as "an organized and pre-packaged set of teaching/learning materials" Hutchinson and Torres (1994:315). These materials, they say, may be bound in just one book or distributed in a package such as familiar course book, workbook, and teacher's guide.

Grant (1987) is of the opinion that a textbook is like a map for a traveller in an unknown territory. So it serves as a guide to the user and it is a re-assurance for most students because it offers a systematic revision of what they have not done, and a guide to what they are going to do.

Walters (1983:126) further defines the word "text" as a 'stretch of written discourse intended to be read or a stretch of spoken discourse intended to be listened to'.

From the foregoing definitions, it is clear that the main purpose of a textbook is to guide the user because it provides him or her with readily available material and well spelt-out structure.

After analysing them, we realise that there is no common view on the way grammar and vocabulary should be built. However, in order to analyse the rules of a language, in order to communicate and use the language fluently, the aspect of reading should not be ignored.

2.2 Approaches to Reading

Nuttal (1982): through reading, one can do one or all of the following:

- a) Understand, interpret, sense, etc
- b) Decode, decipher, identify, etc
- c) Articulate, speak, pronounce, etc

Reading is, in fact, an activity that requires many abilities. Teachers therefore, need to promote these abilities in their students to make them efficient readers.

2.3 Reading abilities

Reading involves many abilities or sub-skills. Grabe (1992) identifies the following:

- The perceptual automatic recognition skill
- Linguistic skill
- Knowledge and skill of discourse structure and organization
- Knowledge of the word
- Synthetic and critical evaluation skill
- Metalinguistic knowledge and skill

It is arguable that these sub-skills are, to a greater or lesser extent, also sub-skills of writing, speaking and listening. This suggests that basic strategies used are similar, if not exactly the same, in each of the four skills (Ekwoje 2008). These abilities are meant to gradually help the learner to develop reading strategies, which, according to Harrison (1996), must be done at an earlier age, given that "those who learn to read early" are likely to be more intelligent.

2.4 Learners' Reading Strategies

Research in L1 and L2 fields has shown that reading strategies can be taught to students, and when this is done, they enhance students' performance in tests of comprehension and recall (Carrel 1985). In addition, many L2 researchers have demonstrated that more proficient readers use various types of strategies in much more efficient ways (Block et al. 1986). Some of the reading strategies in the literature include the following:

-Scanning

-Skimming

-Locating topic sentences

-Reading in detail

Moreover, Grant and Unoh (1983) suggest how students can read effectively. For example, they propose that when reading, student should try to look at groups of words that go naturally together as Nutgall (1989) says " we learn to read by reading". This will help them understand what they are more quickly and easily. Stretching the idea further, Irwin and Baker (1989) think that when efficient readers are exposed to a reading text, they quickly set their objectives. They try to find out whether what they read makes sense or not. They revise what they read in order to retain key points they must remember. This idea is explained further by Vanleirsburg and Davis (1994) who hold that good readers enhance their comprehension by making association with known information. Such readers draw from their background knowledge to visualize places, events, and people that are described in the text. Thus using the above- mentioned strategies could be of great help to learners, if they are aware of the importance of reading. Oxford (1993), cited in Grenfell and Harris (1999), supports this view by stating that learning strategies are considered "special actions, special behaviors, steps or techniques " that language learners often employ consciously in their progress of internalizing, storing, retrieving and using information to facilitate their language learning.

2.5 Importance of Reading

According to Jose Essberger (2010), when you learn a language, listening, speaking and writing are important, but reading can also be very helpful. Also, He presented many advantages associated with reading. Those advantages include:

-Learning Vocabulary in Context

You will usually encounter new words when you read. If there are too many words for you, then, the level is too high and you should read something simpler. But if there are, say, a minimum of five new words per page, you will learn this vocabulary easily. You may not to use a dictionary because you can guess the meaning from the rest of the text (from the context). Not only do you learn new words, but you see them being used naturally.

-A Model For Writing

When you read, it gives you a good example for writing. Text that you read show structures and expressions that you can use when you write.

-Working At Your Own Speed

You can read as fast or as slowly as you like. You can read ten pages in thirty minutes, or take one hour to explore just one page. It doesn't matter. The choice is yours. You cannot easily do this when speaking or listening. This is one of the big advantages of reading because different people work at different speeds.

-Personal Interest

If you choose something to read that you like, it can actually be interesting and enjoyable. For example if you like to read about football in your own language, why not read about football in English? You will get information about football and improve your English language (grammar and vocabulary) at the same time.

-Seeing " Correctly Structured" English

When people write, they usually use " Correct " English with a proper grammatical structure. This is not always true when people speak. So, by reading, you see and learn grammatical English naturally.

Pearson (1984) and Singer and Ruddell (1976) lay emphasis on the social importance of reading. In their opinion, reading has a significant social bearing which cannot be measured. The literacy and intelligence of the community cannot be disconnected from reading. Reading is the element that informs the society. From a learning perspective, reading is closely related to many other cognitive processes or domains, including attention, concept formation, imagery, language, memory, and perception

2.6 Reading to learn English vocabulary

Reading is the best way to improve students' vocabulary. The context of articles, stories, and conversations help them figure out and understand the meaning of English words in the text that are new to the learners. Reading also provides repetition of vocabulary words students have already learned to help them remember those vocabulary words.

Reading comprehension is easier if the learner already know the keywords in the reading. This is one reason that new vocabulary is presented and practiced at the beginning of each USA Learned unit. The students learn the meaning and practice the pronunciation of the most important words that they will later read in video script and reading lessons. (David J. Rosen. 2015).

2.7 Reading to Learn English Life Skills

There are many ways that reading helps students to learn English, namely francophone learners to learn the Second Language. But reading itself is an important life skill. In everyday life we use reading to get information about the world around us. There are sign on the street. There are also bus schedules, bills, medicine labels, ads, health care pamphlets, and technical manuals for our electronic devices.

2.8 Theories of Reading

Reading is governed by several theories which help learners' ability. As a result of the very important role reading plays in learning and literacy, linguists continually develop interest in formulating theories that can enhance competence in reading. The two main reading theories that are often cited in the literature are the schema theory and the sub-skill theory (Goodman 1971).

2.8.1 The Schemata theory

The schemata theory highlights the need to expose learners to a variety of environmental cues, which can develop their schemata as bedrock for future reading comprehension and literacy development. It fosters the reader's ability to anticipate or predict what may happen next as the reader reads on. Prediction and background knowledge enhance fast reading and ease comprehension, interpretation, inference and analysis. The development of appropriate schemata is therefore a pre-requisite for component reading.

2.8.2 The Sub-skill theory

The Sub-skill theory focuses on the idea that learning to read is not necessarily a matter of memorizing names of letters and phonic rules. It is from this theory that Goodman (1971) has described reading as a " psycholinguistic guessing game" in which the "reader displays" . Goodman views this act of the construction of the meaning as being an ongoing cyclical process or sampling from the input text, predicting, texting and confirming or revising those predictions, and sampling further. According to this model, the reader does not need to take into account all the textual cues to understand the text. The better a reader is able to make correct predictions, the less all the elements in the text are necessary to understand the message.

2.9. Importance in Language Teaching/Learning

Reading is a basic and complementary skill in L2 learning. Chastain (1988:216) defines reading as: “one of the receptive skills in language. It is an active process of activation of relevant knowledge and related skills to accomplish exchange or information from one person to another. To do it successfully, learners have to understand the arguments, and work out if they agree with them. Otherwise, they only just scratch the surface of text, and they quickly forget”.

This entails that for reading to be effective and communicative, it requires that the reader focuses attention on the reading material and integrates previously acquired knowledge in order to comprehend what someone else has written.

Reading is important because it is a skill which students may always need given that it involves aspects of other language skills. Again, reading is a skill that students will in all likelihood, have the most opportunities to use and they can use most inconveniently if well practised. Still, it can serve as relief to students when saturation in oral activities is reached. Also, student can probably learn to read more easily than can acquire any other skill, and they can use reading as a primary source of comprehensible input as they learn the language. An appropriate reading and comprehension demand the learner's capability in the application of Bloom's taxonomy in terms of:

- Knowledge- Ability of learners to recall information
- Comprehension-Ability of learners to understand and explain information

- Application- Ability of learners to use the learned material in new concrete situations
- Analysis-The ability to break down materials into component parts
- Synthesis- The ability to put parts together
- Evaluation-The ability to judge the value of the text. Examples: Poem, paragraph for a given purpose etc
- Example- Poem, paragraph for a given purpose etc

2.10 Varieties of activities used with reading text.

- The learners can be asked to put illustrations in the correct order
- Learners put the cut-up paragraphs in the correct order
- The teacher can give the students a list of words and ask to find words from the text that have the same meaning
- The teacher can ask students to read the text and to find mistake in the illustrations
- Read the text and make a list of particular items. For example food, jobs, Read
- Read the text and give a heading or headline for each section of the text. The learners can give the heading themselves or the teacher can give them
- Learners can be asked to read the text and find the correct place in the text to insert words, expressions, sentences
- They can read the text and write a reply
- The learners can be asked to look at the title and illustrations and to use them to predict what the text may be about
- Learners can be asked to solve the problem
- The teacher can read the text together with the student and try to find solution to a problem
- The students be asked to write and discuss the missing last first paragraph
- They can be asked to make notes of what they know about the topic before the text
- They can be asked to put the list of the events in the correct order

- They can be asked to put the list of events in the correct order
- The students should go through extensive reading inside and outside the classroom because it helps to improve learners' reading skill

2.11 Some Problems and Difficulties in Teaching Reading

Some Problems which could hinder the progress of reading comprehension in the classroom include:

- Large classes- lack of opportunities to give attention to individual students;
- Material for teaching- lack of suitable reading material in textbooks;
- Students with mechanical problems such as finger reading, whispering and word-by-word reading habits;
- Students with low levels of interest and motivation;
- Students with few if any opportunities for practicing the reading skill outside the classroom
- The method of teaching adopted, and the personality of the teacher

Other problem in reading can be associated to those cited above. Amongst them we have: Reading aloud, which has been discouraged. Lukong (1999) states that reading aloud is one of those classroom techniques that are most widely condemned by language experts yet it is one of the most used

Reading aloud should be replaced by efficient silent reading which is useful the learners

2.12 Review of related literature

This section will be treated under sub-topics for purpose of clarity

2.12.1 The role of Grammar in language learning

According to Larsen Freeman, 2001, Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999).

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful, knowing more

about grammar will enable learners to build better sentences in speaking and writing performance. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply as: "It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negative, etc., and that these mistakes are evidence of their need to study grammar" (Tabbert, 1984).

To establish an effective communication, learners need grammar skills; therefore, without grammar speech, the communication gets meaningless. Grammar is essential to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. John Warriner supporting this idea writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about language." (Tabbert 1984).

Grammar will give learners the competence how to combine words to form sentences, grammar knowledge is indispensable with little understanding of how language functions, learners cannot develop their language skills." just as there are careful and effective drivers who do not know what makes a car run, so very little understanding of mechanics of the language. But it follows that the more you know about the form and the function of the parts that make up the larger unit (the sentence), the better equipped you are to recognize and to construct well-formed sentences.

2.12.2 Building English Grammar through Reading

ELLs benefit from hearing and reading grammar in meaningful, comprehensible contexts. Teaching grammar without practicing or using it in context is too abstract a method for ELLs. Practise correct English grammar.

Rod Ellis, author of "Current issues in the Teaching of Grammar: An SLA perspective" describes in other articles an approach to teaching grammar in the context of reading by taking students through several levels:

1-Listen to comprehend: the instructor reads aloud a text containing a repeated grammatical structure, and students listen for it

2- Listen to notice: The instructor reads aloud a text. Students listen for the grammatical structure and then do a gap. Fill exercise in which they write down the grammatical form as they heard it

3-Understand the grammar form: students read sentences or excerpts from the text, all of which contain the target grammatical structure. They use the examples to determine the grammatical rule that applies to them

4-Correct the grammar Form: teacher gives ELLs a written passage with errors in grammar. Students must identify and correct the errors

5- Apply the grammar form: students use what they have learned about a target grammatical structure to produce writing or oral example that integrate it

2.13 Approaches to Vocabulary in the Language Teaching

The Cambridge Advanced Learner's Dictionary defines Vocabulary as all the words known and used by a particular person. It also defines it as all the words which exist in a particular language or subject. However, Vocabulary also consider as lexis (Scrivener 1994:20), refers to the set of words used in a language. Languages can differ significantly in terms of size of their lexicon, partly a reflection of its relative position as a global language (many other languages will use English technical terms in relation to computer, for example), and partly because English has assimilated so many words from other languages as a result of Britain's colonial history.

Vocabulary, like grammar, is an essential component of all uses of language. For a wider reading purpose, a vocabulary of several words is needed. However, to attain this level, a learner needs to be taught a set of strategies that can enable them to acquire new vocabulary independently through reading. *The Collins English Dictionary* (1979) defines vocabulary as follows:

- a- a Listing either selective or exhaustive, containing the words and phrases of a language
- b- The aggregate of words in the use or comprehension of a person with a specified class or profession
- c- All the words contained in a language

d- A range or a system of symbol, qualities or techniques constituting a means of communicating

2.13.1 Approach to Vocabulary in the Language learning

According to Baker, Simmons, and Kame'enui (1998): Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that the teachers, on their surrogates (e.g., other adult, books, films, etc.) use to guide them into contemplating known concepts in novel way (i.e. to learn something new).

2.13.2 Definitions of key vocabulary terminology

Contextual Analysis: A strategy readers use to infer or predict a word from the context in which it appears.

Expressive Vocabulary: Requires a speaker or write to produce a specific label for a particular meaning

Morphemic Analysis: A strategy in which the meanings of words can be determined or inferred by examining parts (e.g.: prefixes, suffixes, roots, etc.)

Receptive Vocabulary: Requires a reader to associate a specific meaning with a given label in reading or listening.

Variation in the amount of student independent Reading significantly affects vocabulary growth.

Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading.(Anderson and Nagy, 1992).

In addition to what has been said above, The researchers also demonstrate that when a student read, he can keep a list of new words, their definitions, and a sentence for each word that shows how to properly use it. A learner can keep this vocabulary list in a little notebook that he always has with him, or as a vocabulary list on his cell phone or computer. In other words, the students may need to learn the meaning of a word or phrase when reading. A dictionary, a hard copy book or a free online dictionary such as www.The free dictionary. com. can help you find meanings of words that are new to you.

2.14 Related Empirical Studies

A number of studies have been carried out on the domain of reading. The general problem is that there is a real challenge in the way learners handle language as far as grammar and vocabulary are concerned. Whether as far as Francophone or Anglophone background is concerned, learners' mastery of grammar and vocabulary is problematic. One of the studies carried out on this domain is written by Ngunchu Yvette Fonkeng (1998), dealing with Reading Comprehension in Primary School.

Another work is done by Jean René Ngoko (2000) who works in the Teaching of Grammar in 6eme. He determined the extent to which grammar is taught to "6eme" students. He identified how teacher precede during their grammar lessons. That is the different approaches used by teachers to teach grammar before examining how the textbooks present them.

In the same light, Ngwa, (2010), carried out a study on an Evaluation of Reading Skills in Graded English for Colleges Book Three, and found out that almost all of the reading passages do take care of the reading needs of students but their interest still requires a lot of motivation to let them grasp topics and develop their reading skills.

Equally, Megne, (2015), carried out a study on The Teaching of Language Skills for " a Totality of Effect", the Impact of Teachers' Negligence learners' performance: A case study of GBHS Etoug-Ebe Yaoundé. The aim his study was to investigate the extent to which teachers in a selected school in Yaoundé, namely GBHS Etoug-Ebe, teach the language skills and systems in ELT of Francophone learners. Using questionnaires and the logbooks for the collection of data, she came to the conclusion that many teachers prioritize the teaching of certain language skills and language systems and even overtly prefer others. She further discovers that teachers give priority to the teaching of some language skills to the detriment of others. She took the case of listening and writing which were the least taught skills and reading as the most frequent skill. He also found that teachers mostly include grammar and lexis in their lessons other than phonology. Talking about Pedagogic Implications, she found that the situation through which some language skills and language systems are wittingly avoided in ELT in GBHS Etoug-Ebe Yaoundé implies that the same tendency may be prevailing in many schools in Cameroon.

Also, Drusilla Ikweiya Buriya(1996), conducted a study on The Impact of the Textbook on Students' Performance in English Language in the Form Three Classes of some Selected Schools in Yaoundé. The result revealed that the reading habit should be inculcated in

students so that they find pleasure in studying rather than looking at reading as a burden. The teachers should sensitize parents during the P.T.A meetings about the important role textbooks play in the learning process of a child. In other words the teacher, who engages students frequently in activities that require the use of textbook, offers the opportunities for improved performance.

Furthermore, Wochiw, (2009) investigated the Use of the Present Perfect Tense by 'Terminale' Students in Cameroon: A case Study of Some Selected Schools in Kribi. The study set out to investigate how francophone learners of English as a foreign language in Terminale use the Present Perfect tense. It anchored around the observation that learners have difficulties using tenses. Through a Distribution of Present Perfect related in the log books, he found out that the concentration of the few grammar sessions on the present perfect tense and the fact that the opportunities for practice were not enough could be the enough reason why students face problems using this tense correctly. He also added that, from the class diary, it seems that teachers have not exploited the varied opportunities and contexts that the course book for Terminale and other language materials offer to make this tense explicit to their learners.

From the above literature, although much has been written about reading, grammar and vocabulary, just a little has been written about the practice of reading in the building of grammar and vocabulary. What has been written in the learning of grammar and vocabulary through reading is different in the fact that the population of study is different. Also, the research was most orientated to Intermediate level. So, rather than use one Government School as sample population, it uses two different schools to constitute the sample and come up with relevant findings. Therefore, the study concerning the effective learning of grammar and vocabulary through reading is based on an Evaluation of Reading Skills in Graded English. In other words, this study deals with the lack of reading as far as students in secondary schools are concerned, mostly 5e class students and the consequences of it in the building of grammar and vocabulary. The topic on the practice of reading in the building of grammar and vocabulary also seeks to find the attitudes of both learners and teachers through reading skill. Equally, this study finds out how regular and controlled reading can improve grammar and vocabulary as far as students in secondary school of francophone subsystem in Cameroon are concerned.

The above chapter presented a review of related literature, thus, the following chapter will present the research methodology and equally show how the instruments will be designed and administered in order to collect data for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This Chapter presents the description of the method and the procedure used in the collection and analysis of data. It also focuses on the rationale and the problem encountered during data collection. The Research instrument used in this study include: observation checklist, questionnaires, course book analysis checklist and logbooks analysis checklist.

3.1 Overview and Geographical Location of the Study

This study will be carried out in Yaounde, in the Centre Region, Cameroon. It was conducted in sampled schools, amongst which the Government Bilingual High School Yaounde (Essos). This institution was made up of two Cycles, namely, the First Cycle and the Second Cycle, and the reading activity is done in each of them.

3.2 Population of Study

Two categories of informants have been used in data collection: teachers and students from selected classes. Since this study could not be extended to all schools and students in Cameroon, a sample population of schools in Yaounde has been selected:

3.2.1 Students' Population

As has been mentioned in the introduction, this study targets students from Secondary schools of First and Second Cycles. Thus, the target students' population is consisted of sampled classes in the first cycle amongst which *Quatrième* (4e) and sampled classes in the Second Cycle amongst which *Terminale A*, since reading activity is done in all the classes in the secondary and High schools. A total of 100 students have been sampled from the above-mentioned classes in the First Cycle and 100 in the Second Cycle. The population has been presented in a given chart.

Table 1: Distribution based on students' population

Field of study	Number of respondents	Total
4e ESP	100	200
2nde A	100	

3.2.2 Teachers' Population

In addition to students, teachers will be sampled for data collection. Given that reading lessons are conducted by Teachers, as they are the one to better observe and handle reading attitudes. The population has been presented in a given chart.

Table 2: Distribution of Teachers' questionnaire

Options	Number of lecturers	Qualifications
First cycle	10	DIPES II
Second Cycle	10	DIPES II

Table 3: Distribution of RQ and QI

Research Questions	Questionnaire items
What is the attitude of francophone learners and teachers towards reading?	Questions 1, 2, 3, 4, 5, 6,7(students and teachers' questionnaire).
What role does didactic material play in reading acquisition?	Questions 8,9 (students' questionnaire) 6,7 (teachers questionnaire)
What are other related reading challenges faced by francophone learners?	Questions 1,2(teachers' questionnaire)

3.3 Research tools and Instruments for data collection

The materials and instruments used to collect data for this study include questionnaires and observation Checklists.

3.3.1 Observation checklist

Part of data for this study was collected through observation (direct and indirect). The observation checklist was to identify the attitudes of both students and teachers during reading classes. In fact, it was observed during the Teaching Practice that in the process of teaching English in GBHS Essos, like in many schools in Cameroon, some language systems and language skills were hardly taught. In addition to the classes in which the researcher was attending Teaching Practice, the researcher observed four reading lessons in two other classes, (4e Esp. and 2nde All). Therefore, a period of three months has been consecrated for non-participants observation. It was geared at witnessing what goes on in the reading classroom, that is, students' reactions towards reading lessons and Teachers' reactions towards reading lessons. The investigator went through an observation checklist which comprised features that showed students' attitudes towards reading. Meanwhile the observation checklist that concerned teachers was made up of teachers' attitudes towards reading in class. On the basis of the observation, a picture of the general conduct of grammar and vocabulary learning and teaching through reading would be drawn.

3.3.2 Questionnaire

Questionnaires have been prepared for both teachers and students. As far as the Teachers' questionnaire is concerned, the aim is to get information on the causes of the lack of reading and its effects on grammar and vocabulary as far as Secondary students are concerned, the way teachers handle the difficulties they faced in reading classes. As far as students are concerned, the questionnaire was to identify the frequency of students who paid attention to reading or found an interest in it, the students who possess textbook, and the students' level in reading comprehension through the different marks got by them.

3.3.3 The Course Books evaluation checklist

The Course Books is in relation to the first cycle classes (Troisième (3e). It will be evaluated using an evaluation checklist. These Course Books include *Stay Tuned Students' Book 3e and 4e* classes. The objective is to find out if the Course Books carry adequate and appropriate texts or passages, or good items on reading. Then the Text Book will be to find out the way the teachers had to teach Reading or handle Reading classes. It will also be relevant to evaluate the nature of language in the Course Books as far as grammar and vocabulary are concerned. Looking at the content as far as grammar and vocabulary are concerned, we can say that the course books show the kinds of responses required in drills by giving substitution

drills at the end. Therefore, the course book as far as grammar is concerned, may need amelioration in the fact that the aspects of grammar is not clearly stated and explained for the student to go through it and gain something from it. It would also need amelioration at the level of "stresses communicative competence" in teaching structural aspects. As far as vocabulary is concerned, we could observe that the books give as many exercises as possible; exercises through which the students had to match the words, give the opposite of a word and then complete the table. The exercises were relevant in the fact that they selected vocabulary on the basis of frequency and functional load. However, the book may also need amelioration as far as vocabulary is concerned, because the vocabulary items were not presented in an appropriate context and situation. It did not present aspects which focus on problem of usage related to social background.

3.3.4 Document Analysis

The logbook also constituted a major source of data for this study. The logbook from (Troisième (3eESP), Quatrième (4eALL) in the first cycle and Seconde (2nde All), Terminale (Tle D)) in the second cycle earmarked for the investigation were analyzed to determine the frequency in which the Reading was taught in those classrooms. In other words, the procedure consists in seeing the way in which the teachers in each cycle had to teach reading. Also, it was important to determine the number of reading classes which took place since the month of September in those classes this year. So, the researcher could come with the hypothesis that there was a significant negligence of some language systems and skills, especially Reading skills; and the main outcomes were that the students should read the text after the teachers' reading, and then answer the questions that followed the text.

3.5 Construction and Description of materials

Two sets of questionnaires are designed for teachers and students. The questionnaire for teachers has 10 items while that of students has 09 items. Two observation checklists will be designed: one for Teachers and one for students.

The questionnaires comprise questions made mostly of closed-ended items which will require respondents to tick the correct answer and to choose from series of responses. Other questions require that respondents rank their responses from the least significant to the most significant. The questionnaire as a whole handle the teacher's attitude and experience, students' attitude towards Reading, teacher's methodology and his views related to the problems students have,

and lastly their sources of material or tools employed by the teacher in the teaching of Reading.

3.6 The Validity of Research Tools

The supervisor diligently assessed the three research instruments to see how appropriate they were. The questions, from students' questionnaire or from the lecturers' questionnaire, were adjusted and validated so as to help the researcher attain the goal of the study. It was also made sure that there be a matching between the items of the research instruments and the research questions.

3.7 Method of data Analysis

The data collected will be analysed, interpreted and presented using tables, charts, and graphs. The number of students and lecturers that will answer each item will be determined and the percentage will be stated. To ease the analysis, some questions were grouped into subgroups. The analysis was done, in most cases, in terms of number of responses and not in relation to the number of respondents. This is because, in some cases, informants had to tick more than one answer. Tables were used to present the frequencies of responses and their percentages. The formula used to calculate frequencies was as follows:

$$Z\% = \frac{Q}{T} \times 100$$

Z% = Percentage.

Q= Number of responses for a question (score per question).

T= total number of scores.

Having presented the method and the procedure used in the collection and analysis of data, the following chapter will focus on the presentation and analysis and interpretation of data collection.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 INTRODUCTION

This chapter presents and analyses the data collected. It should be noted that the data were analysed in relation to the research questions respectively. Attitudes of students towards reading in Secondary Schools, Information on textbook as far as students are concerned, attitudes of teacher trainers during reading classes, and the information about the other causes related to the problems faced by students in grammar and vocabulary.

4.1 Learners' Interest in Reading in Secondary Schools.

The focus on this section is to analyse the way in which students pay attention to reading in Secondary Schools. Students' attitudes towards reading certainly vary. In order to determine the various attitudes which seemed to be a challenge in trainee's classroom, data was collected from students' questionnaires, an observation checklist, a course book analysis checklist and a logbook analysis checklist during teaching practice. Thus, the statistics gotten from the students' questionnaires and teachers' interviews could better determine the attitudes of the students towards reading, and its effects on grammar and vocabulary on them.

4.1.1 Distribution of learners according to their interest in reading

The focus on this section is to analyse the attitudes of students towards reading during teaching practice. The attitudes of students towards reading certainly vary. In order to determine the various attitudes of students towards reading, data was collected from learners' questionnaire, teachers' questionnaire and observation checklist analysis during Teaching Practice. Thus, the statistics gotten from the field show that some attitudes of students towards reading depend on the interest each of those students gives to reading. The above - mentioned data is illustrated in the table below.

Table 4. The frequency of learners' responses with regard to their interest in reading.

Classes and Frequencies Interest In reading	First(1st) cycle (4e class)		Second(2nd) cycle (Tle class)	
	Frequency	Percentage	Frequency	Percentage
Students with interest in reading	88	88%	33	33%
Students with no interest reading	12	12%	67	67%
Total	100	100%	100	100%

As seen in table 4.1. above, the majority of respondents (88%) in the first cycle, had a great interest in reading skill and only 33% in the second cycle had interest in reading. This could be explained by the fact that students in the first cycle are still open-minded to reading activities, while those of the second cycle already had great interest in other skills they thought more important for them. Figure 1 below presents the degree of interest Francophone learners in Secondary school give to reading.

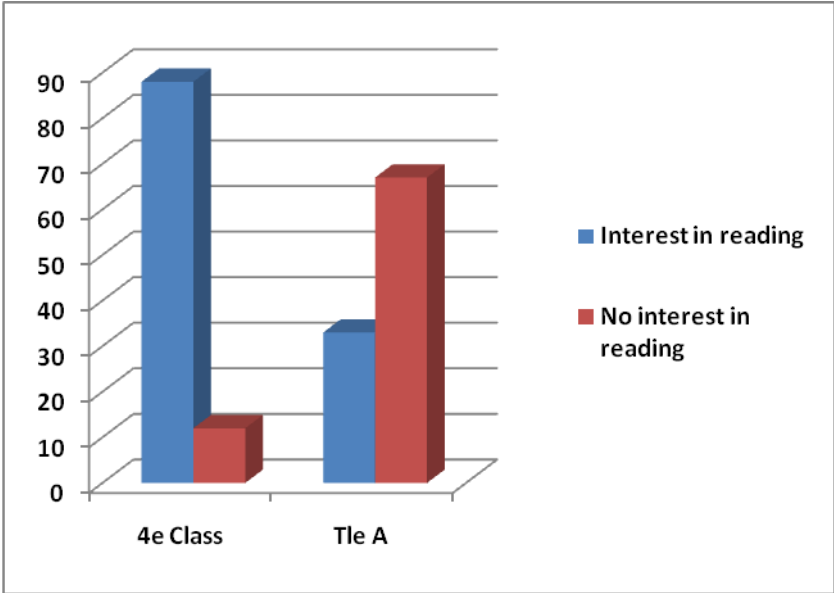


Figure 1 : Degree of interest given by francophone learners to reading

The lowest rate in the interest given to reading is recorded by Tle students in GBHS Essos. In addition to what has been said above, several interpretations can be given to the fact that

students of 4e class are more involved in reading than Tle students. Amongst those reasons we can raise the fact that Tle students are already mature and so, can choose what they think more important to them. Another reason could be the fact that students from this class do not understand English, they look at it difficult. Then, they don't want to pay attention to reading itself. The observation made during TP let show that Tle francophone learners do not pay attention to English class in general and to reading skill in particular. Therefore, most of those learners present bad habits during reading classes.

The above point could better be justified through the attendance of students in reading classes in 4..1. below:

Table 5: The frequency of learners' responses with regard to their attendance in reading classes.

Classes and Percentages Attendance in Reading class	4e class		Tle A	
	Frequency	Percentage	Frequency	Percentage
Often	25	25%	24	24%
Rarely	21	21%	23	23%
Sometimes	37	37%	29	29%
Never	17	17%	24	24%
Total	100	100%	100	100%

From the table 5 above, it can be observed that the majority of respondents in the first cycle: 25% of students often attended reading classes, 21% very often attended reading classes, 37% sometimes attended them and 37 % never attended them. However, the data in the second cycle classes seem to be different. Only 24% of students often attended reading classes, 23% very often attended reading classes, 29% sometimes attended them and 24% never attended them. Again, the majority of respondents in the second cycle (24%) compared to the respondents of the first (1st) cycle (17%) never attended reading classes. Figure 2 below presents the frequency of attendance of students in reading classes.

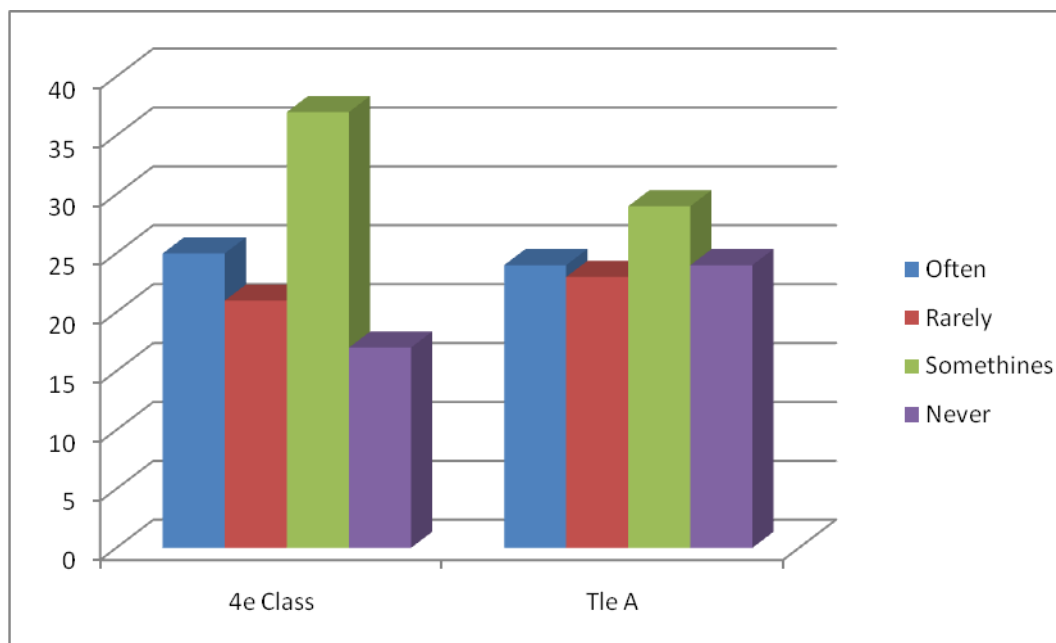


Figure 2 : Frequency of attendance of francophone students to reading class

The figure 2 shows that francophone learners in secondary school attended reading classes. However, the answers given by students through the questionnaires give the impression that most students, namely Tle students were not true in their answers. Since these categories of students were not quite interested in reading, they may not attend reading classes frequently as the figure shows. In other case, they may not be concentrated during reading classes even attending them.

The effectiveness of the learning of grammar and vocabulary through reading could also be observed through the preferences of students in language skills. So, a distribution of students according to their best skill in language teaching and learning could be drawn.

Table 6 : The frequency of learners responses with regard to the best skill/ Sub skill in language learning.

Classes and Frequencies Skills subskills	4e class		Tle A	
	Reading	30	30%	10
Listening	10	10%	5	5%
Speaking	10	10%	20	20%
Writing	10	10%	5	5%
Grammar	10	30%	35	35%
Vocabulary	10	10%	10	10%
Phonetics	10	10%	5	5%
Phonology	10	10%	10	10%
TOTAL	100	100%	100	100%

As shown in table 6. above, an overwhelming of the respondents in 4e class (the first (1st)) cycle (30%), and 35% in Tle(the second cycle), said that Grammar is their best skill in language teaching and learning. While 70% and 65% had preferences in the other language skills. Several justifications came from the respondents. Figure 3 presents the degree of student's preference of the English language skills and sub skills.

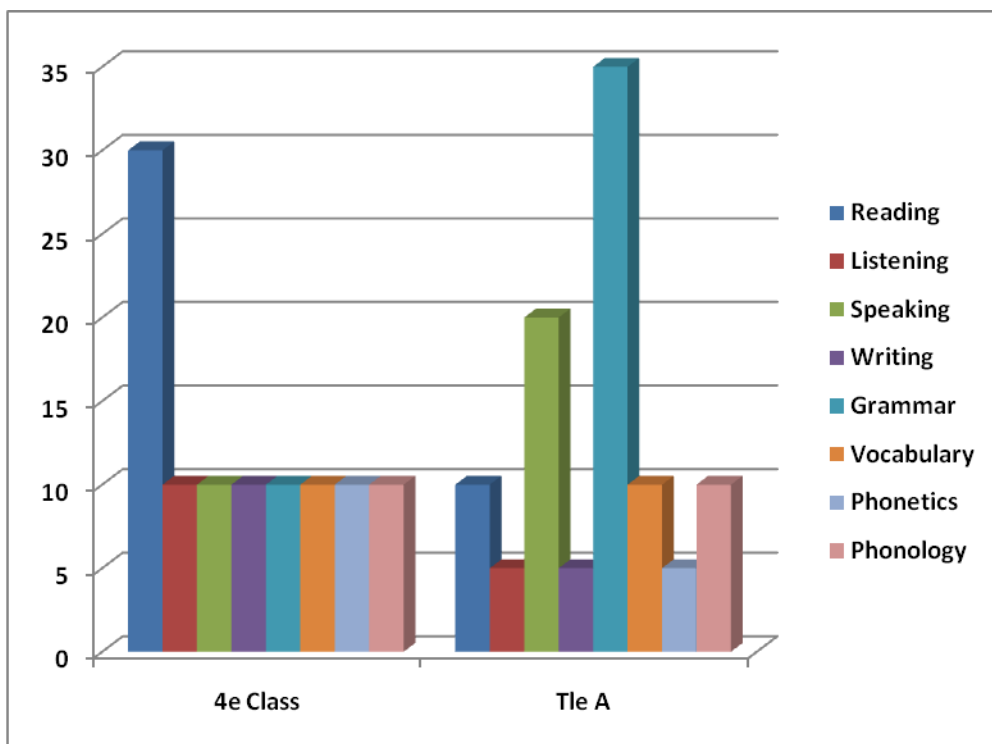


Figure 3 : Degree of student's preference of the English language skills

Figure 3 indicates that most of the students argued that Grammar lessons are more enthusiastic, productive, constructive and interesting than reading. Therefore, some students in the second cycle namely those in Tle class remarked that they prepared for the exam. So they wanted more grammar lessons and exercises than reading, since grammar seems more complicated in explanations than reading, and so, need a lot of explanations.

Distribution of learners as far as the average on reading Essay Writing is concerned

A question has been asked to students in order to evaluate their performances in reading comprehension test. Therefore, it appeared that the marks varied from a student to another. The table below will show the distribution of students according to their performances in Essay Writing.

Table 7 : The frequency of learners' responses with regard to their average on Essay Writing is concerned

Classes and Frequencies Average	4e class		Tle A	
	Frequency	percentage	Frequency	Percentage
From 00 to 04	47	47%	20	20%
5/10 and Above	50	50%	60	60%
No answer	03	3%	10	10%
Total	1 00	100	100	100%

It was observed that students performed well in language as far as reading is concerned. However, more than 50% that is to say 60% of the students in the Second cycle had to perform well in Essay Writing (above 5/10). While only 35% in the first cycle score 5/10 and above. So, the answers given by Second cycle students seemed to be problematic. The justification which can be given to the previous statement is that a great number of second cycle students did not have interest in reading as the distribution in table 8 shows. Other reasons could explain that incompatibility. The observation checklist used during teaching practice in order to observed the attitudes of students towards reading lets us understand that many students, in the second cycle did not attend reading classes. In addition, the analysis made on Figure 1 let us understand that Tle students did not give a great interest to reading. Therefore, some of them use barbaric methods in order to perform well in reading. The most frequent of these methods was cheating during English Language test. Figure 4 below presents the success rate of the two levels in Essay Writing.

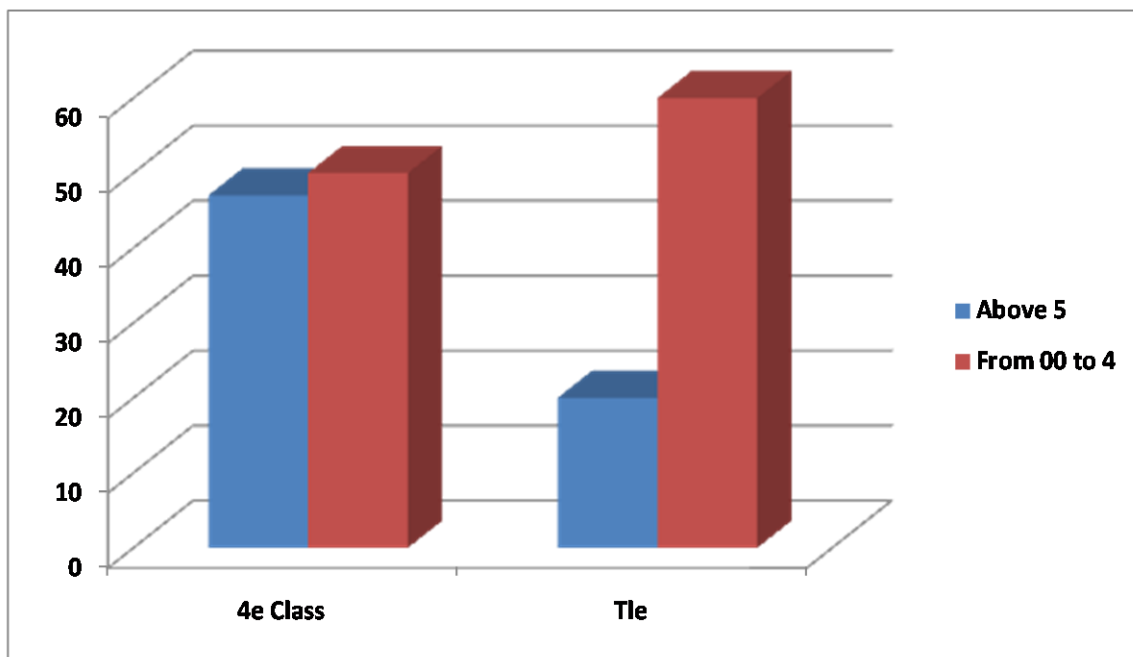


Figure 4 : Success rate of Francophone learners in Essay Writing

From figure 4 above, it is obvious that first cycle students demonstrate their real level in language as far as Essay Writing is concerned. This category of students shows a great interest to reading in general and to reading comprehension in particular. In other words, the marks obtained by students in the first cycle required their abilities, their interest and their enthusiasm towards reading. So, the Second cycle students, who seemed not to read enough, display problematic results. This can be due to the fact that Terminale students had to cram their classmates' work, without coming up with their own words, phrases and sentences. Therefore, the aspect of grammar and vocabulary used is monotonous.

Table 8 : The frequency of learners' responses with regard to the importance given to reading.

Classes and Frequencies Importance Given to reading	4e class		Tle A	
	Frequencies	Percentages	Frequencies	Percentages
Students who think that reading is important	69	69%	46	46
Students who think that reading is not important	31	31%	54	54%
Total	100	100%	100	100%

It was observed that in all the 100 students in the First cycle and Second cycle classes respectively, 69 (69%) students in the first cycle think that reading is important in language teaching and learning against 46 (46%) students in the second cycle who think that reading is important in language teaching and learning. Figure 5 below shows the degree of the importance given to reading by francophone learners in secondary school.

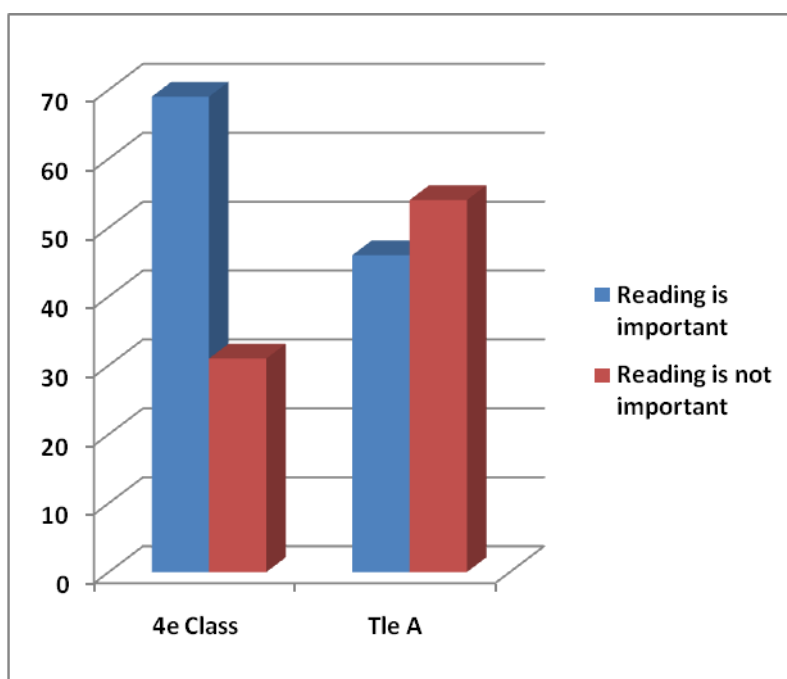


Figure 5 : Importance given to reading by Francophone learners in secondary school

From Figure 5 above, it appears that majority of students, namely in 4e class think that reading is important in language teaching and learning. Students also had the opportunity to

justify their answers. Amongst the students who think that reading is important in language learning, the following answers came out both from first cycle and second cycle students:

- Reading is important in language learning because through reading, we understand the meaning of words
- Reading helps us in the learning of new words or lexicon, and in the discovery of difficult words
- Reading instructs us
- Reading helps us having good basis in grammar
- It helps us to improve our language and so, speak the language fluently and better pronounce words
- Reading helps us to acquire knowledge
- When you read, you learn how to write. For example as far writing essays are concerned
- Reading may inform you about aspects of life and our culture
- Reading is a good distraction
- when you read you are able to communicate with people everywhere, because of new words and fluent speaking you acquire in reading
- Reading gives us a spirit of thinking and imagination
- It develops our intelligence and helps us to acquire knowledge
- Reading facilitate understanding and gives us diverse knowledge

4.1.2.Distribution of learners according to their best distraction

In order to evaluate how much the students pay attention to reading, a question has been set in the questionnaire. The students were asked to give their best distraction. So, the answers coming from students varied. A distribution according to the different answers is presented in the table below

Table 9 . The frequency of learners' responses with regard to their best distraction

Classes and Distractions	4e class		Tle A	
	Frequency	Percentage	Frequency	Percentage
Watching TV	40	40%	30	30%
Reading	47	47%	15	15%
Discussion	10	10%	25	35%
Other	03	3%	30	30%
Total	100	100%	100	100%

Table 10 above indicates that the majority of students in the first classes were more motivated in reading activity than Second cycle students who were engaged in other activities. Amongst those activities they talked about watching TV, discussions with classmates and others. The answers given were in relation to students' interest in reading.

In a nutshell, as far as the interest given by students in reading is concerned, the tables above show that some students in Secondary school paid attention to reading, while others did not. A typical case is Second cycle students where only 33% of students have an interest in reading, 24 students meaning 24% attended reading classes and only 10% had Reading as their best skill. Therefore, the answers given by students in order to evaluate their attitudes towards reading have a link to what the researcher observed during TP. Students in Second cycle were more interested in other activities during reading classes. However, First cycle students paid more attention to reading. As shown in the table 9 above, 88% had interest in reading, 25% according to table 5 attended reading classes and 30% had reading as best skill. The following information justifies what was observed in First cycle reading classes. Students showed a great interest in reading and were more involved than their peers in the Second cycle. Figure 6 below shows the choice of students according to their best distraction.

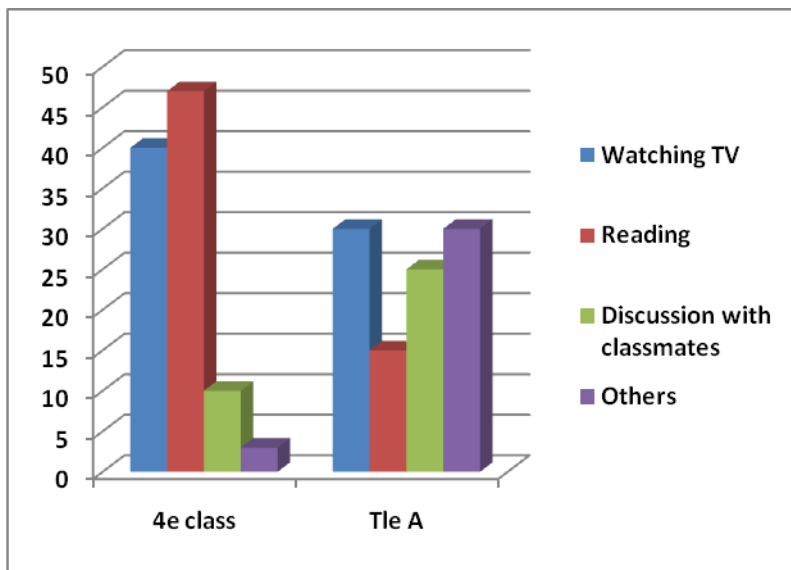


Figure 6 : Students' choices according to their best distraction

From figure 6, it is obvious that 4e students demonstrate a great interest in reading (had it as best distraction), than Tle students. These preferences could be attributed to the level of motivation of 4e students in reading. It was observed that Tle students were more engaged in other activities than in reading. Most of them preferred work in others subjects knowing as French, Philosophy, Mathematics and so on. The figure also shows that Tle students were more involved in Discussion, and the watching of series and films on the TV.

4.2 Attitudes of teacher trainers during reading classes.

The attitudes of teacher trainers during reading classes seem to vary. Following data collected from the field, it was gathered that the lack of textbook by students , inattention of some students during reading classes, the lack of interest in students to reading and the difficulties of some students to understand the language stood as the difficulties faced by students during TP.

Table 10: Difficulties faced by teacher trainers during teaching practice

The observation used during TP let us see that teacher trainers faced some difficulties in teaching reading. The information difficulties faced by teacher trainers are presented in the table below:

Table 10 : Difficulties faced by teachers during teaching practice

Classes and Frequencies Difficulties faced By teacher trainers	4e class		Tle A	
	Number of teachers according to the answers/10	Percentages	Number of teachers according to the answers/10	Percentages
Students needed prayers to be involve in reading class	01	1%	05	5%
Most of the students did not pay attention to reading	01	1%	01	1%
Students were occupied in doing something else during reading class	02	2%	02	2%
Students did not have textbooks	06	6%	02	2%
Total	10	100%	10	100%

As the above table illustrates, a majority of teachers (6%) in the first cycle (4e class) acknowledged that the highest difficulty they faced in teaching reading was the lack of textbooks as far as students were concerned, while the informants in the second cycle (5%) acknowledged that those students in Upper classes needed prayers to be involve in reading class. Other problems were also raised by the informants. Those difficulties include: the majority of students did not possess textbooks. Some students, namely in Tle class were busy in doing other thing during reading class. Figure 7 below shows the distribution of teachers' difficulties faced in conducting reading class.

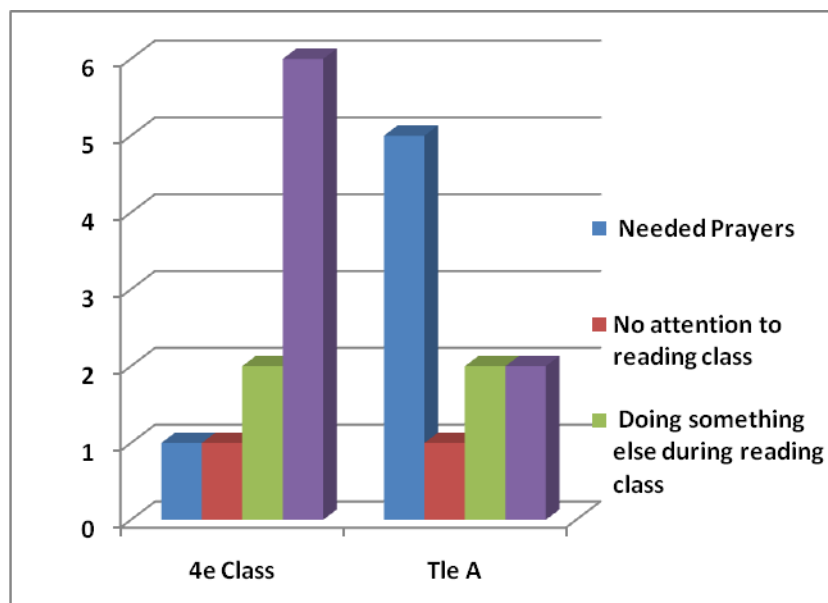


Figure 7 : Difficulties faced by teachers in conducting reading classes

Figure 7 above indicates that the fact that students did not have textbooks and the fact that students needed prayers to be involve in reading class were the great difficulty faced by teachers in GBHS Essos. So, those aspects constituted the serious problem for teachers to go through the teaching of reading skill. The findings give the impression that students in the first cycle are involved in reading but need textbooks to be more involved. However, the students in the second cycle prefer another skill or sub skill than reading, and that may explain their attitude towards reading skills. But this perspective of teachers can only be confirmed or refuted after the analysis of the actual activities used by teachers to enhance or consolidate the teaching/learning of reading in class.

4.3 Teachers' responses to the activities used to consolidate the teaching of reading

The researcher wanted to find out the frequency of teaching reading skill. The table below presents the results of the informants' responses of the activities used to teach reading in their respective classes.

Table 11 : Teachers' activities for consolidating the teaching of reading

Classes and Frequencies	4e class		Tle A	
	Number of teachers according to answers/10	Percentages	Number of teachers according to answers/10	Percentages
Ask to students to read louder after you have exploited the text.	02	2%	01	1%
Read the text and make a list of particular items for example: Food, jobs, Clothing...	01	1%	2	2%
The answer to the questions related to the text	04	4%	4	4%
Students make notes on the topic	02	2%	02	2%
All the methods were used in class.	01		01	1%
TOTAL	10	100%	10	100%

From the table above, it can be observed that the majority of the respondents both in the first and the second cycle(4%) from the population sampled, used as activity in teaching reading to read the text first, read together with students and finally ask to students to answer the questions related to the text. 04 respondents on ten preferred to use that method over the others. This claim from all the teachers that they read the text, then let the students read and finally ask students to answer to the questions implies that the main focus was in reading comprehension. Figure 8 below shows the distribution of teachers' activities used to consolidate reading and their frequency.

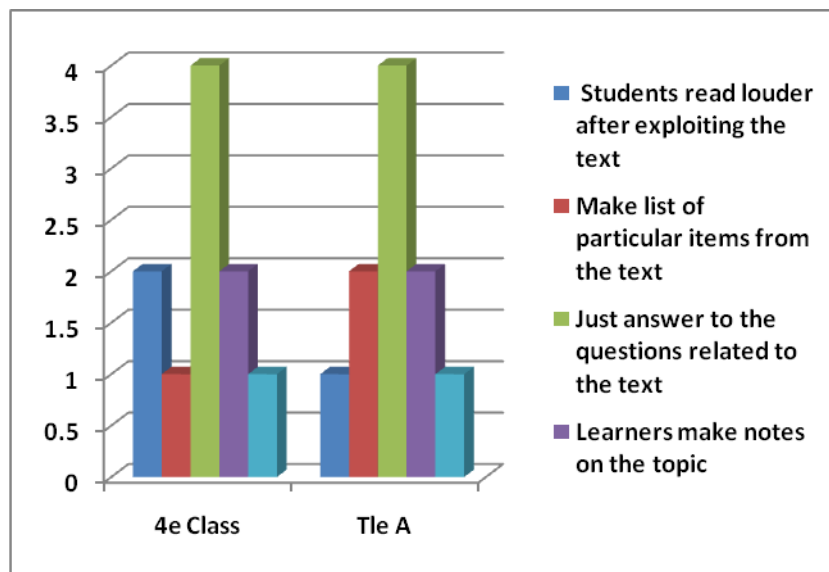


Figure 8: Nature of activities used by teachers for consolidating the teaching of reading

Figure 8 above indicates that the fact of read the text and answer the questions related to it was the frequent method used by teachers in the teaching of reading skill. The bad habit of some students towards reading may be due to that method used by teachers. Some students may find this method boring, since most of them had grammar and vocabulary as best skill in language teaching and learning as explained above. The questionnaires given by students let understand that francophone learners needed to have more explanations and meaning of words from the text, and the study of grammar points link to the text.

Table 12: Distribution of teachers according to the attitudes towards the students who did not possess textbooks

Teachers were sampled during TP in order to identify the method used by each of them in order to conduct reading class. The two cycles were sampled: ten (10) teachers teaching in the first cycle and ten (10) teachers who taught in the second cycle classes.

Table 12 : Attitudes of teachers towards the students who did not possess textbook

Classes and Frequencies Teachers Attitudes	First cycle		Second cycle	
	Number of teachers/10	Percentage	Number of teachers/10	Percentage
Send the learners without books out of class	03	3%	04	4
Work with those who had textbooks	05	5%	05	5%
Make photocopies	02	2%	01	1%
Others	/	/	/	/
Total	10	10%	10	10%

From the answers got from teachers' questionnaire, we can conclude that a majority of teachers (5%) on the 10 teachers sampled in each of the two cycle, preferred to work with people who have the textbooks without preoccupying of those who did not have. Very few teachers preferred to make photocopies, (02) in the first cycle representing 2% and only (01) representing 1% in the second cycle. As far as sending students outside is concerned, teachers avoided to send the learners outside. They gave as justification the fact that the School staff prohibited the fact of sending people outside during hours of classes. That is why only 3% in the first cycle and 4% in the second cycle used this method in order to handle the situation of the learners who did not possess textbooks. Figure 9 below shows the quality of behaviour adopted by teachers in order to handle reading classes.

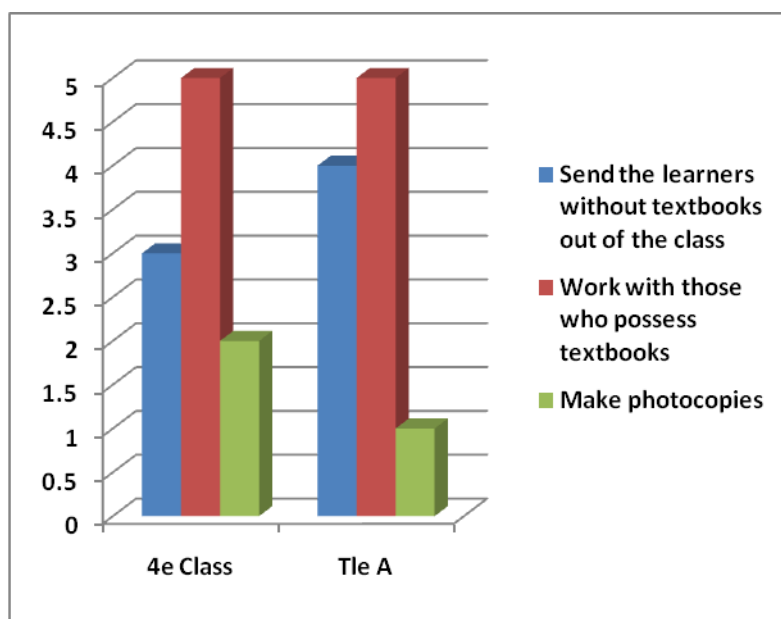


Figure 9 : Behaviour adopted by teachers in reading classes

Figure 9 above indicates that majority of teachers in secondary school preferred to work with the learners who possess textbooks without taking care of those who did not possess. This could be due to the fact that the number of students in those classes is elevated and so, it is not easy for teachers to use another method like making photocopies for the whole class .

4.4 The role of didactic materials in reading acquisition

Statistics from the field indicates that most students, both in the first cycle and the second cycle in secondary schools did not possess textbooks and most of those students preferred to read other books such as: magazines, harlequin, and non-pedagogical novels: The building of grammar and vocabulary through reading as far as students are concerned, could also be done through a view on textbooks. Statistics gathered from students and trainers' questionnaires to support the above-mentioned claim are illustrated on table 2 bellow.

Table 13 : Distribution of students as far as didactic materials are concerned

Classes and Frequencies Students with Or without textbooks	4e class		Tle A	
	Frequency	Percentage	Frequency	Percentage
Students who possess textbooks	42	42%	18	18%
Students who do not possess textbooks	58	58%	82	82%
TOTAL	100	100%	100	100%

From the table above, it appears that majority of students in GBHS Essos did not possess textbooks. Only 42 students representing 42% of students in 4e class and 18% in Tle possess textbooks. The statistics gotten from the field show that amongst the other percentage of students who possess the textbooks, only a minority read the books. The others did not go through the reading of those books. Figure 10 below shows the distribution of students as far as textbooks are concerned and their frequency.

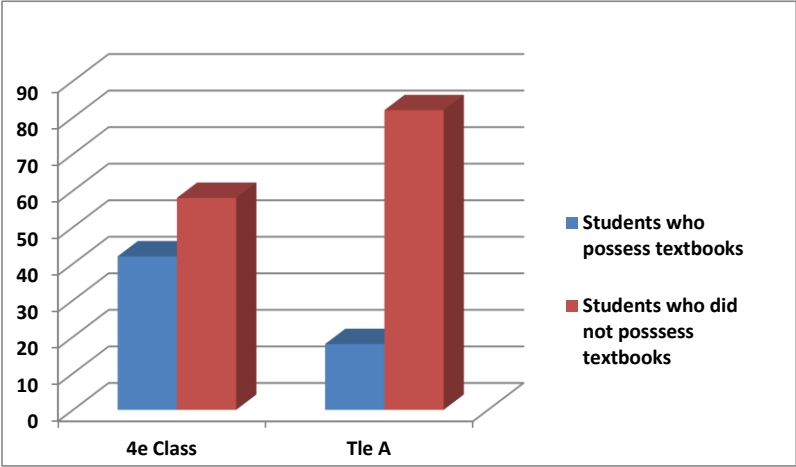


Figure 10 : Students with or without a textbook

Figure 8 above indicates that the highest rate in the analysis of textbook as far as students are concerned is recorded by those who did not possess textbooks. This could be due to the fact some students did not give importance to English language in general and to reading in particular. Another reason could be that, teachers did not make pressure to the parents to

allow them to buy the book to the learners. Also, some parents may not have money to buy the books to students because they look at it more expensive.

4.4.1 Information on the kind of didactic materials liked and used by students

The researcher wanted to find out the kind of books used by students to practice reading. The table below presents the frequency of students according to their preferences of reading material.

Table 14 : Distribution of students according to their choice of didactic materials

Classes and Frequencies Kinds of book	4e class		Tle A	
	Frequency	percentage	Frequency	Percentage
Music Magazines	20	20%	15	15
Novels	10	10%	30	30
Textbooks	60	60%	20	20
Harlequin	01	01%	15	15
No answer	09	09%	10	10
Total	100	100%	100	100%

Table 2 indicates that some students possessed reading books. Therefore, the students questioned in the first cycle presented a large rate in the possession of textbooks (60%). The number of students in the first cycle who read textbook does not co-relate with the analysis made on table 13. 42% of students who possess the textbook. So the number of students who possess the textbook in the first cycle is lower than the number of those who read it. Therefore it is possible that some students used their classmate's textbooks to attend reading classes or to read on their own. The students go through the reading of the textbook than any other book. However, the table also shows that there is a number of students who have a preference for the reading of other books. A typical case is the Second cycle respondents as can be seen in the table above. Only 20% from the students questioned read the textbook, while 30% read non-didactic novels and the rest, the other kinds of reading materials. This aspect is also justified in table 13 where only 18% of students possess the textbook.

From the analysis made on the language course book as far as students are concerned, we can come up with the conclusion that many students in GBHS Essos go through reading materials, even if those materials vary from one student to another. So, students in the first cycle seem to have great interest in reading textbooks, than Secondary students who are more interested in reading novels and other reading materials. Figure 11 below shows the frequency of students as far as the textbooks or didactic materials are concerned in Secondary School.

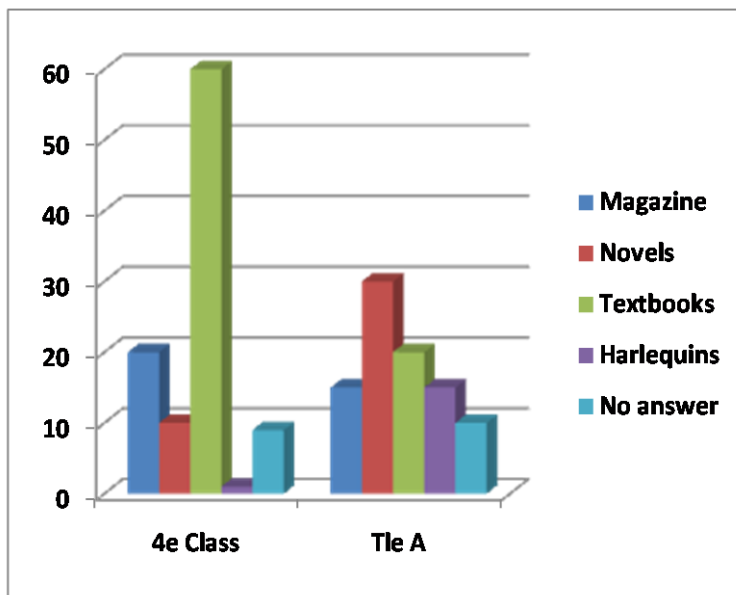


Figure 11 : Frequency of students as far as didactic materials are concerned

Figure 11 above indicates that the highest rate in learners' use of textbook is recorded by 4e class students. The others namely Terminale students show a great interest in the reading of novels. The observation made during TP permitted to realise that the novels read by Tle students are unrequired novels. In other words the novels are not pedagogical ones. The learners read more music novels, romance novels and so on. The reason may come from the fact that most students, namely in Terminale class do not like all what has to do with pedagogic as far as reading is concerned. They preferred things that have a link to their everyday life.

4.4.2 Information about the relevance of the didactic materials in Secondary schools.

In order to identify the causes related to the difficulties the students faced in the building of grammar and vocabulary through reading, an interview related to teachers has been made. Therefore, it appeared that the book observed (*Stay Tuned Student's Book Terminale and Stay Tuned student's Book Troisième*), clearly stated the aspects of grammar and vocabulary. The

books also focused on the aspects of writing, matching exercises, listening, gap exercises, reading comprehension with contextualized texts, and so grammar and vocabulary exercises, clearly stated. However, teachers complained that it was not easy for them to go through reading comprehension. Amongst the reasons raised, the teachers mentioned the fact that the texts used for reading comprehension were too long, and so, it was difficult for students to master and answer the questions. An example of such a text appears in Appendix 1, on page 62.

4.5 Related reading challenges faced by Francophone learners.

Despite the problems mentioned above as the lack of students' building of grammar and vocabulary, there are other problems which were raised by the teachers / trainers. Some teachers raised the following difficulties faced by them during reading classes: some students needed prayers to be involved in reading class; most of them did not pay attention to reading. Students are occupied to do something else during reading classes. The most and frequent problem was the lack of textbooks by students. Only **42% in** the first cycle and **18%** in the second cycle possessed textbooks.

Moreover, the lack of regular reading is recurrent. Students were not interested in reading book which could not help them in the learning of grammar and vocabulary. So, the teachers presented during the different interviews the lack of the reading of required textbooks as another cause related to the problems faced by students in grammar and vocabulary.

As has been mentioned in the previous chapter (Research Methodology), an observation checklist was also used during TP. The researcher made a view on the way the teachers set the papers in the second cycle classes. Therefore, it appeared that some teachers did not pay attention to the aspects of grammar and vocabulary in reading Comprehensions' questions. In other words, the questions related to the text did not give students the opportunity to develop their grammar and vocabulary skills. Some examples of reading comprehension tests are presented on Appendix 5, one for 1ere class and the other for Tle class.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS

5.0. Introduction

This work sets out to examine the selection, presentation and practice of the effective learning of grammar and vocabulary through reading. The findings are summarized below. As follow-up, a number of recommendations are made towards the improvement of grammar and vocabulary through reading skill. The chapter also includes suggestions for subsequent research.

5.1. Summary of findings

The findings of this investigation are summarized below following the order in which the research questions appear: The attitudes of francophone learners and teachers towards reading, the role played by didactic materials in reading acquisition and the other related reading challenges faced by francophone learners.

The first concern of this investigation was to examine the interest given by students in reading, or the attitudes of students towards reading. A majority of francophone learners in Secondary school still neglect the reading skill. This attitude does not help them in the learning of the other skill or subs-skills namely grammar and vocabulary. This is clear in the way francophone students in Secondary school mix up their grammar and vocabulary. The interest given to reading is revealing enough in that it measures learners' attention or interest in reading. The global results of the attitude of francophone learners towards reading reveal that 88% and 33% in 4^e class and T1e class respectively pay attention to reading. While 12% in the first cycle (4e class) and 67% in T1e class do not pay attention to reading. It was noted that part of students were interested in other activities which distract them (watching TV, discussion with classmates and others). This previous claim concerns mostly T1e students where the rate in students' interest in reading is just 33%. The observation and the answers gotten from students' questionnaire reveal that T1e students saw reading activity sometimes boring and irrelevant to them. A brief analysis of the attitudes of francophone learners towards reading can be tagged to several causes.

The questionnaire for students shows that the frequency of students who attended reading classes is reduced looking at the number of students who were sampled. This could not help them to improve grammar and vocabulary through the skill of reading. The attitude of students towards reading class attending is very incidental as it represents 25% and 24% of students who often attended reading classes in both first and second cycle. This attitude of students towards reading can be attributed to the fact that francophone learners have preferences in other language skills namely Tle students (second cycle). The information got from teachers' questionnaire shows that most people in Upper classes need prayers to get involved in reading skill. Therefore, most of those students gave as justification the fact that they were preparing for the exam.

Also, the preference in language skills by learners better clarifies their attitudes towards reading. Although 4e students' class (First cycle) showed great interest in reading than Tle learners, only 10% over 100% in both categories had reading as their best skill. Students agreed that they prefer grammar as language sub skill in language learning. According to them, Grammar is more instructive, there is adequate treatment of grammar aspects, items and exercises. They argue that grammar is more productive than a reading class. The answers given by students were related to teachers' attitude towards reading.

Another area that proved preoccupying includes the difficulties teachers faced in teaching reading. The fact that students did not possess reading material did not encourage teachers to conduct reading class. There was almost much noise during class. This was partly because some students (42%) and (18%) in 4e class and Tle class respectively, did not have textbooks. So, the learners who did not possess textbooks were occupied in doing something else. For example; doing exercises in other subjects, sleeping and so else. In order to handle those difficulties, the information gathered from teachers' questionnaires show that some teachers prefer to send out the learners who did not possess textbooks; others prefer to punish those who create disorder during reading classes. Some teachers also preferred to work only with those who wanted to work with no preoccupation of the others. The study reveals that the students were not motivated or interested in procuring reading materials, or their parents did not have the means to permit them to do that.

Other causes that limit the practice of reading to the level of students were the quality of didactic materials. The information gotten from teachers' interview shows that the books (Stay Tuned, Students' Book 4e and Tle) used by teachers to conduct reading were not

appropriate to the level of students. Teachers agreed that the texts found inside of the books were too long. So, teachers found it difficult to let the majority of students understand the text ,and answer the questions related to it. Students also had difficulties to understand the text and to come up with the main idea from the text. In a whole, the aspects of grammar and vocabulary were well presented in the book. The exercises related to the text were contextualized. If textbooks were designed taking into consideration students' interest and motivation, then essential areas such as grammar and vocabulary will not be ignored. Good course books then can guide students and teachers to overcome the difficulties that students faced in production skills namely, grammar and vocabulary. Lindsay Miller (1999:8) supports this claim when she advocates 'the inclusion of materials that help prepare learners for independent learning' in course books. Students can then be encouraged to work on their own, and as such would practice which can help them master some problematic areas such as the aspect of grammar and vocabulary, and reduce the degree of difficulties. Also, the availability of material for independent learning in course books and its implementation by the teacher would promote language learning. Therefore, the learner should procure himself the minimum tool which is required for language practice (the course book); and if the learner does not have a special interest in diversifying his sources of input (internet, language club, radio, television, press).

Lastly, though the causes related to the lack of textbooks as far as students are concerned were presented, there were also other related challenges as far as the learning of grammar and vocabulary through reading is concerned. The lack of reading materials in class was a key issue in GBHS Essos. Teachers were sometimes obliged to make photocopies in order to conduct reading which cost them a lot since the number of students in class was large. The irrelevance of reading materials used by learners remains a great challenge. It is true that many students in GBHS Essos had interest in reading activity. However, they had to go through the reading of unrequired materials. With regards to the negligence of reading classes, the rate at which text books or required reading materials were used by students reflects their answers towards interest given in reading. From the findings, it is revealed that access to required reading materials was complicated. As has been mentioned above, it may appear that parents did not have means to buy required textbooks to students. So, very few learners have relevant language materials and preferred to read things such as magazines, harlequins and others.

To add more, an observation checklist used during TP helped us to identify the way teachers had to ask questions to students in reading comprehension test. The questions related to reading comprehension test were not a way to help them develop the grammar and vocabulary after or through the reading of the text. In other words, the learners read the text and could not make use of grammar and vocabulary on their own.

5.2. Pedagogic Implications

The findings of this study have a number of pedagogic implications. First, the observation that some students do not like reading in Government Bilingual High School Yaounde implies that students should pay attention to reading and practise it as the other language skills.

Second, the findings imply that some teachers had to use inadequate methods to handle reading class. Instead of working with a part of class or only the people who possess text books, the teachers should group the learners in order to help those who possess textbooks and those who do not. By doing so, the teacher will better conduct the reading class.

Third, in the search for causes of negligence of reading by learners, this attitude of students who do not attend reading class cannot be neglected. The fact that student attend reading class helps him in various aspects such as the discovery of new words, pronunciation and spelling of words and many other aspects in grammar and vocabulary. So, the student can also listening and take into account the aspects of pronunciation, and the meaning of difficult words.

Fourth, the fact that students should read the text and answer the questions related to it could not totally help them. The aspects of grammar and vocabulary should be taken into consideration in reading. Therefore, the teacher should not only focus on the questions which follow the text, but he can also come up with the questions on his own. The questions then will help students to learn the meaning of the words attached to the text and the aspect of grammar related to it. Therefore, the Competence Based Approach used now in Secondary Schools state that students should have an essential knowledge before and after the lesson taught to him. So, the student should be involved in the class and the teacher should contextualize the lesson. After reading the text, the student should now come up with grammar and vocabulary items on his own. Therefore, Mungeh Simon Amaya (2008), A Book Designer, in order to ease the reading activity, suggested steps in Teaching Reading. He proposed steps like this:

- Pre-reading Activity: During pre-reading activity, the teacher may bring adequate teaching aids in class. The teacher can ask students what they can look at the pictures to look at what the text may be all about. The teacher can also write key words from the text on the board and ask students to give the meaning. So, the fact that students describe items without having read the text properly help them to use the language on their own, knowing that pre-reading comes with the idea of brainstorming. Also, the teacher should correct the mistakes made by student during that first step of reading activity.

- While-reading activity: It is during this step that the student goes through the reading of the text properly. Then, by reading, he discovers new words, and rules of grammar developed in the text. By so doing, the students can think of the task and see things they can remember.

- Post-reading activity: Here, the teacher can evaluate the reading made by students. He can get them find the main idea from the text. He can also ask students to role play an aspect of dialogue found in the text. This previous aspect will make student master the text, punctuate and pronounce words accurately. An example of reading lesson taught by the researcher through the CBA during TP is presented below:

Class: 6ème M4

Duration: 50 Min

Module 3: Environment

Title: Speaking

Categories of actions: The teacher communicates orally about the beauty of the forest and what we can find in it.

Essential knowledge: The students will be familiar to the basic elements we can find in the forest.

Example of action: The students will listen to basic information, they will recognise basic vocabulary, routine expressions and terms related to the forest.

Example of real-life situation: The student will be aware to the protection of the forest.

Previous Knowledge: The students already know what refers to the forest.

Expected Outcomes: The student will describe the elements of the forest.

-Identify the types of trees in the forest.

- Love and Protect the forest.

Teaching aids/Other resources: Dictionary, Cardboard, with isolation of questions, ebony and bobinga trees, pictures of a forest, animals, forest insect and aeroplane.

TIME	STAGES	CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY	RATONALE	RESOURCES
5 min	DISCO- VERY	<p>Teacher's presentation of the picture of the forest to the class.</p> <p>Teacher's Question: - What do you see? - How is it? - Do you love it?</p> <p>Student's answer: - It the forest - It is beatiful, it is vast. -Yes, we love it.</p>	<p>Presents the pictures to the class.</p> <p>Asks students to identify the picture.</p>	<p>They observe.</p> <p>They observe, then answer.</p>	To warm the students up.	Stay Tuned Teacher's Book 6ème.
20 MIN	RE- SEARCH	<p><u>Sentences</u></p> <p>1) The <u>carver</u> uses <u>trees</u> like <u>ebony</u> and <u>bobinga</u> from the <u>forest</u> to make <u>objects</u>.</p> <p>2) <u>Animals</u>, <u>birds</u> and some <u>insects</u> live in the trunk of a tree.</p> <p>Teacher: Look at these objects.</p>	<p>Writes sentences on the board.</p> <p>Presents the pictures of animals and the objects made with the ebony and the bobinga to the class.</p>	<p>They listen attentively.</p> <p>They observe.</p>	<p>To help the students understand the conversation</p> <p>The students should identify the objects they talk about in the sentences.</p>	Stay Tuned Student's Book

		<p>Teacher: Open your books on page 126</p>	<p>Asks students to open their books on page 126. Reads the text first.</p> <p>The teacher divides the class by two and ask students to read on their own.</p> <p>Changes the roles. She represents Ekema and the whole class represents the tourist.</p>	<p>They open their books on page 126.</p> <p>They listen.</p> <p>The two rows of the right represent Ekema and the two rows of the left represent the tourist.</p> <p>They read with the teacher.</p>	<p>The students should read the text.</p> <p>To reinforce the reading.</p>	6ème
10 min	COMPARISON AND VALIDATION OF FINDINGS OF RESULTS	<p>Teacher's Question: Look at the words from the text and say what we can find in the forest?</p> <p>Student's answer: We have the trees, ibony, animals, insects, birds, forest.</p>	<p>Asks students to look at the words from the text and recognise elements of the forest.</p>	<p>They brainstorm, then answer.</p>	<p>To reinforce the meanings of new words.</p>	<p>Stay Tuned Student's Book 6ème.</p>

10 MIN	CONSO- LIDATION	<p><u>Questions on the cardboard.</u></p> <ol style="list-style-type: none"> 1) Where are the people? 2) How many people are there? 3) What do they see in the forest? 4) Do they love the forest? 5) Why is Ekema lucky? 6) Why should we protect our forest? <p><u>Answers to the Questions.</u></p> <ol style="list-style-type: none"> 1) The people are in the forest. 2) There are two people in the forest. 3) They can see animal, bird, insects, trees in the forest. 4) Yes, they love the forest. 5) Ekema is lucky because he has a beautiful forest. 6) We should protect our forest because it is beautiful, we can make many objects with trees and because we love it. 	<p>Asks students to practice the exercise on the cardboard.</p> <p>Asks students to answer the questions by reading what they wrote in their exercise book.</p> <p>Asks students to read the answers they have in their exercises books.</p> <p>Put the correct answers on the board.</p>	<p>They look at the exercise on the cardboard. Then answer in their exercise books.</p> <p>They provide answers.</p> <p>They read the answers from their exercises books.</p> <p>They correct in their exercise books.</p>	<p>To make sure that they have mastered the conversation.</p>	<p>Cardboard with isolation of the questions.</p>
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5MIN	PROJECT/ PAR-TIAL INTEGRAT ION ACTIVI- TIES	Teacher: Read again the conversation at home, and say why you should protect our environment.	Asks students to study the conversation at home in order to reproduce it the following day and they should give the reason why we should love and protect the forest.	They copy the follow-up in their exercise books.	Students should not forget the given task, They should be aware of the protection of the environment.	
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Fifth, the findings confirm that the text presented to students for them to practise reading were not appropriate to their level. For instance, if the text used in class to practise reading is long, there is no way to avoid reading class. The teacher may use other methods to conduct reading class. He can for example, divide the class and let the students read on their own. The teacher can first explain the difficult words found in the text before proceeding to the reading itself.

Sixth, The method used by teachers to conduct reading is problematic. The information got from teachers' questionnaire let understand that the majority of teachers avoided the silent reading in class. However, silent method is very important in teaching reading. If the teacher just comes and reads alone without allowing the learners to practice reading, the students may consider it boring. Also, the learners may not understand what the text is all about or may not be aware of the grammar and the vocabulary found in the text.

In a nutshell, it is useful to encourage students to make some decisions themselves. The teacher should give opportunities for students to explore and investigate the words in the text. The teacher could also try asking students to choose a number of words and phrases from what they have read which they think are related to the topic. This could either be a small group task, where they study the text together, or, with a shorter text. The teacher could do it as a kind of dictation where they listen and write down any topic related words or phrases. The learners then have to decide together which they think are the most useful to talk about the topic for general use. Teacher can also help students doing categorizing activities. Students can sort items into different words, topic related categories and so on.

Mind-maps can also work well in reading passages. For example, with umbrella topic of the environment, you might have section connected with the climate, wildlife, nature and so on. As the students read each other's work, or listen to mini presentations, one of the tasks you could set might be, again, to write down all the topic related vocabulary their hear, thus recycling it once more.

5.3. Suggestions for Further Research

This study investigated the degree to which francophone learners neglect reading practice in the ELT classroom. Nevertheless, a number of suggestions can be made on further research. Since this project was carried out in Yaounde in the Centre region, a similar investigation can be carried out in other towns in Cameroon which share the same realities like Yaounde.

The same study can be carried out in the public University of Cameroon, where the learners have to do research for many years and so, should practise reading day after day. So, the study can be done there in order to find out how learners handle reading activity. Not only Francophone learners but also Anglophone learners.

Moreover, Government Schools in Cameroon may create things like award-winning in schools, in order to identify the students who read the most elevated number of required books during a given period. This will involve student to reading knowing that he will be awarded for being the best reader of his school.

Finally, the authorities should develop strategies to boost the motivation in the learning of English language by francophone learners. Von Humbolt quoted in Dakin (1973: 21) stated that you cannot teach a language, you can only create conditions under which it will be learned. Conditions can be created to motivate students in the learning of language, namely as far as reading is concerned. More so, there is a need to create as many bookshops as possible to draw a majority of students in the practice of extensive reading. Also, there is a need to organize seminars for teachers to familiarize them with new methods and approach in language teaching in the 21st century.

It will also be relevant to quote David J. Rosen as follow: " In today's world, reading is basic to everyday life. As children we learn to read, and as adults, we read to learn. We read to learn about news, to learn about rules, and to learn about how to do things. We also use reading to learn English.

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APPENDICES