Reading Culture Among University Learners, a Case Study of English Students at the Department of English at Dr. Moulay Tahar University of Saida

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in Didactics.

Presented by: **Supervised by:**

Mr. BALOUL Abdelmadjid   Dr. H. HICHOUR

Board of Examiners

Dr. M. BABOU	(MCA)	Chair Person	University of Saida
Dr. H. HICHOUR	(MCB)	Supervisor	University of Saida
Dr. K. BELASKRI	(MCB)	Examiner	University of Saida

Academic Year: 2021/2022

Declaration of Originality

I hereby declare that this submission is my work, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 10/05/2022

Name: BAHLOUL Abdelmadjid

Signature:

Dedication

My parents,

Who gave me all what I needed and supported me every time I failed ….no words can describe how much I love you.

To my brothers and sisters Abdellatif, Nour El-Houda, Wafaa, Hadjer and Youcef, the beautiful side of my life.

To my friends BERRAHOU Mohamed and AMINE Wafaa who helped me when I lost my way.

To my amazing friend Dr. Merabti

Thank you all for everything you have done for me…

Acknowledgments

First and foremost, I am so greatful to my dearest supervisor Dr. Hadjira HICHOUR who I boast of of being one of her students and under her supervision.

My acknowledgments also go to the committee members, Dr. Meryem BABOU and Dr.Khadidja BELASKRI for devoting energy and time to read and evaluate my thesis.

Besides, I am grateful to Dr.Hichem GHEMBAZA, Dr.Miloud BHOUCHEFRA, Mrs. Mokhtaria RAHMANI ,and Mrs.Sara Ouahab for giving me their time to answer my interview' questions, as I am thankful to the participant students who were LMD EFL learners for contributing in the achievement of this research work.

Abstract

Reading is a vital part in the learning process. It plays a fundamental role in both the development of the individual critical thinking, and enriching his vocabulary. However, EFL learners face many difficulties when reading works. In this vein, the current research work is an endeavour to unveil the various obstacles confronted by EFL learners at Saida University in reading comprehension, in addition, the paper will investigate the factors that motivate them to read. For the sake of achieving the mentioned aim, a mixed-method approach is adopted, a teachers' interview along with a students' questionnaire were incorporated as data collection tools. The findings revealed that the absence of reading sessions, being afraid of peers` judgments, the negative effects of the internet use, are among the main obstacles facing students when trying to build a reading habits. To obviate these problems, a set of recommendations are suggested by the researcher at the end of this investigation.

Keywords: Reading, Reading culture, Reading habits, Internet, EFL students, vocabulary.

Table of Contents

List of Tables

Characteristics of Extensive Reading and Intensive Reading, p.6, retrieved from

https://slidetodoc.com/extensive-reading-for-building-fluency-in-adult-ells/

List of Acronyms

%:Percentage

LMD : Licence Master Doctorat

EFL : English as a Foreign Language

ER : Extensive Reading

IR : Intensive Reading

List of Appendices

General Introduction

Reading is an inseparable component of the learning process and a skill that learners must master since it helps EFL learners to develop their vocabulary and master grammar rules effectively. However, these learners face many barriers while reading. The absence of good motivation is the most significant barrier. To illustrate, the lack of modules containing reading activities can cause negative attitudes toward reading, and the students are unlikely to read.

Besides, the authorities still disregard reading, which can easily be noticed by the absence of reading activities in the university's curricula. This neglection makes the teachers give more importance to other subjects such as phonetics, oral pronunciation, and listening tasks at the expense of this vital skill; thus, teachers are dissatisfied with the low quality of students` written expression and limited vocabulary.

In the light of the above, this study under inspection is undertaken on EFL students at Dr. Moulay Taher Saida University to highlight the main difficulties faced by those students in developing reading as a culture. The study also explores the impacts of using the internet on EFL learners' reading habits. Finally, It seeks to carve out the possible solutions adopted by tutors to surmount reading culture.

This issue is one of the most exciting topics met every year with EFL students. In this respect, the current research work aims to bridge the gap between those difficulties and the suitable way to promote reading as a habit.

To achieve these research objectives, this research targets to answer the following research questions :

What are the benefits of reading habits in EFL classroom? To answer this question, it is of paramount importance to raise other sub-questions, which are:

1. what kind of attitudes do EFL learners hold towards reading?
2. how does technology affect the reading process?
3. what are the significant factors influencing EFL learners reading interest?

Three research hypotheses are developed for the sake of conducting this work :

1. Enriching the grammar and develop the critical thinking are among the benefits of reading culture

1

2. EFL learners hold negative attitudes towards reading
3. The technology affects positively on reading culture.
4. The main factors may be the absence of reading modules in the university curricula and the lack of the role models.

Concerning the methodology used to gather data, the researcher has relied on a mixed-method approach, where a classroom observation, an audiotaped test, and a teachers' interview were chosen. This means that data are analysed quantitatively and qualitatively. The first research tool is a students' questionnaire. 54 EFL LMD students at Saida University participated in this questionnaire, as it sought to discover the attitudes and perspectives that students have toward. Finally, an interview was conducted with four teachers who teach modules that may contain reading activities. This interview is conducted via email with all of them.

The current research work was splitted into three chapters. The first chapter is devoted to the review of the literature section. It provides an overview of the reading culture. It tackled the main aspects related to the subject matter; a glimpse at reading, its significance, and the correlation between reading and the use of technology, especially the internet. Furthermore, the chapter dealt with the factors that affect reading, the hindrances encountered by EFL learners in having their own reading habits, and the status of teaching reading in Algeria.

However, the second chapter is concerned with the research methodology part, as it has described the research design, the aim of this study, the significance, and the research instruments. The last chapter is devoted to data analysis and interpretations as well as some recommendations and suggested solutions.

As any researcher, the researcher faced some limitations while conducting his investigation; like the difficulties encountered when dealing with the participants in the questionnaire as well as the interview with the teachers, and race against time in the phase of data collection.

1.1   Introduction

Among the receptive skills, reading is considered a vital compositions of the career of students. Between the entertainments and resources of knowledge, EFL learners have different perspectives and show a variety of importance toward it. In the 21st century, after the vast development of technology and the widespread of numerical devices, reading as a culture seems to be dwindling day after day. This chapter is a review of the previous studies. It aims to introduce the expression of "Reading Culture" and emphasis its importance in addition to reading literacy. Moreover, it highlights the change come into reading habits over the years. Then, it intends to discover factors that affect reading habits among EFL learners. Finally, it tackles the influence of using the internet on reading.

1.2   A Glimpse on Reading

Reading is an inseparable component of the learning process and skill that learners must master. Moreover, it is a crucial requirement not only in the educational process but also in many areas such as the individual's realizing themselves in life, achieving success, expressing themselves, communicating successfully, and socializing (Ürün 2016, p. 787, as cited in Nevin 2017,p. 467). Many experts have given different definitions of reading and from different perspectives. According to Nunan (2003, p.68), reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. In addition to that, Mikulecky (2011, p.5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and the reader's prior knowledge.

As it is a part of the four language skills, besides speaking, writing, and listening, reading becomes not just a source of knowledge for academic purposes only but also a source of entertainment and self-development. For that reason, (Hernik et al 2019) claimed that reading is one of the most effective ways to be a good reader and have a good spelling, adequate vocabulary, sophisticated grammatical competence, and developing a good writing style as well.

Undoubtedly, reading exceeds the fact to be just sessions in school, and becomes a vital part of a learners` career. For that, there was an emphasis on developing a reading culture in the learning environment, in which the learners read outside schools, not just for instrumental aims. Without that, the learners will face hindrances while learning. For this seek, Fosudo (2010 as cited in Olasehinde et al 2015,p.1), states that a student who does not have a good reading skill

tends to have negative attitudes towards learning and this can even lead to his having self-esteem problems in later life.

Reading is the key for lifelong learning, as an essential step in the educational process, self-development, and self. According to Chettri (2013) "The ability to read is at the heart of self-education and lifelong learning. Reading is a critical issue about enjoyment and a necessity; the basic tool of education. Reading makes way for a better understanding of one"s own experiences, and it can be an exciting voyage to self-discovery." (p.1)

1.2.1 Types of Reading

As an active skill, reading can be classified into initial reading and reading comprehension.

1.2.1.1. **Initial reading:** refers to the efforts made by people who have e, not the ability to read to learn reading (e.g., how to read the alphabet and combination of letters or simple words).

1.2.1.2. **Reading comprehension** is an activity to understand a particular text's messages (Bambang et al 2006).

In other words, both initial reading and reading comprehension have advantages. Initial reading is beneficial for kids, especially in their first steps of learning alphabets, for example. On the other hand, reading comprehension is understanding the text's message and why it is written for.

In addition to that, learners adapt different reading style, which differs from one learner to another. Reading can also be divided into two other types in the forms of analysing: skimming and scanning.

1.2.1.3. Skimming:

It is a reading technique; the readers scan the text and rapidly move their eyes from one word to another. According to (Liao,2011, as cited in Qismulah et al, 2019), "skimming is done three to four times more quickly than normal reading. Moreover, readers repeatedly use skimming when they have a limited amount of time and lot of materials to read." The reading process will be superficial, and its purpose is to get a general idea of the written text. In skimming, readers only have to take the essential information and the main idea rather than read all the words (Sutz & Weverka, 2009).

Moreover, since skimming is related to the speed by which the reader reads, Abdelrahman and Bsharah (2014) propose that to improve reading speed, readers are required to concentrate more, improve memory and recall, and reduce subvocalization, interruptions, procrastination, and stress.

1.2.1.4. Scanning:

Brown (2003) stated that scanning is the process of quickly searching for a specific piece or pieces of information in a text. In contrast to skimming, the reader goes deeper in text rather than read superficially (Sutz 2009), and the reader is looking up for specific information. Scanning is used to define only the essential information without reading the whole text. To achieve that, this technique includes moving your eyes quickly down the page, looking for specific words or phrases (Sutz 2009).

1.3 Extensive Reading and Intensive Reading

1.3.1. Extensive Reading:

Extensive reading is an approach to language learning in which the learners read a long text and use a large amount of material for general understanding. (Day and Bamford , 1998 as cited in Sumaira.Q, Shahzad.K, 2014, p4) have mentioned the benefits of extensive reading, these benefits are :

    a. Development of a positive attitude toward reading in a second language.

    b.   Motivation to read more.

    c. Increased reading fluency.

    d. Gains in vocabulary and grammar knowledge.

    e.   Improvement in writing in the second language.

1.3.2.Intensive Reading:

Intensive Reading is a reading method wherein students are supposed to read the short text carefully and deeply to get maximum understanding and improve their critical thinking.

Moreover, intensive and extensive reading can positively affect reading skills. Successful implementation of IR and ER in the learning process increases reading English texts and ameliorates reading comprehension (Pigada et al, 2006, P.2).

1.3.3 Characteristics of Extensive Reading and Intensive Reading

Regarding purposes, focusing, used materials, amount of texts, speed of reading, and methods used by learners, Naely Muchtar (2019, p.3) clarify IR and ER's main concepts in the table below them.

Types of Reading	Intensive	Extensive
Class goal (general purpose)	Read accurately (reading as accurately as possible)	Read fluently (reading as smoothly as possible)
Reading purpose (aim)	- Translate -Answer questions	-Get/obtain information – Enjoy
Focus (attention)	Word by word	Meaning
Material (reading material)	-Often difficult -Lecturer's choice (determined by the lecturers)	- Easy -Student's choice (chosen by each student)
Amount (quantity)	Not much	A lot
Speed	Slower (a bit slow)	Faster (above average speed)
Method (way)	-Use dictionary (use the dictionary as often as possible)	-Minimum use of dictionary (dictionary occasionally used)

Table 1 Characteristics of Extensive Reading and Intensive Reading

Retrieved from https://slidetodoc.com/extensive-reading-for-building-fluency-in-adult-ells/ .

1.4 Reading Habits

1.4.1 Definitions of Reading Habits

     Chalukya (2021) states that reading activity is regarded as a habit when performed regularly and can be developed over time. (Kushmeeta .C, Rout. S.K, p.1) claimed that the act of reading is considered a habit when it is repeatedly carried out. Creating a reading habit between children leads them to lifelong learning. They assess a great self-development, by reading from time to time, these learners master grammar, vocabulary and English learning better than learners who read less "Reading habit is best formed at an impressionable young age in school, but once started it can last one's lifetime (Green, 2001 as cited in OWUSU, 2014). Reading habits are not just an essential part of academic achievement, but also allow the students to understand their environment well.

     To clarify, Bashir & Mattoo (2012) state that students who tend to develop a good reading have additional opportunity and the power to excel in life.

     Similarly, Shen (2006, as cited in, Kushmeeta et al, 2013, p.2), identifies reading habits, as to how often, how much, and what students read. According to this definition, time and materials used to read determine the reading habits. In addition to that, From the website (http://en.wikipedia.org/wiki/habit, as cited in Asep.S, Acep. H, p.2), reading habit is someone's behaviour which does not need much-thinking process or repeated activity which is done regularly by him then does continuously; as a result, it becomes a habit. Promoting reading as a habit could be challenging; otherwise, it will be fruitful academically for the students and their self-development as well.

     Reading is one of the most effective ways to be a good reader and good spelling, adequate   vocabulary, sophisticated grammatical competence, and developing a good writing style as well (Hernik F et al, 2019)

     Promoting reading habits is highly important in the student's career; it is considered as an irreplaceable component during their studies by which they can understand more, fit their needs and solve problems they find.

     In addition to that, learners have different reading interests, In research from (Rudman, 1957, as cited in Kushmeeta. C, Rout. S.K, p.1) "reading interests often refer to the selection of subject matter or preference for a genre of literature being read." These interests could be affected by several factors like gender and age. Similarly, "other aspects in the form of internal factors such as stimulation and attitude as well as external factors especially in schools such as

teachers, peers, and the library facilities available reading resources for the learners." (Rudman, 1957, as cited in Kushmeeta. C, Rout.S, p.1)

1.4.2 Importance of Reading Habits

Despite the age or gender, reading habits have a lot of benefits for the readers. To clarify, for a child or an adult, "A good reading habit is considered as an important part in which it allows individuals to achieve practical efficiency; in addition to that, it is mandatory for healthy intellectual development." (Rudman, 1957, as cited in Kushmeeta. C, Rout. S.K, p.2). Reading develops writing and speaking skills by discovering new words, terms, and expressions. This would enhance the learning process in which the student will be better at expressing his ideas and thoughts. Reading is one of the best ways to learn a new language or gain mastery over a known one. Also, when you learn through stories, you learn much faster.

Furthermore, reading is one of the best ways to learn a new language or gain mastery over mother-tongue one. Also, when a reader learns through stories, he\she learns much faster. Kushmeeta. C, Rout. S.K (2013) states that reading for pleasure enhances reading development as a life-long habit that improves language skills and fluency. In addition to that, children develop their reading skills when they read for pleasure. (p.2)

1.5. Reading Literacy

Reading is not just an eye contact with text, it extended beyond this contact to build a relationship with information gathering. Literacy can be defined as the knowledge of how to write and read. Moreover, it is the information or skills in a specific field of activity. Literacy is also a private ability that an individual has to process information and knowledge for life skills. (KBBI, 2016)

1.6. The Development of Reading Culture Over Decades:

Over the decades, reading was considered as one of the most important sources of knowledge. For the importance it has, reading captured the attention of the human being and people are more interested than before. In the last two decades, the attention was turned from the traditional books to the new trend which is e-books. There has also been debate about which one is beneficial for the reading process but this is not the first debate since the reading habits are changing with every technological development.

Historically, Reading went through a lot of changes and developments. In the past, it was done out loud, and it continued for thousands of years. The beginning of the change in reading habits occurred about 10 centuries ago when reading became silent. As a result, it

caused a shift in human consciousness, it freed the reader's mind from being preoccupied with pronouncing words, to start thinking, remembering and comparing What he reads with his acquaintances while reading, as a consequence, the reader will not worry any more about how other will react about his readings.

With increased literacy, better punctuation, and books that were made accessible to the general public by the inclusion of pictures or the simplification of language, silent reading became the norm. More and more readers began to be able to form a personal connection with the written text, without someone else's voice and interpretation acting as intermediaries. Silent reading made reading a private activity – making room for more options in the choice of a reading book. Reading from a book was considered pleasant dinnertime entertainment, even in humbler homes, from the Roman times to the 19th century.

In 1500, with the proliferation of the prints' invention by "Johann Gutenberg" , the libraries of Europe were filled with nearly 27,000 titles, with a total of 10 million copies. Thanks to this great invention, the number of the readers in Europe were increased, and the reading habits also changed dramatically. In addition, the Society has gone through some changes, a copy in the hands of the reader from several similar copies that reaches other readers, creating a common language between people in which they were discussing and reacting about some topics they have read.

In 1588, the Italian engineer "Agostino Ramelli" invented the reading wheel, which allowed the reader to move between a number of books at the same time, without the difficulty of folding or transporting the book. But the presence of this invention in the European libraries remained rare.
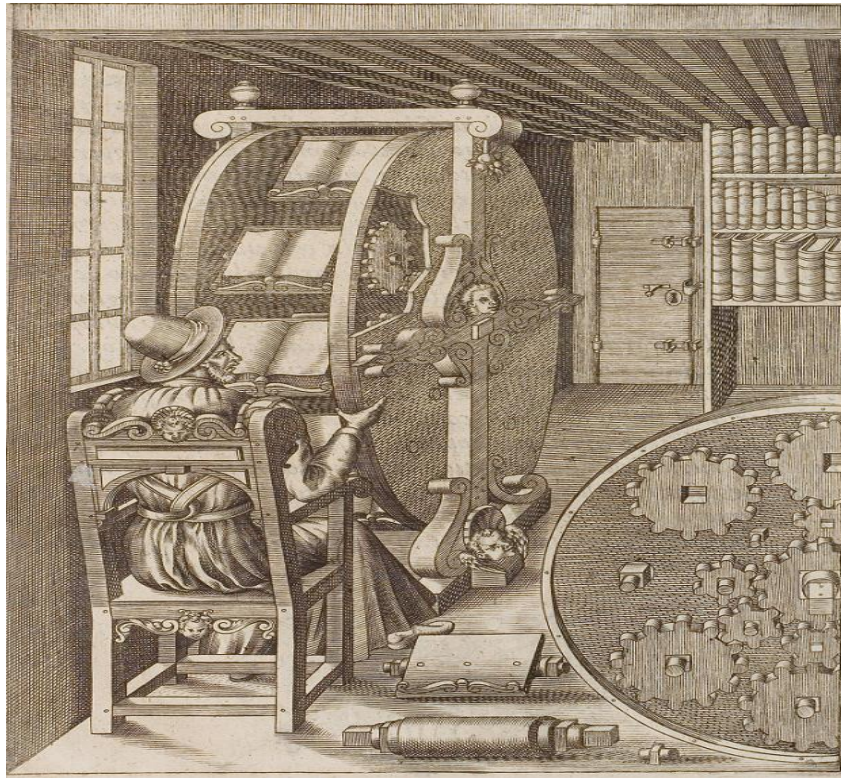
Picture 1 : Agostino Ramelli book wheel

Retrieved from : www.shorturl.at/bcvAZ

In general, the European reader had not a lot of books to read, the choices were limited, just a copy of bible and one or two books in which he reads them over and over again. The German historian "Rolf Engelsing" claimed that by offering a large number of books and newspapers to the the reader, a real revolution came into the habits of readers at the end of the eighteenth century.

Years later, after the invention of the phonograph by Thomas Edison, there were some concerns about the role and the presence of the books in people's daily life. It was assumed that the books would no longer be printed, and that they would be recorded only as audio, and the reader - who would become a "listener" - would hear it with his eyes closed. But the book kept his position even after the emergence of the radio ,televisions and not too long ago: the e-books and pdf files.

Picture 2 : The phonograph by Thomas Edison

Retrieved from www.shorturl.at/hmpuE

1.7. Factors Influencing Reading Culture Among Learners:

Reading as a habit can be easily effected by the environment in addition to some internal and external factors. Positively or negatively, these factors can change this habit.

1.7.1. Internal Factors

The most known effective internal factor is motivation. Guthrie & Wigfield, (2000) stated that reading motivation can be defined as the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading . A good motivation is important for the reader to promote reading culture. Depending on the aims for which people read, when someone is motivated to read, he will devote more time to read as well as to be more concentrative in the text he reads. The aim of reading varies from one person to another. For instance, a pupil may read a school book just for passing the exams. On the other hand, an older one, will read for specific aims such as getting knowledge, entertainment purposes or even reading for pleasure.

1.7.2. External factors

Dealing with the external factors, the environment in which the reader live or interact, can easily affect the reading habits that it may occur "It is always a good thing for a kid to be surrounded by people who read" (Chalukya, 2021, p.3). To clarify, a teenager may read a book just because everyone is talking about it or just because he saw someone else read it, like the novels of The Hunchback of Notre-Dame, the crime and punishment, and harry potter.

Moreover, the aim for which people read also can be shared between the readers. As an example, an individual may consider reading as a source of entertainment while others consider reading as a source of reliable knowledge. To clarify, Reader's interest is another variable that plays a remarkable role in reading. It refers to the personal interest in the act of reading, it can be counted by how much reading is done, and what a reader wants to read (Nation, 2019, as cited in Sumaya, 2021). In other cases, individuals are just lazy and find it a big deal to take a book and read, instead, they prefer to sleep or to play video games, here, the role of the family comes.

As a role model, the role of the family especially the parents' behaviours, is a vital part of cultivating reading habits, stimulating intellectual growth that affects the reading habits that members of the family have. According to Sumaya (2021) A role model can be defined as the person who sets an example for a group of people in an aspect or several aspects of life. Furthermore, lack of time, lack of parental involvement, and less interest are significant hindrances in developing reading habits among children (Akindele 2012, as cited in Sumaya, 2021, p.3),. When parents have a library at home and read in front of their kids, they will encourage them to read and develop a reading culture inside the family rather than disseminate it outside to the environment. To clarify, If the reader is surrounded by bad role models, he will unlikely to have a reading culture and even develop unhealthy or bad reading habits. By the same token, if the environment represented by peers and adults especially those who are considered to be role models engage in bad habits or play an inactive role in reading promotion, this will directly affect his reading habits. (Aina et al., 2011)

Additionally, the individuals will be more likely to develop a reading culture when libraries are available. More libraries mean that the readers have a lot of choices and books to choose, libraries are useful in giving the readers a big number of books and appropriate types of books (Aina et al., 2011). The absence of libraries discourages promoting reading habits, as a result, it will cause a dwindling in reading culture in society.

1.8. Benefits of Reading Habits

Undoubtedly, reading is an irreplaceable part of the learning process and even in people's daily life, since it is beneficial for both, individuals and society. On the individual part, self-education (also known as autodidacticism) would be easier by depending on reading. A lot of choices and sources of knowledge will help the reader to be self-developed, therefore, dispensing with the schools, institutes and teachers. According to new research ("INVESTIGATING FACTORS AFFECTING POOR READING CULTURE

AMONG EFL UNIVERSITY STUDENTS," 2021), Books help readers to master the ethical, moral, and socio-political problems of life by providing real-life examples, helping the reader pose and answer questions. In addition to that, by taking a look at others` previous experiences and different fields of life, the young readers will be able to reach the basic goal of developing the personality (Bamberger, 1975).

In addition, reading gives the ability to the individuals to master grammar and develop the vocabulary by dealing with a lot of writing styles and a range variety of texts, novels, magazines, and poems. As a result, the reader will reach his vocabulary with a new terms ,words, and expressions which may develop his writing skills and discussion later on. To clarify, books are full of new words that enrich students' vocabulary, and give the ability to the readers to develop and acquiring new styles of discussing topics through reading diverse types of books (Guevara et al, 2010).

On the other hand, Reading is considered as an important component of the development of any society According to a study, without promoting a reading culture within its people reading, the nations will definitely not be able to develop. In contrast, promoting a reading culture within the society develops its individual cognitive level. To clarify, reading makes a man, and it helps to develop the mind, to be informed, thoughtful, and constructive" (Desmond, 2014, as cited in Sumaya, 2021).

In addition to that, reading is important for the language skill that kids have. For this vein, Chakulya stated that boys while reading for pleasure, strengthened their language skills involuntarily and unconsciously.

Indeed, researcher found that reading plays a very crucial task in developing an individual intellectual growth and critical thinking. According to Chalukya (2021), when an individual reads repeatedly, he will be able to think about right and wrong in society more critically. Moreover, Reading gives people a sense of values that allow them to progressively develop the greatest of all virtues which means the ability to understand rather than condemn.

1.9. Influence of the Internet on Reading

By talking about the effect of the internet on reading culture, it seems that it is a little bit impossible to judge the internet as a positive or negative effect but yet it depends on how it is being used. Studies showed that the internet has offered a large variety of choices and books

for the public to read, increased access to information, use of foreign sources, and facilitates the contact with worldwide readers "the possibility of searching multiple resources at a time as provided by a digital tools, and task achieved more quickly then when using written equivalents" (Chalukya, 2021, p.5). Moreover, it increased time spent on reading, and has decreased dependence on print sources, contacts with print sources, reading in local languages, and reading of books (Fayaz, 2011). These factors will undoubtedly promote reading culture as well as motivate the students to read.

Furthermore, the availability of the internet has completely transformed the way reading has been done for centuries. Anyone with internet access can read books online, download and upload new books, read on Wikipedia and search on Google for facts and the latest information. Today, any information can be obtained at the click of a mouse no matter when or where. According to Chulkaya (2021) "internet facilitated reading process for everyone and especially for distance learners. Regardless when or where these readers are, they can access to libraries from internet cafes, from their offices and from the comfort of their own homes at any times of day" (p.5).

On the other hand, the internet can affect negatively on reading. First of all, readers can not trust everything they read on the internet since sometimes it provides unreliable sources. Secondly, The information is usually not structured as well as it is in books, and the answers that were found online to different questions usually only cover the subject superficially.

When using numerical devices to read instead of books, there were some hindrances that may occur. In the first place, while reading, the reader will be distracted by the different notifications of social networks` accounts which may decrease the readers' focus and the reading process will be superficial. Agyekum and Arthur (2018) noted that the intensification of the use of social media among tertiary students has no doubt affected their reading culture negatively. As a consequence, the reader is no longer able to extract the information from the text he reads or the message that the author wrote for. Some researchers argued that the growth of electronic media may have negative implication on extensive reading and this may hamper the ability to read deeply and to sustain a prolonged engagement in reading (Liu, 2005 in Ngugi & Mberia, 2014).

Nowadays, it is obvious that the individuals, in general, stay a long time searching and texting on the internet which affects negatively on the time that is supposed to be devoted for

reading, "In this age of proliferation of internet, technology is slowly taking steady control of individual lives and the passion to read is vanishing day by day (Igbokwe, 2012)

Indeed, It depends on how students use the internet. Plenty of e-books are available now for the students just through a single click. Yet, a lot of students are being distracted by the various entertaining materials offered by the net, and thus their reading culture is continuously fading away." So, the decision about whether the internet has positive or negative outcomes on the reading cultures, depends on it is being used by the user himself.

1.10. Constraints on the Reading Culture

Developing a reading culture in society has a lot of advantages, but the absence of such habits may cause some negative attitudes. In other words, reading is universally considered as a great activity to engage in. Many readers found some difficulties when they want to read or to develop a reading culture, novice readers are more likely to be affected than fluent reader by these factors. This situation caused a dwindling in reading culture, moreover, Many reasons have been adduced for this drop in reading.

However, cultures or people individually slowdown in reading and read a little or do not read at all for a long time. This phenomenon is regarded as a bad or poor reading culture. It can affect the personal career, academic and social life of the person or a group of people. Moreover, it can even affect society, region, or the country as a whole. There are several reasons and factors that make this phenomenon exist, and different authors mention different factors to overcome this situation. The factors that cause this phenomenon are summarized as follows:

1.10.1. Lack of Role Models

A role model is a person who is considered as an example for an individual or a group of people. If the the environment especially those who are considered to be role models engage in bad habits or play an inactive role in reading promotion it will develop unhealthy or bad reading habits and directly affect the readers. (Aina et al., 2011).

1.10.2. Lack of Libraries

Libraries are beneficial for the readers by offering them a wide variety of books to read and considered as one of the most effected factor in promoting and developing the reading culture. According to Aina et al (2011) "The absence of libraries is considered as an hindrances in promoting reading culture especially in the cases where the access to e-libraries is

unavailable. This situation means that if the readers don not have access to libraries and the needed book will definitely lose their interest in reading". Indeed, the libraries are either not existing at all or not performing their anticipated part. Yet, the few existing ones lack reading resources which can stimulate reading habits, due to lack of funds.

1.10.3. Economic Hindrances:

One of the most effected factors is poverty. Many readers are unable to buy books that fulfil their interest and they find books expensive to buy. Besides, the prices of books are rather on the high side and not within the reach of many.

1.10.4. Effect of Social Media on Reading Culture

In the past, books have more interest of people whom spend more time with books and novels in their free time. However, nowadays, internet and especially social media have changed the life style of people, distract their attention and even effect badly their reading habits.

1.10.5. Video Games

According to Mohammed (2011 as cited in Sumaya et al, 2011) " technology has controlled every aspects of our life such as emotions, minds, as well as reading". Indeed, by using smartphones and laptops people are reported to be addicted to videos games more than before which means that they will grow a bad habit of reading since they do not have time for reading.

1.10.5. Teachers` Responsibility

Teachers are considered in the best position to promote and improve reading culture. These Teachers can easily develop positive attitudes about reading by enabling and implementing reading activities in the course process as well as giving the opportunity to the learners to participate and be a part of the course. For this vein, Mohammed (2011 as cited in Sumaya et al, 2011) claimed that If the teachers encourage students to read books for assignments and projects, it will grow a good habit of reading.

1.10.6. The Lack of Reading Materials

This has a profound negative effect on the reading culture among the university students. This situation means that they they can not participate in intensive and extensive reading activities due to the absences of variety of books to select from for reading. The students are less likely to be engaged in reading habits if they do not have the books that fulfil their interest. For this vein, Willie (2008 as cited in Olasehinde, 2015, p.4) stated that schools and

colleges need to be supplied with books that will sustain the reading interest of the students across the curriculum

1.10.7. The Role of Technology

Another reason is the role of the internet which has an effect in probably every daily life aspects. Since it facilitates and provides a variety of books to read, the access to the internet is still poor and this hinders access to online reading resources such as e-books. Furthermore, it is remarkable that the youth and especially the students waste valuable time surfing anti-moral and socially unfriendly websites. Instead of engaging in serious reading during their spare time, many people, especially youths, prefer to spend most of their time in cyber cafes browsing, playing video games, chatting with friends or drafting and sending fraudulent letters on the net, watching seasonal movies for several hours etc. (Olasehinde et al 2015).

Because of the neglection of reading modules in the English department at Saida University, the impossibility of accessing the library, and the dwindling of reading culture among EFL learners, The researcher was motivated to conduct this thesis and find the possible solutions for these problems."

1.11.   Conclusion

This chapter handled the theoretical part of the study. It has first provided a glimpse of the term "reading" in general. Next, the chapter tackled the types of reading as well as an overlap of the reading habit and its importance. Moreover, it talked about the development of reading over the decades and the factors that affect the reading culture of students. Furthermore, the chapter displayed to what extent internet affect reading habits, is it positive or negative. Finally, this chapter presented the most effected factors that are considered as hindrances to promote reading culture among students.

2.1.Introduction

While the first chapter aimed at covering the literature on reading culture and reading habits, different perspectives, and concepts of this study. This chapter is methodological, and devoted to the actual implementation of the theories into practice. It aims to give a thorough description of the research methodology used to analyse reading culture among university students, what motivates them to read as well as the main difficulties that face these students. It will identify the methodological approaches and the research instruments (questionnaire and an interview) that the researcher opted for. In addition, it will present the research design, the significance, and the aim of the work. Finally, the current chapter illustrates the limitations that obstruct the researcher during his research journey.

2.2. Structure of the Study

This thesis is divided into three chapters. Each chapter started with a small introduction and ends with a concise conclusion. The first chapter is devoted to the theoretical part which mainly tackles the review of the related literature. The second chapter deals with the research design of the present study as well as obtaining an accurate analysis. At the outset, it lays a theoretical background about the research methodology adopted. In addition, it provides detailed information about the nature of the research approach, research designs, procedures, participants, and samples. Moreover, It seeks to provide a thorough description of the practical phase of this research work and the methods followed while collecting the data. The third chapter deals with the practical part of the research which includes the description of the analysis of the two research instruments (questionnaire for students and interview for teachers) to find answers for the raised research questions and to confirm the research work's hypotheses. Afterward, it gives the interpretations and recommendations.

2.3. Research Methods

The research methodology is considered as one of the vital parts of conducting a research paper. For this sake, a random simple sample technique has been used, in which the entire population has an equal chance to be selected and to answer. By using different methods, These data were collected from different sources. Therefore, this research method paves the way for exploring and revealing multiple facets of the phenomenon being studied. A mixed approaches method, which combines both qualitative and quantitative methods in which data collection and analysis were considered appropriate for this study because variation in data collection allows the researcher to gather more and better information, provide answers from different perspectives and supply a deeper insight to capture the complete picture of reality. As

Mackey et al (2005, p.164) stated that the credibility of the investigation will be increased when using multiple research techniques and variant data sources.

2.3.1. Mixed methods research

Mixed methods research combines the use of quantitative and qualitative research in order to answer the research questions. implementing mixed methods is more beneficial than depending just on one method. Furthermore, the researcher gains a more complete picture than a standalone quantitative or qualitative study, as it integrates the benefits of both methods.

The combination of quantitative and qualitative methodologies allows for comprehensive use of data, resulting in a better understanding of research problems and complicated phenomena than either approach alone (Fetters & Freshwater, 2015). As a result, using such methods improves the validity of inferences. However, conducting mixed methods research is difficult and fraught with difficulties (Creswell & Clark, 2011)

Distinguishing between the qualitative and quantitative methods of data collection is refers to the nature of the gathered data.

2.3.1.1. Qualitative Research:

Olasile (2020) stated that for the aim of understanding the human and social environment, qualitative research deals with collecting and interpreting non-numerical data. Additionally, qualitative instruments include interviews, diaries, and observation (Dörnyei, 2007); it gives the researchers "open-ended data in form of words, pictures or icons in need of further interpretation and analysis (O'Leary,2004, p.99).

2.3.1.2. Quantitative Research:

On the other hand, quantitative research is the methodical exploration and analysis of phenomena, by collecting quantifiable data and employing statistical, mathematical, and computational methods (SPSS). The process of collecting quantitative data denotes the presentation of data through numbers and statistics, which "remains the most employed and straightforward technique in scientific research" (Dörnyei, 2007, p.3). The quantitative features of this study require analysis of questionnaire and oral test outcomes to describe students' perception of their reading culture, and the influencing factors contributing to this element, whereas the qualitative aspect involves the qualitative analysis of teachers' interview transcripts to expand, highlight, and explaining the quantitative results.

The research relies on mixed-methods research to gather effective and adequate data that would unveil the confusion on the subject matter. Besides, it helps him to increases the reliability and the validity of the current research.

2.4. Description of the Target Population

Dörnyei (2007) stated that a sample is a group of participants whom the researcher examines in an empirical investigation. The selected participants from the population function as representative of the entire target population. Setting up a suitable sample for the research study requires the researcher to rely on a process by which he or she determines the nature of his or her research study.

In this study, simple random sampling is used. It is beneficial for the researcher as Despresio (2018) mentioned that there is " no easier method exists to extract a research sample from a larger population than simple random sampling" (p. 7).

This study has taken place at Dr Moulay Taher Saida University, at the level of the English language department during the academic year 2021-2022. The entire sample has an equal chance to be selected and to answer.

Besides that, the participants of this research were EFL learners and tutors. They were randomly selected to contribute to the accomplishment of this research paper. From this wide range, the researcher has chosen four (04) teachers and fifty-four (54) learners to represent the whole population to conduct his research.

2.4.1. Description of the Teachers' Profile

The researcher randomly selected 4 teachers two of them were males and two were females. Furthermore, the researcher has selected them for the interview that would enlighten some aspects concerning the difficulties and the stimulus encountered by EFL students in developing a reading culture.

2.4.2. Description of the Learners' Profile

The sample size was 54 mixte of LMD English students. There were 39 (75%) females participants while males participants were 13 (25%). The researcher used a random sampling method to select the participants in which they have an equal chance to be selected and to answer. That is, he randomly select the participants via verified facebook groups and emails and gave the questionnaire to all the students.

2.5. Research Site :

The research Site of the current study is conducted in the English department at Saida University with LMD students. This department is one of the most important in the Faculty of Letters and Foreign Languages.

Moreover, the English Department at the University of Dr.Moulay Taher in Saida offers a variety of modules specialties: Literature and Civilization and didactics in which the students study different modules. The LMD system is the approved system in this department, which denotes the French abbreviation of License/ Master/ Doctorate; it has been implemented in Algeria since the academic year 2004/2005.

2.6. Research Tools :

It is a sheer truism that any research paper relies on a host of tools to make its results academically more reliable and credible. This study was designed to gather a range of data from both teachers and students using an interview with teachers and a questionnaire for students.

2.6.1. Description of the Student's Questionnaire :

According to Mackey et al (2005), The questionnaire is considered as one of the most known research methods. A questionnaire is a research tool consisting of a set of various questions. It gives the ability to the researcher to collect data, attitudes, and opinions from a large group of participants.

The advantages of implementing a questionnaire in a research paper are that it facilitates the process of data collecting from a larger sample of people in a short amount of time. They are economical and easy to use especially when using online and mobile tools, the process of collecting data is quicker. In addition to that, the questionnaire can be easily targeted to groups based on the choice of the researcher and the requirements of his sample population. This means that the researcher can gain insights in 24 hours or even less, depending on the scale and reach of the questionnaire. For this vein, Dörnyei (2007) stated that the benefits of using questionnaire include the submitting of answers to questions in an understandable and disciplined way, the ability to assemble a large amount of information in a short amount of time, and a readily usable in a form that can be acceptable by the readers.

The questionnaire adopted in this research aims to explore the reading culture among university students, the factors that encourage them to read, and the reasons that impede and discourage them not to. That is identifying what influences their reading habits and reading

abilities. The questionnaire contains 4 linked sections to explore and detect students` desire to read and develop reading habits inside and outside the classroom time and was comprised of four sections.

The first section is devoted to determining the learner`s reading interests. The participants were asked questions to know how much they like reading and the time they devote to read as well as how many books they read in one month.

The questions in the second section aim to explore the participants` perspectives toward their reading habits. The questions were designed in which respondents answered and comment about books they have read, the setting as well as what motivates them to read.

Then, The third section targets the students' opinion toward the implementation of technology in reading culture. The questions attempt to discover how much the use of technology affects the time that the students make for reading and if they use e-books rather than a paper book.

Finally, the fourth section consists of three questions. The students were asked about their opinions and attitudes concerning the impact of technology on reading. The first question aims at enquiring if the participants think that the use of technology impedes or encourages reading culture. In the second question, the respondents indicate their level of agreement with three statements on a five-point Likert scale. According to Dörnyei (2007), a Likert scale is a type of close-ended question which aims to discover the attitudes and perspectives that the participants have toward a given point. In the third question, the participants are required to comment about their opinions on the advantages and the disadvantages of using numerical devices in reading.

2.6.2. Description of the Teachers ` Interview :

Interviews are used to collect the qualitative data. According to Harrell et al (2009), interviews are discussions, usually one-on-one between an interviewer and an individual and aim to collect data about a given point or specific set of topics. Moreover, they can be conducted in person or over the phone or video-chat and may differ on the level of the structure placed on the interaction. Interviews can be designed differently depending on the researcher's intention and the area of research. Additionally, They have three main types: structured, semi-structured, and unstructured interview.

The type of interview used by the researcher in this academic undertaking is a structured interview. It was addressed to four EFL teachers. Besides, he undertook a virtual interview with teachers. This means that the interview was conducted via email and that is what elucidates the use of the structured interview.

The teacher's interview was designed to obtain deeper information about reading culture and to what extent students read. Furthermore, it helps to understand this point through experts' opinions on what effect students reading habits; what encourages and discourages them to read. That is composed of fourteen questions (see appendix B).

The teachers were more than collaborative, in which, they provided the researcher with detailed answers which were satisfying for him.

The aim behind opting for an interview with the teachers is to have credible information and clarification about the topic being studied. Additionally, they mentioned their opinions about reading and whether the use of technology affects it positively or negatively, and what might be modified to promote and encourage EFL students to read more.

2.7. Significance of the Study:

Hopefully, the findings of this study will redound to the benefits of the society considering that reading culture plays an important role in the students ` learning process as well as developing their critical thinking. this study will give a contribution to promoting reading culture among EFL students, especially the study which focuses on overcoming the hindrances that impede students to read in the Department of English, University of Dr. Moulay Taher.

Also, this study is significant in explaining how reading offers insights through which individuals can broaden their knowledge and develop a deeper understanding of themselves and the environment.

Moreover, This study aims to conceptualize and comprehend factors that affect positively or negatively on reading habits that students have. Similarly, discovering what motivates them to read as well as what outcomes the use of the internet has on reading.

2.8. Limitation of the Study:

The present research encounters the existence of some hindrances. First, the continued interruption of the studies from time to time because of the strikes and the COVID 19 pandemic. It was a little bit hard to focus on the studies after these interruptions. Furthermore, the lack and

even the absence of homework especially of the modules, which are related to the writing of the dissertation, were among the main hindrances. How can students learn how to outline a chapter or make an interview in just one hour in the classroom? Such modules require further working and searching out of the classroom, which was impossible due to the time.

Similarly, data collecting was a major problem. Due to the long vacation that students take, selecting a sample of the population and giving them the written form of the questionnaire will be time-consuming so the research adopts an online form of the questionnaire, which may affect the credibility of the collected data.

As data collection methods are a vital part of any research paper, implementing classroom observation was impossible. There were no clear sessions or modules opted for reading or in which it encourages reading culture. The teacher of literature or civilization modules asked the students to analyse some texts in the classroom and there were given a few minutes. Unfortunately, due to the pandemic of covid 19 and health measures applied by the authorities, the curriculum was minimized. Consequently, these few minutes have been decommissioned, and relying on the observation was impossible which could give more information, enrich this dissertation and increase its credibility.

Finally, these hindrances did not prevent the process of the achievement the results and exploring its problems.

2.9. Conclusion:

This chapter attempted to delineate the research methodology used for the sake of conducting this study, the research site and the students who participate in the questionnaire. The researcher opted for a mix of quantitative and qualitative strategies. Because of data collection are concerned, this research has been guided through the use of students` questionnaires and interview with teachers. Thus, the following chapter will deal with data analysis, discussion of the findings, and recommendation

Part Two: Data Analysis

3.1. Introduction

While the first chapter tackles the theoretical part of this study, this second chapter is devoted to presenting analysing the findings from the collected data in order to have a thorough picture of the research topic and its purposes. In this regard, the present study would achieve three major goals. It aims at investigating the factors that motivate EFL students to learn and help them to develop reading habits. In addition to that, the specific goal is to examine the reasons behind a poor reading culture and what imped the students to read. Furthermore, it investigates how the students use the internet and what effects it has on their reading habits. Thus, the information were collected throughout different methods, including an interview with teachers and questionnaires for students. For better comprehension, these data were explored and illustrated by graphs.

3.2. Data Analysis:

This section contains the analysis of the collected data from the research instruments stated above. It summarizes the overall data obtained throughout the research procedures and attempts to find suitable answers to the research problematic.

3.3. Findings:

The interpretation of the results collected from the teachers' interview was carried out quantitatively. However, students' questionnaire were qualitatively analysed.

3.3.1. Students Questionnaire:

The participants were asked to answer a questionnaire in order to investigate their views, attitudes and perceptions about "reading culture", what promotes and impedes students to read and what outcomes have the use of the internet on reading habits that they have. The participants were fifty-two (52) English LMD students at the University of Saida. Therefore, the researcher analysed the data that come from fifty (52) participants. However, the following section provides quantitative and qualitative analysis and interpretations of the questionnaire's items and findings. As mentioned previously, the questionnaire comprises five parts dealing with different research angles.

Gender Information

This section gives exact details about the gender of the students who took a part in this questionnaire.

The present item is a dual-choice question about the gender of participants. As shown in Table 2.1, of all 52 participants, 13 are males, and 39 are females. Similarly, as the fi 2.1 shows, that percentage of females was more significant than males. That is a record, 75% of females and 25% of males from the total number of respondents.

Gender	Frequency	Percentage
Male	13	25 %
Female	39	75 %
Totale	52	100 %

Table 3.1: Gender Distribution

Section one: Learner`s reading interests

The present section contained seven questions, six multiple choices questions, and one multiple-choice grid. It started with a multiple-choice question in which the respondents were questioned about how much do they like reading (Q1). The next question inquired the respondents to mention the opportunity of reading they get in the university(Q2). In, the following question the students were asked to mention how much do they like reading in their own time outside of the university (Q3). The fourth question contains four options, in which the participants answer according to the time they devote to read per week. From six option in the fifth question, the respondents state averagely the number of books they read in one month. The sixth question is a multiple-choice grid with six options. The students were asked to select one option of different reading sources. Finally, in question number 7, the students were invited to mention their own suggestions they thought it well be beneficial to promote reading in school.

Question one: How much do you like reading?

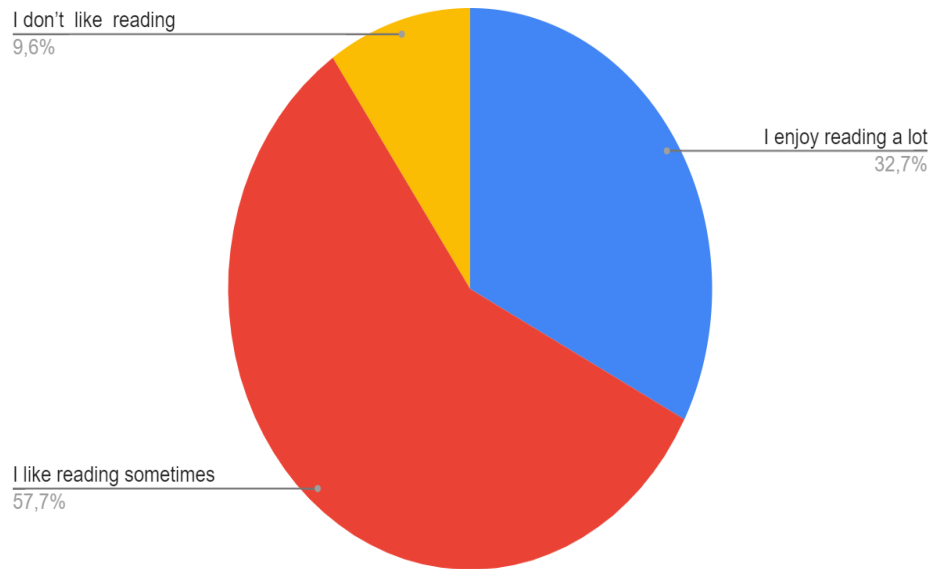The present question aims to identify to what extent the participants like to read.

Figure 3.2: How much do you like reading?

The figure 2.3 depicts to what extant the students like reading. 30 participants that is (57.5%) answered that they like reading sometimes. With a percentage of (32.7%) of 52 participants, 17 respondents claimed that they enjoy reading a lot. Besides that, 5 students that are the minority with a percentage of (9.6%) answered that they do not like reading which indicates that they do not have a reading culture.

The vast majority of questioned students (30) revealed that they like reading sometimes which indicates that they may have a reading culture. On the other hand, 17 students stated that they enjoy reading a lot. This implies that these informants are active readers and are eager to enhance their reading culture as well as they are aware that reading is beneficial for their knowledge at the levels of grammar, lexis, vocabulary…etc. Surprisingly, 08 students answered that they do not like reading. This situation poses questions about what makes these students do not like reading, they might be unmotivated to read or they do not have access to reading resources.

Question two: Do you get much opportunities to read in university?

This question seek to clarify how much reading opportunities do students get in the university.
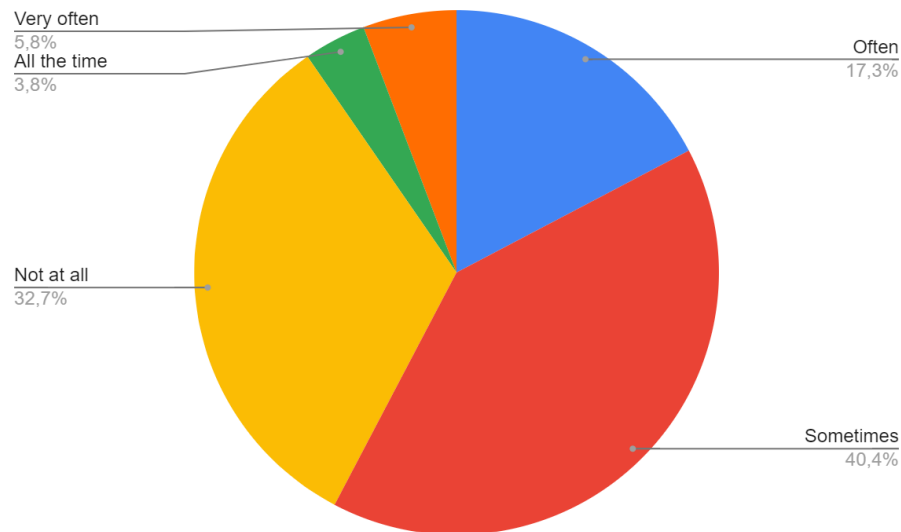

Figure 3.3: Do you get much opportunity to read in university?

Figure 2.3 distributes the percentage of how many reading opportunities do students get in the university. 17 respondents (40,4%), stated that they sometimes have opportunities to read, Whereas 9 students said that they do not get any chance to read at all. Therefore, this situation in which the students do not get any opportunity to read, may impede them to read and become a hindrance to develop reading habits. Whilst, 9 students answered often, 3 said very often and only 2 participants claimed that they have chances to read all the time.

Dealing with reading opportunities that students have in the university, 17 out of 52 respondents said that they do not find any chance to read in the university while only 2 students said that they do. It is worth noting that this environment does not encourage students to read or develop their own reading habits. In order to consider reading as a habit, students must have consistent opportunities to read continuously which the university does not offer. Rather than motivate the students to read by giving them chance to read, overlooking this part will imped the process of promote reading culture.

Question three: How much do you like reading in your own time (not at university)?

This item intends to clarify weather the students read outside of the university or not.
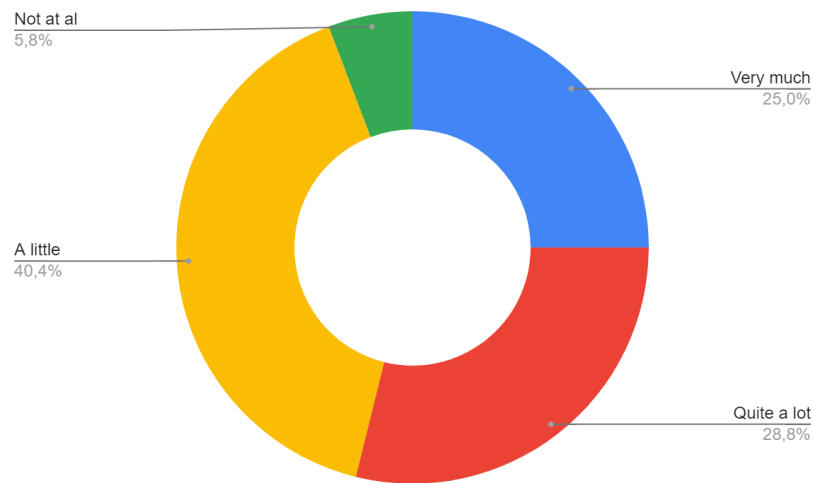
Figure 3.4: How much do you like reading in your own time (not at university)?

The present item is indicated in order to explore if the students like reading in their free time out of the university classes. A multiple choice of four choices was indicated. 21 (40.4%) participants indicate that they like reading little outside the university whereas 15 choose "quite a lot". As the figure 2.4 reports, 12 students (25%), stated that they like reading a lot in their own time. Only 3 students that is (5.8%) of the total respondents do not like reading at all which obviously indicates that those students do not dedicate any time for reading in their free time.

Regarding to what extant students like reading outside the university, the answers varied between very much, quite a lot and a little. These answers indicate that the importance that those students give to read, is not linked only to the university requirements or just read as a homework. They may consider reading as entertainments methods or as sources of culture by which they expand their knowledge. Whereas only 3 students indicate that they do not like reading at all out of the university. Obviously, it can be noticed that those participants do not consider reading as an importance skill to master.

Question four: How long do you spend reading on average per week in your own time (not at university)?

options	N	%
Not at all	4	7.8%
Less than one hour	18	35.3%
One to two hours	16	31.4%
Two to three hours	8	15.7%
More than three hours	5	9.8%
Total	**51**	**100%**

The table above aims to explore how much time do the EFL learners spend time on reading per week. The findings reveal that 4 students do not read at all. Those students may have no aptitude to benefit from the advantages of reading, but those form the minority of the wide rang. Besides, 35.3% of the learners show that they spend less than one hour in reading per week. Furthermore, 47.1% of the total respondents reveal that they spend from one hour to to two until three in reading. Those learners may have a strong desire to enhance their performance in the different domains of their studies due to the importance of reading. Surprisingly, 5 out 51 of the informants spend more than three hours each week in reading, the thing that implies their

Table 3.5: Question four: How long do you spend reading on average per week awareness about the importance of reading in developing themselves in the other skills since all the integrative skills are intertwined.

Question five : How many books do you read on average per month?

By this rubric, the researcher wanted to explore how many books do students read during a whole month.

options	Frequency	percentage
None	**7**	3.8%
Less than one	15	13.5%
One	14	28.8%
Two	11	26.9%
Three	3	21.2%
More than three	2	5.8%
Total	**52**	**100%**

table 3.6: how many books do students read per month

As seen in the table above, 7 students said that they did not read any books which indicates that do not give much importance to reading , 15 students demonstrate that they read less than one which means that they do not complete even one book. Similarly, 14 participants that is (28.8%) read only one book per month, 11 students mentioned that they read two books per month, 3 choose that they read three books whilst the minority which is 2 students said that they read more than three books per month.

Question 6 : What suggestions would you have to promote reading in school?

In this question, the students were asked to mention their suggestions about what should be done in order to promote reading in the university. This question aims to explore the students` opinion toward the deficiencies that imped promoting reading culture. 44 students stated their opinions in this question and the answers were as follows:

1. I suggest to make a national day for reading at universities as well as to organize competitions with rewards to stimulate the learners to read
2. The higher institution should set a reading session
3. Implement strategies that are effective to encourage learners to read ,materials like data show seems better than reading from books
4. Offer variety of books magazines ...in libraries Collaboration between schools and libraries
5. Availability of libraries
6. Encorage learners by giving them interested books and comic and drama, novels

31

7. Reading silently is the best way to improve reading comprehension

8. Provide reading tasks that are easy to do and clear to analyse so that they need to know that they have to read so that to preform the task and that signifies that reading is so important tool to obtain info and be intellectual student

9. Children should have a session of reading each week

10. I think that Library is the best place in school to reading

11. They should build a library in our university,there is no one, shocked isn't?

12. Include reading assignment in the curriculum

13. I don't like reading very much, but sometimes I enjoy reading manga, so I suggest setting up a special branch for manga in libraries and also creating places dedicated to lovers of reading in school

14. Giving much importance to Reading skill ,and Why not by examining learners on it .

15. Of course establishing a library, or at least a calm and quiet atmosphere

16. Select text that interest the learners and boost their motivation

17. Teacher should be motivated students to read

18. Teachers should give more opportunities for students to read inside the classroom

19. It can't be I guess it's something like talent either you have it in you or not

20. Make a reading class where students read books and give a summary by the end

21. To be obligatory by the teachers

22. Offer books to students

23. I suggest to make free opportunities with an easy transactions using Identification Tag only

24. Teacher should probide their students with some strategies to develop that skill

25. I personallyy recommand science fiction because not most of teen but a quite numbers of them like and enjoy science fiction since they watch A lot of series and movies So We can integrate this kind of Novel in school to motivate student's reading skillls

26. Visiting libraries. A quiet place must be chosen for reading. Let the student read the entire book, before starting to discuss what he has read. Giving the student the freedom to choose and read what he wants, and inviting some authors to school.

27. The teaches have to schedule reading skill time to time in classroom by encouraging them in order to reward them as a motivational strategy to boost students' reading skill

28. To present interesting reading materials and take into consideration what learners nowadays like to read

29. Using books that have the same interests as the students

30. Reading should obligatory and not voluntury

31. reading is very interesting and important in our daily life

32. To put books which students are intersted in most on the school libraries. To reward brillant students who read or write.

33. to attract learners to read is a must in this day and age, some of the ways i fell in love with reading is when i linked and related what i read to my real life (similar themes or life events) the teacher needs to show to learners why reading is important by making it a fun interactive activity where learners state their opinions and argue and defend and share anecdotes (active learning), when learners understand that literature is a reflection of a particular society in a particular era they will be more invested in reading it as it ignites their curiosity, all of this not only makes them fall in love with reading it will develop their critical thinking skills which will make them life-long readers and excellent learners.

34. Incorporate reading as a module so that students will be obliged to read

35. The historian book ,encyclopédie and russian literature

36. enabling reading resources, build a library in our university with a different choices to read to fit student interests, give students interested subjects to read.

37. giving good titles fo students

38. The use of comics

39. library

40. Make it as a task to add extra point or bonuses

41. Encourage young learners to read and do some debating sessions

42. Take advantage of free time to read

43. Add it as part of modules

44. no idea

Section two : Learner`s reading habits

The aims of this section is to identify and explore students` reading habits.

Question one: Have you read an entire book in the last 12 months?

No
31,4%

yes
68,6%
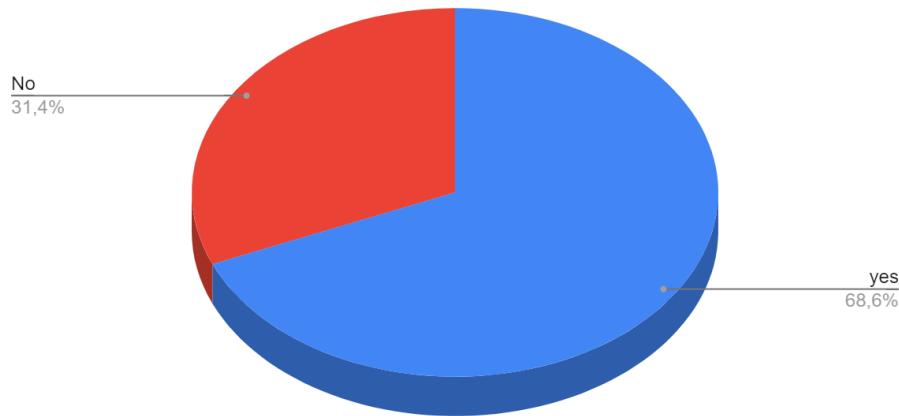
figure 3.7: number of books that students have read in the past year

The vast majority of questioned students 35 said that they read at least one book in the past year. Whereas 16 students that are 31.4% of the total respondents did not read any book at the same period which means that these students do not show much interests toward reading as habits.

Question two: What is the last book that you read? If you haven't read a book, write "Not Applicable."

In this question, the students were asked to mention the titles of books that they have read.

37 students took a part in this question, 3 of them answered "not applicable" whereas the rest answers were as follows:.

1. Not applicable
2. Not applicable
3. Not Applicable
4. Don't be sad Iselamic book
5. Novel
6. Novels

7. Oliver twist

8. Great gatsby

9. 365 days of discipline, affect dynamics

10. Because you are Allah

11. Insane people never die

12. After

13. I read a pictured story about how children learn to speak

14. The power of thinking

15. Hard times

16. The art of not giving a f***

17. i read the Mills and Boon Romances

18. Mannuscript in acra.

19. Emily has to roses

20. "How to be like Sherlock Holmes"

21. not applicable

22. تراتيل انثى

23. The novel of "Diamond and the Devil" (an arabic version of course)

24. Sense and sensibility

25. Adultry

26. The Age of Innocence

27. the story of art (did not finish it) Critical Thinking Across the Curriculum by Mal Leicester and Denise Taylor

28. Le sel de tous Les oublis

29. فن الخطابة

30. AN EXPLORATION OF THE MAIN DIFFICULTIES CHALLENGES AND REQUIREMENTS OF THE ESP TEACHING SITUATION IN ALGERIA

31. The Republic by plato

32. The subtle power of not giving a fuck

33. The bet written by chekov

34. ذاكرة الجسد

35. Forty rules of love (in Arabic)

36. Chifrat bilal

37. An arabic novel

it can be obviously noticed that the students tend to read novels more than books which are related their learning process. This situation may indicate that the students consider reading as an entertainment methods.

Question three How much time do you spend reading web pages each day?

The aim of this question is to identify the time that students spend on reading webpages and therefore the time that this students spend on numerical devices.
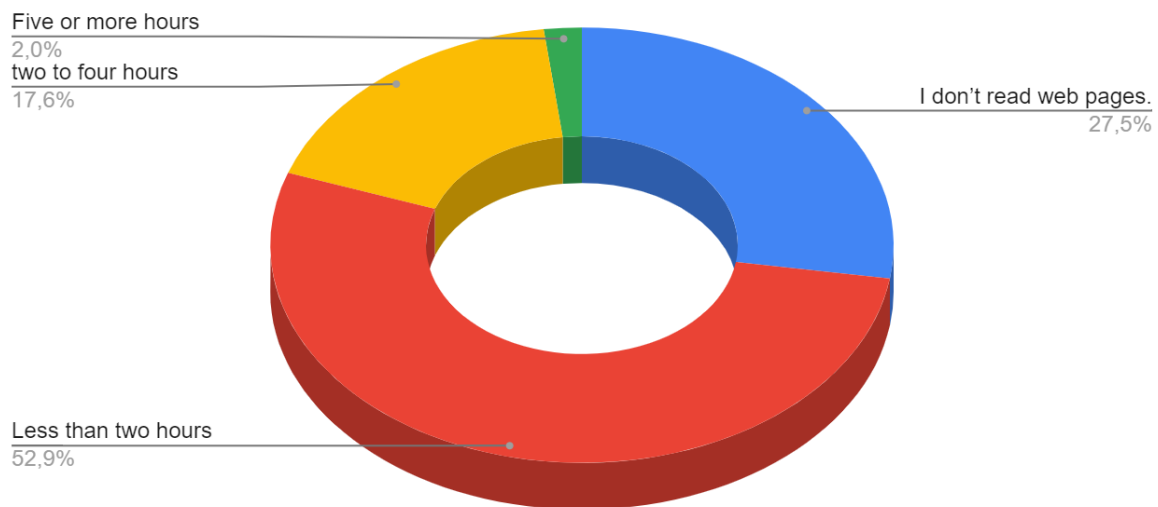
figure 3.8: how much time do student spend on webpages

According to the results displayed in the previous figure, it is shown that 52.9% of the informants stay less than two hours reading webpages whereas 14 answered that they don`t read any webpages. In addition, 9 students claimed that they spend two to four hours on webpages whereas 1 student stated that he or she stayed five hours or more which indicates that this students are not aware about the damages that may caused by staying for a long time on numerical devices.

Question four: Where do you read? Check all that apply

The purpose of this question is to explore the places that attract students to read.
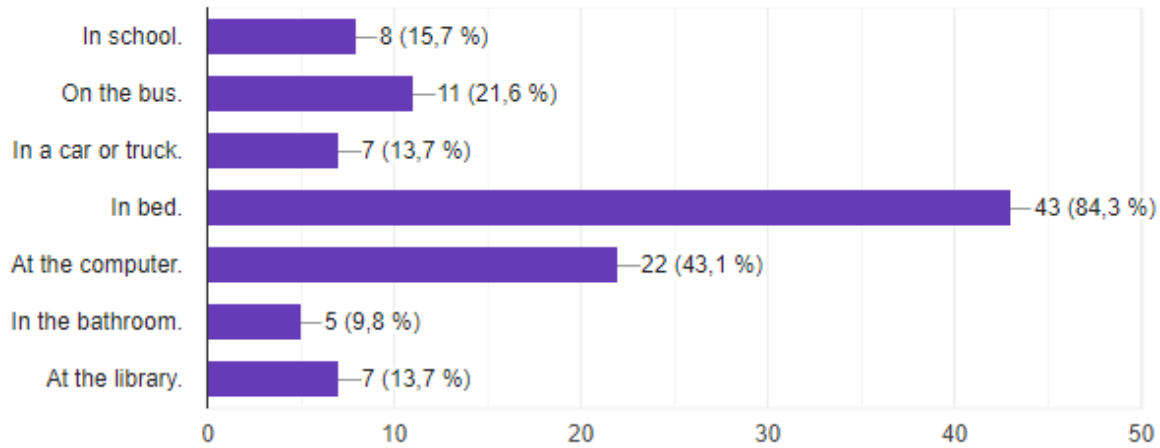
figure 3.9: where do students read

As the figure 2.4 represents, each column indicates a choice for for a place where do students like read. It is important to mention that the choices were given in a check boxes form in which the participant can select more than one choice. From all the given choices about where do students like to read, Figure four shows that the majority choose "reading in bed" 43 times, which may indicate that those students like to read in calm and before sleeping. While 22 stated that they like reading on the computer. Besides that, the choice "on the bus" was chosen 11 times whereas 11 students like to read on the bus. In addition, the choices "at the library" and "in the car" were equally chosen 7 times and 5 participants stated that they like reading in the bathroom.

Question five: Have you ever pretended that you read a book when you don`t?

Yes
27,5%

No
72,5%
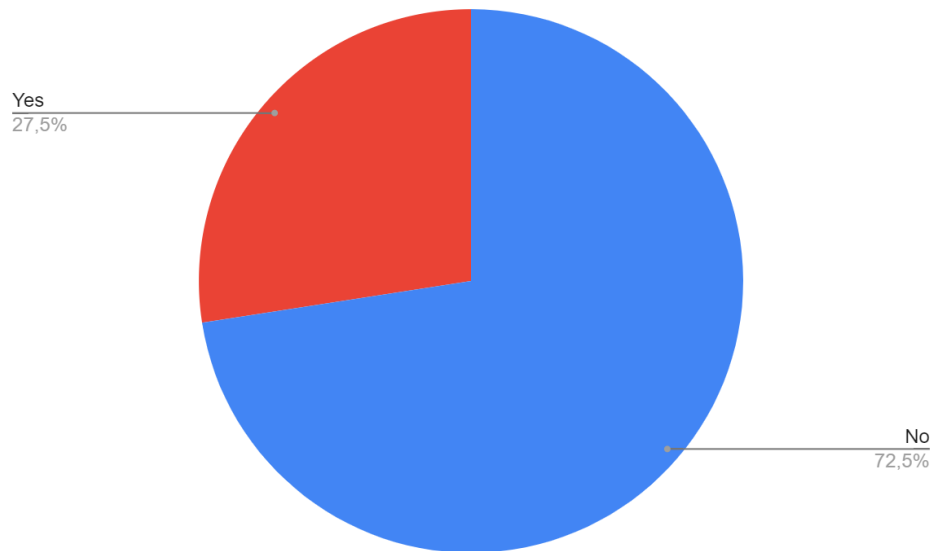
figure 3.10: students reponses about pretendig reading books

The results of the above figure indicate that 37 out of 51 students (72.5 %) answered yes they pretended that they read a book when they did not. This situation indicates that these students may feel embarrassed if others know that they did not read any book. While 14 answered no.

Question six: Why do you usually read a book?

The purpose behind setting up this question is to explore the factors that incent students to read.

9,6%

9,6%

15,4%

65,4%

■ Because I am interested in the topic or author ■ Because I think I should

■ Because it was assigned to me   ■ I don't read books
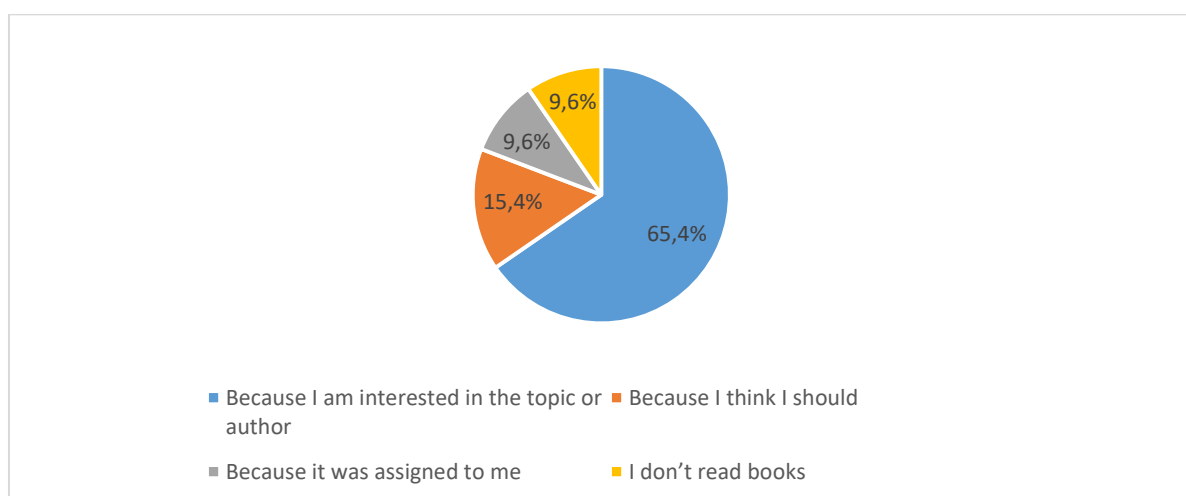
figure 3.11 : factors that incent student to read

The figure above demonstrated that 65.4 % of the informants read because they are interested in the topic or the author while 15.4% that is 8 students claimed that they read because they think that they should. In addition, 5 students read because reading was assigned to them whereas 5 students stated that they do not read any books which figure that these students may not aware about the benefits of reading.

Question seven : At home, how often do you read for?

This question is a multiple-choice question, it aims to explore the purposes about why do students read, whether it is for entertainment or for academic reasons.
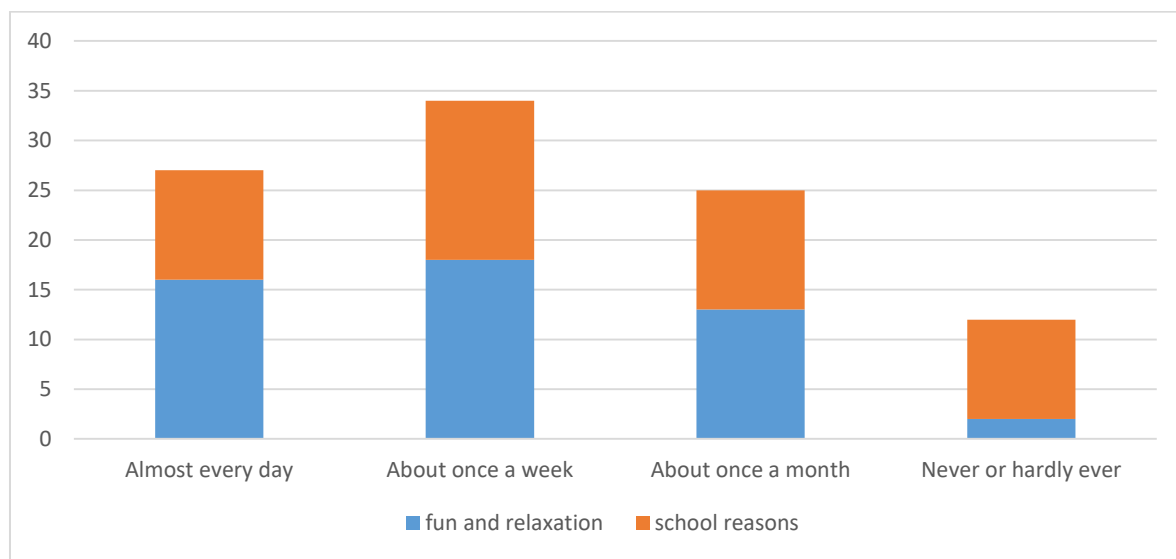
figure 3.12 : how often do you read for, at home

The figure shows that 16 students stated that they read almost every day for fun purposes while 11 read because of academic requirements which means that these participants consider reading as a source of entertainment. Students who read once a week, 18 do it for fun while 16 read due to university reasons. In addition, 13 participants read once a month for entertainment goals while 12 read for academic reasons. Surprisingly, 10 students never read for the seek of their learning career, while only 2 students stated that they never read for fun, this situation may indicate that these students do not have a reading culture and they do not show much interests to the benefits of reading for their educational path.

Section three: Implementing technology in reading culture

This section is devoted to explore to what extent the technology is implemented in the learning process and to how the students react to this implementation.

Question one: Do your teachers use technology in conducting their lessons ? (if your answer is no, skip directly to question '3')

Option	Frequency	percentage
Yes	21	42%
No	4	10%
sometimes	24	48%

table 3.13: the use of techlogy by the teachers

The table above shows that 21 students (42 %) stated that their teachers use technology in conducting their lessons, these teachers know how important this technology is for facilitating the lessons for the students. Moreover, 4 informants (10%) said that the teacher do not use technology while 24 students (48 %) said that their teachers sometimes implement ict while presenting a lesson.

Question two: What kind of materials do your teacher use ?(you can tick more then one option)

This questions aims to reveal what kind of materials do teachers use.
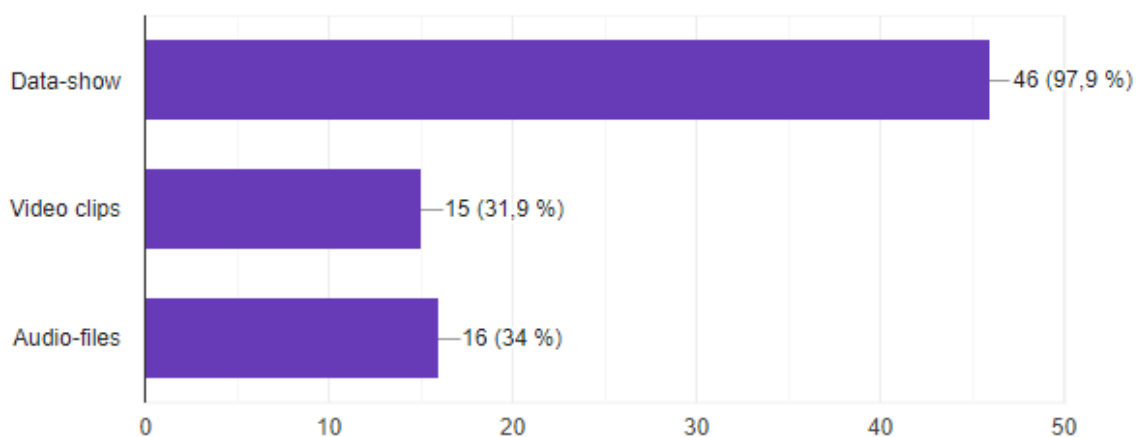
figure 3.14: type of technolofy used by teachers

The analysis of the figure tells that the majority of teachers (97.9%) used Data-show, which means that this technology is not unanimously approved by the teachers to be the ideal method to conduct a lesson. Moreover, 15 students stated that their teachers use video clips whereas 16 said that while conducting a lesson, the teacher uses audio files.

Question three: What is more suitable for you?

The purpose of this question is to figure out what is most preferable for students whether paper book , e-book or both of them.
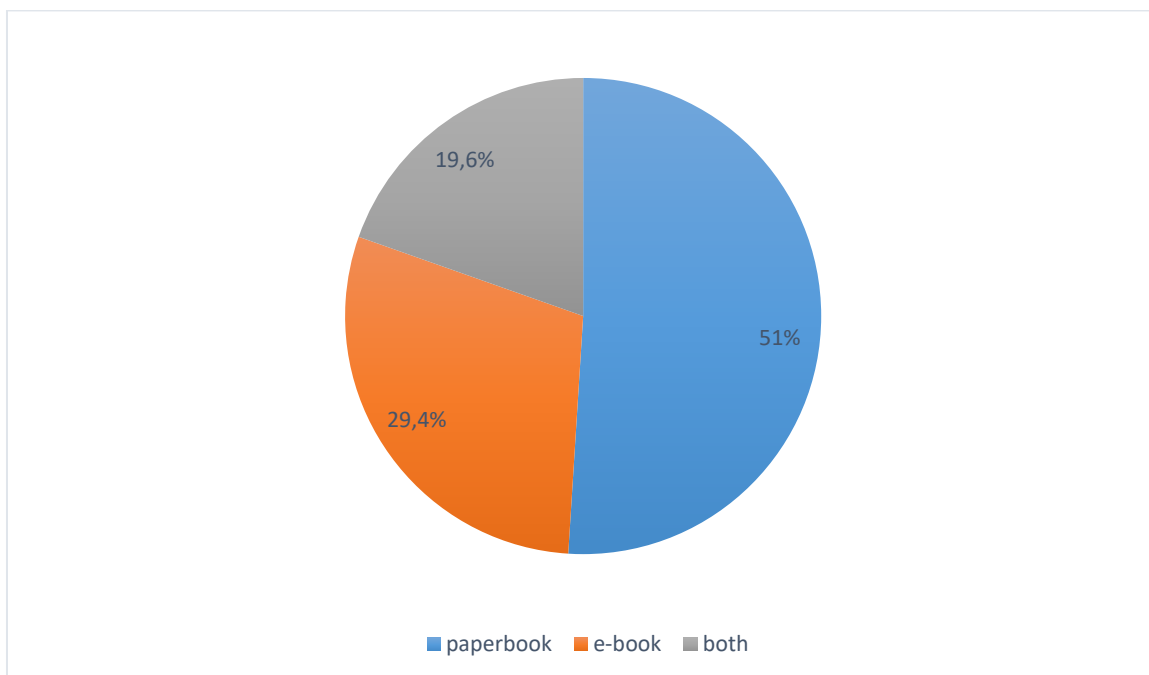
figure 3.15 : students` preferable reading material

Through the analysis of the above figure, it is recognised that the majority of students 26 (51%) prefer to use paper book. So basically, these students feel comfortable when using paper book. Moreover, 10 that is (29.4%) of the total participants read using an e-book, but still, 15 (19.4 %) informants while reading, use both of paper book and e-book.

Question four: Can e-books replace the paper book ? explain

The purpose behind this question ; is to explore the students' perspectives toward the overlap between the traditonal and new reading materials what are the disadvantages of e-book as well as whether it can replace paper book as most preferable reading materials. The responses were as follow:

1. No because e-books are files stored in a computer that can be broken by a virus

2. Yeah cause it dosn't cost

3. E-books can never replace paper book

4. Sometimes. They are more appropriate for further online research.

5. I dont think so, mainly because paper is more enjoyable to me, there are a many distraction on while reading e-books. It is harmful to our eyes.

6. e book you can't touch it, when you are reading you don't look at pages but to a screen that will harm your eyes sooner or later, holding is relaxing more then phone or computer that we are used to deal with all the time. So, from a personal front traditional books can never be replaced. however , since traditional books are not always available and expensive, we are obliged to use e books most of the time .. better then not reading any book at all

7. Maybe because books are expensive

8. Yes, because you can get a version of that paper book without paying money.

9. Yes,it may replace them since it reduces financial burden on the learners' shoulders

10. Never.

11. Sometimes but for my i faced defficulties to see while reading from e-book

12. No , The value of paper books is more important than the e-books .

13. Yes because it's easier to get and sometimes you can get them for free

14. yes, they can beacause paper books are expensive sometimes specially in Amazon

15. For me no because i prefer read paper book rather than e-books ,cause paper books make me excited and curious to know what is next

16. Yes it can

17. No at all I will hurt my visual acuity because of Bleu ray

18. Yes.

19. Yes , it's the same even though it's easier

20. no, I don't think so

21. Sometimes yes, especially when the book is expansive or unavalable in the library

22. E-books cannot replace the hard copy because tangible things have their own character, they are more interesting and you can remember what you read.

23. No, because I enjoy reading paper book more than e-books

24. I don't think so book charm is in their papers every book worm would agree

25. yes, because they are more available

26. No

27. it can't for me personally it terms of ease reading an e-Book is mush more efficient but still i might neglect it or forget about it and not continue reading it however for printed book i feel like it is my obligation to finish reading it, also when you read a book from screen it is just a visual experience devoid of the sense of touching the book or smelling it even so the experience with printed books is richer and deeper.

28. No, because paperbooks are more effective and healthy than the e-books since these laters effect negatively on the humans health.

29. Paper book Are more enjoyable than the E books

30. ofc .same content.

31. Yes, technology is taking over and you can have tons of books on your phone

32. No, e-books are harmful to my eyes

33. Not in a million years, but in our country maybe, it's hard to find certain andmost interesting books so it's inevitable i guess

34. Not at all e-books are tiring somehow, while paper book gives special vibe

35. No,they can't but, sometimes we are oblige to search in e-books to find what we like.

36. No,it's cannot I think paper book has an value and importance than the e book

37. It depends on the person who reads a lot for me i think yes e-books can replace paper because i don't really like reading

38. never, paper book is more enjoyable to read , even the sound when you flip the paper is amazing, otherwise, e-book can be harmful to our eyes

39. Yes it can replace paper book because it I more useful and more workeble

40. Yes

41. No because they are tiring to read and focus

42. Never, since it makes it hard to get a focus

Dealing with the respondents answers, the students emphasize about the health of e-books in which they stated that e-books are harmful for their eyes. Furthermore, these informants claimed that paper book are more enjoyable in reading more than e-books which may cause distraction while reading as well as hard to focus on texts.

Question five: How often do you use a computer, laptop, mobile phone or iPad (etc.) for?

In this question, students were given choices in which they state how often they use whether almost every day, about once a week, about once month or never or hardly ever. This question aims to find for what purpose do students use their electronic devices as well as how much time. In this question, participants were given a choices in which they an choose more than one.

1. Playing games
2. Texting
3. Emailing
4. Visiting websites
5. Social networks applications

FIGURE 3.16: HOW OFTEN DO STUDENTS USE THEIR ELECTRONIC DEVICES FOR
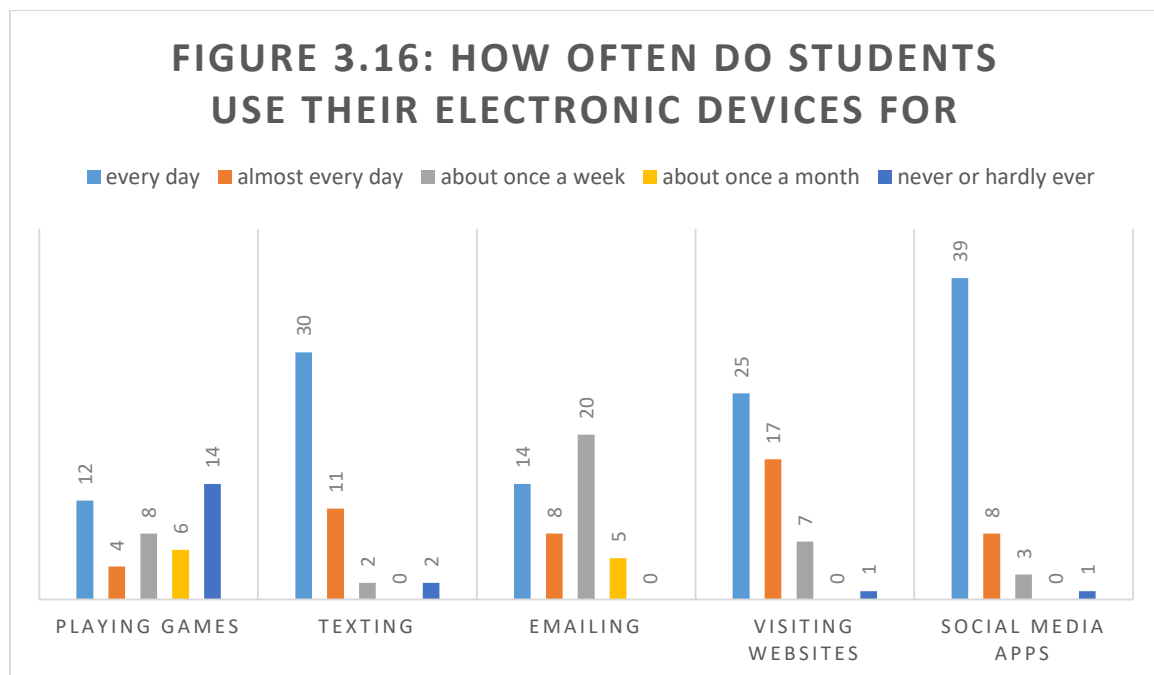
The figure reveals for what purposes those electronic devices were used for as well as how often they do.

➢ **Playing games:** 14 students never use their devices for playing games, 12 choose every day, 8 students play games about once a week, 6 did it about once a month while 4 claimed that they play games almost every day.

➢ **Texting:** the majority which is 30 participants use their phones or laptop for texting every day, 11 text almost every day, whereas 2 choose about once a month and the same number for the persons whom their answers were "never". In addition, no one choose "about once a month".

➢ **Emailing:** 20 students use their devices for emailing about once a week, 14 do this every day, 8 almost every day, 5 about once a month and no one answer by "never or hardly ever".

➢ **Visiting websites:** for the aim of visiting websites, 25 participants do this every day, 17 students almost every day use their electronic devices to visit different website, 7 do this about once a week, whereas only one student had never visited a website.

➢ **Social media applications:** the vast majority which is 39 out of 51 participants use their phones every day to log in to the different social media applications and websites such as : facebook, instagram, twitter and snpachat. 8 students almost every day login to their social media account whereas only one had never logged in to these applications by electronic devices.

The results show that social media applications may get too much attention and time of the students. This situation means that these applications took a lot of time of students daly life which may effect the time that these student devote to read.

Question six: What device do you use for reading e-books ?

This question was designed to know which device is preferable for studen to read e-books.
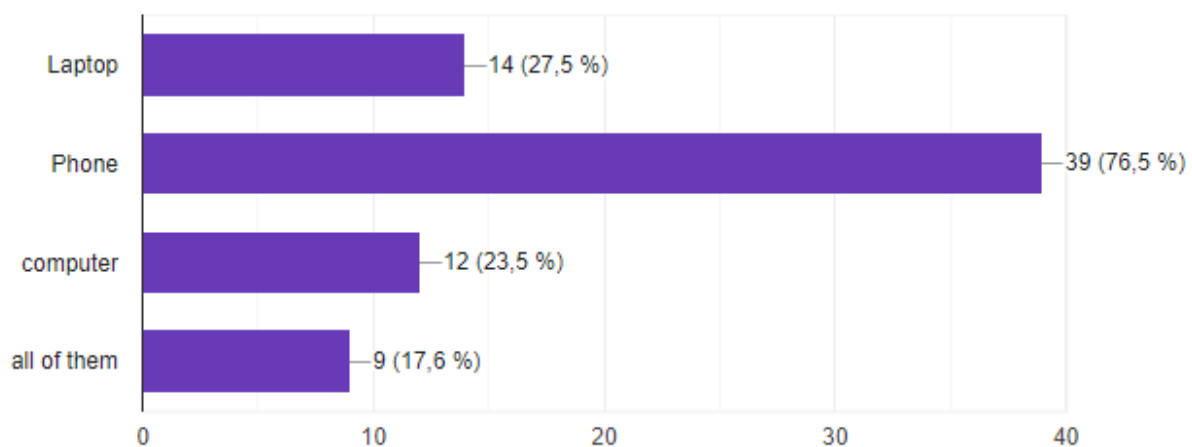
figure 3.17 : the used device by students for reading e-books

The result reveals that (27.5%) of the participants prefer to use laptop to read e-books while (76.5%) choose phone to read which means that phone are the favourite device for these students to read. Besides that (23.5%) of the total respondents like to read using computers whereas (17.6%) read using all of the mentioned devices and they do not use only one device.

Question seven: How often do you use phones or laptops while reading ?
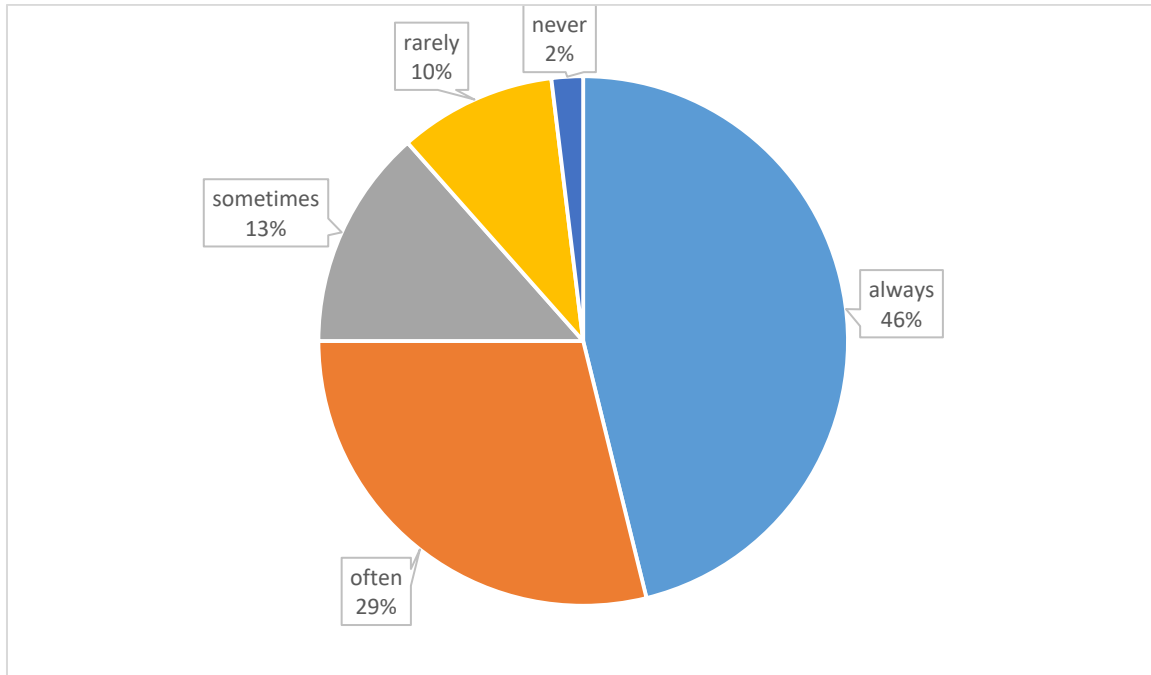
figure 3.19 : How often do students use phones or laptops while

The results of the above figure indicate that 46 % of the students use always their laptop or phones for reading while 29% answers "often". In addition, 13% of the respondents sometimes use laptop or phones, 10% answered rarely and just 2% never use their electronic devices for reading. These answers confirm the results of the previous question in which the students consider laptop and phones as the most preferable devices to read e-books.

Question eight: On a scale of 1 to 10 rate, do you agree that phones may distract you while reading ? (1= poorly distractive , 10= exteremely distractive)

In this question, students were given a scale in which they rate from 1 to 10 about whether they agree that using phones while reading may distract their reading process.
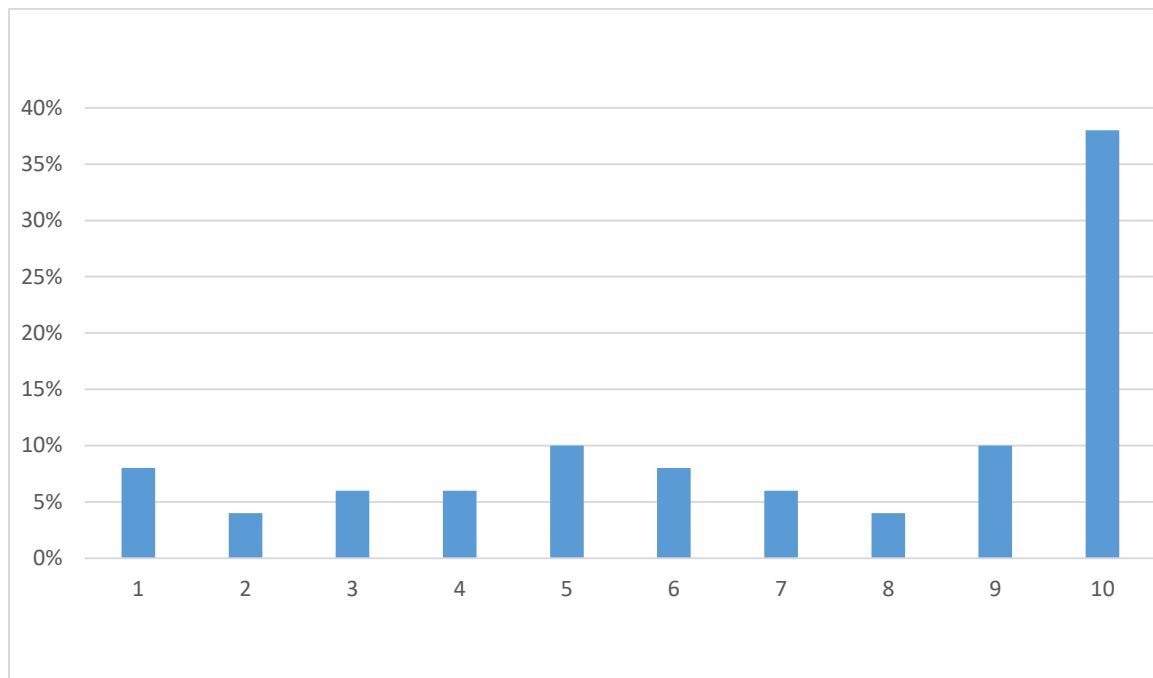
figure 3.20 : students` agreement with the distraction caused by phones while reading

Dealing with the this bar graphs ,the vast majority which is 38% agree that using phones while reading is extremely distractive. These students may feel distracted because of the variant notifications such as facebook or instagram messages, tag notification or even release date of favourite films or series. The rate between 2 until 9 are close while 8% choose 1 which means that they do not consider that using phones while reading is distractive.

Section four

This section consists of three questions. It aims to identify and explore the students ` opinion and perspectives toward the implementation of technology in their reading process as well as if this technology by different devices motivate them to read.

Question one: Do you think that technology impede or encourage reading culture?

The participants were given a question in which they mention their opinion about the effects of technology on reading culture, whether it impedes or encourage this culture, the results were as follow:

1. In my opinion, reading culture would decrease with the use of technology that people prefer to use it in other things
2. It is a double edge sword . sometimes it encourages and sometimes it doesn't .

3. For me technology has two sides it can affect positively and negatively the reading culture, but it depend on the character of the person .

4. Yes of course

5. Yes

6. It does for sure

7. Imped

8. Yes, somehow nowadays we use technology in every issue in our live

9. yes, because as I mentioned earlier books are not always available, so e-books and internet make it easy for us to read at anytime anywhere and what ever we want

10. Some how

11. No at all

12. I don't think that it encourages reading culture

13. Encourage reading if we use it correctly

14. Yes.

15. I think technology encourage reading culture

16. It depends on the way you use it , but for me it impedes Reading culture.

17. Yes

18. Yes

19. Yes

20. Yes , if it is used for non-educational purposes

21. What kind of questions is that for books sake ,of course these are not the golden days for reading

22. No it's the opposite technology pull you away from reading

23. Yes

24. Sometimes imped . sometimes it encourages

25. it encouraged reading with high taxation ,healthy once specially

26. Yes for sure because it provide the learners with books that is not available as a paper book

27. It is up to person ,if he like reading and enjoy it then he read in all case whether it is e-book or paper book

28. It encourages

29. Encourage

30. Yes

31. Encourage

32. Imped

33. yes , it encourage

34. It encourages people to read .

35. technology has left this generation quite impatient due to the quick nature of finding information , a modern learner struggles to read a book that contains many pages knowing that he could find the gist of the book probably summarized in a few points ready-made, that's why most people are bored nowadays reading a book, or they might start and never finish it.

36. Yes

37. I think it's encourage reading culture

38. there is no accurate answer for that, technology encourage reading culture because it offers different resources and a lot of choices that fit all readers interests, otherwise it can imped reading by being distracted for the readers.

39. yes

40. Encourage reading since it facilitates finding books

41. No not at all

42. Technology encourages reading culture.

43. Yes

44. Yes

45. Yes

46. yes of course

The majority of the respondents stated that technology effects negatively on reading because it imped this culture. Moreover, some students claimed that technology causes dwindling on reading culture since people are distracted when using phones, and their intention change from reading to chatting or doing something else.

In addition to that, there are some participants who said that technology encourage reading culture by making it easier to access to online library and book are available everywhere online.

Question two: Rate your level of agreement (strongly agree, agree, disagree, strongly disagree) with each statement: I get motivated to read once i use technology devices, I got distracted when i use phones or laptop to read e-books, Reading with numerical devices helps me to improve my skills.

1. **I get motivated to read once I use technology devices:**

    19 stated that agree, 15 disagree, 5 strongly disagree and only 5 who strongly agree about motivation while using technology devices.

2. **I got distracted when I use phones or laptop to read e-books:**

    20 students agree about that claim, 14 strongly agree, while 13 participants disagree and 3 strongly disagree

3. **Reading with numerical devices helps me to improve my skills:**

    18 informants disagree about that, 16 agree, 10 choose strongly agree while 3 students answered strongly disagree.

This figure shows that the percentage of the students who get motivated when using technology devices and who do not are very closer. While most of these students agree that they were destructed when using phones or laptop for reading. Finally, the answers were closer about whether using numerical devices help the participants to improve their skills.

Question three: In your opinion what are the advantages and the disadvantages using numerical devices in reading ?

This question aims to explore students' opinions toward the use numerical devices as reading materials, what are the advantages and the disadvantages they found. The participants were free to mention all their ideas and the answers were as follow:

1. From one hand, it is harmful for health. On the other hand, it causes a poor sight as well as lack of concentration unlike the printed version of a book
2. I don't know
3. +more flexibility and interactivity in use +online research if needed +availibility everwhere... -health issues(eyes,em...)
4. Numerical device can help us to read many books in a short time , it motivate the learners somehow The disadvantage of numerical devices , it harmful for the health of our eyes And minimize the concentration of the learners in their studies
5. I guess it organize ur ideas and help our brain to store them

6. For me the advantages are u can find any books you want for free but the disadvantage of using numerical devices in reading. For example purchasing an electronic reading device ,made only for reading e-books is simply cost.they are expensive and not everybody can purchased

7. The advantages: searching for any book or magazines easily The disadvantages: i got a poor sight hhhh

8. While they are not good for the vision sense, it may cost less and contribute to the rapidity and easiness.

9. I easily search for e-books that i want to read and download them

10. It enhances the level of pronunciation especially when it comes to audiobooks

11. It's easy to get distracted for the advantages you can take your phone with u everywhere but you can't take a book with you that much

12. they open the opportunity to read and gain time in the other hand they may cause health problems specially for eyes

13. It enhances the level of pronunciation especially when it comes to audiobooks

14. Advanced features Such as : Instant translation,definition, spelling, and such

15. Advantages : you can find any book you want on the internet disadvantages: it's so disturbing and not good as reading a paper books , based on my experiences it's hard to focus when you read a book on your device

16. one benefit of using numerical devices is that it makes it easy to connect with others .By the other hand, it is harmful specially to health

17. Advantages : Connectivity, communication speed and versatile working, digital devices are portable, the quality of stored information is preserved. Disadvantages : Social isolation, too much of work or work overload, diminishing job opportunity

18. Advantages: the availability of books disadvantages: destruction, loss of sight

19. While using the internet u get lost every time something pops up , but if I downloaded the book and didn't log into the internet I will read non stop

20. they are available whereas will not allow you to understand better

21. the advantage is the availability of knowledge almost for everyone and the fact that it is free, plus using technology makes reading more efficient and quick, disadvantage that you get bored pretty quickly and you'd want to check social media plus it robs you of the rich experience of printed books.

22. easy to find e-book . unhealthy

23. You can have many novels that are weightless since they are in your phone, but you can get distracted by social media notifications

24. The only advantage is getting access to books bcz our country is useless when it comes to libraries disadvantages there are plenty, multitasking which is terribly menacing the brain, getting distracted by notifications, social media and so on, and your eyes people, the light coming from devices is killing sight softly... that's all i can call now, Good luck

25. the advantages are it offers different resources and make it easy for us to learn, on the other hand, it can be harmful to our health as well as our privacy being easy to be hacked.

26. Books are free.. but not motivating

27. While they are not good for the vision sense, it may cost less and contribute to the rapidity and easiness.

3.3.2. Teachers' interview :

This section is devoted to the analyses of the teachers' questionnaire. As it was mentioned in the previous chapter, the teachers' questionnaire was administered to EFL teachers at Saida University to elicit data about the teachers' perspectives and opinions towards problems that encounter EFL students while reading as well as what motivate them to read.

Question one:

1. Could you tell me how do you evaluate the spread of reading culture among students?
   - Teacher (A) claimed that "Only elite students are regular readers and that shows in their results and level, the great majority of either students barely read anything.
   - Teacher (B) asserted that "Students do not read regularly. In fact, the reading tendency among learners is fading away."
   - Teacher (C) said that there are some students who read novels, short stories and it's obvious from their background during classroom discussion .the Whereas, the majority are not really familiar with reading. As a teacher of Phonetics and Oral expression, I advise them to read short chapters, short extracts daily or at least weekly to enhance their vocabulary because as it's known language lexis is acquired and not learnt by the teacher and reading is the best habit to improve it.
   - Teacher (D) asserted that students have generally a small interest in reading. They favour much more consumption reading: the one that does not exhaust them.

2. during a reading session, what is the type of activities that you provide your learners with inside the classroom?

- Teacher (A) stated that "There is no reading module, yet in some of the modules that I thought, reading was integrated at a certain level and activities range between answering comprehension questions, summarising the text, or paraphrasing sections of it."

- Teacher (B)claimed that : "Sorry, I have never taught reading! But in other modules the reading task is generally linked with getting the text main idea."

- Teacher (C) asserted that : "Honestly, all the activities in my modules are fulfilled in the classroom and reading tasks are not classified among them. For instance in Oral expression, I may ask them to read and summarize a book chapter or a short story for the purpose of narrating the summary later in the classroom to their mates."

- Teacher (D) said that "I generally design forced indirect reading as students have a very weak motivation. This means that handouts dealing with the course are dispatched over students who are required first to read individually with a view to stimulating their comprehension. Afterwards, a general dissection of the text proceeds by asking students to read sentences and to explain. If they fail, their classmates intervene. All along this process, the teacher asks both reference and inference questions. So, this collective work aims at fostering comprehension".

3. Through your wide experience in teaching, what are the problems/hindrances that you noticed that your learners face a lot while reading?

- Teacher (A) asserted "Students limited vocabulary repertoire hinders their understanding of the reading material as I witnessed the great majority of them resorting to literal translation to Arabic."

- Teacher (B) claimed that: "Vocabulary problems that hinder understanding."

- Teacher (C) stated that : "As you know, in our department the Reading module unfortunately is not taught. The main common problem is that the students are neither motivated nor aware of the reading importance to master any language. Despite of clarifying the reading value by the teacher, the majority of students won't take it into account. Thus, reading habit won't work out unless the students are motivated about it."

- Teacher (D) affirmed that : "The major problems are: weak mastery of grammar, weak vocabulary stock, no off-class work, reliance sometimes on technological applications for instantaneous translation of the text into Arabic (especially in the case of first year students)".

4. Do you see that the time devoted to teaching reading is enough? not no, how can this improve your learners' reading comprehension?

- Teacher (A) stated that : "Reading is barely present in the curricula and introducing it is the first step. Providing the students with decent libraries with the needed variety along with a special program to help them make the most of the materials they read should also help."

- Teacher (B) claimed that : "Not enough. However, we need to encourage our students to do extensive reading (reading for pleasure outside the classroom)".

- Teacher (C) affirmed that : "As I mentioned previously, there is no module dedicated to Reading skill. I think it's taught implicitly in some modules or they take it as typical lectures entitled types and techniques of reading in the Research Methodolgy module otherwise it's not given much importance as an independent module in the department."

- Teacher (B) claimed that: "I can't answer this question because I don't really teach reading for the sake of reading."

5. Do you correct your learners reading errors and mistakes? If not, why? If yes, how?

- Teacher (A) asserted that : "I ask students to read silently so I have never had to do so."

- Teacher (B) affirmed that " What kind of mistakes?? If pronunciation mistakes, I correct them but not often in order not to create reactive inhibition among students."

- Teacher (C) claimed that: " According to the module I teach, I'd rather correct the pronunciation mistakes but in an implicit way in order not to embarrass the students after each mistake he/she commits."

- Teacher (D) affirmed that " Not clear, is it related to pronunciation? Sometimes.

6. Have you ever noticed that the native accent of your learners influences their way of pronunciation while reading? if yes, could you please provide me with some examples?

- Teacher (A) asserted that " The native language has a strong effect on the learners of English pronunciation as most students face problems with vowel sounds, stressing the proper part of the world, intonation, and fluency."

- Teacher (B) stated that " Yes, but they are rather problems of intonation, like when asking questions or stressing a particular idea. However, these intonation problems are frequent in speaking and not in reading!".

- Teacher (C) claimed that :" During teaching Phonetics module, I have noticed the influence of the native accent on the pronunciation of some Kabyl students who I taught. Through the stress they use in their speech, I could easily detect their origin. Consequently, the native accent sometimes appears clearly in the speaker's target language."

- Teacher (C) asserted that : "To some extent, I can't remember those cases".

7. What makes students feel uncomfortable while reading loudly in front of peers and colleagues?

- Teacher (A) claimed that "They're self-conscious and fear their peer's judgement, mainly of their pronunciation."

- Teacher (B) stated that : "The fact that they cannot pronounce new words and cannot read a sentence appropriately make them feel anxious. They are afraid of being mocked at by their peers."

- Teacher (C) asserted that: "They may not have self-confidence in their pronunciation. Also, they may be afraid of mistaking in some words. Besides, they may feel embarrassed due to their native accent.

- Teacher (C) claimed that : "Pronunciation problems, lack of self confidence".

8. Do you think that reading culture develops the learners cognitive abilities?

- Teacher (A): affirmed that: "Reading develops a wide range of abilities that language learners can't do without, including the development of vocabulary repertoire, acquiring background knowledge about various topics, acquiring language pragmatics, acquiring language mechanics and style, all in all, reading is an indispensable learning source for learning."

- Teacher (B): Definitely, yes!

- Teacher (C): Of course I do! Reading should become a habit in the foreign language learner's carrier because it enriches the human's mental dictionary with new vocabulary . If the learner doesn't read, he/she will face many hindrances at the level of the productive skills (speaking and writing)… in other words, his/her mind will be blocked.
- Teacher (D) answered yes.

9. Do you think that the internet affects positively or negatively reading culture?
   - Teacher (A) claimed that: "It depends on the way it's used, the internet democratised knowledge and we are literally one click away from any piece of information we need."
   - Teacher (B) stated that: "It depends on how students use the internet. Plenty of e-books are available now for student just through a single click. Yet, a lot of students are being distracted by the various entertaining materials offered by the net, and thus their reading culture is continuously fading away."
   - Teacher (C) claimed that : "Honestly, I don't relish the idea of reading e-books a lot except if it is done for an academic purpose (for academic studies mainly university). I prefer the hard copies of books, novels, short stories for those who read frequently and for those who really like to try the real taste of reading while leafing through the book papers."
   - Teacher (B) stated that enormously, in a negative way.

10. What are the recommendations that you suggest to promote reading culture among the EFL learners?
    - Teacher (A) affirmed that : "Provide the learners with an easy access to a wide range of reading materials and make them aware of the benefits they're missing out on should help alleviate the problem."
    - Teacher (B) asserted that : "Encourage students to read for pleasure. Yet, we need to help them with relevant and extremely interesting material which should not be boring. The length of the reading text is very important, so short stories can help a lot."
    - Teacher (C) affirmed that "I suggest to them reading stuff that they really like. Also, they'd better accustom themselves on reading 2 pages maximum daily from any book

they like. In addition, I propose on the EFL students some reading challenges like forming groups of 4 members to read a given book in a period of one month or more and later they meet to discuss its summary. All these suggestions could be interesting to motivate the EFL learners about reading."

- According to teacher (D) : Teachers of reading comprehension should design both a curriculum and teaching strategies that are both enjoyable and instructive.

3.4 Discussion and Interpretation

As mentioned earlier, this study aims to investigate the reading culture among LMD EFL students at Saida University, In addition to determining the motive that stimulates the students to read along with the constraints that impede them to do that.

After analysing the results obtained from the two research tools, the researcher gets the final and convincing responses to the suggested research question: "What are the benefits of reading culture in EFL classroom?", and the three sub-questions: "what kind of attitudes do EFL learners hold towards reading?", "how does technology affect the reading process?" and "what are the significant factors influencing EFL learners reading interest?"

Starting with the questionnaire, which tried to answer the three research questions that the study is built on, the researcher aimed to investigate the students` views, attitudes, and perceptions about "reading culture", what promotes and impedes students to read, and what outcomes have the use of the internet on reading habits that they have.

Indeed, the teachers' interview was of paramount role in helping the examiner to collect valuable data about the spread of reading culture in universities and the teachers' perspectives towards students' reading habits and giving more reliability to this research by having experts` opinions.

The results of the questionnaire confirmed that most of the participants are aware of the importance of reading culture, since (68.6%) of them read at least one entire book over the past year whereas (57.7%) enjoy reading a lot.

On the other hand, the results obviously showed that the technology- especially the internet- has a major impact on the reading culture that EFL students have, by reducing the time that they devote to read. It is noticeable that most of the students are not interested as they do while using the internet. Indeed, the time that those participants specify to read could be quasi noting in comparison to the time they spend using internet for nonsense! To clarify, 100% of

the participants use the internet daily to search, check their social networks account (instagram, facebook, snapchat…ect) and to watch movies, but just a few time to read. This implies that the internet gain the attention of the students more than reading does. This finding is similar to Olasehinde (2015) who claimed that instead of engaging in serious reading during their spare time, many people, especially youths, prefer to spend most of their time in cyber cafes browsing, playing video games, chatting with friends or drafting and sending fraudulent letters on the net, watching seasonal movies for several hours etc.

Furthermore, the technology reduces the reliance of paper book for reading. Instead using paper book, the students are using their electronic devices to read, it may be phones, laptops or tablets. They prefer this way because the internet provides a wide variety of free books which motivates them to read. This finding is similar to Chalukya (2021) who claimed that the possibility of searching multiple resources at a time as provided by a digital tool, and task is achieved more quickly than when using written equivalents. In contrast, the students are complying because they got destructed when using numerical devices, because of the different notifications of their social network accounts. This situation means that using numerical devices distract the readers, the reading process will be more superficial. Consequently, the reader is no longer able to extract the point of the text being reading or what it is talking about.

The results of the questionnaire also showed an important point which is that most of the students are not aware about the copyrights of some pdf files (they may be books or articles). Moreover, they do not know that some of these files are illegally published or published without the permission of their owners.

On the top of that, the findings of the questionnaire revealed that only two participants read books that are related to their field of concern, while the rest read novels or books which have no relation to their studies (see question 6, section 2). These outcomes divulge that those students may consider reading as an entertainment source rather than a source of knowledge or reliable information. As a result, reading is not an option for those students in their learning process, when they need to revise or do homework, they resort only to the use of the internet and consider it as a first choice (question 2, see section 2).

Moving to the second research tool that the researcher opted to ask teachers implicitly about the reading culture among University students. The teachers' interview helped the investigator to interpret the roots of the central insights, leading this research to be more familiar

with the issues related to the reading culture to reinforce the research and the answer its tree questions.

According to the interview's results, all the teachers showed negative attitudes towards the proliferation of reading culture that the university students hold (see answers to question 1). According to the teachers, the reading tendency among learners is fading away and the students do not show much interest in it. Igbokwe (2012) supported this idea when he claimed that in this age of proliferation of the internet, technology is slowly taking steady control of individual lives and the passion to read is vanishing day by day.

Moreover, the interviewees claimed that there are only a few students who read. This and that can be noticed from their results and level. This situation implies that those students have a good vocabulary, a good discussion level, and good marks. This finding is similar to Guevara (2010) who claimed that reading gives the ability to the individuals to master grammar and develop the vocabulary by dealing with a lot of writing styles and a range variety of texts, novels, magazines, and poems. This claim confirms the fourth research hypothesis which has mentioned that point. Furthermore, the teachers noticed that due to the neglect of reading importance, some problems emerged. The major problems that students face are the poor mastery of grammar, lack of vocabulary stock and mother tongue interference which was remarkable when they want to write an essay in English, the thing that may reduce the quality of their written works. This finding is similar to Hernik (2019) who claimed that Reading is one of the most effective ways to be a good reader and has good spelling, adequate vocabulary, sophisticated grammatical competence, and developing a good writing style as well.

Unfortunately, as mentioned in the limitations, there were no clear reading session as teacher (B) mentioned "There is no reading module, yet in some of the modules that I thought, reading was integrated at a certain level and activities range between answering comprehension questions, summarising the text, or paraphrasing sections of it". The absence of such sessions is one of the reasons that lead to a low prevalence of reading among students.

Talking about the effect of the internet on reading culture, the majority of the teachers agree that the internet can not be judged as a positive or negative means. Yet, it depends on how it is used. According to teacher (B) : "It depends on how students use the internet. Plenty of e-books are available now for the students just through a single click. Yet, a lot of students are being distracted by the various entertaining materials offered by the internet, and thus their reading culture is continuously fading away" (question 9).

Finally, according to the teachers, the aim of promoting reading culture among university students could be reached by facilitating the access to the reading materials for the students and making them aware of the benefits they are missing out as well as encouraging them to read for pleasure by giving them short stories to read.

In a nutshell, the students` questionnaire alongside the teachers' interviews assisted the researcher to answer the suggested hypothesis that he supposed, as it contributes to unveiling the missing reality that was the main reason behind conducting this academic undertaking.

3.5 Suggested Solutions and Recommendations

Recommendations are made to provide possible solutions to a given issue. To this end, these recommendations were suggested by the investigator of this research to find the suitable solutions to promote reading culture among university students and the problems encountered by them while trying to develop such culture. These recommendations are addressed to the policymakers, the administrators, the teachers and the learners.

For the Policymakers

Creating reading sessions

On the top of the hindrances, the absence of reading modules and session is one of the major points that demotivates students to read. Creating and adjusting reading modules will undoubtedly encourage students to read.

Advocating Teachers to Open Study Days about the Significance and benefits of reading

As the collected data showed, the students in general are unware about the benefits of reading, especially first year students. By organizing open days about the significance and benefits of reading, the students will be more engaged in reading activities and aware about its benefits.

Implementation of ICT Tools in the Curriculum

Using the ICT tools in reading sessions is beneficial to promote reading habits. To clarify, the diversification of reading resources will motivate the students to read.

For the Administration

Far away from the importance of the library to promote reading culture, the library in our department with leaky roofs, crumbling walls, is capable to fall down out of the blue and poses a danger for the safety of the public. The students are obliged to to move to another department to read which obviously may be considered as hindrances for them. Undoubtedly, taking care of the library in English department will make the books closer to the reader and create a stimulating atmosphere to read.

For Teachers

Teachers` adaptation

With the absences of reading modules, the teacher are invited to adapt and implement more reading activities in the classroom. As an example, asking the students to summarize a chapter or to read a book as homework or tests could be a good solution for the poor reading culture. Depending on such activities may help the students to be more familiar with reading habits. Indeed, studies showed that reading assignments is helpful for the reader because he will be more comfortable read with no fear or peer`s judgments.

Being Flexible with learners'` mistakes correction

During a reading activities, the reader will be less likely to read again if the teacher corrected his mistakes whenever he commits ones because he will get embarrassed and also because of the peers` reaction. For this vein, teachers are invited to deal with situation in a wise way. As an example, to correct the mistake implicitly, and do not correct the mistakes every time.

Give the learners Understandable Texts to Read

Giving learners understandable texts or texts with ambiguous terms will make theme find difficulties to read and as a consequences may feel embarrasses making mistakes especially in pronunciation. For this reason, teachers should take this point into consideration and give students text in which they feel comfortable to read.

For The Learners

Practicing

It is obvious that the students are persons who are concerned primarily and rest with these issues. To promote reading culture, Strake (2013) claimed that just like other sports, practicing

reading is helpful to increase the level of vocabulary, decoding, grammar, and comprehension, which may help the readers to have positive attitudes toward reading. Reading one page or two would be a good solution to promote reading habits.

Being in Contact with Native Speakers

One of the most affected reasons in students` reading habits is the fear of peer`s judgements or feeling embarrassed when making mistakes while reading in loud especially when dealing with a long words or unfamiliar expressions. For this vein, Talking to native speakers would be an excellent solution to improve learners' pronunciation and reduce first language interference. Interacting with them allows learners to identify their errors. Hence, the more learners talk to them, the fewer mistakes they make and the less they are interfered with by their mother tongue.

Design a near-term objectives

Reading an entire book seems to be exhausting for some readers. For this reason, designing a near-term objective to read may solve these hindrances. As an example, students plan to read one chapter in the current week. Indeed, depending on this strategy, make the reading process easier than before by taking this process step by step; the reader is not obliged to read the whole book, just a chapter.

3.6 Conclusion

This was the last chapter of the dissertation. It aimed first to decode the data garnered from the interview and the questionnaire. Besides, it interpreted and discussed the findings obtained. Indeed, palpable findings were achieved in the chapter. EFL learners do face problems due to the lack of motivation and the reading materials that would help them develop their reading habits. Furthermore, the peers` judgments in addition to the absence of reading module in the curricula are also obstacles. In the end, the chapter offered some suggestions to surmount the problems that have been raised.

General Conclusion

Reading is considered as one of the most important skills that should be mastered for the sake of its benefits both on physical and mental health. Those benefits can last a lifetime. They begin in early childhood and continue through the senior years. However, this skill is not enjoying care as the other skills and activities such as oral activities. The current research focused on highlighting the challenges encountered by EFL LMD students in having their own reading culture in addition to addressing them to adopt some flexible frameworks to minimize barriers and maximize benefits; basically, this research attempted to pursue and help EFL teachers since they are the essential part of these classes.

The three research questions were guided by two research tools (questionnaire and interview). First of all, the results gathered from the questionnaire show that due to the lack of motivation, libraries, and financial issues, students have negative attitudes toward reading. Furthermore, the majority of the participants considered reading as an entertainment tool rather than a cultural one. This situation can be easily noticed since they read novels rather than books that are related to the university`s curricula.

On the other hand, the findings of the interview showed that instructors are aware of the outcomes of this problem. The teachers who took part in the interview have negative attitudes about the spread of reading culture at the university as well as the negative impacts of using internet on reading.

Those two tools were very significant in garnering plausible results, as they assisted the investigator in proving the presumptive suppositions. The findings were similar to the hypothesis raised.

After discussing and analysing the data, the researcher suggests some recommendations for the policymakers, the administration, the teachers, and the students in order to promote reading culture. First of all, he called the policymakers to adjust the curricula which do not contain clear reading activities. Moreover, the administrators have to take care of and build library in the English department.

What are more, with the absence of reading modules, teachers need to adapt with this situation by implementing some reading activities in the modules they teach. For the learners,

they need to give more importance to the benefits of reading, read in their free time and decrease the time they spend surfing online.

Undoubtedly, this work has faced some obstacles that any other work would face, namely: race against time and some problems related the data collection. However, those obstacles did not impede the researcher to fulfil his investigation.

This study paves the way to further studies related to the importance that reading as a culture has which is disregarded in Algeria to make all the academic members of the scientific community aware of this neglect. In this context, the researcher has proposed three topics to boost research in the scope of reading. These topics are the following: ''The impact of using internet on reading'', ''The Role of motivation in promoting reading culture'' and ''Difficulties Encountered by EFL Learners in developing reading habits''.

References

Acheaw, M. O. (2016). Social media usage and its impact on reading habits: A Study of Koforidua Polytechnic Students. *International Journal of Social Media and Interactive Learning Environments*, *4*(3), 211. https://doi.org/10.1504/ijsmile.2016.079493

Adedoyin, Olasile. (2020). Research Methodology. Retrieved from https://www.researchgate.net/publication/340594200_Research_Methodology

Aina, A. J., Ogungbeni, J. I., Adigun, J. A., & Ogundipe, T. C. (2011). Poor reading habits among Nigerians: The role of libraries. Library Philosophy and Practice , 2011(OCT).

Bamberger, R. (1975). Promoting the Reading Habit by Richard Bamberger. In Children's Literature.Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000013412

Brown, H. D. (2003). Language assessment: Principles and classroom practices. San Francisco, CA: Pearson Education.

Cahyono, B. Y., & Widiati, U. (2015). The teaching of EFL vocabulary in the Indonesian context: The state of the art. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, *19*(1), 1. https://doi.org/10.15639/teflinjournal.v19i1/1-17

Chalukya, B.. (2021). Importance of Reading Habits. 15. 21-25. Retrieved from (PDF) Importance of Reading Habits (researchgate.net)

Chettri, K. (2013). Reading Habits - An Overview. *IOSR Journal Of Humanities And Social Science*, *14*(6), 13–17. https://doi.org/10.9790/0837-01461317

Creswell, J.W. and Plano Clark, V.L. (2011) Designing and Conducting Mixed Methods Research. 2nd Edition, Sage Publications, Los Angeles. Retrieved from https://www.worldcat.org/title/designing-and-conducting-mixed-methods-research/oclc/558676948.

Depersio, G. (2018, February 19). Using a simple random sample to study larger populations.*Investopedia.*Retrieved from:https://www.investopedia.com/ask/answers/042915/what-are-advantages-using-simple-random-sample-study-larger-population.asp

Dörnyei, Z. (2007). Research Methods in Applied Linguistics. Quantitative, Qualitative, and Mixed Methodologies. Oxford: Oxford University Press. Retrieved from: https://journals.lib.unb.ca/index.php/CJAL/article/download/19893/21726/26435.

Ferisia, H., Hidayah, A. B., Miftakhuddin, M. A., & Huda, N. (2020). Students' reading habit and students' writing introduction in research seminar proposal. *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*. Retrieved from https://doi.org/10.2991/assehr.k.200427.050

Fetters, M. D., & Freshwater, D. (2015). Publishing a methodological mixed methods research article. *Journal of Mixed Methods Research*, *9*(3), 203–213. Retrieved from https://doi.org/10.1177/1558689815594687

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Reading research handbook (Vol. 3, pp. 403–424).

Harrell, M.C. and Bradley, M.A. (2009) Data Collection Methods: Semi-Structured Interview and Focus Groups. RAND National Defense Research Institute, Santa Monica. Retrieved from https://www.rand.org/content/dam/rand/pubs/technical_reports/2009/RAND_TR718.pdf

How important are reading assignments?: A-state online. Arkansas State University Online. (2017, September 11). Retrieved February 21, 2022, from https://degree.astate.edu/articles/k-12-education/how-important-are-reading-assignments.aspx#:~:text=Research%20has%20shown%20that%20regular,improve%20learning%20across%20the%20curriculum.

Igbokwe et.al. (2012). The influence of electronic media on reading ability of school children. Library Philosophy and Practice. Available at http://unllib.unl.edu/LPP

Ila's Blog. International Literacy Association. (n.d.). Retrieved February 06, 2022, from https://www.literacyworldwide.org/blog%2Fliteracy-now%2F2013%2F07%2F16%2Fpractice-makes-perfect-especially-in-reading

KBBI. (2016). Hasil Pencarian - KBBI Daring. Badan Pengembangan Dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan Republik Indonesia. https://kbbi.kemdikbud.go.id/entri/literasi

Kojo, D.B., Agyekum, B.O. and Arthur, B. (2018). Exploring the effects of social media on the reading culture of students in tamale technical university. Journal of Education and Practice, 9(7) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online). Retrieved from https://www.researchgate.net/publication/324330899_Exploring_the_Effects_of_Social_Media_on_the_Reading_Culture_of_Students_in_Tamale_University.

Liu, Z. (2005). Reading behavior in the digital environment. *Journal of Documentation*, *61*(6), 700–712. https://doi.org/10.1108/00220410510632040

Mackey, A., & Gass, S. M. (2021). Second language research. https://doi.org/10.4324/9781003188414

Mohammed, F. (2011). Ba kaltur krdny khwendnewe (third edit). suleymaniah: nawendy Andesh. Retrieved from https://educationsustability.com/paper/1ess2021/1ess2021-33-38.pdf.

Muchtar, N. (2020). Intensive reading and extensive reading in teaching reading comprehension. *Lingua Pedagogia, Journal of English Teaching Studies*, *1*(2), 1–13. https://doi.org/10.21831/lingped.v1i2.18687

Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. Reading in a Foreign Language, 18, 1-28, retrieved from https://eric.ed.gov/?id=EJ759833.

Qanwal, S., & Karim, S. (2014). Identifying correlation between reading strategies instruction and L2 text comprehension. *Journal of Language Teaching and Research*, *5*(5). Retrieved from https://doi.org/10.4304/jltr.5.5.1019-1032.

Suhana, A., & Haryudin, A. (2017). THE EFFECTS OF READING HABIT TOWARDS STUDENTS' READING COMPREHENSION AT PRIVATE SENIOR HIGH SCHOOLIN PURWAKARTA. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, *5*(2), 57. Retrieved from https://doi.org/10.22460/eltin.v5i2.p57-70.

Sulaiman Hamad Bani Abdelrahman, M., & Saleem Bsharah, M. (2014). The effect of speed reading strategies on developing reading comprehension among the 2nd secondary students in English language. *English Language Teaching*, *7*(6). Available at : https://doi.org/10.5539/elt.v7n6p168

Sutz, R., & Weverka, P. (2009). Speed reading for dummies. Hoboken, NJ: Wiley Pub. Thamrin, N. S. (2014). Scanning technique in developing students' reading comprehension. Kreatif, 15(1), 31-35.

uevara Jiménez, L. H., & Osorio Rosales, E. A. S. (2010). Extensive reading: A meaningful tool to develop critical thinking in ESL students at a university level (Doctoral dissertation, Universidad de El Salvador). Retrieved from https://ri.ues.edu.sv/id/eprint/596/1/14101810.pdf.

Willie, E. (2009). Reading Culture and Value Reorientation. In Readership Promotion and National Development: A collection of papers presented at the 7th Nigeria International Book Fair and National Book Fairs. Lagos: The Nigeria Book Fair Trust. Retrieved from https://files.eric.ed.gov/fulltext/EJ1075469.pdf.

YUSUF, Q., YUSUF, Y. Q., YUSUF, B., & NADYA, A. (2017). Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts. / *IRJE /Indonesian Research Journal in Education/*, *1*(1), 43-57. Retrieved from https://doi.org/10.22437/irje.v1i1.4338

Appendix A

The Students` Questionnaire

Reading culture among university learners, a case study of English students at the Department of English at Dr. Moulay Tahar University of Saida.

Dear Participants,

I am inviting you to be a part of this research by completing the following survey. The aim of this research is to investigate the **Reading culture among university learners, what encourage learns to read more as well as** the factors that impede them to read **.** The following questionnaire will take no more than 15 minutes to complete. Thank you for taking your time to answer and assist me with this research. You are not obliged to answer any of the questions, however, in doing so will greatly assist me in completing my research and enhancing the understanding of this research focus. The data collected will be kept anonymous and no one will be identifiable in the research.

Thank you for your time.

university of Dr.Moulay Taher Saida

The Questionnaire **:**

1.Gender :

Male   ◯

Female   ◯

   I.   Learner`s reading intersts

1.How much do you like reading? (Tick one only)

I enjoy reading a lot   ◯

I like reading sometimes ◯

I don't like reading   ◯

2. Do you get much opportunity to read in university?

All the time ◯

Very often ◯

Often   ◯

Sometimes ◯

Not at all ◯

3. How much do you like reading in your own time (not at university)?

Very much ◯

Quite a lot ◯

A little ◯

Not at all ◯

4. How long do you spend reading on average per week in your own time (not at university)?

Not at all ◯

Less than one hour ◯

One to two hours ◯

Two to three hours ◯

More than three hours ◯

5. How many books do you read on average per month?

None ◯

Less than one ◯

One ◯

Two ◯

Three ◯

More than three ◯

6.How often do you read, view or use the following … ?

	Almost every day	About once a week	About once a month	Never or hardly ever
Picture books				
Novels				
Non--fiction books				

Comics/Graphic novels				
Magazines				
Newspapers				
Websites				
Video games				
Social media (Facebook, Twitter, Instagram, etc.)				
Text Messages				
Apps				
Other				

10. What suggestions would you have to promote reading in school?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………

II.   **Learner`s reading habits**

1. Have you read an entire book in the last 12 months? If no skip next question

a. Yes.

b. No.

2. What is the last book that you read? If you haven't read a book, write "Not Applicable."

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

3. How much time do you spend reading web pages each day?

a. I don't read web pages.

b. Less than two hours.

c. Two to four hours.

d. Five or more hours.

4. Where do you read? Check all that apply.

a. In school.

b. On the bus.

c. In a car or truck.

d. In bed.

e. At the computer.

f. In the bathroom.

g. At the library.

5. Have you ever pretended that you read a book when you hadn't?

a. Yes.

b. No.

6. Why do you usually read a book?

a. Because I think I should.

b. Because it was assigned to me.

c. Because I am interested in the topic or author.

d. I don't read books.

7. At home, how often do you read for …

	Almost every day	About once a week	About once a month	Never or hardly ever
Personal reasons: Fun and relaxation				
School reasons: To find things out for school				

III.   implementig technology in reading culture

1.Do your teachers use technology in conducting their lessons ?

Yes ◯

No ◯

(if your answer is no, skip direcly to question '3')

2.What kind of materials do your teacher use ?(you can tick more then one option)

Data-show ◯

Video clips ◯

Audio-files ◯

3.To what extent are the teaching materials effective in encouraging reading comprehension ?...
...

4.What is more suitable for you

1.Paperbook

2.e-books

3. both

5.can e-books replace paper book ?explain
……………………………………………………………………………………………
……………………………………………………………………………………………
……………….

6.How often do you use a computer, laptop, mobile phone or iPad (etc.) for … ?

	Every day	Almost every day	About once a week	About once a month	Never or hardly ever
Playing games					
Texting					
Emailing					
Visiting websites					
Social media Facebook, Twitter, Instagram, etc.)					

7.What device do you use for reading e-books ?

Laptop ◯

Phone ◯

computer ◯

8.How often do you use phones or laptops while reading ?

always	often	sometimes	rarely	never

9. On a scale of 1 to 10 rate, do you agree that phones may distrcut you while reading ?
(1= poorly distractive , 10= exteremely distractive)

1	2	3	4	5	6	7	8	9	10

IV.   **The students' attitude towards the impact of technology on reading :**

1.Do you think that technology imped or encourage reading culture?
....
....

2.Rate your level of agreement with each statement :

	Strongly agree	**agree**	**disagree**	**Strongly disagree**
I get motivated to read once i use technology devices				
I got distrcuted when i use phones or laptop to read e-books				
Reading with numerical devices helps me to improve my skills				

3.In your opinion what are the advantages and the disadvantages using numericals devices in reading ?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………..

Appendix B

The Teachers ` Interview

1. Could you tell me how do you evaluate the spread of reading culture among students?
2. during a reading session, what is the type of activities that you provide your learners with inside the classroom?
3. Through your wide experience in teaching, what are the problems/hindrances that you noticed that your learners face a lot while reading?
4. Do you see that the time devoted to teaching reading is enough? not no, how can this improve your learners' reading comprehension?
5. Do you correct your learners reading errors and mistakes? If not, why? If yes, how?
6. Have you ever noticed that the native accent of your learners influences their way of pronunciation while reading? if yes, could you please provide me with some examples?
7. What makes students feel uncomfortable while reading loudly in front of peers and colleagues?
8. Do you think that reading culture develops the learners cognitive abilities?
9. Do you think that the internet affects positively or negatively reading culture?
10. What are the recommendations that you suggest to promote reading culture among the EFL learners?