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Understanding the Value of Reading as the Core of Learners' Success

Case Study: License Students at Dr.Moulay Tahar University of Saida

A Dissertation Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for Master Degree in Didactics of EFL

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بسم الله الرحمن الرحيم

"اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ(1) خَلَقَ الإِنسَانَ مِنْ عَلَقٍ(2) اقْرَأْ وَرَبُّكَ الأَكْرَمُ(3) الَّذِي عَلَّمَ بِالْقَلَمِ(4)عَلَّمَ الإِنسَانَ مَا لَمْ يَعْلَمْ(5)"

(العلق الآيات1-5)

Translation:

Read in the name of your Lord who created.

Created man from a mere clot of blood.

Read and your lord is the most generous.

The one who taught (to write) with the pen.

Taught man what he knew not.

Ahmad, Aziz (1980)

Dedication

I dedicate this thesis to my beloved parents who are always a source of encouragement for my long-life learning, family and friends.

Acknowledgment

I would like to express my deepest gratitude to my supervisor Prof. Adnane Tahia for her guidance, advice, help, and patience. Without her help, this work would not be possible.

I would also like to thank all the teachers of English at the department of University in Saida.

My sincere thanks belong to my whole family for their understanding and big support and, I am also grateful to my closest friends for their love.

I express my gratitude to the examiners for reading and evaluating my work.

Thank you all.

Abstract

The present research is entitled: **Understanding the Value of Reading as the Core of Learners' Success**.

The overall aim of this study which took place at the department of English, at Dr. Moulay Tahar University of Saida is to investigate the effectiveness of reading in improving students' achievement and success. This research is also attempted to explore students reading difficulties that may encounter in reading. To reach such an aim, the researcher prepared interviews and questionnaires for both teachers and students at English department which contained of ten teachers and two hundred learners of license LMD students to get access to students' needs and problems in reading.

The results of the study revealed that the reading skill is an effective tool in improving students' achievement and developing their competencies and at the same time it is recognized by many students the ignorance of the reading from their learning process. Taking into account these findings, the researcher recommends some useful solutions for both teachers and students like the use of reading for academic purposes as a new approach to solve reading difficulties, to enhance reading comprehension skills and to develop other English language skills as well.

The reading skill is seen by many researchers as vital to equip learners for success. However, to achieve better results in reading competence as well as English achievement, this needs the help of teachers to attain students' development in reading area. In light of this, and after identification of the students' problems in reading, we have suggested that taking into account students' needs is an effective means to boost students' interest and self-confidence in reading and training them to take advantage of reading strategies. The reading skill offers students a wide range of interesting information as well as a variety of language expressions and structures which are of great usefulness for developing other language skills. So; improving learners' attitudes towards reading is of enormous importance. It can be concluded that it is essential not to neglect the importance of reading as a tool of learning. Reading, the mother of all skills, is a basic tool of learning and one of the most important skills in everyday life.

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List of Abbreviations

Abbreviation	Equivalent
EFL	English as a Forging Language.
EAP	English for Academic Purposes
ESP	English for Specific Purposes
FL	Foreign Language
LMD	License, Master, Doctorate.
Nbr	Number
SPSS	Statistical Package for the Social Scientist
T.V	Television
WWW	World Wide Web
%	Percentage

General Introduction

In today's world of information and technologies, reading has become one of the most crucial language skills for students' academic success since it is the most important key of all sources of knowledge and without any doubt, reading is considered as one of the most useful lifetime skills that goes beyond the classroom setting as well ; learners who have excellent reading comprehension are able to succeed inside and outside classroom.

Clearly, it is regarded by many researchers that reading is one of the most essential and paramount skills that students need for better achievements as it is the best gateway through which we can learn the English language more vividly and clearly. It needs a particular attention and interest, especially in foreign language classes that's why it is regarded as the most difficult skill to be acquired. So it is crucial to take care of this skill.

Consequently, the license students of English who are studying the new LMD system at University of Dr. Moulay Tahar Saida are often poor readers and they are considered by their teachers and even by themselves as being weak in their reading performance and achievement. It is noticed that EFL students in Saida University face many difficulties in reading comprehension for this reason many students do not like the reading activity and even they do not realize that they can improve and ameliorate the reading skill.

Developing the reading skill is very important for students' success and teachers should spotlight on the reading skill and encourage students to read more. If learners develop good reading skill, it will be very helpful to their future career. Commonly, the problems which students encounter in reading area are: topic choice, lack of motivation and practice, the lack of vocabulary knowledge, inadequacy of tasks with learners' needs and the lack of interest. Another problem is that teaching reading lacks attractive materials and does not respond to students' needs and interests as well. Besides, students are not given adequate opportunities to take part in developing their

reading skills. As a result, students are not competent readers and they cannot read fluently. So taking these problems into account, the purposes of this study are:

1- To examine the impact of reading in improving students' achievement
2- To investigate the role of reading in developing students' level and enhance the students' awareness to the importance of reading.
3- To help students achieve a good understanding of reading value and materials

To find out all these, an investigation has to be made trying to follow the scientific tools. Therefore , findings of the study will reveal whether reading is a valuable and actually needed tool that improves students' success and consolidate the knowledge of the language system or not.

In fact, to know the reasons behind this situation and in order to reach the aforementioned objectives, questions should be asked:

1- Is reading a valuable tool for students 'success?
2- Can reading skill respond to the learners'needs?

Based on these questions the researcher hypothesizes the following:

1- Reading develops learners' competencies.
2- Reading is a neglected skill.
3- The educational community neglects the value of reading.

The participants in this research are EFL license students from First Year, Second Year and Third Year LMD system from the English Department at Moulay Tahar University of Saida and their teachers .Indeed, in order to get reliable results and effective information the data collection was done through standard questionnaires and interviews which were completed by 200 students and 10 teachers. The data obtained were analyzed and used to answer the research questions.

The results of this survey revealed that the license students of English department considered reading as the best tool they need to become successful learners in improving language proficiency, especially in a foreign language setting. Nevertheless, those students face difficulties which are mainly caused by the lack of

reading practice in English and , lack of self-confidence ,lack of motivation , the ignorance of the reading purposes, lack of identifying their objectives ,their negative attitudes towards reading and these are clearly shown in their questionnaire' answers. The majority of students tend to believe that teaching reading does not meet and respond to the learners'needs and expectations since teachers do not take their students' needs and interests into consideration while selecting reading materials for them. Moreover, the students' awareness of the great value of reading is considered as the most eminent ability that plays a significant role in students' success in different fields.

Particularly, the results of this study may help teachers to be aware of the reading situation, so they can use different methods and strategies to teach reading according to their students' learning styles and needs also to overcome any difficulties students may face in reading process. The current study also seeks and aims to help students to increase their attention towards reading importance because students need more help to achieve the ultimate goal of reading for their learning and interest.

Furthermore, in order to make all these in clear picture and to test the validity of the hypotheses; the remaining sections of this thesis are organized as follows: the first chapter discusses the methodology adopted for the purpose of this research. The procedures of data collection and tools of data analysis are explained and discussed.

The second chapter reviews the literature related to reading importance and its impact on the educational context, it identifies the learners'needs and attitudes towards reading also detects the role of reading strategies that could enhance comprehension. The third chapter reports and discusses the results and interpretation of this work.

Finally, a general conclusion is drawn in the last section of this thesis which is called conclusion and recommendations. In this chapter, the researcher gives some recommendations and solutions to the found problems and that academic reading should be taught as an effective method to give the opportunity to students to master reading and develop their critical thinking at the same time.

CHAPTER I
METHODOLOGY

1.1 Introduction

Reading is the way through which we can access the world of ideas and feelings, as well as the knowledge of the ages and visions of the future. Reading has also been recently redefined as 'reading for life' .It is at once the most extensively researched. Reading has been investigated from numerous perspectives. The following chapter will review the literature related to the topic under investigation to set the context of the current work. The present chapter displays the methodology that was adopted for the work .Therefore, this study attempts to investigate students' perceptions towards reading and its impact on their learning success and it explores whether reading is a valuable for academic purposes at university of Dr. Moulay Taher or not. Further, this survey aims to examine and explore different strategies that the students used in reading.

This chapter will provide a detailed explanation of how the study was tackled; it describes and explains the nature of the present study, the research designs, and the justifications for using the research methods, the data collection procedure, and the methods of data analyses. Limitations of the methods used in the study are discussed at the end of this chapter.

1.2 Methodology

All researchers have different beliefs and ways of viewing and interacting within their surroundings. As a result, the ways in which research studies are conducted vary. However, there are certain standards and rules that guide a researcher's actions and beliefs. Such standards or principles can be referred to as a paradigm.

Research Paradigm According to Taylor, Kermode, and Roberts (2007, p. 5), is "a broad view or perspective of something". Additionally, Weaver and Olson's (2006, p. 460) definition of paradigm reveals how research could be affected and guided by a certain paradigm by stating, "paradigms are patterns of beliefs and practices that regulate inquiry within a discipline by providing lenses, frames and processes through which investigation is accomplished".

Specifically, the method followed in this study is descriptive method because it permits to describe a current situation. According to Seliger and Shohamy (p.124)"descriptive research involves a collection of techniques used to specify ,

delineate ,or describe naturally occurring phenomena without experimental manipulation". This means that the descriptive study is an exploration of an existing phenomenon. Here, no attempt is made to change behaviors or conditions, but to measure things as they are. So, interpretive paradigm assumes that reality as we know is constructed through the meanings and understandings developed socially and experientially (Sipe and Constable, 1996).

Indeed, researchers who associate themselves within the interpretive paradigm are subjective and the researcher tries to understand the world in which they are studying (Sipe and Constable, 1996). In this case, the researcher was trying to understand the world of a student reader and what may impact this world. There are also many truths or many different ways of looking at things in the interpretive paradigm (Sipe and Constable, 1996).

Therefore, there are many truths to this research and ways of analyzing and explaining the findings. The interpretive paradigm was the most appropriate for the present question because the researcher was working in an environment in which he/she is very familiar, the school setting, and she was researching from different perspectives.

1.3 Quality and Authenticity of the Research

Action research is adopted as the approach to investigate and bring out this study. In an action research paper, it is extremely important to be able to demonstrate trustworthiness. Action research also provided the researcher the opportunity to put theory into practice and it allowed the researcher to identify the next steps to improve the practice. According to Guba (1981) there are four criteria for Validity of Qualitative Research: credibility, transferability, dependability and confirmability. Mills (2007) states that these criteria are vital components in order to develop a study that is trustworthy.

In terms of theory, specifically on action research in teaching and learning reading, Grabe and Stoller (2002) have noted that, by means of action research, teachers can, for instance, examine and evaluate instructional practices, evaluate students' responses to teaching practices and their performances in specific aspects of reading, and, assess the effectiveness of different reading purposes. Therefore, in a

general sense, with respect to the fact that the present inquiry is reading-related, action research is the ideal research approach**.**

In terms of practical needs, the aim of the research is mainly to see the actual actions and interactions in the reading session or course, how a specific pedagogical practice could improve the teaching and learning of reading.

First of all, Credibility can be defined as "the researcher's ability to take into account the complexities that present themselves in a study and to deal with patterns that are not easily explained" (Mills, 2007, p: 85). In other words, credibility, in terms of an action research study, means that the researcher has to spend a considerable amount of time at the research site and with the research participants. The word credibility also means that the researcher has to gather enough information to provide valid, or in another words credible results. In present research study, credibility will be ensured by using two types of reading surveys. In addition, the researcher will present all the data that is collected, even if it doesn't match with what the study was trying to prove.

A second criterion of a trustworthy action research study is transferability. Transferability can be defined as "The researcher's belief that everything is context-bound" (Mills, 2007, p: 86). The word transferability being used in regards to an action research study means that results are due to the context of that particular study and if some elements of the study were to change so would the results. In turn, the results of this study are not made to be easily generalizable to an entire population, but are more contextually based. In order to ensure transferability in the present study, the researcher presented the collected data in a way so the reader understands that it is context bound and results will change if elements of the study were to change.

Third, dependability is an important criterion for a trustworthy study. Dependability is defined as "the stability of the data" (Mills, 2007, p: 86). Dependability is when an action researcher conducts his or her research, using multiple sources of data collection. Therefore, a weakness in one type of data collected, might be made up by strength of another type of data collected (Mills, 2007). "Overlapping methods" provides the researcher with more data and a better understanding of the study (Mills, 2007, p: 86). By ensuring dependability in the present study, the researcher is

using various methods of data collection. Through the use of two different reading surveys, the researcher is hoping to "overlap methods" so that dependability can be ensured.

Lastly, confirmability is the fourth vital criteria of a trustworthy study. Confirmability is stated as "the neutrality or objectivity of the data collected" (Mills, 2007, p: 86). In other words, confirmability is using various forms of data collection in which each form can be used to "cross check" another. This process is similar to the checks and balances procedure used by the United States Government. To ensure confirmability in the present study the researcher is using various forms of qualitative and quantitative data collection. By using all four criteria as mentioned above, the researcher hopes that the present study will be a trustworthy study.

In the end, it will provide the readers with more pertinent and useful information about struggling readers' attitudes, beliefs, perceptions, and the motivational factors that affect their reading achievement. This information may in turn give teachers additional ideas and information about how to assist their struggling readers and their motivation to read when given reading tasks or activities.

1.4 Significance of the Study

This investigation of understanding the value of reading as the core of learners' success has both theoretical and practical significance. It is anticipated that the result of this study will act as a starting point to reform the English curriculum so as to equip learners for more challenges and assist teachers to better their teaching and learning environments so that the syllabus respond to the learners' needs.

The study highlights the the important role of teaching reading and its strategies to students' success in general and students at university of Dr. Moulay Tahar in particular. It aims at facilitating lifelong learning. Because of the lack of research in determining the perceptions of the students towards the value of academic reading and its impact on their success and learning for academic purposes at Dr. Moulay Taher University –department of English language. Therefore, this survey will benefit the teachers who teach reading comprehension or even literature during the reading sessions and the preparation of the reading exams or even activities .Because teachers at the department of literature and English language will have better insights about the reading

levels of their students and they will promote different strategies to their students to facilitate the process of reading and to pick out and select reading materials that respond and match to their students' needs which is happened inside the classroom and it will also help teachers to better prepare students for their future academic lives.

This study, which explores different strategies incorporated reading materials towards the acquisition of skills, might help to raise awareness among teachers and educators who are unacquainted with the potential benefits of these reading strategies in facilitating the reading activity that takes place in educational settings. Teachers of English may use the research findings to improve learning and teaching of reading at the department of English language.

This research, although managed in a particular context is also significant to contribute to future studies which will be made in this field by providing a general view of students' attitudes toward academic reading and its powerfulness on their learning process, it gives the students the chance to select their reading materials according to their needs and interest and it also reveals appropriate reading strategies to students to cope with any reading material.   It also supply and furnish some suggestions and solutions about improving students perception, levels and attitudes on academic reading skills, it will also provide a model for future investigations to be conducted in other universities and academic contexts.

1.5 Location, Context and Setting of the Study

This study was conducted in the University of Saida. It was carried out on the license students enrolled in the department of English at the University of Dr. Moulay Tahar, and their teachers of English. The participants in this study came from one University. The University in question is located in Wilaya of Saida in north-western Algeria, on the southern slopes of the Tell Atlas mountain range situated on the northern fringe of the High Plateaus. This University is of medium size which contains approximately 5000 students from different specialties. Among those students there are about 700 who are studying English as foreign language at the department of English of both literature and English language streams.

1.6 Target Population

According to Shank(2002), selection of study participants depends on research topic, questions, availability, and other study characteristics .Population is "the entire group, of people that the researcher is seeking information about" (cited in Understanding research,2009,p.88). This study took place at Dr. Moulay Tahar University of Saida. It involves license LMD students of English. So, I have chosen randomly a sample of students to investigate their attitudes towards the value of reading, the use reading materials ,to get access in students' needs, lacks and objectives in reading and the use of strategies in order to increase and develop students' reading comprehension.

In fact, the target population of this research consists of 200 students from different levels (first year, second year and third year) both males and females; studying English. The sample is randomly selected at the Universities of Dr. Moulay Tahar – Saida from different backgrounds and abilities. Their ages are between 19 and 25 years old, and they are of different levels in terms of English language mastery, i.e. some of them have a good level in English; however, the others their level is between the average and less than good.

1.7 Data Collection Procedure

To achieve the aims of the present study, to examine the hypotheses and to measure what reading strategies, difficulties and materials that students use during their English reading. The researcher is going to use both qualitative and quantitative methods for collecting data, so that to enhance confidence in ensuing findings.

On one hand, qualitative is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. On the other hand, quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It is also used to quantify attitudes, opinions, behaviours, and other

defined variables and generalize results from a larger sample population. Quantitative Research uses measurable data to formulate facts and uncover patterns in research.

1.8 Research Tools

For the purpose of obtaining information needed to achieve the objectives of the study, and to find answers to the study's questions as mentioned above in the general introduction, the researcher is going to use two questionnaires as tools to collect date. The researcher also developed a survey with interviews of approximately one hour for each teacher to collect qualitative data. So, the interviewees (teachers) were asked to describe the students' levels in reading, the main reading strategies used inside the classroom, to promote their students with some suggestions to overcome their reading difficulties and to recommend some methods to improve their students reading.

1.8.1 Questionnaires

In order to prove the study's hypotheses and to find answers to the study's questions, the researcher has adapted two questionnaires used in the main study which are provided in Appendix A (for students), and Appendix B (for teachers). These questionnaires are useful for collecting numerical data from all participants. They were utilized to have a general overview about students' perceptions towards the role reading and its impact on their learning success and also around which reading materials and strategies were used across the reading session. And to ask teachers if they take their students' needs into consideration while selecting materials.

The questionnaire for students (see Appendix A) was formulated and designed to explore students 'attitudes towards reading and its importance in academic learning. It also diagnoses the reading difficulties and strategies used by license students of English while reading. This questionnaire is used as a method for raising student`s awareness about reading importance as well as their abilities and strategies. In this questionnaire, students were required to indicate their opinions because they are asked to answer some questions as freely as possible.

The questionnaire for teachers (see Appendix B) was designed to identify students' levels and needs in reading, to elicit the different skills and strategies taught in reading session. This was not the only source of data from the teachers that were

analyzed and presented in this thesis. It was used to elicit the reading strategies and materials teachers said they have taught during their reading lessons which were then matched with what the students actually needed. Most of the questions are in restricted forms. The questionnaires are adapted and adjusted according to the needs of the study. All of these helped me gain a better understanding of how students perceive themselves as readers and how each of these factors and strategies motivate students to read.

The results from the questionnaires were triangulated with other methods, including teachers' interviews which are described in the next section.

1.8.2 Interviews

According to Bluman (2008), interviews provide the advantage of gaining deeper reflection and responses .As one the main study concerns on teacher's perspectives on reading value used; interviews were considered an essential part of the data collection process. Interviews are commonly used in qualitative research because they enable researches to explore teachers' points of views (Cohen, Manion & Morrison, 2000) and enable aspects of experience to be revealed that cannot be directly observed (Mackey & Gass, 2005). Moreover, they are becoming the most frequently qualitative tool.

Furthermore the interview "is used most often to describe a method of gathering information from a sample of individuals" (Scheuren, 2004, p.9). This method was used because it can, not only confirm what was found in the questionnaires.
The interview is provided in (Appendix C). It was designed with the aim of how teachers teach students reading in the classroom, to explore students' attitudes when reading for their academic learning success and it also focused on the reading strategies students used whenever they read in English. Thus, all the interview questions are open ended questions.

1.8.3 Statistical Package for the Social Sciences Software (SPSS)

In order to reach and achieve the purpose of collecting and analyzing data the researcher has used the software SPSS Statistics. SPSS is a software package widely used for statistical analysis in social science. It is also used by market researchers,

health researchers, survey companies, government, education researchers, marketing organizations, data miners, and others. The original SPSS manual (Nie, Bent and Hull, 1970) has been described as one of "sociology's most influential books" for allowing ordinary researchers to do their own statistical analysis. In addition to statistical analysis, data management (case selection, file reshaping, creating derived data) and data documentation are features of the base software.

1.9 Limitations of the Study

There are limitations to any study and like any research, this one has some limitations .Among which we can state some related to learners as demotivation that is due to for example the lack of confidence and the lack of interest. As far as this study was concerned, it could be argued that possibly respondents were not motivated to complete the questionnaire because they were not accustomed to such a task and also because of the length of the questionnaire. However, some of them were not cognitively able to perform the task.

1.10 Conclusion

This chapter establishes the design for the research and data gathering, it provides the research methodology of this study to explain the selection of the sample, describe instrumentation and the procedures of data collection, the limitations of the study and also supply an explanation of the statistical procedures applied to analyze data. This is followed by the review of related literature which will be offered to form the theoretical frame work of the study and to possess some thoughts and notions about what other scholars have found and reported in the same field.

CHAPTER II
THE REVIEW
OF THE RELATED
LITERATURE

2 .1 Introduction

Reading is the key to get access to knowledge; it helps people to learn and acquire knowledge and experience. It also opens up new opportunities that enable people to gain new knowledge of modern life, such as reading newspapers, job listing, instruction manuals, maps and so on.

In the educational context, reading is an essential skill in learning any subject matter. So ,learners should always search for ways to develop the reading process because there is a great relationship between reading and academic success. Most of the information students learn is through reading but some students are not aware of the value of the reading skill. This chapter explains the term reading in its narrowest definition as information processing in classroom settings, particularly for academic purposes; for comprehension and learning. It intends to describe the learners' needs then it explains the reasons for using the selected reading strategies for the purpose of both comprehension and learning.

This chapter is mostly concerned with reading importance in academic context and reading comprehension strategies that could enhance comprehension especially in English language reading. It also defines the learners' attitudes towards reading and describes also the notion of needs analysis. The review of the literature also includes some factors that could influence the process of reading. Additionally, some studies included to examine the impact of reading on the learners 'success inside and outside the classroom.

These serve as a foundation for identifying the research questions and the theory underpinning this research.

2.2 The Value of Reading in the Educational Context

By definition, reading is a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience (Millrood 2001:117-118). Reading is the pillar of every educational system ,it is fundamental to learning, not only in educational institution but also in everyday life .It tends to transform societies from the primitive societies to the educated ,civilized and more cultivated ones since it opens up the doors to social and economic

advancement. Reading can be a great tool to help students know more about the way they think and even the way they are going to live.

In addition to that, reading is the fastest and simplest way to raise learners' educational level (Hung & Tzeng, 2001). Reading is an excellent opportunity to acquire and consolidate vocabulary because when students read they acquire new lexis which facilitate the reading comprehension, they also improve their writing ability; the more students read the more they write well. To put is simply , Krashen expressed the benefits of reading in the educational context and said *"reading is good for us : reading is the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar and the only way we become good spellers"* (1993). Undoubtedly, reading skill plays a decisive role in shaping students' educational future and it is more important to academic achievement than any other skills (Gisler and Eberts 2009, p. 1 of 2)

Through reading students have incidental with the rules of grammar so that they can develop a sense for structure of the language, reading can discover new ideas and thoughts that allow us to use its better in our education or in our daily life. Also reading assists learners with other tasks as helping them to learn how to form language, and how it works. Furthermore, Koda and Zehler mentioned about reading importance in the language as follows:

"Reading is an essential component of academic learning, as well as a foundation for becoming an informed member of the broader community. Failure to achieve adequate reading proficiency denies students access to the essential tool for further learning. Students suffer academically when they are unable to make the transition from oral language skills to achieving basic decoding competence and comprehending various types of texts" (2008).

The significance of reading is also stressed by Carrell when she said that "*for many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or a foreign language*" (1988: 1). Eskey too, emphasized the value of reading when he said: for second language learners, reading may be both a means to the end of, acquiring the language, as a major source of comprehensible input, and an end in itself, as the skill that many serious learners most need to employ. Students may need to read it in order to access the wealth of information recorded exclusively in the language (Eskey, 2005: 563).

As well Krashen displayed this importance of reading to learners of English as a FL when he claimed that students who read frequently acquire, involuntary and without conscious effort, nearly all the so-called "*language skills*" many students are so concerned about. By doing so, they will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good writers (but not necessarily perfect) spellers (1993; cited in Eskey, 2005: 563).

Moreover, reading is the only way to get access to knowledge; it builds a huge knowledge about different cultures. Reading contributes strongly in developing the language skills involving speaking since reading the written texts gives students the opportunity to discover new vocabularies and thus they become able to use those vocabularies through their communication. Developing stronger reading skills enables the development of more sophisticated speaking skills (Baker, 2014).

In this respect; it can be said that the importance of reading also takes place in ESP setting which students need to improve as Carrel assured that in high education or in other programs, which uses teaching subjects written in English, reading becomes the pioneer among all the other skills of the English language (1988). Carrel also confirmed that the ability to read and comprehend the written texts is considered as one of the most important factors of success in the university learning.

Not only Carrel but also El-Bashbishy indicated the importance of reading skills for the students who study English for specific purposes. She also indicated that it has been proved that reading is the most important skill needed for those students (1993).

Furthermore, it is noticed that many researchers indicated the value of reading in educational context and proved that reading has a great impact on English learning among them Bright and McGregor who argued that, "*where there is a little reading there will be a little language learning .....The student who wants to learn English or any foreign language will have to read into knowledge of it unless he can move into an English movement.*" (1970, p.52).

Consequently, reading has several aims that help students acquiring a new language as Hedge (2003) wrote the goals of learners in a reading process as: the ability to read a wide range of texts in English, building knowledge of language which will facilitate reading ability, the ability to adapt the reading style according to reading purpose (skimming, scanning), developing an awareness of the structure of written texts in English. Thus , it helps in all the other subjects and precisely in the personal lives which will help students to develop their ability to express ideas and emotions.

2.3 Importance of Reading

Reading is proved to be the most important skill (Al Mutawa & Islam, 1994; Mustafa, 1998) since it has an importance in overall development either of an individual, society or a nation. Needless to say, nation that reads is the nation that leads, is an old saying. Krashen too assumed that practicing reading is a powerful tool to impetus reading skill, writing skill, vocabulary, and spelling(2004). On the top of that, reading develops a person's creativity, it allows students to cultivate their creative thinking skills that make them able to think and make reasonable decisions.

In addition to that , the reading skill allows people to become engaged in the world around them and make them receive much knowledge in different fields that's why people or students in particular should reinforce the habit of reading books because books are without doubt very faithful and valuable friend for the reader.

Moreover, reading provides information, status, spiritual satisfaction, emotional release, growth and pleasure. This is not very surprising , since it is also significant for people to develop their intellectual position , moral and aesthetic values and thus it a significant factor to develop one's personally and it has a strong ability to broaden one's interest. Actually, reading is exercise for the brain that stimulates people to learn and get excited about new information, thus, reduces stress.

Islam is the first book that highlights the importance of reading in achieving learning and gaining knowledge, this means that the first word of Quran that was delivered to Prophet Mohammad "peace be upon him" is" Read". It was the first command in Islam religion and needless to say that Islam is the only holy book that opens with this word. This is in Surah Al Alaq and the last phrase is "teaches man what he hasn't already known or been familiar with" so every person should read.

As a result, reading skills strongly impact learners' academic success as well as their emotional and social well-being. Academically, reading skills are the basic part for academic success; students who read at early grade level will not struggle in school. Teachers who spend significantly more time helping and encouraging their students learn to read and if curriculum shifts in that students will use their reading skills to stay caught up in almost every subject, for this reasons, reading skills must be taken into consideration in the first position for academic learning.

What is more is that reading can also impact the social side of the learner , for example a common finding in psychology revealed that when students are provided with the proper instruction needed to obtain effective reading skills, it is easy and comfortable for them to make friends and peers that encourage them to make positive life decisions.

Moreover, regarding the emotional side, reading skills also impact learners emotionally by positively influencing their self esteem and make them feel capable and intelligent. There is a clear need for teachers to improve the way they teach reading especially since effective instruction can easily make students feel competent and raise the sense of self confidence and efficiency in reading . It is amazing how large of an impact reading skills play in the academic, social and emotional well-being of every individual who develops reading skills and often realizes the positive impact this skill play in their life in general.

It is true for students to find some written texts difficult to comprehend. So, to deal with any reading materials and reading process development, it is necessary for the teacher to introduce the reading strategies to his students and to teach them how to use them in appropriate way.

2.4 Strategies of Reading

When it comes to reading strategies, they are always defined as ways of getting round difficulties encountered while reading. But sometimes it is confusing for many researchers to distinguish between the reading skills and the reading strategies for example, inferencing is a skill for Davis (1968), but a strategy for Olshavsky (1977); another example is that skimming and scanning are referred to as strategies by Sarig (1987), but for Munby (1978) they are skills.

Needless to say that reading strategies are considered as tools and tactics that enable the reader to comprehend better a particular text, acquire knowledge and thus to overcome any reading difficulties.

There are different types of strategies that the students can use for different reading purposes which also promote comprehension and understanding of texts but sometimes students are not aware of using these strategies, they are referred to as: scanning, skimming, making inferences, and prediction.

2.4.1 Scanning

According to Grellet, scanning referred to "*quickly going through a text to find a particular piece of information*" (1981) .This strategy is defined as a glancing through written materials quickly in order to get the gist of what it is about. For instance, when someone doesn't want to read the whole newspaper or a magazine, s/he makes a quick glance to get the main information. In particular when the student doesn't want to read the whole book, he makes a quick glance on the summary so as to get the overview of the content or, the intention of the writer in the book.

According to Wallace, the process of scanning is defined as a quick unfocused reading where the reader searches for a particular detail such as a name, a date, and a number (1980: 27).

2.4.2 Skimming

This strategy is applied when the reader searches for specific information or particular details and getting a general idea. According to Nuttal "*skimming is a rapid glance over the text in order to get the gist*" (1996). The only difference between scanning and skimming is that skimming is used when looking for general information and in the second, i-e scanning is used for the requirement of very specific information. In case of scanning the reader concentrate on particular ideas or information by moving his eyes quickly across the text that serves his needs.

2.4.3 Making Inferences

By definition, making inferences is the process of combining information within sentences in text, or between prior knowledge and text ((Baumann

et.al,2003). Making inferences strategy gives the reader the ability to get the meaning of unknown vocabulary word and to come to an evident conclusion that is not explicitly stated in the text. Likewise, within this strategy the reader can use information from his/her own background knowledge in order to understand what he is reading. Again, readers are sometimes not aware of these tactics.

2.4.4 Prediction

Finally ,prediction plays a significant role in the reading process, it refers to the use of prior knowledge about a given topic, and combine it with the new material in the text. According to Grellet, prediction is "*the faculty of guessing what is to come next, making use of grammatical, logical and cultural clues*"(1995). It means that readers use their previous knowledge, and relate it to what they have in the reading material and usually readers do that in unconscious way but it depends on the reader to deny or confirm his prediction with support from a given text. All what has been discussed above is very important for the learner to deal with any reading purpose or type.

2.5 The Role of Reading Strategies

One of the main advantages of learning the reading strategies is to help the students to read, comprehend and acquire knowledge and thus the students will consciously apply them to particular constraints in the act of understanding a particular text. To achieve success, students should take the active role in strategic reading, learning how to use reading strategies that serve their own purposes.

Anderson indicated that reading strategies are very significant procedures which contribute success in any foreign language tasks (1991). While, Pressley described that reading strategies are conscious and flexible plans that the readers can apply and adapt to a variety of texts and tasks (1989). In short, reading strategies are tools which allow students to be more actively involved in the process of reading. Moreover , Mc Namara et al viewed that "*reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are strongly needed to these strategies to achieve reading comprehension*" (2009).

Therefore, the use of reading strategies will help students to become skilled and through practice they will be able to utilize them without conscious efforts. It is

important and needful for students to develop a positive attitude towards reading at a very young age.

2.6 Learners 'Attitude towards Reading

Reading is a process of interaction between the text and the readers; the reader interacts with the text to create meaning. So, the process of reading cannot be achieved without a positive attitude towards it because having positive attitudes toward learning is one of the most important psychological concepts in education.

In fact, reading attitude fulfills and accomplishes a pivotal and essential role in the development and use of lifelong reading skills (Lazarus and Callahan, 2000). By definition, reading attitudes is a system of feelings related to reading which causes the learners to either prefer or avoid and evade a reading activity.

Students 'reading attitude determines their future success in reading since the students 'attitude towards reading plays a central factor that affects their performance as readers and their outcome of their work. It is important for students to be motivated and maintain a positive attitude towards reading so that may affect their achievement positively and students can better meet their needs.

When a reading material has a positive outcome and success on the part of students, the students here are likely to develop and evolve more positive attitude for the sake of reading in general. Mathewson indicated that one possible decision to read is a "…*general attitude that 'reading is good'* " (p. 846). He further addressed the role and the importance of attitude and motivation play in reading and he explained that in the following scheme:

```
┌───────────┐        ┌───────────┐        ┌───────────┐
│  Positive │   ──▶  │ Intention │   ──▶  │  Reading  │
│  attitude │        │  to read  │        │  activity │
└───────────┘        └───────────┘        └───────────┘
```
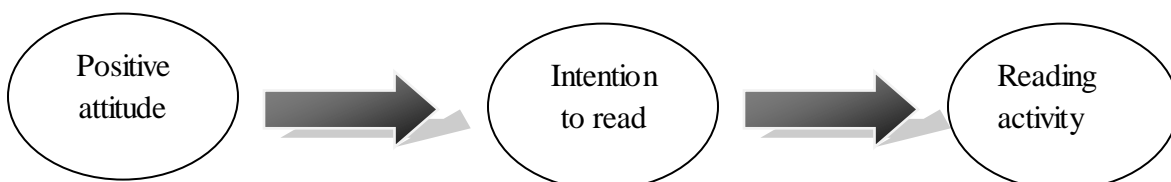
Figure 1: Mathewson' Model of Attitude Influence (1985).

In this respect, motivation refers to a learner's eagerness and willingness to read. Literacy and Numeracy for Learning and Life stated that positive attitude and motivation are vital for progression in literacy. It also declared that "… *all learners should benefit from the opportunity to experience the joy and excitement of getting 'lost' in a book*" ((2011, p. 43).

Teachers can promote excitement and motivation to read by providing students with interesting and rich texts, authentic purposes for reading and opportunities to explore, interact and experiment with text. The following figure (2) explains how expectancy and value component relate in deciding to read:

Materials:
-How interesting
-Attractiveness
-Availability

Reading ability in the target language

Attitudes towards reading in the target language → MOTIVATION → DECISION TO READ IN THE TARGET LANGUAGE

Sociocultural environment, including influence of family and friends
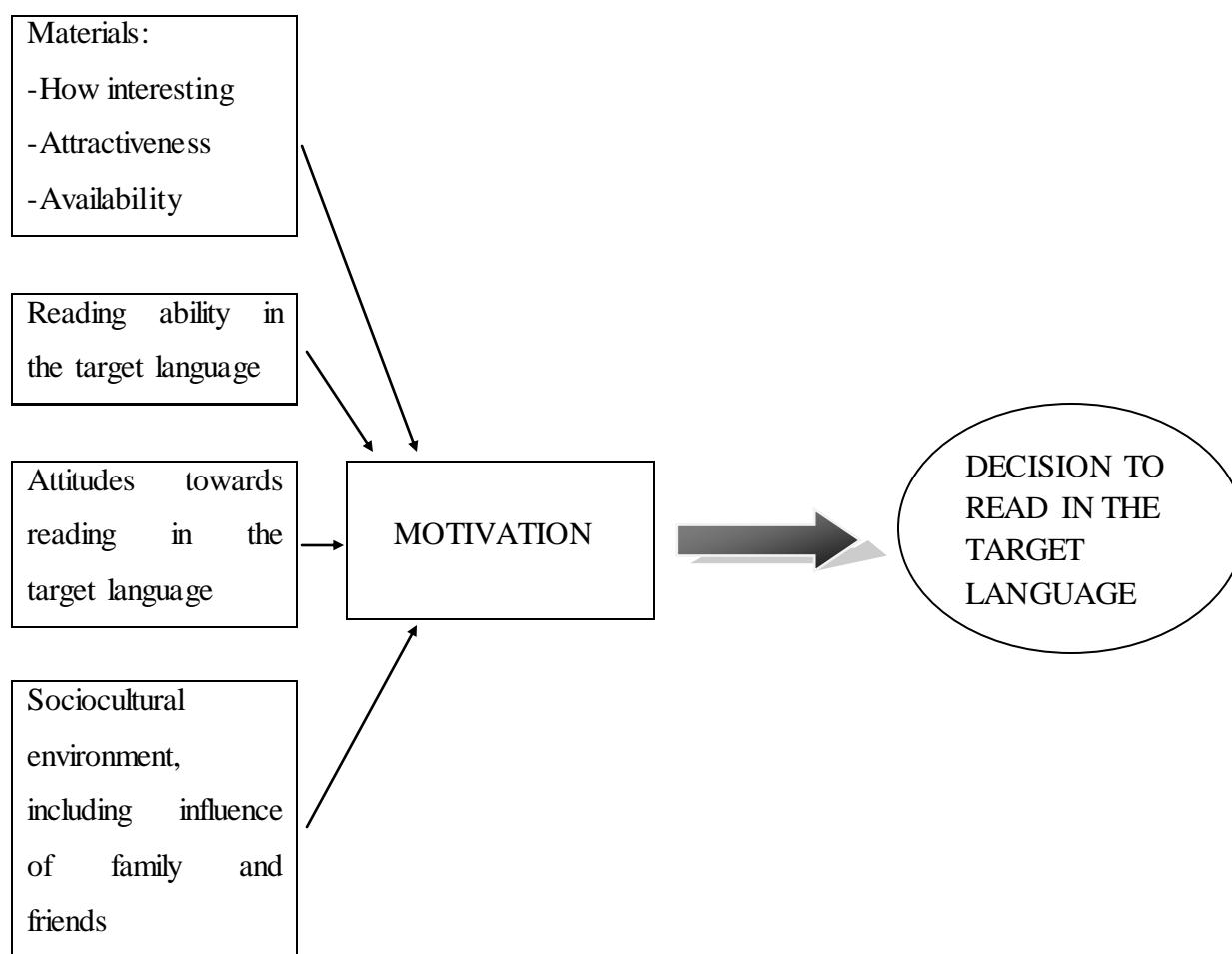
Figure 2: Model of the Major Variables Motivating the Decision to Read
(Day & Bamford, 1998)

The above figure shows how students decide to read depending on some key concepts related to reading materials since motivation to read is influenced by the

content of the text. And in some context motivation to read relies also on the attitudes of students toward reading in general and the target language in particular with a great influence from family and peers. So those factors have stronger effect on students' motivation to read.

In this context, teaching students to understand the real importance of reading is also a useful and effective strategy to get a students positive attitude towards reading. Thus, if students believe and realize that reading is a vital life skill, they will become more motivated to read and gain a positive attitude towards reading. And if students with a reading disability demonstrate an unexpected low achievement, low achievers may be classified as showing an expected low achievement (Fletcher et al., 2007).

2.7 Learners' Needs

Reading is one of the basic communicative skills since it is a vital component of the academic areas for professional success and lifelong learning. It can be said that the first priority in designing a reading programme or a syllabus for student or training a reading course is to get and gather information about the different perceptions students bring to the learning task according to their language background, interests , and about their needs, expectations and strategies for learning in general and reading in particular. All these help teachers provide a rationale for selecting and integrating pedagogical reading tasks and activities, as well providing a point of reference for the decision making process.

In fact, learners' needs are somehow difficult to meet as far as the syllabus is concerned. Thus, it is important for teachers to educate what their students really need to know so as to overcome the barriers between them and their students. There is no doubt to say that teaching reading depends on skilful teachers who are able to discover learners' needs in order to design effective strategies and techniques to reach success.

what researchers call 'needs' and what the students really need in reading are the learning of vocabulary, grammar, speaking skills and writing skills in addition to being able to read any material in English since for students in a non-English speaking environment, the only practical reason for studying English is to gain the ability to read materials in that language. For students, to learn how to read

effectively will help them to speak,   write and understand the target language in a better manner.

So ,if students become more aware of the importance of reading to their future needs this will certainly increase their motivation, on one hand , and on   the other hand , it will help them to become more interested in reading courses . The reality is that the primary need of students of English is to develop the ability of reading with understanding.

Therefore, the identification of the learners' needs is very important and a major requirement for successful teaching and learning results. It goes without saying that the notion of needs analysis has received much more attention and significant role in learning process.

In this respect, needs analysis can be defined as "*basic activities that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students*" (Hutchinson 1987). For Mc Donough, information on the students' needs is very important to establish relevant course content (1984: 39-40).

Truly, analyzing learners' needs contains the criteria and the rational for selecting the course content and methodology. In other words, the process of needs analyses is a fundamental part in curriculum development which aims at identifying the appropriate techniques that can be applied in setting the goals and objectives of both teaching and learning.

According to Brown (1995), Pratt (1980) and Graves (2000), needs analysis is a systematic and continuous process of gathering information about students' needs and preferences, interpreting the information and then making course decisions and implementation in order to meet the needs of students.

Identifying the needs of the learners include various aspects such as ; level of reading proficiency ,teachers and students goals and expectations , and the learning skills. These factors help to provide specific tasks to specific problems and weaknesses. However the teachers' job lies in developing their learners' skills and applying methods that should conform to these needs.

It is worthy for reading curriculum (syllabus) designers to integrate the basis needs and objectives of the students to improve their reading skills which will better prepare them for their future academic career because learning to read is a great challenge for EFL students, especially when it is mostly for academic purposes.

However, knowing the learners' needs in reading is not enough for students to reach success while reading; there are other important factors which can affect the students' progress in reading activity which are discussed in the following.

2.8 Factors that Affect Students' Performance and Progress in Reading

Reading is a cognitive process and an individual task in which students may read the same written text but when it comes to interpretation they do it in various and different ways. Reading requires various factors such as background knowledge, vocabulary, fluency, comprehension, and critical thinking. Effective reading is influenced by all these factors which affect the students' achievement in reading and analysis towards a text.

2.8.1 Students' Background Knowledge

Background knowledge is essential existence information that helps learners to understand a situation or a problem so that Oster pointed out that "*learning happens when you connect new information to existing information*". Also, he stated that "*the prior knowledge you bring to reading is a combination of what you know, what you believe, and what you have experienced*"(2012.p2).

In the process of reading students may activate their prior knowledge they already know to the new information trying to understand the reading material. So, background knowledge gives students the opportunity to become active readers, it improves and facilitates their reading comprehension hence they put by more time.

Additionally, many researchers indicated that prior knowledge is a very crucial factor in order to achieve comprehension; because when students relate or combine what they read with their existing knowledge to the new information this makes the text easier for students to understand.

What is more , brainstorming and asking questions are ways of activating prior knowledge .The prior knowledge activation importance is also supported by krashen's idea; when he claimed that when the student is familiar with the text before, he will understand it much better than someone who is unfamiliar with the text. For example, if a student likes reading scientific texts, he will find some difficulties to read literature or another type of writing.

2.8.2 Vocabulary

As well, vocabulary plays an important factor in affecting the students' progress in reading regarding Shane who argued that the notion of vocabulary refers to knowledge of the meaning of words students understood (2005). Clearly, vocabulary knowledge is the set of words of a given language which is so helpful to understand any written passage.

As a consequence, vocabulary is bigger than just the meaning of words. It tends to cover a huge aspect of language also it is the medium to express ideas because without understanding the meaning of the words in the text, reading in the language cannot happen in a meaningful way.

2.8.3 Fluency

Actually, fluency refers to the ability to read orally with speed, accuracy and proper expression (the American National Reading Panel (2002.p.18), this means that fluent readers are able to read rapidly and smoothly with appropriate intonation, interpret sentences correctly ,recognize words automatically then they monitor and observe the reading speed. If students read a lot, they will improve their reading fluency.

2.8.4 Critical Thinking

Furthermore, critical thinking in reading is always considered as a deeper reading. It is also known as reading between the lines. Critical reading requires the student's analyzing and interpreting processes. In fact, critical readers are able to comprehend and interact with any text in a carful manner and thus, to become efficient readers. Critical reading is the ability to determine the main ideas, supporting details, the sequence of events and the structure of the text. Moreover ,it is intended

to make students aware of the reading process involving an interaction between reader and writer, and this involves the reader to go beyond the words in the text.

2.8.5 Comprehension

Last but not least, comprehension is defined by many researchers as the essence of reading. Abushamla stated that *"The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message"* (2010) . To put it simply ,comprehension is an active process in which the reader makes to construct meaning from a text and without comprehension reading becomes frustrating and less important .As a matter of fact, comprehension in reading is the ultimate goal of reading and can be described as a process of reading from the time the students read the visual words until it is converted and constructed into meaning. Thus, comprehension is the process that results from an interaction among the reader, the text being read, the reading and the context in which reading takes place. This is given in the following diagram:

Context Comprehension the text

Strategies

Reader
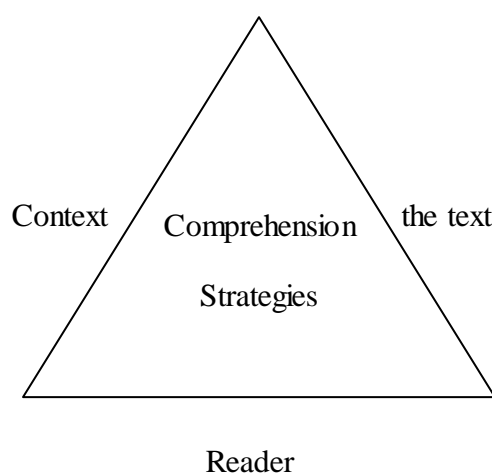
Figure 3: Knut and Jones Comprehension Model (1991).

As has been discussed above, without these factors, the act of reading cannot be achieved.

2.9 Conclusion

As a conclusion of this chapter, almost all researchers agree about the value of reading and its beneficial impact on the students' success in different fields; the

educational side and personal one. Still identifying the students needs and interests considered as a purpose and objective for reading requirements. There is no exaggeration when I say that when students develop a positive attitude towards reading, this has a good effect on their entire daily life and the impact of poor reading has also negative impact on the students' progress as well. Obviously, the role of the teacher is very eloquent and significant at this stage to raise the students' awareness towards reading importance and it is their duty to teach their students reading in a more suitable way that can meet their interests and purposes.

Furthermore, it was assumed that the use of reading strategies can improve students' comprehension of text and overcome any difficulties that may face while reading. The matter of fact is that reading is a dynamic activity which needs the background knowledge and other factors about what the student is reading. The next chapter discusses the interpretation and analysis of data of the study.

CHAPTER III
DATA ANALYSIS AND INTERPRETATION

3.1 Introduction

In the light of what have been presented in the previous sections, the researcher will deal with the practical part of this survey in order to investigate the effect of reading in improving EFL students' learning success, the researcher involved students and teachers of different levels to collect their views and their attitudes towards the subject as well as to determine the obstacles that hinder the improvement of the EFL students in reading.

Therefore, this present chapter is devoted to describe and analyze the results of both students and teachers questionnaires and interviews. After the collection, data were coded and categorized to be ready for analysis and interpretation by means of the SPSS statistics software. Thus, the scores obtained from this study were subject to a statistical analysis to provide an answer to the research questions propose by the researcher. Tables and pie-charts were used as well for further clarification of data interpretation.

3.2 Findings and Data Analyses

The researcher's main purpose is to gather primary data about students' attitudes towards the reading in general and its importance in learning in particular and to analyze data according to the requirement of the study. After distributing the questionnaires to the target population and the interviews to teachers, quantitative and qualitative data were collected for this study. The data were combined in tables and illustrated in figures.

Students 'Questionnaire

The demographic data show that the number of licence students retained in this sample was 200 of the age between 19 and 25. Girls were numerically predominant and the percentage of the female' s answer raises more than the percentage of the male's answer this is because girls attend long time their lectures ,while boys attend less or may be girls achieve at higher levels more than boys in all countries.

The summary of the demographic distributions of the sample are given in the following tables and pie charts of the sample according to their ages (table 01), gender (table 02), and level (table 03):

Age	Number of Students	Percentage %
19	30	15%
20	43	21,5%
21	38	19%
22	40	20%
23	24	12%
24	15	7,5%
25	10	5%
Total	200	100%

Table 01: the distribution of students according to their ages

The above table results can be shown in the following pie chart:
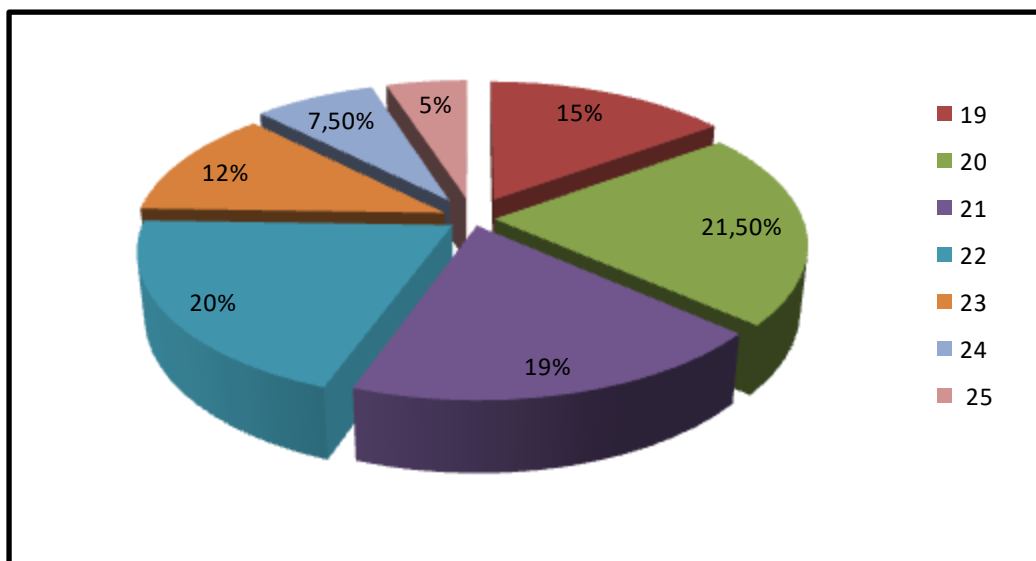
Pie chart: 01 Students' Age

Options	Number of students	Percentage %
Male	80	40%
Female	120	60%
Total	**200**	**100%**

Table 02: The distribution of students according to gender

The above table results can be shown in the following pie chart:
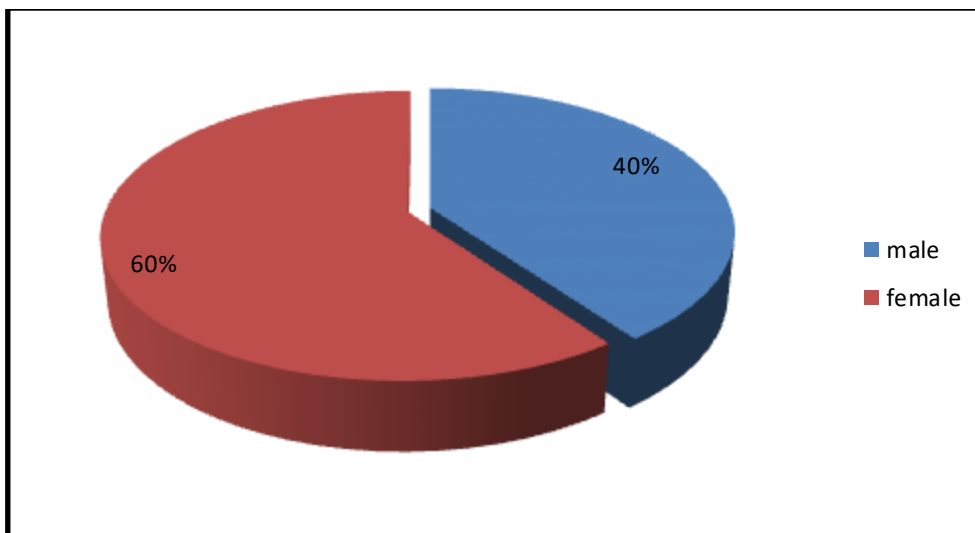
Pie chart 02: Students' Gender

Levels	Number of Students	Percentage %
1st year	108	54%
2nd year	64	32%
3rd year	28	14%
Total	**200**	**100%**

Table 03: the distribution of students according to their academic level

The above table results can be shown in the following pie chart:
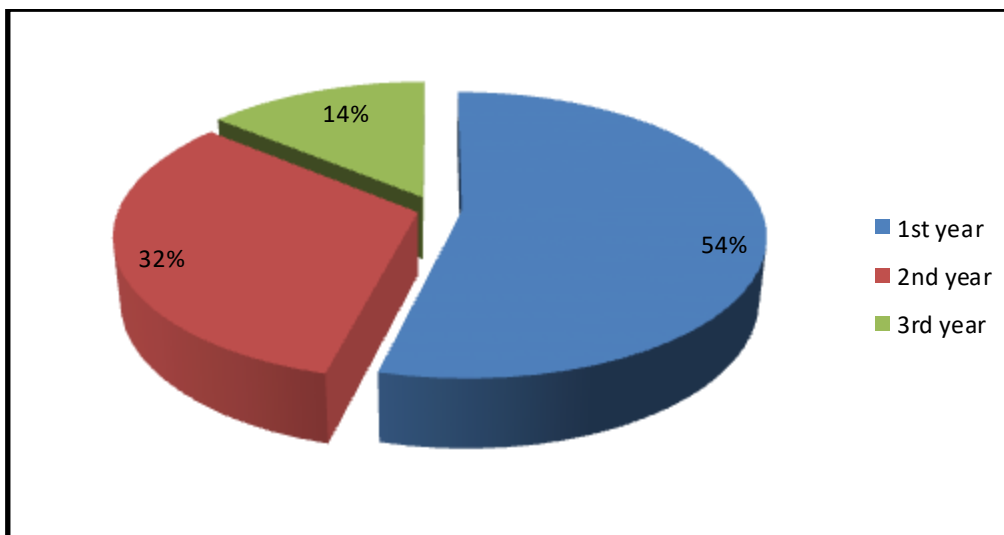
Pie chart 03: Students' Academic Level

The interpretation of data is based on the data collected after the students answer the questions which are as follow:

We regard to the first question of the questionnaire about if students read in English or not the following table can be drawn:

Options	Number of Students	Percentage %
Yes	52	26%
No	148	74%
Total	**200**	**100%**

Table 04: The distribution of the sample according to students' reading in English

The above table results can be shown in the following pie chart:
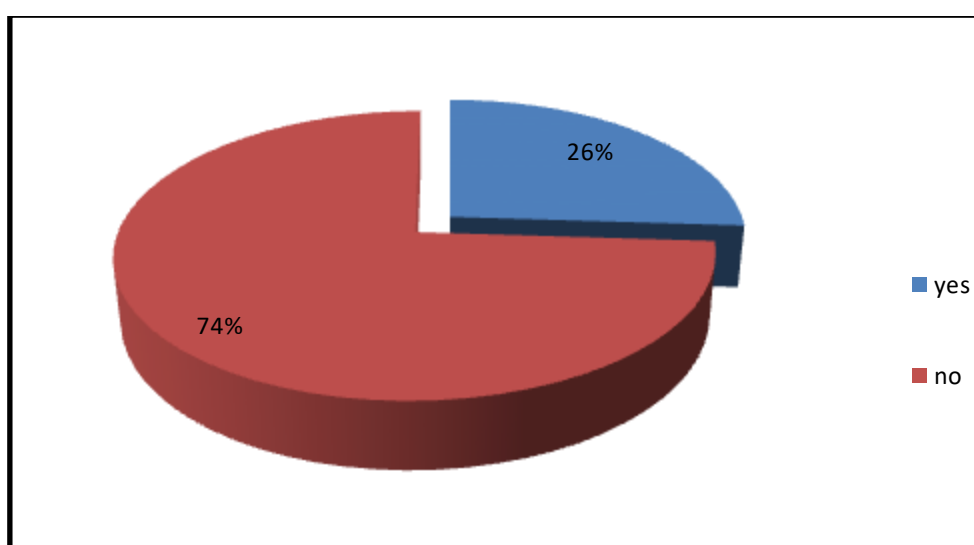
Pie chart 4: Students' Reading in English

The majority of students (148 equals 74%) replied that they do not read in English, however 52 students (26 %) said they do. This confirms that something is missing elsewhere. This assumes that they have some difficulties, they are not very aware of the reading necessity.

The results obtained reveal that students need to raise their awareness about the status and the significance of reading in English language.

With regard to the second question concerning students 'abilities about doing reading process, the following table can be drawn:

Options	Number of Students	Percentage %
Easily	51	25,5%
With difficulty	100	50%
With great difficulty	49	24,5%
Total	**200**	**100%**

Table 05: The distribution of the sample according to students' reading abilities

The above table results can be shown in the following pie chart:
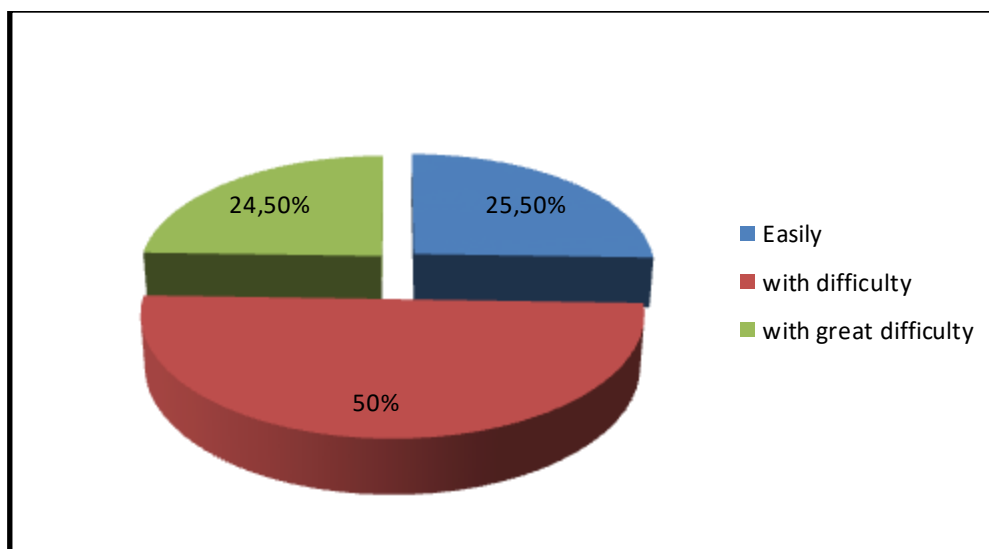
Pie chart 05: Students 'Reading Abilities

Table 5 reveals that the biggest number of students (100 that is 50 %) read with difficulty. This consolidates their views when they asserted their own performance in reading skills. As mentioned and presented in question 2, reading was positioned as a difficult skill for them. Unfortunately, this conveys that the majority of students could be considered as low level students.

It appears also that 51 students (25, 5 %) read easily and this shows that they could be regarded as having an advance or pre-advanced level. And 49 of them (24, 5%) chose option with great difficulty and those students need more help to ameliorate their reading.

These results describe, indeed, the efforts which would be made by those learners to understand a given text. The obtained results indicate that reading actually causes a hurdle for licence students of English. Hence, motivation and more practice of reading would help them in reducing this weakness and hardship.

We regard to the third question about how students consider reading importance for their studies, the following table can be drawn:

Options	Number of Students	Percentage %
Yes	188	94%
No	12	6%
Total	**200**	**100%**

Table 6: the distribution of the sample according to the importance of reading skill for students' studies

The above table results can be shown in the following pie chart:
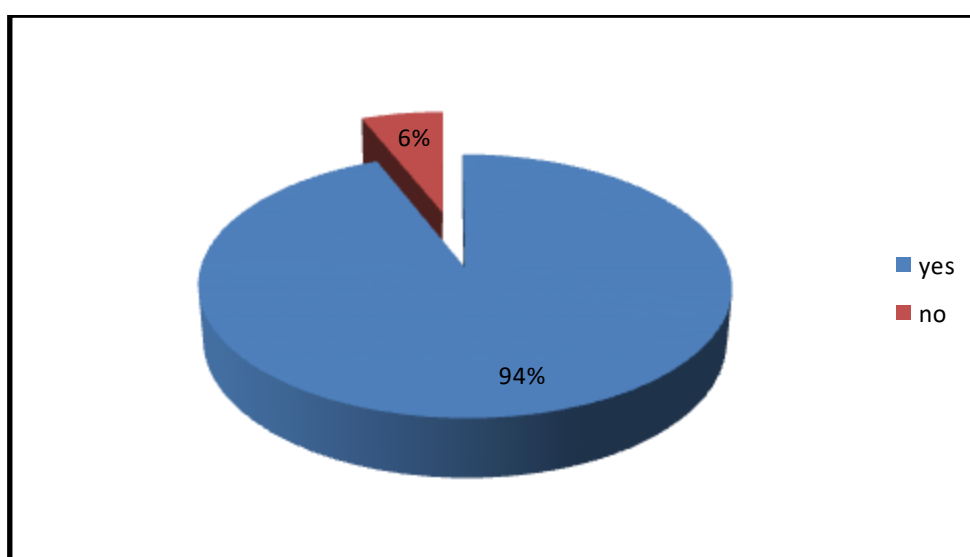
Pie chart 6: the Importance of Reading Skill for Students' Studies

The majority of participants (188 that is 94 %) indicate that reading is important for their studies; and recognise the necessity of reading as an effective way for acquiring much information. Only six percentage of respondents said that reading is not important and it is not vital for their studies so they do not need it may be they find other useful skills rather than reading which they make them feel that reading is not only the important source of knowledge.

We regard to the fourth question concerning the students' perceptions on the significance of language skills, the following table can be drawn:

Options	Number of Students	Percentage %
Speaking skill	88	44%
Writing skill	08	04%

Listening skill	32	16%
Reading skill	72	36%
Total	**200**	**100%**

Table 7: the distribution of the sample according to students' views on the importance of language skills

The above table results can be shown in the following pie chart:
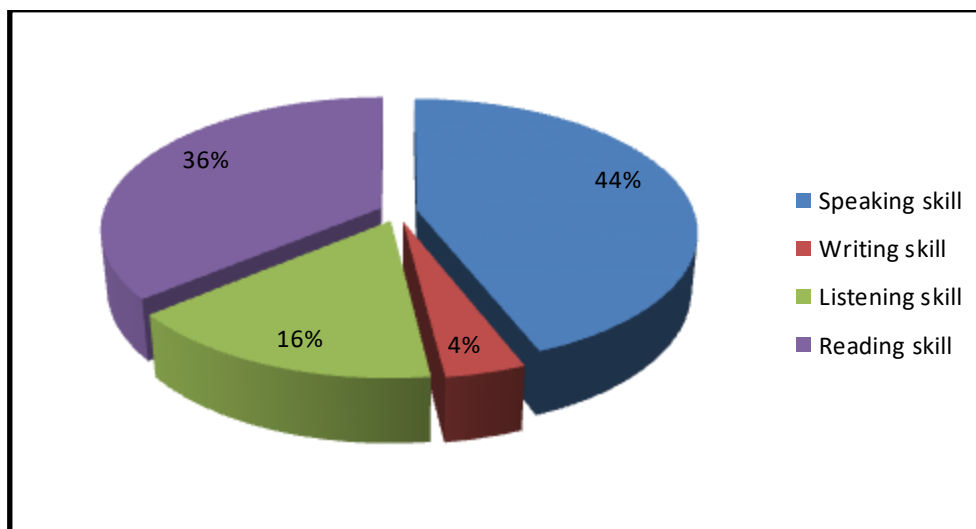
Pie chart 7: Students 'Views on the Importance of Language Skills

The table above illustrates that respondents placed speaking skill first with 88 students (44 %) followed by reading skill with 72 students. That is, 36 % in the second position. Third, there is listening skill with 32 students, i.e.16%. While writing skill is classified the last with just 08 students (04 %).

These differences of answers can have many reasons for example for those who focus on speaking skill perhaps they think that the speaking skill is the main issue in studying any language, whereas ,respondents who are interested in the listening skill they find it the only way to master English language through listening to songs and native speakers.

What is understandable from these rates is that students recognize well the significance of reading comprehension skill in their studies as they ordered it among the two top major skills. And this helpful to conclude again that reading is important and needed for them. After having a look on some points about students' needs in English, this may be the centre and the matter to see and explore students' reading comprehension skill.

We regard to the fifth question concerning the utility of the reading course taking into consideration the English language needs, the following table can be drawn:

Options	Number of Students	Percentage %
Useful	50	25%
Of some use	80	40%
Not useful	70	35%
Total	**200**	**100%**

Table 8: the distribution of the sample according to the usefulness of reading course according to English needs

The above table results can be shown in the following pie chart:
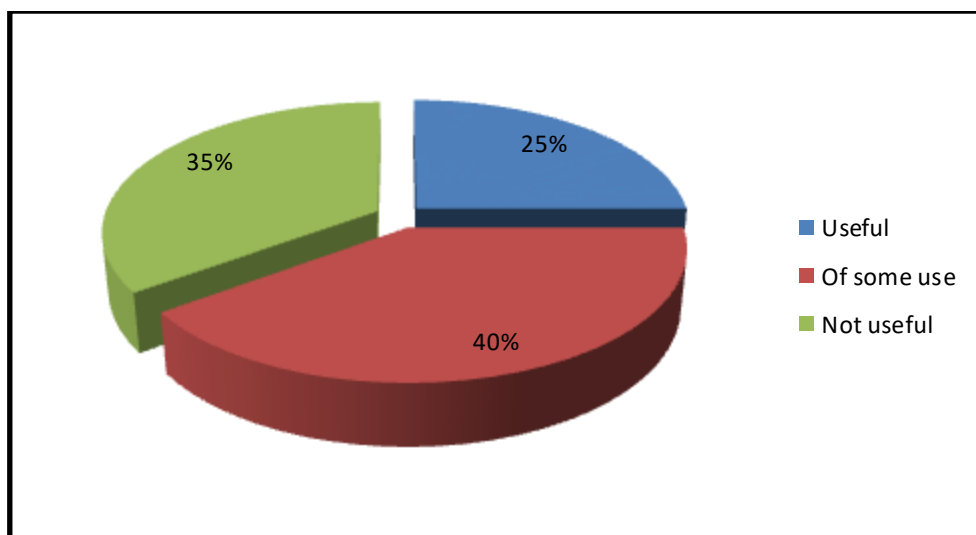
Pie chart 8: the Usefulness of Reading Course According to English Needs

Through the results shown above in the chart 8 which illustrates that most of 80 students (40%) stated that reading course is somehow useful for their English needs while other big rate of students 70 that is (35%) do not see reading course beneficial for their English language needs. The other group of respondents 50 that is (25%) replied that reading course is useful for them with regard to their needs of the target language.

We regard to the sixth question about students' difficulties when reading a text in English, the following table can be drawn:

Options	Number of Students	Percentage %
Vocabulary	72	36%
Grammar	5	2,5%
Sentences and phrases structures	35	17,5%
Understanding meaning	88	44%
Other	00	00%
Total	**200**	**100%**

Table 9: the distribution of the sample according to students' difficulties when reading a text in English

The above table results can be shown in the following pie chart:
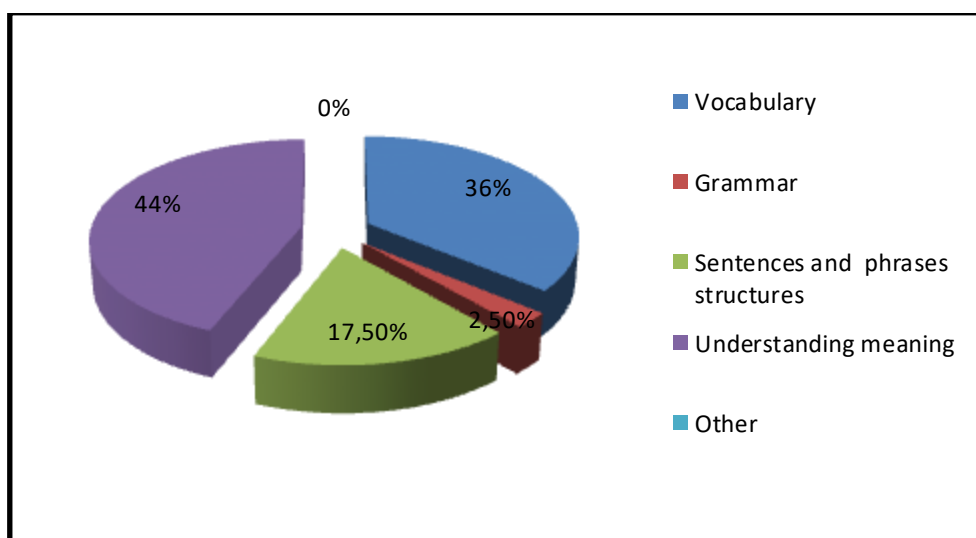
Pie chart 9: Students' Difficulties when reading a Text in English

The above table shows that the greatest number of students 88 who represent (44%) answered the problem of understanding meaning, 72 (i.e. ,36%) respondents selected vocabulary difficulties, and this reinforces the second question that students suffer from difficulties in reading .For the remaining students (17%), their reading problem is due to sentences and phrases structures. The rest 05 students chose grammar trouble. Whereas the last option (other) the students left it unanswered.

We regard to the seventh question concerning students' views on reading with specific objectives, the following table can be drawn:

Options	Number of students	Percentage%
Yes	82	41%
No	118	59%
Total	**200**	**100%**

Table 10: the distribution of the sample according to students' views on reading with specific objectives

The above table results can be shown in the following pie chart:
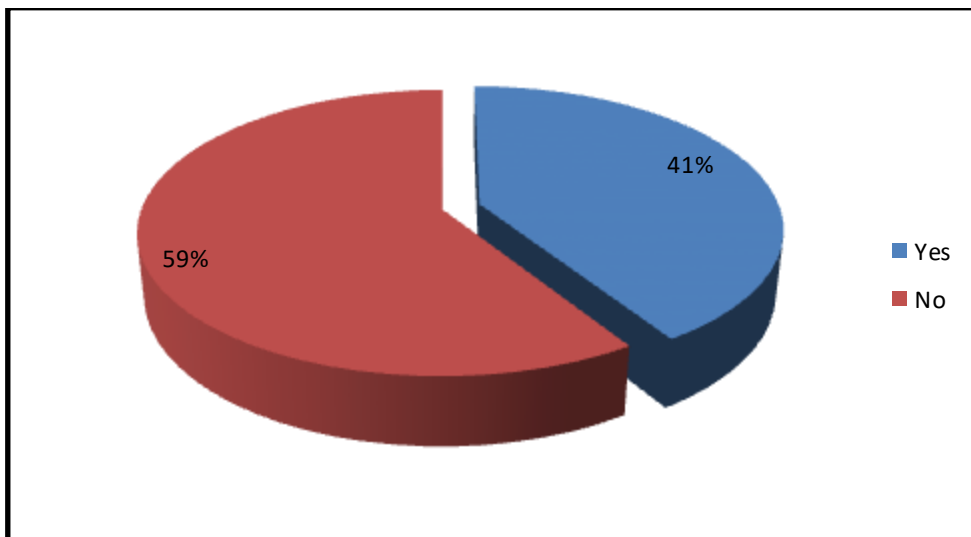
Pie chart 10: Students' Views on Reading with Specific Objectives

The table reveals quite interesting and important results.82 students (41%) replied that they state and underline their reading objectives in advance. this seems motivating, because either to identify their reading objectives by themselves, or they are asked by the teacher to do so, means that those students are aware and have adequate attention about things they read and make. Reading with particular objectives helps them ground themselves in the most important aspect of the given text. It indicates that students are conscious and wise .This reading objective or purpose is a kind of meta-cognition knowledge that they need in order to be directed, autonomous, and efficient readers.

Results also denote that the majority of students 118, (59%) answered that they read without any definite objectives. Those students require and need help by their teachers to drive them to read with evident objectives. Teachers may help them through giving instructions, asking questions, or listing objectives behind their reading. It is true that reading with a purpose is a significant reading strategy when the reader consciously selects a process for a specific purpose, that process can be called a reading strategy.

We regard to the eighth question which about the students' purposes behind reading in English, the following table can be drawn:

Options	Number of students	Percentage %
Master English language	104	52%
Enrich your vocabulary	96	48%
Total	**200**	**100%**

Table 11: the distribution of the sample according to students' purposes behind reading English

The above table results can be shown in the following pie chart:
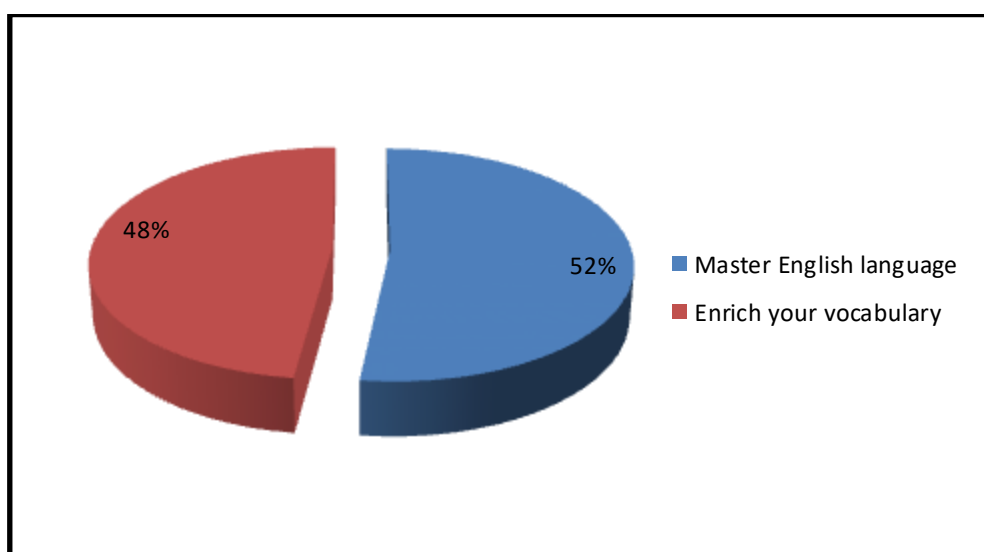
Pie chart 11: Students' Purposes behind Reading English

According to the participants' answers to this question, 104 of them that is (52%) read English to master their English language. That is the majority of them read for the purpose of leaning and acquiring English language in an appropriate and meaningful way. Here it could be said that acquiring language is not enough without understanding

a set of vocabulary items. That's why 92 students (48%) answered that their reading purpose is to enrich their lexis and vocabulary.

We regard to the ninth question concerning students' knowledge about reading strategies, the following table can be drawn:

Options	Number of students	Percentage %
Yes	60	30%
No	140	70%
Total	**200**	**100%**

Table 12: the distribution of the sample according to students' knowledge about reading strategies

The above table results can be shown in the following pie chart:
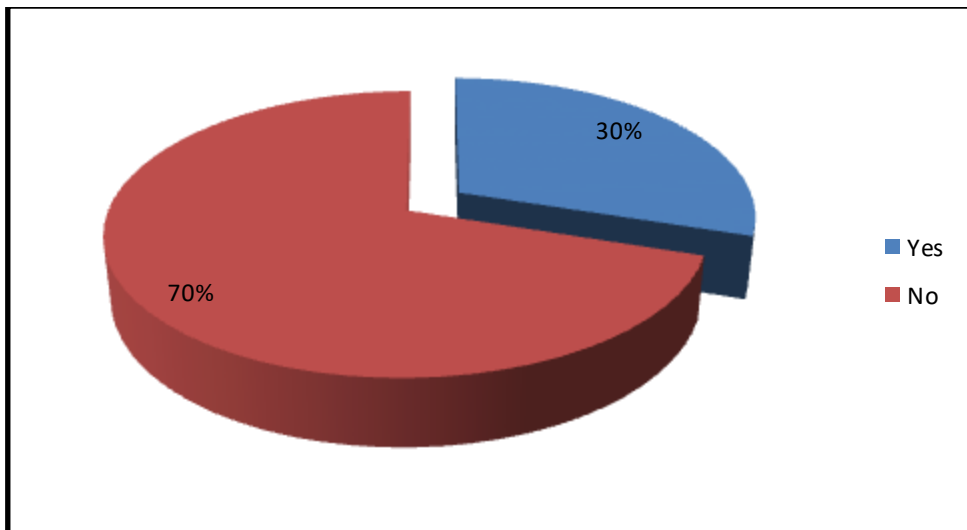
Pie chart 12: Students' Knowledge about Reading Strategies

As it is illustrated above, the majority of the students' answers (140 that is 70%) confirm that they have no sufficient knowledge about reading strategies. Only 60 of students which represent 30% said that they have adequate and enough knowledge about what is called reading strategies. The results obtained denotes that the most students actually have no background knowledge about reading strategies , or past experience in using them while reading , or they do not care about them that's why they ignore them.

Some students may use these strategies without real recognition of their nature and function and sometimes teachers do not present these strategies for their students explicitly. Therefore, it is necessary for students to have enough knowledge and practice of reading strategies with conscious use.

We regard to the tenth question about students' use of reading strategies when they read a text in English, the following table can be drawn:

Options	Number of students	Percentage%
Yes	24	40%
No	36	60%
Total	**60**	**100%**

Table 13: the distribution of the sample according to students' use of reading strategies

The above table results can be shown in the following pie chart:
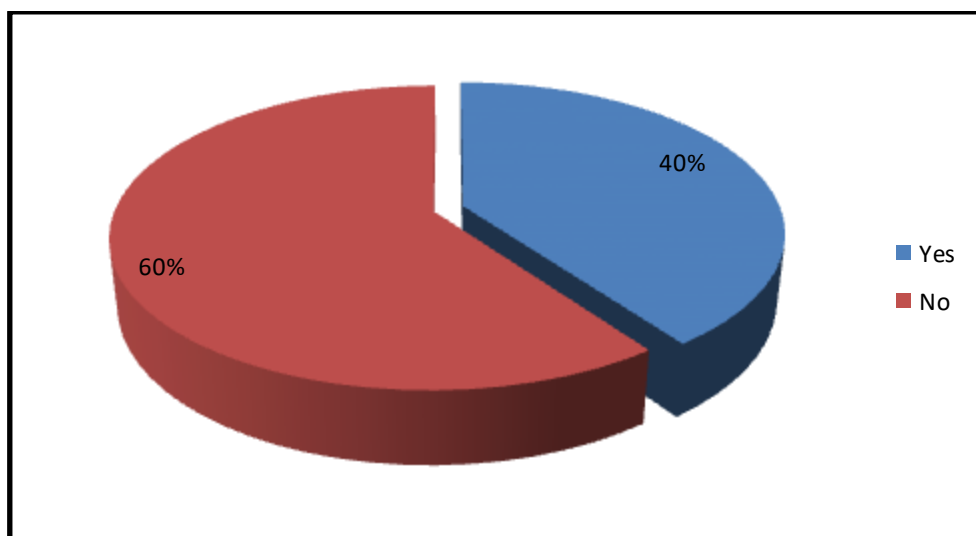
Pie chart 13: Students' Use of Reading Strategies

Amongst 60 students who replied that they are familiar with the concept of reading strategies in the previous question, 24 students (40%) declared that they use reading strategies while reading a text in English or any reading material. This is truly through their teachers' encouragement since it displays that students are not totally illiterate about reading strategies. 36 students (60 %) which is a big number do not use strategies in their reading at all.

We regard to the eleventh question concerning students' feeling of interest and attitudes towards reading session, the following table can be drawn:

Options	Number of students	Percentage %
Yes	88	44%
No	112	56%
Total	**200**	**100%**

Table 14: the distribution of the sample according to students' motivation in reading session

The above table results can be shown in the following pie chart:
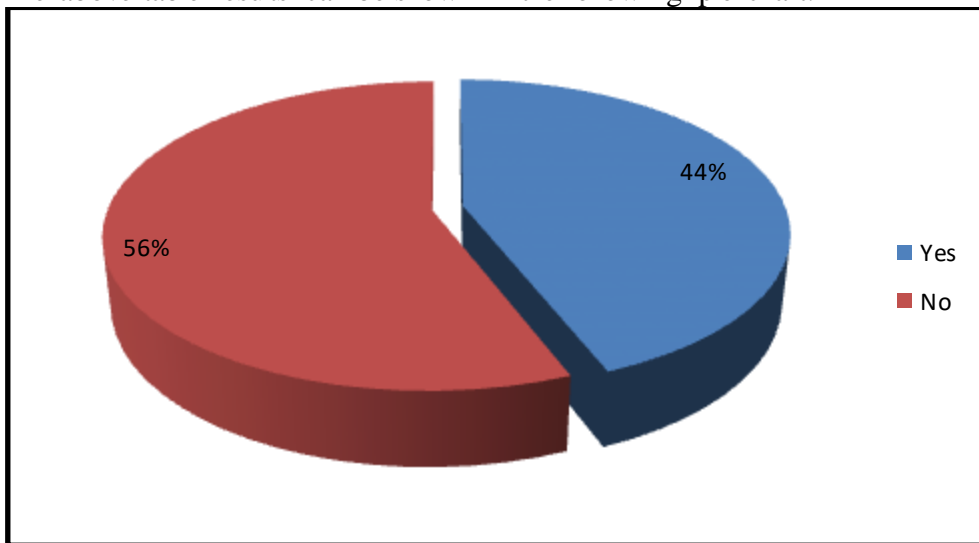
Pie chart 14: Students' Motivation in Reading Session

According to the data shown in the pie chart, the majority of students 112 (56%) said that they don't feel motivated about reading session this shows negative answers where they declared that they do not feel stimulated in reading session. This would seem that there is a sign of deficiency both in teaching and learning reading. In fact, students do really lack confidence and motivation which the later always defined as a corner stone in any learning setting whereas only 88 students which represent (44%) showed their desire and motivation when it's time for reading session.

We regard to the twelfth question concerning the value of reading and its impact on students' success, the following table can be drawn:

Options	Number of students	Percentage%
Yes	194	97%
No	06	3%

Total	**200**	**100%**

Table 15: the distribution of the sample according to the value of reading on the students' success

The above table results can be shown in the following pie chart:
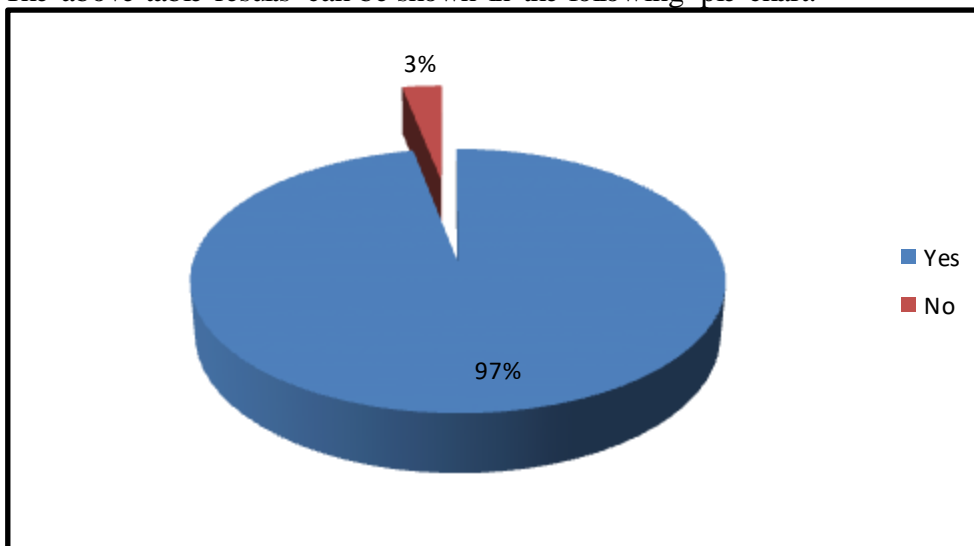
Pie chart 15: the value of reading on the students' success

In this question, the students were asked whether reading has a valuable role to increase their success or not. 194 of them with (97%) stated that reading plays an effective role in shaping ones' success and they find it the best way to get access to knowledge and information. Whereas, 06 students which obviously a small promotion said no to this idea perhaps they see reading as unimportant skill to gain success to or because it seems boring and not interesting for them.

We regard to the thirteenth question of the questionnaire about the students' techniques and strategies applied to deal with reading difficulties and problems, the following table can be drawn:

Options	Number of students	Percentage %
Try to solve the problem by using some techniques	76	38%
Ask for teacher's help	52	26%
Do nothing	64	32%
Other	08	04%
Total	**200**	**100%**

Table 16: the distribution of the sample according to students' techniques to deal with reading problems

The above table results can be shown in the following pie chart:
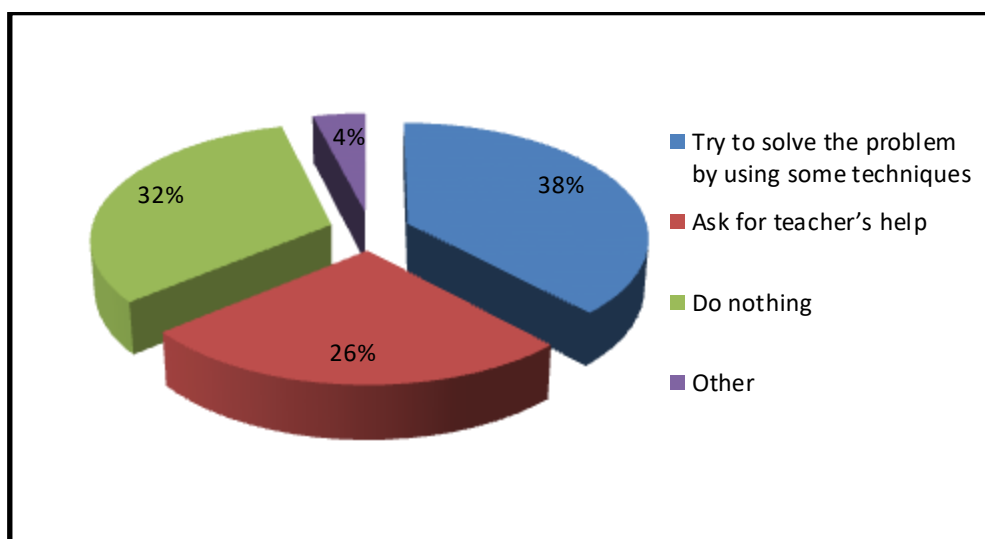
Pie chart 16: Students' Techniques to Deal with Reading Problems

Students' answers in table 16 reveal that 64 of them (32 %) do nothing towards the problems and difficulties they could meet during their reading activity. They do not bother themselves to think or even search about their own solutions to their difficulties.52 students (26 %) ask their teachers in case of troubles, this seems that students trust their teachers' advice .the majority of them 76; (26,19 %) attempt themselves to use their own techniques and strategies to get rid of problems they encounter in their reading in English. These students are autonomous since they rely on themselves to overcome any problems. 08 students stated other strategy which they focus on the internet as a key to deal with reading difficulties so that they can search for any solutions to overcome their weakness easily and rapidly.

We regard to the fourteenth question concerning students' views when dealing with difficulties concerning word comprehension, the following table can be drawn:

Options	Number of students	Percentage %
Guess the meaning from the text	80	40%
Use the dictionary	70	35%
Ask your teacher	44	22%
Neglect the word and attempt to understand the general meaning of the text	06	3%
Total	**200**	**100%**

Table 17: the distribution of the sample according to students' strategies to deal with word comprehension difficulties

The above table results can be shown in the following pie chart:
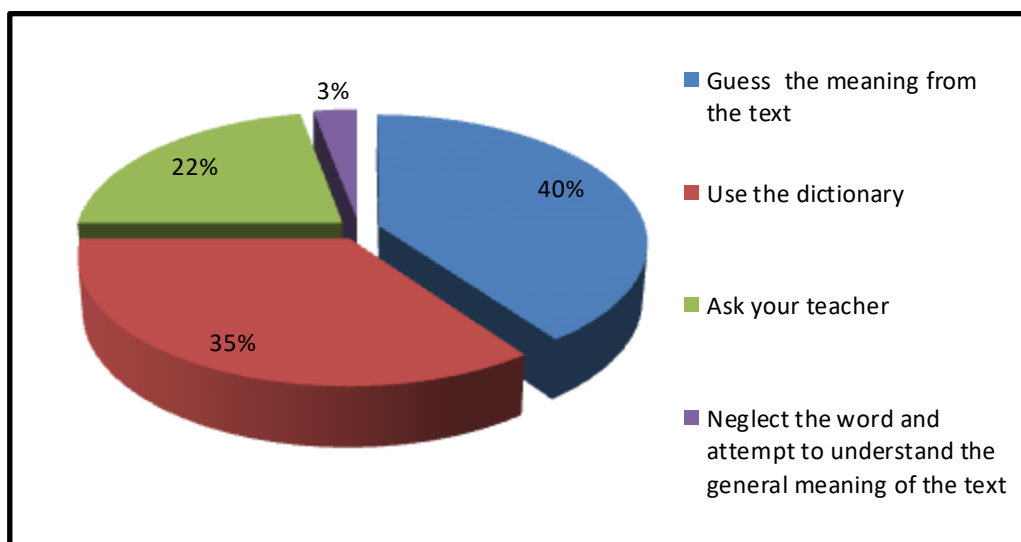
Pie chart 17: Students' Strategies to Deal with Word Comprehension Difficulties

As it is shown in this pie chart, 70 students (35 %) selected option 'b'. That is , their strategy to understand an unfamiliar items or difficult words is by using the dictionary. They believe that dictionary is the key solution to their problems. While the majority of them 80 attempt to guess the meaning from the text by themselves.06 students (03 %) answered that they ignore the unfamiliar word and try to

understand the general sense of a given text .44 students (22 %) preferred to ask their teacher about word meaning.

We regard to the fifteenth question which is about the role of the teacher in motivating his/her students to read; the following table can be drawn:

Options	Number of students	Percentage %
Encouragements, instructions, and advice	98	49%
Selecting appropriate reading materials	52	26%
Other	50	25%
Total	**200**	**100%**

Table 18: the distribution of the sample according to teachers' role in motivating students to read

The above table results can be shown in the following pie chart:
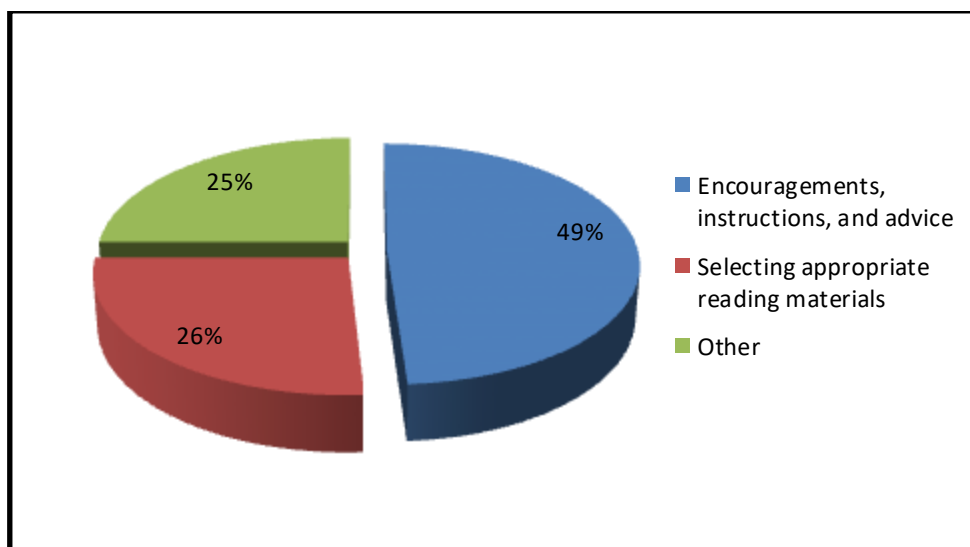
Pie chart 18: Teacher's Role in Motivating Students to Read

Among 200 students, 98 of them (49%) said that their teachers motivate them through encouragements, instructions and advice, 52 students (26%) answered that selecting appropriate and adequate reading materials is the best method used by their teachers to maintain motivation and encouragement. 50 students (25%) which is a big rate opted 'other', in this option students stated and confirmed that their teachers do not motivate them to read at all.

We regard to the sixteenth question concerning students 'perceptions on reading programme contents, the following table can be drawn:

Options	Number of students	Percentage %
Attractive	52	26%
Match the students' needs	22	11%
You have no idea about it	70	35%
Does not meet the students' needs and perceptions	56	28%
Total	**200**	**100%**

Table 19: the distribution of the sample according to students 'views on reading program contents

The above table results can be shown in the following pie chart:
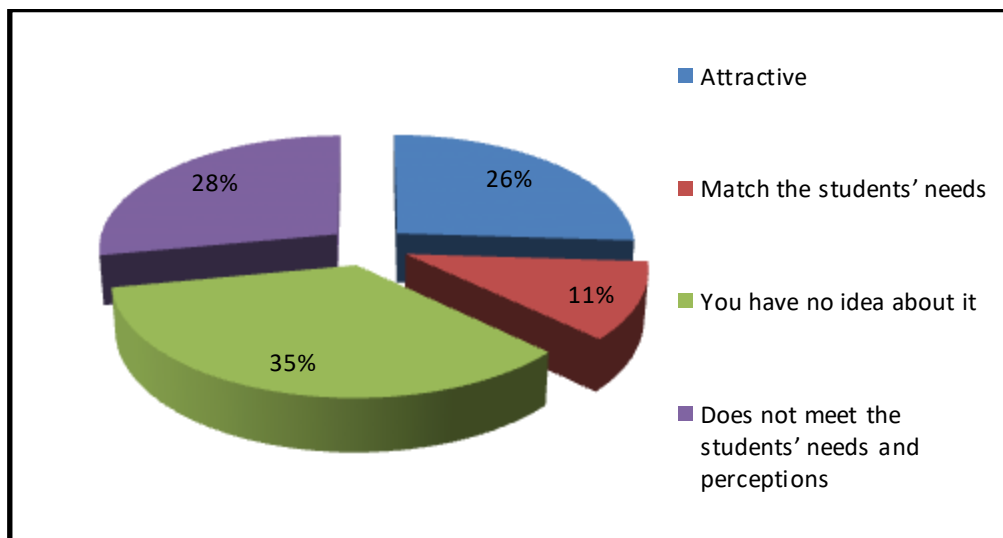
Pie chart 19: Students 'Views on Reading Program Contents

The results of this question reveal that most students with (35%) have no idea about what is included or designed in their reading program contents which mainly causes hardship in learning . 52 of students that is (26%) think that reading content program is attractive. While 22 of students representing (11%) chose the option 'b', they asserted that reading content program matches their needs as students. However, 56 students that is (28%) said that reading program content does not meet and respond to their needs and perceptions as students, they may feel that reading content is difficult and uninteresting to them.

Thus , according to what is discovered above ,it is noticed that the majority of students do not know about their reading content. This might lead students to be less interested because what will be presented by the teacher will seem to them new and strange and this will make them feel that they are not part of their learning process.

Hence, when students feel that their reading content responded to their needs and interests, this would be too beneficial for them to progress. And when they perceive and understand what would be given to them and that is fits what they already have and need, with some interesting texts, they would develop the sense of self confidence and responsibility. Therefore, they would grasp the content and further they would achieve progress.

We regard to seventeenth question of the questionnaire concerning students 'opinions about reading topics selected by the teacher, the following table can be drawn:

Options	Number of students	Percentage %
Agree	93	46,5 %
Disagree	107	53,5 %
Total	**200**	**100%**

Table 20: the distribution of the sample according to students' opinions about reading topics selected by the teacher

The above table results can be shown in the following pie chart:
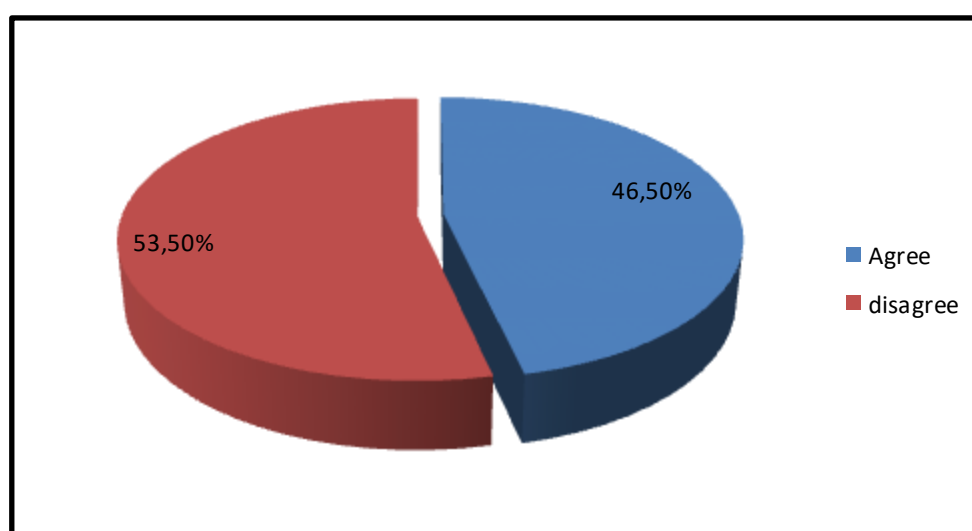
Pie chart 20: Students' Opinions about the Topic Selected by the Teacher

The above question attempted to see whether students are agree or satisfied with the reading topics selected by the teacher or not, the table 20 is put to investigate students' agreement or disagreement mainly with what is taught in reading course. So, 93 of students agree with this idea, it could be said that those students have a good level in reading that's why they showed their positive attitudes towards reading selected topics. But for those who disagree (107); it could be said that the topics proposed by the teacher are not accessible to their abilities or are not attractive for them, or they are not beyond their knowledge, or even uninterested for them. So at this stage, it can be said that teachers need to provide what is understandable and interesting to their students i.e., trying to take into accounts students' needs and principles to prepare their reading materials. Further, teachers need to assess first their students' abilities, interests, and purposes, and then act accordingly.

We regard to the eighteenth question about students' involvement in selecting reading materials, the following question can be drawn:

Options	Number of students	Percentage %
Yes	188	94%
No	12	6%
Total	**200**	**100%**

Table 21: the distribution of the sample according to students' involvement in selecting reading materials

The above table results can be shown in the following pie chart:
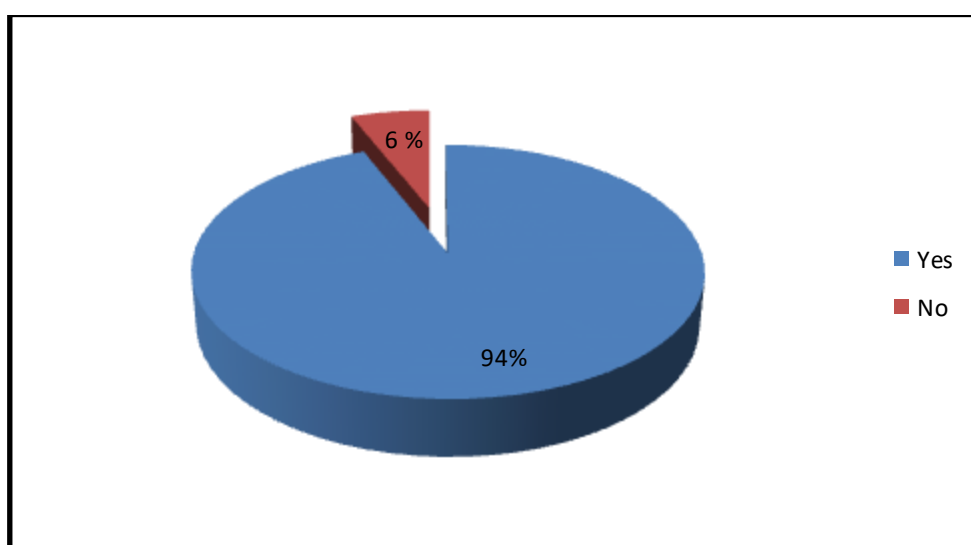
Pie chart 21: Students' Involvement in Selecting Reading Materials

As displayed in this pie chart, approximately all students 188 that is (94%), their views and opinions are not taken into consideration when the teacher selected reading materials for them, this seems they have no words to say in selecting their reading texts with their teachers and the later do not share or take into account students' views and perceptions. In this respect, students need to have the chance to select their own materials by themselves since they are old and they are high educated students. The later could bring to their classes some innovative and amazing things so teachers should not underestimate their students' capacities. In other words , Sharing students their own ideas would empower their self-esteem, self-confidence , motivation ,and thus sense of originality ,which is important at this level and also sharing students' perceptions in selecting topics with teachers could raise co-operation.

We regard to the nineteenth and the last question of the students' questionnaire which is about the description of reading difficulties and problems student may meet or find in reading.

From 200 students only 60 of them (30%) spoke about difficulties they meet in their reading concerning word comprehension, getting bored, and lack of motivation, length of reading texts, and other repeated problems discussed earlier. Unfortunately 140 students (70%) added nothing in this question, i.e., they left it blank without answer.

The analysis of students' questionnaire helps to arise and provide some solutions and conclusions which will be presented in the next chapter and by the end of the whole research.

3.3 Discussion of the Students' Results

Overall, from the responses of the students, reading is considered as an effective factor in promoting students' success and they saw it as a means to cater for their needs to learn the English language properly as Bright and McGregor were with the opinion that: "*Reading is the most pleasant route to command of the language because it is via reading the student is most likely to find words used memorably with force and point.*" (1970:120). Also Krashen and Terrell (1989:131) pointed out that reading enables learner to comprehend better the target language. Reading is a vital factor that can develop language competence. But at the same time licence students perceive reading in English as difficult and boring, and thus they evade from the activity that's why students'

attitudes towards reading could also be considered negative. So, building a reading habit in students requires much hard work.

It appears that LMD license students at English department face reading failure and this is happened due to some reasons. Therefore, the first thing for the teachers to do is to find out the weaknesses or difficulties of their students through questionnaires, or tests. Saville -Troike (cited in Senous berrazeg, 2007) summed up an effective way for teaching EFL reading when she said that "*Improving the reading skill of any student begins with identifying his weaknesses and then implementing appropriating methods for strengthening these skills*". (Saville- Troike, 1979: 103). In particular ,license students face some major kinds of reading problems which are the lack of motivation, interest, the limited vocabulary, grammar problems, course content problem, comprehension problem, and the limited background knowledge, the lack of practice, and inability towards reading skill all these contribute to a lack of success in reading.

Moreover, it can be said that vocabulary and grammar are considered as major factors that affect language performance and reading activity in particular as Wilkins claimed that "*knowledge of a language demands mastery of its vocabulary as much as of its grammar*" (19 83 p:155). Also, McCarthy (2000) supported this idea stating that lexical and grammatical knowledge are significantly correlated to reading comprehension .So the student can improve those two areas through reading. Lehman (2007) also supported the idea that reading is a preferable way to learn new words and new incidental vocabulary acquisition .The same thing with Nation who said that "*reading has a long been seen as a major source of vocabulary growth*" (1995:7) .Hence teachers should focus on students' difficulties in order to help them ameliorate their reading abilities.

In addition, the analysis of students' answers shows that students need to acquire the ability to read and they ask teachers to implement appropriate reading materials that respond to their interests and needs. So, learners' attitude should be taken into consideration while selecting reading materials in order to break the psychological barriers and alleviate learners' anxiety and thus facilitate learning. Here the teacher plays an important role to elevate students 'level in reading as Gambrell et al. (2011) referred to teachers as "*visionary decision makers*" (p. 19) with the ability to design instruction that increase reading achievement for their students.

In fact, the majority of students agreed that the lack of reading strategies knowledge is one of the main reasons for their comprehension problems for this reason; reading comprehension strategies should be taught for students in order to facilitate their reading and improve their comprehension of texts.

It is essential for teachers to continue to find ways to identify students' necessities and train themselves to differentiate the instruction in order to meet the needs of their students and by doing so teachers should be aware of each profile of their learners; what they need ,what they want , what they luck , their cultural and linguistic background and thus coping reading materials accordingly because learners' profile is the most important part that should be studied while tackling with learning.

At the end, I find that license students' answers are not sufficient to lead them to become good readers and good learners in English language in general that is to say, their answers tell them to do much more efforts to develop reading skill and work more to solve reading difficulties so as to make growth in reading.

3.4 Teachers' Questionnaire

Teachers' questionnaire will allow us to have a clear image about the situation of reading in the English department of Dr. Moulay Tahar University, and to propose a list of recommendations and solutions which would help in meeting both students and teachers needs.

3. 5 Description of Teachers Questionnaire

Teacher's questionnaire is prepared to have more information about students' level and motivation in reading, to assess students 'needs in reading, to identify and to investigate the nature of reading course and its organization. Teachers are asked also about the main reading difficulties that licence LMD students may face and about reading strategies brought into their classes.

This questionnaire was delivered to ten (10) teachers approximately by the beginning of the second semester at the Department of English language at Saida University, who teach different modules such as oral expression, written one, sociolinguistics, grammar, didactic of literature, translation and so on. The questionnaire consists of both open ended questions and close ended ones which involve yes/no answers. Most of the questions need personal points of views.

3.6 Analysis of Teachers' Results

The findings of the teachers' questionnaire are reported and analyzed as follow:

Question 01: How do you see your students' motivation in the reading course?
Most of the teachers replied that their students' motivation in reading is low. The same result is found in students' questionnaire where they declared the absence of habit reading activity from their studies. Teachers revealed that students feel less motivated because of the lack of seriousness and interests in contrast students claimed that the selected materials do not attract their attention and interest that's why they do not read.

Question 02: Do you think that teaching reading for your students is?

a)- So important   b)- Important   c)-Not important at all

Here teachers admitted that teaching reading is so important for their students especially in the educational system. Reading skill is necessary to teach, since it leads students to acquire and learn a foreign language effectively and it develops their critical thinking so that they will be able to think and make good decisions. The more students read, the more they learn the language system successfully.

Question 03: If your answer is (a, or b), why do you students need reading for?

Teachers indicated some purposes behind teaching reading which drive students to learn it. According to teachers' findings, students need reading for the sake of improving their pronunciation, vocabulary repertoire, to elevate their knowledge in different fields and to enrich their cultural baggage and input.

Some of them demonstrated that their students need reading to complete their linguistic and communicative competencies hence to improve the speaking and writing skills. In addition, there is a total agreement of the teachers that reading gives students the ability to observe, think and to be able to analyze and criticize, above all will help learners to progress in their professional life and to build up their personalities.

Question 04: Do you follow an official syllabus concerning reading course?

Our teacher shared the same view which denoted that they do not follow an official reading syllabus. But it is up to them to use or put their own reading materials or syllabus for their students so they are teaching reading in natural ways .They did not

follow particular program in teaching reading .This shows the lack of reading materials at the University of Saida.

Question 05: What type of reading materials do you choose and use for students?

Concerning this question, our teachers asserted the use of both general texts and specific one as reading materials for their students. These answers do not converge with the answers of students when they asserted that they found teachers' selected materials not appropriate for them.

Question 06: Do you identify your students' needs before selecting any reading material for them?

The majority of teachers claimed that students' needs are taken into account in selecting reading materials and they emphasized that reading should respond to their students' interests because they think that identifying students' needs may lead them to read in the target language easily. Only 3 teachers have answered honestly with no.

Question 07: As a teacher what do you suggest to improve the reading skill so that to make it more adequate to students' needs?

Regarding the teacher' propositions to ameliorate the reading skill, most of them reaffirmed the importance of reforming the content of reading course which is the responsibility of course designers at the level of ministry of higher education and the necessity to use more and various materials such as selective books, articles so as to improve students' reading. Here, teachers may need collaboration to raise this issue that's why some of them believed that reading in groups ,performing role plays and watching documentaries in groups are the best tasks that can enrich students 'reading activity. Again, teachers need to seek the best possible ways to achieve progress like persuading students of the benefits of reading to make them more aware of its importance.

Question 08: What kind of reading difficulties your students may face when reading in English language?

In this question, teachers described the difficulties that students face when reading as problems in pronunciation, vocabulary, spelling difficulties, non-familiarity with the topic and slow reading and they stated that the most major problem students meet in

reading is the comprehension since the purpose of reading is to understand the text and to get the meaning of the written passage . Moreover, some of them said that the fear of making mistakes and psychological side are the major causes for learners' failure in reading. All above difficulties make students to be frustrated, disappointed and thus far from print. Therefore, reading fluency or proficiency could not be achieved under those problems.

Question 09: Do you invite and promote your students at the beginning to read with a purpose?

Concerning this question, all teachers replied positively. They said that all the time invite their students to read with a purpose because if students do not have a purpose, their reading will be at random and students will not read since they do not have an aim to do so. The answers were positive but teachers did not identify what the purposes are.

Question 10: If you answer by yes why do you do this?

The above question is the justification of the former one. Here, some teachers said that inviting students to read with a purpose is to stimulate and motivate them to read and to help them to use appropriate strategies to overcome their problems while reading. Some of them confirmed that reading at the beginning should be like an invitation to start this reading task. Teachers need to put a set of purposes in and cite them to their learners in order to make them read and at the same time considering their pronunciation as a major aim since they are supposed to speak English correctly and spelling as well as future teachers; they need to master the writing skill of the language they are learning.

Question 11: Do you provide your students with various tasks and activities that require reading strategies?

In the last question, 06 teachers from 10 said yes to this idea, in which they plan for different reading tasks to help students understand and foster their reading strategies. However, 04 teachers answered with no maybe they see their students as future researchers and they should have a self responsibility to train themselves in seeking for their own strategies. But at the same time we have to admit that as students we do not even know how to take notes.

We have seen the almost agreement between all teachers on some important answers. They have the same idea that students have low motivation in reading; the other important finding is that they did not follow any official syllabus that's why the

materials they apply are not appropriate for their learners'needs. The reading program is necessary for students to give them proper direction and instructions to read. Otherwise the students do not make an attempt to read.

Furthermore, teachers said that they are aware about the importance of teaching reading and about their students' weaknesses in the reading skill; they advice them to read in English ,and continuously ,give them homework that require the use of the reading skills and exhibit some strategies that help them to accomplish reading tasks.

In addition to that, teachers suggested that reading appropriate books help a lot in developing this receptive skill. And they argued that the lack of practice, lack of motivation in reading are the main reasons behind students' weaknesses concerning this activity .Most of them recommended that identifying students' needs and helping them to read with a specific objective are important strategies that will lead them to progress in their educational system . Also teachers confirmed that the student is the only responsible for his failure, but they are optimist that if students do their best and follow their suggestions their failure turns to success in a very short time. On the other hand students see teachers as their tutors, controllers and course designers who give their best to improve student's level especially when adopting some strategies that may attract students' interest and meet their needs.

3.7 Teachers' Interviews

Interviews were conducted with four teachers who did not fill out questionnaire to investigate the method of teaching reading and the reading strategies applied inside the classroom. The experimental group's teacher was interviewed with five open-ended questions. The interview data were analyzed by identifying frequent responses from teachers which are analysed as follow.

3.8 Interviews Analysis

Teachers were asked about their students 'enjoyment in reading, the role of parents in raising their students' motivation to read, the purposes behind teaching reading strategies and their suggestions to ameliorate their students 'reading inside and outside the classroom. The interview questions are presented in (Appendix C).

The results showed that one big problem faced by teachers in carrying out reading course is students' low motivation to read and they denoted that they are not satisfied with students' level in reading at all since most of them find reading as a boring activity though it is so rich. And when students read they do it just for the sake of examination and getting marks and participate in reading just because it is a part of classroom activities.

However, teachers asserted that the majority of students are reading because they are forced by the teacher in the class and once they will be outside the class they did not do any other efforts to practice any kind of extensive reading.

Teachers also found that the role of family is very important at the level of reading because parents are number one responsible of getting familiar with reading for instance if the notion of library is found in the family and learners saw their parents read, learners will rise up with the habit and the notion of reading. Parents play a vital role in appreciating the activity of reading.

Concerning the reading strategies teachers may apply in their classrooms, some of them preferred to teach reading skill in accordance with the writing one for example they give their students small text from literature to read and then they give them a kind of writing composition, it means they will try to write small paragraphs about a kind of personal interpretation of what they have already read.

Other teachers chose to do the first reading by themselves because their students are affected by shyness, they do not want to make mistakes and they have not the continuous ability to read. All these factors are familiar with students. So, when teachers would attain their students' attention to read students here will develop their own strategies by themselves. In the same thought, teachers believed that group work is the most interesting task that students may profit the most. For example they give a task to a group of students and then tell them to make a kind of summary. By this way they will develop their observation.

When asked about the purposes behind teaching reading strategies, teachers stated plenty of objectives; one of them is that teaching reading strategies will help students to read in a coherent way and they will get much more information from reading. Some teachers mentioned the purpose behind teaching reading strategies as a

way to awaken the reading activity in the students' learning process in order to make the students aware of the importance of reading.

Based on the results of the fifth question, there was a strong agreement among teachers about students' lack of seriousness in engaging in reading and unfortunately students are not aware of the value of reading as the core of their success especially in the time where they live in is a kind of visually oriented society where TV, internet, and the social networks like facebook, twitter. These entire make students do not rely on what they read but they only rely on what they see or watch. As a consequence, it recognized among students that reading becomes an old fashion habit for them though it is so important. It is up to teachers' role to regain this precious activity which is so pivotal in the learning process.

Indeed, Teachers suggested many interested ways to improve student's reading by encouraging their students, providing them with positive feedback and giving reading texts based on students 'needs and ask them to read what really interests them because sometimes students feel at ease when they are reading a scientific text more than reading literature. Some teachers recommended group work strategy or they adopted what is called a mediatheque (media) for instance teachers may first present the movie for students to attract them then ask them to read a book for the sake of analysis so they will have the idea about the book ,second the teacher may ask them questions which their answers are not appear in the movie by this way students need to read the book or chapters in order to answer those questions, this strategy make students familiar with reading.

One of the teacher's view is that introducing the reading importance in the primary school may help learners develop their capacities from an early age, and another teacher calls for the use of technology because teaching reading by using technology motivates and stimulates both learners and teachers. Thus, when students follow those useful methods they will definitely improve success in reading.

Accordingly, students have to rely more on themselves, their teachers, for maintaining help in improving their reading.

3.9 Conclusion

The researcher has made an attempt to make an analytical study of students' views towards reading value and its impact on their success and achievement at Dr.Moulay Tahar University of Saida. In his research work, the researcher has come out with concrete findings which are mentioned earlier and has made few suggestions stated by teachers so as to develop students' reading.

Regarding the analysis of both teachers and students' questionnaires, I think that efforts should be collective to reach progress in this skill . Though teachers are responsible for meeting their students' needs and for providing necessary services for them to reach their potential objectives in reading, support them by giving appropriate reading strategies to ensure that their literacy skills are developed well. The analysis of the two questionnaires helps in coming up with some recommendations which will be discussed in the next and final chapter.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

It is high time to give some available recommendations that seem to us very useful at least as primary steps but the students themselves are responsible at the end since they are part of their learning process. A clear idea about students' reading quality and their teachers' opinions are made. The current study was also designed to provide students with beneficial reading strategies. Based on this, teachers can adjust their teaching to help students become more aware of the value of reading.

Indeed, students ought to find the right path to overcome their weaknesses in reading because that difficulty is like fighting in a battle and to win is not something easy. It is a hard work done by the students themselves, they must make efforts to understand the text materials, monitor their comprehension, and use appropriate strategies to improve their understanding so students need to read to become familiar with this skill.

4.2 Promoting Students' Motivation

Results of both teachers and students answers have strongly shown that the lack of motivation is a big problem faced by license students which prevents both teaching and learning progress. Students are responsible for maintaining their own motivation. In addition, motivation is important as it focuses on how to get students to read. Reading motivation refers to students' attitudes, beliefs, goals, and values in regard to reading, when students are motivated to read they are likely to possess the desire to read. Therefore,   in the reading process, motivation is very important just as essential as comprehension. Students reading motivation has become the mainstream of reading (National Association of Elementary Principals, 1996).

Reading as a skill is not enough for students to read, motivation in reading and seeking intrest are also important to encourage students to read widely; individuals do not tend to demonstrate skills until they are motivated to use those skills. However, motivation impacts both learning and performance. It does not facilitate learning only, but learning cannot occur even when a student is motivated.

Consequently, promoting students' motivation is a fundamental ingredient in learning and obviously, the student cannot read if she/he is not able or willing to read however students need to learn that motivation is necessary for reading which makes them grasp the truth that reading as an activity is worth learning and prompt them to overcome the negative aspects of reading by doing so, some conditions are needed to implement to raise and promote students' motivation which are stated as follows: feelings positive towards a content topic, knowledge about the content relative to students' needs, enhancing students' self-confidence, self-reliance, and thus self-study by sharing them their views, helping students achieve independency, or what is known autonomy, using different lessons to develop students' reading competencies, providing opportunities to collaborate with other students , adapting materials which relate to students' needs , lifting up students' awareness of the importance of reading ,providing choices and supporting student autonomy, and finally the belief that a reading task is doable. Thus, motivation is pivotal element in learning for this reason; teachers should focus on a strategy-based instruction by training students using various strategies to make the reading activity alive.

4.3 Students' Choice

In our case and as it was revealed by students' questionnaire however, students' voices are rarely heard or taken seriously since the students' choices and preferences were largely ignored and they are not taken into consideration while selecting reading topics. The students learning are the core of education; they are the key stakeholders in the learning process so it is essential for teachers to re-focus to students' choice.

There is a need to seriously examine student's perceptions and make him feel that he is part of his learning process. By so doing then, learners are given more opportunities to voice their ideas freely, to become more autonomous and responsible for their learning and they will have the opportunity to choose their own themes. Thus, providing students with the freedom of choice of reading materials is a pre-requisite for the success of a reading program or reading activity in particular. '*Teachers should respect student's judgment and choices*.'(Jackson and Roller, 1993).

4.4 Adapting Reading Course Content to Students' Abilities and Needs

Through the analysis of the students' questionnaire, we strongly take assume that the content of reading course in not attractive for students and it does not reach what students really need. Consequently, in order to control this problem, the teacher should apply what is called the needs analysis in order to check and identify their students' needs and lacks ,by doing so teaching reading will be an easy matter and students will develop their own points of views and interests in reading.

4.5 Teaching and Developing Reading Strategies

In order to help students to develop their interests in reading, teaching reading strategies provide them the ability to understand and analyze any reading materials as well as to have a well training and practice in reading tasks, hence students would minimize their reading difficulties. To put it another way, teaching reading strategies (see chapter 2) is just a step stone. Since most of the students do not have the habit of reading.

The good effective strategic readers are the ones who have the flexibility to adjust a particular strategy according to the purpose of reading in a given text. Teaching reading strategies would not only help students in developing reading skill, but also the whole learning process.

4.6 Enhancing Reading for Entertainment

Reading for entertainment or pleasure is argued to be very effective in developing students' reading skills; it improves reading ability, develops positive attitudes and increases motivation to read so teachers are expected to make students read with ease and enjoy .the fact of the matter is that when students read what they love and enjoy, this makes them eager to read more and more which ultimately helps them develop the overall reading skills.

Therefore, reading for pleasure plays a significant aspect in learning that's why it should also be present in reading for academic purposes; yet, this principle of entertainment is unfortunately neglected (Nuttall, 1982; Wallace, 1992). Reading for entertainment enables students to develop their reading habits; to pass an amusing time and ultimately it increases their reading fluency.

4.7 Changing Students' Negative Attitude towards Reading

Reading enables students to change academically, socially and thus they become more cultivated learners. However the majority of license students confirmed the value of reading but unlikely they still have some negative concepts towards reading module since it does not respond to their needs. Students should recognize that seriousness is the first step to achieve success so students need to rank reading module as equal as other modules, and stop thinking that is boring activity and unnecessary aspect to reach their future career. It is teachers' task to attract their students with different activities and methods to make learners interact with texts as a useful material which enable them to develop their strategies of learning in both receptive and productive skills.

4.8 The Collaboration of the Teacher

No collaboration exists between teachers in the English department of Saida University. This asserted the lack of interests among the teaching staff. So, it is effective for teacher to collaborate with each other so as to overcome any difficulties and problems. Through the collaboration process, teachers may meet with each other to tackle the students' needs in reading and obstacles so they can think of solutions and new strategies, seeking what is up to date ,i.e., in determining objectives, selecting specific texts in relate to their students' interests and so on . Teachers need to organize meetings and seminars that help them update their ways of teaching and exchange ideas with each other. All above would affect positively the teaching and learning of reading comprehension course.

Indeed, the teacher of English as a foreign language now calls and talks more about teaching priorities. Those priorities based on student needs and the social needs which play primary points of education. So, it is needful for students to develop more and more sophisticated reading skills to deal with reading they have to do for their learning and here the role of the teacher appears.

The teacher's concern now is to train his students to pay attention to the importance and the value of reading in their learning, to develop his/her students' ability and raise their motivation to read without any obstacles or difficulties. Another teacher's duty is to allow students to progress at their own pace and to learn according

to their own style of learning of their choice through selecting reading topics or materials relevant to their needs and interests rather than forcing them to follow sequence instructions or materials which they may lack the prerequisite skills and in which they have no interest.

There is no doubt to say sometimes that the curriculum neglects the importance of reading so that students have fewer opportunities to be exposed to it. On one hand it is requisite for teachers to make their students see the importance and benefits of reading. On the other hand, teachers should not forget to guide students in choosing good materials, developing students' reading skills and fostering a reading culture within the classroom because all the time students rely on the teachers' instructions. In order to fully sell the idea of reading to students, teachers must show a positive attitude toward reading and serve as a role model. The best way to do this is to participate equally among the reading community in the class (Bamford and Day, 2002).

Additionally, when teachers effectively work with each other and select what their learners need so that to respond to their necessities here the learning environment will be coordinal and beneficial that is to say that the collaboration among teachers is an effective teaching and learning strategy which enhances discussion and sharing of ideas. It reflects a good working relationship. As well matching between teaching students the receptive and productive skills will give them the opportunity to reach language skills. Thus, the above tasks should be done by teachers of reading module; they stimulate students' motivation to read and they lead students to practice reading more easily.

4.9 The Role of Parents in Enhancing Positive Reading

The findings show that students have a low level of reading though reading needs to be promoted at a very young age. As we know that the child is mostly attached with his parents, and latter should spend more time reading for their children before go bed. The more parents involve their children in reading habits the more they will become better readers and parents could also provide their children with a wide range of reading materials at home.

In fact, if children do not experience reading in childhood, they often do not hold the belief that books are valuable for them. Parents play a crucial role in the development of reading since students reading is basically influenced by collaboration

of parents. In order to do that, parents should find out their children's interests and provide them with reading materials of their taste.

By doing this, parents could help to develop and enhance their children's interests in reading.

4.10 The Use of Internet for Reading

Nowadays, students are very lucky that they have all different technological devices at their disposal which considered as a strong medium for education. Internet helps students get access to reading materials speedily and make their progress in reading increases gradually. For instance, students can receive different books, advices, opinions, evaluation or simply suggestions from their teachers via e-mail and, they can also be in contact with their friends from outside Algeria for more cooperation. Of course in our case, students of English can make access to all information they need easily and without wasting time. But internet will be negative if it is not used properly.

Using the internet solves many problems that students may face for example the non-availability and expense of books in the Algeria markets and we can through internet get these books easily. The use of internet in reading helps students to increase interaction with texts, awaken the attention to individual needs, and to increase independence through an ability to read various texts. It also helps students to improve their vocabulary, fluency, and comprehension which are very helpful for improving reading. Also, with internet students do not spend long time in libraries seeking for books. Moreover, as we mention above, the internet lets students free and repose in contact with their teachers and even supervisors who direct and evaluate their works via their e-mails. Students should visit and get access to the following libraries which are available online.

- The Internet Public Library (www.ipl.org/)
- The www virtual library (http://vlib.org/)
- The Online Book Page (http://onlinebooks.library.upenn.edu/)
- The World Digital Library (http://www.wdl.org/en/)

Each of these e-libraries is a gateway to select, organize and evaluate reading materials students need for their learning. To conclude, internet aims at increasing and activating students to develop reading skills and to become more flexible.

4.11 The Role of Primary School

Reading is an important topic which is considered as the essential means of education. Primary school is considered as the best place to teach this skill and to solve its potential problems at very young age. In primary school children acquire reading through a variety of activities and experiences within different contexts. Primary school is a best place to raise student's positive attitude towards reading and it remains the power house of educational institution. A school without reading is like a body without a soul and the school on its own cannot achieve the students' education goals without developing the reading skills.

We live in a society where children prefer spending their leisure time watching T.V as most researchers believe that T.V and surfing the internet affect younger children the most so all these lead to lower reading scores. At this age children should be given formal reading instruction from the moment they enter primary school because reading is a skill that children learn over time with direct instructions. And with the help of the teachers of the primary school students will come to regard reading as a source personal development which will continue to be a habit activity throughout life. Teachers are the first responsible for seeding the reading habit in the minds of young children by providing favorable facilities to promote reading.

Needless to mention that it is important for pupils to have a library or any reading corner in their primary school which has a great impact on the encouragement of reading culture and the development of independent reading among pupils so as to give them the opportunity to practice reading at a very young age.

4.12 The Importance of Daily Reading

We are not revealing a secret when we say that reading is the best way in the process of learning a foreign language. In fact, there are unknown numbers of English books in the different domains which are in the disposal of students. The students have the great opportunity to choose the books of their interests. Thus, books of literature,

civilization, science, history, and many others are a real treasure that students, unfortunately, do not make profit of.

Furthermore, reading is very important for the students who want to improve their writing and speaking skills. Otherwise, how can they acquire the new vocabularies and the writing styles if they neglect such as unavoidable step? Reading books seems, primary, a boring and time consuming task, but when students discover how fascinating reading is, they will certainly regret that they did not start such a wonderful activity earlier.

Of course, reading for the first time will be a bit difficult for any beginner, because of the difficult words that are strange to the reader. In here, the use of the dictionary is needed in reading activity. Indeed, students should be patient and through time, they will be independent from using dictionaries frequently. They will understand whatever word through the context in which this word is put, and at that level, reading will become a good habit that neither television nor something else will stand front of it. If reading happens inside the classroom, the teacher should promote an appropriate atmosphere for students to read. If it is outside the classroom the students also should find an appropriate and calm place for it.

Finally, as we said previously, the activity of reading must go with the students' daily tries reading. This is the teachers' piece of advice as we have seen in the questionnaire and not ours. What is really needed from English students is to start right now practice these steps and the fruitful result will be shown not after many years, but we hope the few coming months.

4.13 Reading for Academic Purposes

English for academic purposes is part of the curriculum that's why it is learnt. It entails training students, usually in a higher education setting, to use language appropriately for study.

Reading is an important skill for students learning English as a second or foreign language, precisely in an academic context. Academic reading is an important academic skill for foreign or second language learners studying at Universities.

Mokhtari and Sheorey examined the effectiveness of academic reading when they stated that *"Academic reading is operationally defined as reading textbooks and other materials typically required for study. This type of reading was meaningfully classified into textbooks, research papers, journal articles, library books and any other materials assigned for coursework"* (1994, p. 52).

In EFL context, and precisely English for academic purposes (EAP) aims to help non-native English speaking students acquire the necessary of academic skills to enable learners to manage the workload in their academic lives.

Academic reading ability is, therefore, particularly important and significant in EAP because it equips and prepares students with the necessary strategies and techniques for an efficient reading process. Academic reading can enhance students' knowledge and improve their skills across several techniques.

One fundamental characteristic of an academic reading course is that "*when students read, it is for a purpose*" (Jordan 1997). So, moving from the objective of reading to reading for a purpose as a new approach because the student is expected to acquire knowledge by consulting additional texts, apart from the notes given by the teacher during lectures. Reading these texts broaden the student's knowledge base and achieve academic success.

Moreover, academic reading courses expect students to have defined purposes while they are reading. Among these purposes include obtaining specific information, understanding ideas, discovering new knowledge and developing language skills.

Indeed, in academic reading, students read for specific purposes. Students may first read to find information for their needs, to become better in writing additionally through reading students have incidental with the rules of grammar, also they develop a sense for structure of the language and grammar and increase their vocabulary. Reading enables students to have these interactions and form their own thoughts and further, students relate what they have read to their own experience, mentally agree or disagree, criticize or commend .All the above are reading objectives and purposes. In addition to that ,reading purposes are considered by many researchers as a good ways for students to know their reasons towards reading for this reason, students need to

decide which purposes they read for because the awareness of the purposes of reading is an important thing in reading.

In EFL context, it preferable for the curriculum or the syllabus of an academic reading course to be designed or matched according to the needs of the students, here the chance of students' success will be increased. And determining students' needs thus, is an important step in reading programs as well the role of needs analysis is significant to identify the students' academic needs to help students make progress in reading. The analysis of students' needs will help teachers to prepare reading courses according to their students' expectations and interests.

Teaching reading comprehension today is different from the past. Teachers need to focus on the reading for academic purposes and provide instructions with all students, not just successful readers, since the reading sessions are applied in classrooms, teachers should find the best strategies for their students and provide more time for the students to practice the needed strategies to fill their students' lacks. Academic reading instructions and strategies are explained below:

Academic Reading Instructions

We have chosen license LMD students as a case for these academic reading instructions in reading course, since they are important tools in the achievement of their learning process and especially in the development of their linguistic knowledge to improve their basic skills, with applying reading for academic purposes approach.

So the following instructions are recommended for teachers who want to improve their students' reading comprehension. Beyond that, it will also positively affect students' attitude and enjoyment of reading. They can be easily adapted to almost any teaching situation.

1- While start designing a reading course the first thing the teacher does is to take into consideration the students' reading abilities that he should develop during the course.

2- The teacher should know why he is teaching reading to students so it is necessary to assess reading purposes, students' needs and weaknesses in reading.

3- Once the reading purposes are established and students reading needs are detected then the teacher can begin to formulate reading materials so as to make them respond to their learners' needs.

4- By doing so the reading activity will produce some excitement if the students are allowed to select reading texts according to their own interests. Here Teachers will work with students to build a learning environment that is relevant for both.

Through these strategies, students can overcome their reading difficulties and they become more likely to defeat boring reading materials, low academic achievement, attendance problem, and attention problem.

Taking everything into account, in academic reading students need to be flexible when reading and then be careful when looking and finding what they really want. In such reading situation, questions should be raised from the reader among them; why am I reading this text? , Do I need to read this text? , What do I want to get from this text? , How can this text help me with my task? , Where in the text might I find what I am looking for?

4.14 Conclusion

In this part, I try to suggest some reading strategies as a remedy and a way to better students' reading. I could say that students need to have purposes behind their reading, since reading purposes may lead students to read clearly without any ambiguity that is to say that reading instructions and reading for academic purposes are vital steps that students need to go through in order to be more productive who will be destined to be pillars of their community. Undoubtedly, I believed that developing reading strategies is the best way to overcome reading difficulties and reduce all its kinds of reading errors.

To conclude this, I can say that now it is apt to students to decide about their future ambitions. If they want really to overcome their weaknesses and problems in reading, these above solutions are available, effective and easy to apply; they also

should start to use them right now. May be the first step to do so seems little bit hard but when try to do the other steps students will gain the habit to read easily.

Therefore, the daily attempt of reading is the key to develop the students 'reading skills and achieve their knowledge about English language. If students do these effective activities they will be near to success because students want to modify their syllabus hoping will match their needs and objectives. Clearly, the use of new technological tools can enable students to search for different books in their target language and that will facilitate their learning in the case of saving time.

In sum, students must be in contact with their teachers and they should obey their instructions carefully because teachers are more educated, more experienced, more interested and cared in helping their students to improve their levels. This may help students go straight to the target goal and that what makes their teachers happy and satisfied with their progress.

General Conclusion

Reading is a pivotal skill for foreign or second language learners in the university setting which leads students to acquire and learn the target language more effectively and without any difficulties. That's why reading has a great value in this research. Throughout this study, the researcher attempted to provide definitions of reading importance and its value in EFL classes, and a detailed explanation of what learners need and their attitudes towards reading, discussed some of the findings about the impact of reading on learners' success in learning English as a foreign language all have been presented. The researcher also attempted to identify license students' needs and difficulties in reading.

Regarding this research, in the general introduction, we have put forward the hypotheses that reading is a vital tool students need to develop their competencies so that they become able to use English language more effectively and hence to get access to the world of ideas and thoughts further reading makes students eventually better learners of foreign language.

Relying on the results obtained from both data collection tools; interviews and questionnaires, have been confirmed and proved the fact that students at University of Saida –Dr Moulay Taher- have a negative attitude towards reading for academic purposes and they considered reading as a neglected skill from their learning though it is so crucial to improve one's success and achievement inside and outside the classroom setting. We have assumed that license students need more motivation and active

participation in terms of selecting their own reading materials according to their interests as well as serious practice in reading strategies since the results have revealed that most of students are less motivated in reading and they also lack too much practice in reading and training in its strategies. The use of reading strategies will help students solving their comprehension failure and facilitating their act of reading.

Hence, based on the results we have found that the lack of self confidence and interest are among the major psychological problems behind the low reading ability and proficiency. We have also confirmed that teachers do not select attractive reading materials that can respond to students' needs and preferences .This would drive students to be less effective readers since most of teachers follow the same manner of teaching in all modules.

Additionally, the researcher has provided some suggestions and recommendations in order to enhance or improve students' attitudes toward reading and integrating students' needs in teaching and learning reading. Not only teachers but also parents and syllabus designers have a great role to play in improving students' academic reading so learners' needs and weaknesses in reading should be detected and reading materials need to be recognized so as to make them respond to learners' needs and wants. Thus, they all must be aware of their roles and try to help students in the ways that have been already presented in the fourth chapter.

Finally, English department is recommended to consider the structure of the reading courses they offer to students taking into consideration the students' reading interests and motivation. Students need to continue their progress so that they will be good teachers in the future. So, students should pay more attention and make greater efforts in learning reading because it can offer a great deal of help in improving their learning success.

At the end, understanding the purpose of reading and what you need to achieve after completing the reading tasks is critical to prepare students mentally, always having the positive attitude towards reading make students aware of the importance of reading which is the key to their continual success. It is hoped that students' reading skill can be enhanced after carrying out all the recommendations. Thus, further research or

investigation should take place in order to answer additional questions like: Are students in need of a textbook to develop their reading skill? Should students remain average readers? or Is it possible for stakeholders to make change? .

LIST OF APPENDICES

Ministry of Higher Education and Scientific Research

University of Dr.Moulay Tahar

English Department

Students'Questioannaire

Appendix :(A)

Your co-operation is very important for the study. I will highly appreciate it if you kindly fill in the questionnaire at your earliest convenience and thank you for agreeing to take part in this survey. The information you provide will be strictly confidential and used only for the purpose of this study.

Would you please answer this questionnaire sincerely and accurately

Age:

Gender: Male ☐   Female ☐

Level: 1st year ☐   2nd year ☐   3rd year ☐

1-Do you read in English?

a)-Yes ☐   b)-No ☐

2-How do you read?

a) - Easily ☐   b) - With little difficulty ☐   c) - With great difficulty ☐

3-Do you consider reading an important skill for your studies?

a)-Yes ☐   b)-No ☐

4-Which of the following English language skills do you want or need to study?

a)-Reading skills ☐   b)-speaking skil☐   c)-listening s☐   c)-writing ☐ skills

5-How useful is the reading course with regard to your English language needs?

a)-Useful ☐   b) - of some use ☐   c) - not useful ☐

6-When reading a text in English, what do you finds the most difficult?

a) - Vocabulary ☐   c) - Sentences and phrases structures ☐

b) - Grammar ☐   d) - Understanding meaning ☐

e) - Other: (please state them)

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7-Do you read for a specific objective?

a)-Yes ☐   b)-No ☐

8-Do you read a text in English in order to?

a) – Master the English language ☐

b) - Enrich your vocabulary ☐

9-Do you have any sufficient knowledge about reading comprehension strategies?

a)-Yes ☐   b)- No ☐

10-If you answer with "yes", do you use these reading strategies when reading a text in English or any reading material?

a) - Yes ☐   b)-No ☐

11-Do you feel motivated when it's time for reading session?

a)-Yes ☐   b)-No ☐

12-Does reading play a valuable role in students' success?

a)-Yes ☐   b)-No ☐

13-When you encounter any reading problem or difficulty, what do you do?

a) - Try to solve the problem by using some techniques ☐

 b) - Ask for teacher's help ☐

c) - Do nothing ☐

 d) -Other: (Please, specify)

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14-When you come across a new difficult word in a text, do you?

a) - Predict / guess the meaning from the context ☐

b) - Find synonyms to the word ☐

c) - Use the dictionary ☐

d) - Ask your teacher ☐

f)-neglect the word and seek or attempt to understand the general meaning of the text. ☐

15-Does you teacher motivate you to read through;

a)-Encouragements, instructions, and advice ☐

b)-Selecting appropriate reading materials ☐

c)-Others (please specify)

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16-How do you find the reading program contents and courses?

a)-Attractive ☐

b)-Match the students 'needs ☐

c)-You have no idea about it ☐

d)-does not meet the students 'needs and perceptions ☐

17-What is your opinion about the reading topics (texts) selected by your teacher and taught to you?

a) - Agree [ ]   b) - Disagree [ ]

18-Does your teacher takes your opinions into account when selecting reading materials or texts?

a) -Yes [ ]   b – No [ ]

19-Would you please describe what kind of difficulties or problems do you find in reading?

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Teachers' Questionnaire

Appendix: (B)

Dear teachers, I would be so glad if you collaborated with me to answer these questions concerning my research topic which is about understanding the value of reading as the core of the learners' success. Your contribution will help to success of this research. Thank you in advance.

1-How do you see your students' motivations in the reading course?

a) - High ☐   b) Average ☐   c) – Low ☐

2-Do you think that teaching reading for your students is?

a) - So important ☐   b) - Important ☐   c)- Not important at all ☐

3) - If your answer is (a, or b), why do you think your students need reading for?

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4) -Do you follow any official syllabus concerning reading courses?

a)-Yes ☐   b)-No ☐

5) -What type of reading materials do you choose and use for students?

a)-General texts ☐   c)- Both of them ☐

b)-Specific texts ☐   d)- None of them ☐

6) -Do you identify your students 'needs before selecting any reading materials for them? ☐   ☐

a)-Yes   b)-No

7) -As a teacher ,what do you suggest to improve the reading skill so that to make it more adequate to the students' needs?

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8) -What kinds of difficulties your students may face when reading in English language?

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9) -Do you invite and promote your students (at the beginning) to read with a purpose?

a)-Yes ☐   b) – No ☐

10) - If you answer by yes why do you do this?

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11) -Do you provide your students with various tasks and activities that require different reading strategies?

a) - Yes [ ]   b) - No [ ]

THANK YOU

Democratic and Popular Republic of Algeria

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University of Dr Moulay Tahar

English Department

Teachers' Interviews

Appendix: (C)

1- Do your students like and enjoy reading?

2- Do you think that parents affect students' motivation to read?

3- What are the reading strategies that you may apply in your classroom?

4- What are your purposes behind teaching students reading strategies?

5- What do you recommend to help your students improve their reading?

Definition of Terms

The following terms are used throughout this thesis need to be defined and their definitions are given below:

EAP (English for Academic Purposes)**:** Teaching English by focusing on the specific communicative needs and practices of particular groups in an academic context.

Impact: refers to the positive effect that hopes to achieve on the level of reading comprehension.

Needs analysis: is a way of collecting data in order to design a curriculum that is appropriate for the needs of the learners.

Reading: is the ability to attach meaning from printed symbols. In other words, reading defines as the process of constructing meaning from written.

Strategy: is a technique or plan used to achieve a certain goal or solution to a problem occurs in a text. While reading strategies are procedures, tools and tactics by which learners monitor or manage their reading activity like having a purpose in mind when reading.

Skill: is the ability to do something well or in a good manner.

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