Ministry of Higher Education and Scientific Research

Dr. Moulay Tahar University of Saida

Faculty of Letters, Foreign Languages, and Arts

Department of English

The Role of Motivation in Developing the Reading Skill

Case study: Second Year LMD Students

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

Presented by: **Supervised by:**

Cheikh Asmaa   **Mrs. Babou Sekkal Mereim**

Academic year: 2016/2017

Dedications

I would be delightful to dedicate this modest work to my supervisor Mrs. Babou Sekkal Meriem who really made all her efforts to help me accomplish this project.

I dedicate this simple work with all gratitude to my beloved parents who encouraged me during my studies.

To my brothers: Abdelkarim, Moussa, and Brahim;

To my sisters: Malika and Khaoula.

To all my friends: Kheira, Amina, Mayada, Fatima, Asmaa, Fatiha, Hicham, Toufik, and Azzeddine.

Acknowledgements

Abstract

Motivation is considered as the essence of success in any learning process activity especially in language learning. Learning a foreign language means developing the language skills and it is widely known that reading is the main language skill that EFL students have to develop in order to master the language, keep in touch with it, and promote students' levels of proficiency. The present work attempts to investigate the impact of motivation in developing reading skill. In other words, the research is concerned with finding whether motivation has an influence on improving students' reading skill. Classroom observation and a questionnaire designed to second year EFL students at Saida University were used as a research tools in order to test the hypotheses. The analysis of the results suggest that motivation has a positive effect on developing reading skill and that motivation is in fact related to the teachers' role.

Table of Contents

Chapter One: Literature Review

Chapter Two: Research Methodology

Chapter Three: Data Analysis

List of Tables

List of pie-charts

List of Abbreviation

- **EFL :** English as A Foreign Language
- **LMD :** Licence/Master/Doctorat
- **EL :** English Language
- **S/FL :** Second or Foreign Language
- **FL :** Foreign Language
- **ELT :** English Language Teaching
- **% :** Percentage

General introduction

Motivation is thought as an important determinant of the success of any learning outcomes, it is described as an inner drive or power that pushes someone to do something. Indeed, highly motivated students tend to be high achieving learners. So far from this, in foreign language learning better successful students are generally good readers. So, undoubtedly there is a relationship between motivation and reading.

Reading is one of the basic language skills; it is the most needed skills for success when learning a foreign language. It is a very complex process, through which readers gain knowledge and obtain information given by a writer in the written form. Reading is a source of knowledge where students can acquire new and large vocabularies, it improves their writing and speaking abilities, as well as it enables students to develop their critical thinking. It is for these reasons that developing this receptive skill is very important. Recently, many researchers claim that learning EFL means developing the reading skill, so reading is valuable and beneficial skill that students have to improve. That's what leads us to conduct this research.

So, during language learning process students are require to develop all the language skills and primarily the reading skill which provides students comprehension and concentration. However, the problem raised in this study is that EFL students unfortunately do not read at all; they have a low level of reading interest which prevents them to promote this skill.

Paying a lot of attention to such a skill is a duty since most of students do not read. Actually, the main purpose behind conducting this research is to highlight and understand the role of motivation in developing the reading skill.

So, the present study seeks to find answers to the following question:
- Would students' level of motivation have an influence on developing the reading skill?

From the above mentioned question the following hypotheses have been formulated;

- Motivation may play an important role in developing reading skill.
- If teachers sustain students' motivation then students may develop their reading habit.

To test our proposed hypotheses, the present research suggests three chapters. The first chapter represents the main theoretical part; it consists of two sections. The first one is concerned with the main aspects of motivation, principally, its definition, its types, its main theories, and teachers' role. Whereas, the second one is concerned with reading definitions, its main models, types, strategies, then it highlights reading importance. Whereas, the second chapter provides an overview about the research methodology followed while conducting this study, in which research tools are defined and sample population is described. Also, this chapter covers the limitations met while conducting this research.

At last, the third chapter is concerned with the practical side, where data are collected through the use of questionnaire designed to second year EFL students and classroom observation. Then, results of the questionnaire are analyzed and discussed. As well as, this final chapter covers the discussion of classroom observation. Finally, Suggestions and recommendations are then given to teachers to help students' develop their reading abilities and motivate them to read.

1.1. Introduction

Motivation is one of the most powerful factors that have a strong effect on successful learning in general and on foreign language learning in particular. It plays an important role in developing all the language skills as well as reading skill since it increases students' willingness to learn and engage them in reading activities.

Reading is a crucial tool to learning, and one of the primary language skills that students have to learn especially when learning a foreign language. It is a source of knowledge through which readers can acquire the basic elements of the language successfully.

So, there is a great relationship between reading, motivation and academic success. Thus, students need motivation to develop the reading skill which enables them to master the target language, understand the printed materials, and achieve comprehension; that is why; it should be given more importance. Motivated students are better learners comparing with the unmotivated ones.

This chapter is divided into two sections. The first one is devoted to give an overview about motivation, its main types. Furthermore, it highlights also the main theories of motivation that have been put forward in the field of foreign language motivation; also it includes the importance of motivation, and its sources. In the second part, we try to identify the coherent meaning of reading and reading comprehension. Then, we speak about its main models, types, and the main strategies often used when reading. At last we attempt to clarify the importance of reading.

1.2. Section One

1.2.1. Definition of Motivation

Many theories have been established in an attempt to define motivation because of its various uses in different fields, this would appear to be simple and easy to define it but in fact it is not. According to Gardner (2006:242) "motivation is a very complex phenomenon with many facets … Thus, it is not possible to give a simple definition".

Motivation is a word that has a Latin origin "movere" which means "to move". It is stated by Ryan &Deci (2000:54) that "to be motivated is to be moved to do something". Generally speaking, motivation is what causes us to do a particular activity. It is a set of factors that usually arouse and determine the direction of behavior.

In Macmilan's dictionary (1979:27): "To motivate means to provide with a motive, move to effort or action". Oxford and Shearin (1994:12) defines it as: "a desire to achieve a goal combined with the energy to work toward that goal." That is to say, motivation is the power that drives someone to act in a particular way in order to accomplish a goal. It develops the students 'desire to learn and enables them to face the challenges encountered while learning.

However, in language teaching Gardner (1985: 10) claims: "motivation is defined as the force that derives a person to strive and work hard to learn the language because of the desire of learning and the satisfaction he will get in the learning process". Furthermore, he describes it as a: "combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language." (1985:10) which means that motivation involves the desire and efforts expanded in order to attain a certain goal.

1.2.2. Types of Motivation

The best known studies emphasis that motivation is an important key factor in language learning which has a number of different kinds. One scale of motivation distinguishes between intrinsic and extrinsic motivation. However, another scale makes a distinction between two major types in relation to learning a second language that are as follows; integrative and instrumental motivation.

1.2.2.1. Intrinsic Motivation

Intrinsic motivation originated inside a person. It is described as completing a task for the sake of achievement and enjoyment. Accordingly, Deci (1985:23) describes intrinsic motivation as a type "for which there is no apparent reward except the activity itself" that is to say, the person is motivated by the task itself and not any other goal that he wants to achieve at the end. So, there is no reward or punishment except personal reasons related to the activity itself. Furthermore, intrinsic motivation is present when learners actively seek out and participate in activities without having to be rewarded by materials or activities outside the learning task. Most researchers agree that intrinsic motivation is especially important for students' success.

1.2.2.2. Extrinsic Motivation

Extrinsic motivation as opposed to intrinsic motivation, it comes from external factors and influences, in other words outside individual. Dornyei (1994:275) agrees that: "extrinsic motivation is behaviors that the individual performs to receive some extrinsic reward such as getting good grades, being praised by the teacher or to avoid punishment". So, within this type the students simply complete a particular task only in order to be rewarded or to avoid punishment. In accordance to that Morries and Maisto (1994:53) affirm that: "extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity". Hence, teachers and parents sometimes use extrinsic motivation to stimulate and engage students to perform in a particular way. It is

considered as the most powerful motivation. There are many factors that affect extrinsic motivation:

A. Teacher: a teacher plays an important role in motivating his students and engaging them in learning tasks by providing them guidance, support, help, as well as enhancing them by designing challenging tasks and encouraging group work … etc, because the teacher is considered as a leader in his classroom. In this line, Dornyei (2001:35) asserts: "to lead means to direct and energize, that is, to motivate". So, the teacher can use some motivational strategies that are considered as an extrinsic motivation in order to involve students' engagement.

B. Parents: the students' motivation is also directed to the familiar environment too where parents are encouraging their children to learn. And this can be done by; controlling them when doing their activities, giving them much more importance, enriching their curiosity and answering their questions, and giving them rewards whenever they succeed …etc. Thus, the parents are a part of factors that raise students' motivation.

C. Peers: students' motivation is not influenced only by teachers and parents but it is also influenced to some extent by peers. So, peers' support may help students feel comfortable in classes, arrange their strengths and abilities to face challenges, and thus motivate and engage them in learning tasks.

1.2.2.3. Integrative Motivation

Integrative motivation is defined by Lambert (1974:98) as: "a sincere and personal interest in the people and culture represented by the other language group". In other words, it is learning the language out of an interest in or desire to learn the language in order to identify the target culture and to communicate or contact with people who use it. Also, Gardner (1983:203) defines it as: "learning a language because the learner wishes to identify himself with or become integrated into the society" which means to become familiar with, participate or even integrate into a particular speech community where the target language is spoken.

This kind of motivation is seen as an essential element of success in learning a foreign language. Accordingly, Finegan (1999:568) states: "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation", i.e. within this kind of motivation a students can acquire the language with an ease, learning much more about the terminology and registers, as well as having a good pronunciation.

1.2.2.4. Instrumental Motivation

Instrumental motivation is described by Gardner (1983:203) as: "learning a language because of someone or less clearly perceived utility it might have for the learner". In a clear view, a learner while he wants to learn a language he is instrumentally motivated "to pass an examination, to use it in one's job, to use it in holiday in a country, as a change from watching television, because the educational system requires it" (Wilkins,1972:184)

So, instrumental motivation means learning a language as an instrument to fulfill and achieve a particular goals, such as getting a job, passing an examination, travelling, or showing prestige, etc. Both of integrative and instrumental are effective motivational factors that influence the levels of success in language learning.

1.2.3. Theories of Motivation

It is evident that due to the importance of motivation and its complexity, many theorists have adopted various approaches to study the concept. During the twentieth century, several theories of motivation have been put forward to describe and explain motivational bases of human activities.

1.2.3.1. Humanistic Theory

This theory of motivation emphasizes the normal life experience of the individual. Abraham Maslow (1970), the most cited humanistic psychologist, advanced in his book, "Motivation and personality", that people are motivated by

their individual needs to address certain natural concerns. For this reason, he suggested a hierarchy of needs to explain human behavior, believing that everyone possessed a common set of five universal needs:

Pie-chart 1.1: Maslow's hierarchy of needs (1970)

1.2.3.2. The Behaviourism Theory

When speaking about behavioural theory motivation is seen as the anticipation of reinforcement. Behaviourists believe that punishments and rewards drive learning motivation, this theory was influenced mainly by Skinner "operant conditioning". Brown (2001:73) claims that: "to be motivated to acquire positive reinforcement, and motivated by previous experiences of reward for behaviour go hand in hand in order to achieve further reinforcement". Hence, motivation is explained in terms of stimuli and reinforcement. That's, why Brown (2007:168) noted that "reward acts as reinforce in individuals". Accordingly, students feel satisfaction when they are rewarded and they push themselves to perform positively in order to receive externally administered rewards: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately, according to prior experience.

1.2.3.3. The Cognitive Theory

This theory focus on how our thought, expectations, experience and understanding influence motivation. The cognitive view of motivation emphasis "around individuals making decisions about their own actions" (William & Burden, 1997:119), i.e. students are supposed to make decisions on their own in order to achieve goals they set.

1.2.3.4. Attribution Theory

This theory, which was developed by Bernard Weiner, aims at comprehending a given task. According to what (Dornyei, 2001) said, the theory hypotheses that the reasons to which individuals attribute their past successes or failures shape to a great extent their motivational disposition. This means that learners tend to attribute their failure or success to a number of reasons such as: ability and effort, luck, task difficulty, mood, family background…etc.

1.2.3.5. Achievement Theory

According to John W, Atkinson and David McClelland, (2015:534): "Most persons want to achieve and experience levels of aspiration. The level of aspiration concept, stresses that people tend to want to succeed at the highest possible level while at the same time avoiding the possibility of failure"

The need for achievement is increased when persons experience success. If students experience success, their need for achievement will thus be strengthened. Some scholars like William & Burden,1997 distinguished two major factors dominating achievement motivation "need for achievement" (the desire or the drive that thrust students to succeeds), and "fear of failure" (the desire to avoid approaching a task fearing to fail).

1.2.3.6. The Social Theory

The social theory focuses on what goes on inside the persons' head and what goes on in the external environment. This means that motivation is a result of both internal and external factors. When dealing with social learning theory, the term "Locus of Control" is closely linked by this theory. That's leads Slavin (2003:334) defines locus of control as "a personality trait that determines whether people attribute responsibility for their own failure or success to internal or external factors".

1.2.4. The Importance of Motivation

It is obvious that motivation plays a vital role in the learning process particularly in foreign languages' learning; it is the essence of success. In this spirit, Lifreieri (2005:4) points out that "when asked about the factors which influence individual levels of success in any activity –such as language learning-, most people would certainly mention motivation among them" this means that motivation provides students with high levels of success. In the same line, Brown (2000:160) claims that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". That is to say, that students need to be reinforced and encouraged either by a teacher, parents, and peer or any other person in order to facilitate the learning process and promote the students' motivation. This motivation provides the primary initiation to learning a second language and the driving force that stimulate students' desire to learn and develop the language skills, thus resulting on increasing students' achievement. Hence, the motivated students are supposed to be better achievers. Furthermore, Dornyei states that: "without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long-term goals. Similarly, appropriate curricula and good teaching are not enough on their own to ensure students' achievement" (Cited in Guilloteaux, &Dornyei, 2007:55). This quotation explains the crucial role of motivation on learning achievement, it clarifies that motivation is needed for success because even

within; students' remarkable abilities, appropriate curricula, and a good way of teaching; chances for success are then reduced if motivation is absent.

1.2.5. Sources of Motivation

The term motivation is a very interesting issue, and to understand it, it is necessary to know its main sources. Educational psychologists point out three major sources of motivation in learning according to Fisher (1990) that are:

➢ The learner's natural interest: intrinsic satisfaction

➢ The teacher/ institution/ employment: extrinsic reward

➢ Success in the task: combining satisfaction and reward

1.2.5.1. Intrinsic Satisfaction

Only few students have a sense of intrinsic satisfaction when learning a foreign language. They have an interest to learn the language itself just for the sake of mastering the language or to be integrated in a society but not for any other reason. So, those students are very motivated persons, they feel satisfied when succeeding.

1.2.5.2. Extrinsic Rewards

All of researchers agree that extrinsic rewards are one of the most powerful factors of student's motivation, when a student is given a reward and being praised his good performance, he feels good and proud as he will be stimulated by such rewards toward his learning activities. Thus, the student will do his best in order to achieve the next time too for the sake of being rewarded. And through time this will automatically build a strong desire to learn for the student; that is to say, he will be intrinsically motivated toward learning tasks.

1.2.5.3. Success in the Task

As human beings, we generally like to be successful persons. The simple fact of success is seen as motives that has a great impact on students' motivation and achievement. Since whenever the student achieves a goal he will be motivated then to attain another goal and he will expand more efforts to succeed again and again.

1.2.6. The Role of the Teacher

Among the number of factors, the teacher remains the best element of motivation in classrooms. The appropriate teachers' attitudes toward the English language and a good relationship with their students will increase the students' motivation. So, a teacher is one of the students' motives to learn and develop their abilities.

The teachers have different roles to play in the classroom according to the tasks, the students' needs, and the strategies used when teaching. Since, s/he considered to raise a students' desire and help them. As it is claimed that: "teacher is calculating, redirecting, disciplining, questioning, assessing, guiding, directing, fascinating, validating, facilitating, moving monitoring, challenging, motivating, watching, moderating, diagnosing, trouble, shooting, observing, encouraging, suggesting, modeling and clarifying" (Rose et Al, 1997:97).This means that they use different approaches to persuade students to have positive attitudes toward learning. Harmer (2001:275) identifies some teacher's roles too; three of them are as follows:

1. The Teacher as an Organizer

The success of many activities depends on the good organization, and the learners' knowing exactly what they should be doing. The aim of the teacher as organizer of the activity is to tell his learners what they are going to read about, giving them some texts, putting them in pairs or group and then asking them questions about what they understand from the text.

2. The Teacher as a Controller

As a controller, the teacher conducts the activity: the learners rely more on the teacher when he plays the role of a controller because he/she guides them towards the activity fulfillment in pairs or groups.

3. The Teacher as a Participant

The teacher can participate in an activity such as playing a role. Such a practice will not only improve the atmosphere in the class, but will also give the learners a chance to practice the target language with someone who is more proficient.

To sum up, one could say that all these roles converge towards a major one which is to sustain students' motivation in the classroom. Under this role, one of the teacher's major responsibilities is to establish situations likely to promote reading skill. During the reading activities, he/she acts as a counselor, giving them instructions, engaging them to do further reading.

However, the main responsibility of learning is placed above all on the shoulders of the learners, who should be aware of it. Bright and Gregor (1970: 04) assert that it is essential for teachers to "*Stop teaching and let them learn*". These words hint at the increasing responsibility of the learners in their learning.

1.2.7. Reading Motivation

Many theorists tackle the concept of motivation in general but only few ones who attempt to define reading motivation in particular. Reading motivation is very often associated with students' interest. Most of teachers believe that motivation for reading can be achieved by choosing texts and activities which arouse students' interest in reading. Similarly, Guthrie &Wigfield (2000:405) assert that: "reading motivation is the individual's personal goals, values and beliefs with regard to the

topics, processes, and outcomes of reading" this means that reading motivation is made up of putting different aspects of motivation together depending on students' beliefs and needs.

Another theorists as Day & Bamford (1998:27) propose cognitive models to explain reading motivation in S/FL. They view that this issue is made up of "two equal components – expectations and value". That is to say; students select their reading activities according to their expectations, i.e. they choose activities in which they expect to perform well and avoid these ones in which they expect that they won't succeed in it. And these expectations, in turn, will determine the values of the activities. In other words, the students may decide whether to read a piece of material in a FL or not according to the two previous mentioned components; expectations and value.

One would come to two main conclusions; the first is that the expectancy component is related to the reading material itself, its significance, linguistic structure and the language used in it, its attractiveness and availability; as well as, the student' abilities. All of these play a role in directing students' motivation to read. The second is that value emerges from the beliefs and attitudes students have toward the target language. And these values which are constructed by their society and environment that includes all of their families and peers have a strong effect on students' reading motivation too.

Mori (2002:95) affirms that reading motivation in S/FL "would be a multidimensional constructs, and, to a certain degree, independent for general motivational constructs". In this respect, reading motivation in the FL is not like motivation in general, it includes a set of factors and variables that may raise a student's desire to read.
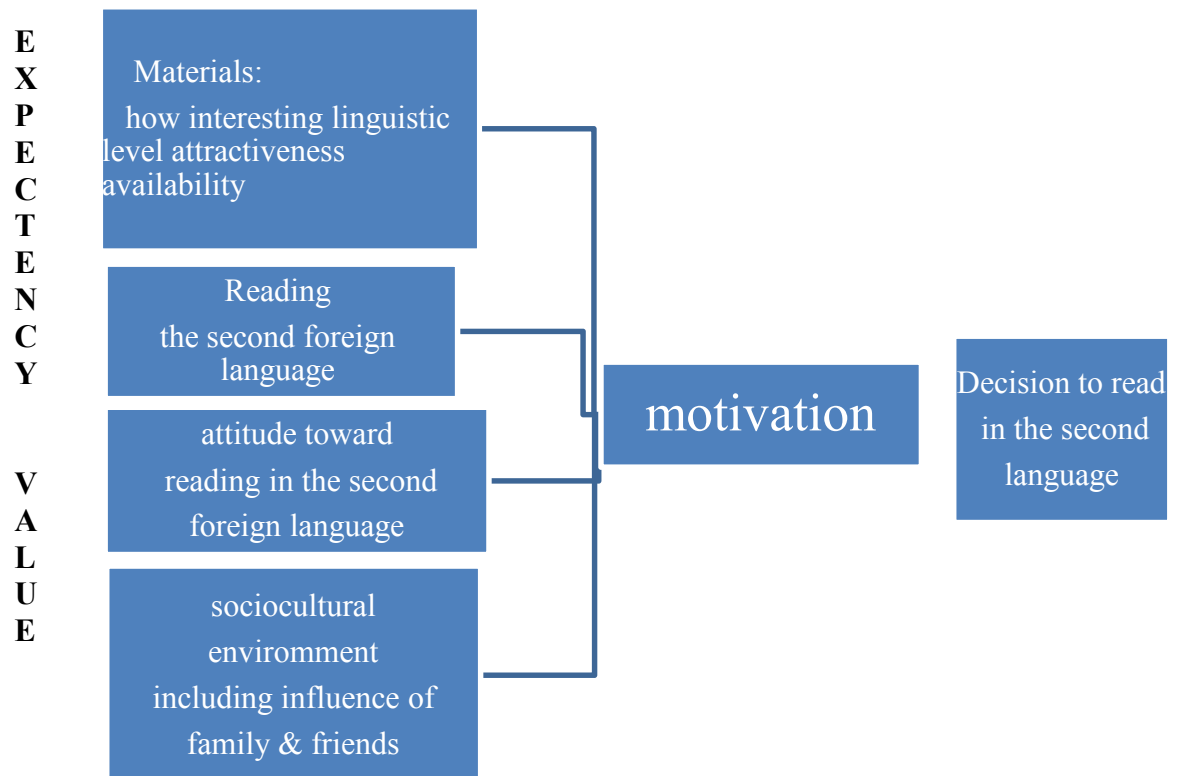
Pie-chart1.2: model of the major variables motivating the decision to read in
the second foreign language (Day & Bamford, 1998: 28)

1.3. Section Two

1.3.1. Definition of Reading

Defining reading is not an easy task, it has long been a subject matter of
many researchers and psychologists who have attempted to identify the notion of
reading. We already know that reading is part of our daily life. We read for
information and survival as we read for study and pleasure, and to read is to grasp
meanings. Reading is an active process that requires from the reader to go through
various processes to get meaning, and interpret information.

Carrel (1985:145) states that "reading is getting meaning from printed or
written message." That is to say; the reader decodes the message and interprets it
into meaning. Moreover, Millrood argues that 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". (Cited in Haboush 2010:14)

This means that reading is not just a process but rather a complex activity that requires the involvement of imagination and thinking as well as prior experiences of the reader who internalizes the knowledge he already received when reading in the brain, and relates it to his existing knowledge. Accordingly, Goodman (1988:12) claims that "reading is a long distance discussion between a reader and an author …there is an essential interaction between language and thought in reading… the writer encodes thoughts as language and the reader decodes language to thought".

Far from being passive, reading is viewed as looking for the understanding of written words and their meaning, as Lado (1962: 62) defines the reading act as follows: "It consist of grasping meaning in a language through its written representation. This definition is intended to emphasize the language itself and the graphic symbolization that represents it".

1.3.2. Reading Comprehension

Comprehension is the product of reading; it is an individual task that means building up meaning and getting information.

Reading comprehension is the understanding of what is beyond a written text, which means extracting the meaning and provided information from the text dealt with. Furthermore, reading comprehension is the ability to grasp the meaning and ideas in a piece of written material; since meaning is not directly represented in the surface structure of the text, readers are assumed to make sense of what they read and of course according to the lens of their motivation, cognitive abilities, and prior knowledge. Snow (2002:7) affirms that reading comprehension is: "the process of simultaneously extracting and constructing meaning through interaction, and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading".

Hence, reading comprehension relies on what a reader can understand from the text, based on his background and past experience, and depending on his

reading' purpose too. It is an important skill in learning a language because it has an effect on the writing skill where students can improve their writing tasks through the vocabulary and grammar grasped from the reading activities.

1.3.3. Models of Reading

Reading models were mainly set by researchers of this field to clarify the changes that happen to the reader's mind and eyes when he/she is reading. Therefore, a model of reading may be defined as: "a representation of what goes on in the eyes and the mind when readers comprehending (or miscomprehending) a text" (Davies, 1995:57). Currently, there are three main models of reading process: Bottom-up model, top-down model, and Interactive model.

1.3.3.1. The Bottom-up Model

The bottom up model of reading was presented by Gough (1973), in this model, the reader is moving progressively from smaller unit to longer unit of language in his way of understanding. In other words, the reader involves a series of steps; by first identifying letters, recognizing words, sentences, then paragraphs, till reaching meaning.

In this model, the emphasis is on the material being read rather than the person who reads that material. Thus, this model was criticized because although we read a text word by word we may not understand when facing difficult words that prevent us to get meaning.

Level III
(Deep structure)

Level II
(Language pattern)

Level I
(Relationship)

Meaning

Words

Letter/Sound
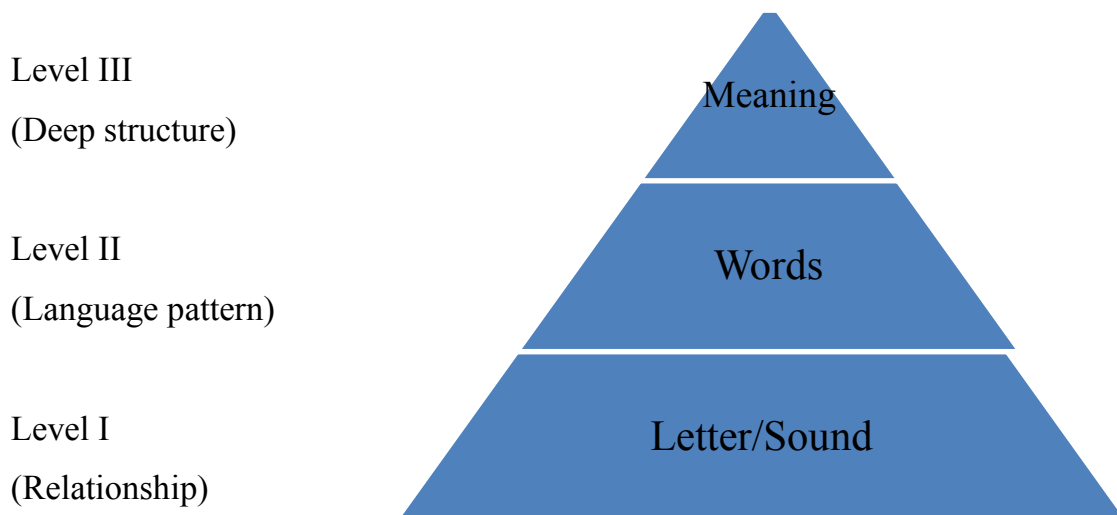
Pie-chart 1.3: Bottom-up Model of Reading

1.3.3.2. The Top-down Model

As opposed to bottom-up model, the top-down model of reading assumes that the processing of the text begins in the mind of the reader using his prior knowledge and experience. It reverses the order in that thinking and meaning are included at very early stage and "the processing sequence proceeds from prediction to progressively smaller units" (Davies, 1995: 58). In short, reading starts from meaning to words and letters.

However, this model was criticized by many researchers because it gives maximum attention to the role of prediction and therefore, neglecting the identification of words and their syntactic structures. Furthermore, Eskey (1983:2) states that: "what the brain tells the eyes is much important than what the eyes tell the brain". The quotation explains that the eyes look over the text where the brain receives visual information then, at the same time the interpretation of meaning that the writer had in mind while writing the text.

Level I
(Deep structure)

Meaning

Level II
(Language pattern)

Syntax

Level III
(Relationship)

Letter/
Sound
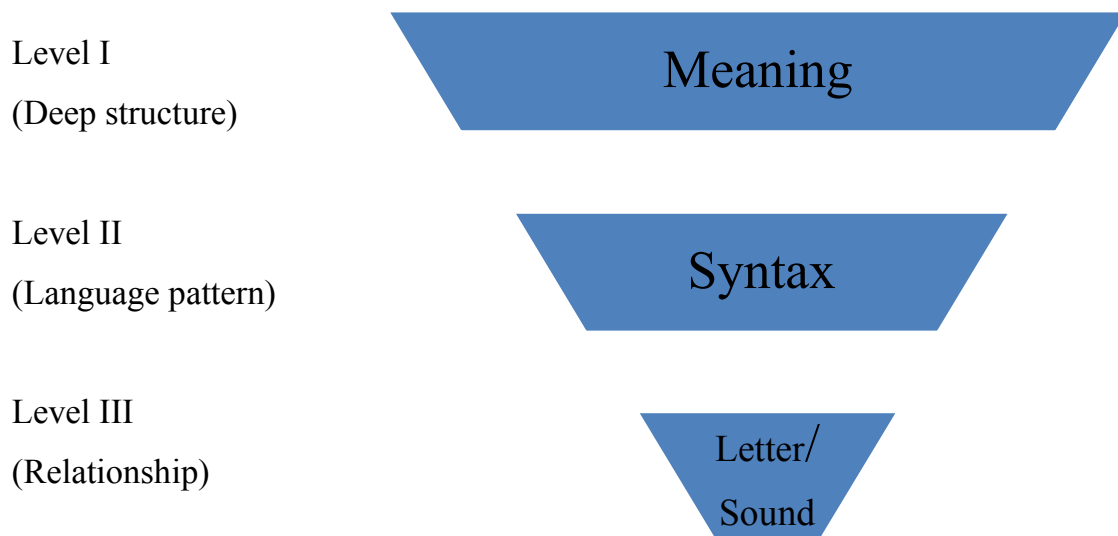
Pie-chart 1.4: Top-down Model of Reading

1.3.3.3. The Interactive Model

Interactive model attempts to make the two previous models work together. It was introduced by Rumlhart (1977); he saw that reading is an interactive model where readers use to gather meaning during the process by formulating hypothesis about the meaning and decoding letters and words. Similarly, Eskey (1988: 93) sees that "the interactive model takes into account the continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text". To sum up, the different models provide teachers and students with a clear explanation about the reading process where readers combine the context of the text with their previous knowledge.
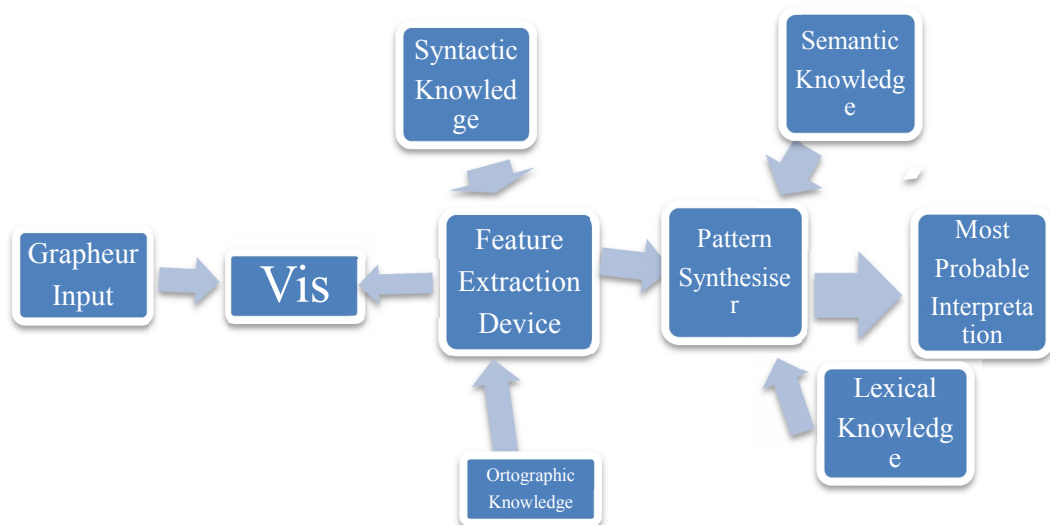
Pie-chart 1.5: Interactive Model of Reading

1.3.4. Types of Reading

When students deal with any piece of written material, they often imply certain techniques and strategies. Such techniques are used differently by readers for specific purposes. There are two main types that can be used while reading that are as follows:

1.3.4.1. Intensive Reading

Intensive reading is a type of reading of short written materials where readers read slowly, carefully, and give much more emphasis on small details. Grellet (1981:4) states that "intensive reading means reading shorter texts to extract specific information." It is a concentrated and focused reading too in which readers are required to focus on the language rather than the text. Intensive reading is the most common approach used when teaching a language. Researchers believe that intensive reading is reading what is between the lines in order to derive the hidden meaning.

1.3.4.2. Extensive Reading

Extensive reading is reading long materials for entertainment in order to achieve comprehension. Grellet (1981:4) claims that extensive reading refers to "reading longer texts, usually for one's own pleasure. This is a fluent activity mainly involving global understanding". This means that reading intensively involves understanding the main idea but not the specific details. Furthermore, it is a reading in which readers read books in their leisure time according to their own choice, motivation. It is most often outside the classroom. According to that, Day and Bamford (2004:1) claims that in extensive reading " students are encouraged to stop reading if their material is not interesting or if it is too difficult" which means that students must be able to choose materials that they can read easily and with confidence.

Extensive reading is a benefit reading that helps students to improve their writing skills, acquire new vocabularies and items, and master the language and grammar. Besides, it develops a reading habit and enables students improve their language competences.

In sum both intensive and extensive readings are two important types of reading, intensive reading presents new language item to the student and extensive reading improves students' speed and fluency of reading.

1.3.5. The Reading Strategies

The reading strategies are effective techniques used by EFL students to succeed in reading comprehension. Mcnamara (2007:6) stated that: "reading strategies refer to different cognitive and behavioral actions readers use under the purpose of achieving comprehension in reading". Furthermore, the reading strategies are very important they help readers to solve the problems and difficulties faced while reading, and make students better readers.

1.3.5.1. Skimming:

It is a reading strategy used when reading in order to point out the general idea or having an overview about the context. Skimming is a successful strategy used by EFL students in reading tasks which is based on moving the eyes over the page or a passage to discover what a text is about.

Accordingly, Nutall (1996) defines skimming as: "glancing rapidly through a text to determine its gist". In other words, it involves searching for the main idea by going quickly through a passage. Moreover, Harmer (2001:202) suggests that the teacher should train students to read not only to convince them of the benefits of skimming but also to show them that this technique is very essential in order to achieve their goal. The key of skimming is to decide whether a piece of written material is relevant or not and summaries what they read when it improves their interest.

1.3.5.2. Scanning:

Generally, it is a useful strategy used in order to figure out some specific information located in a written material such as a definition, person's name, date, or place…etc. as Grellet (1996:19) states: "when scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so we simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information". That is to say, that scanning is a rapid reading strategy which is used when the readers want to find out certain information without reading the whole text. They use this type of reading to find the information that they are looking for without caring about the other part of the text. The key of scanning is to decide exactly what kind of information we are looking for and where to find it.

1.3.6. The Importance of Reading

Reading is a topic that has been widely discussed over last decades and its importance has even been generally approved by many researchers. Reading is an important language skill; it allows students to master the language. Students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities. It is a great source of knowledge; through which students acquire new ideas and knowledge, obtain needed information, and enrich their repertoires and vocabularies. Furthermore, it relaxes the minds, serves as a good companion, and provides pleasure too. As well as, it helps students to express themselves more confidently.

1.4. Conclusion

To conclude, we can say that learning and acquiring a foreign language is based on motivation since it is recognized as one of the key factor that determine language achievement and attainment. It has a great influence on students' desire to learn. Most of researchers agree on the idea that motivation is one of the most powerful factors that have a strong effect on successful foreign language learning and students' engagement toward any language learning activity. And as far as foreign language learning is concerned, reading is considered as a very important language skill where readers gain much of their knowledge by conveying messages from the written forms into meaning.

2.1. Introduction

The research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, it is the study of methods by which knowledge is gained its aim is to give the work plan of research. This chapter has been designed to include and describe the research methodology used to conduct this study. Qualitative and quantitative methods are used in this study in the sake of gathering data and information about this issue. The first part is devoted to present the educational background in which the research has been undertaken, it discusses the English language status in Algeria and the LMD system. While the second one gives a sufficient detail about the methodology and introducing the overall research methods and procedures used in conducting this research. Moreover, it describes the research tools and the sample of the study. In addition to that, this chapter attempts to give an overview about the research through defining some key concepts.

2.2. Description of the Teaching English Situation

2.2.1. The Status of English Language in the Algerian Educational System

In the context of globalization, and due to the fact that English language is now a necessary requirement for both development and international communication, the growing demand for English as a means of access to modern sciences, technological and economic development led to the increasing number of students who are interested in learning EFL.

So, English in the Algerian curriculum has witnessed different changes. After, "the educational reform" which aims at modernizing, developing education, and adopting new methods of teaching related to globalization. Actually, English is introduced in the first year of middle school with new syllabus and new text books. Whereas in higher education, English is taught either as a branch in English

departments in almost of the Algerian universities or as an additional module in other departments such as: Political, Biology, Economics sciences…etc.

A central aim of learning the English language is to be able to get access to world knowledge, so as to be capable to read, speak, and write in English in sufficient, accurate and fluent way. Moreover, the ELT in Algeria aims at deepening and developing the learners' capacities, skills, and knowledge that they have acquired during the learning process.

2.2.2. The LMD System in Algeria (Saida)

A new university system is being developed. It is called the LMD; it is an acronym for Licence/Master/Doctorate. The LMD system is a set of elements that interact, forming and integrated whole working for a common goal. It is designed in the Anglo-Saxon countries. Now the LMD system is spreading everywhere and the Algerian authorities have adopted this system besides the old one which is the classical system. Even the University of Saida, department of English section, has adopted this new system instead of the classical system which worked for a good time. This degree changes the length of the studies: it reduces the degree from four to three years.

Students who subscribed for the year 2010-2011 were the first promotion of the new LMD system in which students have two years of instruction and then they choose in the third academic year between two options: language sciences and literature and civilizations to get their licence. For the master there are two specialties didactics, and literature and civilization. Finally, in the doctorate student have to learn three years but not yet the University of Saida.

2.2.3. Second Year LMD English Curriculum

The curriculum designed for second year LMD students covers a number of modules, displayed in the following table:

Modules	Coefficients
Literature and civilization	1
Written expression	4
Introduction to linguistics	1
Methodology	1
Oral expression	2
Literature	1
Phonetic	2
Grammar	2
Initiation to translation	1
French	1
TICE	1

Table 2.1: second year EFL students' Curriculum

2.3. Methodology

In order to conduct a research, researchers have to follow a specific methodology need to help them getting their statistics, and make a research scientific, logical, it should include the main methods, approaches and tools that would help to achieve the research goals and finding out the answers to the main questions.

2.3.1. Data Collection Methods

The researchers have analyzed the collected data using a combination of quantitative and qualitative data for the purpose of that one method back up the results of the other method and gives validity to the research.

2.3.1.1. Quantitative method

Quantitative method is a kind of statistical method that consists of rates or percentages used while conducting a research in order to obtain specific and numerical results. It enables the researcher interpreting and analyzing the answers using statistical procedures. Accordingly, Seliger and Shohamy (1989:80) state: "in quantitative research one classifies results, counts them, and even constructs more complex statistical models in an attempt to explain what is observed".

2.3.1.2. Qualitative method

McMillan and Schumacher (2001:395) define it as "an interactive inquiry in which researchers collect data in face to face situations by interacting with selected persons in their settings". This method describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions, it answers the "what, where, when, why, and how" questions and provides more details which help the researcher to give solution to the given problem. Thus, qualitative method provides a description of the problem's nature addressed from the participants' perspectives.

Both quantitative and qualitative data are important to the present investigation. Quantitative data provides us with numerical data while qualitative data provides us different views and opinions that both help to reach the researcher's aims. Therefore, a mixed method approach is used in the present work i.e. a combination of both quantitative and qualitative methods.

2.3.1. Research Instruments

Research instruments mean the tools that are used in the research work in order to collect data about any issue, answer the research questions, and reach the hypotheses. There are different instruments researchers may use while conducting their research such as; classroom observation, questionnaire, tests, interviews…etc. In this part, we try to represent definitions of the most common used instruments. However, to serve our purpose of collecting data to investigate the study's question

as mentioned above; we are going to use both of questionnaire and classroom observation to collect data.

2.3.2.1. Classroom Observation

Classroom observation is one of the research tools that can be used in order to collect data by assisting classes and observing what happens inside the classroom, it is a significant tool of assessment that provides the researcher with direct information about a specific situation. Mason (1996:60) points out that: "observations are methods of gathering data which involve the researcher immersing himself or herself in a research setting and systematically observing dimensions of that setting, interactions, relationships, actions, events and so on".

2.3.2.2. Test

Test is a systematic procedure for observing reasons and describing them with a category or numerical scale. Moreover, test may give quantitative or qualitative information. In other words, test refers to a set of items or questions used under specific conditions.

According to Seliger and Shohamy (1989:176):"A test is a procedure used to collect data on subjects' ability or knowledge of certain disciplines … test is generally used to collect data about the subjects' ability in and knowledge in the language in areas such as vocabulary, grammar, reading, metalinguistic awareness and general proficiency".

Generally speaking, tests are used to help researchers to check students' weaknesses and to assess students' progress; the most important advantage of this tool is the assistance of researcher in order to evaluate students' achievement.

2.3.2.3. Interview

An interview is a conversation between two persons that includes questions and answers as Gallham (2000:1) defines interview as: "a conversation usually between two people, but it is a conversation where one person –the interview- is

seeking the response for a particular purpose from the other person – interviewee". In other words, the interview, as a research tool, is used to collect data from individuals via conversations / talks to understand a particular situation or a matter of interest. There are different kinds of interviews such as structured interview and semi structured interview.

2.3.2.4. Questionnaire

Questionnaire is a list of questions made by a researcher asked to a large number of people to gather specific information about a particular issue. It is the most important research tool to collect information about a given topic or issue which interpret the hypotheses into questions. Additionally, a questionnaire is defined as a set of printed questions for gathering statistical information or opinions from specific population. Seliger and Shohami (1989:87) stated that: "printed forms of data collection which include questions to which the subject is expected to respond often anonymously".

Furthermore, the questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. It has two types; open and close-ended questions which are used to achieve the study's aim. It is based on four goals which are; to collect data, to analyze data, to formulate, and to make questions valid.

The validity means that the documents used in the work are trustful and lead us to achieve the accuracy of the result, whereas reliability refers to the consistency of a measure. To reach reliability the researcher has to report some questions that have the same meaning, but asked in different ways to ascertain the reliability. A questionnaire in general consists of two types of questions which are open-ended questions and close ended questions.

A. Closed-ended Questions: are also called "restricted questions" which are more commonly used by researchers to gathering data, this kind of questions offer choices to respondents which facilitate to them selecting the right answer; according to Foddy (1993:127): "close-ended questions limit the respondents to the set of alternatives being offered".

B. Open-ended Questions: are also called "free answer questions", this type of questions gives the opportunity to respondents to express their opinions in their own words as Foddy (1993:127) claims; "open-ended questions allow the respondents to express an opinion without being influenced by the researcher".

2.3.3. Questionnaire Design

In this study, questionnaire is used as a research instrument, the reasons beyond choosing questionnaire as a research tool are mainly two reasons; firstly, a questionnaire can provide the research with a large sampling in a more or less quite short period of time. Secondly, while for example individual interviews can offer in-depth insights into an issue from a specific point of view, a questionnaire allows for the collection of larger amount of data and, therefore, more generalizable results, which is the aim of the study.

This questionnaire entails thirteen questions (see appendix); it includes three questions to gather general information about students. Other questions aim to know students' opinions toward reading while other designed questions attempt to investigate the factors and motives that enhance students to read inside and outside the classroom.

Moreover, the questionnaire contains questions with multiple choices which aims at offer some ideas to students and help them select the suitable answers. We have prepared this questionnaire for second year EFL students in Dr. Moulay Tahar of Saida. The questionnaire has been distributed randomly, where the respondents have had all the time they need to fill the questionnaire, without interfering or attempting to affect their responses.

2.3.4. Sample of the Study

This part will figure out people who should take part in this study, the target population for this investigation encompasses second year LMD students at the English Department at the University of Moulay Tahar Saida during the academic year 2015/2016. Second year EFL students were selected as participants for two reasons; the first reason relates to the duration of learning the EL. Since they learn

English for two years they have much experience than first year LMD students. The second one is that students of second year still have only one year to get their licence. So, they need to have enough background and knowledge in order to help them in writing their memoires.

In this study, a questionnaire was developed based on current work on motivation toward reading and it is divided between (40) students who were randomly selected to complete it, aged between 20 to 22 years old, the students are from different genders; males and females.

2.4. Significance of the Study

Since reading is an important language skill and a source of knowledge that can be developed through motivation. This research work is an attempt to; hopefully, prove that motivation has a positive effect on developing reading skill, and provide valuable data about the role of motivation in enhancing students to read and more precisely students of second year LMD students. Because of the students' lack of motivation toward reading they need to be helped and motivated in order to become fluent readers and develop their reading skill and this can be done with the help of other persons that can enhance students' motivation to read.

2.5. Limitations

The major limitations encountered in this work are the time constraint and the case study; this is a particular case study that cannot be generalized as it is conducted on small sample (second year EFL students at Dr. Tahar Moulay University –Saida-). That is to say, the study is limited to the data collected from 40 students of second year which makes the results hard to be generalized for other levels or other Universities. In addition to that, students' careless and insincerity was a problem too because students were not objective in their responses.

Moreover, another problem was the lack references that have relation to our topic since most of the researchers in this field dealt with the concept of motivation in isolation to reading.

2.6. Definition of Terms

2.6.1. Motivation in Education

Motive: a factor or circumstances that induces a person to act a particular way (Oxford Dictionary, 2000).

Motivate: supply a motive to cause a person to act in a particular way and stimulate the interest of a person in activity.

Motivation has always been looked as the most influential and forceful among other factors that can influence the education of the individual. Language learning motivation for Csizer and Dornyei (2006:20) is "a concept that explains why people behave as they do rather than how successful their behavior will be". That is to say that motivation explains people's behaviours and actions. In other words, motivation in language learning is the efforts expanded within desire to achieve goals of learning the language. It plays a crucial role to determine effective language learning. So, it is important for achievement as Brown (2000:160) asserts that "it is easy in second language learning to claim that a learner will be successful with the proper motivation".

2.6.2. Reading Motivation

Guthrie and Wigfield (2000:405) state that "reading motivation is the individual's personal goals, values, and beliefs with regard to the topics, processors, and outcomes of reading". This means that reading motivation is determined by a set of factors that include the individuals' attitudes and goals taking into consideration choice and the outcomes which result on engaging learners to read.

2.6.3. Reading Engagement

Kamil (2003:7) states: "Engagement in reading is the extent to which an individual reads to the exclusion of other activities, particularly when faced with other choices". Guthrie, Wigfield and Perencevich (2004:58) explain that "reading engagement refers to the connections that link up altogether different aspects of motivation, exchanges with text, social connections, abstract comprehension

development, and strategy use". In other words, reading engagement is the connection of different aspects such as; individuals' attitudes, the environmental background and school experiences, choice, and many other external factors that motivate an individual to read a particular written material.

2.7. Conclusion

This part of dissertation helps to give readers about further details about the methods' procedures; including the description of participants who take part in the research. This study is designed specially to second year LMD students because they are specialized in English field for two years and they are supposed to be more motivated and familiar with the reading skill rather than those who are beginners. In this part, we will also state the tools that it will be used to gather the data needed that help us to answer the research question. The following chapter will deal with the field work where the data collected will be analyzed.

3.1. Introduction

This study aims at investigating the role of motivation in developing the EFL students' reading skill. The researcher uses a mixed method (quantitative and qualitative methods) in order to gain better understanding of the relationship between motivation and the developments of reading skill. This chapter is concerned with the empirical phase of this study through which we will test if our hypotheses are true or false. It represents the data collected from classroom observation and the questionnaire distributed to second year EFL students. This part also discusses and analyzes the findings of the questionnaire to provide an answer to the research question. At the end, this chapter represents some organized practice to teachers as suggestions to help students.

3.2. Results of the Students' Questionnaire

As it is mentioned in the previous chapter, a questionnaire designed to second year LMD students is used as a research tool while conducting the present work.

The thirteen questions of this questionnaire are analyzed and discussed in the following points:

Question Item 1: Gender

Gender	Male	Female	Total
Number	12	28	40
Percentage	30%	70%	100%

Table 3.1 : Students' Gender
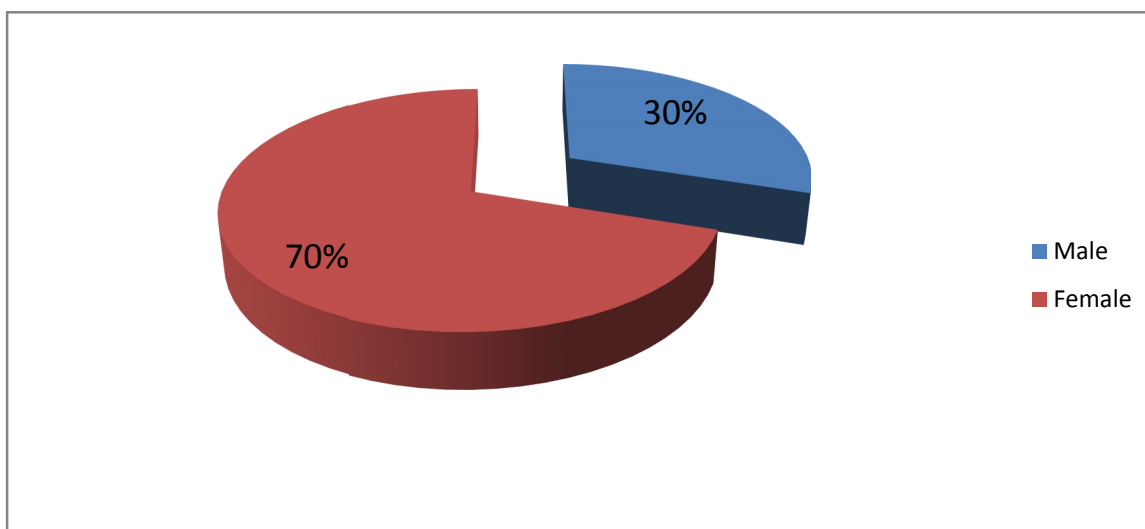
Pie- chart 3.1: Students' Gender

The table above show that our population includes both males and females. However, the majority (70%) of students are female while a small number of participants (30%) are males. Females are more likely motivated to learn EL than males.

Question Item 2: The Number of Years Spend Learning EFL

Responses	Participants	percentages
9 years	32	80%
10 years	8	20%
Total	40	100%

Table 3.2: the number of years spends in learning English
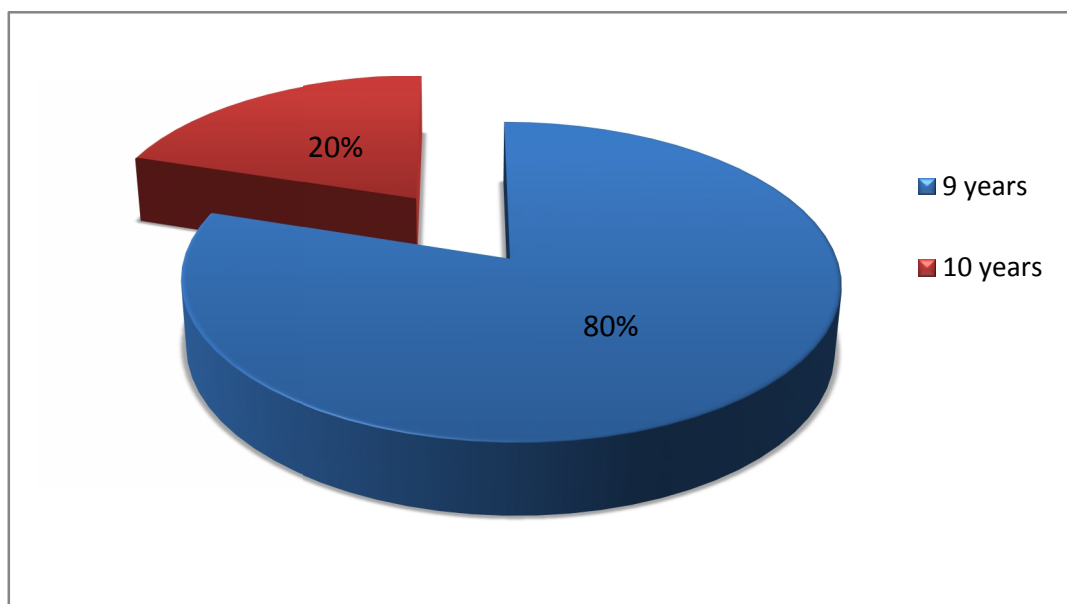
Pie- chart3.2: Years of Learning English Language

The results of the table show that most of students (80%) have been learning EFL for nine years; they learned it for four years in the middle school, three years in secondary schools, and two years at the university. Whereas, (20%) of participants responded by ten years and this is of course due to repeating in one time in an academic year.

Question Item 3: Students' Level in English

Responses	Participants	percentages
Very good	2	5%
Good	20	50%
Average	16	40%
Poor	2	5%
Total	40	100%

Table 3.3: students' levels in English
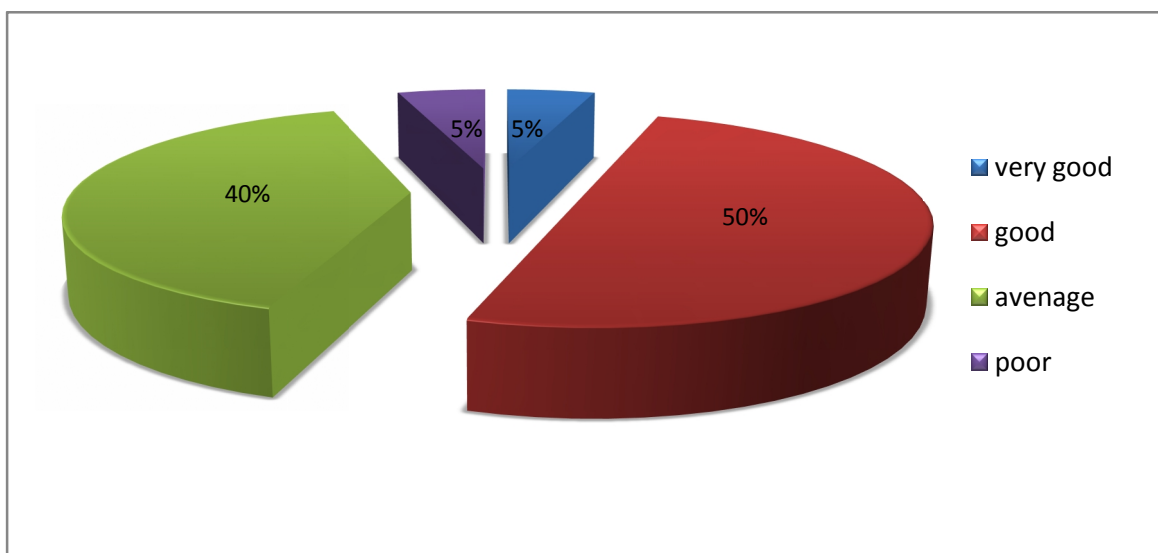
Pie-chart 3.3: Students' Levels in English

The results clarify that only two participants have a very good level in English. The half of the total number (50%) indicates that they have a good level and (40%) of participants consider their level in English as average. While, (5%) state that their level in English is low.

Question Item 4: Students' Attitudes toward Reading Skill

Responses	Participants	percentages
A lot	6	15%
A little	14	35%
Not at all	20	50%
Total	40	100%

Table 3.4: Students' Attitudes toward Reading Skill
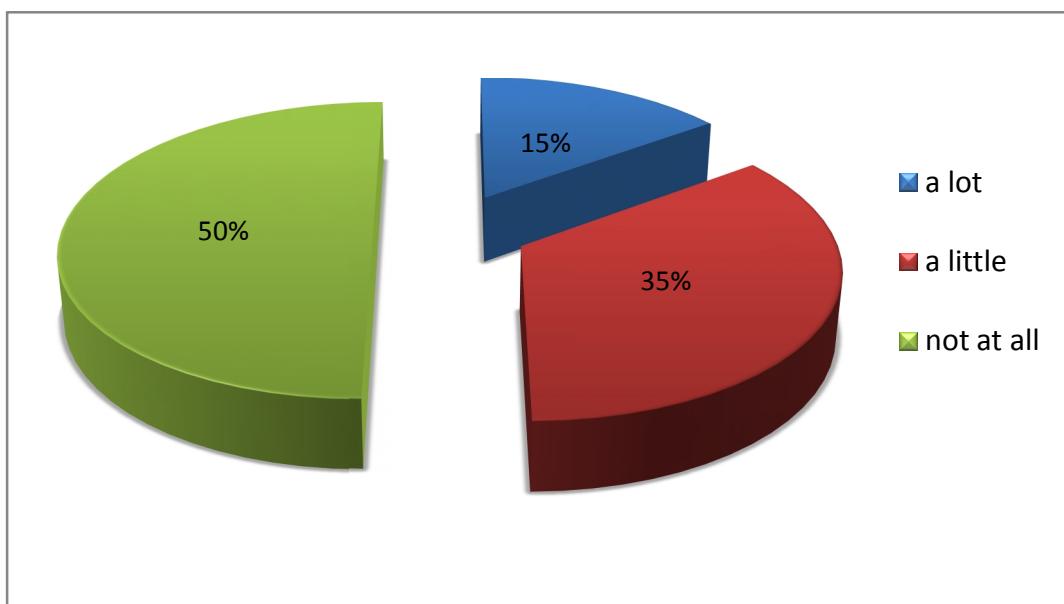
Pie-chart 3.4: Students' Attitudes toward Reading Skill

As the results on the table show that only (15%) of participants who like reading too much, (35%) of participants state that they like reading just a little. However, the rest of the participants that are making up the half of the total number (50%) of participant do not like reading at all.

Question Item 5: Frequency of Reading

Responses	Participants	percentages
Frequently	2	5%
Sometimes	22	55%
Rarely	16	40%
Total	40	100%

Table 3.5: Frequency of Reading
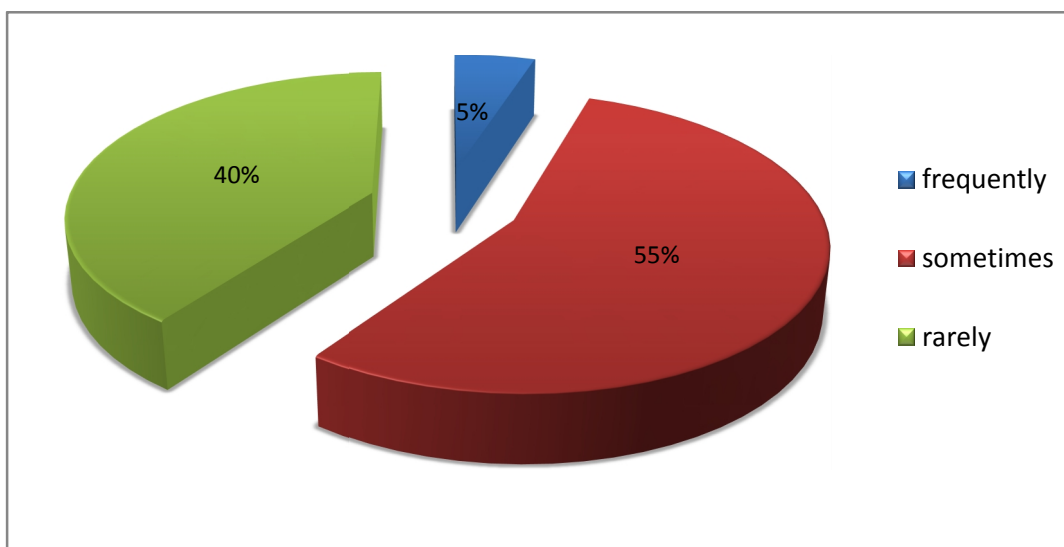
Pie-chart3.5: Frequency of Reading

The diagram above shows that only (5%) of students who frequently read in EFL and more than the half (55%) of students respond with sometimes. However, the rest of them respond with rarely.

Question Item 6: Frequency of Reading outside the Classroom

Responses	Participants	percentages
Frequently	4	10%
Sometimes	12	30%
Rarely	16	40%
Never	8	20%
Total	40	100%

Table 3.6: Frequency of Reading outside the Classroom
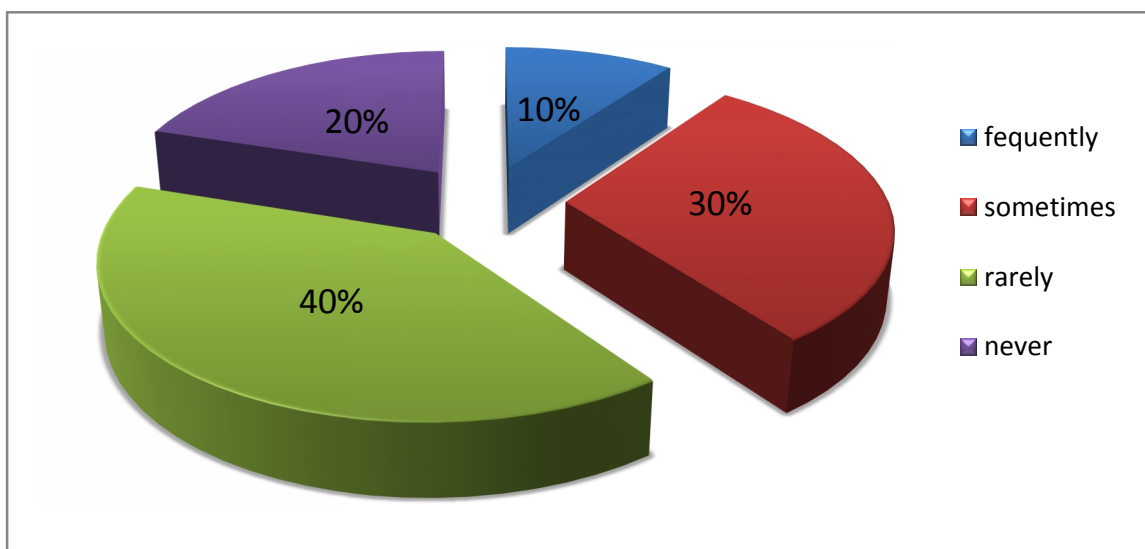
Pie-chart3.6: Frequency of Reading outside the Classroom

As it is mentioned above, only few students (10%) who read frequently outside the classroom, (30%) of participants indicate that they sometimes read outside the classroom, and (40%) of them respond with rarely. However, the rest of participants affirm that they never read outside classroom.

Question Item 7**:** Reading Enjoyment

Responses	Participants	percentages
Yes	10	25%
No	30	75%
Total	40	100%

Table 3.7: Reading Enjoyment
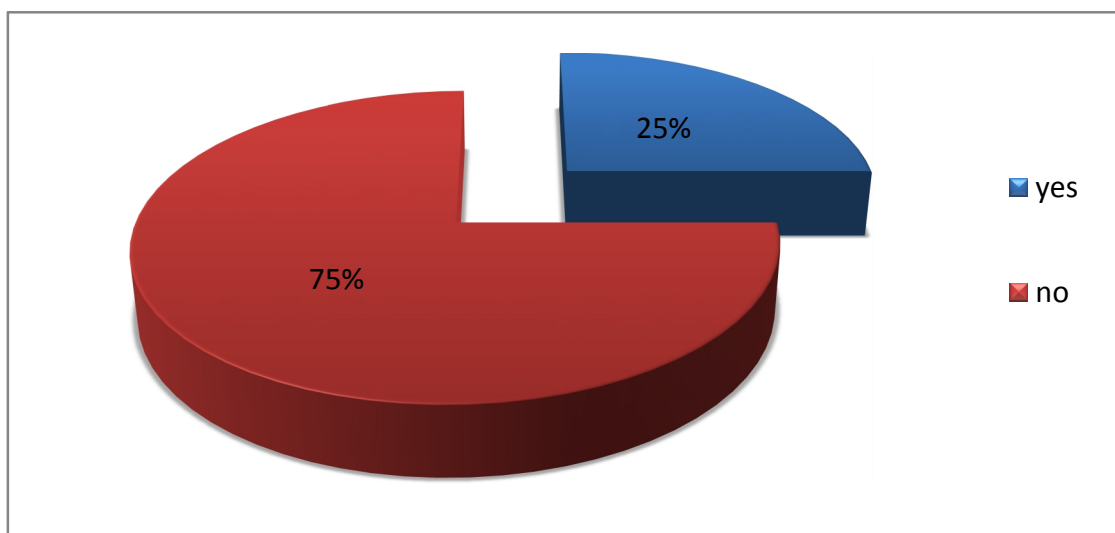
Pie-chart 3.7: Reading Enjoyment

According to the diagram above, the highest proportion of students (75%) find that reading is not enjoyable, however some of the participants that make (25%) from the total number of participants said that reading is enjoyable.

Question Item 8: Students Reading Times

Responses	Participants	percentages
Teacher asks me	22	55%
In weekend and holidays	10	25%
whenever I've time	6	15%
Every night before I sleep	2	5%
Total	40	100%

Table 3.8: Students' Reading Times
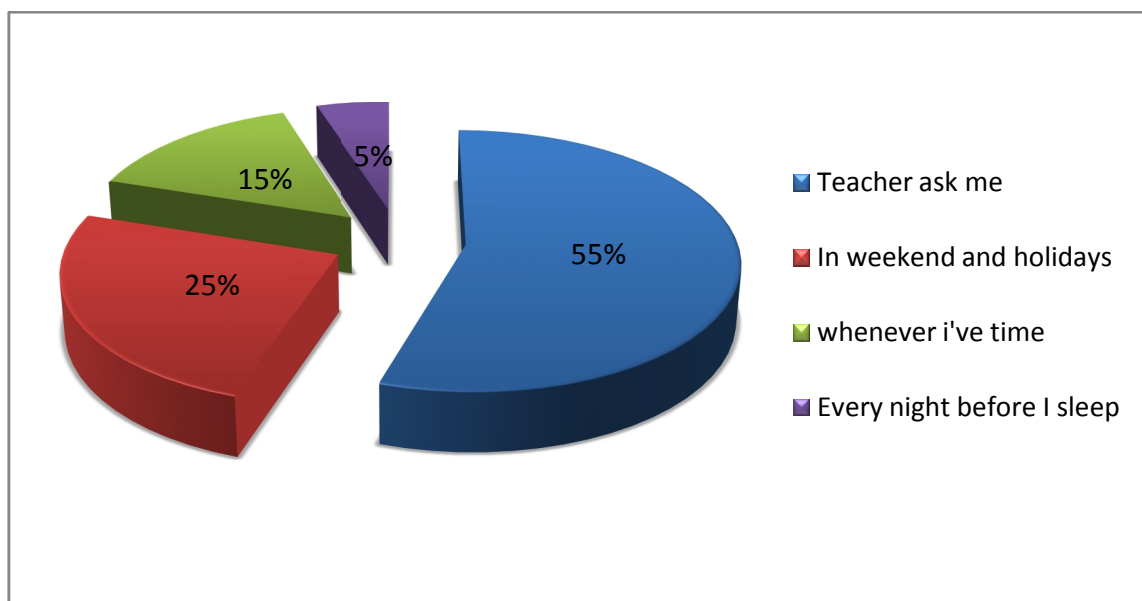
Pie-chart 3.8: Students' Reading Times

As the results on the table show that more than the half of students (55%) indicates that they read when the teachers ask them to do so, (25%) state that they read in week-end and holidays. While, (15%) of students select the answer whenever they have time, and the rest of students which are only two from the sample population state that they read every night before they sleep.

Question Item 9: Students' Frequency of Reading without Being Asked

Responses	Participants	percentages
Frequently	4	10%
Sometimes	10	25%
Rarely	0	0%
Never	26	65%
Total	40	100%

Table 3.9: Students' Frequency of Reading without Being Asked
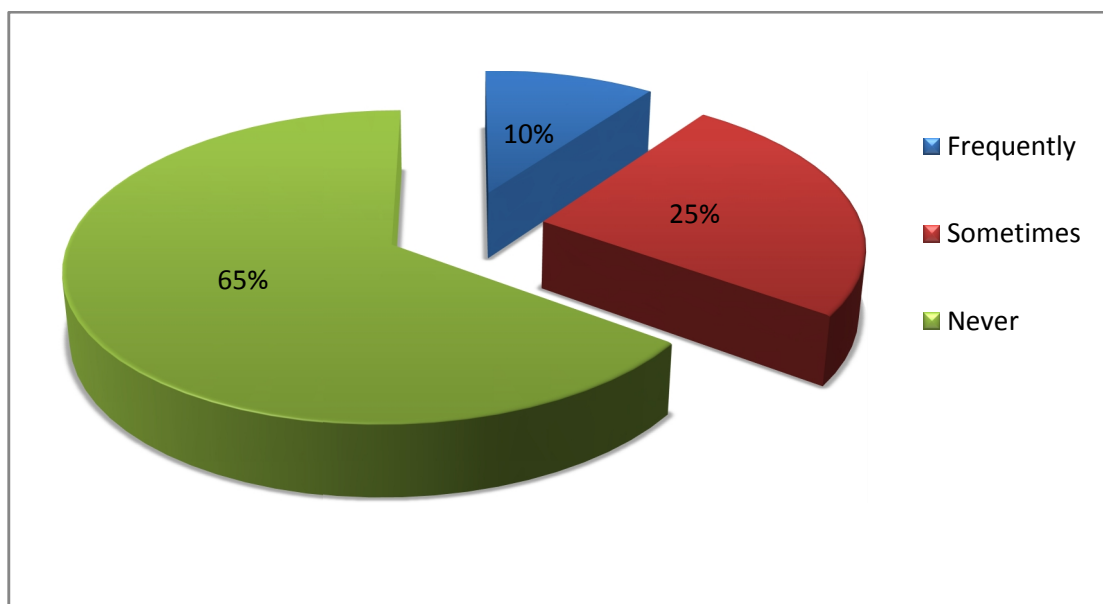
Pie-chart3.9: Students' Frequency of Reading without Being   Asked

The results obtained from the table above reveal that only four participants who indicate that they read frequently without being asked, (25%) of participants respond with sometimes. However the majority of them all indicate that they never read without being asked.

Question Item 10: Reading Motivation

Responses	Participants	percentages
Its writer	4	10%
Its title	10	25%
Someone told you	26	65%
Total	40	100%

Table 3.10: Reading Motivation
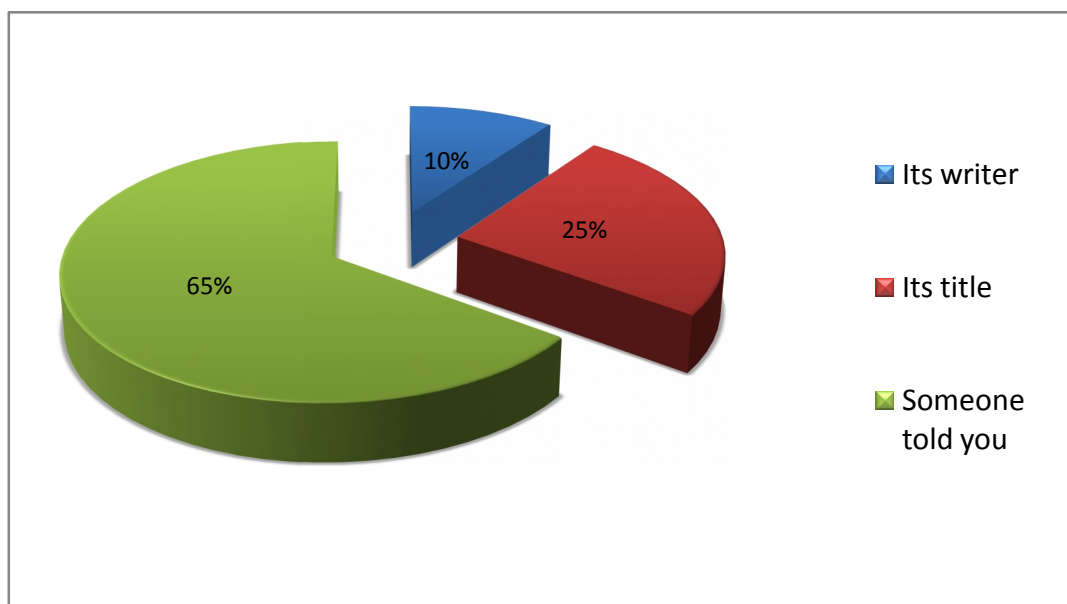
Pie-chart 3.10: Reading Motivation

We noticed from the table above that there are (10%) of students who indicate that the writer can motivate them to read a book, (25%) of students state that a title can engage them to read a book. While the most of them (65%) state that if someone told them about a book they will read it.

Question Item 11: Students' Reading Engagement

Responses	Participants	percentages
Teacher	26	65%
Parents	8	20%
Friend	6	15%
Total	40	100%

Table 3.11: Students' Reading Engagements
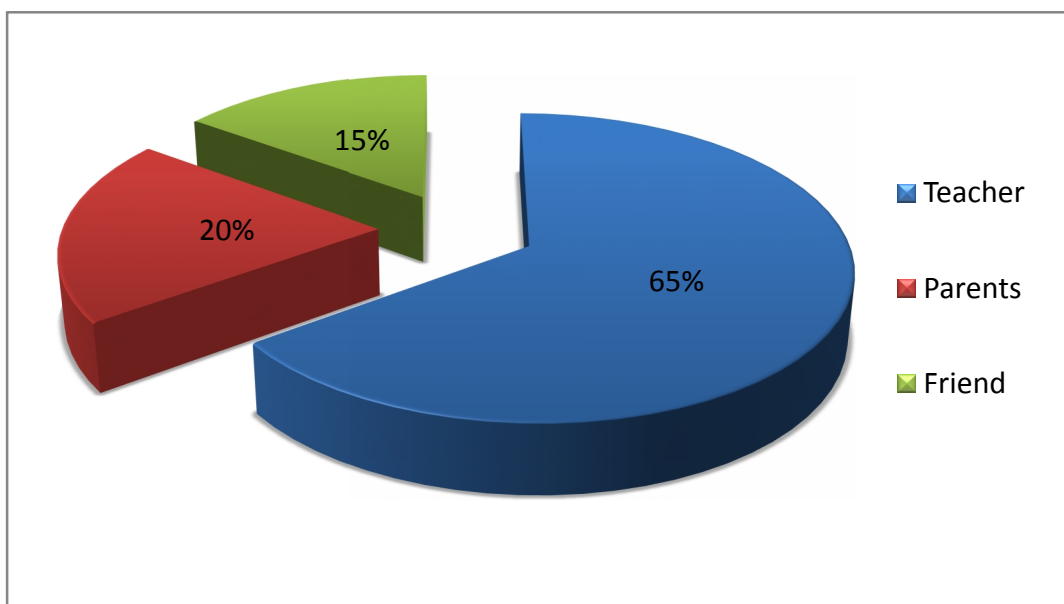
Pie-chart 3.11: Students' Reading Engagements

The diagram above shows that the majority of students (65%) indicate that the person who told them about a book would be their teacher, and (20%) of students state that this person would be their parents. However, (15%) of students indicate that their friends would be that person who told them about a book.

Question Item 12: Teacher's Encouragement Frequency

Responses	Participants	percentages
Frequently	14	35%
Sometimes	18	45%
Rarely	8	20%
Never	0	0%
Total	40	100%

Table 3.12: Teacher's Encouragement Frequency
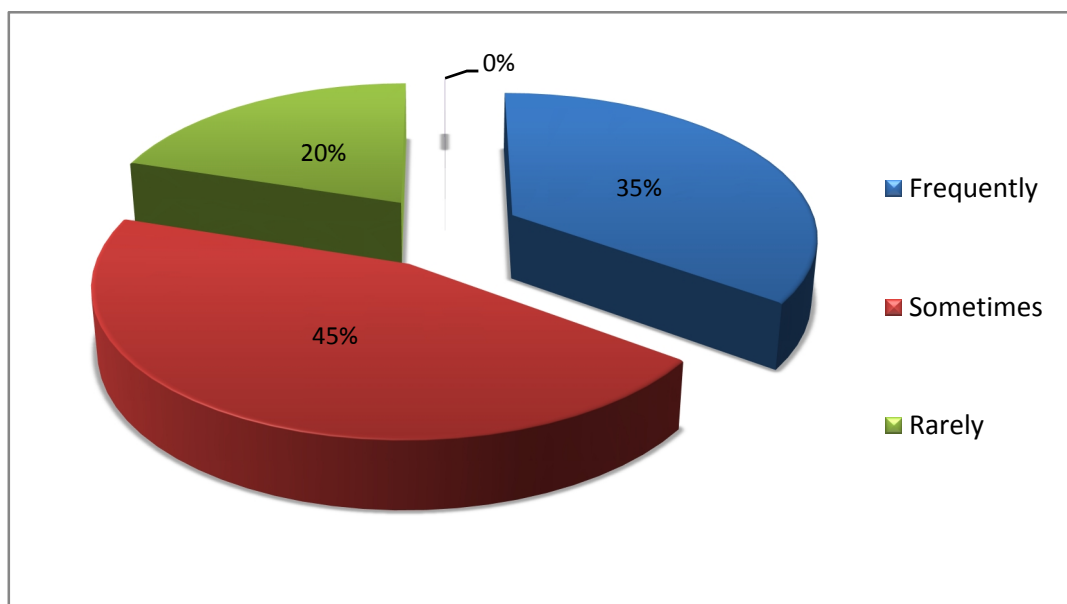
Pie-chart 3.12: Teacher's Encouragement Frequency

The result on the diagram above shows that (35%) of participants state that their teachers frequently encourage them to read. (45%) of participants indicate that they are sometimes encouraged by teachers to read. Whereas, (20%) of participants state that their teachers rarely encourage them to read.

Question Item 13: Family's Encouragement Frequency

Responses	Participants	percentages
Frequently	4	10%
Sometimes	8	20%
Rarely	00	00
Never	28	70%
Total	40	100%

Table 3.13: Family's Encouragement Frequency
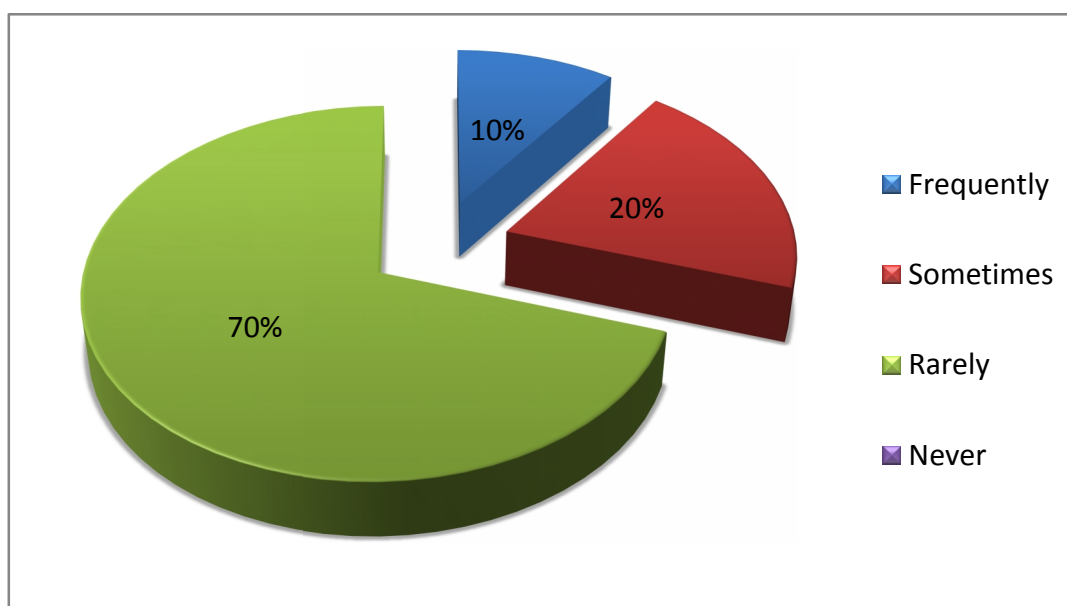
Pie-chart 3.13: Family's Encouragement frequency

This outcomes of the diagram above reveal that only (10%) of students who are frequently encouraged by their parents to read, (20%) of students' state that they are sometimes encouraged by their parents. While the majority (70%) of students, they have never been encouraged by their parents to read.

3.3. Discussion and Analysis

On the one hand, it was difficult to draw conclusive results from the students' responses. The results of the quantitative data reveal that second year LMD students in general do not have a very developed habit of reading. And this can be seen in their responses when they state that more than the half of the total number of participants does not like reading. Furthermore, they state that they do not read in EFL either inside or outside the classroom, also when stating that the majority of them do not even enjoy reading. So, it is obvious that there is a lack of the practice of reading among students of second year of English, as well as they have a low level of reading interest.

On the other hand, the ongoing notes reveal that there is a lack of motivation toward reading, and the major reason for this low level of reading interest is that they do not value the importance of reading. So we can say that, for them reading is just a duty given by a teacher. This can be greatly admired on the following

responses; when the majority of participants stated that they do not read unless if they have been asked to do so. Additionally, participants' responses also emphasize this point; and that can be seen on the results of the question (10) see (figure 3.10). Though they have a low level of motivation toward reading, they are not frequently being encouraged to read either in classroom or at home.

It's just unreasonable to expect students to read without any motivation when students are highly motivated their willingness and desire to read will increase, so motivation is an essential step in developing students' reading abilities.

Hence, our students need to be encouraged, involved, and more engaged by someone else, and mainly the teacher and parents, in order to be fluent readers and develop the reading skill.

3.4. Classroom Observation

This part represents what we have noticed during the sessions we have attended in the second year EFL students classes (University of Dr Moulay Tahar Saida). During our observation, we noticed that there is a lack of using affective involvements and motivational strategies by the teachers for the sake of motivating their students and gaining their attention in reading activities such as providing feedback. Such kind of feedback is an important motivational strategy that affects students' learning, through which the teacher evaluates his students and gives comments on their performance. For instance, when the teacher provides a negative feedback, he creates a sense of failure and frustration among students to learn and participate.

In addition to that, we observed that there is a low level of reading' interest too, from both students and teachers. Students do not like reading, and teachers in turn do not give much importance to the reading skill. They do not teach students how to read; students should be taught the main reading types (extensive and intensive reading), as well as the reading strategies. Because learning such strategies aim at involving students to read and, facilitating the reading process, and achieving comprehension. They just give them texts within questions emphasizing only at

getting general understanding and answering questions. However, students need to be taught these strategies in order to know which strategy is appropriate to accomplish their goals.

We also noticed that students' levels of comprehension, motivation, needs and interests are not taken into consideration when dealing with texts. Sometimes teachers provide students with texts that are almost difficult to be understood according to their levels. As well as, reading activities are not given enough time. Thus, reading is limited.

At that end, we came out with the result that effective motivational teaching strategies are needed for the sake of sustaining students' motivation to read and, consequently developing the reading skill.

This can be done with the help of the teacher, it is the teachers' responsibility to succeed in creating in their students a positive attitude towards reading; and the achievement of this goal will very much depend on his ability to motivate students by using some motivational strategies.

3.5. Suggestions and Recommendations

Students need some initial motivation that engage them to read, researchers have established some suggestions or organize recommended practices to teachers for supporting students to develop the reading skill and the intrinsic desire to read and become engaged readers. Here are four suggestions are represented as follows:

1. Fostering the Intrinsic Desire to Read

A good way to encourage students to read would be providing students opportunities in which they can experience success when designing competition and challenging tasks. Such experiences will develop a positive attitude in students' as readers; that is to say that when students experience success, their feeling of competence will increase. Students then will be encouraged automatically to attempt reading tasks in their future.

Having control over choice is also another way to foster an intrinsic desire to read. This can be done with the help of teacher by letting students choose what they read on their own; students are able to read when they are given opportunities to select their own materials, they will feel confident in selecting appropriate reading materials that are interested in. So, there is a great relationship between choice and students' willingness to read.

2. Helping Students Learn to Value Reading

Helping students learn to value reading means raising students' awareness of reading importance and its benefits. This idea emphasizes that helping students to understand the importance of reading, and value it, is an important motivational aspect that teachers may use to increase students' willingness to read. Teachers communicating the value of reading to their students as often as possible may help them realize that reading is worthwhile and enjoyable and that is not a boring and frustrating task as they think. Furthermore, teachers can also help their students understand the relationship between success and reading and this in turn helps them to develop their negative attitude about this skill.

3. Creating a Classroom Context that Fosters Motivation to Read

This can be done by transmitting reading into a communicative activity, where students are given the opportunity to express their personal opinions and discussing it with their peers and teacher when dealing with a particular text. This will create an interactive classroom where students will be active and engaged readers feeling more relaxed. In addition to that, students can be encouraged to bring texts from their own selection and form their own questions too, then students are given time to answer them in small group which will facilitate reading comprehension and improve reading abilities too.

4. Providing students the appropriate strategies to read

It is the teachers' responsibility to provide students with all the strategies that can be used when dealing with a particular text or book in order to engage them in reading activities. So, when students have learned how to read different texts in different ways, they will find it easier to read a large written materials and texts. Thus, the reason behind providing students with strategies, and showing them how texts should be analyzed, is to facilitate the reading process and achieve comprehension.

3.6. Conclusion

This study is primarily concentrated on investigating the impact of motivation in developing the students' reading skill. The results yielded from the collected data reveal that reading skill is significantly related to students' level of motivation. Additionally, the outcomes prove that motivation plays an important role in learning how to read and developing the reading skill. This means that all the results are in the directions of our hypotheses. Furthermore, teachers and parents can play a major role too in sustaining students' motivation toward this receptive skill which leads them to be fluent readers.

To conclude we can say that motivation is a necessary element in learning the language skills' especially the reading one. So, both of teachers and parents have to make efforts to foster and support students in developing both the skill and the will to read. And particularly the teachers have to understand well how to develop individuals into engaged readers by providing them with the necessary strategies that help them to reinforce the reading skill.

General Conclusion

The present research paper is based on investigating motivation's role in developing students' reading abilities; it is an attempt to identify the relationship between motivation and developing reading skill. This dissertation is divided into three chapters.

Chapter one is concerned with the related literature within two parts. In the first part, we start by defining motivation, presenting its types, as well as its main theories. Whereas, the second part is devoted to: define the concept of reading, present its models and strategies, and clarify its importance.

Chapter two is designed to present the research methodology; it focuses on discussing the research tools, describing the chosen sample, as it represents the limitations that encountered us when conducting this research.

Chapter three is related to the field work of the study which focuses on describing the questionnaire given to second year EFL students, analyzing the obtained results of the research tools. Then, this chapter includes some suggestions directed to teachers in order to help their students being engaged in reading tasks.

The outcomes of this study greatly emphasize the powerful role of motivation which has a positive effect on developing students' reading skill. Furthermore, the findings gathered prove that teachers can play a major role too in increasing students' level of motivation. Hence, these results allow the researcher to bring forward some suggestions and recommendations for teachers that seem to be helpful in increasing students' reading interest and developing the reading skill, we hope that future research will deeply investigate the teachers' motivational strategies that help students to develop the reading skill.

Bibliography

- Alyoucef, H.S. (2006). <u>Teaching Reading Comprehension to ESL/EFL Learners</u>. Journal of Language and Learning Volume 5 Number 1 (2006). Albaya Intermediate School, Riyadh, Saudi Arabia.

- Brown, H.D. (2000). <u>Principles of Language Learning and Teaching</u>. New Jersey: Prentice Hall.

- Brown, H.D. (2001). <u>Teaching by Principles: An Interactive Approach to Language Pedagogy</u>. (2nd ed). New York: Longman.

- Brown, H.D. (2007). <u>Principles of Language Learning and Teaching</u>. (5th ed) White Plians.

- Davies, F. (1995). <u>Introducing Reading</u>. London: Penguin books.

- Day, R & Bamford, J. (1998). <u>Extensive Reading in the Second Language Classroom</u>. Cambridge, England: Cambridge University Press.

- Deci, E.L, & Ryan, R.M. (1985). <u>Intrinsic Motivation and Self- determination in Human Behaviour</u>. Ney York: Plenum.

- Deci, E.L & Ryan,R.M. (2000). <u>The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behaviour. Psychology Inquiry, 11(4), 227-268.</u> Lawrence Erlbaum Associates.

- Deci, E.L, Koestner.R, & Ryan, R.M. (2001). <u>Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again. Review of Educational Research, 71(1), 1-27</u>.

- Dornyei, Z. (2001). <u>Motivation</u>. In C.N. Candin & D.R. Hall (ed). Pearson Education Limited. Harlow, Edinburgh Gate.

- Dornyei, Z. (1994). <u>Motivation and Motivating in the Foreign Language Classroom</u>. Modern Language Journal, 78,273-284.

- Eskey, D. (1983). <u>Eds Interactive Approaches to Second Language Reading</u>. New York: Cambridge University Press.

- Eskey, D. (1988). <u>Holding in the Bottom: An Interactive Approach to the Language Problems of Second Language Readers</u>. In P.L. Carrell, J. Devine &

Eskey, D, Interactive Approaches to second Language Reading (p:93-100). Cambridge: Cambridge University Press.

- Fisher,R. (1990). <u>Teaching Children to Think</u>. Basil Blackwell.

- Foddy, W. (1993). <u>Constructing Questions for Interviews and Questionnaire: Theory and Practice in Social Research</u>. Cambridge University Press.

- Gambrel, L.B, Palmer, B. M, & Mazzoni, S. (1996). <u>Assessing Motivation to Read. The Reading Teacher</u>, (49: 518-533).

- Gardner, R.C. (1985). <u>Social Psychology and Second Language Learning</u>. Edward Arnold, London.

- Gardner, R.C. (1983). <u>Frames of Mind: The Theory Multiple Intelligences</u>. New York: Basic.

- Gardner, R.C. <u>The Socio-educational Model of Second Language Acquisition: A Research Paradigm.</u> EUROSLA Yearbook.

- Goodman, K.S. (1988). <u>The Reading Process</u>. In Carrell et al. Interactive Approaches to Second Language Reading. Combridge: CPU.

- Gough, P.B. (1972). <u>One Second of Reading</u>. Cambridge, Massachusetts: MIT Press.

- Grellet, F. (1986). <u>Developing Reading Skills</u>. NY: Cambridge University Press.

- Grellet, F. (1981). <u>Developing Reading Skills</u>. Cambridge: CPU.

- Grellet, F. (1996). <u>Developing Reading Skills</u>. NY: Cambridge University Press.

- Guthrie, J.T, & Wigfield, A. (2000). <u>Engagement and Motivation in Reading</u>. In Michael Kamil, Peter. P, Mosenthal, David. P, Pearson, & Rebecca Barr (ed), Handbook of Reading Research, Volum 3 (p: 403-422). Mahwah, New Jersey: Lawrence Erlbaum Associates.

- Guthrie, J.T, & Wigfield, A, & Perencevich, K.C. (2004). <u>Scaffolding for Motivation and Engagement in Reading</u>. In John, T. Guthrie, Allan Wigfield & Kathleen, C. Perencevich (ed), Motivating Reading Comprehension: Concept-Oriented Reading Instruction (p: 55-86). Mahwah, Ney Jersey: Lawrence Erlbaum Associates.

Bibliography

- Haboush, Z.Y. (2006). <u>The Effectivness of Using a Programme Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills</u>. Unpublished Ma Thesis. The Islamic University of Gaza.

- Harmer, J. (2001). <u>The Practice of English Language Teaching</u>. Third Edition, London: Longman.

- Kamil, M.L. (2003). <u>Adolescents and Literacy: Reading for the 21st Century</u>. Washington, DC: Alliance for Excellent Education.

- Maslow, A.H. (1970). <u>Motivation and Personality</u>. (2nd ed), New York, Harper & Row.

- Mcnamara, Danielle, S. (2007). <u>Reading Comprehension Strategies: Theories Interactions, and Technologies</u>. Laurence Erablaum Associates.

- Morries, C.G. & Maisto, A. (2002). <u>Psychology: An Introduction</u>. (11th ed). New Jersey: Prentice Hall.

- Nuttall, C. (1982). <u>Teaching Reading Skills in a Foreign Lnaguage</u>. Heinemann Educational Books, London.

- Nuttall, C. (1989). <u>Teaching Reading Skills in a foreign Language</u>. Oxford, UK: Heinemann.

- Nuttall, C. (1996). <u>Teaching Reading Skills in a Foreign Language</u>. Oxford: Heinemann.

- Oxford, RL, & Shearin, J. (1994). <u>Language Learning Motivation; Expanding the Theoretical Framework</u>. Modern Language Journal (p:78, 12-28).

- Rumelhart, D.E. (1977). <u>Toward an Interactive model of Reading</u>. Dornic. (EDS), Attention & Performance (vol.6, p. 573-603). Hillsdale, New Jersey: Lawrance Erlbaum Associates.

- Seliger, H.W, & Shohamy. E. (1989). <u>Second Language Research Methods</u>. Oxford: Oxford University Press.

- Skinner, E. A, & Belmont, M.J. (1993). <u>Motivationin the Classroom: Reciprocal Effects of Teacher Behaviour and Student Engagement across the School Year</u>. Journal of Educational Psychology, (85, 571-581). American Psychological Association.

Bibliography

- Slavin, R.E. (2003). Educational Psychology: Theory and Practice. (7th ed). Harlow, UK: Pearson Education.

- Snow, C. (2002). <u>Reading for Understanding. Toward an R1D Program in Reading Comprehension</u>. Santa Monica, CA: RAND, 7.

- Wigfield, A. (1994). <u>Expectancy-value Theory of Achievement Motivation: A Developmental Perspective</u>. In Educational Pshychology Review.

- Wilkins, D. (1972). <u>Linguistics in Language Teaching</u>. Cambridge: CPU.

- William, M, & Burden. R.L. (1997). <u>Psychology for Teachers. A Social Constructivist Approach</u>. Cambridge: Cambridge University Press.

Questionnaire

Dear students

The aim of this study is to investigate the role of motivation in developing Reding skill in second year EFL students. I would be very grateful if you could answer the following questions :

1- Gender :   Male ☐   Female ☐

2- How many years do you spend learning EFL ?

Nine ☐   Ten ☐   Eleven ☐   More ☐

3- How do you consider your level in English ?

Very good ☐   Good ☐   Average ☐   Poor ☐

4- Do you like reading in EFL ?

Too much ☐   A little ☐   Not at all ☐

5- How often do you read in EFL ?

Frequently ☐   Sometimes ☐   Rarely ☐

6- How often do you read outside the classroom ?

Frequently ☐   Sometimes ☐   Rarely ☐   Never ☐

7- Do you enjoy the the time you spend reading ?

Yes ☐   No ☐

8- When do you read ?

Only when the teacher asks me.

Only during weekend and holidays.

Whenever i have time.

Every night before i sleep.

9- How often do you read without being asked ?

Frequently ☐   Sometimes ☐   Rarely ☐   Never ☐

10- What motivates you to read a particular text or book?

Its writer ☐   Its title ☐   Someone told you about ☐

11- If someone tells you about a book or a text to read, who may it be ?

Your teacher ☐   Your parents ☐   Your friend ☐

12- How often does your teacher encourage you to read ?

Frequently ☐   Sometimes ☐   Rarely ☐   Never ☐

13- How after do your parents encourage you to read ?

Frequently ☐   Sometimes ☐   Rarely ☐   Never ☐