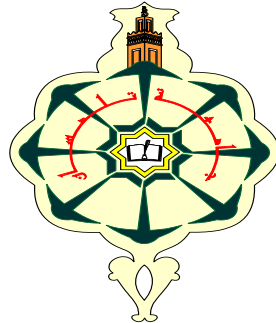


People's Democratic Republic of Algeria
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University of Tlemcen
Faculty of Letters and Languages
Department of English

**The Effects of the Reading Comprehension Course on the Development of
Reading Skills
Case of Second year EFL Students at Abou Bakr Belkaid University of
Tlemcen, Algeria**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Didactics of Foreign Languages

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Dedications

I dedicate this thesis

to my beloved parents AMINE and CHAHRAZED, for the love they have always given me, their encouragement and all the help they provided me during my studies.

No words, could express my respect, my consideration, and my love for the sacrifices they have made for my education and well-being. Find here, dear mother and father, in this modest work, the expression of my gratitude and my deep love.

To my precious little sister MOUNA FARAH No dedication can express my love and gratitude for having you as a sister. you are a real model for me even though I'm the older one I will never forget your encouragement and support throughout my studies. I love you very much.

I also dedicate this work to my maternal grandmother who spends her time praying for me I would like to tell you simply: I love you

To the memory of my paternal grandmother, who has always been in my heart. Grandma you were not immortal but you will be for all of us, eternal. May this work be a prayer for your soul

To ALL My aunts and cousins

No language could express my respect and consideration for your support and encouragement. I dedicate this work to you as a proof of the love you offer me and your exceptional kindness. May God keep you and give you health and happiness.

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Abstract

Nowadays, reading is viewed as one of the most significant components in language learning and the most imperative skills to acquire knowledge. Thus, the purpose of this study was to identify the strategies and materials which may help learners to improve their reading skill and overcome their reading problems. In particular, the current research probed into the effects of Reading Comprehension course on the development of reading skills. It took the case of second year learners of English as a foreign language (EFL) at Tlemcen University, and it was carried out involving twenty-six participants who study English as foreign language During the academic year 2021-2022. The main problem of this work was the effects of reading comprehension on learners, which implies that there are many causes behind this problematic. A questionnaire was directed to students to gather information about the influence of Reading Comprehension on reading skills, in addition to the classroom observation. The data from the used materials evinced that reading strategies and comprehension are intertwined and contribute the improvement of reading skills. Finally, based on the findings and conclusions drawn from this study, some recommendations and principles were provided that can be taken into consideration by learners and teachers.

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List of Acronyms and Abbreviations

DAELE: Didactics and Applied Linguistics in English Language and Education

EFL: English as a Foreign Language

ER: Extensive Reading

FL: Foreign Language

IR: Intensive Reading

LMD: License, Master, Doctorate

MA: Master of Arts

PH. D: Doctor of Philosophy

RC: Reading Comprehension

GENERAL
INTRODUCTION

General Introduction

In learning a language, there are four skills that we need to master (listening, speaking, writing and, reading). Reading is considered as a vital skill that has an important role in enhancing the reader's language competency especially in EFL setting. It is a receptive skill in which the reader extracts meaning from texts (written forms). Learners read for different reasons specially to improve their reading skills as part of their studies. Hence, reading comprehension (RC) is a crucial and has a great importance in developing students' fluency particularly in L2. It gives them chances to develop their reading skills. Hence, the implementation of RC as a course and a pedagogical strategy contributes in improving the student's reading comprehension, and reducing the students' reading difficulties. Besides, EFL teachers have been advised to use a variety of reading techniques as a pedagogical strategy that led students participate and then interact more during the course. EFL students at Tlemcen University often face issues in RC such as limited vocabulary knowledge, lack of familiarity with the subject matter, inadequate use of effective reading strategies and, weaknesses in processing information. In other words, several teachers try to use reading strategies and diversify reading materials frequently for a better understanding among grammar or vocabulary. Thus, this academic work is delivered for the following purposes:

- Enhance the students' reading comprehension.
- Recommend teachers to diversify reading strategies.
- Propose some pedagogical recommendations for both teachers and students.

To shed light on the importance of developing students' reading skills through reading comprehension, it is necessary to ask the following questions:

1. Does the use of reading strategies impact the reading comprehension' process?
2. What is the role of reading materials in improving EFL students' reading skill?

3. How can RC course enhance students' reading skills?

The aforementioned questions led to the following hypotheses:

1. The implementation (the use) of reading strategies in RC courses may enhance and improve the students' reading skills.
2. The use of various contents can help students to face their reading difficulties.
3. The selection of the topics may influence student's reading comprehension positively by enriching their vocabulary stock and improving their cognitive skills.

The instrument that is designated for the data collection is the questionnaire (students' and teachers' questionnaire) and classroom observation. To confirm the hypothesis, the selection of the target population included both second year EFL students and teachers. The questionnaire intended to know the teachers' and students' opinions and views about the effects of the RC course and its implementation in EFL classes to develop the students' reading skill. Then the aim behind the use of classroom observation' instrument is to help the researcher confirm the stated hypotheses. To carry out this case study research, the current work is divided into two main sections a theoretical part and practical one. The theoretical part includes one chapter. which is an overview of the definitions of reading, the types of reading models. It also deals with the importance of reading then reading's objectives, reading comprehension. This first chapter delivers a literature review of both Reading Skills and Reading Comprehension. Thus, the main reading significant definitions of reading strategies were provided from various and different perspectives, related studies, a detailed explanation about reading skills, reading comprehension features, reading comprehension importance to explain the different views and concepts. In addition, the first part of this chapter deals with reading comprehension strategies and the reading materials. The second part of this chapter involves teaching expectations and learning expectations, classroom interaction, importance of contents, and strategies for developing reading skills. In the same chapter, the roles of classroom, content, and teachers were highlighted.

The second chapter which is the practical part that deals with second year EFL learners at the English department at Tlemcen University. It comprises a description of the methodology, the case study of this work, and the research instruments used for data collection. To examine the effects of the Reading Comprehension course in improving EFL students' reading skill. Thus, the results of this experimental research would provide a correct and coherent analysis of the problem and led for various and distinct solutions and suggestions. In addition, the second chapter deals with the effects of RC course on and its impact on learners' reading skills ability. In this line, this chapter suggests reinforcing the reading skill teaching/learning at the university level and strengthening the significant role of reading strategies which led for the reconsideration of reading comprehension content, reconsideration of the way of teaching, and reconsideration of the teaching materials. Precisely, this chapter presents a set of propositions to facilitate the EFL teacher's task in integrating a set of strategies to follow for a better comprehension.

Chapter one:

Literature Review

1.1 Introduction

Learning a foreign language involves the complete mastery of the four skills: reading, writing, listening, speaking. From these four skills, reading is considered as an essential part in the foreign language learning process. Accordingly, it is important to be aware of certain areas for effective comprehension, and the difficulties that may face EFL students' comprehension of a text. The present chapter is a brief overview of the reading comprehension and the development of reading skill through a course evaluation. As a matter of fact, it discusses first, the different views of some researchers about reading skill and reading comprehension. Additionally, it highlights the different reading comprehension strategies related to L2 EFL students. Moreover, it sheds some light on the implementation of RC course, and most importantly, it deals with the course evaluation related to RC course. The last section is devoted to the teaching expectations Vs learning expectations.

1.2 Reading Skills

Hedge (2000) maintains that English as a foreign language (EFL) requires students to learn the four skills: writing, reading, listening and speaking. Among the four language skills, reading is probably one of the frequent studied skills in foreign language classes. In spite of its significance, it is observed that most of students have the ability to read but they fail to understand the reading passages. Researchers provide different definitions, types, characteristics, purposes and issues in order to clarify what is reading. This diversity can be explained by the existence of different teaching/learning situations. Thus, it is important to have theoretical details about reading to select the appropriate model.

1.2.1 Definition of Reading Skills

Reading is a fundamental language skill that is just as equally important as the other basic language skills (speaking, listening and writing). It is a complex process which consists of the interpretation of meaning from printed symbols (reading comprehension), through an interaction between the reader and the text. As cited in Grabe and Stoller (2002: 17), “[r]eading is the ability to understand information in a text

and interpret it appropriately.” Reading has been viewed and defined differently by different authors and researchers. For instance, Goodman defined reading as “a receptive psycholinguistic process wherein the actor uses strategies to create meaning from text” (Goodman, 1988). While, Johnson (2008) views it as an interactive process; where the reader interacts with the text; by linking the author’s words with his or her background knowledge to create meaning. He maintains that Reading includes visual and nonvisual data. while reading, the content combines with the information in the student's head help to create meaning. Thus, both concepts facilitate the process of creating meaning (reading). In this regard, Grabe (2009: 14) argues that reading is a complex combination of processes, and that if we are to determine the complexity of the reading process and its purposes; it is not evident to limit it into one definition. He adds that for a complete definition, the characteristics of reading must be mentioned by fluent readers and comprehend the reading process used and construct a general notion of reading. So, reading is understood as a complex combination of processes (Grabe, 2009: 14).

Once again, reading skills are aptitudes that concern a person's ability to read, comprehend, interpret and decode written languages and texts.

1.2.2 Purpose and Types of Reading Skill

The aim behind the concept of reading is to link ideas to get a coherent meaning. Reading is a crucial part of learning and has several benefits among various disciplines. In addition, reading makes more knowledgeable and stimulates the imagination. Readers have different purposes for reading and these purposes predetermine the type of reading. They can read for the purpose of gaining an overall idea by skimming or for the aim of a detailed understanding of the material by scanning. Brown (1989) identifies two main types of reading: the first type is called **Extensive Reading** (ER) and the second is known as **Intensive Reading** (IR).

1.2.2.1 Extensive Reading

The term “Extensive Reading” was first identified by Palmer in 1917 to distinguish it from intensive reading. Extensive reading is an independent reading which means done individually; where readers choose the reading material that interests them and

done outside of educational setting without the teacher's assistance or guidance. ER helps with developing, amongst readers, a positive attitude towards the reading practice.

1.2.2.2 Intensive Reading

The second type known as intensive reading is instructor-chosen model of reading and directed according to Harmer 2007. It is more focused to reach learning objectives. Students are provided with short and levelled reading material, with new vocabulary and complex sentence structures. For the purpose of putting into use different reading skills, such as: identifying the main as well as the minor ideas in a text, scanning for detailed information and dealing with specified vocabulary and grammar (Carrell & Carson: 1997, as cited in Li: 2010). In this line, Brown (1989: 41) maintains that the main focus concerning Intensive Reading is on grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships. Thus, both Extensive and Intensive reading are important and complementary for readers to obtain a lot of benefits from their reading and for their language development, reading efficiency and engagement.

1.2.3 Importance of Reading skills

In English as a Foreign Language (EFL) environment, instructors try to increase the reading competence of their students because it is the key element of the language learning which requires an important place in the reading skills. The reading skill is considered as being a difficult skill for learners because they are not exposed to the cultures of native speakers. In this sense reading is a fundamental to understand messages, knowledge, emotion, ideas, and opinions directly. Moreover, learning to read competently in English is a priority for several learners. They may need this skill for many reasons. Reading improves student life in several ways:

- Among the benefits of reading is that it engages several parts of the brain. And then facilitating comprehension in other modules
- Another significant role of reading skills in communication is perfecting speaking skills. Reading teaches new words and perspectives. It helps strengthen language

- It improves thinking skills and analytical abilities with a correct mastery of language

1.2.4 Characteristics and Factors of Reading Skills

Reading includes several features such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together. Important Characteristics required for reading skills include first: **Decoding** which is the ability to assimilate, interpret and comprehend words heard but never seen written form. Then there is Fluency which refers the focus on the ability to read clearly with flow. **Fluency** emphasizes too on the ability to gain more vocabulary and determine the meaning of new words instantly while reading. **Inference** is also a crucial factor of reading comprehension. Which means connecting information from texts to personal ideas and opinions that help to identify the meaning of what it is read and then help increase retention. Comprehension is based on the **retention** of data. By practicing summarizing skills, remembering what and then strengthen the reading comprehension.

1.2.5 Difficulties of Reading Skills

Among reading disabilities — also known as reading issues — are specific learning problems that make reading challenging. The most familiar reading issues are vocabulary problems. Learners with this kind of problem may have difficulties in: Word reading pronunciation, reading comprehension, reading fluency.

1.2.6 Reading Strategies

There are several distinct strategies that contribute for a better learning system so then teachers should use such techniques for a relevant comprehension among these strategies:

- Reading aloud the content to students with explanations and then being a reading role model
- Organizing reading groups
- Diversifying the reading material
- Introducing learners to new and different books and authors
- Creating a pleasant and interesting atmosphere for reading

- Implementing discussion to students about the importance, preference, and difficulties of reading comprehension.
- Activating background knowledge for a better understanding
- Analysing text structure.
- Using interaction concept by asking questions.

1.3 Reading Comprehension

Reading comprehension is the interaction between the reader and the reading material and then deducing the general meaning. It involves the reader decoding the writers' words, relating it to his/her background knowledge and thinking about it logically to extract meaning. According to Nagy (1988) vocabulary knowledge contributes to the comprehension of writings, one cannot understand text without knowing the meaning of words. Therefore, reading comprehension impacts on the whole reading process and increases the relevance and effectiveness of reading.

1.3.1 Definition of Reading Comprehension

Grellet (1981) defines reading comprehension as the ability to extract essential data and understand the general ideas from the content. Whereas Grape & Stoller (2002) maintains that reading comprehension is the capacity to comprehend the meaning of the written text. Thus, Snow (2004:1) claims that the reading comprehension includes three important elements: the reader who is the doer of the act of comprehension and tries to appreciate the intended sense of the text, the text which is selected for reading, the activity that is used in the reading course to facilitate the understanding. No reading exists without using minds and no comprehension without reading texts. Moreover, comprehension of texts is easily achieved with the existence of fluency. Then, fluent readers are able to read and comprehend a text without difficulties. Accordingly, comprehension is the process of constructing personal meaning as a reader focuses on a particular text (Booth, 2008). Snow (2002) defined reading comprehension as being a technical word which refers to the reading activity to grasp the full meaning out of the presented materials. Furthermore, Varita (2017) stated that reading comprehension is a cognitive process in which background knowledge, knowledge of the text structure, and the target language codes are needed for the reader to understand new things while

reading. Hence, reading comprehension is a complex process that involves several levels of mental processing and cognitive activities.

1.3.2 Purposes of Reading Comprehension

Learners are engaged in reading for a variety of reasons. Grabe and Stoller (2002) maintains that reading comprehension purposes may include:

- Reading to search for data: students read the text in order to get specific information.
- Reading to skim: the reader is required to read for general information and the main ideas of the text.
- Reading to integrate information: it entails the reader to evaluate the text's appropriateness to what he knows.
- Reading to learn from texts: the reader reads in order to clarify some misunderstandings and getting the main ideas from the content.

1.3.3 Objectives of Reading Comprehension

Many researchers highlight that the main aim of reading is comprehension and getting meaning as what Grabe (2009) stated “reading is centrally a comprehending process” (p. 14). In addition, Woolley (2011) maintains that for a strong comprehension readers should move beyond decoding individual vocabulary and statements. The main objective of reading comprehension course, thus, is to help students improve their knowledge, skills, and experiences they need to have in order to become fluent and proficient readers in each module.

1.3.4 Teaching Reading Comprehension

There are several approaches when teaching reading comprehension according to each student. For a better understanding teacher was provided with a verity of strategies that should be used with coherent reading materials in the classroom. Those different studies were done in the field of teaching reading especially in EFL classrooms. The comprehension of a written text is the main aim of reading. Thus, effective teaching of reading affects students' comprehension. In the teaching process, the teacher uses different techniques and methods.

1.3.5 Teaching Strategies in Reading Comprehension Course

According to Garner (1987) reading strategies refer to the mental processes employed by readers to construct meaning. Thus, concerning reading comprehension, Lems, Miller and Soro (2010) argued that readers need to use reading strategies for a better understanding. Hence, the use of reading strategies enables the readers to improve their comprehension and to overcome reading difficulties. Researchers in the domain of reading comprehension strategies are divided into two groups. The first group believes that reading ability is based on the proficiency level of the learners in the foreign language. In other words, the reading comprehension strategies cannot be successfully employed if the learner does not have a good mastery of the target language. August and Shanahan (2006) explained that “strategies of various types are unlikely to help students who do not have the requisite language proficiency to comprehend the text” (cited in Lems et al., 2010:173). Meanwhile, the other group argues that reading strategies that are used in L1 can be transferred to L2 reading contexts. These strategies involve the following:

- **Previewing:** in order to identify the general topic of the content by reviewing titles, section headings and photo captions.
- **Activating background knowledge:** In this strategy the readers use the text’s information and structure along with their past experiences in order to understand a given text.
- **Predicting:** Students use their prior knowledge about a topic, and combine it with the new reading material then making predictions to get the meaning.
- **Scanning:** Scanning is a reading technique which implies reading quickly to locate specific information. Thus, the reader does not read to get general information but to get a particular data from the entire text.
- **Skimming:** using a little survey to get an overview of the text. In that sense, the reader is not required to go through a deep reading process.
- **Inferring:** Inferring is another strategy which requires readers to draw conclusions from a passage using clues to get the meaning.
- **Summarizing:** This strategy helps readers to make general knowledge about the text through combining information in their own styles.

1.4 Course Evaluation

1.4.1 Definition

Evaluating Reading Comprehension course helps to determine whether it attains its objectives or not. Course evaluation then plays a significant role in teaching RC and involved teachers, learners, and materials. There are four features of a course evaluation that need to be taken into consideration:

- What should be evaluated? (Learners, teachers, content...)
- How can a course be evaluated? (Instruments of course evaluation)
- Who should take part in the evaluation?
- When (and how often) should evaluation take place?

Likewise, evaluation must be an instrument for continuous improvement of the system, an integral part of a quality approach within the establishment. The evaluation system must make it possible to involve and motivate the academics as well as possible so that their behaviour complies with the objectives set. Moreover, the evaluation covers subjects such as the materials offered, the organization of teaching or interaction between instructors and learners. What should be appreciated by learners, hence, are performances that are supposed to promote learning. The results of individual evaluations are then quantified.

Once again, to form an opinion on the progress or the level or achievement of the student's learning. It is part of the pedagogical evaluation process which consists, first of all, in considering the possible actions, then in choosing the action that best corresponds to the judgment pronounced.

1.4.2 Purposes of Course Evaluation

Hutchinson and Waters (1987) maintained that the major goals of course evaluations are: to help teachers improve course content and teaching practices. Thus, the purpose of the course evaluation is to provide instructors with tools to identify strengths and weaknesses of each learner in order to build the students' progress and help them with their issues. It promotes learning progress and provides information on the students' achievements.

1.5 Teaching Expectations vs. Learning Expectations

It is said that evaluating students is also evaluating its own pedagogy. Teaching expectations are necessary to know the level of each individual and his need. Moreover, the reality may be difficult. Learning expectations help distinguish what an average student should achieve at the end of a specific level in each course. In fact, each student is different so then they progress differently. Additionally, with reliable expectations, learners assimilate what is expected of them during the course. This allows them to feel more confident, engaged and connected to the session. It helps teachers identifying positive behaviors from problematic ones and correct them to limit some complications

1.5.1 The Role of the Teacher

A good teacher, if he must know how to master his subject and explain it clearly, must also understand the learning methods of his learners, identify their needs and to a certain extent their expectations, avoid comparing them, to become familiar with their ways of working, of seeing the world, of organizing their time. Moreover, the teacher should transmit knowledge to students. Specializing in a particular subject, he is responsible for introducing new areas through chapters developed according to each level of study. It is above all a rewarding profession, whose primary mission is to develop the potential of each student, in order to provide him with the keys necessary for success in his academic career, to give him the desire to learn throughout his life and to think for himself. Furthermore, a teacher often has many roles to play. Indeed, the role of the teacher is crucial in our societies. They shape the lives of students. They inspire, motivate and encourage a new generation of learners and guide them to have a positive impact in the world around them. To carry out his training mission, a good instructor has many qualities a verity of essential qualities: patience, vigilance, adaptability, optimism, organization, clarity, empathy, listening, pedagogy and professionalism.

1.5.2 The Teachers/Students' Interaction

Studies suggests that classroom interaction is a useful and reliable process of learning which increase learners' creativity, critical thinking, autonomy, and learner satisfaction. Indeed, it impacts positively students' attendance and grades. Thus,

interaction in the classroom allows students evaluating themselves and getting feedback which leads to achieve their learning goals.

1.5.3 The Importance of Reading Materials (Contents)

On one hand, it is not required to use a pedagogical content (written support). On the other hand, materials tend to become crucial in the development of teaching. The didactic reflection highlights the different contents that the teacher can use in the different subjects and the different concepts that he wants to approach. The teacher becomes “critic” then “creator” before finding himself in his more usual position of trainer. Al kala (1994) defines contents materials as: Means that allow information to pass between the educator and the learner, these means help the educator to present his work well in an interesting way and help the learner to understand the message that the educator transmits

1.5.4 Strategies for Developing Reading Skill

Nowadays there are a lot of reading strategies that can be implementing to improve reading comprehension skills. The more students practice, the better they will understand what they read. The following suggested strategies can be used to develop the reading comprehension skills:

- Improving vocabulary.
- Reviewing titles, section headings, and photo captions
- make predictions while having knowledge about the content and vocabulary
- Skimming: identifying the main idea of the text by implementing a quick survey
- Scanning: identify text structure, confirm or question predictions
- Paraphrasing ideas in the text keeping the same meaning.
- Asking questions about the text you are reading.
- Using context clues.
- Looking for the main idea.
- Restating what has been read in a summary.

1.6 Conclusion

Overall, this chapter has covered some important aspects related to reading Comprehension and course evaluation. It briefly made some views about the definition of reading skills and reading comprehension, and how EFL learners need to know the main strategies to be able to achieve comprehension. Furthermore, it discussed the importance of teaching and learning expectations, and the course evaluation objectives. Finally, it highlighted the different strategies for developing Reading skills that play an important role in the success of reading comprehension especially in EFL context.

Chapter two:
Research Design
and
Data Analysis

Chapter Two: Fieldwork

2.1 Introduction

This chapter is devoted to present the methodology and procedures of the study, data collection tools and procedure, the study context, participants, and data analysis. In order to test the research hypothesis, both students' and teachers' questionnaires adding to the classroom observation are used as means of data collection. This chapter opens with a brief description of the population of the study, and is followed by a little description of the materials used during this research. The final part consists in analysing these results. Then discussions of those research findings are provided. At last, this part of study concludes by providing some suggestions and recommendations of the current study then ended with a general conclusion.

2.2 Research Aims

The main objective of this exploratory work is to reveal how reading strategies can affect learners' reading comprehension ability. Accordingly, the study investigates the reading process and attempts to seek answers and solutions to the research questions. Indeed, reading instruction is partly targeted to examine the methods, techniques, and materials applied in the reading class. Also, the research study identifies the effects of reading materials on learners. Moreover, this study sheds light on learners' achievement and teachers' practices in reading skills. To put it differently, it intends to examine the relevance of Reading Comprehension course in increasing students' reading skills. The study also examines the syllabus of reading comprehension, the reading materials currently applied by teachers.

2.3 The Description of Case Study

A case study is a research method used in several researches. It is a research strategy and an experiential analysis that explores a phenomenon using specific and reliable instruments. The present case study is an exploratory case study which is based on an investigation of the second year EFL students and teacher at the university of Abou Bekr Belkaid Tlemcen (Algeria) to collect data on the effects of Reading Comprehension course on the development of Reading skills.

2.4 Research Setting and Sample Population

This study take place at the level of the English Department at Abou Bekr Belkaid Tlemcen (Algeria). Then the present work deals with both EFL teachers and students as sample population during the academic year 2021/2022. In order to evaluate the effects of Reading Comprehension course on the development of Reading skills.

2.4.1 Defining the Target Population

Target population is all of the individuals targeted by a study from whom we want to collect information and extrapolate – generalize the results. In addition, the choice of the sample can be only a single individual as it can be a whole group. The target population, in other words, concerns persons on whom an evaluation or statistical analysis is carried out. As it is generally impossible to collect data on the entire target population, we resort to analyse of a representative sample. Which means that the sample reflects the characteristics of the population. indeed, they should share data similar to that presented by the population in indicators such as average age, income level, percentage of men and women, among others.

2.4.2 The method and procedures of sampling

The representative population is targeted for two reasons. The first one is that That RC module in this stream is one of the essential subjects in which its coefficient is high since they will be supposed in the third year to read fluently. The second reason is that those learners will be prepared for any kinds of reading in real-life situations.

2.4.3 Determining the sample size

This research relied much on the students' responses in order to verify the hypothesis. Thus, this study consists of 26 participants as a sample from second year EFL students. Most of them are 20 years' old. Twenty-one of them are females and the rest (05) are males. This questionnaire contains 17 questions which are divided into two sections. Each section completes the other. Then the sample population concerning teachers in this research takes in six teachers who take the consideration to complete a questionnaire, there were 5 females and 1 male, in addition, to their teaching experience

that is range from less than 5 years to more than 10 years. Yet, the classroom observation was done by the researcher with one of these teachers for three sessions.

2.5 Methodology

Methodology is a system or a procedure of resolving a research problem. This section provides an overview of the two research methods involving this work; they are descriptive and analytical methods that were both used in this research to collect data and gain results by means of two research instruments, namely teachers questionnaire and classroom observation.

2.6 Research Methods

The choice of methods has been selected according to the nature of the research. Therefore, this study will be descriptive and exploratory simply because it can provide information about the actual situation the effects of EFL Reading Comprehension course on the development of students Reading skills. The case of the current study which comprises both EFL teachers and students of the English department at Tlemcen University may help to find more relevant, coherent, and effective findings.

2.6.1 Descriptive Method

Descriptive method includes observing and describing subjects, situations, behaviours, etc. It is considered as a tool or instrument to present, systemize, or classify data. Gay (1992: 217) clarified that the “[d]escriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subjects of the study”. This descriptive method is used to provide a response to the research study for collecting data. In this research study, the researcher provides some definitions, descriptions, and explanations to different factors, issues, and strategies or techniques in teaching reading.

2.6.2 Analytic Method

Analytic method comes from analysis; it is a process for measuring, discovering, and analysing problem, reality, thesis, or status. Analytic method evaluates, examines, and answers the data collected by separating and breaking up each situation or thesis then analyse it to get results and give solutions. In the present study, the researcher dealt

with this method in order to analyse the gathered information, so that analysing teachers 'questionnaires, and the classroom observations.

2.7 Data Collection Instruments

The process of data collection is used for the purpose of gathering and measuring information on variables of interest, in an established systematic method that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection is an important process in research. Kothari maintains that there are two types of data: The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. They are collected by a researcher from first-hand sources, using methods like surveys, interviews, or experiments. It is collected with the research project in mind, directly from primary sources. The secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. They refer to data that is collected by someone other than the user. Common sources of secondary data for social science include information collected by government departments, organizational records and data that was originally collected for other research purposes.

2.8 The Questionnaire

The value of information gathered is based on the data collection procedures. The questionnaire is the main procedures used for gathering information in any research which is adopted in the present study to inquire and evaluate the effect of reading comprehension course on the development of reading skills

2.8.1 The Aim of Questionnaires

The main purpose of the questionnaires is to obtain information about the strength of the link between fluency and comprehension. It gathers data about the effect of reading comprehension course on the development of reading skills and instruction that is used by the teachers to achieve the reading process.

2.8.2 The Description of Questionnaire

There is a general proclamation among teachers at the Department of English, at Abou Bekr Belkaid Tlemcen, that reading comprehension in the academic education is

not taught as such, but rather tested through some questions that follow the reading passage. An exploration is conducted before the actual embarkation upon the present study. It takes the form of seventeen-item questionnaire administered to 26 students who represent the initial sample population. Then a questionnaire of eighteen questions for 6 teachers as a second sample population.

2.8.3 Students' Questionnaire

The questionnaire contains 17 items. The format selected for the items is “multiple choice”, “Yes/ No”, and “open/ended” questions in which students are supposed to answer according to their level in reading, since this kind of questions is useful and easy to analyse by the researcher in order to clarify the different opinions. When planning the body of the questionnaire the questions are organized from general to specific in order to familiarize students with the topic of the research and gradually refine their thought. The first section aims at obtaining background information about students' level and to determine their opinions about reading and the issues they face during RC course. The second section aims at gathering information about students' opinions concerning the reading materials, the use of teaching strategies, and the atmosphere of RC course which comprise: organization of the course and teachers' behaviour.

2.8.4 Teachers' Questionnaire

The questionnaire consists of 18 questions divided into two sections. Most of the questions are multiple-choice and yes/no questions while the others are open questions in which the teachers are free to answer according to their experience in teaching English as foreign language. The first section concerned with the teacher's personal information. Then the second section deals with reading process generally: the difficulties that the teachers encounter while teaching reading the strategies that they use when teaching this receptive skill.

2.9 Classroom Observation

2.9.1 Definition of Classroom Observation

Observing calls for investigative system. Observing a class requires taking an outside look at what is happening in the classroom, and in particular what is find interesting to observe. The observer should try to be as objective as possible when taking notes and to describe the actions observed without trying to evaluate or interpret them. In other words, Classroom observation is a process of examining the teaching and learning phenomena. Wajnryb (1992: 1) stated that the act of observation in the classroom opens up a range of experiences which can become part of the raw material of a teacher's professional growth. From this quotation it can be deduce that classroom observation is very beneficial and useful for teachers' training by helping them in their future teaching career.

2.9.2 Purpose of Classroom Observation

The aim of this observation was to observe student's attitude toward RC course. Then teacher's role for students" reading the used methodology and strategies, the content and interaction with students and the classroom atmosphere.

2.9.3 Description of Classroom Observation' Method

The classroom observation method of collecting data can be structured or unstructured. While the first one needs previous preparation. The second one needs first of all to observe what is happening in the classroom and then selecting what the important elements of the study. The actual classroom observation is structured because the important categories needed to be observed has been selected in advance. For the purpose to determine whereas the teacher uses reading strategies or not. Moreover, a checklist was prepared (Appendix C) which includes all the necessary components that should be observed.

2.10 Data Analysis and Results

The data of the questionnaire is analysed in the form of table after stating the items. The abbreviation RC stands for the course of Reading Comprehension, and % stands for the percentage.

2.10.1 Analysis of the Students' Questionnaire

The students' questionnaire (Appendix A) consists of seventeen (17) questions. It was handed out to twenty-six students at the English department of Tlemcen.

Rubric one:

Q1: The aim behind this question is to figure out whether the students are interested in reading in English or not.

The following table demonstrates the participants' choices

Table 2. 1 Student's Habit of Reading in English

	YES	NO
Percentages %	77%	23%

The table above reveals that that most of participants (77%) indicate that they read in English and then prefer to enhance their reading skill. (23%) of participants answered no, and then they do not have the habit of reading in English.

Q2: This question was asked to assess the students' frequency of reading in English.

The following table demonstrates the participants' choices:

Table 2. 2 Students' Frequency of Reading

	Everyday /almost every day	Once or twice a week	Rarely	Never
Percentages %	12%	42%	46%	0%

The results above show that most students (46%) opted for rarely reading. Whereas (35%) of the other students read up one to two times a week, (12%) read every day or almost every day and zero (0%) out of 26 students (100%) never read.

Q3: The aim of this question is to figure out the level of students in RC. Their answers are exemplifying in the following graph:

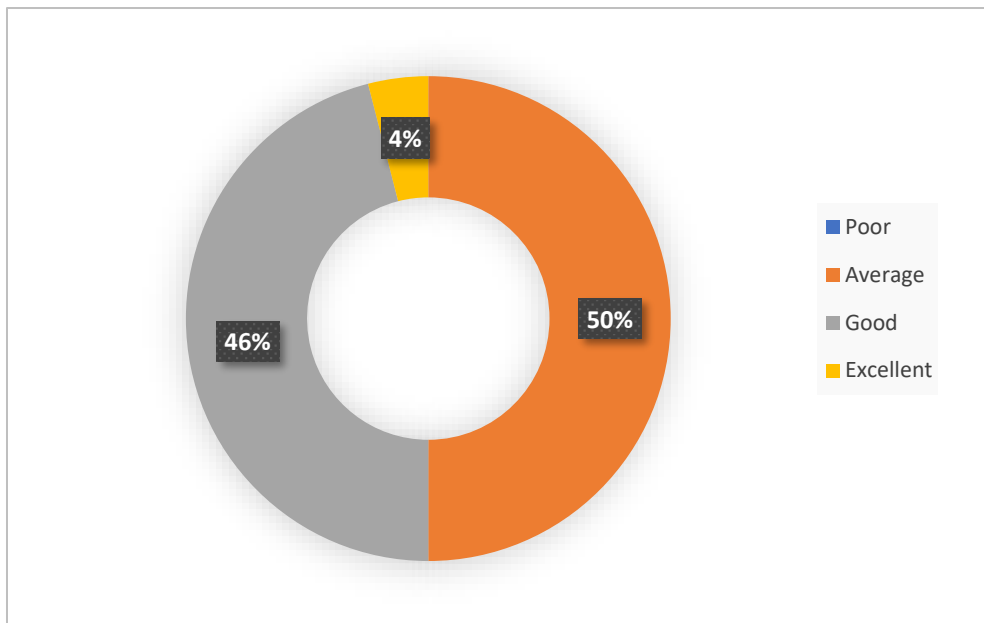


Figure 2. 1 Students' Level in RC

From the above table's results, it is shown that the majority of students claim that their level is average (50%) in RC; then they have to work harder in order to reach the required level. (46%) of the students indicate that they have good level in English, because they do like to learn read in English. (4%) of participants claim that their level of proficiency in RC is excellent; because they are very interested in reading.

Q4: The purpose of this question is to determine issues behind reading comprehension course. Therefore, knowing what these difficulties are facilitates finding solutions for them. The graph below represents the results of this question:

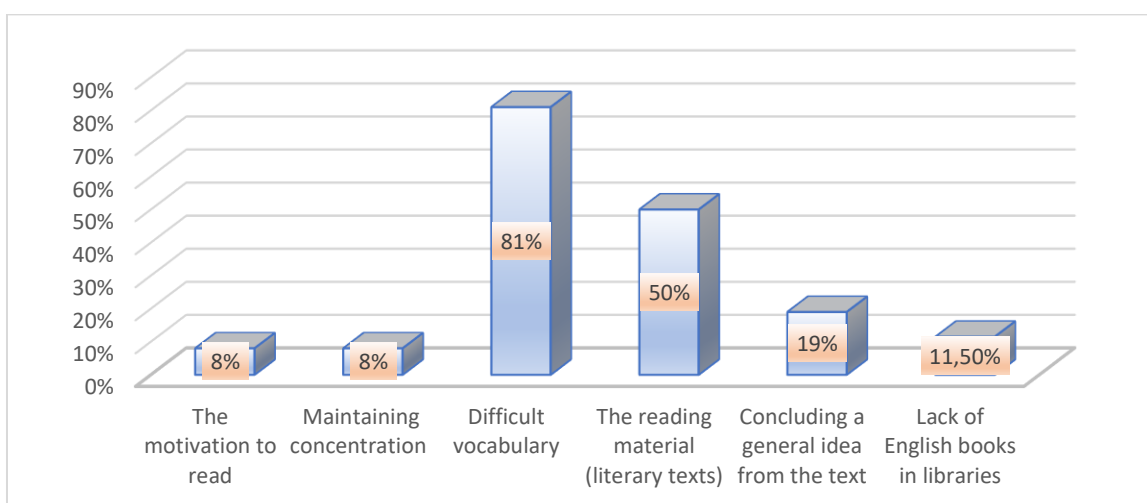


Figure 2. 2 Students' Reading Comprehension difficulties

It is clear that option (Difficult Vocabulary) has gathered the highest percentage by being ticked by 81% of the students, followed by (the reading materials) with 50%. Concluding a general idea from the text comes as the third position option by 19%. both options (the motivation to read and maintaining concentration) come last with only (8%) answers. So, the majority of students' attribute reading difficulty to poor vocabulary knowledge.

Q5: This question's purpose is to find out what reasons push students to avoid reading during the course of RC. Several options are given to informants for picking the exact ones. The following table demonstrates the participants' choices:

Table 2. 3 Students' Reasons for not Reading

Options	Percentages %
I do not like reading	19%
I am afraid to read	35%
Materials (books) are not interesting	23%
Reading for a long time is boring	31%
Time consuming	11.5%
Fear of mocking	15%
I prefer faster ways to gain knowledge	31%

The following graph exemplifies these results:

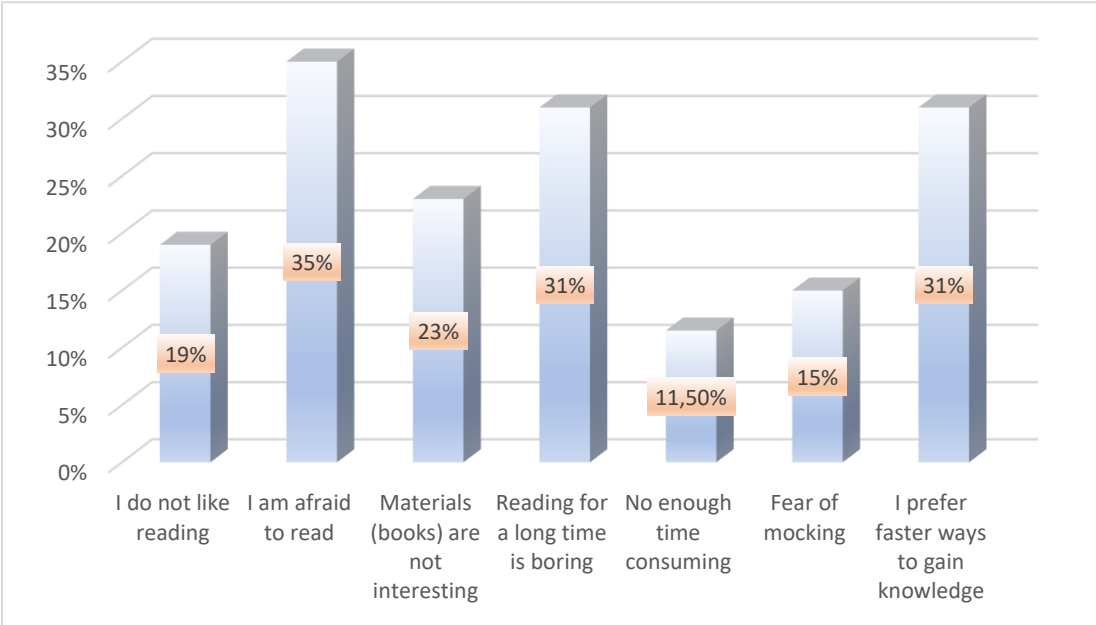


Figure 2. 3 Students' Reasons for not Reading

From Table 2.3 and Graph 2.3, outcomes of the reasons why students do not read during the course, we notice that 35% claim they are afraid to read, then 31% claim they feel bored when they read for a long time, and another 31% prefer getting knowledge from faster sources such as: watching videos online. Otherwise, 23% of students do not read because they find books uninteresting, and 19% claim they do not like reading. 15% of them justified not reading by the fear of mocking option and just 12% of the students chose the “reading is time consuming” option.

Rubric two

Q1: This question has been asked in order to know the attitude of the learners toward topics provided for RC course, from their perspective, that may block them from reading. The following table exemplify the founded results

Table 2. 4 Student’s Opinion about Given Materials

	YES	NO
Percentages %	73%	27%

73% of the students viewed that the topics that were included in their studies are suitable and useful to develop their knowledge. However, 27% of them confirmed that the actual topics dealt with in their classes are not appropriate. Thus, students argued that the provided texts need more focus.

Q2: This question was asked to distinguish the nature and genres of materials students deal with during the reading comprehension’ lectures.

The following graph represents results of students’ answers

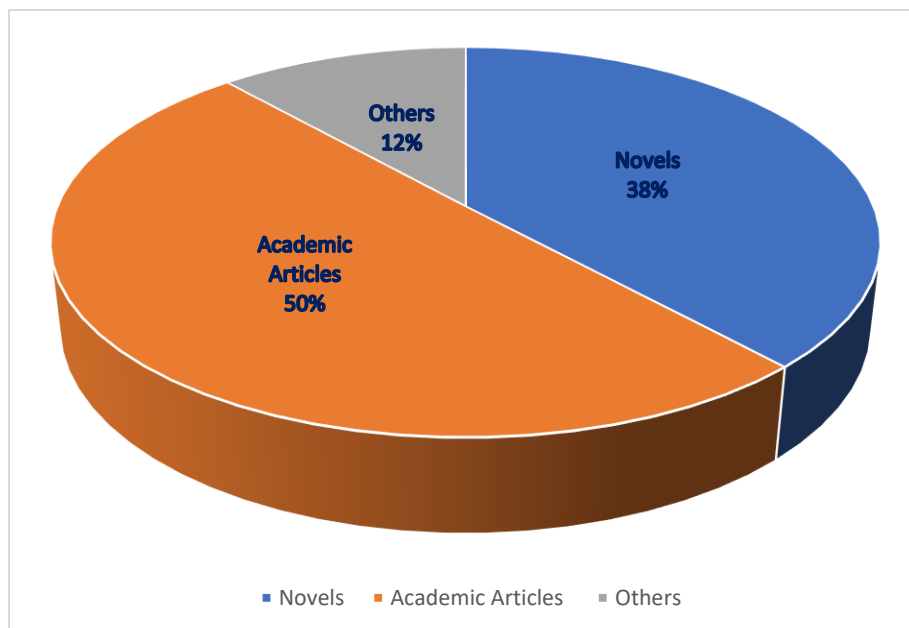


Figure 2. 4 Types of Materials Used

50% of the students said that the materials they read is mainly concerned with (Academic Articles) whereas 38% opted for (Novels) which refers to the short stories they dealt with during RC course. Otherwise, another part of students estimated at 12% mentioned others options, this category is for the mix of the two previous options to gain advantages from both Academic Articles and Novels.

Q3: This question was designed to identify whereas the RC objectives are clear for students or not and then the course' understanding will be easier to assimilate

The following table illustrates the founded results.

Table 2. 5 Students Views about Course' Objectives

	YES	NO
Percentages %	81%	19%

Results in Table 2.5 indicate that the objectives of the RC course for the majority of the learners are clear. Otherwise, 19% of the students deny this.

Q4: The aim behind this question is to figure out student's opinion about the course presentations in other words the reliability of the RC course presentations.

The following graph illustrates the founded results.

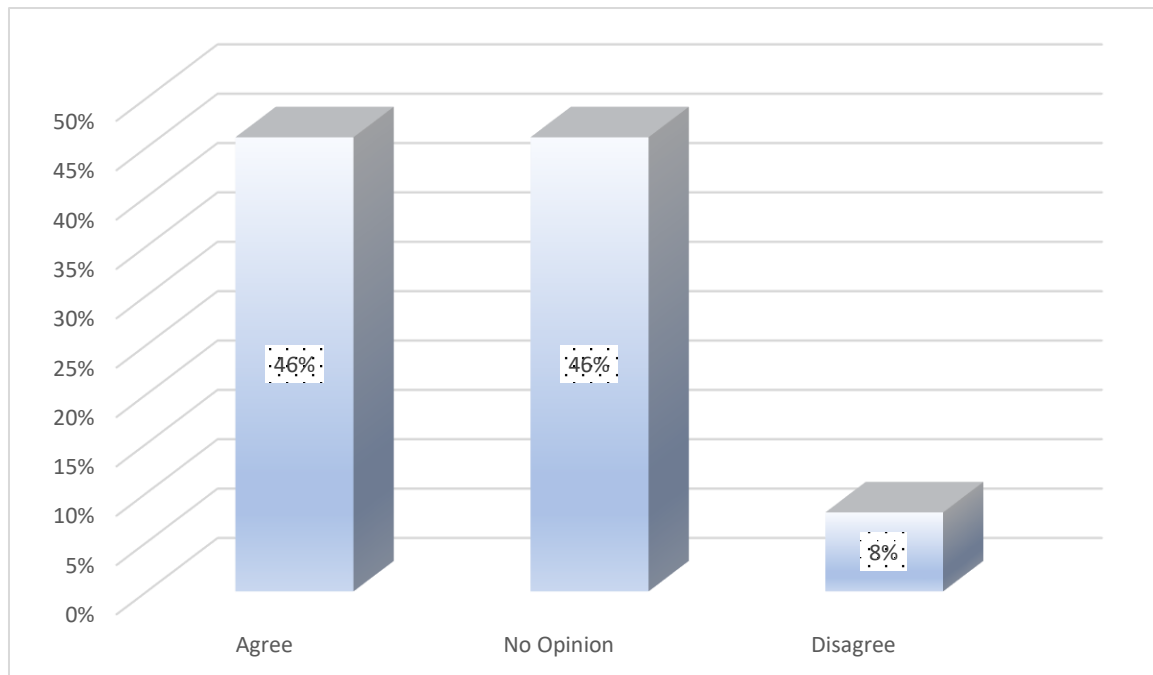


Figure 2. 5 Student's Opinion about Course' Presentations

From the above results, we constate that there is equality between two options. 46% of students agreed that Course presentations are well prepared and logical. Another 46% preferred not to give their opinion by selecting (no opinion), it can be a subtle way to show that they also disagree on the question. Then 8% which means 2 students disagreed that the presentations of the course are well prepared.

Q5: The aim behind this question is to determine student's opinion about the effectiveness of the course' concepts presentations. The following graph illustrates the founded results.

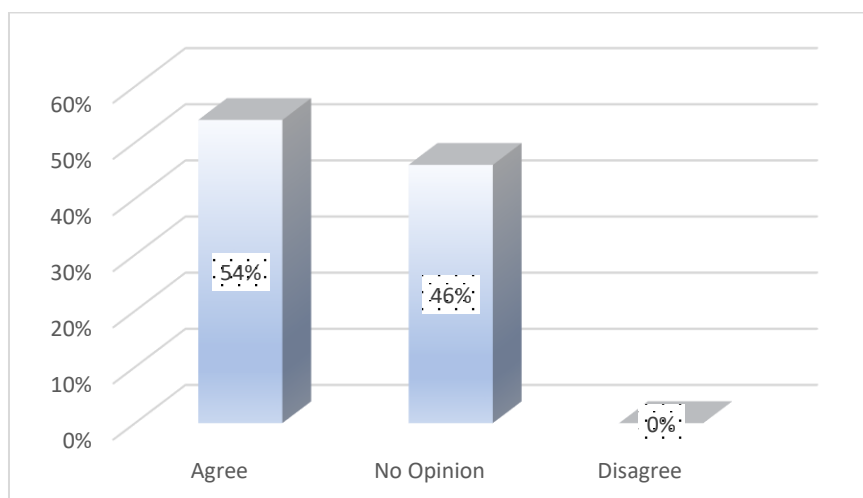


Figure 2. 6 The Effectiveness of the Course' Concepts Presentations

On one hand, like the previous question 46% of the students did not want to precise their opinions about this question too. On the other hand, the majority of students (54%) agreed that Presentations explain the course concepts effectively. At last, 0% disagreed which is a bit odd considering the previous question.

Q6: In this question the 26 students which means 100% agreed that classroom space is conducive to learning. In their case the amphitheatre suits them by its opportunities like the data show.

Q7: This question was asked to assess students' opinion about The Effectiveness of the Course's Material. The following table demonstrates the participants' choice.

Table 2. 6 The Effectiveness of the Course's Material

	YES	NO
Percentages %	88.5%	12%

From the results below, the majority of the informants; more precisely 89% claimed that the courses' materials are useful and effective whereas, 3 out of 26 students deny this fact.

Q8: This question was asked to distinguish any lacunes during the lectures among them repetition of the content. All of the students specified that there is no repetitive reading or content but rather a diversity of articles.

Q9: The purpose behind this question is to figure out whether the content of the RC course is beneficial for learners or not. The following table illustrates the founded results.

Table 2. 7 Students' Opinion about the Course' Content

	YES	NO
Percentages %	92%	8%

From the results above the majority of the students (92%) agreed with the fact that the content of RC course is helpful and beneficial for them whereas (8%) think that is useless as a course and does not lead to anything.

Q10: This question is asked to determine whether the real-world examples are used effectively. The table below shows the obtained results. The following table and graph demonstrate the founded results.

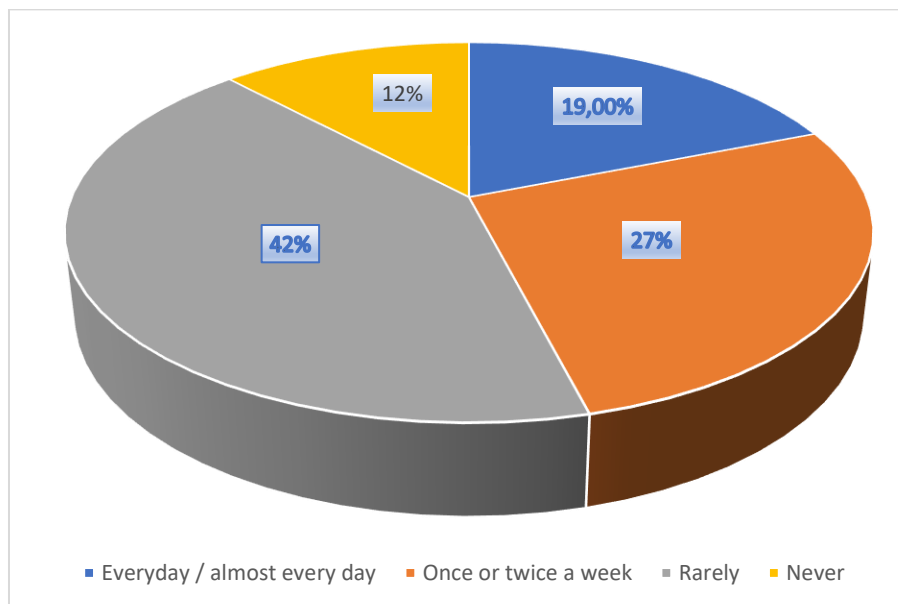


Figure 2. 7 The Use of Examples

The results above show that most students (42%) opted for rarely use of examples. Whereas (27%) of the other students depending on the choice of the lecture use examples one to two times a week, (19%) point out that they use examples every day or almost every day and the last (12%) specify that there is no use of examples during RC course.

Q11: This question aims to collect data about whether the teachers train their learners to use strategies in teaching reading or not. The following table exemplify the founded results.

Table 2. 8 Students' Opinion about the Use of Strategies

	YES	NO
Percentages %	100%	0%

In fact, all participants 100% (26 students) agreed that their teachers train them to use different reading strategies to understand a text. The table and graph below illustrate the students' answers:

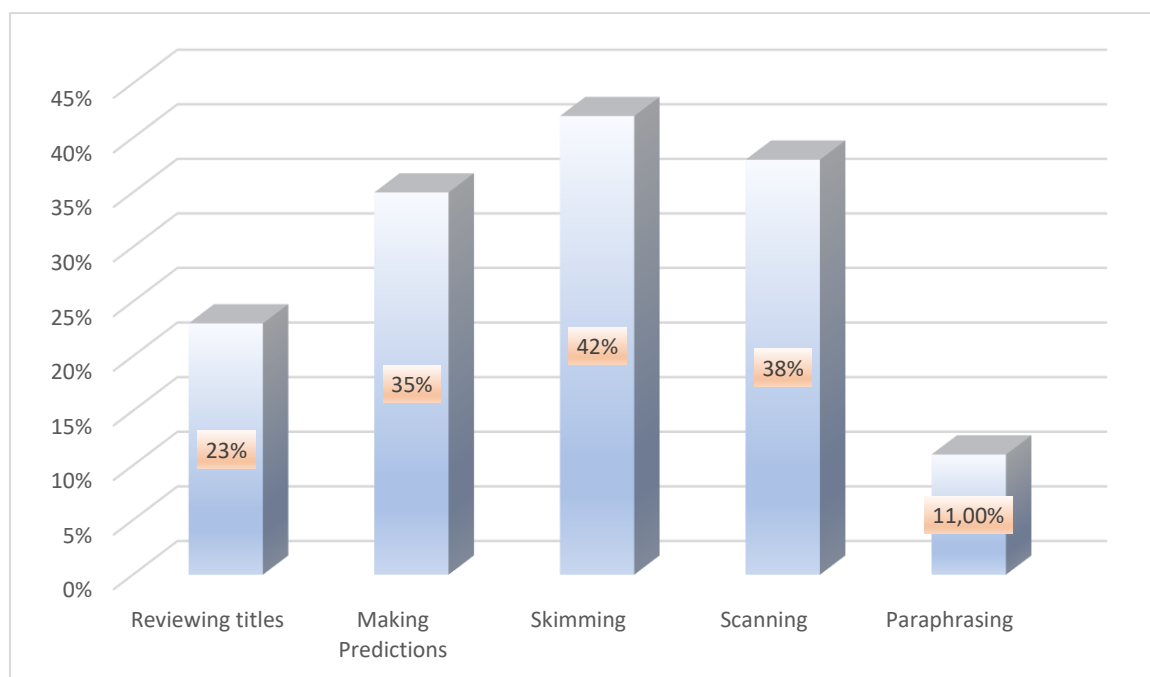


Figure 2. 8 The Strategies Used

The results above are the several and different strategies used during the course. As it is shown in graph 2.8, different strategies were used by some instructors within the course. 23% of students argued that they were reviewing titles and section headings to know the content of the text. Then, 35% of them stated that their teachers' training comprised the knowledge use of the subject matter to make predictions about content and vocabulary. Moreover, 42% of informants argued that skimming was the most useful strategy that some EFL teachers were used inside classroom. In addition, 38% of students picked the fourth choice which was concerned with the use of scanning as a strategy used by some educators. Finally, only 11% of learners used paraphrasing as the strategy of reading to check the comprehension of the text.

Q12: The aim of this question is to reveal teachers' attitude toward the course material. The following table exemplify the founded results.

Table 2. 9 The Teacher's Attitudes

	Yes	Neutral	Sometimes	No
Percentages %	46%	15%	35%	4%

The results above shows that the majority of students 46% agreed with the fact that the teacher is enthusiastic and knowledgeable about the course material.

Q13: This question is asked to figure out students' evaluation of the reading comprehension course. The following graph illustrates the founded results.

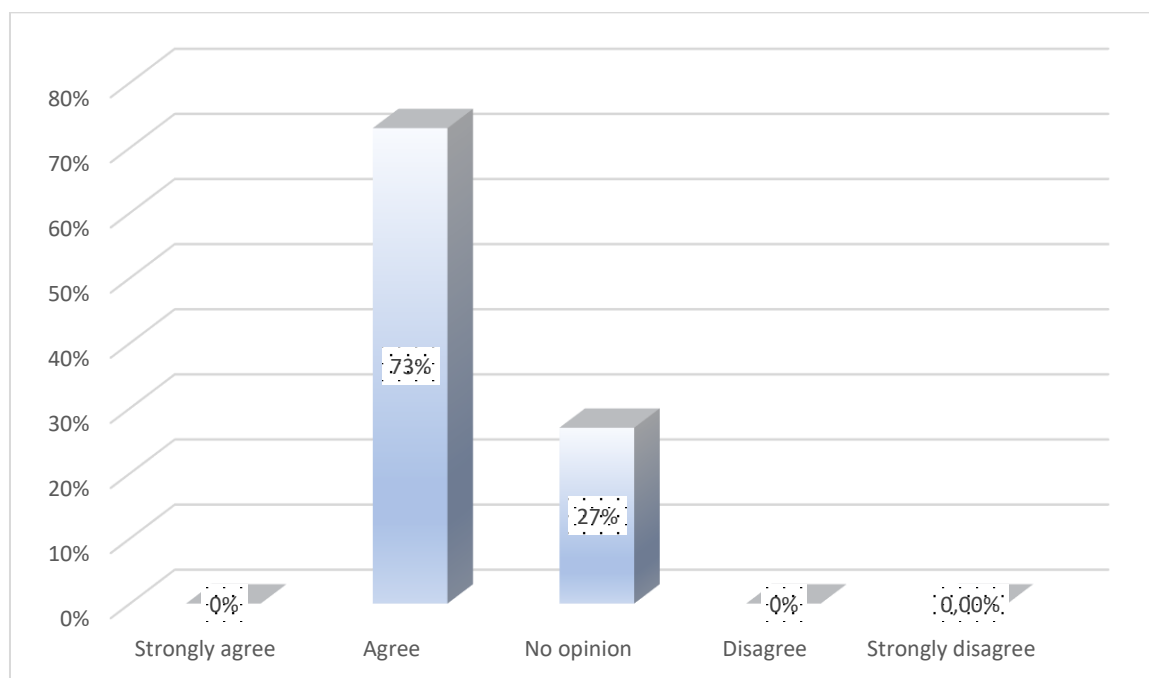


Figure 2. 9 Student's Evaluation of the course

The results above, reveals that that most of participants (73%) agreed that the overall evaluation of RC course is favourable. (27%) of participants answered no opinion, and then they do not want to answer.

Q14: The purpose of this question is to identify the students' opinion about the course management. The following table exemplify the founded findings.

Table 2. 10 The Course' Organization

	Good	Need more focus
Percentages %	85%	15%

According to the results above, 85% of students evaluated the course' organization as being good and beneficial whereas only 15% of the informants thought that the management of the RC course need more focus.

Q15: Concerning students' suggestions concerning teachers' way of teaching reading, several views were gathered. Some students saw that their teachers' method of teaching reading is perfect and they do not want to make changes; whereas another part of students confirmed that they need changes and they proposed the diversity of strategies and methods. According to these informants, it facilitates the task and makes reading easy. Then, other students stated that the teachers should deal with interesting topics such as novels or magazines. Moreover, another category of informants suggested that using materials in teaching reading is the effective way like using visual aids including like data show.

Q16: Just a limited number of students commented on this question by suggesting to begin with simple and short stories then moving to more complex ones whereas others preferred different genres of reading like adding novels.

Q17: Students did not give suggestions. Only a few of them said that they liked the way of learning with their teacher and appreciate learning RC to gain more vocabulary. Other ones liked the way I approach them and want me to be their future teacher.

2.10.2 Analysis of the Teacher' Questionnaire

The teachers' questionnaire (Appendix B) consists of eighteen (18) questions. It was handed out to six teachers at the University of Abou Bakr Belkaid Tlemcen, Algeria. Its general purpose was to investigate teachers' opinions about reading comprehension (RC) course.

Q1: This first question was asked to teachers (6 teachers) to figure out their teaching experience. The respondents' answer was as follows:

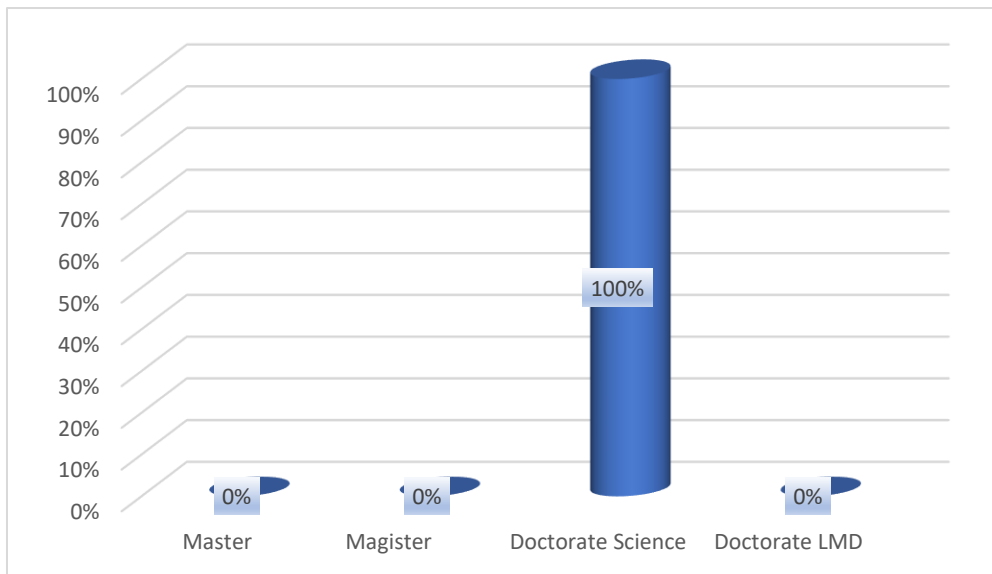


Figure 2. 10 Teachers' Educational Level

The table above illustrates the degree of the sixth teachers and Based on the data in the graph, it noted that all of these teachers hold a Ph.D. degree, namely Doctorate science. Additionally, teachers' educational degree plays a significant role in helping learners progress and achieve an appropriate level of education.

Q2: This first question was asked to figure out the number of years during which teachers have been teaching English in order to determine the duration of experience which they get through teaching English modules.

The following graph exemplifies these results:

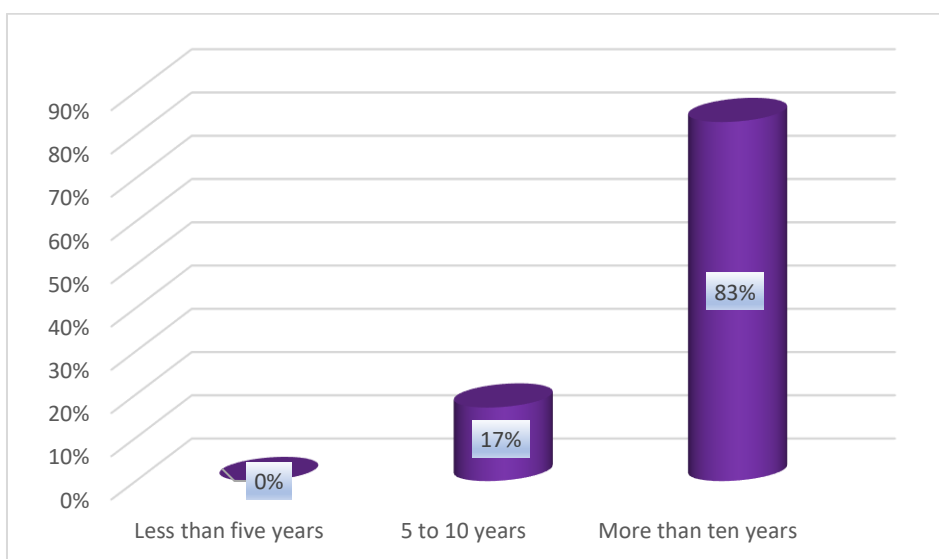


Figure 2. 11 Teachers' Qualifications

Based on the data collection and from the teachers' questionnaire responses, the results reveal that the participants possess quite enough experience in teaching English. 17% of them have experienced teaching English from 05 to 10 years. However, 83% of them have the experience of more than ten years. 0% have experienced teaching English less than five years.

Q3: The aim behind this question is to discover the speciality of each teacher. The following graph exemplify these results:

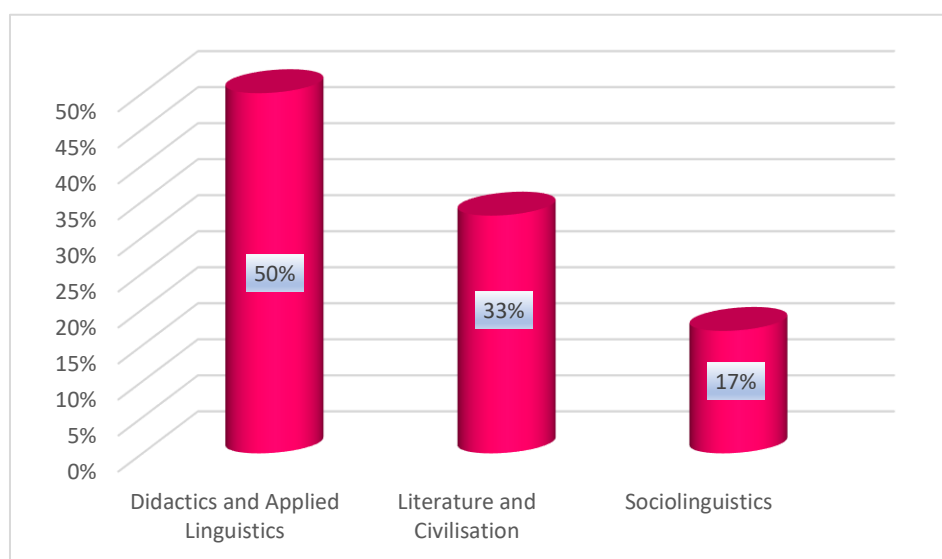


Figure 2. 12 Speciality of Teaching

The data concerning the teachers' field of the study show that the vast majority of the respondents (50%) are specialised in Didactics and Applied Linguistics studies. It means that their knowledge and experience of teaching this speciality may convey efficient learning outcomes. Then (33%) of the informants refer to option, Literature and civilisation studies and only (17%) selected the specialty of Sociolinguistics. This diversity of interests towards English language specialties helps teachers to become more competent in teaching language subjects.

Q4: The purpose behind this question is to determine teachers' opinions about the importance of reading skills. The following table and graph exemplify these results:

Table 2. 11 The Importance of Reading Skills

	YES	NO
Percentages %	100%	0%

From the results above it noticed that all the teachers agreed with the significance of the reading skills.

Q5: All of our participants agreed that reading has a great role in developing language learning. According to the learners, reading is an essential pillar for developing language since it is one of skills that they should develop to improve their level. Reading, is also a process through which learners construct meaning through interpreting materials. Finally, its importance in EFL is strongly related to improvement in all language and study skills.

Q6: This question is asked for the purpose identify the teachers' evaluation of RC syllabus of second-year EFL students.

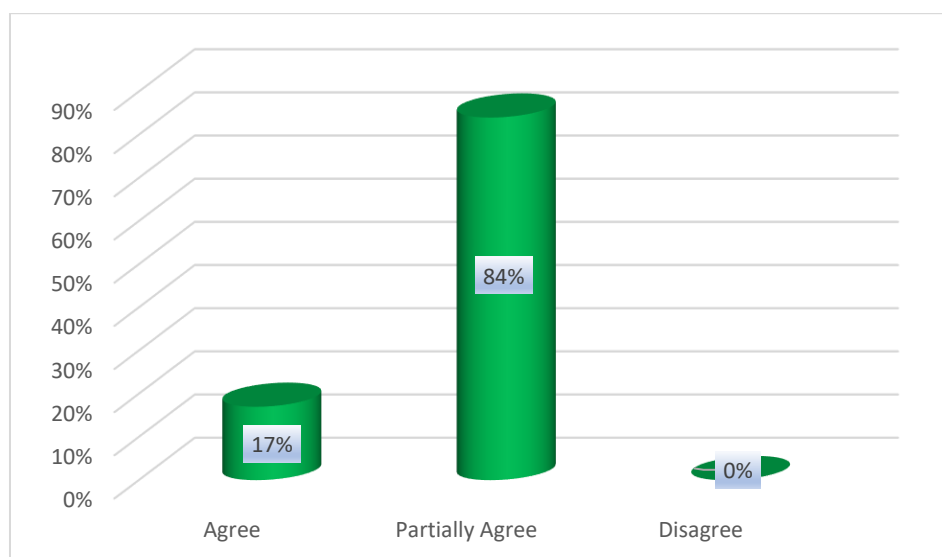


Figure 2. 13 Teachers' Evaluation of RC Syllabus

It is clear that option (partially agree) has gathered the highest percentage by being ticked by 84% of the students, followed by the total agreement of teachers with 17% come last with 0% answers. So, the majority of teachers have certified that the program interests' students only partially.

Q7: This question was asked to know whereas students appreciate reading skills and then RC course or not. The following graph exemplify the teachers' opinions.

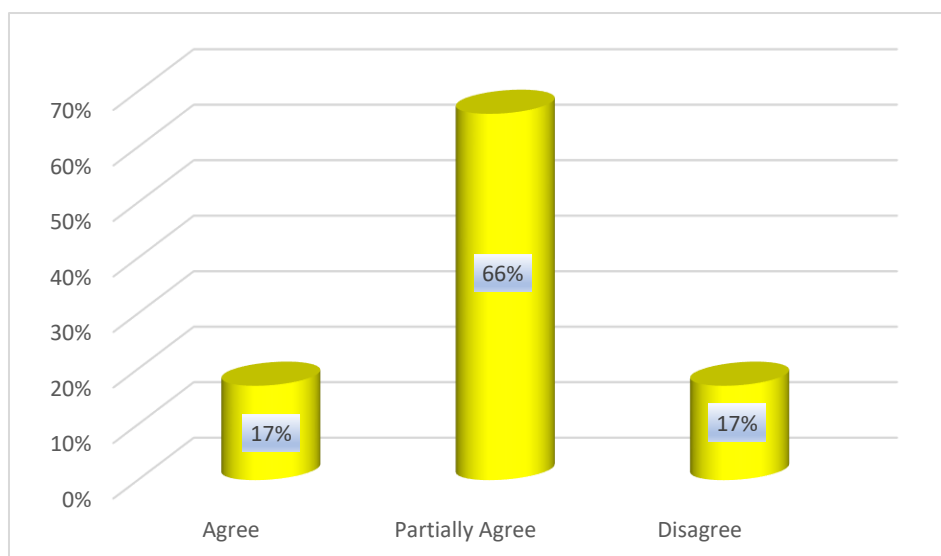


Figure 2. 14 Students' Motivation about Reading

From the previous result it is clear that option (partially agree) has gathered the highest percentage by being ticked by 66% of the students, followed by both the disagreement and agreement of teachers with 17% and then being equal. So, the majority of teachers have certified that their students were partially motivated about reading.

Q8: This question is aiming to determine whether students practice their reading or not. The following table exemplify the teachers' opinions

Table 2. 12 Students Practice of Reading

	YES	NO
Percentages %	100%	0%

All the informants (6 teachers) agreed with the necessity for students to practice reading during the RC course.

Table 2. 13 Options of Reading

Options	Percentages %
Silent reading	33%
Reading aloud	50%
Homework Reading	83%
Reading Logs	17%
Volume reading	33%

According to the result above the majority (83%) opted for homework reading which can be described as the easiest option, then (50%) prefer the option of reading

aloud which is the most classical option. Others were equal in choosing silent reading and volume reading which goes together and only 17% opted for reading logs.

Q9: This question aims to identify any encouragement from teachers in using reading strategies

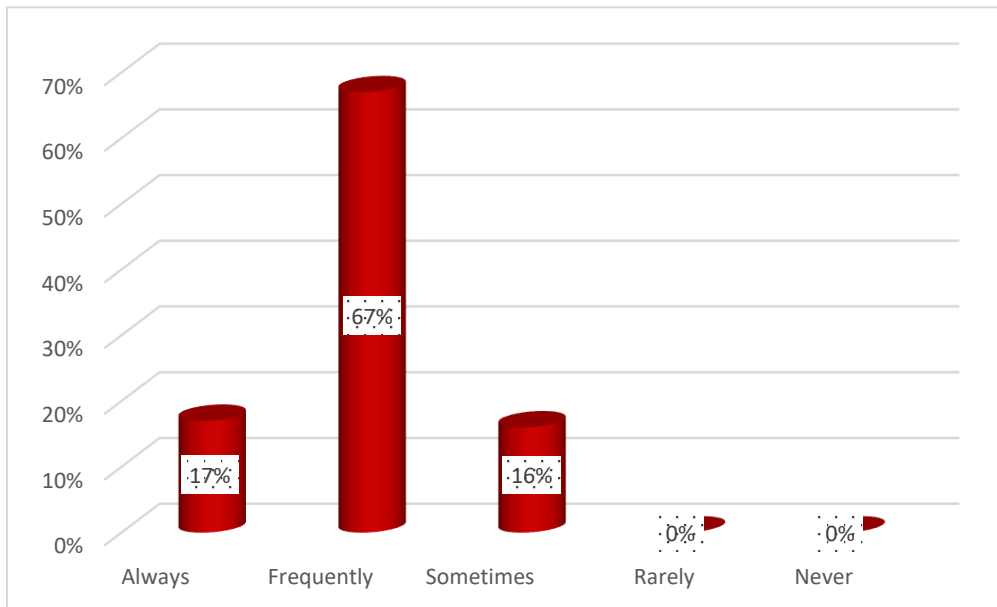


Figure 2. 15 Frequency of Using Reading Strategies

From the result, it could be seen that the majority of teachers (67% exactly) use reading strategies frequently. Others are divided into two options first 17% of teachers use reading strategies every session then the remaining ones which means 16% use reading strategies occasionally.

Q10: The aim behind this question is to identify to which strategy learners respond best. The following table and graph illustrate the reading strategies' options

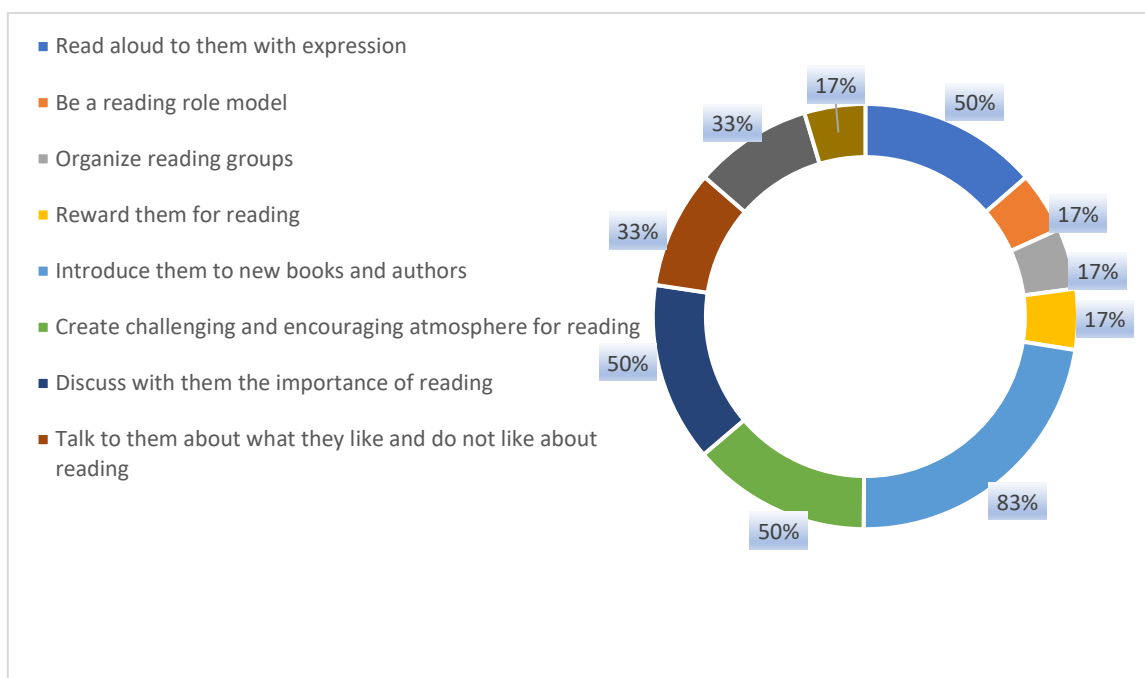


Figure 2. 16 Reading Strategies' Options

The results above are the several and different strategies used during the course. As it is shown in the graph, different strategies were used by some instructors within the course. 83% of teachers argued that they introduce students to new books and authors. Then, 50% opted for reading aloud and discussion by creating a pleasant atmosphere. Moreover, 33% of informants argued that helping students by discussion and interaction about reading is the most useful strategy that some EFL teachers were used inside classroom. Finally, only 17% of teachers try to be a reading role model by organizing reading groups, rewarding them for reading, or adding extensive reading as part of the syllabus.

Q11: This question aims to identify students' issues about reading. The following graph and table determine teachers' opinion about those difficulties.

Table 2. 14 Reading Issues Students Encounter

Options	Percentages %
The motivation to read (The lack of motivation)	50%
Maintaining concentration	33%
Difficult vocabulary (Fluency Language Comprehension)	50%
Nature of the reading material (Topic genre)	50%
Concluding a general idea from the text	0%
Lack of Books	17%

Most of the teachers agree that learners are de-motivated to read. They also claim that learners may be discouraged to enhance their reading skill; because they encounter certain difficulties like the nature of materials which may seem boring. Learners do not focus while readings; as well as, they do not take enough time to understand appropriately. Furthermore, they may struggle with difficult vocabulary items, and difficulty in understanding complex sentence structures.

Q12: The purpose behind this question is to elucidate the solutions which teachers may propose when their learners struggle to comprehend different passages. They suggest that they must recommend them to use dictionaries to understand the difficult words, explaining vocabulary needed to understand, clarify, help and give examples by deal with vocabulary difficulties. One of the participants stated “I use the fragmentation strategy, share ideas and try to participate and discuss in groups rather than just giving them direct answers, and also focus on key-words and main ideas”.

Q13: The aim behind this question is to determine on which criteria teachers select the materials concerning reading comprehension course.

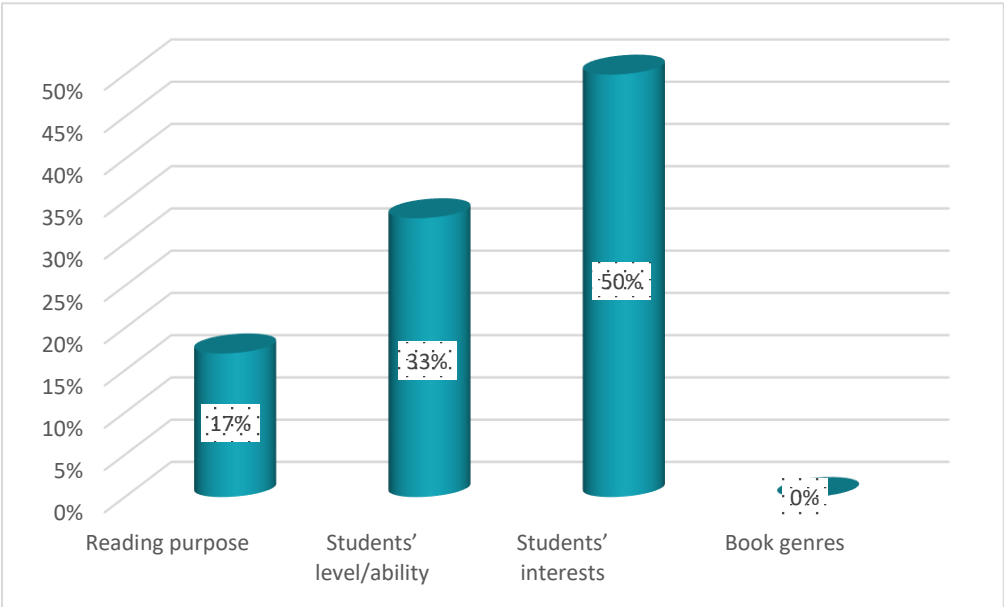


Figure 2. 17 Selection of Reading Material

From the result above, it is proved that 50% of teachers select texts according to students' interests. Then 33% preferred choosing reading materials according to students' ability. At last, only 17% opted for the reading purpose option.

Q14: The purpose behind this question is to determine whereas teachers follow students’ reading progress or not.

Table 2. 15 Checking Students’ Progress

	YES	NO
Percentages %	100%	0%

The total number of participants agreed with the fact that teachers should observe and assess students’ progress in reading comprehension.

Q15: This question was asked to determine whereas teachers give importance to the introduction of the topic or not. The following results exemplify the teachers’ opinions.

Table 2. 16 Introduction of the Topic

	YES	NO
Percentages %	100%	0%

The table above illustrates the sixth teachers ‘opinion concerning the topic introduction and it noted that all of these teachers agreed about devoting time to introduce the topic before engaging students in a reading activity. Because beforehand preparation and brain storming is extremely important. Then warming up is essential in any thinking activity. Finally, to build a kind of schemata for students.

Q16: This question aims to figure out different strategies teachers use to make learners interact in the classroom during RC course.

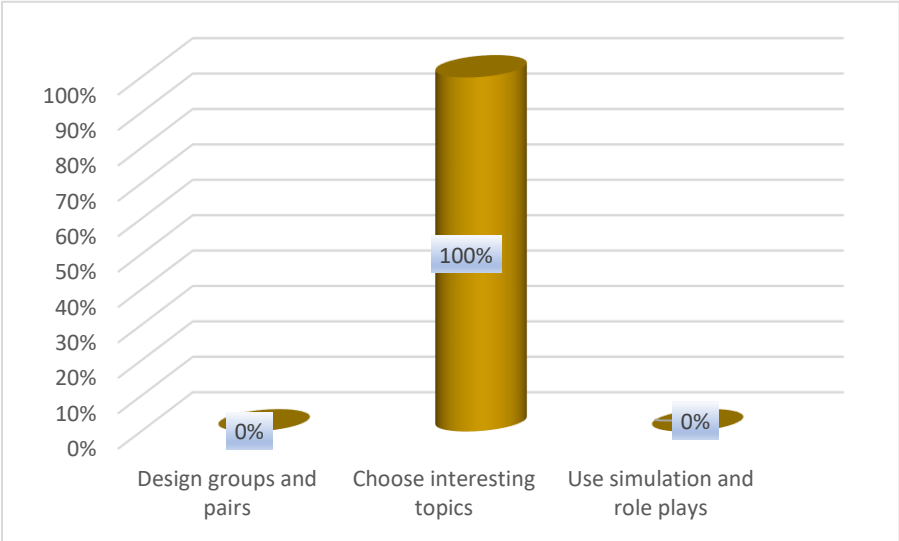


Figure 2. 18 Students’ Classroom Interaction

All the informants agreed that choosing interesting topics will make students interact during RC course which will allow them to concentrate more and try to give the best of themselves.

Q17: The purpose of this question is to identify teacher' opinion about the model of reading that suits learners the most.

Table 2. 17 Teacher's Strategies Used for Teaching Reading

	Bottom- up model	Top – down model	The Interactive Model
Percentages %	0%	0%	100%

From these results, it's noticed that all the informants opted for the interactive model and then instructors encourage students to combine their skills to a better understanding of the text.

Q18: According to the sixth informants there are plenty of techniques to use in order to help and facilitate enhancing reading skills for students. The first teacher stated that reading for leisure is such beneficial. The second preferred asking them to read and read a lot, any kind of materials they see interesting. Then another opted to ask learners reading at home books, novels, articles, book report, and asking my students to conduct research, write essay and paraphrase, summarize lectures. The last ones proposed reading for a purpose and using active reading strategies.

2.10.3 Analysis of the Classroom Observation

The session was with second year EFL students of Abou Bekr Belkaid (Tlemcen), group 1 and 2. It was on 22/03/2022 at the amphitheatre 2 from 11:15 till 13:15 the session of reading comprehension. The teacher asked his students to read silently then he asked them to read out loud one by one (the teacher choose randomly) within this time the teacher tried to correct some mistakes made by learners for example in their pronunciations. The first thing that I had observed was that students were given material before the course for a better preparation which led students more familiar with texts only few words were unclear for them. In addition, students intended to ask some questions related to the meaning of some complex words. Then the teacher started asking questions (form, meaning, characters, structure...) which create an interaction

between learners and instructors. Moreover, the teacher gave students some activities to strengthen their text comprehension for example a collection of questions about the text. At last, the teacher used several strategies for a better comprehension which was the major goal for this classroom observation.

2.11 Discussion of Findings

Based on the data gathered and analysed from the learners' and the teacher's questionnaire, adding to the classroom observation the results are discussed as follows.

Concerning the first hypothesis which specifies that the implementation and the use of reading strategies in RC courses may enhance and improve the students' reading skills., The collected data demonstrated interesting results. The questionnaire addressed to second year EFL students revealed some facts. First of all, the students' attitudes towards implementing RC course. The questionnaire begins with the student's profile where the majority of the population was females; their level of reading skills was average, some of them are excellent in reading in English, and others find themselves good in reading. Based on the results obtained from both sections of the questionnaire. Strategies are very influential in improving Reading comprehension in classes, and developing the students' reading skills. Moreover, the majority of students have a positive attitude towards the reading skill. They were interested in the teaching and learning process like the various strategies used for a better learning of reading comprehension which confirms the first hypothesis. To sum up reading comprehension is the basic factor in developing students' reading skills. The students' replies revealed that without reading comprehension, they cannot improve their English. Accordingly, RC course motivated learners in developing their language in terms of language fluency, spelling and vocabulary, and motivates them to read more for better achievement and performance.

On one hand, according to the analysis of the teachers' questionnaire, students face some reading issues basically they are related with vocabulary difficulties and the fluency of language comprehension. Reading materials and evaluation plays a significant role in checking the students' reading skill progress. In classroom the reading time should be devoted mainly to students, most of the teachers argued that a little part

of students appreciates RC session this implies that they need to invite students to read to be more familiar and overcome their reading problems. Thus, it confirms the second hypothesis which specify that the use of various contents can help students to face their reading difficulties. The majority of instructors choose interesting topics and discuss it with the whole class. Then, discussion can be one of the effective strategies that led to the development of reading skill. On the other hand, the third hypothesis which stipulates that the selection of the topics may influence student's reading comprehension positively by enriching their vocabulary and improving their reading skills was strengthened also by EFL teachers' responses to the questionnaire. Indeed, teachers believed that their students prefer diversified content and thus they should read different text for the purpose of gaining more vocabulary which contribute to the development of reading skills. A similar view was pictured during the whole classroom observation from this latter, the results demonstrate that the teacher prepares and plans his reading session according to the learners' reading needs. It is noticed that the selection of the reading materials is reliable and relevant for the purpose of improving students' reading skills. Furthermore, reading strategies and techniques were used for a better understanding of the comprehension of the text. which confirm and validate all the study' hypotheses.

2.12 Recommendations and Suggestions

After the analysis of the present study which was about the improvement of reading skills through reading comprehension course, it is helpful to add some suggestions and recommendations for teachers and learners for better mastery of the reading skill. The role of teachers of English is to raise learner's awareness about the importance of reading comprehension in developing the skill of reading and learning other skills. In addition, teachers may supply their learners with extensive reading strategies, especially for those learners whose level of comprehension is weak; because it facilitates the learning of other components; such as, grammar, vocabulary and pronunciation.

- Teachers should play two important roles: a facilitator and a motivator to help students face their difficulties in practicing the target language in oral expression tasks.

- Teachers should give time to their students to express their ideas inside the classroom and share it with others to make them feel comfortable in the classroom tasks; it means that they should be the centre of the class.
- Using more effective strategies, methods of teaching in teaching writing.
- Presenting the course by using flexible teaching methods and techniques.
- Focusing more on varied group work settings.
- Varied materials allow learners to gain fluency, improve reading skills, build vocabulary and read independently.
- Reading promotes student's motivation in learning other languages.
- Emphasising the use of teaching aids such as: pictures, data-show, speakers, and so on.
- Using some sessions to use books to design and present the course and activities (refer to traditional way of teaching from time to time).
- Revising teachers' responsibility about students 'different abilities, interests, and needs.
- RC makes students better at writing and speaking skills and increases their self-confidence.
- Using coherent and relevant materials impact positively on students' progress
- Interaction is a useful technique to develop the other skills
- Implementing more strategies helps students in several modules.
- EFL text books need to be visually attractive.
- Learners need to take learning and teaching styles into consideration.

2.13 Conclusion

In short, the collected data from classroom observation, the teachers' and students' questionnaire show that the reading comprehension course is an effective method to improve the students' reading skills. The analysis of both of the instruments that is used in this research revealed that RC course has a positive impact on the students' reading skill. It encourages the students' participation, promotes confidence, improves language fluency, and accelerates the build-up of vocabulary.

General Conclusion

This master thesis is a research work which is concerned with the evaluation of the effects of reading comprehension course on the development of reading skills. The major aim behind this study was first of all to determine the importance of developing students' reading skills through reading comprehension. Thus, this academic study tried to answer the following research questions:

1. Does the use of reading strategies impact the reading comprehension' process?
2. What is the role of reading materials in improving EFL students' reading skill?
3. How can RC course enhance students' reading skills?

The above questions led the investigator to prove the accuracy of the hypotheses which are:

1. The implementation of reading strategies in RC courses may enhance and improve the students' reading skills.
2. The use of various contents can help students to face their reading difficulties.
3. The selection of the topics may influence student's reading comprehension positively by enriching their vocabulary stock and improving their cognitive skills.

After presenting the chapter of literature review which involves several definitions about reading skills from several researchers. In addition, it describes types, features, issues, and purposes of reading comprehension and the importance of reading strategies. Then it points the role of reading materials (contents), teachers, and classroom interaction. Moreover, this chapter figure out teaching/learning expectations and strategies for developing reading skills. It ends with a brief conclusion. The next step of any research design is to move to something more practical. The second chapter attempts to provide an overview on the methodological design of the study which is based on the Evaluation of the Effects of Reading Comprehension course on the development of Reading skills. The questionnaire is perhaps the most widely used for eliciting information from some target informants relative to their goals, attitudes and

backgrounds. which is the case of the current study for answering the above listed research questions and check the validity of their relevant hypotheses two questionnaires were designed and delivered to second year EFL students and English teachers of the English department at Tlemcen University. The instrument of classroom observation was employed also in this research.

The next part of the second chapter is dedicated to the analysis and interpretation of the collected data. Then discussions that focused on the findings obtained which confirm that the three research hypotheses put are correct to higher extent. Briefly, the main findings of the data analysis revealed that strategies play a significant role in the development of students' reading skills as well as gaining a better understanding of reading comprehension. Besides, it shed light on the issues students face during RC course. Then the importance to diversify the reading materials for learners. Moreover, after the achievement of this academic work, some limitations may be pointed. First, the access to relevant literature and documents was limited. Another issue was the availability of some teachers to answer the questionnaire tool. The next one was the attendance in observation, there were limited lectures because of restrictions of the Covid as well as the case of the limited answers of the selected sample of students. Thus, the data collection was time consuming.

In brief, the implementation of reading comprehension course has a relevant influence on students' reading skills as central point. Indeed, reading strategies and effective reading materials were used for a better understanding of the comprehension of the text. Thus, reading comprehension may influence writing and oral expression then other modules.

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Appendices

Appendix A

STUDENT'S QUESTIONNAIRE

Dear students,

I am currently conducting research about the effects of Reading Comprehension (RC) course on the development of reading skill. You are kindly invited to fill in the following questionnaire. (This questionnaire is anonymous). Please tick the appropriate answer and justify it whenever possible. I extremely appreciate your collaboration.

Rubric one:

1. Do you read in English?

- Yes No

2. How often do you read?

- Everyday / almost every day
 Once or twice a week
 Rarely
 Never

3. How do you estimate your level in RC?

- Poor average good excellent

Justify?.....

4. What do you find difficult about reading comprehension course?

- The motivation to read
 Maintaining concentration
 Difficult vocabulary
 Nature of the reading material (literary texts,)
 Concluding a general idea from the text
 Lack of English books in libraries

Other please specify

.....
.....
.....

5. What are your main reasons for not reading during the course?

- I do not like reading
- I am afraid to read
- materials (books) are not interesting
- Reading for a long time is boring
- no enough time consuming
- fear of mocking
- I prefer faster ways to gain knowledge (watching videos/listening)

Other, please specify:

.....

Rubric two

1. Are you satisfied with the topics provided for RC course?

- Yes
- No

justify.....

2. What type of English are you required to read during your lectures?

- Novels
- Academic articles
- Others

.....
.....

3. Objectives of RC course are clear and precise

- Yes
- No

4. Course presentations are well prepared and logical

- Agree
- No opinion
- Disagree

5. Presentations explain the course concepts effectively

- Agree
- No opinion
- Disagree

6. Classroom space is conducive to learning?

.....
.....

7. Was the course's material effective?

- Yes No

Justify.....

8. Was there any repetitive content in RC course?

.....

9. Was the course's content beneficial and useful?

- Yes No

10. Real world examples are used effectively during RC course

- Everyday / almost every day
 Once or twice a week
 Rarely
 Never

11. Do your teachers train you to use some strategies for an effective reading?

- Yes No

• If yes, which strategy/ies do they use to comprehend the text?

- Reviewing titles, section headings, and photo captions
 Using knowledge of the subject matter to make predictions about content and vocabulary
 Skimming: using a quick survey of the text to get the main idea
 Scanning: identify text structure, confirm or question predictions
 Paraphrasing: stopping at the end of the section to check comprehension by restating the information and ideas in the text

12. The instructor is enthusiastic and knowledgeable about the course material

- Yes Neutral Sometimes No

13. My overall evaluation of the course is good

- strongly agree
 Agree

- no opinion
- disagree
- strongly disagree

14. How effective was the instructors' use of class time (The organization of the course)?

- Good
- Need more focus

15. If your teacher had to change something in his way of teaching reading, what do you suggest?

.....
.....
.....

16. What would you recommend to improve this course?

.....
.....
.....

17. Is there anything else would you like to say about your learning experience in this course?

.....
.....
.....
.....

Thank you for your cooperation!

Appendix B

Teachers' Questionnaire

Dear Teachers,

This questionnaire is designed to provide data for thesis research to an evaluation of the effects of Reading Comprehension course on the development of Reading skills. I would be grateful if you could answer the following questions. Thank you in advance for your contribution.

1. Educational level

- Master
- Magister
- Doctorate Science
- Doctorate LMD

2. How long have you been teaching in the department of English?

- Less than five years
- 5 to 10 years
- More than ten years

3. Speciality:

- Didactics and Applied Linguistics
- Literature and Civilisation
- Sociolinguistics

4. Do you think that reading is an essential skill for language teaching?

- Yes
- No

Justify,

.....
.....

5. How important is reading comprehension in learning English language?

.....
.....
.....

6. Does the syllabus of the second-year reading comprehension subject involve topics that excite students 'interest?

- Yes Completely Yes Partially Not At All

7. Are your students motivated to read? In other words, do they appreciate reading skills

- Yes No

8. Do you provide your students with the chance to practise reading often?

- Yes No

If yes, how?

- Silent reading
 Reading aloud
 Homework Reading
 Reading Logs
 Volume reading

9. How often do you encourage your students to use reading strategies (paraphrase, infer, make connection between the text and prior knowledge, visualize, ask questions.)

- Frequently Sometimes Rarely Never

10. To which of the above strategies do your students respond best?

- Read aloud to them with expression.
 Be a reading role model
 Organize reading groups
 Reward them for reading
 Introduce them to new books and authors
 Create challenging and encouraging atmosphere for reading
 Discuss with them the importance of reading
 Talk to them about what they like and do not like about reading.
 Help them see the improvement from reading practice
 Other

11. Based on your experience, what reading difficulties do students often encounter?

- The motivation to read (The lack of motivation)
- Maintaining concentration
- Difficult vocabulary (Fluency Language Comprehension)
- Nature of the reading material (Topic genre)
- Concluding a general idea from the text

12. If your student struggle with difficult passages to comprehend, what should you do?

.....
.....
.....

13. Based on what criteria do you select the reading material for your students?

- Reading purpose
- Students' ability / level
- Students' interests
- Book genres

14. Do you observe and monitor your students' reading progress?

- Yes
- No

15. Is it necessary to devote time to introduce the topic before engaging students in a reading activity?

- Yes
- No

Why.....
.....

16. What do you do to make students interact in the classroom?

- Design groups and pairs
- Choose interesting topics
- Use simulation and role plays

17. Which model of reading do you prefer most to use with your students?

- Bottom- up model Top – down model The Interactive Model

Justify

.....
.....

18. What are your own techniques that you use in order to help your learners to enhance their reading skills?

.....
.....

Thank you for your cooperation!

Appendix C

Classroom Observation Report

University of Abou Bakr Belkaid Tlemcen

Faculty of Foreign Languages

Field of speciality: _____ **Period/Time:** _____

Teacher: _____ **Date:** ____/____/____ **Observer:**

Observation of lesson

Number of the students:

Subject of interest	successfully achieved	Need more focus	Not observed
Part one: <i>evaluation of the teacher's interaction and strategies of teaching</i>			
The use of humour in the class.			
Implementing group work in the classroom			
Using praise and encouragement in the classroom			
Encourages questions and discussion of the students			
makes eye contact with students			
Additional remarks:			
Part two: <i>Participation and Engagement of Students</i>			

Ask questions for clarification			
participating in class discussion			
Answer the teacher's questions			
Interested in the course			
Additional Remarks:			
Part three: <i>Instructional materials and the course content</i>			
The lecture is presented and explained clearly			
The use of technology to explain the lecture (data show)			
The course content meets the student' needs.			
Additional Remarks:			

