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AN EXPERIMENTAL INVESTIGATION INTO THE EFFECTS OF EXPLICIT AND INTEGRATED INSTRUCTION OF READING STRATEGIES ON EFL STUDENTS' READING PERFORMANCE: CASE OF EFL STUDENTS AT ABOU BEKR BELKAID, UNIVERSITY OF TLEMCEN

Thesis Submitted to the Department of English in Candidacy for the Degree of Doctorate in Applied Linguistics and TEFL

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STATEMENT OF ORIGINALITY

I hereby certify that I am the sole author of this doctoral thesis entitled "*An Experimental Investigation into the Effects of Explicit and Integrated Instruction of Reading Strategies on EFL Students' Reading Performance: Case of EFL Students at Abou Bekr Belkaid, University of Tlemcen*", and supervised by Prof. Smail BENMOUSSAT and, all the sources I have used and/ or quoted have duly been indicated and acknowledged by complete reference. Parts excepted are corrections of form and content by my supervisor and no part of this thesis has been published or submitted for publication.

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Mrs. Yassamina ABDAT- HADJADJ

Signature

*..... **Although your soul is at rest, the world would be like heaven**
if I had you back again...*

*I kept intentionally this page to dedicate this dissertation in loving memory of
my **revered father** (May Allah's mercy be upon him) who through his
considerable sacrifice gave me the best gift of all – a quality education – and
instilled in me a passion for lifelong learning, and who would have been so
proud of my accomplishment.*

MAY HE REST IN PEACE

DEDICATION

Although it is a literary tradition to acknowledge the contribution of different people but as a matter of fact, some words cannot express my gratitude to the various helping hands.

First of all, I would like to dedicate this endeavour to the eternal source of love and motherliness my mother who nurtured in me the love for learning, and suffered her life to give me the chance improve myself. I equally dedicate it to my beloved brothers, sisters, their husbands and children for their guidance in turning what at times seemed like impossible into the possible.

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ABSTRACT

What are the academic life skills of a university EFL student? What difficulties do they generally encounter when dealing with the four linguistic skills in general and reading skills in particular? And what implications can teachers suggest to remedy their reading weaknesses, and develop their comprehension proficiency? To be able to think constructively, argue coherently about this issue and examine systematically the current situation, the researcher attempts to provide a clear picture of the English language teaching/ learning situation in the Algerian educational level, more specifically at tertiary level with close reference to the teaching of reading to the third year EFL students at the English department, At micro level, this research at hand is three- fold purposes: first, it strives to depict the causes behind students' reading weaknesses at the level of decoding and comprehension skills which unfortunately lead them to a cycle of failure. Second, it aims to highlight the current classroom practices regarding the teaching of reading and explore the teachers' attitudes towards explicit strategy teaching. Third, it tries to implement a reading strategy instruction programme to see its effects on students' reading proficiency and strategy use. Pegged to these aims, the researcher conducted an experimental based study with a set of thirty 3rd year EFL students from the department of English as a sample population. Drawing on a feasible application of a set of eight strategies, the researcher conducted a study of three regular 90 minutes class periods on a weekly basis for 9 weeks. This study was completed relying on a mixed- methodology design making use of some instruments namely: reading strategy questionnaires, attitude questionnaire, semi-structured interview, comprehension tests (pre-test and post-test, students' personal journals, and students' attitude questionnaire. The results obtained were very interesting both theoretically and practically. At first, the findings corroborated the positive effects of explicit strategy teaching of reading strategies on developing students' reading proficiency and raising their strategy awareness. Second, the findings suggest that after the training, most students appreciated the programme of strategy intervention that led them to have a rather positive attitude towards reading. To conclude, the current study provides some implications, useful proposals and hopefully some effective ways about how to implement reading strategy instruction in an EFL classroom setting.

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KEY TO ABBREVIATIONS AND ACCRONYMS

A.F: Absolute Frequency

ALM: Audio Lingual Method

B.E.M: Brevet d" Enseignement Moyen

C A: Classical Arabic.

CM: Comprehension Monitoring.

CBA/ E: Competency- Based Approach/ Education

CBI: Competency- Based Instruction

CBLT: Competency- Based language teaching

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ESL: English as a Second Language.

EAP: English for academic /Purposes

ESP: English for Specific Purposes

Et al: et alii.

EVA: Evaluation

FA: Functional Approach

GVC: Global Virtual Classroom.

IBID: Ibidem

L_1**:**   A person's mother tongue.

L_2**:**   Second language: the first language acquired after L1.

LMD: Licence – Master – Doctorate

MOD: Modification

MSA: Metacognitive Strategy Awareness.
MARSI:Metacognitive Awareness of Reading Strategy Inventory

NCTE: National Council of Teachers of English

NRC: National Reading Council

NRP: National Reading Panel

PL: Planning

PS: Problem- Solving

R.F :   Relative frequency

RSI: Reading Strategy Instruction

RTA   Reciprocal Teaching Approach

SRSL: Self-Regulated Approach to Strategic Learning

TD: Travaux Dirigés
TEFL: Teaching English as a Foreign Language.

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General Introduction

GENERAL INTRODUCTION

It is not a secret that thanks to the globalization process, the English language has increasingly gained a relevant portion and has therefore occupied a prominent place across the globe in different fields including science, technology, trade, business, tourism and so forth, notably in the last decade. From the pedagogical perspective, although it is not the primary medium of instruction in the Algerian elementary and secondary stages, it is seen as a compulsory linguistic tool that is vitally needed in higher educational system mainly to fulfill numerous utilitarian purposes.

Thus, in the field of teaching/learning process, the recent emphasis on investigating contexts in language learning has led to a renewed interest in discovering how non-English speaking students around the world cope with the demands of studying English in their subject area. Thousands of learners in foreign language settings routinely engage in acquiring the content they need for their particular field of specialization, mostly through the medium of English written texts.

In an academic environment, it is widely recognized among researchers and educators that reading is the most exciting and pre- requisite linguistic tool and further key to research as it enables the learners to gain exposure to the target language and receive valuable input to build up language proficiency.

However, what is actually observed is that too little attention is devoted to this skill. Consequently, EFL students are still unable to read systematically and with full comprehension .This is probably due to the unequal consideration of numerous factors including automaticity of word recognition, familiarity with text structure and topic, awareness of various reading strategies and conscious control of these strategies in processing a text.

Inspired by this thought, the present experimental- based research primarily focuses on reading in general but with particular focus on reading strategies. The motivation for this study is the conviction of the significance and usefulness of incorporating and implementing, in an explicit way, reading strategy instruction at awareness-raising in enhancing reading comprehension of 3rd year EFL students at tertiary level in an EFL setting. Therefore, there are basically four aims that drive this study, namely:

- To explore the attitudes of university EFL teachers towards the implementation of an explicit strategy-based instructional intervention in their routine classroom instruction.

- To check whether university EFL learners already possess some reading strategies prior to the intervention phase, and whether they are consciously aware of the usefulness and applicability of utilizing reading strategies in any given problem- solving situation.

- To shed more focal light on whether an integrated strategy instruction on reading would cause an increase in the frequency and variety of strategies involved in reading.

- To submit a questionnaire to the participants once completing the strategy training sessions (post-training). Under the title of an attitude questionnaire, the researcher intended to assess the extent to which the strategic based instructional intervention can change belief, habit and attitudes of the students towards reading strategies.

In the undertaking of this research project, a need to focus on some critical questions is essential which will help the researcher in finding the requested answers to the problems that were previously mentioned. Following are five main questions that will guide the present exploratory- based project.

1- What are the attitudes of EFL teachers towards the explicit teaching of reading strategies in an EFL classroom? And, And do they teach them in their actual classroom practices?

2- What type and frequency of reading strategies do EFL students use in their EFL reading process?

3- Is there any significant difference between students' self-reported reading strategy use and their actual reading performance?

4- Does an explicit / integrated strategy based instructional intervention enhance students' reading proficiency and strategy use? In other words, are there any significant differences in the pre and post- reading strategy use between strategy instruction group and control group?

5- What changes do we expect fro the students in terms of their attitudes and habits towards reading after the experimentation?

Thus, these questions led to the formulation of the following hypotheses upon which the researcher during the experiment will attempt to confirm and check their validity.

➢ H1: EFL teachers may probably have a positive attitude towards the explicit teaching of reading strategies and more importantly cognitive reading strategies which are frequently taught to them in each reading lesson.

➢ H2: EFL learners already possess some cognitive reading strategies.
➢ H3: Not all the strategies that EFL learners reported using them are being actually applied in their reading assignments.

➢ H4: There is a significant difference in the strategy use between the intervention group who have been explicitly instructed through reading strategies programme and the control group.

➢ H5: EFL learners may have a positive attitude toward reading after the intervention sessions compared to the pre-training phase and henceforth their reading habits have changed significantly after the training sessions.

To support the above hypotheses, a case study was purposefully undertaken. The setting of the present research was at Abou Bekr Belkaid University of Tlemcen, and more specifically at the Department of Foreign Languages, section of English. Thirty EFL students at the third year English degree participated in this study. They were randomly designated as one experimental group (N=15) and one control group (N=15). All of them were currently pursuing a Licence degree. These groups where purposefully chosen so as to compare the results of strategy instruction as far as their reading performances prior and after intervention phase.

Concerning the participants constituting the experimental group, they were given a nine week- course in reading that included explicit instruction in reading strategies. Whereas students; belonging to the control group; were not given any course at all. Though this research has been completed relying only on a small sample population, it was beneficial in the sense that it gave the researcher an opportunity to explore the participants' ability to employ various strategies (intervention group) and compare them with the participants who received no instruction (control group).

Consequently, six research instruments were used so as to fulfill the aforementioned aims, which are:

• Attitude questionnaire to help in yielding both quantitative and qualitative data about the attitudes of university EFL teachers towards an explicit instruction of reading strategies.

- Metacognitive Awareness of Reading Strategies Inventory (MARSI) i.e., a self assessment inventory guided to direct students whereby to reflect upon their own use of reading strategies. It was originally developed by Sheorey& Mokhtari, 2001; Mokhtari& Reichard Sheorey, 2002. It will be administered to assess students' knowledge of reading strategies.

- A semi structured interview conducted with the same respondents whereby to compare between the reading strategies they reported using in the strategy questionnaire with their actual performance via semi structured interview

- A pre- training proficiency test administered to both groups whereby to help the researcher check and assess learners' ability to use the most convenient comprehension strategy for each question related to the given text.

- A second test (post-test) will be administered to both groups to corroborate whether the strategy instruction leads to any significant differences regarding the frequency with which strategies are used by the participants, before and after the strategy instruction, i.e. to compare the pre-and post-reading comprehension scores of students after the reading strategy instruction (MARSI).

- Personal reflective journal/diaries chosen as an introspective tool which will be submitted to the participant of the strategy instruction group. Our main point of focus is to analyze the extent to which they become more aware of using accurately each of the seven strategies they have been trained through during strategy instruction sessions, how and when to use by making the learners reflect on each reading strategy that has been taught every week.

The data obtained from these tools are analyzed quantitatively and qualitatively for corroboration of findings. The present study at hand is thus structured in a way that attempts to reflect the subject matter under investigation as well as the methodology adopted. Consequently, the very nature of this doctorate thesis is

twofold: theoretical and practical. The first part provides the conceptual framework of the investigation all the more reviewing the relevant literature, while the second part is a fieldwork survey and discussion of the results obtained through the selected research instruments conducted among the teaching-learning community.

The researcher, at the outset of this research work, surveys existing research literature which has relevance to reading strategies and integrated strategy instruction. The review will lay the groundwork for the analysis and discussion of the research findings from this study. The researcher tries to shed fresh light on revealing the significance of teaching explicitly a set of reading strategies for better reading performance.

Chapter two entitled Reading Comprehension Pedagogy in Algeria: will provide a systemic description of English language teaching in Algerian higher educational level with close reference to the reading skill at tertiary level and more specifically to third year students at the department of English. The outset of this chapter attempts to describe and provide brief survey on Arabization and foreign language policies in Algerian setting shedding a focal light on the situation and objectives of English language teaching in the Algerian educational setting in general and determine the status and teaching purposes of reading comprehension module at university level. It equally stresses on scrutinizing the learners' needs and teachers' profile as well. During this chapter, the researcher also introduces the population sampling chosen for the present exploratory case study, and elicits some of the introspective and retrospective data tools to obtain the required answers from the sub questions discussed previously.

The methodology of the study is explained in chapter three, where the researcher will present and describe the study methodology detailing the research design, study sample and sampling procedure, research instruments and data analysis method.

The fourth investigative chapter, on the other hand, endeavours to find the illuminative data guiding the research. It starts with presenting data and analyzing them afterwards. It will provide results interpretations and the main conclusions of the study which will be drawn from the data analysis done in the preceding chapter.

Implications and recommendations will be presented throughout the subsequent chapter which strives to suggest some alternative and hopefully useful proposals that need to be taken into consideration by both teachers in charge of the Reading Comprehension module and the learners as well whereby to tackle the issues faced in the skill under consideration.

1. REVIEW OF THE RELATED LITERATURE: READING PROCESS AND READING STRATEGIES

1.1 Introduction

The present introductory chapter is, in fact, dedicated to survey existing research literature which has relevance to reading strategies and integrated strategy instruction. The review will lay the groundwork for the analysis and discussion of the research findings. It strives to define and illustrate some theoretical key concepts related to the following points:

- A theoretical based section on reading as complex phenomenon in an EFL setting
- A historical overview of the reading process, and contemporary theories of the reading models are briefly summarized and discussed, including a brief explanation about discrepancies between the terms "strategy" and "skill"
- Learning strategies taxonomy and their classification.
- Relevant research on reading strategies along with their findings are presented, which is the focus of this study within the broader field of reading theory and research.
- Factors affecting reading strategies instruction are identified and explained
- A concluding section bears information about strategy instruction, shedding a focal light on the potential role it has on learners' reading performance and strategy use.

1.2 Reading: A Complex Phenomenon

In an attempt to study the phenomenon of reading, one fundamentally needs to have a solid conception of what this phenomenon is. A leading perspective of this issue is built on the theories of the development of reading and the progression of what written language and comprehension entail **(Zurek, 2006:32).**

A very recurrent question seems to be raised by numerous reading researchers when thought is given as to what goes inside people's brain when they read, and what do readers of different ages, levels of proficiency and language background do as they read? .Notwithstanding a very rich body of literature available on this field of research, so many questions are still kept unanswered about the brain processes that occur while the reader decodes and constructs meaning from the given text.

The first entry on the word *read* in Webster's New World Dictionary (1991) defines reading as "**getting the meaning of something written by using eyes to interpret its characters**" it can be added "**by using the brain**" to this definition (**Zurek,** 2006:33).

Put it differently, reading demands a two pronged attacks as it involves not only cracking the alphabet code to determine the word but also thinking about those words to construct meaning (Harvey, 2000).

Taking into prominence Harvey's statement clearly implies that reading can be defined from two distinct viewpoints: common knowledge, and scientific view: for the popular literature, reading is the ability of processing one's aptitude or capability to recognize the shape of a finite number of letters and alphabetical symbols that are connected to form an infinite number of meaningful items, clauses and sentences respecting the punctuation and division of paragraphs. In this regard, reading serves as a purposeful activity that helps the learners in **"developing a considerable range of habitual responses to a specific set of patterns of graphic shapes" (Fries 1963:121).**

Thus, representing the process of reading follows a common sense description of three related dimensions:

- As an opening stage, the learner recognizes the written characters he meets in print, which are organized in particular spatial order (from the left to the right when speaking about all Indo-European languages, while it is completely the reverse for Hamito-Semitic ones) and masters their pronunciation.

- In the subsequent phase, he combines them into meaningful conventional items and sentences respecting the rules of syntax that may not resemble those of his native language. Additionally, the mastery of the printed words can be done successfully through a consistent vocabulary and syntax activities, which should not be underestimated for they contribute well in enhancing learners' comprehension of reading.

- Once the recognized written symbols are combined into meaningful items and sentences, the learner controls then the third stage, that of interpretation.

In gross, and to put it in a nutshell, one may say that reading tends to be one amidst the most conspicuous complex linguistic skills which includes a number of decoding and comprehension processes. In regard to the former (also known as lower-order reading skill/ surface approach), it can be seen as:

> *A conscious and deliberate process of sounding out word parts such as single letters, letter strings, photograph and syllables to produce a plausible pronunciation of a word that is not immediately recognized.*
>
> *(Koda, 2004:41)*

While the latter (i.e., higher-order processing/ deep approach) is:

> *A process which involves the integration of the ability to decode knowledge of vocabulary, grammar and sentence structure, previous knowledge of the topic and suitable strategies to interpret a text for meaning making*
>
> *(Kintsh, 2005:71)*

In such a case, the three related dimensions discussed above are then closely related to three linguistic skills i.e. recognition with phonology (how to pronounce sounds in various combinations), structuring with syntax (rules that govern word order), and interpretation with semantics (when the learner assigns the accurate meaning of the printed symbols, then comprehension takes place).

However, from the scientific perspective, numerous neurological researchers notice that reading is not merely a product-oriented approach that constitutes language form, but also an intricate process actively involving both hemispheres of the brain that endeavours to negotiate understanding between the learner and the writer of the text. Furthermore, it is an inside-the head factor that plays a crucial role in comprehension. Here, reading is merely regarded as an end product or a process-oriented approach that deals with language content (Abdat, 2008: 06).

In this frame of mind, Urquhart and Weir have endeavoured to summarize the complexity of this process stipulating that: "**Reading is the process of receiving and interpreting information encoded in language form via the medium of print.**" (1988:22).

Needless to say, decoding process can be automatic only if it is done with "**little attention or effort for readers to understand the meaning of the text. It requires a lot of practice before students become automatic at the coding task**" (Guzzetti,2007 :28).

Unlike the encoding process, comprehension cannot be made automatic as it needs concentration and cognitive resources for it to take place. Although decoding and comprehension are two absolutely different skills (i.e., one being ranked lower order reading skill, and the other being classified among higher order processing). They cannot function separately in skilled reading, simply because "**automatic**

word decoding is prerequisite for a good reading ability" and "**lack of accurate word decoding impedes comprehension while good comprehension skills enhance decoding process" (Adams, 1990: 67).** In other terms, the ability to decode is important but not sufficient for comprehension.

According to Grellet, comprehension which is the essence of reading may take place only when the reader is capable of utilizing in a convenient way other skills and strategies and understands how to employ them to accomplish the reading purpose /s. The elements of reading comprehension presented by some researchers (Blachowicz& ogle,2001: Grellet 1981) are listed below:

a- *Proactive: because a reader must be actively thinking and constantly monitoring the meaning.*

b- *Tentative: because predictions made at one moment may change in the next moment.*

c- *Personal: because meaning resides in the reader's interpretation which in turn is controlled by his or her prior knowledge.*

d- *Transactive: because the reader's background interacts with another's intentions.*

e- *Thoughtful: because the reader always analyse the clues the author provides.*

f- *Imagistic: because he/she uses the author's clues to create a picture in his/her mind of what is happening.*

g- ***Inferential*** : *because the reader can only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another*

h- ***Reflective*** : *because good readers evaluate what they have read and determine its significance and how it can be used.*

<div align="right">

(Grellet 1981, 23-24)

</div>

In the same vein, Blachowicz & Ogle (2001:25) affirm that comprehension is:

a- *Motivated & purposeful*
b- *Process that is constructive*
c- *Skillful & strategic*
d- *Self monitored & self-regulated*

This may imply that decoding and comprehension processes should be the focus of reading instruction hopefully to help learners improve their self-monitoring and comprehension processes.

1.3   Reading in an EFL/ESL Setting

The population learning English as a foreign language, not least the Algerian people is increasing rapidly and remarkably. It occupies a very primordial place in Algerian education system especially after the advent of the globalization process. Although English is not the primary medium of instruction, accessing key information in diverse fields is often dependent on having reading ability in English. Reading is therefore the most essential requirement for native readers as it is to the non native readers. It is for such reason that the main emphasis in most

programmes of EFL is usually on written skill especially reading as clearly confirmed in Alderson's words:

> *In many parts of the world, a reading knowledge of a foreign language is often important to academic studies, professional success and personal development. This is particularly true of English as so much professional technical & scientific literature is published in English.*
>
> *(Alderson, 1984: 01)*

Predominantly in the educational context, the majority of EFL students (if not all) consider reading as one of the most important of the four linguistic skills since it enables them to gain exposure to the target language and receive valuable linguistic input to build up language proficiency (Erten &Razi ,2003). Thus, so as to function as expediently as possible, sufficient reading is with no doubt a must principally for the students who will pursue academic studies. Carrell, (1998) one of the well known and prominent figures in research on reading skills claims that:

> *In second language reading, learners are exposed to valuable second language input which they can use to advance their second language acquisition, and in both first and second language reading, reading is the primary source of new information about all sort of topics. One goal of most second language reading programs is to turn learning to read to reading to learn.*
>
> *(Carrell, 1998: 01)*

In the same line of thought, Maguire (1997) stresses the importance of another aspect of reading which can be well explained in the following lines

> *Reading is one of the basic pillars on which self-development rest it is though reading that we begin to extend our learning outside the classroom and so gradually develop the capacity to learn without a teacher this is the beginning of our independence as reasons.*
>
> *(Maguire, 1997:36)*

The importance accorded to Maguire's remark lies in the fact that proficient readers tend to be more autonomous and more independent readers than the less proficient ones, and in education. **"Autonomy and self reliance are two of the targets whose achievement is much desired and once reached will benefit the learners in all kinds of contexts" (Deniz, 2005:23-24***).*

However, it is unrealistic to believe that reading can be acquired without special effort (passive skill) and to prove this claim, substantial efforts to explain what reading is have been done in various research areas, which, in return benefited both the first, second and foreign language contexts. Accordingly, a consensus seems to be building among researchers that reading is not simple process rather, it is an active operation during which according to Aebersold & Field (1997:15), readers are engaged in various cognitive processes so as to **"*assign meaning to the written symbols in that text*"** which implies that reading indeed necessitates learners mental and experimental input than is suggested by the mere decoding of symbols. In this respect, reading is an extremely dynamic process whose nature was also emphasized by Rumelhart (1980) asserting that this process **"involves the reader, the text and the interaction between the reader and the text." (cited in Aebersold& Field 1997 :5).**

All these definitions underline the essential aspects of reading. However, the question that still seems unanswered is that how is it done? Grabe suggested that the following abilities should be seen as definitional for reading (Grabe, 2009 :14)

- *A rapid process*
- *An efficient process*
- *A comprehending process*
- *An interactive process*
- *A strategic process*
- *A flexible process*
- *A purposeful process*
- *An evaluative process*

- *A learning process*
- *A linguistic process*

In his book entitled ***'Reading in a Second Language',*** Grabe explains all these processes that are integrated in the art of reading. Taking into prominence the aforementioned list, it may seem noticeable that reading is far from being a passive skill; rather it is a complicated process. Even so, about 80% of the world's population knows how to read. **"The majority of the remaining 20% do not know how to read, not because of lack of ability, but because of lack of opportunity to learn." (Grabe 2009 : 04).**

Therefore, such findings significantly help researchers & teachers to realize that reading should be seen and done with special effort and utmost care in both first, second and foreign language settings whereby to help the learners be sufficiently equipped with all the necessary skills aiming to function adequately and independently in their future studies, and

> *Anyone who treated reading as a simple act was bound to make a serious mistake since it is quite difficult to pinpoint what exactly was transpiring in the minds of the readers during the reading process in its entire complexity.*
> *(Deniz,2005: 24)*

1.4   Historical Overview of Reading Theories

The nature of the reading act has always been characterized in accordance with the paradigm shift in Foreign Language teaching and learning. Thus, in an attempt to conceptualize the processes of reading, FL researchers strived to look at reading models to gain an in-depth explanation about reading, and obtain better understanding of its implications for further research questions. Accordingly, the reading processes have been placed into three separate psycholinguistic models: "*bottom-up*", "*top-down*" and "*interactive*" reading processes. Each of these models

has revealed different aspects of reading process depending on its emphasis, for this reason, each model provides useful but partial information about its nature. The bottom up and top down models are not as strongly adhered to today as they were some decades ago (Grabe, 2009: 89; Hudson, 2007: 33). However, they are still important for they offer a better exploration of what reading might be. Yet before exempting to provide a definition based on each of these models, it seems of considerable necessity to briefly explain what a model is.

According to Sadoski & Paivio, (1991) **"models characterize theories on reading, providing ways to represent a theory or part of a theory; they explain what reading involves and in more detailed versions, how reading works" (cited in Grabe, 2009:83).**

Indeed the **"term model refers specifically to a representation of the psychological process that comprises a component or a set of components involved in human text comprehension." (Golden Van den Brock as cited in Grabe, 2009: 83).**

1.4.1 Bottom up Theory of Reading (1950 – 1960)

The perception of the reading process has gone through transformational phases over the years. For instance, researchers and theoreticians regarded reading largely as bottom up process (known as text driven / inductive reasoning) dating back in the late 1950s and early 1960s. In its most basic and simplified terms, this model is based on linguistic approach and had its root in behaviorism whose proponent argues that the reading process starts at the bottom from letters and words and ends with bigger units at the top to generate meaning. To put it differently, the reader is supposed to decode precisely from letters into words and from words into larger grammatical units and finally to the understanding of the

entire text. In this view, reading is initiated by examining the printed symbols and entails little input from the reader.

Originally, the bottom up reading theory was elaborated by Chall (1970), Gough (1972), which was developed from eye fixation research whose rationale consists in demonstrating how a reader can profitably understand the writer's intended meaning from the first sight of the printed words the text contains.

Pedagogically speaking, this model lent support to a phonics-based approach to the teaching of reading which stressed lower-level sources of information such as letter-by letter "sounding out" at the expense of other sources of information. In this context, Nunan (1991) explains this model as follows:

> *The reader processes each letter as it is encountered. These letters or graphemes are matched with the phonemes of the language, which is assumed the reader already knows. These phonemes, the minimal units of meaning in the sound system of the language are blended together to form words. The derivation of meaning is thus the end process in which language is translated from one form of representation to another.*

(Nunan 1991: 64)

Diagram 1.1. The Bottom-up Model of reading

(Camburne in Nunan, 1991:63-5)

As demonstrated above, it goes from identification of letters to the recognition of words, to sentences and as a latter step to meaning and thinking. The

reader, thus, decodes language in linear way where meaning and comprehension is laid secondary role. This denotes that bottom-up model of reading stresses on the decoding aspect of language, where learner's reading proficiency can be measured by how well he gets meaning, and access to the writer's intended message through graphic representation of the text. In this sense, the learner is not taught how to extract the appropriate meaning from a given text, and interact with it to create meaningful discourse; rather, he is taught how to decode all words without necessarily understanding the text entirely.

In spite of the advantages of this model, experimental evidence, and informal observation proved that bottom-up was far from promoting effective reading since it over relies on the importance of phonics and decoding process and totally neglects and disregards the primordial role of the reader's mental capacities, thinking skills, and more essentially what he can bring to the text rather than get from it. On the basis of these shortcomings Samuel & Kamil clearly put it:

> *Because of the lack of feedback loops in the early bottom up models, it was difficult to account for sentence-context effects and the role of prior knowledge of text topic as facilitating variables in word recognition and comprehension.*
>
> *(Samuel & Kamil, 1988 :31)*

Notwithstanding the aforementioned drawbacks underlying bottom up model, it is still increasingly used at the primary level of EFL instruction and teachers still stick to it and do not feel at all any compulsion to give it up.

1.4.2 Automaticity

Historically speaking, the theme of automaticity began to gain a special consideration since 1970s. This model, according to Graves, Juel and Graves

designates that **"the skilled reader recognizes words and assigns meaning to them very rapidly and accurately, comprehends without much effort"** **(1998 :14).** This may imply that this model requires the utilization of multiple sub-processes which take place simultaneously for example, recognizing words, giving meaning to word, relating information from the text to past experience...and so on. Thus, to access the meaning of the text, some of the processes need to be performed automatically because, **"It is essential that readers recognize and give meaning to words automatically for them to understand what they read." (Graves et al 1998: 15)**

Thus, to achieve automaticity, the readers should be given numerous opportunities to be exposed to miscellaneous reading materials which they can easily understand.. Doing so, the focus should move from automatic word recognition to comprehension **(Chall, 1983)**.

In spite of the magnitude of automaticity which was clearly felt in the 1970s, it still continues today because **"it is recognized as a central cognitive process and it forms an important part of current interactive views of reading."** **(Oyetunji, 2011: 25).**

1.4.3   Top Down Theory of Reading (1970s)

Towards the end of the 1960s, the psycholinguistic or top down approach developed in response to and as a criticism of the linguistic approach/ bottom-up. This model was originally theorized by Kenneth Goodman as a response and striking contrast to phonics-based educational approach. In terms of its principles, this model was developed within the framework of psycholinguistics which stresses basically on using background knowledge, making inferences, interpretations and

predictions, drawing conclusions, monitoring comprehension, seeking clarifications and so on.
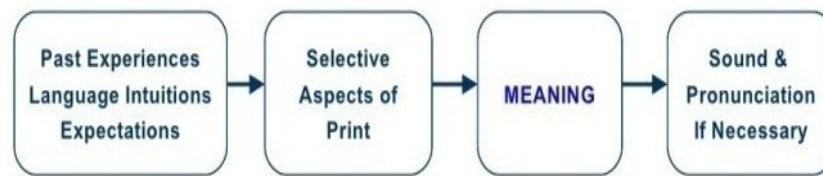
Diagram 1.2. The Top Down Aspect of Reading(Camburne, 1979)

Unlike the bottom-up model which starts with the small limits in sentences, the top-down model is based on a totally opposed concept in which the reader relies nearly on **"syntactic and semantic knowledge : that was known prior to the reading"** (Grabe,2009:89), Hudson, 2007 :37). This active role of the reader has strongly affected FL reading research; subsequently, text-based meaning processing in reading began to fall into disfavor. Put it simply, the proponent of this model holds that:

> *The reader brings to the task a formidable amount of information and ideas, attitude and beliefs. This knowledge coupled with the ability to make linguistic predictions, determines the expectation the reader will develop as he reads.*
>
> *(Clarke&Silberstein,1977: 137)*

Thus, reading under such a situation requires memorizing words to get the global meaning of the given printed text, predicting, going for gist, anticipating, and content information that is likely to function as driving forces towards an effective reading, at the expense of other lower-level sources of information, namely syntactic and lexical knowledge.

Similarly, Carrell and Einsterhold (1983) have adopted this top-down view of reading in L2/ FL reading theory, where they focused centrally on the role of readers' appropriate schema in comprehending a text, assuming that:

> *The basic point is that much of the meaning understood from a text is really not actually in the text per se, but the reader in the background or schematic knowledge of the reader. What is understood from a text is a function of the particular schema that is activated at the same time of processing (i.e. reading) the text.*
>
> *(Carrell and Einsterhold 1983: 79)*

Hence, reading is merely seen as a purposeful interaction between the reader and the text, during which he is expected to bring and retrieve various prior knowledge and experiences to make reading with full comprehension accessible to him.

Therefore, it is indeed believed that reading process begins in the head of the reader who **"constructs meaning for a text based in his/her prior knowledge (Reynher,2008).** Regarding the differences between these models, Urquhart and Weir (1998:42) have endeavoured to draw a clear-cut distinction between top bottom up/ text based and down/ readers-based asserting that:

> *In fact, the term top-down is deceptive, appearing to offer a neat converse to bottom-up', a converse which in reality does not exist.....Given the somewhat misleading nature of the term "top-down", we suggest that the related terms "text (or data)-driven" and "reader-driven" are more generally useful when describing the contrast between "bottom-up" and "top-down".*
>
> *(cited in Park, 2010:11)*

Apparently, the strong points of top-down models outnumber those of the bottom-up as the reader- the centre of the reading process proves his active role. However, for some researchers, these models still reveal certain shortcomings. **Stanovich (1988)** stated that: **"the generation of hypotheses would actually be more time-consuming than decoding"** and **Eskey (1988: 93)** believed that:

> *In making the perfectly valid point that fluent reading is primary a cognitive process they (N.B : researchers who approved top-down models) tend to deemphasize the perceptual and decoding dimensions of the process.*
>
> *(Eskey , 1988: 93)*

All in all, and to put in a nutshell, one may say that Goodman's leaping towards meaning presents a sharping contrast to Gough's (1972) plodder through print. Nevertheless, just as recent evidence spoke about the weaknesses of bottom-up view of reading, so too has it revealed serious doubt on Goodman's leaping to meaning model. Indeed, as noted by Eskey (1979), Coady (1979), ESL / EFL readers do not have the same profile, strengths and weaknesses as L1 readers, among whom they represented the population sampling of Goodman's research. Unfortunately, this model has exposed itself to complete rejection in certain educational systems because it cannot be directly applied to Second / Foreign language reading processes due to the differences between L1 and L2 / FL reading.

Therefore, in an attempt to reach an effective reading, one must neither disregard the role of bottom-up strategies in improving his syntactic and lexical knowledge of the text, nor must he rely exclusively on his background knowledge. Rather, he necessarily needs to work at perfecting both bottom-up and top-down strategies. This idea will be described in extensively in the following section.

1.4.4 Interactive Model of Reading (1980s-1990s)

As research into reading grew, it became obvious that an active model of reading needs to accent for more than just technical skill/ linguistic procession skill and/or background knowledge. For the simple reason that the research has corroborated that heavy reliance on just one level of process may not ensure success in SL/FL reading comprehension. Some researchers (Carpenter and Just, Orasane, 1986 and Grabe, 1991) showed clearly that reading necessitates certain basic skills

and stressed on the fundamental role of using perceptual, visual, and decoding processes during any reading assignment. In this sense, Pretorius claims that research:

> *Has provided overwhelming evidence that reading is not simply a language skill, and that background knowledge, context, cognitive processing, attitudes, cultural beliefs and literacy practices are all vital ingredients that need to be taken into account in a model of reading.*
>
> *(Pretorius, 2000 :92)*

Such models would be representative of the interactive constructive approach to reading which relies on the simultaneous interaction of both bottom up decoding skills and top down knowledge comprehension processes because **"a deficit in any knowledge results in a heavier reliance on the other knowledge sources regardless of their level in the processing hierarchy." (Stanovich 1980:63)**

This may signify that if a reader; for instance, is exposed to a set of difficulties at the level of words recognition, but has knowledge of the topic, top-down processing may compensate for this low level deficiency. Conversely, if a reader is skilled at lower processing but knows little about the topic, he may rely on the bottom-up text-driven model. In this frame of mind, reading is both perceptual and cognitive process (Rumelhart, 1985:722) in which reader attains understanding of the text by concurrently:

> *Integrating information from different sources which include word-level knowledge, syntatic knowledge and different kinds of schemata that have internalized.*
>
> *(Rumelhart, 1994 :882)*

In effect, the interactive perspective of reading was initially proposed by Rumelhart (1980), whose distinctive features consist of using several knowledge sources depending on text content, reader's schema, his language proficiency level, strategy use, and other affective factors that may either improve or hinder his

process in FL reading comprehension, namely motivation and attitude towards reading.

In similar vein, Grabe (1991), the interactive theorist points out that interactive approach refers to two different component skills: *general interaction between a reader and a text* and *interaction of many component skills*. The former is given more importance according to the majority of SL researchers stressing on the importance of:

> *the general interaction of which the basic concept is that the reader constructs meaning of the text based on both knowledge drawn upon the text and background knowledge of the reader*.
>
> *(as cited in Park, 2010 :12)*

Conversely,

> *Most cognitive psychologists and education psychologists stress the interaction of component skills, implying that reading involves both lower-level skills such as decoding and higher level skills such as comprehension.*
>
> *(IBID)*

Theoretical model to explain and formalize the role of integrating one's pre existing framework about the world (background knowledge) in language comprehension is known as schema theory (Carrell and Einsterhold, 1983). It is said to be the most prominent representational theory for reading researchers and educators which dates back in the late 1970 and early 1980s. Hardly **(2001: 147)** briefly describes the schema theory in language learning as follows:

> *One of the basic tenets of this theory is that any given text does not carry meaning in itself and of itself. Rather, it provides directions for listeners or readers so that they can construct meaning from their own cognitive structure (previously acquired or background knowledge the acquired knowledge structures accessed in the comprehension process are called schemata."*

Actually, two types of schemata exist: content and formal schemata. The former, it is described as the background knowledge that is based on cultural orientation or content of a text (as cited in Dorkchandra, 2010:13). Although text processing requires several processing strategies, activating content schemata in the domain of the text seems very crucial and compulsory whereby to successfully access comprehension of the given assignment. This claim designates that: **"the more readily the reader can associate text content with the appropriate knowledge sources, the faster the comprehension will be." (IBID).** This type of schemata can be further subdivided into two different types: background knowledge that may or may not be relevant to the content of a particular text. The second type however, is directly related to the text content and topic. (Alderson, 2000, Razi, 2009: 161).

Formal schemata on the other hand also called textual schema (Singhal;1998) refers to "**the knowledge of the way in which different genres are presented including stories, newspapers, articles, academic texts, study notes, brochures etc** (Carrell, Einsterhold,1983, Carrel, 1987; Aebersold & files, 1997)

Thus, this type posits readers' expectations about how pieces of textual information will relate to each other (Carrell, 1987).

Substantial research in this area of L1 and L2 reading has indicated that readers who generally recognize and use formal schemata tend to be more competent than those who do not (Meyer, 1975). Accordingly, it was suggested that learners should be taught how to interact with texts and make use of their pre-existing knowledge and predictions while reading, **"they should also be given all the kinds of texts and tasks to enhance this interplay of text and background knowledge."** (Nassaji, 2003: 268). This model accommodates the recent social view of reading, because reading is social in nature in that it is a transaction

between readers and cultural meanings and the author. These social and cultural aspects can be traced within a social cultural context.

In the light of what has been tackled about this model, the reader, thus, is expected to use visual, orthographic, lexical, semantic, schematic source of information to reach an effective reading with thorough comprehension. This interactive aspect of reading can be well illustrated in the following diagram:
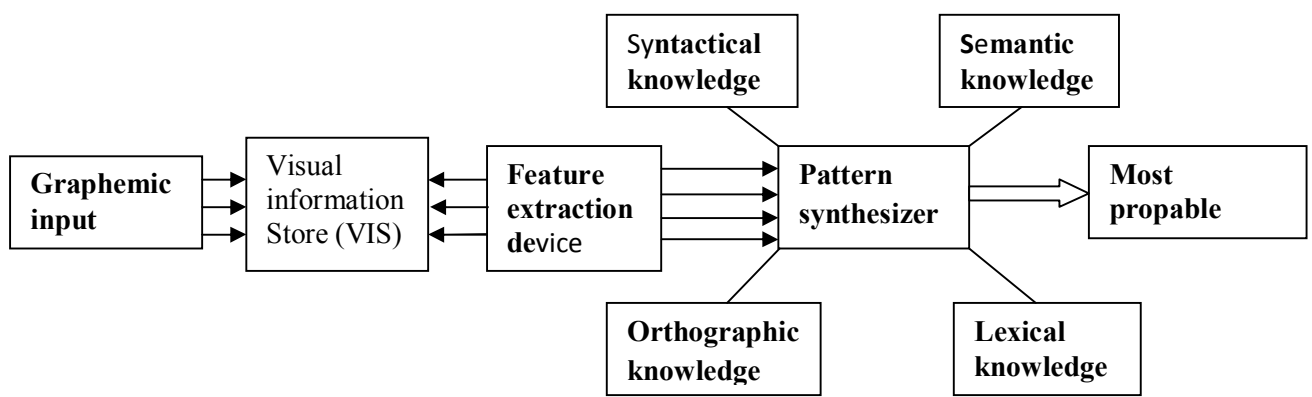
Diagram 1.3. The Interactive Aspect of Reading Act
Adapted from (Davies 1994: 64).

According to Eskey (1988) and Segalowitz (1991), the automatic text-driven processing must be reconsidered in reading due its potential impact upon the use of background knowledge, because SL / FL readers, who are often confronting serious difficulties at the level of words identification and decoding, are not able to rapidly sample the text and predict about what they are going to read, which is basically of a crucial factor in the top-down model. Yet, if readers are able to identify words rapidly and accurately, this 'automaticity frees up the minds of fluent readers of a language to think about and interpret what they are reading' (Eskey1988: 84).

Thus, it should be mentioned that the interactive model is said to be the one where the reader makes a simultaneous use of bottom-up (syntactic / lexical knowledge), and top-down reading strategies (semantic / schematic knowledge).

Adding up, reading as such cognitively complex process can never be successfully achieved if one relies on either alone in multiple range of contexts.

1.4.5   Comprehension and Socio- Cultural Context

Noteworthy learners are **"influenced by cultural background they come from and the socio- cultural context within which they operate at home.***"* (Cohen& Cowen, 2008: 108). Therefore, learners will be able to access the content of the language being learnt (be it L1 or L2) according to the ways their culture is presented. From this view, it can be inferred that any classroom is a mixture of learners with diverse linguistic and social orientations, way of thinking and interpretation of meanings. Hence, this model as its name suggests considers reading as more than set of cognitive processes (which occur in each individual reader). These processes are just **"a part of reading because reading is socially and culturally constructed through interactions with others in different environments.***"* (O'Brien, Moji & Steward, 2001:31).

Besides home factors (cultural/ socio-economic), students are exposed to a variety of socio- cultural contexts of different classrooms including the linguistic practices of both teachers and students, interaction patterns between them. In this sense, students can be accustomed to learning how to use literacy and how knowledge is communicated both in and out of the context of schools. It is for such reasons that teachers are appealed to take into account their students' culture. In addition to this, teachers are also supposed to be **"Knowledgeable about learners' multiple literacies"** so as **"to understand their language and literacy development***"* (Oyetunji, 2011: 30). The term multiple literacy is described as **"many varied ways people read and write in their lives"** (Purcell, Gates, 2002: 136). It incorporates **"different types of print- texts, novels and magazines, non- print eg: media, music, television and films"** (Hull, Mickulecky and Kerker,

2003: 12) and new literacy such as digital electronic literacy, cyber literacy, environmental literacy and so on. (Lankshear, Knobel 2003: 33).

According to Sheridan- Thomas (2007: 122), multiple literacy begins with multiplicity of cultural identities that are expressed through literacies.

In gross, and from the above mentioned review, it can be inferred that the interactive and constructivist views suggest that learners construct knowledge via connections between prior knowledge and the new information presented in the given material. Therefore, it becomes the task of teachers to make use of their students' literacies as an effective bridge to academic literacy. It will hopefully **"bridge the gap between home and school by using materials (multicultural texts) and experiences that students are familiar with, which will help increase their understanding of texts."** (Gee 2001: 718).

1.4.6 Social Cognitive Theory

In its most basic and simplified terms, social cognitive view of reading maintains that social interaction is a prerequisite tool for developing knowledge and learning as well. This model was proposed by Miller and Dollard (1994) and is coined from the social learning perspective.

Initially, it was known as social learning theory which stresses on the idea that people are able to learn more from observing others (success, failure, efforts, ..) than what they learn from their personal experiences. This learning process follows a common sense description of four related phases of observational learning, namely:

1- *Attention Phase: the learners pay attention, watch the teacher while modeling.*

2- *Retention Phase: learners think about the processes of what they have observed.*

3- *Reproduction Phase: the learners repeat what they have observed.*

4- *Reinforcement Phase: the teacher reinforces the behavior as learners repeat (Bandura, 1986: 66).*

In such a case, the four related phases mentioned above are then closely related to three aspects of this theory namely: developing competencies with modeling which means that students become competent as they observe models, store in memory and reproduce the behaviour they have observed. Second aspect known as promoting esteem/ efficacy refers to self perceived ability to successfully complete a particular task. The idea behind this claim is that students' self- efficacy will no doubt increase when they see themselves competently and intelligently acquiring the new skill that is lately taught to them. The third aspect is enhancing motivation. This affective factor can never been tackled without giving reference to self-efficacy in that if students perceive themselves as able to learn a new skill or perform a task (high self –efficacy), they will be highly motivated to work hard at successfully learning or completing the task. (Oyetunji, 211: 33).

In contrast, the students who have low self efficacy will not be motivated to learn at all simply because they anticipate failure. Thus, not surprisingly, sustaining motivational classroom atmosphere tends to be classified among those crucial factors that represent a key departure towards an effective teaching learning process. For this, common sense knowledge suggests that motivation must necessarily be an integral accompaniment rather than an add-on component hopefully to promote students' self efficacy.

In a nutshell, each of the theories of reading process outlined above is looking at different aspect of reading with some relevant points. As Dorkchandra clearly puts it:

> *There is no one single prerequisite for reading comprehension which demands a number of determining factors - reader-based and text based. The implications for helping EFL students to read should be that different components be taken into consideration, depending on contexts of learning, types of reading and the readers' background knowledge. It, therefore, calls for a model of reading which incorporates these different components of knowledge.*
>
> *(Dorkchandra, 2010:16)*

1.5 Difference between L1 and L2 Reading

So far, the models of reading process have been defined and explained according to different prominent researchers whose ultimate aims consists in helping the learners understand the process of reading whereby to read as efficiently and effectively as possible to improve their reading performance

This point however is thought to be very crucial and inevitably needs to be tackled. It reviews theoretically the major discrepancies between L1 and L2 reading as highlighted by a number of studies. Nevertheless, it seems that research on this field of study does not show a very clearcut difference and conclusive evidence on the nature of these differences. However, it has been argued that first and second language readers differ in some important ways:

1- *Most second language readers already know how to read in their first language. This skill can help or interfere with learning to read in a second language.*

2- *Reading in first languages usually begins when pupils already know how to speak the language. Second language readers often begin reading without knowing much about either the grammar or vocabulary.*

3- *There is a great cognitive difference between a child that learns to read in his first language and an adult that learns to read in his first language and an adult that learns to read in a second language (**Hudson, 2007:60**).*

Thus, these aforementioned aspects are illustrated in the following figure which was developed by Bernhardt. This model illustrates the interaction between L1 and L2 in learning a new language (Bernhardt, 2005:140).
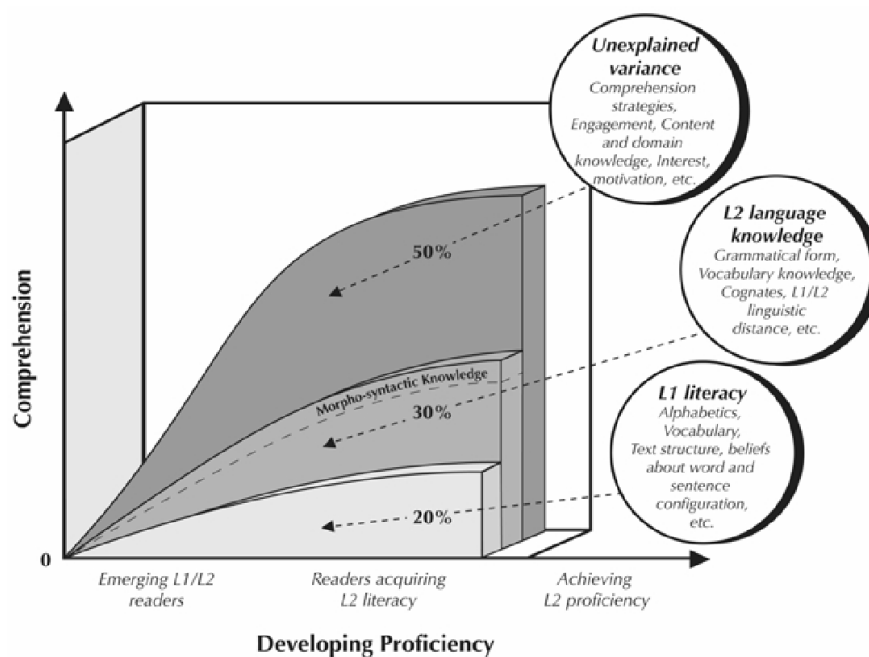
Figure 1.1 Bernhardt Compensatory Reading Model

In other terms, through this model, readers can use their first language literally (L1) and L2 language knowledge interactively and make up deficiencies in by one or the other by learning other skills. Bernhardt concludes her article asserting that:

Although the field of second language reading has improved and picked up in later years, there are still challenges and dilemmas that need to be dealt with before real progress can be made

(Bernhardt, 2005:141)

Similar work has been conducted by Ramirez (1995in Yildiz, 2009:408) which provides an overview of the main findings on L2 reading and states that reading is affected by a number of factors including:

1. *Reading abilities in the native language*
2. *Readers' cultural experiences*
3. *The type of the text or genre*
4. *Readers' knowledge about the topic*
5. *The linguistic complexity of the text*

In gross, and in an attempt to summarize what has been previously mentioned, one may say that L1 reading and L2 reading tend to be dissimilar in a number of factors, mainly:

- *Language awareness among L1 and L2 readers.*
- *Time involved in learning to read academic language.*
- *Reading fluency.*
- *Motivation.*
- *Oral English.*
- *Background knowledge.*
- *Context in which literacy is developed.*
- *Learners' position on the path of literacy* **(Anderson,2005).**

Although research on reading provides numerous factors that help characterize the difference between L1 and L2 reading, important similarities are also observed between the two processes, mainly:

- *Involvement of the reader, the text and the context in which the reading act takes place.*
- *The use of metacognitive strategies (e.g.: setting purpose for reading, rereading, adjusting rate...etc).*
- *The use and the orchestration of bottom-up (e.g.: decoding) and top-down strategies (e.g.: making inferences).*
- *The use of language systems with systematic and rule-government, phonological, morphological, syntactic, and discourse structures. (IBID)*

1.6 Theoretical Background and Research on Learning Strategies

It is said that an important part of learning a language, be it native or second/ foreign one is mastering learning. Mastering the fundamentals of learning is twofold key factors for it helps language learners in learning "**vocabulary, acquiring basic structures and improving the necessary linguistic and communication skills, but it also helps the learners to be in active control of their own learning processes**" (cited in Sadighi & Mehrpour, 2012: 108).

Paying a direct attention to the process of learning and gaining mastery of language content results in learning the content successfully and contributes to the development of lifelong learners. Thus, the interest in understanding human behaviour including how people learn a language, be it native or foreign language; through studying learners' thinking process dates back to the late 19th century, during which the founding father of scientific psychology Wilhelm Wundt trained introspectionists to think-aloud as they performed mental tasks. This study of

human mental processing through introspection was still continued in the early part of the 20th century.

The concept of 'learning strategies' is still fuzzily defined and controversially classified i.e. with some scholars using the term 'strategy' (O'Malley et al 1985; Oxford 1990), others using conflicting terminologies such as 'learner strategies' (Rubin, 1987) and still others opting for the term 'techniques' (Stern, 1992). Despite these different terminologies, they all view learning strategies as powerful teaching / learning tools and primordial steps undertaken by learners to prevent the vast amount of their learning problems, enhance their progress in apprehending and using the foreign language. The importance accorded to learning strategies can be obviously stated **"Learning strategies are operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (O'Malley et al 1985: 23).**

Within this field, considerable effort has gone into defining the concept of learning strategies by numerous prominent researchers. Early on, Rubin provided very broad definition of learning strategies as the techniques or devices which a learner may use to acquire knowledge (1973: 43). Her research focused on highlighting and identifying the strategies that are employed by "good language learner" taking for granted that once identified, such strategies could be made available to less successful learners.

Weinstein and Mayer defined learning strategies as "behaviours that a learner engages in during learning" which are **"intended to influence the learners' encoding process"** (1986:315). Later, Mayer more specifically described learning strategies as **"behaviours of a learner that are intended to influence how the learners processes information" (1988:11)**

Those definitions attained from educational literature reflect the root of learning strategies in the cognitive science. Yet, other researches have been carried out by other key figures in this field to study strategies used by language learners during the process of foreign language learning. Among these authors, Rubin who assumed that **"learning strategies are strategies which contribute to the development of the language system which the learner constructs and affects learning directly" (1987: 22).** O'Malley and Chamot, in their seminal study defined them as: **"The special thoughts or behaviours that individuals use to help them comprehend, learn and retain new information" (1990: 01).**

Finally, building on work in her book for teachers, Oxford provided a helpful definition of learning strategies as:

> *Specific actions, behaviours, steps or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval or use of new language.*
> *(Oxford 1993: 19)*

As an addition to this definition, she further summarized her view of learning strategies assuming that they:

- *Allow learners to become more self-directed.*
- *Expand the role of language teacher.*
- *Are problem-oriented.*
- *Can be taught.*
- *Are flexible.*
- *Involve many aspects not just the cognitive.*
- *Are influenced by a variety of factors.*

(Oxford, 1990: 09).

The application of learning strategies was later on extended to specific domains of language such as teaching/ learning language skills for example. It has been noticed in the early 1970's that numerous empirical studies have focused on what makes learners more strategic and successful than others, while reading (Hosenfield, 1977; Knight, Paridon & Waxman, 1985, Jimenez, Garcia & Pearson, 1995).

Therefore, for the purposes of this study, the learning strategies are handled as conscious and deliberate actions that the learners employ in the process of learning (Hartman, 2001: 53)

In a nutshell, and based on the aforementioned definitions, one can deduce that language learning strategies tend to be indeed of practical value to the teaching / learning process, which can be used by language learners either consciously or unconsciously, in accordance to both their long-term goals for learning foreign language, and the particular task at hand. Since language classroom likens the problem-solving setting, where learning is taking place, the learners are confronted with new and difficult input, so they are seeking to find the easiest way to solve a particular task, that is, applying language learning strategies, seems almost all the time inescapable and unavoidable.

Before classifying the learning strategies, it is worth considering that, in spite of the contribution of various scholars and researchers in defining the concept of 'learning strategies', classifying them remains no easy task. (Skehan1989:285). This view indeed seems to follow what O'Malley et al stated:

> *"There is no consensus on what constitutes a learning strategy… or how these differ from other types of learners' activities … even within the groups of activities most often referred to as learning strategies, there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies."*
>
> **(O'Malley et al 1985: 22)**

Noteworthy that there is not a definite list of strategies that can be identified and classified exclusively as learning to learn skills that are prerequisite tool that help learners become more efficient and reflective. On the basis of this belief Winberg (1995) points out a set of learning strategies that describe an effective student:

- *Self reflection.*
- *Knows where to find help.*
- *Uses the library.*
- *Imposes his/ her own framework on study data.*
- *Understands exam writing techniques.*
- *Uses computer and technology to help him/ her.*
- *Uses prior knowledge*
- *Uses a writing process.*
- *Knows how to use strategies.*
- *Joins a study group.*

As far as learning strategies researchers are concerned, one among of the earliest researchers who pioneered much in this field was Rubin (1987) who, after providing a very broad definition of learning strategies as: **"techniques or devices which learners may use to acquire knowledge." (1975: 43),** she classified strategies in terms of processes that may contribute directly to learning, and those strategies that contribute indirectly to learning strategies which the former (direct strategies) can be further sub-divided into six types: clarification / verification, monitoring, memorization, guessing/ inductive inference, deductive reasoning and practice, whereas the latter, i.e. indirect strategies are sub-divided into two distinct types: creating opportunities for practice, and production tricks.

She later included communication strategies under production tricks; they are less directly related to learning strategies, because they do not lead directly to the obtaining, and retrieving the information required by the learner, but focus centrally on the process of learners' contribution in conversations seeking to understand the real message articulated by the speaker.

In addition to communication strategies, social strategies according to Rubin, are also an integral part within the indirect learning, through which the learners are exposed to the target language, whereby to practice their knowledge, and get in touch with their culture, though they do not lead directly to the process of retrieving and solving the information sought by learner.

Wenden, too, classified learning strategies into three main categories; metacognitive, cognitive and socio-affective strategies, (1987), which can be well illustrated as follows:

Metacognitive	Cognitive	Socio-affective
Advance organizer	repetition	Socio Affective
Direct Attention	Resourcing	Cooperation
Selective attention	Directed physical response	Question for clarification
Self- management	Translation	
Advance preparation	Grouping	
Self monitoring	Note taking	
Delayed production	Deduction	
Self evaluation	Recombination	
	Imaginary	
	Auditory representation	
	Key word	
	Contextualization	
	Elaboration	
	interferencing	

Table 1.1. Learning Strategies (Wenden, 1987)

Research by Oxford (1990) clearly supports the notion that L2 strategies can be classified in a systematic manner into six major categories:

- *Memory strategies*: which aids in entering information into long term memory, and retrieving information when needed for communication.

- *Cognitive strategies*: are used for forming and revising the internal mental models, receiving and producing messages in the target language.

- *Compensation strategies*: are needed to overcome any gaps in the knowledge of the language.

While, the three types of indirect language strategies are also subdivided into three distinct types:

- *Metacognitive strategies*: attempt to regulate the learners' learning process through planning, monitoring and evaluating their own learning.
- *Social strategies*: concern the way learner interacts with foreign language speakers, and cooperates with them.

- *Affective strategies*: are those strategies related to learner's feeling, and attitude toward foreign language learning.

(Oxford 1990: 71).

Later in a seminal work, she further added another category to her previous taxonomy, namely *self motivating strategies* which are basically used for self encouragement, relaxation and meditation and eliminating negative influences and creating positive influences (2002).

It should be mentioned that there seems to be some overlap between affective strategies and self monitoring strategies. Oxford (1990, 2001) refers to the first six

of these categories, while other researchers (Chamot & O'Malley, 1994; Chamot et al, 1999; Cohen, 1996a; Wearer & Cohen, 1997) use a fewer number. For better clarification, Oxford's classification of learning strategies is exposed in the table below:

Primary Strategy Classification	Representative Secondary Strategies	Strategies / Activities
• *Direct Strategies*	• **Memory.**	• *Creating mental linkages* • *Applying images and sounds.* • *Reviewing well.* • *Employing actions.*
	• **Cognitive strategies.**	• *Practising.* • *Receiving and sending.* • *Analysing and reasoning.* • *Creating structures for input and output.*
	• **Compensation strategies.**	• *Guessing intelligently.* • *Overcoming limitations in speaking and Writing*
• *Indirect Strategies*	• **Metacognitive Strategies.**	• *Centring your learning.* • *Arranging and planning your learning.* • *Evaluating your learning.*
	• **Affective Strategies.**	• *Lowering your anxiety.* • *Encouraging yourself.* • *Taking yours emotional temperature.*
	• **Social Strategies.**	• *Asking questions.* • *Cooperating with others.* • *Empathising with others.*

Table 1.2.Classification of language learning strategies (Oxford 1990: 17)

According to learning strategy researchers, the framework that has been most useful and generally accepted is O'Malley and Chamot (1990), whose framework stresses on three major categories named as metacognitive, cognitive and social/ affective. The subtypes of these strategies were identified by O'Malley and Chamot on the basis of their descriptive studies (as explained in the table below).

Learning strategies	Definition
A. METACOGNITIVE STRATEGIES	
1- Planning	
Advance organizers	Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Functional planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming task
Selective attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts and/ or linguistic markers
Self – management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
2- Monitoring	
Self – monitoring	Checking one's comprehension during listening or reading checking the accuracy and/or appropriateness of one's oral or written production while it is taking place
3- Evaluation	
Self – evaluation	Checking the outcomes of one's own language against a standard after it has been completed
B. COGNITIVE STRATEGIES	
Resourcing	Using target language reference materials such as dictionaries, encyclopedias, or textbooks
Repetition	Imitating a language model, including overt practice and silent rehearsal
Grouping	Classifying words, terminology or concepts according to the attributes or meaning
Deduction	Applying rules to understand or produce the second language making up rules based on language analysis

Imagery	Using visual images (either mental or actual) to understand or remember new information
Auditory representation	Planning back in one's mind the sound of a word, phrase or longer language sequence
Key word method	Remember a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language.
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production.
Inferencing	Using available information to guess meaning of new items, predict outcomes or fill in missing information.
Note taking	Writing down key words or concepts in abbreviated verbal, graphic or numerical form while listening or reading.
Summarizing	Making a mental, oral or written summary of new information gained through listening or reading.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Translation	Using the first language as a base for understanding and/or producing the second language.
C.SOCIAL / AFFECTIVE STRATEGIES	
Question for clarification	Eliciting from a teacher or peer additional explanations, rephrasing, examples or verification.
Cooperation	Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
Self - talk	Reducing anxiety by using mental techniques that make one feel competent to do the learning task.

**Table 1.3. Learning Strategy Definition and Classification
(O'Malley & Chamot, 1990: 119)**

Studies done by Sterns (1992) conducted on language learning strategies, has led in classifying them into five main strategies. These are as follows:

- *Management and planning strategies.*

- *Cognitive strategies.*

- *Communication – Experiential strategies.*

- *Interpersonal strategies.*

- *Affective strategies.*

- *Management and planning strategies*: they are essentially related to learner's intention to direct his own learning (1992: 263), i.e. the learner in such context takes greater responsibility for his own learning, and becomes less dependent on his teacher; who is rather a mere 'advisor' and resource person; and assesses his own learning process.

- *Cognitive strategies*: they refer to the different steps or operations the learner uses for problem-solving situations. Among these strategies Clarification/ verification, guessing, practice, memorization and monitoring.

- *Communication–Experiential strategies*: according to Sterns, communicative strategies include circumlocution, paraphrase, questions for repetition gesturing and explanation.

(Sterns 1992: 265)

Thus, the key point of such strategies would seem to be that in order to improve one's capability in successfully utilizing some effective strategies, the learner should therefore keep on contributing in conversations with no interruption, even if the communication is not so perfect at the level of grammatical and lexical terms.

As for the *communication strategies*, the learner is exposed to the target language for cooperating with its people, whereby to become more and more acquainted with their culture.

Whereas *affective strategies*, not surprisingly, learning in some cases are rather tiring and frustrating at the same time, this unfortunately leads the learners to

adopt a negative attitude towards the language, and its speakers. This emotional problem may hinder and slow down learning acquisition. Yet, good language learner is the one who can successfully face up emotional difficulties that threaten his learning process by drawing attention to the potential frustration or pointing them out as they arise (1992: 265).

In sum, learning strategies are of practical value to the teaching / learning of the four skills: listening, speaking, reading and writing, and through each skill, the learners use set of strategies appropriately for problem-solving tasks they commonly encounter throughout their learning process.

1.7   Research on Reading Skills/ Strategies

Diverse investigations have been tackled by second/ foreign language researchers, which sought to elicit the surprisingly wide variety of strategies that are frequently orchestrated by both successful native and non-native language readers to effectively manage their interaction with the written texts. Yet, before classifying these strategies, it would seem undeniably wiser to consider the question: what is meant by the term strategy? And what makes it different from a skill?

Yet, before tackling the linguistic definition of each of these two terms, it is worthwhile and paramount to state that skills and strategies are often used interchangeably in literature on reading. A number of scholars have provided miscellaneous definitions that look at the concept from different angles. In this vein, Roe (2009: 84) claims that **"reading strategies are all the approaches that readers use to enhance understanding".** Anderson, another prominent researcher in this field of study deeply believes in and acknowledges the presence of certain confusion as far as good definitions are concerned. Accordingly, he uses the

definition of Paris Wasik & Turner which can clearly differentiate a skill from a strategy in the following long but right to the point quotation:

> *skills refer to information- processing techniques that are automatic, whether at the level of recognizing phoneme-grapheme correspondence or summarizing a story skills are applied to texts unconsciously for many reasons including expertise, repeated practise compliance with directions, luck and naïve use. In contrast strategies are actions selected deliberately to achieve particular goals. An emerging skill can become a strategy when it is used intentionally. Likewise, a strategy can "go underground" (...) and become a skill. Indeed, strategies are more efficient and developmentally advanced when they become generated and applied automatically as skills.*
>
> *Paris et al (1991: 611)*
> *as cited in Hudson (2007: 106)*

It might seem obvious to notice that the aforesaid definition coincides with Grabe's explanations (Grabe, 2009: 221) who consider strategies as **"Cognitive processes that are open to conscious reflections but that may be on their way of becoming skills".** Likewise, Anderson who claims that a skill is **"a strategy that has automatic"** (cited in Grabe, 2009: 221). Similarly, Griffith and Ruan (2005) too seem to support what Grabe claims in the sense that **"an emerging skill can become a strategy when it is used intentionally. Likewise, a strategy can go 'underground' and become a skill. Indeed, strategies are more efficient and developmentally advanced when they become generatedand applied automatically as skill"** (Grabe, 2008: 612)

Therefore, the common feature between a skill and strategy can be well characterized through the following figure.
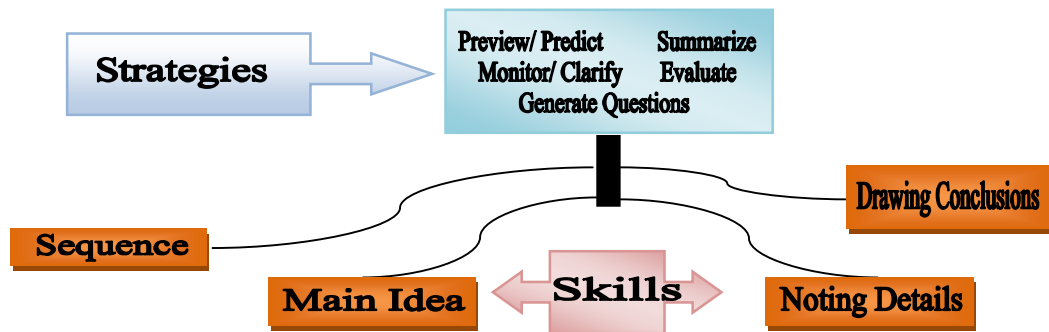
Figure 1.2. The relationship between skills and strategies (Chard & Kame'enui, 2003)

1.7.1 Reading Skills

As previously mentioned, Hudson views skill as automatized strategies (2007: 77-79-106). For him, this automation cannot be reached, and reading capacity cannot be improved unless a number of categories are trained through which are **word attack skills, comprehension skills, fluency skills and critical reading skills. (2007: 79),** and each of them encompasses numerous sub-skills.

1.7.1.1 Word Attack Skills

Word attack skills, also called decoding skills, are the skills required to transfer the orthographic symbols into language (Hudson, 2007). Put it simply, it is a skill in which the learner interacts with words in order to understand their meaning as it relates to the passage. Thus, using this skill requires from learners to make use of the following strategies:

- **Look it up:** the simplest and the most straightforward way to understand a new word is to check its meaning in the dictionary. In other words, the learner is supposed to look at multiple definitions and identify the definition that makes most sense and identifies the part of speech.

- **Make a guess:** evidently, words are surrounded by other words, gathering hints from other words in the preceding sentence/ s can help. This is called using context clues strategy.

- **Dissect the word:** dissecting words requires from the learner/ reader to identify the prefixes, the roots and suffixes whereby to be able to understand and find what a word may designate.

- **Narrow it down:** i.e. using part of speech to find antonyms, creating analogies and categories.

- **Make connections:** to insert the word into speech, the learner should be able to:

  - Compare the new word to the other words that he already knows.
  - Analyse connotations (the emotional response tone, mood of a word).
  - Use the word in other variety of forms to deepen connections.

1.7.1.2   Comprehension Skills

Basically, reading as a process involves the interaction of complex linguistic processes and knowledge basis which can be divided into "print- decoding" and comprehension processes" (Norris& Hoffman, 2002). The former concentrates in phonotactic and orthographic rule systems, while the latter stresses on the idea of how syntactic structure informs meaning. Put it differently, comprehension process revolves around the combination of textual information with the readers' prior knowledge.

Having acknowledged the importance of both processes that constitute reading, comprehension skill tends to have something to do with the second

category (comprehension process) in which the reader uses his background knowledge and context to successfully understand and access comprehension of the material he has read. This skill can be further subdivided into grammatical competence, knowledge of how the language is built up, apply metacognitive knowledge and so forth, (Hudson, 2007).

1.7.1.3   Fluency Skills

Theoretically speaking**, "fluency is the ability to read text quickly, accurately and with proper expression",** (National Reading Panel, 2000: 3).

In contrast, disfluent readers may make numerous errors and their reading may be slow and laborious with full interruption, consequently, their reading may lack expression. Based on these salient discrepancies, fluency according to Rasinski (2003) can be assessed with ease in a 60 second period of time.

It is worth mentioning that reading fluency is not simply a matter of an oral skill rather, it is the ability to decode and comprehend a text at the same time. This reading sub-skill comprises a set of three interconnected component indicators:

  1- Accuracy of word decoding.

  2- Automaticity of word recognition.

  3- *Prosody of oral text reading.*

(Marcy, 2008: 02)

The first indicator designates the ability to correctly generate a phonological representation of each word. Skills required for the accuracy of decoding include:

- *Alphabetic principles.*
- *The ability to blend sounds.*
- *The ability to use clues to identify words.*
- *Large sight-word vocabulary of high frequency word.*

(Torgesen & Hudson, 2006)

Accurate decoding leads to the next component that is automaticity. In its most basic terms, automaticity is the ability to recognize words as quickly as possible without effortful attention. According to Hudson, automaticity requires from the reader to quickly and accurately identify individual words, in addition to the speed and fluidity in reading connected text. (ibid)

Prosody, another crucial indicator that helps one improve his/ her fluency skills which refers to naturalness and ability to read with proper phrasing and expressing, making use of suitable volume, stress, pitch and intonation. Indeed, prosody is dual focused fluency indicator for it assists the students in comprehending as they read and also aids to reach comprehension (Rasinski, 2004).

1.7.1.4   Critical Reading Skills

Critical Reading Skills has been defined in many different ways. Broadly speaking, it is defined as the ability to interpret, analyze, synthesize, and evaluate the text that is read. In general, students who are able to develop critical skills prepare themselves to:

1- Achieve better marks.
2- Become less dependent on teachers and textbooks (autonomy).
3- Create knowledge, and,
4- Evaluate, challenge and change the structures in society.

In a nutshell and to better understand the function of this fundamental component, it seems indeed worthwhile to consider the following table:

Ask Questions About	For example
- Your purpose.	- Why?
- The context of the text.	- Why written? - Where? - When? - Who? - How relevant?
- The structure of the text.	- Does each part fit together logically? - Is there a clear argument?
- The argument.	- Are they fair? - Do they leave out perspectives of certain groups?
- The evidence used.	- Is the evidence given to support the point of view? - Is the evidence from the authority in this field?
- The language used.	- Is the language coloured to present some things as more positive than others? - Are claims attributed clearly to specific sources?

Table 1.4. Reading Strategies: Definitions and Characteristics

(Ardington, 2010:04)

1.7.2   Reading Strategies: Definition and Typology

So far, the term reading skill has been defined in the preceding section including the sub-skills that constitute it. Besides, it has been obviously deduced that only certain researchers in this field use the term skill and strategy interchangeably in literature on reading, claiming that these two terms share many similarities rather than dissimilarities. However, certain other authors and researchers believe that the term skill is a bit different from a strategy. (Carneil, 1991; Phan, 2006) and so forth. Therefore, before tackling and elucidating the different definitions as well as their typologies, it may seem crucial to reiterate what has been said about the term strategy.

Basically, the term 'strategy' can be operationalized as learning techniques or behaviours that help learners iron out the frequent difficulties encountered whenever learning is taking place, and enable them to effectively and efficiently interact with the written passages. This concept has been defined differently by

numerous specialists in this field of research. Anderson, one among those specialists has precisely and concisely defined reading strategies as **"deliberate cognitive steps that readers can take to assist in acquiring, storing, and retrieving new information." (Anderson, 1991: 460).**

Therefore, it is undeniably true that reading strategies are paramount for they enable readers to better tackle different reading tasks, and construct meaning from the written passages as competently as possible. These strategies may involve a wide range of cognitive mental activities which can be summarized as follows:

> *The strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, and separating main ideas from supporting ideas.*
> *(Phan 2006: 01)*

Furthermore, there are other more recently recognized text-processing strategies such as activating prior knowledge, and recognizing textual organization, which have been added to the list of strategic behaviours. These strategies have been later grouped by Carrell (1989) as *'local' bottom-up decoding types of reading strategies and 'global', top-down types of reading strategies'* (Hyeran 1999: 30). The former concerns sound-to letter correspondence (phonetics-based approach), the latter has to do with readers' activated background knowledge (readers-driven types of information processing) and recognizing text structure.

In the same line of thought, Koda (2005), in the domain of reading strategy research, has put some traces on this field via his investigation into reading strategies which helped him to come up with a conclusion that **"reading strategies are characterized by three core elements; deliberate, goal/ problem-oriented and reader-initiated/ controlled" Koda (2005:205)**

As a matter of fact, many investigations have indicated that teachers can teach reading strategies to students which help them enhance their reading performance on tests which involve comprehension and recall of what is read (Carrell, 1985; Brown Palincsar, 1989; Carrell & Pharis & Liberto, 1989; Pearson & Fielding, 1991). Teaching reading strategies is thus done in a sequence of various steps.

In a model proposed by Maccaro (2001) as shown in the figure below, nine interconnected phases should be taken into prominence in instructing reading strategies.
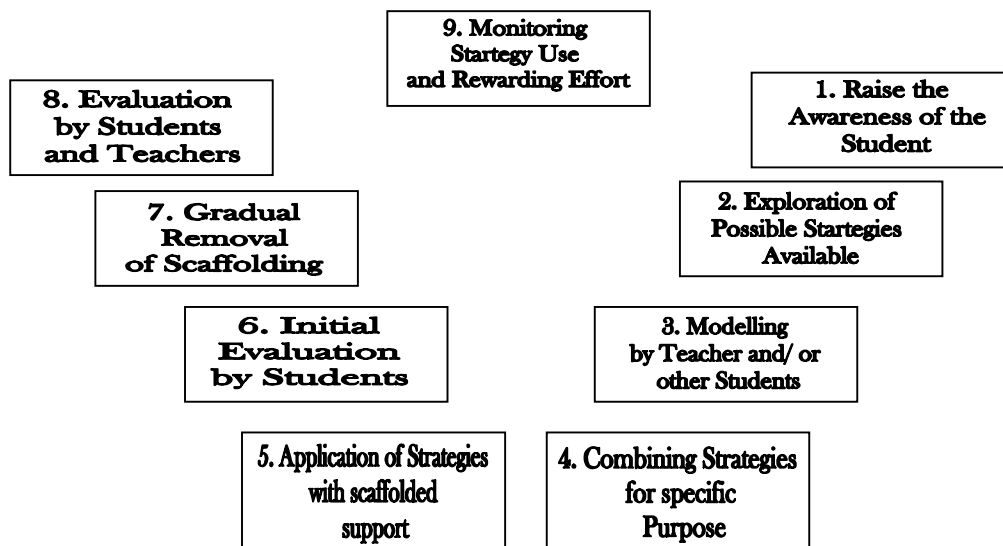
Figure 1.3. Learner Strategies Training Cycle

(adapted from Maccaro, 2001: 176)

Traditionally recognized, reading strategies include the following: skimming and scanning, contextual guessing or skipping, unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences, using cognates, activating background knowledge or schemata and recognizing text structure (Carrell et al 1998) cited in Park, (2010: 17).

As research on reading has gradually progressed, a variety of reading strategies have been identified and classified differently, that is several binary divisions and typology of reading strategies have been found: Block's (1986)

"General Comprehension" and "Local Linguistic"; Bernard's (1980) "Global" and "Local"; Hosenfeld's (1977), "Main Meaning Line" and "Word Solving Strategies"; and Barnett's (1988) "Text Level" and "Word Level". Notwithstanding dissimilar terminologies and concepts, they are believed to have the same implications, as all of them revolve around two primary reading models, namely bottom-up and top down processing.

It seems indeed imperative to note that a consensus seems to be building among reading researchers that as regards the classification of reading strategies into cognitive and metacognitive ones or bottom-up and top-down strategies. In this vein, once orchestrating them, the learners' mind:

> *Repeatedly engage in a variety of processes ... Readers start by processing information at the sentence level. In other words, they focus on the identification of the meaning and grammatical category of a word, sentence, syntax, text detail and so forth.*
>
> *(Salataci 2002:02)*

Whereas top-down strategies consist of integrating one's background knowledge to the reading process to construct meaning from it rather than passively identifying words in the text, predicting and getting the gist of text or skimming. In this sense, **"reading is asking questions of printed text, and reading with comprehension becomes a matter of getting your questions answered."** **(Smith 1975: 105).**

Metacognitive strategies on the other side involve

> *Thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place and self- evaluation of learning after the language activity is completed.*
>
> *(O'Malley et al, 1985: 560)*

55

In this respect,

> *Skimming a text for key information involves using a cognitive strategy, whereas assessing the effectiveness of skimming for gathering textual information would be a metacognitive strategy*
>
> *(Devine 1993: 112)*

In order to help the reader improve his reading proficiency, then, it is necessary to make use of various reading strategies. However, when one strives to make a clearcut distinction between any kind of reading strategy, some problems are bound to surface. In this respect, it has been acknowledged that there is no clearcut distinction between cognitive and metacognitive strategies. In lieu, readers may orchestrate some reading strategies with varying levels of metacognitive awareness according to their reading motives.

Yet, no matter how elusive the line between various strategies may seem, **"it is believed that drawing a distinction between them is practical if not beneficial." (Cicekoglu, 2003).**

In terms of strategic reading classification and typology, Mokhtari and Sheory's (SORS) use another terminology to classify the reading strategies which are: "global", "problem-solving", and "support strategies" which will be tackled thoroughly in the fourth chapter.

Other reading researchers, like Anderson, (1999), Grabe & Stoller, (2002), Nunan, (1999); Singhal, (2001), Harcourt, (2003) could later obtain through other several case studies some strategies that proficient readers generally employ to enhance reading comprehension and overcome by all means the reading comprehension failure.

In spite of a rich number of studies in this field, there is no uniform consensus in this field. An example is the disagreement among researchers as to the definitions and classifications as well. Another problem concerns the extent of strategy use bound to surface, i.e. whether they are specific or universal. Accordingly, Levin (1986: 5) contents that strategies include many components that must be carefully examined.

As a matter of fact, due to miscellaneous discrepancies that have been noticed in the perception of reading strategies, different classifications of strategy types have been suggested. An example of strategic reading classification that of Singhal, is presented below (see appendix: other typologies suggested by Nunan, Anderson, Grabe and Stoller and Cheng, 2003).

STRATEGY TYPE	STRATEGY BEHAVIOR	DESCRIPTION
Cognitive	• Paraphrasing/ Summarizing.	• The reader rephrases content using different words but retains the same sense.
	• Anticipating/Predicting.	• The reader predicts what content will occur in succeeding portions of the text.
	• Previewing Text.	• The reader previews the text to see how it is organized and related to what they know.
	• Employing Context Clues.	• The reader uses clues in the story in order to make predictions or increase understanding.
	• Repeating Words.	• The reader repeats unknown words.
	• Analyzing.	• The reader analyzes word structure, grammatical structures or expressions to determine the

	• Word Division.	meanings of these words/sentences/expressions.
	• Using Illustrations.	• The reader divides the words into parts to make it comprehensible.
	• Using Titles.	• The reader uses illustrations/graphs, etc. in order to facilitate understanding of the text.
	• Using Connectors.	• The reader uses titles/headings to facilitate understanding of the text.
	• Rereading.	• The reader uses connectors to identify continuing ideas.
		• The reader rereads parts of a text several times in order to facilitate comprehension.
Compensation	• Guessing / Hypothesizing	• The reader guesses the general meaning of a word by using context clues.
Memory	• Associating.	• The reader creates an association between new material and what is already known.
	• Word Grouping.	• The reader places the new words in a group with other similar known words to determine meaning.
	• Word Associating.	• The reader associates a word with a known word in order to determine meaning.
	• First Language Associating-Cognates	• The reader remembers a new word by identifying it with a word in their first language.
	• Monitoring.	• The reader self-monitors their own understanding / pacing/ pronunciation of words.

Metacognitive	• Correcting Errors	• The reader tries to correct their language/reading errors.
	• Word Recognition.	• The reader is able to recognize unknown words by repeating them.
	• Recognizing/ Important.	• The reader recognizes what is important and not important and can skip those words or information
Affective	• Self-Encouragement	• The teacher makes encouraging statements to his/ her students and pays attention to factors that may interfere with performance or comprehension.
Social	• Clarifying	• The reader asks for clarification when something is not understood.
	• Verifying	• The reader asks for verification that something has been understood or said correctly.
	• Seeking Feedback.	• The reader asks others for feedback about his or reading, responses, etc.
Textual	• Reacting to Text	• The reader can react to a text and express opinions about the text and characters.
	• Interpreting Text	• The reader draws a conclusion about the text in terms of theme or interpretation of text.
	• Emotional Reaction	• The reader reacts emotionally to the text.

Table 1.5. Strategy Coding Scheme: reading strategies (strategy type + strategy behaviour) . Meena Singhal (2001)

1.8   Reading Strategies of Successful and Unsuccessful Readers

Different investigations of reading strategies in second/ foreign language acquisition have further identified certain differences between skilled vs. less-skilled readers (also called successful vs. unsuccessful / poor, good) and so on.

This kind of research has basically received a notable interest among reading researchers especially in the late 1960s and early 1970s, whose underlying principle consists in systematically obtaining very reliable data about why readers are likely to be more successful than others. Hosenfeld (1977) attempted to identify the direct relation between certain types of reading strategies and successful or less successful learners. The results obtained have clearly demonstrated that the differences lie in the fact that successful learners:

- *Kept the meaning of the passage in mind during reading.*
- *Read in broad phrases.*
- *Skipped words viewed as unimportant to total phrase meaning.*
- *Had positive concept of themselves as readers.*

(Hosenfeld, 1977: 110)

The unsuccessful learners, on the other hand:
- *Lost the meaning of sentences as soon as they were decoded.*
- *Read in short phrases.*
- *Seldom skipped words as unimportant and viewed words as equal in their contribution to total phrase meaning.*
- *Had a negative self-concept as a reader.*

(Carrell, 1989: 03)

A seminal study has been conducted by Block (1986) whose concluding results seemed to differentiate successful from unsuccessful readers in four main characteristics which were:

1- *Integration.*
2- *Recognition of aspects of text structure.*
3- *Use of general knowledge, personal experiences and association.*

4- Responding their text understanding needs in an extensive rather than a reflexive mode.

The former implies that successful readers tend to deal with the given text in personal and affective way; in contrast, the latter suggests that the reader is just supposed to deal with the passage and messages conveyed by the author and to focus his attention on the authors' ideas.

Another factor that differentiates skilled from less- skilled reader is the inclusion of the *pre-existing world knowledge* i.e. it is believed that the integration of one's background knowledge automatically leads to better comprehension. Hence, compared to skilled readers, less skilled/ struggling readers ***"focus on decoding single words and adjust their reading for different text or purposes, and seldom look ahead or back in text to improve comprehension"*** (Paris et al, 1991: 609).

Inference making is another strategy that distinguishes skilled from less-skilled readers. This strategy is of paramount importance for it repairs conceptual gap between clauses, sentences and paragraphs (Magliano & Mellis, 2003: 268). Thus, neglecting its magnitude will inevitably contribute in failing ***"to make the inferences necessary to fill in the gap"* (Oakhill et al, 1990: 407).** That is successful readers perform better on inference questions.

However, it was evidently proved that certain reading strategies do not always engender successful reading comprehension, while the failure to use these strategies does not automatically lead to unsuccessful reading comprehension. In this context, Anderson concluded from his data that successful language reading comprehension is:

> *Not simply a matter of knowing what strategy to use, but the reader must also know how to use it successfully and know how to orchestrate its use with other strategies. It is not sufficient to know about strategies, but a reader must also be able to apply them strategically.*
>
> *(Anderson 1991: 19).*

The Kern's statement *'be able to apply strategies strategically'* implies that the difference between successful and unsuccessful learners can be due to the inclusion (or lack of inclusion) of metacognitive awareness among those learners which helps them become consciously aware of what strategies to use and when comprehension is breaking down, and what they can do to solve it out.

However, the belief that metacognitive awareness has an enormous influential effect on the process of reading comprehension is not a new one. Despite the fact that the term metacognition was not coined until 1970s, there were some who were already acquainted with the role it could play during reading process (Dewey 1910, Huey 1908/1968 and Thorndike 1917). Thus, numerous oriented experimental studies in this context have been conducted by reading researchers, where they could identify the profile of successful language learners and demonstrate the typical differences between those students and less successful ones.

Cook (1990), one of those researchers believes that the difference between good and poor readers can be due to a set of metacognitive behaviours which are demonstrated in the table below:

	Good or Mature Readers	**Poor or Immature Readers**
Before Reading	• Activate prior knowledge. • Understand task and set purpose. • Choose appropriate strategies.	• Start reading without preparation. • Reading without knowing why. • Read without considering how to approach the material.

During Reading	• Focus attention. • Anticipate and predict. • Use fix-up strategies when lack of understanding occurs. • Use contextual analysis to understand new terms. • Use text structure to assist. • Organize and integrate new information. • Self-monitor comprehension by: ▪ Knowing comprehension is occurring. ▪ Knowing what is being understood.	• Are easily distracted. • Read to get done. • Do not know what to do when lack of understanding occurs. • Do not recognize important vocabulary. • Do not see any organization. • Add on, rather than integrate new information. • Do not realize they do not understand.
After Reading	• Reflect on what was read. • Feel success is a result of effort. • Summarize major ideas. • Seek additional information outside sources.	• Stop reading and thinking • Fell success is a result of luck.

Table 1.6. Metacognitive Behaviours of Good and Poor readers
(Cook, 1990: 116)

1.9 Factors Affecting Reading Strategy Use

Language learning never occurs in a vacuum, and a multitude of influential situational and personal factors also impinge on the language learning and teaching process including *class size* (Thomson, 2005) *gender* (Ehrman& Oxford 1995),

motivation (Lau & Chan, 2003), *students' Learning style* (Reid, 1995), *training of teachers* (White, 2004) and *culture* (O'Malley & Chamot, 1990) and certain other influential points. These points will be examined in greater detail below.

1.9.1   Class Size

A consistent number of oriented studies has empirically demonstrated that the efficacy of reading strategy instruction can be affected by the class size factor. However, research findings seem insufficient and inconsistent as well. Some studies have clearly exhibited the negative effects of small class size on learning, while some other studies indicate that class size does not matter (Thomson, 2005: 04).

However, an analysis of Reading Strategy Instruction research that started in the late 1990s revealed that small class size not only helps learners in developing their learning gains, but also endures in students' general academic performance (Rios, 1998: 02).

In the vein of the foregoing statement, the National Council of Teachers of English in the USA maintains that:

> *Small class size is beneficial to students and teachers in many ways. For instance, students have ample opportunities for active participation. In addition, individual attention is enhanced and reduced teachers workload significantly enhances the quality of literacy.*
>
> *(NCTE, 2011: 2)*

It was also proved that small class size has not only a positive effect on learners' reading proficiency, but also on teachers' motivation, teachers' morale and self-esteem as well. (Rios, 1998).

Koklenbeg's finding (2002 cited in Al-Jarf, 2006: 12) agree that negative effect of class size on undergraduate students' grade for the simple reason that **"as class size increases, the students grade point average declines".**

1.9.2   Language Proficiency

Language proficiency is another influential factor that accounts for differences in strategy use. First of all, numerous conducted studies have clearly shown that learner with different proficiency levels use strategies differently. This idea seems to substantiate previous research which has empirically shown that readers' language proficiency is with no doubt a dominant ingredient that influences strategy use. (Block, 1986; Block, 1992).

1.9.3   Genre Effects

In addition to the issue of language proficiency tackled above, another factor affecting reading strategy use is the genre effect. It has been observed that the text structure of some genres (e.g.: expository genres) tend to be more complex and laborious than others (e.g.: narrative genres). The difference between these two genres is clearly mentioned in Gersten **"narrative text genres employ familiar concepts, vocabulary and language" (Gersten et al, 2001: 284),** whereas expository texts **"may be dense in information and contain unfamiliar vocabulary and complex concepts" (Saenz & Fuchs, 2002: 41)**.

In very down to earth terms, expository texts use more complicated and varied organizational structuring making it more challenging for students (Kucan & Beck, 1997) cited in Oyetunji (2011: 40).

1.9.4 Vocabulary Effects / Knowledge Effects

In its most basic and simplified terms, the breadth of knowledge refers to the number of words learner knows (Nation, 2001) while depth of vocabulary is a quality measure (Read, 200), which consists of **"the meaning of the word, the semantic relationship with other words, syntactic patterning collocations, pronunciations"** and so forth **(Gass & Selinker, 2008: 454)**.

Thus, elucidating the nature of the relationship vocabulary knowledge effect has with strategy use and success gained a notable interest among different prominent reading researchers. For instance, Nassaji asserted that there is a direct relationship between these two important terms that is:

> *the students who have strong depth of vocabulary knowledge used certain strategies more frequently than those who have weak depth of vocabulary knowledge which significantly contributed to inferential success.*
>
> *(Nassaji, 2006: 394)*

Henceforth strong depth of vocabulary knowledge leads to effective use of lexical inferencing strategies.

1.9.5 Students' Learning Styles

Other characteristics were found to be significant for learners choice and strategy use. The term learning style refers to **"a person's general approach to learning and problem solving." (Reid, 1995: 1997).** They are **"relatively stable indicators of how learners perceive, interact with and respond to the learning environment." (Keefe, 1979: 04).**

In the vein of what has been said, and in relation to reading strategy choice, Van and Oxford (1998) posit that learners' different style often helps in shaping

their preferences and choice of learning strategies. To better clarify the learner who is classified among analytic style student is found to like strategies involving breaking material down into smaller pieces (dissecting words and phrases), whereas student who has strong visual learning style tends to make use of certain strategies like note taking and outlining. Auditory-style learner as its name suggests is often found to make use of listening based strategies. Holistic/ Global style learner tends to employ strategies that seek to find meaning as quickly as possible without attending to the final point. Examples like this include guessing, scanning, predicting... and so on.

1.9.6   Motivation

Since reading is an effortful activity, it should be accomplished with motivation. It is believed to have a profound effect on the strategies learners choose because of the crucial role it plays in L2/ FL learning in general and reading in more particular. According to Philip (2007: 25):

> *Motivation is fundamentally important to reading comprehension... and evidence shows that reading motivation is multifaceted consisting of such processes as self-efficacy goals for achievement values and intrinsic and extrinsic motivation for reading.*
>
> *(Philip, 2007: 25)*

Based on the foregoing quotation, one should deduce that students' motivation to read influences their use of reading strategies which in turn facilitate reading development through their positive relation with strategy use.

Put it differently, highly motivated students are willing to make use of various techniques and strategies which leads to more successful results. Thus, motivated students tend to have the essential potentials to predict the outcome of a story and make statements.

To put it into a nutshell, and on the basis of these findings, it is contended that motivational factor needs to be incorporated as an integral accompaniment whenever learning takes place, and more importantly when it concerns learning reading strategies in L1, L2 or foreign language settings.

1.9.7   Culture

One amidst the influential factors of learners choice of strategies is the cultural knowledge or ethnicity (Oxford, 1989, 1990; Oxford and Nykos, 1989; Reid, 1985). In brief, the term culture **"refers to the ideas, customs, skills, arts, and tools which characterize a group of people in a given period of time", (Brown, 1981: 123).** It includes how and why people think, learn, worship, fight and relax. Keesing (1989: 59) posits that:

> *it is an idealized body of competence differentially distributed in a population, yet partially realized in the mind of individuals... culture in this view is ordered not simply as a collection of symbols fitted together by the analyst that as a system of knowledge shaped and constrained by the way human brain acquires and possesses information and creates internal models of reality.*
>
> *(Keesing, 1989: 59)*

This implies that one can never learn a language without the inclusion of cultural knowledge since researchers are entirely convinced by the fact that learning a language equals the mastery of skills: listening, speaking, reading writing and culture.

That is, a culturally unfamiliar text is more difficult to comprehend than one whose style is familiar to the student. This strong bond between culture and

language must be maintained if the students are to have a complete access of comprehension of the language used. In gross, culture specific values may be significant to comprehension if the values expressed in the text differ from those held by the student. (Carrell & Eistrehold, 1983)

Actually, other substantial studies have empirically displayed the direct influence culture has on learning strategies. An illustrative example is that of Scarcella (1990) who stipulates that many Asian cultures view the book as containing all knowledge and wisdom. **"Memorization of the book is therefore reported to be the most fundamental technique to gain knowledge in such cultures and it is a strongly preferred strategy among Asian students."** (Politzer & Mc Groarty, 1985).

Chinese people, however, tend to dislike language learning strategies that involve theoretical models, and prefer to handle what is based on practice in lieu. It may, thus, indicate that these studies illustrate some of the language learning strategy preferences reported by students in different cultural contexts, (Philip, 2007).

1.9.8   Gender

A number of strategy- based empirical studies have been conducted to explore the discrepancy between male and female language learners, whose results have mostly shown that gender differences significantly influences the selection of strategy use. Dreyer (1992) stresses the fact that gender differences cannot be ignored and must be examined from both practical and theoretical viewpoints. An instance of this is the study that has been conducted by Oxford (1993) who found several gender differences, such as:

- *Females show more interest in social activities than males.*

- *Females tend to prefer less aggressive interaction than males.*

- *Females are less competitive and more cooperative than males.*

(cited in Philip, 2007: 28)

This implies that females used more strategies and employed them more frequently than males, in all categories except the categories of cognitive and compensation strategies. It was also found that affective strategies are more frequently used by females than males.

Research on strategy use and gender is commonly which reflect a distinction between male and female learners in strategy use, but due to numerous conflicting views underlying this relation, the relationship between language learning strategies and gender still seems unclear, for certain studies have consistently confirmed the impact of gender on strategy choice while in some others it is the opposite.

1.9.9   Effective Strategies

Reading strategy instruction may be affected by various types of reading strategies that include predicting, making connections, determining importance, analyzing, evaluating, synthesizing, rereading and so forth. Thus, one of the aims of reading strategy instruction is to identify a small number of useful/ effective/ core strategies from the larger pool of strategies, (Oyetunji, 2011).

The National Reading Council (NRC) and the National Reading Panel (NRP) reports indicate that summarizing , predicting, drawing inferences and monitoring for coherence and misunderstanding are effective core strategies (cited in Snow Burns & Griffin, 1998). There is an overlap in the classification of reading

strategies which in turn engenders confusion for teachers as to the choice of strategies to emphasize. According to Majid and Sadegh:

> *Useful while reading strategies include identifying main ideas and supporting details in a text, identifying the organization of the text, SQ3R (Survey, Question, Read, Recite/ Recall and Revise), outlining and underlining.*
> *(Majid &Sadegh, 2009: 02)*

In essence, numerous opinions about which strategies are reported to be "effective" can be identified and ESL/ EFL teachers are free to choose any strategy to be taught to his students. This effectiveness of reading strategies heavily depends on the peculiarity of each class with regard to students' mental capacities.

1.9.10 Training of Teachers

Another influential factor that can affect the efficacy of reading strategy instruction is teachers' training. It has been observed in USA (according to NRP) that:

> *"Professional development is important in order for teachers to obtain adequate information on reading comprehension strategies to distinguish the most effective strategies suitable for different students."*
> *(NRP, 2000: 19)*

Put it differently, **"the success and effectiveness of RSI partly relies on the training of teachers in reading comprehension strategies." (Mc Keown at all, 2009: 229).**

The idea behind such claim is that teachers who are not accustomed to practicing the extensive reading activity may have limited word knowledge, general background knowledge and knowledge of text genres. It is for such primordial reason that teachers are urgently called to train themselves by enhancing their

intrinsic motivation and by informing their students about the benefit of reading strategy instruction. This instruction should at first be carried out by experts to get it right from the start. Furthermore, it should not be limited only to language teachers, since content subject teachers will benefit from knowledge of reading strategy instruction, (Oyetunji, 2011).

Thus, to reach the efficacy of reading strategy instruction, this kind of in-service training should be carried out at least twice or thrice a year for a couple of years whereby to reach familiarity. Indeed, it should become "a habit of mind".

1.10 Strategy- Based Instruction: Theoretical and Practical Perspectives

It is worth noting again that reading is a complex process made up of several inter-locking skills and processes (Tankersly, 2003), and the prime objective of reading is comprehension. When it breaks down, ESL/ EFL students need to find ways to repair their understanding. This is why the importance of knowing how to teach reading strategies comes in so as to facilitate the reading process and give the students a clear sense of what they are reading.

Noteworthy that effective reading is not an easy task that every individual learns to do. (Nunan, 1999). Rather it is difficult especially in second/ foreign language teaching / learning contexts. Previously, instructors tended to deeply focus on correcting the learners' grammar and increasing their vocabulary (Chi, 1997; Griffith, 2008).

In other terms, reading practice was usually given as part of the essay and linguistic exercises course at the expense of explicit teaching of reading passages without teachers' tangible assistance as regards of how to effectively and flexibly

interact with the text without wasting too much time in word by word reading. In this vein, Zidan postulated that:

> *in this particular situation, the teaching of reading comprehension has for many years been a testing activity rather than a teaching responsibility where the students are typically assigned reading passages to read and answer the following questions.*
>
> *(Zidan, 1994: 83)*

Thus, in the absence of suitable reading strategies of centering, arranging, and planning and evaluating their learning, students tend to use the reading materials solely to develop their vocabulary knowledge, to work laboriously and indiscriminately to decipher the literal meaning of the reading. (Abdelhafez, 2006: 12).

Yet, later researchers and educationalists alike have become aware of the need and importance of teaching reading strategies to improve the learners reading comprehension. Therefore, teaching readers how to use specific reading strategies should be a prime consideration in the reading classroom, (Anderson, 1999; Oxford, 1990).

The views which reiterate the significance of strategies and their instruction have been built upon foundations whose concrete have been the findings obtained from different oriented studies that elucidated the components that characterize the discrepancy between successful and less successful learners. According to the results, the difference lies in the fact that the unsuccessful ones:

> *Apparently […] lacked […]what are often called metacognitive strategies which would enable them to assess the task and bring the bear the necessary strategies for its completion.*
>
> *(Van and Abraham 1990: 132)*

Put it differently, an ineffective language learner is not very aware of the magnitude of particular strategies that should be employed in the required assignment, and has no clear idea about why he should use it.

Similarly, it has been contended that **"less successful students are already using several strategies well suited to their own learning style, but many apply them haphazardly." (Nykos, 1991: 32).**

Therefore, to avoid the maximum of comprehension failure and the inadequate and ineffective use of reading strategies, EFL teachers are urgently asked to provide flexible and explicit comprehension strategy instruction which is reported to be a very effective approach that assists learners in developing their reading proficiency and strategy use.

> *The idea behind explicit instruction as clearly mentioned in NRP is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers or comprehension when reading.*
>
> *(NRP, 2000: 3-4)*

Thus, cognitive, metacognitive and sometimes linguistic factors all influence reading comprehension strategies which are often defined as conscious processes that are used whereby to understand the material that is read. (Khayali, 2013).

The importance accorded to strategy training instruction can be obviously noticed in the following lines:

> *through strategy instruction, less competent learners should be able to apply strategies to the acquisition of a variety of different language skills and transfer the strategies to similar language tasks.*
>
> *(Chamot & O'Malley, 1990: 133)*

Noteworthy that strategy instruction in language learning in general and reading in particular cannot be successfully done unless a set of important conditions are available mainly:

1- Strategy instruction should be intensive during significant amount of time to build a strategy repertoire (Garner, 1990; Pressley, 1995) because metacognitive strategic competence cannot be improved via only one time instruction.

2- Not only a definition of a strategy but also a demonstration about how to use it should be included in strategy instruction (Garner, 1990; Paris, 1998).

3- Strategies should be taught explicitly and directly (Pressley, 1995, 2000) because when taking a look at studies conducted in this field of research, it can be noticed that any group constituting experimental group i.e. that is group of students who receive direct explanation and responsive elaboration perform better that the control group. (Duffy at all, 1987) cited in Lee (2007: 39).

Therefore, with a mind set as such, which deeply acknowledges the relative merits of emphasizing reading strategies **"helping learners use them better should be seen as a valid challenge." (Cicekoglu, 2003: 29).** This challenge should be accepted whole heartedly so that **"Learners' eyes will be more practiced, their ears more receptive, their tongues more fluent, their hearts more involved and their minds more responsive" (Oxford, 1990, xi)**

Despite the importance of explicit teaching approach, the effectiveness of implicit strategy instruction is also favoured by most researchers and educators (Cohen, 1998; Duffy et at, 1987; Graham & Harris, 2000; O'Maley & Chamot,

1990; Oxford, 1996; Pressley, 1995), its effectiveness is reported to be very efficient for it helps learners reinforce their strategic awareness (Griffiths, 2003). Moreover, Pinnell and Fountas (1996) addressed that strategic competence can be developed via embedded approach to let learners learn them naturally and implicitly.

In addition to explicitness, the instruction of strategies can be either intensive or integrative. The former is a bit different from the latter for it centers around teaching at the beginning of every class. Integrative instruction on the other hand concerns teaching a strategy throughout the class activities. However, it has been proved from the relevant literature that integrative method is more effective than the intensive method.

1.11 Types of Strategy Instruction

It should be noted again that various studies accumulated a lot of information about the primordial role that explicit teaching approach has on learning proficiency. The findings indeed helped in aiding the ones who wanted to make strategy training an integral part of their classroom teaching rather than an add-on component. Thus, before tackling which method, material to employ, it seems indeed worthwhile to consider, at the outset, the different types or models of strategy training instruction.

1.11.1 Awareness Training

This type of training is teacher-directed and explicit in nature in which learners are made aware of the importance of using particular reading strategy/ ies and how they can help them in doing particular language learning task on a micro level and how learning strategies can help in learning in general in a macro level.

According to Oxford, via this strategy training type, **"participants do not have to use the strategies in actual, on the spot language tasks"** (1990: 202).

Yet, one should note that despite its importance, this type is believed to have insufficient opportunities for practice, but it is a crucial key departure toward an effective instruction. Oxford, also, added a contrary remark by saying that this awareness of training should be:

> *Fun and motivating so that participants will be encouraged to expand their knowledge of strategies at a later time. For this reason, it is best not to use the lecture format for awareness training.*
>
> *(Oxford, 1990: 203)*

Numerous prominent figures have empirically contributed in this area of research and have accordingly pronounced the benefits of awareness- raising (also called consciousness raising) training in strategy instruction, among them Brown, Branford, Ferrara and Campione, (1983); Wenden, (1986); Shokrpour, (2009) and so forth. The results of their studies revealed that awareness-raising indeed was proved to be of practical value from both sides especially with teachers who were not confident about routinely teaching strategies. This chief premise came from the findings obtained from research conducted by some reading strategy researchers mainly Flaitz & Feyten (1996) who stipulated that students might well benefit from even a limited exposure to the given activities designed to raise their general level of awareness as far as language learning strategies.

In the same line of thought, and with an aim of revealing the effect of consciousness raising on learning, Shokrpour and Fotovalian conducted an experimental- based study on a group of Iranian EFL students, which has revealed that compared to the control group, the experimental/ strategy instruction group

displayed a significant improvement in reading comprehension at the end of treatment period. In this particular study, the subjects constituting the experimental group were subjected to a Metacognitive Awareness Raising (MAR) which is defined as:

> *the process of heightening learners' general awareness of some language learning strategies through the administration of a one- time 50 minute session which includes interaction with the material involvement of students, use of higher order thinking skills and accommodation of students social and affective needs.*
>
> *(Flaitz, Feyten& La Rocca, 1999: 37)*

Taking a look at studies reported above, one can come to the conclusion that the area of reading comprehension strategy instruction acknowledges the significance of awareness- raising in developing learning proficiency in general and reading in particular, and the importance attached to the issue is one amongst the main reasons why awareness raising is an indispensable ingredient that should never be denied.

1.11.2 One Time Strategy Training

As its name implies, this type, according to Oxford (1990: 203) entails learning and practicing one or more strategies through a language learning task. Its importance lies in the fact that it provides the learner with **"information on the value of the strategy when it can be used, how to use it and how to evaluate the success of the strategy."** This type of instruction is believed to be a prerequisite key toward success for it stresses on the idea that each strategy is targeted to be taught in single for a few sessions. Nevertheless, nothing can be found without shortcomings because one time strategy training is found to be invaluable as compared to long term training.

1.11.3 Long Term Strategy Training

Unlike one-time strategy training, this type as the name suggests lasts longer incorporating numerous strategies in only one session. Despite the fact that it shares many common features with the aforementioned category i.e. knowing what (declarative), knowing how (procedural) and knowing why and when (conditional) to use strategies, it is found to be more effective than one time strategy training, (Oxford, 1990).

1.12 Research on the Effects of Strategy Instruction on Reading Proficiency

Ample oriented studies in the area of reading comprehension and strategy instruction have been conducted with an aim of elucidating the major effects of strategy instruction on reading proficiency level both in L1 and L2 contexts. Not surprisingly, a consensus seems to be building among researchers that instructional intervention plays a significant role in developing learners' reading proficiency. An instance of this is the work that has been carried out by Zhang (1992) in which he incorporated four reading strategies into reading instruction, namely: cognitive, memory, compensation and test-taking strategies. The results indicate that reading strategies instruction is a primordial key-departure towards improvement in reading comprehension.

Song (1998) modified Palincsar and Brown's reading strategies to teach in an EFL university reading classroom. Accordingly, on the basis obtained from multiple-choice pre and post reading proficiency tests, it was contended that strategy training seems to be one amidst the most helpful for less able/ weaker readers because they have benefited more from training them to become able readers. As explicitly stated in Song's own words, less able readers **"might have unawareness...of the types and value of reading strategies prior to training or**

might not utilize those strategies even though they may be aware of them."
(1998: 51).

In almost the same vein, researchers in second language teaching/learning context attempted to scrutinize the reasons behind learners weaknesses as far as reading comprehension and at the same time checked the possible effect of explicitness underlying reading instruction on reading improvement, (Block, 1986; Jimeney et al, 1996; Anderson, 1991-1999, Carrell et al, 1989; Janzin and Stoller, 1998). As usual by setting up experimental and control design, research has been conducted on two metacognitive strategies, semantic mapping and an experience-text- relationship method - the obtained results clearly proved that metacognitive based training appears to be effective tool in helping students (from experimental group), while it was totally the reverse as far as the remaining participants are concerned.

Another recent study by Janzen and Stoller (1998) whose rationale behind conducting such qualitative exploratory study consists in suggesting some alternative solutions that might help L2 readers to develop as expert via "instructed practice". (Cited in Zhang, 2008: 94). As reported the research had four steps:

1- Choice of the text at an appropriate difficulty level.
2- Selection of strategies for instruction
3- Structuring of lessons and the writing of transcripts for strategies for guiding and presentation of strategies.
4- The adaptation of instruction to suit learner needs and reactions to in class modelling, practice and discussion. (ibid)

As a matter of fact, these steps have been found very primordial solution and prerequisite tool leading to effective and efficient reading and more importantly promote learners' autonomy as well. It should be noted that this kind of teaching is

very similar to reciprocal teaching (RT) Brown and Palincsar, 1982; Palincsar& Brown, 1984; Winograd & Hare, 1988), which is an approach that enhances reading comprehension competence and outcomes to reading failure.

Always in the same vein, considering the prime importance of comprehension strategic instruction, the National Reading Panel (NRP) 2000 clearly puts it: *"the idea behind explicit instruction of text comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension when reading." (2000: 439)*

It further adds that the efficacy of strategic based instruction cannot be accomplished and reached only if the following reading comprehension strategies are considered (cited in Ness, 2009: 144-145).

1- Comprehension monitoring in which the reader learns how to raise his consciousness of his understanding during reading and learns procedure to deal with problem he comes across while reading. (This strategy helps the reader to summarize the reading passage/s graphically.)

2- Cooperative learning in which readers work together to learn strategies in the context of reading.

3- Graphic and semantic organizers, which allow the reader to present graphically (write or draw) the meanings and the relationships of ideas that underlie the words in the text.

4- Story structure, from which the reader learns to ask and answer who, what, where, when and why questions about the plot and in some cases, maps out the time line, characters and event in the stones.

5- Question answering, in which the reader answers questions posed by the teacher and is given feedback on the correctness.

6- Question generation, in which the reader asks himself/ herself why, when, where and what will happen, how and who questions.

7- Summarization, in which the reader attempts to identify and write the main and the most important ideas that integrate or unite the other ideas or meanings of the text into coherent whole.

8- Multiple strategy instruction: the reader uses several of the procedures in interaction used flexibly and appropriately by the reader or the teacher in naturalistic context.(p:46)

All in all, the premise underlying this discussion is that the scope of reading strategy instruction is so wide and so rich, the most important probable conclusions that are drawn according to the theory is that the majority of the research findings clearly proved that explicit reading strategy instruction is always useful; . In spite of its usefulness, certain teachers still seem reluctant and therefore hesitate to add it to their educational curriculum. Additionally, in seeing themselves as content specialists, they may feel it has nothing to do with their job to teach reading (Greenleaf, Schoenbath, Gziko&Mueller, 2001). Likewise, as clearly stated in O'Malley's line, regarding explicit teaching ***"it sounds wonderful but I don't have time to teach anything extra."*** **(O'Malley et al, 1999: 189)**

1.13 Conclusion

This chapter has attempted to outline some theoretical key points related to teaching/ learning of reading skill, and review the theories and empirical research based on strategy instruction that set the scene for the current study. First it started off by providing information about reading processes, reading theories and characterized the differences that may exist between reading skills and strategies. Then some typologies that have been used to classify strategies have been identified and explained. As a conclusive section, the researcher has attempted to shed a focal

light on elucidating and unearthing the crucial role of the explicit teaching approach of reading strategies for the purpose of promoting reading comprehension and improving reading proficiency in EFL setting.

2. READING PEDAGOGY IN ALGERIA: ANALYSIS OF THE CURRENT SITUATION

2.1   Introduction

It is within the scope of the current chapter to provide a systemic description of English language teaching and learning in the Algerian educational system with close reference to the reading skill at the tertiary level and more precisely for third year students at the department of English. As a way of start, this chapter offers a brief account on the English language teaching in the Algerian educational system in general and university level in particular, since it represents the educational context where the present exploratory- based research is conducted. Following the section which clarifies the aims and motives of ELT, the researcher, then, spots light in defining and clarifying at the same time the system called LMD that has been recently implemented on the ground in the Algerian university level. Since this research is conducted at the Department of Foreign Languages, section of English, it is of an overriding importance to endeavour to identify the multifarious parameters related to the aforesaid department by explaining principally the status and objectives of reading comprehension teaching, the research sample profile, the teachers' qualifications, the students profile and needs.

Subsequently, the researcher attempts to draw a scientific methodology describing a set of introspective and retrospective tools to be used in this experiment stating their objectives and procedures, whereby to test her research hypotheses regarding the learners' awareness of reading strategies use.

The researcher found it necessary to use the following: teachers' attitude questionnaire, learners' background information, strategy questionnaires, semi structured interviews, post training questionnaires, two comprehension tests (pre-tests & post-tests), and students personal journals.

Yet, before clarifying the complexity of the linguistic situation in the Algerian context, it is indeed imperative to mention that the relevance of any

conducted experimental- based study is undisputedly best appreciated if it is approached from the perspective of the context in which it takes place. Viewed from this perspective, certain linguistic facts about Algeria have interplayed in molding a plethora of attitudes toward its educational system in general and ELT in more particular. They are significant to this study and therefore need to be considered throughout the subsequent section.

2.2   Language Policy and Arabization Process in the Algerian Context

Not surprisingly, Algeria being an Arabo-Islamic country is characterized by its multilinguality. This linguistic phenomenon can be well described in Tabory's lines:

> *The Algerian situation is complex as it is at a crossroad of tensions between French the colonial language and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies.*
> *(Tabory, 1987 cited in Rezig, 2011: 1328)*

The availability of all these varieties gave birth to language crisis from the political and educational sides, and even rise to the outcries where everyone claimed monopoly on the language issue: Arabization, Bilingualism, the English language status never reaching consensus (ibid).

As a matter of fact, Algeria absorbed an extremely heavy French colonial impact, which influenced not only the economic business and political domains but also education and even the most intellectual life for more than a century. The French occupation in Algeria endeavoured to eliminate and suppress the Algerian cultural identity and remold its society asserting that French **"(...) is the**

only language of civilization and advancement" (Bourhis ,1982: 44). Pointing out the policy of depersonalization and acculturation of Algeria, Taleb Ibrahimi says that:

> *Le Français langue imposée au peuple Algérien dans la violence, a constitué un des éléments fondamentaux utilisés par la France dans sa politique de dépersonnalisation et d'acculturation a l'égard de l'Algérie.*
> *(cited in Dendane , 2007: 81)*

During this phase of colonial legacy (Benrabah, 2006) Algerians found themselves obliged to learn French as national language while Arabic was redefined as a foreign language in 1938. Furthermore, Arabic with its different dialects was totally neglected and henceforth was not taught at schools, yet they were symbols of Algerian identity and nationalism even though French on the other hand became an imposed language and part of the spoken dialect even more **"there are regions in Algeria where people talk everyday using Academic French until the present day"** (Rezig, 2011).

Giving such value to French Language led Algeria to be classified as the second largest country speaking French after France. Since then, this linguistic tool represented at that time, a cultural imperative vis-à-vis the Algerian government. This dis-arabization enterprise started to fail after the departure of the French in 1962.

In an impulse for breaking away with French hegemony and regaining Arabic language and Muslim identity, which had been effectively denied during colonialism, the new authorities launched the process of status planning called Arabization process. Theoretically speaking in one of its broad senses:

> *"Arabization is the extensive use of Arabic in all domains of life, political, social and cultural i.e. it refers to the promotion of Arabic as a medium of interaction in public and private sector"*
> *(Grandguillaume, 2004:75-97)*

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Based on literature review, the term Arabization has witnessed three important trends: pro-Arabization, anti-Arabization and undecided Arabization (Al-Abed & Al-Haq: Dekhir). While the first trend stresses on the importance of Arabic for religious matters and purposes, the second one comprises protagonists for nationalistic reasons. The third trend, however, is not conscious of the advantages of Arabization neither of the maintenance of target language (French & English) (Dekhir, 2003).

This policy was undertaken after achieving independence from France seeking to eradicate all that could represent 130 colonization years from public life and restore Arabic to its role as national language. According to Benrabah:

> *starting form 1962, the Algerian government that inherited the remnants of education system focused on European contexts and conducted in a foreign language by foreign teachers sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy of course favoured the national integrity and unity and religion.*
>
> *(Rezig, 2011:999)*

Nonetheless, in spite that the fact that the late president Ahmed Benbella made a speech on October 5 1962 in which he declared that **"Arabic is the National Language of independent Algeria"**, he could not neglect the important role of French language in the acquisition of the Algerian modern techniques. Besides, Taleb Ibrahimi, the former minister of education and one of the proponents of the Arabization policy, viewed Arabic as the appropriation of the Algerian soul and the French language as the window open on the external world.

Because French language was deeply rooted in most essential sectors particularly in the education and administration, the decision which would restore the use of Arabic as the language of the nation was a bit difficult and extremely

complex for the simple reason that the majority of teaching staff and administrations were French. As Moatassime (2001: 19-20) clearly put it:

> *Jamais le Maghreb n'a été autant francophonisé que pendant son Independence supposée être une période propice à sa fausse re-arabisation. Mais aussi jamais le Maghreb notamment en Algérie ne s'est autant interrogé sur son identité et son devenir culturel et civilisationnel qu'on le début du troisième millénaire.*
>
> *Moatassime (2001: 19-20)*

In the same line of thought, Benrabah claims that **"Algeria has done more to assist the spread of this language than the colonial authorities did throughout the 132 years of French presence" (2007:203).**

As a matter of fact, the impact of the supremacy of French language was so strong to an extent that the Algerian authorities understood that the most convenient solution would be to keep it considering Algeria bilingual in French and Arabic at least until it would be able to function with Arabic. Thus, several measures have so far been taken to implement the policy of Arabization; without however stopping the use of French, by working out a programme of gradual Arabization that would have to go through a long phase of Arabic- French bilingualism (Dendane, 2007).

Yet, from the sociopolitical perspective a linguistic issue was born once implementing the process of Arabization. It resulted in dividing the Algerian society into two parts: on the one hand, those who were entirely against an adversary (favoring Arabization), and those who supported bilingualism. While the former (hence monolinguilism) looks to Islam or Arab nationalism strives to restore the importance of Arabic and instill a non-western identity claiming that **"bilingualism is a source of suffering and a sign of alienation or acculturation." (Ennaji, 1991: 21).** In other terms this trend devalues the dominance of French through a process called **"Linguistic Cleansing".** This process has been the result of language

shift where Arabic has displaced French in various areas of social life. The latter does not reject Arabic yet remains attached to the idea of maintaining French as a prerequisite linguistic tool that helps Algerian people access to modernization.

Thus, confining ourselves to the policy of Arabization at different levels of instruction, one may say that starting from October 1962, Arabic was introduced for seven hours per week in all schools. And, at the start of 1963, 10 hours of Arabic instruction were introduced per week. While in 1964, the Algerian authority decided to totally Arabize the first grade of primary school. Nevertheless, due to the lack of teachers personnel's (Benrabah, 2004), low skilled Algerian tutors, more than one thousand Egyptian primary school teachers were recruited in 1964.

The process of Arabization continued and by 1975, the Algerian primary school was fully Arabized in the first three levels. Two years later, the late president Houari Boumediene appointed Lachraf as the minister of education while Rahal was nominated as minister representing the higher education yet, in spite of the fact that the period was so short for it coincides the death of the president in 1993, the introduction of French as a first foreign language was postponed to the fourth grade as it is shown below:

Grade	Status of Arabization
1st	- Totally Arabized.
2nd	- Totally Arabized.
3rd	- Totally Arabized.
4th	- Totally Arabized. - French is a foreign language.
5th	- 1/3 of the classes totally Arabized. - French is a foreign language.
6th	- 1/3 of the classes totally Arabized. - French is a foreign language.

Table.2.1. Status of Arabization in Primary Schools (1973-1974)
Adapted from Grandguillaume (1983: 100)

In the same year (1993), the Algerian educational system favoured the implementation of English language to enhance foreign languages teaching at a very early age by giving primary school pupils the chance to choose either French or English as a compulsory foreign language. Nevertheless it was noticed that a large proportion of parents favoured French rather than English language. Accordingly, French was reinstated as the first foreign language taught in the fourth year of primary school. However, English was taken back from primary school to be taught till in the subsequent level of instruction.

In the intermediate schooling system, all subjects were taught in Arabic except for French and English i.e. this type of education was Arabized for one third of the section. Following the appointment of Lachraf Mostepha as a minister of education, the Algerian ministry implemented French in teacher training and subjects such as maths and biology were delivered in French, whereas English **"was taught at the age of 13 which is not beneficial for learners" (Steinberg, 1993: 209).**

Grade	Status of Arabization
1st 2nd 3rd	- In each of first three grades, 1/3 of the classes were totally Arabized whilst the remaining 2/3 the remaining 2/3 were bilingual. Scientific subjects were taught in French.
4th	- All subjects were taught in Arabic (Mathematics, Natural Sciences and geography...)

Table 2.2. Status of Arabization in Intermediate School (1973-74)

In secondary education, the humanities section was totally Arabized together with 1/3 of the maths and science sections. The teaching of Standard Arabic began to be gradually introduced in the higher education and French remained the main language for instruction despite the demands of Arabists. Initially, the degrees of Arabic literature, philosophy and history had been Arabized and by 1973,

pedagogy, sociology and geography were also Arabized. Yet, only 19% percent of all students were in Arabized sections. Conversely, medicine and engineering continued to be taught in French.

Besides Arabic, Berber language represents the local variety that was spoken by the first inhabitants of Algeria before the Arab expansion. Because it constitutes one of the most fundamental linguistic components of Algerian identity, the Algerian government implemented it at all levels of instruction in greater of or lesser extent.

As an afterthought, learning foreign languages proves to be exceptionally instrumental in nature as the language functions as a linguistic tool that helps learners open the outer world and access modern sciences and technologies. Therefore, it is judiciously thought to classify the aforementioned goals stated in the National Chart of 1976 in the following table which juxtaposes the two lists of foreign language teaching goals:

Openness- Targeted Goals of the National Chart (1976)	Science and Technology Targeted Goals of the National Chart (1976)
1- To communicate with the different parts of the world. 4- To make the pupils autonomous and self-sufficient in exploiting and exploring material having relation with their field of study. 5- To successfully sit for examinations.	2- To have access to top sciences and technologies. 3- To encourage pupils' creativity in its universal dimensions.

Table.2.3. Classification of the National Chart Goals

2.3 English Language Teaching Status: Pre-Tertiary Descriptive Phases

Undisputedly, English is neither the language of kings and queens nor the patrimony of Anglo-Saxons, but rather a genuinely global language which is vitally required in the people's daily life mainly for fulfilling different communicative and utilitarian purposes. In this regard, Askari (2010) contends that English:

> *Is now a universal public property. By the English colonial train, it travelled almost the entire world, came in touch with myriad of people and their languages and enriched itself as a world's number one language.*
> *(cited in Liton, 2012: 29)*

Although it does not represent the official language of a nation (Algeria for instance), it has been emerging as the chief foreign language to be encountered in schools and universities. Au fond, English currently seems to be increasingly used in every corner of the globe in miscellaneous fields such as science, trade, business, transport, tourism and more importantly in the world of technological advances.

Linguistically and politically speaking, compared to French linguistic policy; which was said to have used a coercive- based tactics to substitute Arabic with French as it is clearly mentioned in Poddar's line **"we will never be the masters of Algeria until Algeria speaks French". (2008: 124)**. Algerians and other Arabs conceive the British policy as innocuous as far as language is concerned. This reason may account for the growing number of Arabs who owned all English language channels, the ever-increasing numbers of students of English in both Algerian and other universities across the Arab world, and more importantly the partnerships with Anglo American universities (Saadi, 2008). This basically implies that English does not appear a threat vis-a-vis Arab culture and language. Differently stated, English has almost nothing to do with colonialism as far as its incorporation in the post independence Algeria, as it was the case of French language, rather it enjoys a most favourable kind of additive bilingualism, where

"the addition of second language and culture is unlikely to replace or displace the language and culture." (Lambert, 1980)

It is indeed imperative to note that the explicit recognition of English as a single lingua franca across the globe is thanks to the advent of the globalization process worldwide which dates back since 1990s.

Metaphorically speaking, compared to other languages of wider communication:

> *knowing English is like possessing the fabled Aladin's lamp, which permits one to open as it were, the linguistic gates to international buisness, technology, science and travel. In short, English provides linguistic power.*
>
> *(Kachru, 1986: 01)*

The widespread of English language is indeed noticeable in Kachru's concept of world Englishes (2006) in which she explained and described the type of spread of English language in a three concentric circles namely *inner circle, outer circle* and *expanding circle*. The inner circle considers the countries where English enjoys the status of primary language. An illustrative example of such kind is USA, UK, Canada and Australia. The outer circle comprises the former colonies where English alongside other local languages serves the role of an official language such as India and Singapore. The expanding circle refers to the speakers of English as a foreign language. As an EFL country, Algeria belongs to the third circle where English is primarily used at high school and universities as a second foreign language. In this vein, Rubdy and Saraceni state that:

> *...many language learners today are studying English not because they are being coerced to do so by speakers of inner circle countries but rather because of the benefits which knowledge of English brings.*
>
> *(Rubdi and Saraceni, 2006: 118)*

By and large, English has proved its "passe partout" language which fills many world roles that no other language can do. Building upon Dhamija's (1994) long list of English world roles, Tomlinson (2005: 139) outlines the different roles English currently plays. The following table juxtaposes the two lists of English world roles:

Dhamija's List of English World Roles	Tomlinson's List of English World Roles
1- English as a link language. 2- Medium of literacy and creativity. 3- Medium of science and technology. 4- Language of reference and research. 5- A source language or media language.	1- English as a conference language. 2- English as an academic language. 3- English as an internet language. 4- English as a business language. 5- English as a commercial language. 6- English as an industrial language. 7- English of arts and control. 8- English as a social intercourse. 9- English as a diplomatic language. 10- A language of sport, entertainment and popular song. 11- English as a travel language, migration and holidays. 12- English as an access of language of news. 13- English as a language of self expression.

Table 2.4. English world roles and functions

Indeed, the section mentioned above is believed to be more or less represented in the ordonnance of April 16th, 1976 which outlines the main goals of teaching, learning foreign languages in the Algerian schools. The Algerian pre-tertiary educational system comprises three levels of instruction, notably the primary school (lasting for 5 years), the middle school (lasting for 4 years) and secondary school (lasting for 3 years). The first nine years of schooling are compulsory for all children (usually age six and above). At this level the pupils are taught mainly in standard Arabic, while French is the only foreign language that is introduced at the third year of the primary education. As for English language, it was not taught in the primary school until 1992. From that year, and in small number of schools, parents had to choose either French or English for their children.

Nonetheless, this reform did not prove to be fruitful. Actually English is taught in the first year of the middle education and continues till the third year of the secondary school level as a compulsory subject. While at higher education it has undisputedly become an obligatory subject in all fields of study such as: physics, biology, medicine, political sciences, Arabic literature... and so forth or it may be simply a field of study whereby students can obtain a licence degree in English. Suffice it to say, EFL learners accumulate an EFL learning experience of seven years before entering university. The following table exposes the different subjects studied in the middle school with the different time board for each level.

	Number of hours per week			
subject	1st Year M.s	2nd Year M.s	3rd Year M.s	4th Year M.s
▪ Arabic	5h 30min	5h 30min	5h 30min	5h 30min
▪ French	4h 30min	4h 30min	4h 30min	4h 30min
▪ English	2h 30min	2h 30min	3h 30min	3h 30min
▪ Tamazight	3h	3h	3h	3h
▪ Mathematics	4h 30min	4h 30min	4h 30min	4h 30min
▪ S.N.V	2h + 1h (once a week)	2h + 1h (once a week)	2h + 1h (once a week)	2h + 1h (once a week)
▪ Physics	2h + 1h (once a week)	2h + 1h (once a week)	2h + 1h (once a week)	2h + 1h (once a week)
▪ History	1h	1h	1h	1h
▪ Geography	1h	1h	1h	1h
▪ Islamic Edu.	1h	1h	1h	1h
▪ Civic Edu.	1h	1h	1h	1h
▪ Art/ Music	1h			
▪ Sport	2h	1h	1h	1h
▪ ICT	1h (2hevery week)			
Total	34h + 1h ICT + 3h Tamazight	28h + 1h ICT + 3h Tamazight	28h + 1h ICT + 3h Tamazight	28h + 1h ICT + 3h Tamazight

Table 2.5. Weekly Distribution of School Subjects and Hours in the Middle School

As regard the time alloted to the teaching of English at Middle School level, it does not generally exceed three hours and a half a week, unlike French language which is taught for four hours and a half a week. The differences in terms of their teaching load tend to be due to the following reasons:

- French is the first foreign language, while English has the status of a second foreign language.
- English is latterly introduced to the Algerian learners during their schooling in 1st year AM, comparing to French which is taught and inserted in the 3rd year in the primary school.
- Despite its rank, French language is de facto a part of the Algerian's daily life that is obviously available in the mind of people and henceforth used in their ordinary speech, while English is restricted to the classroom use only as a school subject.

At the end of basic education, students take the national basic education examination BEM (Brevet d'Enseignement Moyen) which grants them access the secondary school.

A propos of teaching methodologies, which are said to be an inherent part of the school reforms and practically a recurrent pattern that accompanies each school reform, Algeria, like any other countries, has progressively been witnessing a slow but prominent shift regarding its teaching curriculum. This shift is indeed supposed to manifest as an urgent solution to the ills of inert learning and whose tenet and objective consists in obtaining hopefully- guaranteed outcomes. Differently stated, after long series of methodologies that have mirrored the historical eras in the Algerian education namely, Audio Lingual Method ALM (1960s), Functional Approach (FA) in the early 80s, and Communicative Approach (in the mid 80s), a newly trendy fashionable approach labelled Competency- Based Approach/ Education (CBA/E) has been adopted in 2002 on the basis of developing learners' autonomy, creativity and enhancing their problem solving skills in their fields.

This approach to teaching and learning is chameleon- like in nature as it appears as a substitute to an otherwise known approach or attributed various colourful labels; Comprehension Based Education (CBE), Competency Based Education and training (CBET), Competency Based Approach (CBA), Competency Based Learning(CBL), Competency Based Instruction (CBI), Competency Based Program (CBP) and Competency Based Language Teaching (CBLT). Yet, CBA seems to be the umbrella term that is more frequently used as compared to the aforementioned terms and acronyms.

From the bulk of literature, one may come across ample definitions of CBA. Yet, we will attempt to provide the most comprehensive one that is presented by the ministry of National Education. In relation with the term competency, it is defined as:

> *... a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problems situations or in circumstances that have never occurred before. (2003: 04)*

In other words, a competency may be simply defined as the ability of a student to understand what he/ she is supposed to do to accomplish tasks in the most convenient way and more importantly find solutions and utilize them in and out of the context of school. To put it differently,

> *"l'approche par compétences consiste à relier les apprentissages acquis à l'école à des contextes d'utilisations variés et pertinents […] à des situations- problèmes scolaires et extra scolaires." (Ms. 3, 2004: 40)*

Comparatively speaking, Competency Based Education/ Training seems to be very different from the traditional paradigms in a number of ways. In this respect, Dennison (1996) believes that CBE/ T is characterized by its, "self- paced, learner

centred and task specific nature. The following table will therefore juxtapose the divergent nature of both conventional/ traditional education and CBE.

Processor Issue	Traditional	Non-traditional (CBE)
- **Admission**	- Once a year.	- Any time during the year.
- **Scheduling**	- Fixed starting date for all students.	- Flexible schedule based on the availability of facilities and instructors.
- **Teaching**	- Teacher centred/ lecture.	- Student- focused.
- **Methodology**	- Method to large group of students. - Students copy notes written on the board. - Quality of learning largely depends on the quality and commitment of the teacher. - Demonstration of practice skills may be effectively seen by few students in teaching large classes.	- Teacher serves as a resource when students require clarification of learning materials. - Demonstration of skills. - Quality instructional materials provide basis for students learning. - Individual or small groups of students receive assistance from the teacher when such a help is required
- **Evaluation**	- Normative according to class average and group performance. - Regardless of evaluation results, the teacher proceeds to the next topic in the program.	- Objective criteria- based written examinations demonstrated competence. Students must prove competency before proceeding to the new learning.

Table 2.6. Traditional Education vs Non-Traditional/ CBE
(Dennison, 1996 : 250)

In the light of this novel adopted teaching approach, the Algerian authorities have decided to consider the necessary changes regarding the reorganization and reorientation of the Algerian educational system and the adaptation of newly designed textbooks for all levels by the beginning of the academic year 2002/2003. As a result, the national commission in charge of reforms assigned to make a revision of[2] the syllabuses for teaching English at the middle school. Therefore, the first reform was first applied in primary and middle school and later secondary school level, and new textbooks have been designed aiming at improving the

standards of English as well as meeting the pupils' needs, which are shown in the table below:

Cycle	Grade	Title	Authors	Years of publication	Number of pages
Middle School	First	Spot Light on English -1-	Merazga et al.	2004	189
	Second	Spot Light on English -1-	Merazga et al.	2004	125
	Third	Spot Light on English -1-	Arab.S.A et al.	2005	188
	Fourth	On the Move	Arab.S.A et al.	2006	192

**Table 2.7. New English Textbooks of the Algerian Middle School
(Source: Lekhal, 2008)**

Before speaking about the teaching of English and its major objectives at secondary school, it seems imperative to mention that this level lasts for three years, comprising two different common cores: Literary and Scientific and each of them contains three sub-branches with different time allotted to the teaching of English as shown in the table below:

Level	Common core	Stream	Weekly time load	Yearly time load
1 AS	Literary	/	3	81
	Scientific	/	2	54
2 AS	Literary	Arabic Literature and Human Sciences	3	81
		Islamic Sciences	3	81
		Arabic Literature and Foreign Languages	4	108
	Scientific	Natural Sciences	3	81
		Exact Sciences	3	81
		Technology	3	81
3 AS	Literary	Arabic Literature and Human Sciences	3	81
		Islamic Sciences	3	81
		Arabic Literature and Foreign Languages	4	108
	Scientific	Natural Sciences	3	81
		Exact Sciences	3	81
		Technology	3	81

Table 2.8. Time Load of ELT for secondary school Students

At the end of the third year of the secondary education, and before admission to the tertiary- level institution, students sit for the Baccalaureate examinations, which is a requirement for university entrance. Thus, examination is based on student performance in each subject studied during their final year.

At this level of instruction the teaching of English as stated by Algerian Ministry of Education:

> *"aims at setting up and developing communicative linguistic , cultural, methodological competencies that would permit the learner to face situations of oral or written communication that have to take into consideration his or her future needs and those of the society in which he/ she evolves."*
>
> *(Ministry of Education, 2005 : 04)*

Thus, in accordance with the aforementioned teaching goals envisaged by the Algerian authority, one may realize once scrutinizing this quotation that teaching English in the secondary school level is meant to fulfil four main categories of objectives: linguistic and communicative, methodological, cultural and socio-professional objectives. As clearly affirmed by the Ministry of education:

> *"la deuxième langue étrangère est couvrant sept années d'études (quatre dans le cycle moyen, et trois dans le cycle secondaire).L'enseignement de la langue anglaise se propose, d'asseoir et de développer des compétences d'ordre communicatif, linguistique, culturel, et méthodologique qui permettront à l'apprenant de faire face à des situations de communication orale et/ ou écrite compte tenu de ses besoins futurs et de ceux de la société dans laquelle il évolue "*
>
> *(Ministry of Education, 2005 : 04)*

The following table juxtaposes the four chief goals of ELT at secondary school level (syllabus of English of 1st year, 2005; syllabus of English of 2nd year, 2006; syllabus of English of 3rd year, 2011).

Linguistic/ communicative objectives	Methodological objectives	Cultural objectives	Socio-professional objectives
To consolidate the learner with the basic knowledge he has already acquired in the intermediate school. To help the learners carry on with their learning of English language. To keep them equipped with the necessary tools to pursue.	To consolidate and develop the strategies of learning and of self- evaluation that the learners have already acquired in the intermediate school. Reinforce and strengthen the study skills and techniques of what has already been acquired.	Stimulate the learners' curiosity to contribute to the broadening of their minds by exposing them to the various contexts of culture and civilization of the English language. To place the learners in an environment which suits their needs and interests in conceiving and planning activities in real life situations. To favour the pedagogy of success by creating an environment in which the learners will develop positive attitudes towards learning English.	Allow the learner to be an active participant in life after finishing his studies.

**Table 2.9. Objectives of ELT in the Algerian Secondary School
(in Belouahem, 2008:27-28)**

All in all, and to recapitulate what has been discussed and explained previously, it may seem essential to consider the following diagram which summarizes the structure of the Algerian pre-university school system.

BAC National Examination		Technical BAC National Examination
General & Technical Secondary School 3 AS		Secondary School Education Technical 3 AS
General & Technical Secondary School 2 AS		Secondary School Education Technical 2 AS

Common Core Letters 1 AS	Common Core Sciences 1 AS	Common Core Technology 1 AS

Brevet d'Enseignement Moyen
B.E.M
National Examination

Middle School
Education Cycle

Primary School
Education Cycle

Diagram 2.1. Structure of the Algerian School System

2.4 ELT at Higher Education: Tertiary Descriptive Phases

Likewise the implementation of English within the curriculum of the middle and secondary schools, it has also a fundamental role at higher educational level. Obviously, an access to-post secondary study is open to students who hold their baccalaureate degree or foreign equivalent. Besides, they are supposed to meet the requirement set annually by Ministry of Higher Education and Scientific Research on the following consideration:

- Students' choice/ computer.
- Field of the study in the secondary level.
- The number of available seats in each field.

The enrolled students being Baccalaureate holders from different streams namely Life and Natural Sciences, Mathematics and Foreign Languages choose to specialize in particular branch that fits the average obtained in the BAC exam. As far as English language is concerned, students enrolled to major in English language, study it for three years to obtain a licence degree (the equivalent of the BA in the Anglo-Saxon educational system). During this period the students are trained to become either future teachers of English at all levels of instruction, or upon the admission test to carry out their post graduate studies.

Apart from the English department in which English is taught as a branch of study for Academic/ General Purposes (EAP/ EGP) English is also introduced in different curricula at different departments nationwide, and holds the status of an additional module but compulsory in response to specific occupational graduate and post graduate courses. Thus, students enrolled in scientific branches such as mathematics, physics, chemistry, economic and political sciences, architecture and biology, in addition to some other specialties of Human Sciences including islamic sciences and Arabic literature are required to follow ESP courses depending on their area of research and their needs as well. In other terms, the teaching of English entails the provision of English language instruction devised to meet the learners' particular needs related in themes and topics it designated occupation or area of a study, selective(i.e. not general) as to language content where indicated restricted as to the language skills included. *(Stevens, 1980: 108-109)*

In this respect, different ESP courses are provided under different labels depending on the aforementioned specialities. The most common ones are: English for Science and Technology (EST), English for Social Sciences (ESS), English for

Business and Economics (EBE). Accordingly, English is taught alongside their current modules. This tendency toward teaching English in the aforementioned fields of study is the result of the impact of globalization process.

2.5   ELT in the Light of the LMD System: An Overview

In the shade of Globalization, the English language has an indispensable status as a universal language across the globe and the most dominant linguistic tool in many European languages. Its pervasive importance has been observed to gradually increase in very single filed of human beings' daily life. Thus, pedagogically speaking, Algeria like many other countries has saliently witnessed an immense quantitative evolution regarding its teaching/learning process especially at higher educational level. Accordingly, it has launched in recent years a series of reforms at different levels of instruction whereby to update and refresh the educational system, as well as political, economic, commercial and educational needs of the country.

In the basic of this thought and as clearly mentioned in the guideline of the Algerian Ministry of Higher Education and Scientific Research, the aims behind this reform are stated as follows:

− Provide quality training.
− Make a real osmosis with the socio economic environment developing all possible interactions between the university and the outside world.
− Develop mechanisms for continuous adaptation to changing jobs.
− Be more open to global development especially those of science and technology.
− Encourage diversity and international cooperation by most appropriate terms.
− Lay the foundations for good governance based on participation and consultation. (in Megnounif).

As a matter of fact and as previously mentioned, the Algerian university found itself obliged to go through different reforms according to the needs of the country. The most salient one dates back to 1971, in which the "Higher Education in Algeria intended to Arabize and Algerianize all higher education." (in Megnounif,2009:01).

Accordingly, this reform proved to be inadequate and the Algerian universities displayed dissatisfaction regarding the classical system simply because:

- The educational programmes no longer meet the new socio-economical data.
- Training mono disciplinary in classical approach where concept of general culture is completely absent.
- A significant failure rate due primarily to uncertainty about the future among students.
- Lack of motivation among teachers and students.
- Centralized management of the university. (Ibid)

In a nutshell, and taking the aforementioned deficiencies into account, one may state that the classical system (four year bachelor, two years magister, four years doctorate) system "did not respond to main challenge imposed by the changing situation of economy of policies and of the society in Algeria, an important shareholder of many European countries." (Sarnou, 2012: 180)

2.5.1 LMD System: Definition and Features

In response to what was witnessed in the Algerian higher education, the policy makers have decided since 2001 to diagnose the situation whereby to suggest some alternative and sustainable solutions that correspond to socio-economic situation. Accordingly, the decision fell on the new LMD system (Licence- Master- Doctorate) which has been initially implemented. As a pilot project at Algerian

universities in collaboration with a number of European universities, in 2004 (Reforms des enseignement superieurs Juin, 2007, Ministry of Higher Education)

Historically speaking, the emergence of the so-called LMD (or BMD; acronym standing for Bachelor- Master- Philosophia Doctor) goes back to the Sorbone - Bologna Process" that involves approximately 45 countries.

This system was originally designed to the Anglo Saxon countries whereby to ***"enhance the attractiveness of European education and make it more competitive as an international market", (guide to Bologna Process, 2005: 19).***

The adoption of this novel system is widespread in other countries out of the European boundaries and one of which is Algeria, aiming to improve the quality of university education and encourage students' mobility and orientation and more importantly improve the transparency of qualification on the job market.

As aforesaid, in the light of the LMD system, the design of the studies in the Algerian Higher Education is articulated around three main grades:

- The Licence: granted after three years of study, (BAC+ 3).
- The Master: corresponding to two years of study, (BAC+ 5).
- The Doctorate: conferred after the completion of research for at least 3 years and defending a thesis, (BAC+ 8).

All the studies are broken down into semesters with examinations (first and second sessions) held at the end of each semester, and each module is worth a certain number of ECTS (European Credit Transfer Systems).

In what follows, some features characterizing the LMD system can be summed up in the figure below:
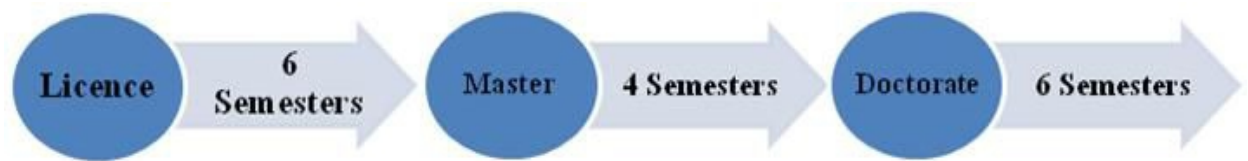
Figure 2.1. LMD System Features
(Guide d'Information sur le System LMD, 2005)

Among the most crucial aspects that this novel system has brought into the Algerian universities is the new role of the teachers and the students as well, that is:

> *the recent pedagogical procedures... tend to transform the student, the docile 'object' and the passive agent into a principal active agent ... consequently, the role of the teacher has been modified for the reason that it suits the freedom given for the learner... Teachers have to accept their role as mediator, facilitator... and they are called to master not only the discipline they teach but also the methodological competencies.*
> *(Sarnou, 2012: 182).*

In regard to the evaluation of this reform, two conflicting views may appear: some would say that LMD system is one amidst the most fundamental alternative and fruitful solution to the Algerian higher educational issues, as it is clearly stated in Sebagh's own words **"ces réformes permettront à l'université de gagner son pari, à savoir celui de garantir une formation de qualité." (Le Quotidien d'Oran, September, 24th, 2011).**

In contrast, other speculations tend to oppose what has already been uttered by the vice rectorate as it is clearly understood in the following lines:

> *Given its newness, the LMD system encountered a considerable number of problems though the financial estimation was positive. Our statement of the problem was is based primarily on the misunderstanding of some or non-understanding of others of the systems' goals and objectives. Can we relate these problems to the factor of newness?*
> *(Idri, 2005: 05)*

In the same line of thought, the Ministry of Higher Education (2013) has declared that *"those stating that the LMD system has failed didn't understand the real content of this system until today"*.

2.5.2   ELT and the implementation of the LMD System

"**The world has changed, so must the education system" (Miller: 2000).** Pegged to this assumption and boosted by the globalization process, which is indeed an irresistible tide sweeping across the world, the educational system tends to gradually change as an immediate response to this important trend in this new millennium and more importantly the need to raise one's competitiveness in all walks of life.

In this vein, and from the educational perspectives, the Algerian system like other countries is influenced by the strong impact of globalization. It has saliently survived gradual changes punctuated by tremendous ongoing reforms in different fields that can correspond and respond to the socio-economic mutations contributing to the significant evolution of this country. As a matter of fact and from the pedagogical standpoint, the LMD system, one amidst these reforms has been introduced in the Algerian tertiary levels in 2003 in all specialties except the medical sciences. At Tlemcen University, however, and more precisely the Department of Foreign Languages, this system was not launched until after 2008 whose ultimate aim consists in "**bringing the Algerian diploma to the universality and the Algerian students to the higher level of learning on the one hand and to the business world on the other." (Sernou, 2012: 181).**

Comparatively speaking, as teachers with teaching experience in the classic and the LMD systems, it has been noticed that they tend to be different from each other, especially in:

- *Number of courses.*

- *The time allotted.*

- *The syllabi content.*

- *The evaluation tools.*

- *Student workload, which represents the core of this novel system.*

These dissimilarities can be well noticed, especially at first year level in the following figure and table which juxtaposes both systems.

LMD System		Classic System
	First Year Students	
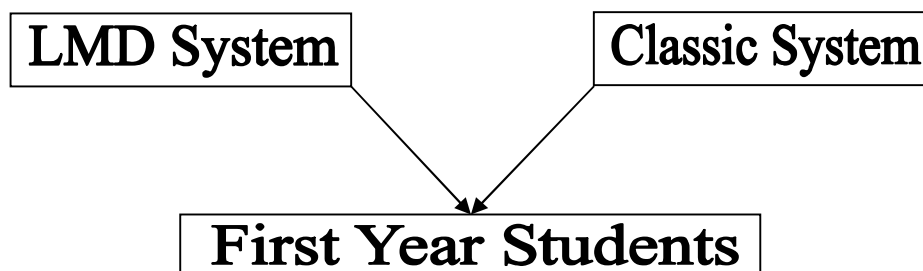
LMD			Classic	
Teaching Components	**Hours**	**Credit**	**Teaching Components**	**Hours**
Techniques in Oral Expression	3 h	5	Oral Expression	3 h
Written Expression	3 h	5	Written Expression	3 h
Grammar	6 h	5	Grammar	3 h
Phonetics	3 h	3	Phonetics	1h 30 min
Linguistics	1h 30 min	3	Linguistics	1h 30 min
Discourse Comprehension	3 h	3	Reading Comprehension	1h 30 min
Literary Studies	1h 30 min	2	Arabic	1h 30 min
Anglo Saxon Culture and Civilization	1h 30 min	2		
Research Methodology	1h 30 min	1		
I.C.T	1h 30 min	1		
Total	**25 h 30 min**	**30**	**Total**	**15 h**

Table 2.10. Differences between Classic System and LMD System Teaching Components

In this frame of mind, it is apparent that both systems are different from each other especially in terms of teaching courses/ modules and the time allotted to each of them. The reason for this discrepancy tends to be due to the fact that time spent for the licence degree was reduced to three years (4years in the classic system, whose modular courses as indicated above were taught for 1h30 for each except for some such as Grammar, Oral Expression and Written Expression as well in which they have three hours instead. The new system, however, has eleven modular courses in first year classes which differ from the classic system in terms of its intensive weekly teaching time allotment (twenty-five hours for the three years). In addition, the major difference between these systems can be well noticed in the percentage devoted to the students' workload which has a strong impact on their success and failure since the mark once accredited will not be changed (Rabhi, 2011).

In very down to earth terms, the underlying principle behind the implementation of the LMD system in the Algerian universities, more particularly in English Studies Departments consists in bringing novel ideas in terms of narrative pedagogic practices hopefully to develop the quality of the teaching/learning process and improve the output at the pedagogy university level, ensuring employment and modernizing management.

Yet, giving reference to the evaluation of this new endeavour, one should say that we are not at the stage of assessing the success or failure of this reform as it has recently been implemented in the Algerian higher educational system. Notwithstanding its negative aspects related to its novelty (Bouhadiba, 2012: 190), it is believed that this system is:

> *Perceived to be more beneficial and valuable for both EFL students and teachers compared to the classical system applied previously. For students, it offers internationally recognized degrees and profound acquisition of English. For teachers, it endorses improving their professional, pedagogical knowledge and skills.*

2.6   Target Department: A Brief Description

The present research at hand which is an experimental-based study has been carried out at University of Abou Bekr Belkaid, and more precisely in the department of Foreign Languages, section of English. At the historical layer of analysis, the beginnings of Tlemcen University go back to 1974, where the first promotion included students belonging to Exact Sciences and Biology (1974 - 1980). Later, teaching began to be gradually expanded to other novel specialities covering a series of training courses to students whereby to pursue their graduate studies in the same university. Besides, the Faculty of Human, Social Sciences was established by the mid 80s, during which students of first promotion embarked in the different specialities graduated in June 1984. Thus, Tlemcen University; the fruit of long evolution has increasingly developed different specialities and branches through time, whereby to restructure its educational system around three main Faculties, namely:

- *Faculty of Letters, Human and Social Sciences.*
- *Faculty of Technological and Exact Sciences.*
- *Faculty of Natural Sciences.*

Giving reference to Foreign Languages Department, which belongs to the Faculty of Letters, Human and Social Sciences, it was founded in 1988. Since then it has been witnessing different course organizations. In April 1995, the decision was made to keep this department autonomous comprising two separate sections, namely French and English. However, by 2010, a novel decision suggested to split the faculty of Letters, Human and Social Sciences into two sub-faculties, namely The Faculty of Letters and Languages, and Faculty of Social Sciences. The former included the following sections:

- *Section of French.*
- *Section of English*

‒ *Section of Spanish*

‒ *Section of Translation*

Yet, recently this department has been restructured once again in which Spanish and French became a separate section for the simple reason that both languages sprung from the same origin, on the other hand, English Section has become autonomous and independent Department including Translation.

Likewise the implementation of English within the curriculum of middle and secondary school levels, it has also a fundamental role at the tertiary level. The department of English receives baccalaureate holders from different streams (Literary and Scientific ones). Prior to 2009, students who choose to be specialized in English language to obtain a licence degree are supposed to go through a curriculum of four years during which they are trained and theoretically assisted to become English teachers in secondary schools or to carry on post graduate studies upon an admission test. Regarding the years of graduation, students are taught several modules which can be shown in the table below.

Year Level Discipline	First Year		Second Year		Third Year		Fourth Year	
	Modules	**Time**	**Modules**	**Time**	**Modules**	**Time**	**Modules**	**Time**
Lingui.& Oral Lge Skills	Linguistics	1 h30 min	Linguistics	1 h30 min	Socio-linguistics	1 h30 min		
	Phonetics	1 h30 min	Phonetics	1 h30 min	Phonology	1 h30 min		
	Oral Expression& Listening Comp.	4 h30 min	Oral Expression& Listening Comp.	4 h30 min	Oral Expression	4 h30 min		
	Reading comprehension	3 hours	Written Expression	4 h30 min	Written Expression	4 h30 min		
	Written Expression	4 h30 min	Grammar	4 h30 min	Arabic	1 h30 min		
	Grammar	4 h30 min						
	Arabic	1 h30 min						
Lit. / Civ.			British Lit.	1 h30 min	British Lit.	1 h30 min	Seminars in Anglo-American Lit.	1 h30 min
			American Lit.	1 h30 min	American Lit.	1 h30 min	3rd World Lit.	1 h30 min
			British Civ.	1 h30 min	British Civ.	3 hours	Seminars in Civ.	1 h30 min
			American Civ.	1 h30 min	American Civ.	1 h30 min		
					3rd World Lit.	1 h30 min		
Didactics					General psychology	3 hours	Psycho-pedagogy	1 h30 min
							TEFL	1 h30 min
Teaching Time per Week	**21 hours**		**21 hours**		**19 hours**		**7 hours 30 min**	

Table 2.11. Official Curriculum of the Licence in English in the Classic System

Since 2009- 2010, Tlemcen University has introduced a novel system called BMD (generally used known as LMD) which was initially designed in the Anglo-

Saxon countries, and is spreading everywhere, whereby to keep pace with the globalization demands. This degree changes the length of the studies, and the time spent for each degree was reduced as explained below:

LMD System		Classic System	
Degree	Time Spent	Degree	Time Spent
Doctorate	>3	Doctorate	>5
Master	2	Magister	>2
Bachelor	3	Bachelor	4

Table 2.12 Differences between Classic and LMD systems

In regard to the curriculum in Licence/ Bachelor degree, compared to the classic system, EFL students go through two main stages i.e. the first two years (4 semesters) are referred to as a common core during which they are supposed to receive the same courses that deal mainly with language oriented skills, in addition to other modules which are grouped under three different units:

First Year LMD (Semesters 1 & 2)	
Teaching Units	**Hours/ Week**
Fundamental Teaching Units	
- Grammar	6 hours
- Phonetics	3 hours
- Linguistics	1 h 30 min
- Oral Production	3 hours
- Written Production	3 hours
- Discourse Comprehension	3 hours
- Literary Studies	1 h 30 min
- Anglo- Saxon Culture and Civilization	1 h 30 min
Teaching Unit of Methodology	
- Research Methodology	1 h 30 min
Cross- Sectional Teaching Unit	
- I.C.T	1 h 30 min
Total	**25 h 30 min**

Table 2. 13. Repartition of LMD Courses (1st Year)

Regarding the second year English degree (3rd & 4th semesters), no difference is found regarding teaching units and their modular courses except for grammar whose time allotted is reduced to 3 hours instead of 6 hours.

At the end of these two years, EFL students are asked to choose their field of specialism for the third year English degree. This phase is referred to as the Specialty Year, and the students will be specialized either in *Language Studies* or *Literature and Civilization Studies*. Thus, the table below juxtaposes these two specialties with their modular courses and their weekly teaching time.

Language Studies	**Hours/ Week**	**Literature and Civilization Studies**	**Hours/ Week**
Fundamental Teaching Units - Linguistic Theories - Phonology - Academic Writing - Psycholinguistics - Sociolinguistics - Language Didactics	3 hours 3 hours 3 hours 3 hours 3 hours 3 hours	**Fundamental Teaching Units** - Literature Theories - Comparative Literature - Academic Writing - Anglo- Saxon Civilizations - African Civilization - English Culture	3 hours 3 hours 3 hours 3 hours 3 hours 3 hours
Teaching Unit of Methodology - Research Methodology	3 hours	**Teaching Unit of Methodology** Research Methodology and teaching	3 hours
Discovery Teaching Unit - Project / Training		**Discovery Teaching Unit** - Project / Training	
Cross- Sectional Teaching Unit - Educational Psychology	3 hours	**Cross- Sectional Teaching Unit** - Educational Psychology	3 hours
Total	**24 hour**	**Total**	**24 hour**

Table 2.14. Teaching Units and Time Allotted to 3rd Year LMD Students

Alongside with the modular courses, the third year students are required to choose between writing an extended essay or attending teacher training sessions, which are complemented with a pedagogical training report. Being awarded a licence degree in English studies, EFL students may pursue their master studies which will be conferred after two years of study (corresponding to 120 or 300 ECTs

credits earned) to hold a master degree in one of the aforementioned specialties, while doctorate degree will be conferred after the completion of research for at least three years and defending a thesis.

Giving reference to modular courses scheduled for Master students embarking on language studies specially they concern TEFL/, ESP, Cross Cultural Studies, Global Issues, Linguistic Theories, Pragmatics, Language in Society, Research Methodology, Translating and Interpreting, while the second major option (Literature and Civilization), encompasses some modular courses like American Civilization, Women Writers, Cultural Studies, I.C.T, Literary Criticism, MENA (which stands for Middle East and North African Literature).

As far as the evaluation system is concerned, the LMD like any other system is submitted to the evaluation, which should necessarily be continuous throughout the students' life cycle **"beginning with design phase and extends through the use of phase and support and ends when the system is disposed" (Megnounif, 2009:02).**That means that the students, in the light of the LMD system should be aware of the importance of the evaluation since it forms a major part in their final remarks of each modular course at the end of each semester. In this vein, the aim of evaluation which is formative in its nature and principle is to:

> *evaluate and ensure that the goals of instruction are being achieved and to improve the instruction if necessary by means of identification and subsequent remediation of problematic aspects.*
> *(Weston, 1995 cited in Rabhi, 2011: 61)*

At this element, students are supposed to pay attention to the testing tool for the simple reason that formative evaluation that is known as the T.D mark remains unchanged even for the students who are required to sit for the make-up exams. Besides written and oral tests, T.D marks offer almost equal importance to the

students attendance during all courses, submission of their home works on time and participation as well. As stated in part 16 of the third chapter *(Evaluation et contrôle des Connaisances)* of the rules governing studies in the LMD system, the teaching units (UG) are initially evaluated each semester in separated and compensatory way between all modular courses which belong to the same unit, and each module is evaluated by means of semi- annual examination and various personal work and the annual general averages of different teaching units. Thus, if the student's annual average is equal or higher than 10, he passes to the following year.

As far as the teaching staff is concerned, it has been perceptibly remarked that the English Department has been receiving a considerable number of teachers with different profiles, specialties and qualifications (Literature, Civilization, Didactics, psycho-pedagogy, ESP and Sociolinguistics). Some of them hold a Doctorate Degree, others a magister Degree and others a BA degree who are just temporary assistants undertaking their postgraduate studies in miscellaneous specialties in both systems (Classic& LMD system). Following is a table that summarizes the teaching staff number, their ranks and qualifications as well.

	Quality	Number	Degree
Full time	Professor	04	Doctorate
	Lecturer	18	Doctorate
	Assistant Professor	32	Magister
Part time	Temporary/Assistant	02	Magister (temporary assistant/ stagiaire)
	Part time	04	Bachelor

Table 2.15 Teaching Staff in the English Department

As far as the pedagogical materials used for teaching / learning of English, the English Department, in addition to the routinized materials (classroom, chalk, blackboard…), owns other fruitful materials like: tape-recorders, data-show, and two language laboratories comprising computers: one laboratory is devoted solely for teaching of listening comprehension module, while the second one is newly

established within the department (not more than two years ago), which is designed to make continuous internet based communication, by which learners get in touch with diverse personalities from different parts of the world to interchange their electronic data and therefore create a kind of purposeful reciprocal interaction via the internet (G.V.C.).

Notwithstanding the vital role that English holds especially after the globalization process, it has been noticed that the Algerian learners do not practise it in the outer circle except through the use of networks, television or internet, and this unfortunately affects their attitude toward it. This claim is shared Bouhadiba, who strongly believes that it may be in the result of:

- No adequate responsive educational pedagogical programmes have been suggested this far. The 'Licence' curriculum dates back to the 1980's (perhaps prior to this date, and no substantial change has been brought about in spite of the drastic changes in the social, economic environment.

- The teacher lacks qualified ELT professionalism despite new ELT methodologies and approaches that proliferate in the market. The teaching is often done hastily with no suitable teaching material or adequately trained instructors. (2012- 204).

After describing the teaching / learning of English in the Algerian context, it would seem wiser to speak about the potential role of reading comprehension module, and determine its major status within the English Department.

2.7 Reading Comprehension Teaching Goals

Teaching reading **"in the first place, many of them (learners) want to be able to read texts in English either for carrier for study purposes or for**

pleasure" (2006: 68). To express it differently, reading is seen as a two-fold activity by which students are supposed to practise either for sake of learning and studying or for pleasure and enjoyment. Besides, it has very significant consequences upon students' cognitive abilities for it increases their ability to listen, speak and write as well.

Putting a focus on the pedagogical perspective as far as English language curriculum is concerned, reading prominently figures in the programme as a compulsory pedagogic unit in the curriculum whereby to maximize the students' learning potentials, the rate of success and the capacity to read to learn in societies of information.

It is share knowledge that previously in the light of the classical system, reading discourse was given too little attention in spite of its vital magnitude compared to the other modules for it was scheduled only for first year of graduation in a period of time that does not generally exceed two hours per week. However, with the implementation of the LMD system, reading comprehension module was included with the listening comprehension module under the title of Discourse comprehension which is scheduled for three hours per week for first and second year of graduation. After these two years (common core) wherein the students are supposed to become more acquainted with reading techniques, skills and strategies they will have the chance to carry on their studies at third year level in which they are asked to choose to be embarked either in Language Studies or Literature and Anglo- Saxon civilization specialism. However, as a pedagogic teaching course, discourse comprehension is not taught at this level. Yet, it remains one of the basic pillars on which self-development rests, because through reading, the students will undisputedly be able to extend their learning in the inner different modular courses and, henceforth, develop gradually their capacity to read critically in all kinds of text genres.

As regards the methodology of teaching reading comprehension module, EFL teachers in charge of this modular course are always well equipped with different sources and particular guideline that fit their students' needs, level of proficiency, preferences and expectations, yet, it is up to each of them to work through it to sketch out the content of this module.

Basically, the teaching of reading module consists of providing learners with different texts that are followed by set of comprehension questions ranked from the easiest to the most difficult ones. These questions may be classified into three basic types:

- *Yes / no questions*: also called reference questions/ on the surface questions .They usually have one correct answer found in the text. They tend to be explicit and direct, though they require learners' full concentration and commitment with the reading passage for understanding and retention of information.

- *Information questions*: sometimes labeled "under-the-surface" questions/ wh questions. They are answerable directly from the given passage, and have more than one correct answer. Such category of questions generally begins with words like: why, where, who, when… and so forth.

- *Inference questions*: they tend to be in contrast with the previous types; indirect and implicit, which necessitate learners' ability to summarize and synthesize information reflecting their understanding of the text in general and the main ideas in particular.

In the most precise and concise terms, the plain purpose of teaching reading to EFL learners consists in offering them a number of opportunities to:

- *Access information and further deepen their knowledge.*
- *Develop their virtual and creative thinking skills.*

- *To develop a capacity to read a wide range of texts in English which is in its turn 'the long range goal most teachers seek to develop through independent readers outside EFL / ESL Classroom' (Hedge in Alyoucef 2005 :147)*
- *To adopt the reading styles depending on each particular reading purposes and activities (skimming, scanning, careful reading, guessing and so forth).*
- *To make themselves open their mind through discovering the context of English civilization and culture (culturally-based texts).*

On the whole, reading is often seen among researchers as a must tool that constitutes language skill, and life-long process during which learners extend their knowledge, and develop their repertoire of comprehension strategies that would later reflect success throughout their learning process.

2.8   Research Sample Design

Before taking a glance at the profile of the target, teachers and students who constitute the population sample of the present experimental- based research, it would seem indeed of considerable necessity to provide at first a definition based on two important key terms: sample and population which do not obviously seem to be interchangeably deployed.

Recall that most social researchers admit that in terms of methodology of research, obtaining information from every person in a population is quite impossible. So, instead of doing so, one should imperatively collect a sample of population to make his/ her experiment.

According to Dörneyei, (2007: 96): **"sample is a group of participants or informants whom the researcher actually examines in his empirical investigation".** It is, therefore, the proportion of the population, a slice of it, a part of it and all its characteristics or traits. The concept of sample arises from the

inability of the researcher to test every single individual in the population whereby to generalize the results obtained that will apply to the entire population.

The term population on the other hand is generally associated with people belonging to the same country, region, state and their respective relatively common characteristics such as gender and their respective relatively common characteristics such as gender, age, marital status, religion, and so on. However, in terms of research, this term is generally employed to mean **"the entire group that is of interest in a study."** (Brown, 1988: 114) and which should possess some common characteristics defined by the sampling criteria established by the researcher so that generalization about the study findings can be made at the end of the research, because it is widely recognized that the unsufficient time or money to gather information from everyone or everything in a population represent a very serious problem, researchers suggest finding a representative sample or subset of that population. Thus, to show clear cut distinction between these two terms (sample-population) it is seemed interesting to consider the following figure.

Target Population

study population
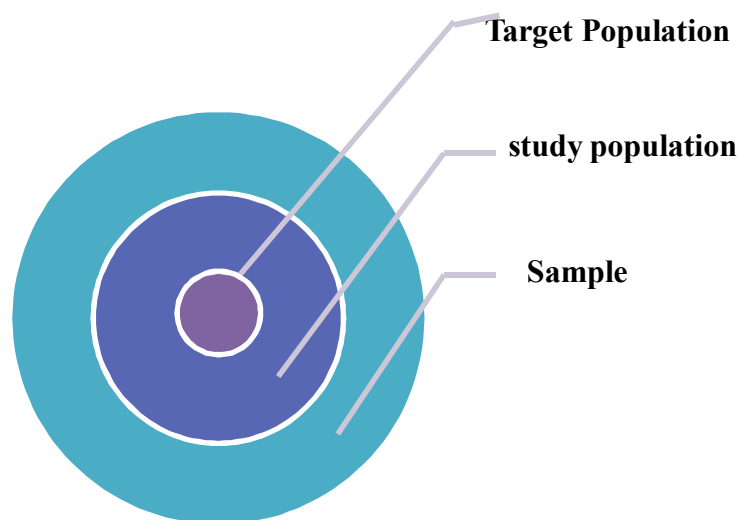
Sample

Figure 2.2. Sample and Population

Therefore, in terms of research methodology, it might seem essential and of considerable necessity to note that the sampling design process includes a set of six

sequential steps that are interrelated and relevant to all aspects of research. These steps can be demonstrated in the figure below:
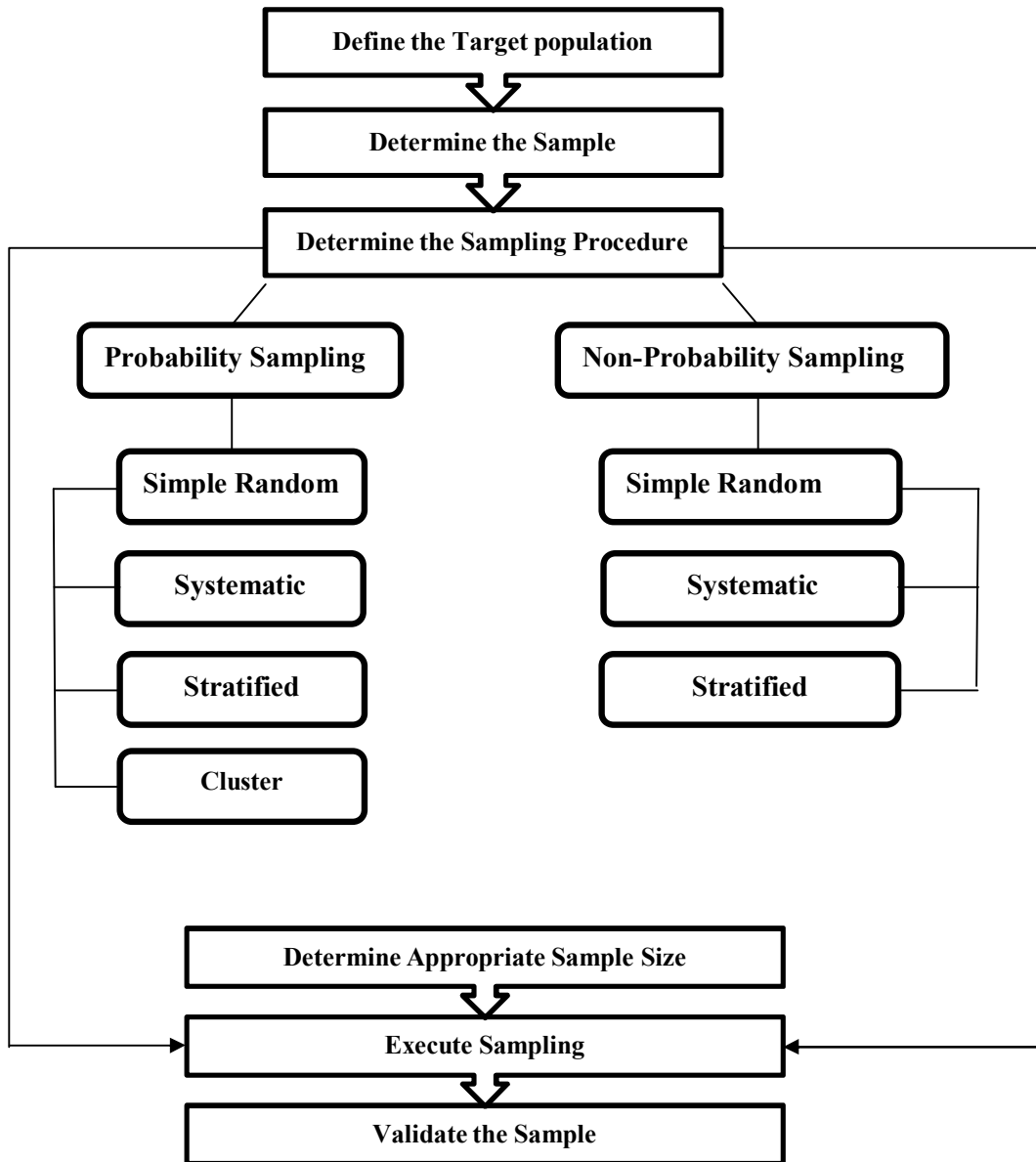
Diagram 2.2. Sampling Design Process

http://fr.slideshare.net/krishna1988/sampling-techniques-market-research

In the light of this figure, one should acknowledge the complexity of this process as the task of choosing a sample population really seems to be far from being an easy activity because it is strongly believed that such an operation is based upon the orchestration of particular scientific techniques to avoid being biased and thus ensure objectivity, validity and reliability of the obtained results.

In very down to earth terms, the researcher at the onset is supposed to define and identify the target population from which he chooses in a randomized way a subset of subjects that should imperatively be representative whereby to generalize his findings at the end of the research.

It is also deemed essential to point that the representation of the elements of the study population must be identifiable by constructing a list known as Sample Frame and each subject represents a sample unit.

Having determined the sample size, the next phase consists in determining the sampling procedure which is classified under two general categories: probability and non probability sampling methods. In the former, each member of the population has an equal probability of being selected. This sampling design guaranties that the selection process is completely randomized which increases the sample's representativeness and decreases sampling errors and sampling bias. Accordingly, noticing the advantages and strengths it holds probability is highly recommended in statistical methods for it ensures representativeness and allows the researcher to calculate approximately the exactness of estimates obtained from the sample and to find out the sampling error.

In the latter in contrast implies that the elements of the population do not have any probability attached to their being chosen as sample subject, whith non-random selection. Due to this, the researcher is likely to produce a biased sample and generalizing findings will therefore be restricted. In spite of its drawbacks, this technique seems most of the time the most convenient way to collect data in certain research especially in case the researcher has no intention of generalizing beyond the sample.

It should be noted that each sampling category consists of a number of scientific procedures which are explained as follows:

Sampling Procedure	Technique	Definition	Strengths	Weaknesses
Probability Sampling Category	Simple Random sampling	It is similar to a lottery method that provides everyone an equal chance to be picked as a sample	Easily understood Result projectable	Expensive assurance of representative
	Stratified	The population embraces a number of distinct categories based on relevant characteristic and then select randomly from each group (start).	Include all important sub-population	Expensive, difficult to select relevant variables.
	Systematic	Similar to stratified sampling	Increase representativeness	Can decrease representativeness
	Cluster	Similar to stratified sampling but the groups are defined so as to maintain the heterogeneity of the population	Easy to implement cost-effective	Difficult to interpret results.
Probability Sampling Category	Convenience Opportunity Sampling	Involves choosing respondents at convenience of the researcher: the selection of the members should fit the purpose of the research itself	Least expensive Least time-consuming	It often constitutes a less controlled version of quota sampling strategy
	Quota Sampling	Similar to stratified random sampling without random element. The population is first segmented into mutually exclusive sub-groups, then judgement is used to select the subject.	Sample can be controlled for certain characteristics	Bias, no assurance of representative
	Snowball Sampling	It involves chain's reaction whereby		

		the researcher identifies a few people who meet the criteria of particular study. (Dorneyei, 2007: 98)		

Table 2.16. Sampling Techniques Used in Research

Having determined the research sampling technique, the researcher is supposed to determine the sample size whose elements will constitute the population sampling of his research. Therefore, two major considerations are worth discussing.

- How large/ small a sample is needed to represent the variation within the target population?
- What sample size will reach saturation or redundancy?

It needs to be reiterated that there are no hard or fast rules in setting the optimal sample size, yet one should be mindful of the representativeness of the size whereby to generalize the results obtained.

Having theoretically explained and identified the techniques of the sampling design process, which any researcher is supposed to rely on to conduct his empirical study, one should declare that the selection of a representative sample size depends heavily on the nature of the inquiry itself (quantitative vs. Qualitative- based research), as well as the idiosyncratic nature of the participants themselves who constitute the population sampling of the phenomenon under investigation. Simply put, the term representativeness here is crucial and worth discussing as its condition varies from one research to another. In other terms, certain well conducted qualitative researches do not require large sample size rather typically use smaller number of people to be investigated , otherwise, investigating the whole population would in fact be seen as a waste of resources because:

it is not concerned with how representative the respondent sample is or how the experience is distributed in the population. Instead, the main goal of sampling is to find individuals who can provide rich and valid insights into the phenomenon under investigation.

(Dörnyei, 2007: 126)

Conversely, in most other cases, however, the researcher is supposed to select a:

sizeable sample to be able to iron out idiosyncratic individual differences[...]quantitative proponents usually emphasize that at its best quantitative inquiry, is systematic, rigorous, focused and highly controlled, involving precise measurement and producing reliable data that is generalizable to other context.

(Dörnyei, 2007: 126)

Pegged to this claim, and to associate it to the present inquiry, the researcher has chosen a set of 10 EFL teachers in charge of teaching the reading comprehension/ discourse comprehension by convenience sampling, and thirty 3rd year LMD students as a target population by means of stratified random sampling technique from the Department of Foreign Languages, Section of English at Abou Bekr Belkaid University of Tlemcen. Yet, before striving to give a glance at the theoretical description of the present case study, it would seem indeed wiser to identify the sample profile, and their needs analysis whereby to clarify more or less the rationale behind choosing this case study.

In this vein, and as described previously the data have been collected from a sample consisting of third year LMD students who were randomly assigned to a control and intervention group during the academic year (2012-2013). The investigator has chosen to construct her research upon these students firstly because they are more or less advanced learners and well aware of their weaknesses, strengths, wants and expectations as clearly affirmed by Kennedy and Bolitho (1983: 13-14): **"the older the learner is the more likely he is to have his own**

definition ideas on what and why he is learning English." In both groups, there were 15 subjects giving a total of 30 participants. A set of 30 informants were chosen by means of random sampling techniques of whom the male represented 30% (9) and 70% female (21). Their age ranges from 20 to 25 years. Their mother tongue is Algerian/Dialectal Arabic. French and English represent their first and second foreign languages respectively. They have been baccalaureate holders from different streams and their learning experiences of English varies from 8 to 15 years as it is illustrated in the table below:

	Target sample profile	**Number out of 30**	**The percentage**
Gender	Male:	09	30%
	Female:	21	70%
Age	20-22	22	73.33%
	23-25	08	26.66%
Secondary School Stream	Natural Sciences	05	16.66%
	Literature & Philosophy	08	26.66%
	Arabic Literature& Foreign Languages	17	56.66%
Number of years of learning English	8-10 years	25	83.3%
	11-13 years	04	13.3%
	14-15 years	01	03.3%
Total		30	100%

Table 2.17. Target Sample Profile

With regard to the modular courses scheduled at this level, 3rd year LMD students are oriented by the end of their fourth semester (2nd year) to particular specialty with regard to their interest and choice, namely *literature and civilization* and *language studies*. Each of them comprises a variety of modules which includes general culture, literary theories, comparative literature, besides Anglo Saxon and African civilization with 3 credits for each respective course, educational psychology and research methodology for literature and civilization specialty.

Language studies branch too comprises a set of modular courses that focus more on language based skills and didactics.

This includes linguistic theories phonology, academic writing, psycholinguistics which are grouped under the fundamental teaching unit, in adding up research methodology and educational psychology which belong respectively to discovery teaching and cross sectional teaching unit as well. All the aforementioned modular courses scheduled for the 3rd year students in both specialties are instructed 3 hours per week.

Having attended several reading comprehension module sessions, it has been clearly noticed among a number of learners that they have shown an eager interest and an intrinsic motivation towards reading comprehension courses and even better interact with variety of texts chosen for reading assignments. However, these affective prerequisite factors do not systematically engender successful learning. Indeed, there are some other fruitful variables which are to be taken into consideration by every EFL teacher in charge of reading comprehension module, i.e. their needs, preferences and more importantly their proficiency levels whereby to select reading texts, tasks and comprehension activities on the basis of such variables.

2.8.1 Learners' Styles and Needs Analysis

It would not be wiser to disregard the tremendous influx of learning styles on one's learning process since the dissimilarity between successful and unsuccessful learners cannot be attributed exclusively to one's mental capacities, but in the ways each individual characteristically acquires, retains and retrieves particular information as well. Due to its crucial role, this section is intended to shed fresh light on showing the vital effect of learning styles on the overall learning process from a theoretical perspective.

2.8.1.1 Learners' Styles

The nature of cognitive and learning styles is studied by cognitive psychology, which has been studied extensively in academic research by some illustrious psychologists (Heineman 1985, Lui& Grinther 1999). These two terms are used confusingly in the literature. Yet, no definite distinction can be set between them. As stated in Stash's line:

> *Cognitive style deals with the "form" of cognitive activity (i.e. thinking, perceiving, and remembering) not its content … Learning styles, on the other hand are seen as a broader construct, which includes cognitive along with affective and psychological styles.*
>
> *(Stash 2007: 04)*

These terms, have been later used interchangeably by several authors, however, the second one *"learning styles"* was widely accepted by a set of leading theorists. In this context, Keefe defines learning styles as:

> *Cognitive, affective, psychological traits that are   relatively stable indicators of how learners perceive interact with and respond to the learning environment.*
>
> *(Keefe 1979: 04)*

As stated earlier, learning styles can operate as an influential factor that contributes significantly on learning process in general, and reading comprehension context more specifically, which helps in characterizing the difference between learners in terms of their degree of success. Thus, different set of styles can be drawn from a number of extensive oriented studies in this area of research. Indeed, it would not be possible to enumerate all the learning styles that have been identified by psychologists and educators, otherwise a very long list would emerge. Yet, the most prominent ones can be elicited in step-by-step process during this section.

As far as our research work is concerned, only some learning styles, preferences are to be considered, which indeed may have a strong effect on the ways each individual proceeds particular tasks and processes information. These learning preferences concern:

- *Visual styles.*
- *Auditory styles*
- *Kinesthetic styles, which are by themselves part of perceptual styles.*

Generally speaking, perceptual styles can be defined as "**general predisposition, voluntary or not, toward processing information in a particular way'** (Skehan, 1991:288 in Brown,2007:120) **and reflect the manner in which learners approach and react to learning situations, which are related to personality styles** (Richards and Lockhart, 1996:59).

It has been noted by researchers of this field of research that visual learners tend to prefer pictorial information through reading and studying charts, drawings and other graphic information. Further, they need to see the teacher's body language and facial expression to fully understand the content of the lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions. The visual style can be divided into two sub-styles: visual- verbal and visual non-verbal. Visual verbal learner learns best by looking at information in the form of language, words sentences, printed texts and so forth, while visual non-verbal learner may think in pictures and learns best from visual displays including charts, diagrams found in textbooks, overhead transparencies hand-outs, etc.

Whereas auditory learner as described in Brown's lines 'is characterized by a preference for listening to lectures and audiotapes' (Brown 1994: 113). This kind of learners take detailed notes to absorb information, and learn best through verbal discussions, talking things and listening to what others have to say. Moreover, they learn best through 'interpreting the underlying meanings of speech through listening

to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using tape recorder.

Kinesthetic / tactile learners, on the other side, are those who prefer learning things through moving, doing and touching. They are more willing to work collaboratively (pairs / groups), and may find it hard to sit still for long periods and therefore become distracted by their needs for activity and exploration.

In the light of what has been stated, it may seem essential to note that teachers are required to take these perceptual styles into account. They are of course determined by learners' brain and cannot alter at all, otherwise their learners will still remain ineffective and unsuccessful. For such a reason, being in a homogeneous classroom environment the teachers, as observers and need analysts, have to necessarily set up and provide variety of reading tasks based on such styles so as to meet the needs of each individual and get them feel more comfortable. The degree of success cannot only be measured by one's cognitive and metacognitive capacities, but also the way each individual gets, stores, retrieves information and how he responds to the learning environment.

However, in other instances, it might be worthwhile and very fruitful to balance structural methods or at least sequentially accommodated to ensure a more effective teaching of reading comprehension as proved by numerous educational psychologists, there is a category of learners who learn much better when particular information is presented and taught in a variety of modes. As mentioned in Felder's lines:

> *Research carried out several decades ago, concluded that students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, and 50 percent of what they see and hear.*
>
> *(Felder 1995: 28)*

2.8.1.2 Learners' Needs Analysis

Within the field of education, be it nativeor foreign language learning context, the plain purpose that all teachers seek to fulfil in their educational practices consists in eliciting, and discovering the significant difficulties that threaten their learners in their native / foreign language learning in general and reading comprehension in particular.

Analyzing these difficulties and needs is to be taken as a basis upon which teachers will establish systematically and as conveniently as possible numerous topics, themes, functions, teaching methods to cater for their specific demands according to their priorities, interests, expectations and their instructional level. Indeed, analyzing learners' needs has always been seen as "**an attempt to identify the gap between what students know and what they can do at the present point of time and what they need ideally to be able to do in the target situation.**" **(Davies 2004: 674)**

Admittedly, attempting to clearly understand the sources through which learners' comprehension difficulties and needs spring is essential for the teacher in charge of reading comprehension module to consult his learners, otherwise, he will be mislead. For such fruitful reason, the current experimental-based research is undertaken through investigating the possibility of overcoming learners' reading comprehension difficulties and exploring the effect of explicit teaching of metacognitive reading strategies on the reading proficiency. At first, the research has tried to identify the learners' comprehension difficulties through a questionnaire whereby to obtain global idea about their preferences as far as reading materials are concerned (see Appendix -A-), interest and explore the learners' strategies and sub-skills which have been already employed in their previous experiences whenever they find themselves in front of problem-solving / problematic situations.

As previously noted the expressed preferences, needs and difficulties and the mentioned reading strategies will be taken into prominence during the training phase. The purpose to help learners overcome their frequent difficulties whenever dealing with particular reading assignment and more importantly raise the cognitive and metacognitive awareness about the importance of reading in foreign language learning, as it represents the most fundamental key-access to other subject area, which will help a lot in enhancing an eager and intrinsic motivation towards foreign language reading and its culture.

During this primordial instructional phase, the researcher will introduce seven basic strategies: predicting, skimming, scanning (identifying main idea/ supporting detail), making inferences, clarifying, contextual guessing using background knowledge and summarizing as well as the necessary metacognitive reading strategies required to be used for each. The learners will be informed about usefulness and applicability of each strategy and will be trained in how to utilize them appropriately (procedural knowledge), and when to effectively transfer them in other language area or new task to be mastered (cultural knowledge).

2.8.2 Teachers' Profile and Methodology

It has already been stated that this dissertation seeks not only to uncover the real sources behind learners' reading weaknesses as regards to decoding and comprehension skills but also to examine the actual state of teaching of reading at the same level. Simply put, throughout the present section, the researcher endeavours to explore teachers' attitudes towards strategic based teaching of reading via an explicit/ integrated approach.

Pegged to this purpose, a sample of 10 EFL teachers of reading comprehension has been chosen by means of convenience sampling technique. The

sample has been required to fill in an attitude-based questionnaire which basically consists of 3 rubrics:

1- The first part comprises a set of six questions based on the sample's bio data/ socio demographic variables: gender, educational background, current grade and specialization and teaching experience and modules in charge. The obtained data are exposed as follows:

Teachers	Gender	Current Grade Level	Status in the department	Teaching experience	Post Graduate Specialization	Modules in Charge
1	M	Doctorate	Full Time	31 years	TEFL/ Applied Linguistics	- TEFL
2	F	Doctorate	Full Time	07 years	TEFL/ Applied Linguistics/ Cross Cultural Studies	- Reading - Linguistics theories - Cross Cultural Studies
3	M	Magister	Full Time	23 years	TEFL/ Applied Linguistics	- TEFL - Teaching Practice
4	M	Magister	Full Time	11 years	TEFL/ Applied Linguistics	- CWP - Reading - Grammar
5	F	Magister	Full Time	20 years	TEFL/ Applied Linguistics	-Academic Writing
6	F	Magister	Full Time	06 years	TEFL	- Written production - Oral production - Reading
7	F	Magister	Full Time	05 years	TEFL/ Applied Linguistics	- Linguistics - Reading - Grammar
8	F	Magister	Full Time	05years	Sociolinguistics	- Reading Comprehension - ICT -Literature
9	M	Magister	Part Time	Not provided	TEFL	- Psychopedagogy - Teaching Practice
10	M	Licence	Part Time	03 years	TEFL	- Reading Comprehension - Literature

Table 2.18. Target Sample Profile

As clearly exposed from this table that represents the sociodemographic variables of the selected sample, four male subjects represented 40% and female represented 60%. Their average age could not be obtained as the researcher from the start mentioned that it was optional. Yet, it was obvious from the obtained data that the research was conducted with the highly educated research sample of whom 20% of the participants hold a Doctorate degree and 70% hold a Magister Degree and are currently preparing their Doctorate in the same cited specialty. However, only one part time teacher holds a Licence Degree and he is preparing his Magister Degree in didactics of literature and civilization. Their experience has enabled them to be more aware of their teaching methods, their learners' needs and demands. Yet, what has been clearly observed is that each teacher has their particular manner of how to teach reading comprehension to their learners since no shared or common programme is set for all.

It should be noted that any experimental study involving a group of subjects that constitutes the sample population, undoubtedly requires particular research tools that should be used in with an adequate methodology, and which are intended to help the researcher detect the frequent difficulties that threaten the selected sampling throughout their learning process, and more importantly verify the research hypotheses.

2.9 Research Methodology Design: A Case Study

Needless to say that, in contemporary research methodology, a wide range of well established methods are used by the researchers to collect data and help their research to be carried out. Yet, the most frequently employed methods especially in qualitative/ descriptive based studies are action research, case study and ethnographic inquiry (Zurek, 2006). Therefore, it is widely agreed that these

methods seem the most adequate ways for obtaining the needed data in miscellaneous fields.

In research methodology design, the term case study refers to:

> *a technique by which individual factors whether it be an institution or just an episode in this life of an individual or a group is analysed in its relationship to any other in the group.*
>
> *(Odum, cited in Yin, 1994: 108)*

Its distinguishing characteristics are that each respondent (an individual, set of individuals, community, social group, organization, institution) is taken as a unit and the unitary nature of the individual case is the focus of analysis.

Case study has been increasingly used in education, and applied in a variety of instructional situations. It is known as triangulated research strategy which necessitates a combination of a variety of data collection methods such as: interview, self-report method, observation technique which are basically of a qualitative type. However, its actual practice suggests even the inclusion of some quantitative data techniques (like questionnaires).

It seems indeed wiser to state that before conducting any research, be it descriptive or exploratory, the investigator is supposed from the onset to think about the most convenient research methodology that corresponds to the objectives set before conducting the study and whose success depends heavily on the selection of an appropriate sampling design, technique, research tools and more importantly the method to be employed.

In this frame of mind, the case study research is not a specific technique but rather a method of choosing research tools, used to collect and analyse data and

validate the main results whereby to maximize our understanding of the phenomenon under investigation. Yet, since the majority of case study, methodology is often based on its dependence on a single case, or small number of units some renders it incapable of providing a generalizing conclusion, Yin (1993) presented Gidden's view that considered case study *'microscopic'* because **"it lacked a sufficient number"** of cases and henceforth the relative sample size whether 2, 10 or 100 cases are used does not transform a multiple case into **'macroscopic'** study. Notwithstanding, this issue, its primordial function is never underestimated because **"through human behavior is situation specific and individual there is a predictable uniformity in basic human nature" (Yin, 1994: 109).**

Therefore, it is highly preferred strategy mainly; when, how and why questions are raised. Likewise, Dörnyei, who posits out that the case study, tends to be **"an excellent method for obtaining a thick description of a complex social issue […] and offers rich and in depth insight that no other method can yield" (2007: 155).**

It should be noted at this level that a case study is designed to explore, describe, and explain or to make judgment about a particular case. Simply put, it can be categorized as *explanatory*, *exploratory*, *descriptive* and *evaluative* (Yin, 2003).

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                          ┌──────────────────────┐
                          │   Case Study Types   │
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Exploratory	Explanatory	Descriptive	Evaluative
This type is used to examine a particular topic which has not been discussed very much before. Therefore to ensure its usefulness the researcher should employ a pilot study	It is useful when providing explanation to the phenomenon under consideration which is linked to real life, interventions that are too complex for the survey or experimental strategies.	It necessitates that the researcher presents descriptive theory which establishes the overall framework for the investigator to follow throughout the study.	It is conducted to make value judgment. This may include a deep account of the phenomenon being evaluated and identification of most important and relevant constructs.

Figure 2.4. The Case Study: A Typology and Definitions

So far, the term case study, research design has been defined by and explained by numerous educationists and authors alike from the theoretical perspective. Yet, from the practical one, the researcher in the present study is conducting an exploratory case study which probes into exploring the benefits and the usefulness of strategic based instructional approach for teaching EFL reading on learners EFL reading performance making use of some methods that is commonly referred to as triangulation which denotes the use of two or more methods of data collection (Cohen, 1994) and which are going to be listed and explained in the subsequent section.

2.10 Instrumentation: Aims and Rationale

This empirical study is to be carried out using six attention worthy tools, namely: questionnaires, interviews, proficiency tests and students' personal journals designed to collect data along three basic sequential steps: pre-training phase, while/

during and post-training phase. The instrumentation of this study is described in the following order:

    a- Teachers' Attitude Questionnaire.

    b- Students Background Information and Strategy Inventory Questionnaire.

    c- Students Structured Interview.

    d- Pre-test.

    e- Post-test.

    f- Students' attitude Questionnaire.

    g- Students' Personal Journal.

2.10.1 Questionnaire: Design and Rationale

It is a shared knowledge that to be able to describe a set of characteristics of particular population that constitutes the sample survey studies, the researcher may employ different retrospective and introspective data gathering instruments.

Amidst retrospective instruments, the questionnaire is often said to be one of the most fruitful and popular research method designed to elicit from the respondents their attitudes towards teaching, profiles, styles and other internalized characteristics.

Theoretically speaking, the term questionnaire is often referred to under different names such as **"inventories, forms, opinionaires test, batteries, checklists, seals, surveys, schedules, profiles or even simply sheets" (Dörnyei, 2007: 102).**

Comparatively speaking, the questionnaire tends to be in contrast with an interview **"easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible." (Ibid)**

Besides, it is less expensive and even less time consuming and more specifically when the number of the respondents is not extremely or geographically scattered.

It is seen as a multi stage process beginning with the definition of particular aspects to be examined and ending with the interpretation. According to Dorneyi (2007), questionnaires can yield three types of data, namely:

1- Factual questions: that seek to elicit from the respondents their bio-data (age, gender, social status, residential location,…).

2- Behavioural questions: are intended to uncover what the respondents are doing, or have done, habit or personal history.

3- Attitudinal questions: they are basically inquired about people's attitudes, opinions, interests, beliefs about something.

Generally, questionnaire items can be relatively close-ended, open ended or combined questions (mixed). A closed ended item is one in "**which the range of possible responses is determined by the researcher for example: foreign languages should be compulsory in high school, agree- neutral- disagree"(Nuna, 1992: 143)** i.e. the respondents being asked are supposed to choose of the recommended possibilities without adding any further explanation. This type of question may even correspond to Yes/ No item, by which the researcher can obtain quantitative data.

Yet, in certain fields of research, there might be cases in which polarized Yes/ No questions can be considered reliable which can yield qualitative rather than quantitative data.

Another frequently applied way of eliciting responses is undoubtedly *Likert Scale* which consists of characteristic statements and the respondents are supposed

to indicate the extent to which they agree or disagree on the importance of the topic being investigated.

Open-ended questions on the other side include items where the actual question is not followed by some suggested possibilities rather ,it invites subjects to fill in some blank spaces (for example, dotted lines). In contrast to forced- choice format (closed-ended), this type can provide greatly rich data that are fully of qualitative type. According to Dorneyi, (2007) open-ended questions work particularly well if they are not completely open, but contain certain guidance as illustrated by the following types:

- Specific open questions: facts about respondents' preferences.
- Clarification questions: attached to questions that have special importance (please specify)
- Sentence completion: where unfinished sentence beginning is presented for the respondents to complete.
- Short answer questions: they are different from essay questions (which are not recommended in ordinary questionnaire) (2007: 107).

As for the combined questions, as its name implies, it is a combination of both open and close ended questions where the learners' comments and illustrations are necessarily added and required.

Narrowly speaking, in the present investigation there are three separate questionnaires involved, namely:

1- Teachers' Attitude Questionnaire.
2- Learners' Strategy Questionnaire, and
3- Learners' Attitude Questionnaire. (after strategy training sessions)

In regard to the teachers' questionnaire, it was submitted to EFL teachers' of reading comprehension/ discourse comprehension during the academic year

(2012/2013). The rationale behind it consists in exploring their attitudes towards teaching strategies in EFL reading context, through explicit teaching approach in general. Besides, the questionnaire has been developed by Al-Samadani (2012) and was used for nearly the same purposes. It compiled the most common and widely cited cognitive and metacognitive reading strategies in a five point Likert Scale Survey.

Further, the researcher has added two extra questions on top of those in the questionnaire which were meant to explore which of the strategies they generally train their students through. The aim was to compare the strategies they reported using with their actual practices. (see Appendix -A)

The second questionnaire on the other hand was distributed to 30 EFL students studying during the same academic year. Basically known as SORS (Survey of Reading Strategies), also called MARSI (Metacognitive Awareness of Reading Strategy Inventory) developed by Mokhtari and Sheory (2002), and which was intended to **"measure the type and the frequency of reading strategies the students perceive they use while reading academic material in English" (04).** Using this type of survey is with no doubt fruitful and beneficial for it helps the researcher identify the strategies students already possess before being trained through.

The strategy questionnaire consisted of two parts: the initial part was meant to obtain the required bio-data of the subject who participated in the study, namely: age, gender, EFL learning experience and mainly their attitude towards reading as a separate discipline. While the second part as previously mentioned was basically meant to examine reading strategy use which included three domains that were translated into a set of 30questions: global strategies (metacognitive), problem solving (cognitive) and support strategies.

Yet, because the survey was a 30- item strategy questionnaire developed by Mokhtari and Reichards (in Mokhtari and Reichards, 2002: 253), the researcher adapted it to the given study situation on the basis of a set of strategies that have been trained through, during the instruction phase. For the simple reason that it was impossible to teach all the strategies in a relatively short period of time; therefore, only seven strategies to teach were selected, namely: skimming, scanning, making inferences, identifying the topic sentence, contextual guessing, summarizing clarifying, using background knowledge.

The third questionnaire was handed to the participants after completing the strategy training sessions (post-training). Under the title of an attitude questionnaire, the researcher intended to assess the extent to which the strategic based instructional intervention can change belief, habit and attitudes of the students towards reading strategies after reading strategy instruction, using once again a five point *Likert Scale* ranging from strongly agree to strongly disagree.

2.10.2 Semi-Structured Interviews

In order to check the validity and reliability of the data that were yielded by means of SORS, the researcher decided to conduct an interview with the same respondents whereby to compare and understand their use of reading strategies they reported using them in the questionnaire. This data collection instrument is widely believed to be one amidst the most important introspective tools that is often used in qualitative methods of inquiry. It is **"characterized in terms of units degree of formality, and most can be placed on continuum ranging from unstructured through semi-structured to structured"(Nunan,1992: 149).**

Actually, although there are miscellaneous qualitative research techniques available for the researchers, the interview is the most preferred method that is regularly applied in a variety of applied linguistic contexts for diverse purposes, and

which can take the form of **structured/ formal interview, semi-structured/ focused interview** and **unstructured/ informal interview.**

In the most formal type, the highly structured version shares many similarities with quantitative written questionnaire whose agenda is already predetermined by the researcher. The typical qualitative interview is **"a one to one professional conversation." (Kvale, 1996: 05)** that has **"a structure and a purpose to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena." (Kvale, 1996: 05-06)**

The main advantage of a structured face to face interview is its flexibility which avoids the rigid nature of the questionnaire. Yet, the main disadvantage could be the difficulty that entails to collect a large corpus of information, besides **"there is a little room for variation or spontaneity in the responses because the interviewer is to record the responses according to a coding scheme" (Dorneyi, 2007: 135).**

The other extreme, the unstructured interview as its name suggests is widely believed to offer more detailed and in depth information by the interviewee without being influenced by set responses. Therefore, it

> *allows maximum flexibility to follow the interviewee in unpredictable directions, with only minimal interference from the research agenda. The intention is to create a relaxed atmosphere in which the respondent may reveal more than he/ she would in formal contexts.*
>
> *(Ibid)*

In spite of these advantages the unstructured interview may hold, this type may offer the interviewer irrelevant information that do not correspond to the topic discussed, besides, it has the potential to go longer than the allocated (time consuming). Furthermore, it may result a difficulty in reporting findings and comparing data obtained due to the various responses that are yielded by the interviewer.

Semi-structured interview, which offers a compromise between the two extremes, is often said to be the most suitable conducted type in applied linguistic research especially for cases when the researcher has a good enough overview of the phenomenon in question and is able to develop broad questions that are not predetermined and which would not limit the in depth and breadth of the respondents' responses, (Dörnyei, 2007). Because of its flexibility, this type:

> *is quite extraordinary, the interactions are incredibly rich and the data indicate that you can produce extraordinary evidence about life that you don't get in structured interviews or questionnaire methodology. No matter how open ended or qualitative you think your questionnaires are attempting to be […] it does give you access to social relationships in a quite profound way.*
>
> *(Dowsett, 1986: 53)*

Because of the efficiency and usefulness in collecting data especially in learning strategies research, this type has been chosen amidst the other types in the present research which was basically conducted to explore the strategies the respondents report using whenever being exposed to an English material. This instrument permits the researcher to compare the verbalized data with those that were yielded by means of the reading strategy survey.

However, interview method has some noticeable weaknesses, too. It is not only an expensive but also a more time consuming method. Moreover, there is a probability that the interviewers' bias may affect the proper outcome of the interview.

2.10.3 Reading Comprehension Proficiency Tests (Pre-test/ Post-test)

In order to obtain a measure of the informants' baseline knowledge of their EFL reading proficiency, a reading comprehension pre-test was administered with

both strategy intervention and control groups. It was done specifically to explore whether the respondents are capable of utilizing some reading strategies prior to strategy instruction phase sessions. Using the diagnostic tools helps the researcher

> *Collect data about the subjects' ability in the knowledge of language in the areas such as vocabulary, grammar, reading, metalinguistic awareness and general proficiency.*
> *(Seliger and Shohany 1989: 176)*

Relying on this exploratory case study, the informants, chosen as population sampling, were tested before training them through metacognitive strategy instruction. The aim of conducting the pre-training proficiency test consists in assessing their current abilities in the area of reading comprehension, whereby to measure their competencies in terms of the appropriateness of strategies used. This kind of test, as defined in Oxford's word, is: **"One of the soundest reasons to assess student learning strategies so you can provide training on how to improve those strategies."** **(Oxford 1990: 200)**

For further elaboration and clarification, this kind of test may help the researcher yield scientific results about:
- Their ability to orchestrate different strategies appropriately and in meaningful manner, prior to reading strategy training sessions.
- The sources that threaten their reading proficiency.

During reading proficiency test, the learners were provided with a text followed by a set of comprehension activities related to the text content, to be fulfilled in one session. After completing this pre-test, learners' performance of reading was measured, elicited, and then evaluated by the researcher.

Regarding the question items, they tap into some reading strategies and an effort was made to ensure that the comprehension questions cover the strategies

under study which are predicting, previewing, skimming, scanning, and identifying the topic sentence, clarifying, and inferring, summarizing and contextual guessing.

Questions of the pretest were presented in different formats such as requiring the respondents to give short answers, choosing from the suggested possibilities, highlighting the topic sentence and writing short summary. In this respect, the researcher could measure the respondents' proficiency about whether they are able to effectively and successfully utilize the aforementioned strategies before training sessions.

After training the informants through strategy instruction, another test labeled post-training test was submitted to them. This test therefore attempts to assess how well the chosen informants orchestrate effectively the acquired strategies, already taught during the training, effectively and how they successfully and appropriately transfer them to different tasks of reading. In sum, this type of reading strategy test (formative / progressive test) is ultimately designed to:

> *Check our student's progress in learning particular element of the course the diagnostic test tries to answer the question: how well the student learnt particular material.*
>
> *(Harrison 1989: 06)*

2.10.4 Students' Personal Journals

Before striving to review theoretically the importance of employing journals in the present research, it would seem of considerable necessity to note that the foremost reason for the inclusion of this introspective type of data collection technique is to emphasize the importance of metacognition on the reading process. Therefore, within the boundaries of the study, at hand, the ultimate goal behind keeping the informants' journals consists ultimately in fostering cognitive and metacognitive aspect of strategic based instructional intervention.

Theoretically speaking, **"one of the best ways to begin to define what interests you and your thoughts about what you already know is with research journal" (Hatch &Lazaraton, 1991: 10).**

Thus, in the field of applied linguistic research, reflective journals or diaries (which are according to Dorneiyi synonymously used in the literature) have been employed for hundreds of years in qualitative based research. As an introspective technique they help researchers to record thoughts, reflections and insights that students have and more importantly examine the changes and the progress based on the learners' reflection on their learning process.

As was noted by Oxford, 1990, there are some special techniques for the collection of data regarding the identification of reading strategies that learners make use of for the given reading assignment, such as think aloud, note taking diaries/ journals, self report surveys. As for the present research, beside the aforementioned tools, the researcher made use of reflective journals.

From the methodological standpoint, research journals have been increasingly used by many education programmes. Initially, this method has been employed in the field of psychology to **"study emotions, moods across situations in early experience" (Dorneyi, 2007).**

Later in applied linguistic research, they have been used by the late 1980s to obtain personal accounts of learners' learning experiences and parents (documenting their children's L2 development). Truly, keeping reflective journals / diaries is widely believed to be one among the most effective strategies that facilitate reflexivity, and encourage students to express their thoughts and experiences towards the classroom contents and processes. As Ahern clearly puts it, journals offer the researcher a fruitful opportunity "**to examine personal**

assumptions and goals and clarify individual belief system and subjectivity." **(Cited in Ortlipp, 2008: 695)**.

Basically, there are two standard forms of reflective journals: structured and unstructured journals. The former iq used when the informants under investigation are provided with specific questions they have to answer in each entry. Noteworthy that these questions are of paramount importance since they lead them to externalize their difficulties encountered during their learning processes, and to suggest ate the same time plans and remedial activities to alleviate the problem they have been confronted with. The latter, on the other hand (also called free journal) is characterized by minimal directions and little prompt questions provided which give the informants a greatest freedom to record their verbalized processes and ponder things that seem to have a great personal significance to them.

Despite the dissimilarities that are displayed when giving reference to these two distinct forms of journals writing, they are widely believed to be beneficial in qualitative research, particularly in reflexive research for they offer students an opportunity to express not only their thought processes but their feelings as well about their learning experiences. This connection will undoubtedly reduce the separation that currently occur while externalizing their knowledge and will therefore enable them to examine not only how they think, but how they feel as well.

In very down to earth terms, keeping reflective journals in applied linguistic qualitative research has been supported by numerous scholars for they have a range of special features that no other data collection technique can replicate. Nevertheless, one should note that, in spite of their popularity which generated consistency of written data, they have received some criticisms (Dörnyei, 2007; Nunan, 1992; Boullogh, Knowles &Crow, 1991; Chamot & O'Malley, 1987;….

And so on). For instance, it was commented by Dörnyei that the main reason for the dearth of journals/ diaries in applied linguistic research can be:

> *simply that this method is rather novel and therefore not yet covered in standard methodology courses and texts. Thus, many scholars are simply not familiar with it sufficiently to consider it as realistic option when preparing a research design.*
>
> *(Dörnyei, 2007: 158)*

Besides, it was even speculated that there exist other serious weaknesses when attempting to obtain qualitative data via this research tool which are listed below:

- The informants need to be not only literate but actually comfortable at writing diaries entries.

- This study requires detailed training sessions to ensure that participants fully understand the protocol, and to produce regular high quality data.

- They are vulnerable to honest forgetfulness where participants fail to remember the scheduled response… times… may be too tired or simply not in the mood (Ibid).

Whatever the allegations against them might be, no one can deny the fact that this introspective data gathering instrument is effective that helps in promoting autonomous learning, and take responsibility for their own learning, and increasing students' self-confidence and more importantly fostering their metacognitive strategies. As Nunan nicely puts it,

> *in addition to facilitating the growth of learners' capacity for autonomy and independence, they can be very illuminating for both teacher and student as well.*
>
> *(Nunan, 2000: 17)*

Therefore, in the study at hand, our principle point of focus is to analyze the difference in terms of awareness of reading strategies use among the experimental

group and control group via the use of reflective journals by making the learners reflect on each reading strategy that has been received every week; and henceforth be able to confirm the validity of the 4th hypothesis regarding the usefulness of strategic based instructional intervention on reading performance strategy and strategy use.

Regarding the questions of the journals, the participants were asked to answer the given questions every week which were based on a set of seven strategies that have been instructed through during the training sessions. (See Appendix - F-) Likewise, the students constituting the control group were supposed to provide their responses to the given questions which were different from those from strategy instruction group (See Appendix - G -). And, this technique was employed after completing the training sessions, and post-test as well, whereby to help the researcher to shape and ultimately to evaluate the strategy instruction to a certain extent.

2.11 Conclusion

The empirical phase of this exploratory case study has been exposed throughout this chapter. It has attempted to theoretically describe the Algerian situation in which the teaching / learning of reading comprehension is carried out at university level. Equally, the researcher has briefly described the Arabization process and Foreign Language policy in the Algerian educational system, and has therefore devoted a section that offered a brief overview of the LMD system with its design and features. Moreover, some basic parameters have been identified, regarding basically the status and objectives of reading comprehension teaching within the English department, learners' profile and teachers' methodology as well. It also portrays the research design and methodology including some introspective and data gathering tools namely teachers' and learners' questionnaires, learners'

interview, two comprehension tests (pre-test and post-test), attitude questionnaire as well as learners reflective journals/ diaries.

3. RESEARCH METHODOLOGY DESIGN AND PROCEDURE

3.1   Introduction

Recall that the preceding chapter was devoted to give a systemic description of the EFL learning and teaching of the reading skills at the tertiary level. Making use of a set of five fundamental research instruments described in the same chapter, the researcher attempted to explore the effectiveness and the usefulness of strategic-based instructional intervention on EFL learners' reading proficiency and strategy use.

Based on these objectives, the purpose of the present investigative chapter, devoted to the empirical phase, is intended firstly to describe theoretically the setting, the participants of the research, instrumentation, description and the schedule of the intervention and data collection procedure. Secondly, it will present the data analysis procedure and the description of each phase afterward which will explain, in a step by step process, which instrument to use, how and when it will be used. In sum, this chapter describes the empirical study which was qualitative and quantitative as well in its nature.

3.2   Reiterating Research Questions and Hypotheses

In the line of the above mentioned objectives, the following research questions will be addressed in this study. The link between these questions and the chosen research instruments will be given afterwards.

1- What are the attitudes of EFL teachers towards the explicit teaching of reading strategies in an EFL classroom? And, how often do they teach them?

2- What type and frequency of reading strategies do EFL students use in their EFL reading process?

3- Is there any significant relationship between students' self-reported reading strategy use and their actual reading performance?

4- Does an explicit / integrated strategy-based instructional intervention enhance students' reading proficiency and strategy use? In other words, are there any significant differences in the pre and post-reading strategy use between strategy instruction group and the control group?

5- What changes will occur to the students in terms of their attitudes and habit towards reading?

Thus, these five research questions are translated into the following hypotheses:

➢ H1: EFL teachers may probably have a positive attitude towards the explicit teaching of reading strategies and more importantly cognitive reading strategies which are frequently taught to them in each reading lesson, consciously and unconsciously.

➢ H2: EFL learners already possess a limited number of cognitive reading strategies

➢ H3: Not all the strategies that EFL learners reported using them are being actually used in their reading assignments

➢ H4: There is a significant difference in the strategy use between the intervention group who has been explicitly instructed through reading strategies programme.

➢ H5: EFL learners may have a positive attitude toward reading after the intervention sessions compared to the pre-training phase and henceforth their reading habits have changed significantly after the training sessions.

Thus, in order to give a convincing answer to these questions that guide the present study, the researcher used a set of five main types of research instruments

namely: questionnaires, SORS/MARSI, interview, reading comprehension tests and students' reflective journals/diaries. Below is a table that displays the relationship between research questions and the relevant instruments.

	Research Questions				
Instruments	**Q1**	**Q2**	**Q3**	**Q4**	**Q5**
Marsi		X			
Questionnaires	X				X
Interview		X			
Reading Tests			X	X	
Journals/ Diaries				X	

Table 3.1. Summary of the Research Methods

3.3   Description of the Study

As previously mentioned, this research is an exploratory based case study conducted in the English Language Department of Tlemcen University during the academic year 2012/2013 over the second semester. Basically, it was designed to explore how explicit teaching of reading strategies can improve reading comprehension for EFL students at the tertiary level. To possibly uncover this effect, the researcher designed two groups: one representing experimental strategy instruction group and one control group. Pegged to the main objectives set prior to the experiment, the strategy training sessions were assigned to the intervention group from 13 to 14:30 while the control group received no instruction at all.

There are basically three aims that drive this study namely:
- To explore the attitudes of university EFL teachers towards the implementation of an explicit strategy-based instructional intervention in their routine classroom instruction.

- To check whether the 3rd year LMD learners studying in both specialties (language sciences and literature and civilization studies) already possess some reading strategies prior to the intervention phase, and whether they are fully aware of the usefulness and applicability of utilizing reading strategies in any given problem- solving situation.

- To determine the effectiveness of a systematic integrated instruction of multiple reading strategies of predicting, identifying main/ specific ideas (skimming and scanning), using background knowledge, contextual guessing, clarifying, inferring and summarizing would cause an increase in the frequency and variety of strategies involved in reading.

3.4 Participants

As previously mentioned the main study was conducted at the Department of English at Tlemcen university throughout the second semester (February,2013). The participants constituting the population sampling were in their third year of a three-year course leading to the award of licence degree in both specialties (language sciences) and (literature and civilization as well). These participants were diverse in terms of their majors, age, and proficiency level as well. Thus, for the current study, the researcher picked 30 students from the list through simple random sampling technique. Pegged to the objective of this inquiry, it was seen apt to deliver the strategy instruction in only one group called strategy instruction group which consisted of 15 participants. The remaining ones belonged to the control group. The age of these participants ranged between 20 and 25 years old (with a means of 22) of whom the male represented 30%, and the female represented 70% (i.e. 21 out of the total number).

In terms of their educational background, 25 were in the literary streams and the rest were in the scientific ones.

3.4.1 Strategy Instruction Group and Control Group

30 students from literature/ civilization and language studies classes were randomly assigned to the treatment /intervention, and control groups. The former received strategy instruction sessions for nearly nine weeks, and each session lasted for 90 minutes. Ideally, the intervention would have been done much better during the morning; unfortunately, it was not possible for the teaching staff could not change their schedule. Accordingly, the researcher implemented her sessions from 1 o'clock to 2: 30 pm. The control group however received no instruction at all.

The rationale behind the implementation of the strategic-based instructional intervention solely with the treatment group was to test the hypothesis set prior to the experiment which states that the treatment group would have significantly higher post-test comprehension scores than the control group.

3.4.2 Description and Schedule of the Intervention (Strategy Instruction)

In order to equip the 3rd year EFL students with appropriate strategies that they can apply while reading to understand what they read, the researcher implemented in a direct and explicit way a strategy intervention programme which was originally planned to last for eight to nine weeks. Unfortunately, due to some constraints beyond the control of the researcher, the reading strategy instruction was done in a nine – week period (because of first term examinations, and spring holidays.

Not surprisingly, explicit teaching has been found to be one of the major factors that accounts for students' success in reading comprehension (Beers, 2003: 59; Pearson & Duke, 2002: 247).

Various pedagogically-oriented studies that bear on this subject are those that raise concerns about the effectiveness of training learners through strategy

instruction in improving their language performance. Remarkable necessity for this essential part of language education can be summarized in the following lines:

> *One of the most vital factors is the need for strategy training to be 'informed' 'integrated' and to involve a high level of self-control. That is to say students need to be aware of the purpose and utility of strategy training activities.*
>
> *(Graham 1997: 84)*

Similarly, **Chamot** did appreciate the significance of strategy training/ teaching instruction, advocating that:

> *Effective language learners should have top-priority for strategy training and they should be encouraged to believe that their difficulties are due to lack of strategies rather than lack of aptitude.*
>
> *(Chamot, 1990: 302)*

In view of this, strategy training programme has been implemented by the researcher whereby to teach the students a set of reading strategies in a carefully sequenced programme during which the treatment/ intervention group has been trained to develop what is referred to by Paris et al, 1983 as:

- Declarative knowledge: about reading strategies i.e., this component is intended to provide description, definition- based on each strategy (knowing what strategy). For instance what is meant by clarifying strategy, inferring, ...

- Procedural knowledge: after defining all the strategies presented in a Power Point and exposed to the participants via the use of some audio visual materials (namely data-show and Laptop). The researcher moved to the next step in which she was supposed to explain how to apply particular strategy according to each

task. In this context, the researcher showed them how a good reader would apply specific strategies by thinking-aloud (what happens in the brain of the skilled reader during reading).

- Conditional knowledge: once declarative knowledge becomes procedural, the researcher afterward explained how to use each strategy chosen to instruct them through, whether it fits the situation that conditions its application, and when it would be applicable and effectively transferable in other language area or new task to be mastered.

In sum, the ultimate goal the researcher attempts to achieve during strategy training instruction consists in providing his trainees with the necessary input regarding cognitive reading strategies through strategy training instruction and more importantly raising their metacognitive awareness about the fundamental effect of their application on enhancing learners' comprehension proficiency.

Thus, to better understand the schedule of the intervention phase, it is deemed essential to consider the following figure:
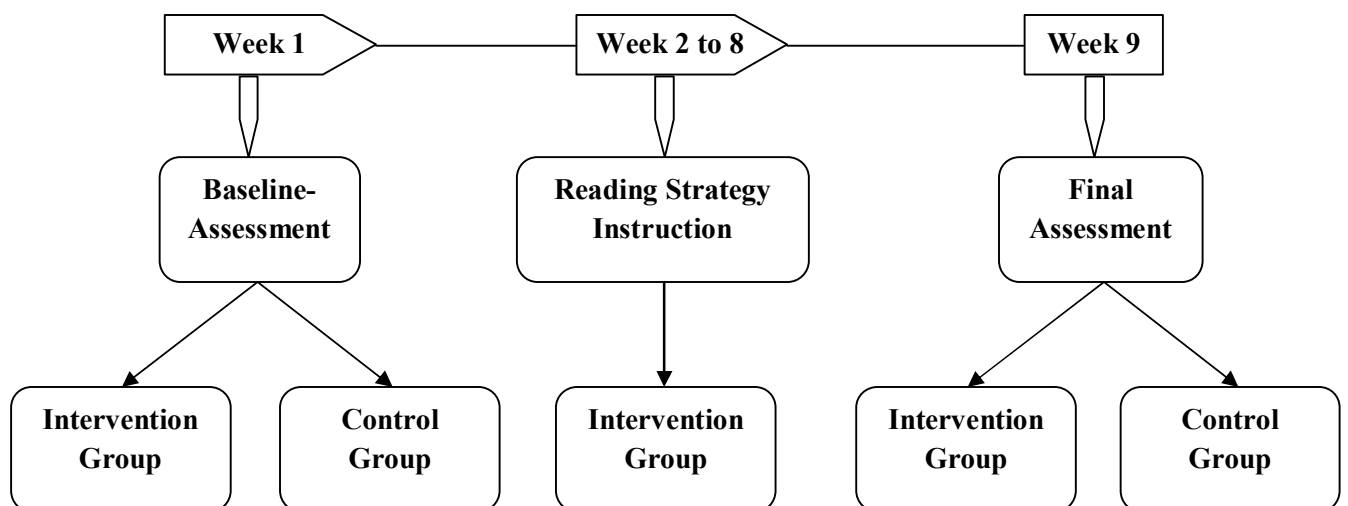
Figure 3.1. Description of the Intervention Phase

Regarding the intervention programme, it started during the second semester, more specifically the fourth week of February 2013 and finished on the third week of May. The selected strategies of reading that were targeted were taught in the following order: predicting/ previewing, skimming, scanning, clarifying/ contextual guessing, inferring and summarizing. Besides, other strategies were highlighted briefly, like using background knowledge (connecting text to text, text to self and text to real life situations) and note-taking strategy but were not taught explicitly as compared to the remaining strategies.

Theoretically speaking, and pegged to Chamot and Cooper's main findings who assert that since there is no single agreed taxonomy of strategies and there are varied levels of specificity and abstractness in the available taxonomies, students may probably be confused when too many strategies are presented (Chamot & Cooper, 1989; O'Malley & Chamot, 1990), the researcher has chosen only seven reading skills and strategies for this study.

As for metacognitive strategies, it was believed that the subjects would implicitly and simultaneously develop them (especially planning, monitoring and evaluating) when making use of predicting, summarizing and clarifying. In other terms, it was expected that when the participants attempt to predict from the title/ pictures the general idea that a text might be talking about, they are supposed at first to plan to skim the given passage and monitor at the same time their comprehension by clarifying, and then to evaluate their reading comprehension when summarizing the text.

Subsequently, the researcher distributed a text to the participants of the intervention group whereby to foster reading strategies that have been selected for the present study. The text is entitled ***"Seasonal Affective Disorder"*** (SAD). This text was accompanied with a set of comprehension questions that require from the participants to make use of the strategies that they have been instructed through.

Obviously, the strategy sessions started with brainstorming activity. The main rationale behind its inclusion was the fact that the activation of content schemata is a **"relevant aspect of memory and it is at the heart of how we understand and how we learn." (Schank, 1991: 21)**

Besides, without knowledge activity, the subjects were requested to provide answers to some reference / inference questions related to the passage whose answers necessitate the utilization of different strategies. In other terms, the participants were asked to skim to get the gist of the whole passage, and locate the general idea, topic sentence, and scan to look for particular information. Other activities include inference activity, contextual guessing of the difficult words and summarizing activities.

All in all, in each intervention session, the researcher explained theoretically the importance of incorporating some cognitive and metacognitive strategies in any reading assignment. The participants, on the other hand, had the chance to reflect on what they have understood from each strategy taught to them following Winograd and Hare's elements for an effective strategic based instruction (1988):

- What a strategy is,
- Why a strategy should be learned,
- How to use a strategy,
- When and where it should be used,
- How to evaluate use of the strategy.

Undoubtedly, following these elements, the researcher took steps to teach each strategy individually demonstrated how to use it and gave an explicit definition of each strategy. The participants were asked to evaluate each strategy to see whether it is effective and helpful for them afterwards. Having theoretically

explained each strategy, the researcher, then, put them into practice by providing text questions to practise each of them in every session.

In a nutshell, and in an attempt to give a clear idea about what has been done throughout the strategy training phase, it may seem of considerable necessity to provide a review of the strategies taught in the following table:

Weeks	Strategy Taught	Rationale	Know-how
1st week (4th w/February)	Pre-test	Check baseline strategy use	Text + comprehension questions
2nd week (1st w/ March)	Predicting	Identify the picture to see whether they can predict what the passage might be about.	Picture walk, quickly look at picture to find out the general idea of the text.
3rd and 4th week (2nd and 3rd w/ March)	Drawing inferences	To be able to put together what is written and unwritten in the texts, readers' prior knowledge and personal experience. (to gain an understanding from information that is not directly stated).	To make inferences in a successful way the reader is urgently asked to use clues and available facts in the texts to discover ideas and patterns that are implicitly stated in the text and relate them with what he/ she already knows (using experience knowledge).
5th and 6th week (2nd/ and 3rd w/ April)	Skimming + scanning	Skimming	To flip through the reading material quickly and selectively. Readers are supposed to focus on the main ideas only.
		Scanning	When readers scan, they should have specific topic in mind. They are not supposed to read every word rather they selectively pay attention to the most important details and skip unimportant parts of the given text.
7th week (4th w/ April)	Clarifying/ Contextual Guessing	Find out the meaning of the difficult words, ambiguous ideas and unclear sentences	- Considering the word in context - Using grammar clues to guess word meaning - Reading before and after particular sentence that contains difficult words. - Considering parts of the words, prefix, suffix and root

8th week (1st w/May)	summarising	Recognising the central and the most important ideas generalized and minimizing irrelevant ideas.	Readers summarize the main ideas of the text then state them in their own words supplying the summary with supporting details and important ideas that should be organized in meaningful way.
9th & 10th week (2nd & 3rd w / May)	All reading strategies	Practising the aforementioned strategies (revision of the strategies taught)	The participants were supposed to answer the given questions about the text individually, and support was provided when necessary.
9th week 3rd w / May)	Post- test	Check the strategy use	Text + comprehension questions for both groups (experimental & control)

Table 3.2. Strategy Instruction Planning

Having completed strategic based instructional sessions, the participants of the strategy intervention group submitted their journals that comprised set of questions based on each strategy that was targeted during each session whereby to check whether they have understood the usefulness and applicability of each strategy (declarative and procedural knowledge), and how they can transfer them to other situations or novel tasks to be mastered (conditional knowledge).

As obviously understood from the above table, the ninth week was devoted to submitting a post-test meant to identify whether the explicit emphasis on reading strategies could make any differences in the participants' awareness of strategies compared to the responses obtained from control group whose participants did not benefit from these instructional courses.

Above and beyond, and throughout the 9th week the researcher collected the required quantitative and qualitative data from the participants of both groups in order to identify any dissimilarity between them and any improvement and change as time went by. The qualitative and quantitative data analyses are then presented in the following section.

3.5   Data Collection Procedure

The data collection previously described in the second chapter has been used to obtain a detailed information along three basic sequential steps: prior to strategy instruction, during, and post- strategy instruction phases.

3.5.1   Procedure Before the Instruction Phase

This introductory step is, with no doubt, believed to be a very primordial diagnostic phase during which the researcher has attempted to identify the needs, interest and difficulties of the participants involved in the experiment, and by the same token to find out their current level of reading proficiency in the application of the cognitive reading strategies selected for this case study.

Practically, before strategy instruction was implemented the participants were informed about the purpose of this study. This is in line with research ethical principles, to ensure that students' rights are not infringed (Sikes, 2004: 25). As a way of start and striving to find in a systematic way a convincing answer to the initial research question, and at the same time confirm the validity of the research hypotheses regarding teachers' attitudes towards the explicit teaching of reading strategies, the researcher designed an attitude questionnaire on the same model as Alsamadani's (2012) to ten teachers of reading comprehension/ discourse comprehension. They were already informed of the research topic and were required to contribute by answering some questions divided into four rubrics:

1. The first rubric includes seven questions that cover their bio-data, teaching experience and their post-graduate specialization.

2. The second rubric includes two questions about their methodology of teaching reading comprehension and the objectives they intend to reach,

together with some information regarding students' level of proficiency in general and reading proficiency in particular.

3. This rubric includes two questions: an first open ended question was posed to gather some retrospective data about the most prominent reading strategies that teachers already know about. The second question endeavours to discover strategies of reading that are usually taught to their learners either explicitly or implicitly. It should be noted that this rubric tends to be of major importance as it centres on the general problematic which has been raised mainly to obtain qualifiable more than quantifiable empirical data i.e., the results are unknown and not pre-designed.

4. As for the final rubric the researcher compiled the most common and widely cited cognitive and metacognitive strategies in a five point Likert Scale Survey basically meant to indicate extent to which it is important to teach each strategy, according to their point of view.

It is imperative to mention that the questions that belong to the fourth rubric were given to teachers after responding to the preceding questions as far as their pre-existing knowledge about strategies are concerned.

To answer the second research question, the researcher distributed another questionnaire to the participants of both groups mainly to assess the level of the participants' strategy use based on self report before assessing their performance by means of proficiency test.

Indeed, questionnaire on strategy use is best used as opportunities to help increase students' strategy awareness (Baker, 2002:86) and to assess their strategy

use (Mokhtari& Reichard, 2002: 225). In the light of this questionnaire developed by Mokhtari& Reichard, but adapted to the given study situation, one should mention that it was used with the intention of evaluating the extent to which they were using the seven strategies selected for this study.

Before asking the participants to fill in the questionnaire about the strategies, they were supposed at first to respond to a set of 9 questions that cover their bio data, learning experience and their educational backgrounds, whereas the second part was purely a strategy questionnaire. Regarding the initial part, the research hypotheses were translated into questions of three types: open ended, combined and close-ended questions. The first type is open-ended questions, where the learners were asked to express their ideas and beliefs freely. The second type (combined questions) as its name implies, is a combination of both open and close questions where the learners' comments and illustrations were necessarily added and required. The third type is close-ended questions, in which learners were requested to choose one of the recommended possibilities without adding any further explanation. In other terms, following the objective of this research, learners' questionnaire (see appendix B) comprises a set of 15 questions divided into three basic rubrics:

- Rubric one consists of four questions, intended to describe the profile of the respondents chosen for the experiment, and identify their age, gender, and other information regarding their language learning background.

- Rubric two comprises 5 questions devised first to uncover the students' attitudes towards reading comprehension, second to know how they believe their reading proficiency is compared to their classmates, and third to obtain some retrospective data about their preferences as far as reading materials are concerned. The second part of the questionnaire on the other hand comprises a set of 30 items presented in a Likert item Scale, and includes three domains of

reading strategies: global, problem – solving and support strategies. All of them are used to plan, monitor, and evaluate reading. As far as global strategies (metacognitive), they include general strategies which "*aimed at setting the stage of reading*" (Mokhtari& Reichards, 2002: 252). Simply put, this kind is more targeted towards analysing a text holistically. The second category known as problem solving strategies (cognitive) are used to improve understanding and find solutions when text becomes confusing and complicated. Support strategies on the other hand, are basically employed to assist and evaluate what has been read both during and after reading, and which are based on the use of external reference materials such as note-taking. Thus, to well understand how to typify and classify different strategies in the light of these aforementioned categories, it might seem crucial to consider the following table:

Global Strategies	Problem Solving Strategies	Support strategies
Establish purpose for reading Activate prior knowledge Preview the text Determine if content fits purpose Skim the text Decide what to read closely Use context feature (tables, pictures) Use context clues Use typographical aids (**boldface** and *italics* font) Analyse and evaluate information Check understanding when reading conflicting information Make predictions Check accuracy of predictions	Read slowly Adjust reading rate Pay attention Reflect on reading Re-read Visualize Get back on track when lose concentration Guess meaning of unknown words	Take notes while reading Paraphrase Read out loud Revisit previously read information Ask self questions Use reference materials Discuss with others summarize

Table 3.3. Reading Strategies

It should be noted that since it was impossible to teach all the aforementioned types of reading strategies in a relatively short period of time, more precisely a six-week period, the survey was adapted to the given study situation whereby to fit the rationale of the current research. This particular strategy questionnaire was used because it has proven to be valid and reliable by numerous strategy based assessment studies. Basically, it covered all the eight strategies that have been chosen; planning, predicting, using background knowledge, skimming, scanning, contextual guessing/clarifying, inferring and summarizing.

Essentially, all the 30 items have been expressed positively. Thus, to ensure the validity of the data and track the inconsistency in participants' responses, some items have been removed as they do fit other strategies that haven't been chosen for the current experiment, and others have been rephrased as negative statements. In addition, some new items were added to the survey. As an illustration, *'while reading I take notes to help me understand'* has been rephrased to '*I consider writing all important points unnecessary'*. The revised questionnaire has become as follows:

Item Number	Item	How often do you do this SCALES				
		1	2	3	4	5
1	I have a purpose in mind when i read					
2	Before reading I predict from the picture, title what the text will be about.					
3	I apply what i already know to help me understand what I read.					
4	Before reading, I figure out my own goals, that is what I want to get out of specific text.					
5	Before reading, I skim the text first to get out the main idea and i read for details					

6	While reading, I take notes while reading to help me understand what I read.					
7	I decide what to read closely and what to ignore.					
8	I use tables, figures, and pictures in text to increase my understanding.					
9	To avoid confusion, I don't bring what I know into what I am reading.					
10	When text becomes difficult, I reread to increase my understanding.					
11	While reading, based on key words, I find what seemed to be a main sentence in each paragraph.					
12	I use context clues to help me better understand what I'm reading.					
13	When I don't understand what a sentence means, I think about other sentences in the paragraph.					
14	While reading, I summarize using graphic organizer of what I was reading for each paragraph.					
15	I check my understanding when I come across conflicting information.					
16	I try to guess the meaning of unknown words or phrases.					
17	While reading, I keep reading a text without looking up every word, I read other words around new words.					
18	I use my previous knowledge to guess what is not explicitly stated in the text.					

19	I use typographical aids like **bold** face and *italics* to identify key information.					
20	I underline or circle information in the text to help me remember it.					
21	After reading, I check to see if my guesses about the text are right or wrong.					
22	After reading, I summarize what I read to reflect on important information in the text.					
23	I consider writing down important ideas unnecessary.					
24	I skip reading tables, diagrams because they slow down my reading and distract me					

As shown in the table, the responses vary on a five –point scale defined by categories: I never do this (1), I do this occasionally (2), I sometimes do this (3), I usually do this (4), I always or almost always do this (5). The participants were then supposed to answer by circling on the most appropriate scale number. The 24 items in the questionnaire are assigned to 8 main strategies:

strategy	Sets of Reading Strategies	Number of Items
Metacognitive (global)	Planning Using background knowledge	1(item n 01) 3 (items 3-9-18)
Cognitive (problem-solving)	Predicting from the title, picture... Rereading Guessing from the context Identifying main ideas/ details Summarizing inferring	2 (item 2-4) 3 (item 10-15-21) 2 (16-17) 6 (items 5-6-7-11-19-20) 3 (items 14-22-23) 4 (items 8-12-1324)

Table 3.4. Eight Sets of Reading Strategies

As a subsequent step, and pegged to the assumption that questionnaires in the field of scientific research do not always provide valid and reliable data, the researcher then conducted a semi-structured interview after one week. This interval has been done mainly for two reasons:

1- To give the respondents time to forget what they have reported in the survey regarding reading strategies use, and henceforth avoid the influence of their responses on their verbalized data when being interviewed.

2- To check whether they were well aware of the importance of using each strategy and at the same time compare the data of the interview with their responses of the reading strategy survey.

Regarding the interview questions, the researcher did not oblige them to respond in English, even though they were at 3rd year level which implies that they have certainly an acceptable proficiency level in English language. The reason was to quickly ease the data elicitation method. Surprisingly, it was noticed that all respondents answered in English.

As for the interview, it consisted of a set of 12 open questions which were tightly related to:

- Their attitudes towards reading (1 & 2) strategies use before, while and after reading (questions: 3 – 4 – 5 – 6).
- Definition of reading strategies according to their point of view (questions: 7 – 8 – 9).
- Types of strategies they may use or at least they have heard about (6 – 7).
- Finally, profile of good readers (10 – 11) and the degree of the importance of using reading strategies (12).

Additionally, to obtain a measure of the students' baseline knowledge in their English reading proficiency, a reading comprehension test was administered to the participants of both groups aiming to assess the level the participants' strategy use. This assessment tool took the form of pre-training proficiency test which consisted in providing the participants with a text entitled *"Cheating and Plagiarism"*. Thus, in an attempt to check their ability to use some reading strategies that were the crux of the training sessions, the passage was supplied with a set of comprehension questions carefully chosen according to the theory, "**using texts that were slightly higher in level than the students' level of proficiency would bring about the strategy employment by the students**" **(Deniz 2003: 81)**.

The selected respondents were required to answer the comprehension questions (see Appendix D) in a one-hour period of time. In this phase, the researchers' aim consisted in obtaining quantitative data rather than qualitative ones, aiming to assess how many learners could respond to each question correctly, hence master the utilization of the strategies stated above (learners' product).

Time	Reading Comprehension Text	Number of Paragraphs	Source
Pre-test 13^h - 14^{h}30 (Feb, 2013)	Cheating and Plagiarism	04	Web www.myenglishpages.com

Table 3.5. Pre-Test Text

The selected passage consisted of approximately 315 words in a form of four paragraphs, and the researcher assumed that the participants would be able to read it and answer questions on this 315 word passage fairly comfortably within 1 hour because as mature students, they are expected to read 200 words per minute (McNair, 2011: 1). Thus, the text passage conforms a little bit to Deniz's quotation mentioned earlier. Chamot added:

> *If the task is too easy, students will not need strategies to succeed, they may therefore see strategies as a waste of time. However, if the task is too difficult students may not be able to succeed even when they do use appropriate strategies.*
>
> *(Chamot, 1999: 99)*

In this line of thought, the respondents were exposed to answer all the 8 questions which were basically meant to make use of the strategies mentioned above. And, as a way to consider the proficiency level of each participant and help the researcher to classify the participants according to their proficiency level, the 9 questions were ranked and the total mark for the test was 20. Thus, each question (reference/ under the surface question) was out of 2 points except for questions centred on background knowledge and summarizing which required longer and more variable answers, on the basis of a set of guidelines which was set up before identifying acceptable responses, they were out of 3 points for each.

Simply put, the comprehension test was marked and the classification of the questions in the reading comprehension text is shown below:

Strategy	Corresponding Question	Evaluation Grid
Predicting	Question 1	02
Using background knowledge	Question 2	03
Identification of the main ideas (skimming)	Question 3	02
Identification of the specific details and information (scanning)	Question 4 & 5	04
Contextual guessing/ clarifying	Question 6	02
Inferring	Question 7 & 8	04
Summarization	Question 9	03
	Total	**20 / 20**

Yet, it would seem indeed essential to note that the researcher; before administering a pre-test; has taken into consideration the learners' selection of text type which varied from one to another in order to help them get deeply engaged in its context and become more perseverant while tackling its questions.

3.5.2 Procedure after the Instruction Phase

After the strategy instruction was administered, the researcher conducted another test called post-training / progressive test, on the same sample, whose primary purpose consisted in checking whether the strategy instruction led to any significant differences regarding the frequency with which cognitive and metacognitive strategies were used by the participants before and after the strategy instruction, i.e. this phase helped a lot in measuring the learners' progress in terms of the reading strategies use selected for this case study (predicting, using background knowledge, skimming, scanning, inferring and clarifying/guessing, summarizing).

The post-test consisted of 9 questions: question 1 was designed to test predicting strategy. Question 2 was meant to assess their ability to use their background knowledge. Question 3 and 4 were designed to test main idea identification (skimming). Question 5 and 6 were provided to see whether they were able to extract specific ideas about the passage (scanning). Question 7 was given to them so as to assess their ability to infer what is not explicitly stated in the passage (inference question). Question 8 was basically meant to test their ability to employ contextual guessing to extract the meaning of the novel provided words. Finally, question 9 centred on summarization strategy.

It is deemed undeniably essential to mention that regarding the marking grade, the same procedure has been exploited for the comprehension test and the classification of the questions as it was the case for the pretest. In this respect, each

question was out of 2 points except for the summarization and background knowledge integration which carried 3 points as shown in the table:

Strategy	Corresponding Question	Evaluation Grid
Predicting	Question 1	02
Using background knowledge	Question 2	03
Identification of the main ideas (skimming)	Question 3&4	04
Identification of the specific details and information (scanning)	Question 5& 6	04
Inferring	Question 7	02
Contextual guessing/ clarifying	Question 8	02
Summarization	Question 9	03
	Total	**20 / 20**

In this regard, the 30 participants were required to answer some comprehension questions about the passage entitled *stereotypes*. This reading comprehension test was intended to test learners' understanding and application of the strategies, and assessing whether the processes acquired during the training procedure are successfully undertaken in an organized way, i.e. those of planning, monitoring, problem-solving and evaluating. Besides, it was meant to compare the scores of the pre-test with those of the post-test among the participants of both groups whereby to be able to confirm or reject the hypothesis set prior to the experiment as regards the usefulness of strategic based instructional intervention.

Thus, the questions were supposed to be answered in one session, i.e. one hour and a half did not tap single pieces of information about the text, but were designed to cover main ideas of the text and evoke from simpler to more complex answers depending on the questions themselves. These students were instructed to read the questions carefully and write down everything that they could understand

from the passage. Their answers were immediately collected whereby to obtain quantitative data about learners' responses to each question.

Time	Reading comprehension text	Number of paragraphs	Source
Post-test	About prejudice and stereotype	4 paragraphs	*Hurst, Charles E. Social Inequality: Forms, Causes, and Consequences. (www.myenglish.com.*

Table 3.6. Posttest Text

Once the post-test was completed, the data were collected, analysed and interpreted afterwards so as to analyse whether the participants of the strategy intervention group made any improvement after receiving training sessions.

Having tested their ability to use particular reading strategies, the next step consists in training them to use each strategy separately by means of strategy intervention sessions. And after each session, the respondents were asked to answer the given questions in a journal every week. In other terms, the participants of the strategy instruction group were supposed to provide answers about each strategy they learned (see appendix F). For example, when they learned skimming and scanning, they were asked questions such as:

- You just learned and practised a reading strategy skimming, what do you think of skimming? Do you consider it useful for your reading in English?
- While reading, do you read sentence by sentence?
- If you do not read sentence by sentence, what do you read? read (e.g., I read only the first and the last sentences / I skim first and read what I like to / I read the sentences that have many familiar words)?

- What steps should you follow to skim effectively?
- What is scanning?
- Which steps are involved in the process of scanning?
- Why do you do so?

As for the participants of the control group, they were also asked to answer questions but which were different from those of the strategy instruction group, because they were not included with them during the strategy instruction sessions and were not explicitly taught the seven reading strategies compared to the other group. This is the reason why they were given only two journals that comprised questions which are listed as follows:

- What is reading comprehension? Please write down a metaphor to define it
- Why do you define it so?
- How do you rate your overall reading proficiency as compared with proficiency of other classmates?
- Why do you think so?

Having almost completed the experiment, the participants constituting the experimental group were kindly asked to give their reflections about their reading beliefs, habits, strategies and changes in their attitude toward reading and their attitudes toward reading strategy instruction by means of an attitude questionnaire which has been adapted from a Chinese researcher Huang (2010).

Basically, this questionnaire was made of 14 items with a 5 point Likert Scale ranging from 'strongly disagree' (1point) to 'strongly agree' (5points). Besides, it comprised one open- ended question that strives to obtain some information about learning from strategy instruction session. While the second part involved 6 items that revolve around the participants' habit changes after reading strategy instruction, and two questions with categorical measurement. Thus, in order to

collect complete and valid data, the respondents were informed that the data would be kept confidentially whereby to feel free to fill it in. The expected outcome of the post training questionnaire would be to obtain a positive attitude toward reading strategy instruction after having attended a six-week period of time. Thus the results obtained will be tackled in the subsequent chapter.

3.6 Data Analysis Procedure

Methodologically speaking and more specifically in applied linguistic research, any researcher is supposed to move from the underlying assumptions to research design to the data collection method. Although there are other disciplines in the research modes, the most common typology of research methods is quantitative and qualitative approaches. Each type has evolved *"to fulfil specific aims and functions and specific methodological styles, and conventions have developed within each tradition."(Oyetunji, 2011: 68)*

As clearly understood from Dorneyi's claim *"the analysis of data should proceed independently for the quantitative and qualitative phases and mixing should occur only at final interpretation phase."* *(Dorneyi, 2007: 268).*

At one level, these approaches refer to the discrepancy that exists regarding the nature of knowledge and how we can understand the world and the ultimate purpose of the research. On another level of discourse, these terms are basically meant to highlight the way in which data are collected, analysed and interpreted afterwards.

As for the present research, the data obtained from the research tools, namely: questionnaires, interview, proficiency tests, and reflective journals have been collected and analysed quantitatively and qualitatively from the participants that constitute the sample of this study. Yet, before striving to better explain the

aforementioned claim, it may seem indeed of considerable necessity to provide first a definition based on each term of the present dichotomy.

3.6.1   Quantitative Analysis

It is deemed essential to note that discipline can be subsumed: qualitative methods on the one side, and quantitative methods on the other. However throughout the last decade or so, more specifically in social science research, '***this dichotomy has become less rigid, and the use of mixed methods methodologies and triangulation approaches (the use of several methods to support each other) has increasingly led to the simultaneous use of quantitative and qualitative methods'* (Litosseliti, 2010: 50).**

There are possibly few issues that are as fundamentally misunderstood as the difference between qualitative and quantitative approaches to data analysis. This misconception comes from the use of the terms in daily discourse, where 'quality' usually refers to 'good', whereas 'quantity' frequently refers to 'much' (IBID). This is fine in principle, but considering the reality, things turn out to be different in some points and similar in others. Therefore, before striving to clarify this discrepancy, it would seem essential to provide first a definition based on each term.

Originally, quantitative research methods were developed in the natural sciences to study natural phenomena. In contrast, qualitative research methods were developed in social sciences so as to enable researchers to study both social and cultural phenomena. In very concise and precise terms and more specifically in research methodology this approach basically focuses on ***"measurements of the characteristics displayed by people and events that researchers study. It generates numerical data that can be converted into numbers". (Oyetunji, 2011: 68).***

In this respect, quantitative research is used to explain how and why diverse variables are associated to each other and relationship that exist between them. This

kind of research *"generates statistics through the use of large survey design using instruments such as structured interview or instruments designed to test specific construct such as locus of control reading comprehension or special skills."(Ibid)*

Therefore in the current study, and pegged to its aims the researcher made use of mixed method methodology design making use of both quantitative and qualitative approaches because she attempts not only to explore the effectiveness of strategic based instructional intervention on learners strategy use (qualitatively) but also to compare the scores of the pre-test and the post-test that are separated by instructional sessions (quantitative). In this respect, this type of analysis is meant to uncover the frequency with which strategies are used prior to the intervention phase through strategic questionnaire and mainly pre-test; besides, teachers' attitude questionnaire has been analysed quantitatively aiming to check which strategies they tend to teach in their actual practices.

To compare this initial strategy use with the strategy use in the 7th week, all participants were given the same final test so as to compare their improvement in reading comprehension. This final test had very similar structure to the pre training proficiency test. As an afterthought, quantitative analysis was used for questionnaires (teachers and learners), MARSI pre-test and post-test.

3.6.2 Qualitative Analysis

Put briefly, *qualitative* research is concerned with structures and patterns, and *how* something is; *quantitative* research, however, focuses on *how much* or *how many* there is/are of a particular characteristic or item. In other terms, it strives to study everyday life of different groups of people and communities in their natural and educational setting. According to Denzin & Lincoln:

qualitative research involves an interpretive naturalistic approach to its subject matter; it attempts to make a sense or to interpret phenomena in terms of the meaning people bring to them.

(Denzin & Lincoln, 2003).

In terms of their principles and emphasis, one should note that quantitative and qualitative methods share many similarities and dissimilarities as well. An obvious similarity has been highlighted by Taylor and Trumbull (2007: 17) who clearly assert that:

Both methods are similar in the sense that both approaches require the definition and the identification of a problem(s), statements of research questions and methodical collection and analysis of data.

In the same line of thought, Mc Laugheen and Muffo (2001) contend that theory is used in both approaches but in different ways; while qualitative research investigate phenomena in a detailed way, so to speak, and raises questions that need to theory building, quantitative research test hypotheses that have been formulated prior to the experiment.

Regarding the differences that may appear when giving reference to these paradigms, there exist numerous distinctive features that characterize them. An obvious basic distinction lies in the form of data collection, analysis and presentation of the findings as well; for example, the focus of quantitative research is on statistical results while qualitative research presents data as descriptive narration with words and attempts to understand phenomena in natural setting, making use of inductive (in contrast to the former which is rather based on deductive approach).

By and large, despite the similarities and differences that may exist between this dichotomy, none of them is intrinsically better than the other, as the crux of each of them is different. Thus deciding on which one to use depends heavily on the context, purpose and nature of the study in question. Yet, in most cases researchers make use of mixed method approaches by **taking advantage of the difference between quantitative and qualitative methods and combine these two methods for use in single research project." (Brysman & Burgess, 1999: 45).** Thus, for the current study, qualitative analysis was meant to provide a greater in-depth understanding about the influence of strategy instruction of the participants by means of strategy of Reading Survey (SORS), interview and journals. The underlying principle behind using even this type of analysis consists in comparing and discovering at the same time the strategies that subjects of both groups might be using when a reading assignment is given to them and check if the control group had some knowledge about reading strategies; then, it might be indeed difficult to corroborate the efficacy of strategic-based teaching. What's more, the data that have been collected from participants' reflective journals focused more on the quality of the data rather than the quantity.

All in all, to sum up the different stages undertaken during the data collection procedure and the main approaches that the researcher has recourse to for analysing the data obtained from each instrument, it is of paramount importance to consider the following diagram:

Purpose :

The research may be an impetus in:
1- Exploring the attitude of University EFL teachers toward an explicit teaching of reading strategies.
2- To investigate the effect of strategies based instructional intervention on:
- Students reading proficiency.
- Metacognitive awareness of reading skills and strategies.
- Students' performance (difference and correlation between pre-test and post-test).
- Their attitudes, habits after receiving strategy instruction lessons.

Conceptual context :

- Reading comprehension.
- EFL/ ESL Reading.
- Models of reading process.
- Reading skills and strategies.
- Learning strategies: definitions and typologies.
- Reading strategies.
- Strategic vs. Unstrategic reader.
- Reading Strategy Instruction and Reading Proficiency

Research Questions :
1- What are the attitudes of EFL teachers towards the explicit teaching of reading strategies in an EFL classroom? And, how often do they teach them?
2- What type and frequency of reading strategies do EFL students use in their EFL reading process?
3- Is there any significant relationship between students' self-reported reading strategy use and their actual reading performance,
4- Does an explicit / integrated strategy based instructional intervention enhance students' reading proficiency and strategy use?
5- What changes will occur to the students in terms of their attitudes and habits towards reading?

Method of Data collection :

1- Teacher Attitude Questionnaire.
2- Strategy Questionnaire.
3- Students' Semi- structured Interview.
4- Pre- Training Test.
5- Post- Training Test.
6- Students' Reflective Journals.
7- Students' Attitude Ouestionnaire.

Participants :

- 10 university EFL teachers of reading comprehension.
- 3rd Year EFL students (30 Students).
- Both control & Experimental groups.
- Only Experimental group.

Data Analysis

Quantitative — **Qualitative**

Results Interpretation

Convergence ◁ **Hypotheses** ▷ **Divergence**

Diagram 3.1. Concept Design Model of the Research

3.7 Conclusion

As a conclusion, this chapter has described the methodology of the current study conducted at the department of English, Tlemcen University during the academic year 2012/2013. The participants that constituted a sample population were both teachers of reading comprehension and 3rd year EFL students of both specialties: civilization/ literature studies and language studies who were assigned to strategy instruction and control group as well.

This chapter has also given prominent light to the data collection procedure composed of three phases: pre-instruction, while and post instruction phases. During each phase, the researcher has explained in a step by step process the different instruments that were used throughout the experiment namely teachers' attitude questionnaire, reading strategy questionnaire, semi- structured interview, reading comprehension tests, journals and post training questionnaire. The concluding section was tightly related to the data analysis procedure that was theoretically explained i.e., quantitative and qualitative data analysis.

4. RESEARCH FINDINGS: PRESENTATION AND IDENTIFICATION OF READING STRATEGIES

4.1 Introduction

This chapter as its title suggests, is devoted to the analysis obtained from the research instruments used in this exploratory case study and offers interpretations for the research findings. It has been designed under five research questions that this study has set out to answer. The results are described in the following order:

a- Research question one regarding teachers' attitudes towards the explicit teaching of reading strategies.

b- Research question two regarding the participants' prior knowledge of reading strategies and their actual performance.

c- Research question three regarding the participants' baseline knowledge in English reading proficiency in a concrete way (test).

d- Research questions four and five regarding the effects of strategic based instructional intervention on reading proficiency strategy use, reading habit and attitudes towards strategy instruction.

As for the second part of this chapter, the findings are discussed according to the questions and the hypotheses that were set prior to the experiment.

4.2 Presentation and Results Analysis

As previously mentioned, the study was primarily designed to unveil the possible effects of explicit and direct instruction of some strategies on students' reading proficiency and strategy use. The secondary concern of the present study was to explore the attitudes of EFL teachers of reading comprehension toward the explicit instruction of reading strategies which is empirically discussed and analysed in the subsequent chapter.

4.2.1 Results for Research Question One: Teachers' Attitude Questionnaire

What are the attitudes of EFL teachers toward the explicit teaching of reading strategies in an EFL classroom? In order to significantly enrich the present research and mainly explore the attitude and actual practices of teachers toward reading strategy instruction, it was indeed necessary to submit a questionnaire to teachers in order to purposefully check the validity and reliability of the research hypotheses. The data obtained as discussed in the preceding chapter; were well thought out to be analysed section by section, and item by item making use of descriptive statistics. The analysis is therefore gradually presented, and objectively interpreted in step-by step process.

The present questionnaire consists of 13 questions divided into 3 rubrics (see section 2.7.2). The teachers who contributed to the present experimental research are 10 teachers of whom 3 males and 7 females. All of them are experienced teachers in the sense that all of them have been teaching English language for more than 3 years (including of course reading comprehension module). They are Algerian teachers who obtained their degree from Algerian universities. In addition to the reading comprehension module, the requested respondents are also in charge of teaching TEFL? Literature, Applied Linguistics, Teaching Practice, Psychopedagogy, OE, ESP, ICT, Linguistic Theories and Cross Cultural Studies.

> ➢ **Question seven: What objectives do you intend to reach in your teaching of Reading Comprehension module?**

The researcher, through the present question, attempts to obtain teachers' retrospective data about the overall objectives they try by all means to achieve as far as the teaching of the Reading Comprehension module is concerned. Admittedly, since no common programme is set for all teachers, the answers attained from this question were varied. They are therefore summarized in the table:

Informants	Analysis of Question Seven
Teacher A	To inculcate a linguistic and cultural knowledge of English language
Teacher B	To enable the students to use reading strategies to understand any type of written production (cognitive, metacognitive and socio affective).
Teacher C	To enrich learners' vocabulary To raise their awareness of syntax, spelling, punctuation and improve their writing
Teacher D	To assist them in understanding the target culture and to reflect on their own culture
Teacher E	To read and understand the content of texts, articles, novels… To develop the reading ability of the students To pave the way to the writing skill
Teacher F	To develop linguistic, communicative competence and knowledge about English.
Teacher G	To learn about British and American culture To grasp the general idea of a text To be able to make a discourse
Teacher H	To enrich cultural knowledge To improve linguistic competence
Teacher I	To develop reading strategies in the students To develop their reading competence To enrich their knowledge of the world by introducing different themes
Teacher J	Developing the reading skills Enhancing language proficiency Stirring learners' zeal and appreciation to be engaged in authentic texts Developing cross cultural awareness Fostering written production skills

Table 4.1. Teachers' Intended Objectives in Teaching Reading Comprehension

Attempting to analyse the answers attained from the present question, the requested teachers shared the same educational purposes they intend to fulfill in their teaching process, which basically concern how to develop as efficiently and effectively as possible an ability to utilize different strategies when tackling any English written material; in other terms, which strategy to employ in different tasks (declarative knowledge), how to use it, or put the knowledge into action (procedural knowledge).

➢ **Question eight: According to your teaching experience, how would you describe the reading level of your students in your class?**

In this close ended question, where the informants were asked to select only one possible suggestion, the researcher attempted to obtain quantitative rather than qualitative results about teachers' evaluation of learners' reading performance in particular. Most of the informants (7 out of 10) confirmed that their learners' level is average, while two teachers believed that their learners' level tend to be quite good. In parallel, only one informant affirmed that according to his teaching experience, the level of the learners is more and more decreasing and thus, the majority of them are below the average.

➢ **Question nine: Tell me what you know about reading strategies.**

The present question probed to unmistakably discern teachers' knowledge about reading strategies in accordance with their teaching practices. Not surprisingly, and being fully aware of the fundamental role they play in any given problem solving situation, it was noticed from the results obtained that the majority provided nearly similar answers regarding definition of reading strategies. According to their point of view, as an illustration to this claim, is what teacher I clearly put: " *reading strategies are tools and techniques that students use and/ or teachers teach to help their students to quickly and better understand the given text"*.

In the same vein, it was mentioned by another teacher (A) that "*reading strategies are regarded as tactics and techniques used by students in any reading assignment to fully access comprehension and successfully perform the related activities and questions"*.

Similarly, it was tremendously believed that "*strategies tend to be set of techniques developed by learners and teachers as well to better understand a text, i.e., reading and comprehension"*.

➢ **Question ten and eleven: Do you teach your students particular reading strategies, and if yes, what are these strategies?**

The present questions were fundamentally devised to further describe teachers' methods used for teaching reading comprehension to their learners and check simultaneously which strategies they are accustomed to teaching in an explicit way. The crux of this question was to obtain more qualitative results about teachers' teaching strategies before exploring their attitudes toward reading strategy instruction, which constitutes the second part of the present questionnaire. Therefore, the data obtained clearly revealed that all the teachers tend to explicitly teach some reading strategies which are divided according to their responses into three phases namely: pre reading, while, and post reading strategies. These include:

- Activating prior knowledge (cognitive)
- Visualizing (cognitive)
- Setting purpose before tackling the content (metacognitive)
- Determining importance (metacognitive)
- Skimming and scanning (cognitive)
- Rereading to check comprehension (cognitive)
- Synthesizing (cognitive)
- Using dictionary when needed (support)
- Contextual guessing (cognitive)
- Discuss what was read with others (metacognitive)
- Inferring and drawing conclusion (cognitive)

The second part of the questionnaire, on the other hand, seems more important as it strives to answer the first research question guiding the present study. The questionnaire, as mentioned in the preceding chapter, comprises the most common and widely cited cognitive and metacognitive reading strategies in a five-point Likert Scale Survey (see appendix A). The head instruction reads as follow:

Indicate the extent to which you agree on the importance of explicit teaching of each of the following reading strategies. The informants were not supposed to add any comment, rather they were just requested to indicate their responses on a scale of strongly agree, agree, neutral, disagree, strongly disagree.

Therefore, having analysed their responses, it was clear that EFL teachers of reading comprehension have positive attitudes towards reading strategy instruction, and almost all participants agreed on the importance of the following strategies:

- Previewing the reading material by thinking about the text. (cognitive)
- Having a purpose of reading. (metacognitive)
- Asking questions about the text before reading it. (cognitive)
- Discussing one's reading with others. (metacognitive)
- Skimming and scanning the text. (metacognitive)
- Activating one's prior knowledge and experiences. (cognitive)
- Checking understanding when coming across conflicting information. (metacognitive)
- Using context clues to help students understand what is being read. (cognitive)
- Stopping reading to check comprehension. (metacognitive)
- Analyzing and evaluating information presented in the text. (metacognitive)
- Using tables, figures and pictures in the text to increase understanding. (cognitive)
- Guessing the meaning of unknown words or phrases. (Cognitive)

Conversely, participants were not certain about the importance of teaching the other 12 strategies. These strategies were:
- Writing summaries to reflect on key ideas in the text. (metacognitive)
- Underlying and circling information in the text to help students remember it. (Cognitive)

- Paraphrasing what students read. (cognitive)

- Using dictionary. (cognitive)

- Providing one's own feedback on what one has read. (metacognitive)

- Making inferences and drawing conclusion. (Metacognitive)

- Concentrating on the reading task. (metacognitive)

- Regulating mood to stimulate the reading process. (metacognitive)

- Engaging with the text. (metacognitive)

- Integrating the information in the text with what students already know. (Metacognitive)

- Completing graphic organizer. (metacognitive)

- Comparing/ contrasting information from one or more texts.

By and large, the results of this part of attitude questionnaire indicate that the majority of teachers in charge of reading comprehension tend to over rely on the explicit teaching of cognitive strategies as compared to metacognitive and socio-affective strategies. Below is a table in which the overall results are better illustrated.

Statements	Very important		important		Neutral don't know		Less important		Not important at all		Strategy type
Preview the material by thinking about: the text, the title, and the pictures.	7	70%	3	30%	-	-	-	-	-	-	Cognitive
Have a purpose for reading.	6	60%	3	30%	-	-	1	10%	-	-	metacognitive
Activate prior knowledge and experiences about the topic.	5	50%	4	40%	1	10%	-	-	-	-	Cognitive
Skim and scan the text for information.	1	10%	6	60%	2	20%	1	10%	-	-	Cognitive
Ask questions about the text before reading it.	3	30%	4	40%	2	20%	1	10%	-	-	Cognitive
Write summaries to reflect on key ideas in the text			2	20%	2	20%	3	30%	3	30%	Cognitive
Underline or circle information in the text to help student remember it	1	10%	3	30%	3	30%	3	30%	-	-	Cognitive
Stop reading to check comprehension.	4	40%	1	10%	4	40%	1	10%	-	-	Metacognitive
Use tables, figures, and	3	30%	5	50%	-	-	2	20%	-	-	Cognitive

pictures in text to increase understanding.										
Use context clues to help students understand what is being read.	5	50%	4	40%	-	-	1	10%	-	-	Metacognitive
Paraphrase what students read	2	20%	1	10%	1	10%	4	40%	2	20%	Cognitive
Check understanding when coming across conflicting information.	4	40%	6	60%	-	-	-	-	-	-	Metacognitive
Reread the problematic part	1	10%	7	70%	2	20%	-	-	-	-	Metacognitive
Look up unknown words in a dictionary	-	-	4	40%	-	-	6	60%	-	-	Cognitive
Guess the meaning of unknown words or phrases.	6	60%	3	30%	1	10%	-	-	-	-	Cognitive
Discuss one's reading with others to check understanding.	1	10%	9	90%	-	-	-	-	-	-	Metacognitive
Provide one's own feedback on what one has read.	2	20%	1	10%	-	-	6	60%	1	10%	Metacognitive
Make inferences and draw conclusions.	1	10%	3	30%	1	10%	3	30%	2	20%	metacognitive
Compare and contrast information from one or more texts.	-	-	3	30%	1	10%	4	40%	2	20%	Metacognitive
Concentrate on the reading task.	2	20%	1	10%	2	20%	3	30%	2	20%	Metacognitive
Regulate mood to stimulate the reading process.	3	30%	-	-	2	20%	5	50%	-	-	Metacognitive
Analyze and evaluate the information presented in the text.	5	50%	4	40%	-	-	1	10%	-	-	Metacognitive
Engage with the text.	2	20%	2	20%	2	20%	2	20%	2	20%	Metacognitive
Integrate the information in the text with what students already know	6	60%	4	40%	-	-	-	-	-	-	Metacognitive
Complete graphic organizers such as Venn diagram, KWL, etc.	-	-	2	20%	5	50%	2	20%	1	10%	Metacognitive

Table 4.2. Participants' Responses to Attitude Questionnaire (Teachers)

At a glance, it appears from the above data that the participants on the whole tend to have more positive attitudes towards reading strategy instruction, and almost all of them agreed on the importance of teaching cognitive reading strategies (Bottom- up) compared to metacognitive ones (Top- down).

4.2.2 Results for Research Question Two: Strategy Questionnaire and Semi Structured Interview (Pre-Instruction Phase)

Because the main purposes of the present research were to see whether strategic- based instructional intervention would promote the participants' strategy use and ultimately enhance their comprehension proficiency, the participants' prior knowledge of reading strategies was first examined with the research question N°2 that endeavours to display the real profile of the participants from both groups which relies on their self- report instrument about reading strategies they use, and to what extent they were utilizing them in actual situations.

4.2.2.1 Data Obtained from Students' Questionnaire (Part One)

Before attempting to analyse the students' profile prior to the intervention, the researcher at the start of the investigation submitted the first part of the questionnaire which comprises a set of six questions (see appendix B) that are basically meant to obtain some information based on:

- Their bio-data, learning experiences.
- Their beliefs about their proficiency level in reading compared to other students.
- Their preferences as far as reading materials are concerned.

Thus, the informants chosen randomly are university EFL learners whose age ranged from 20 to 25 years with a means of 22 years. In addition, there were fewer male students (9 out of 30) than female students. In terms of their educational background, the majority of the participants followed a literary stream (representing 83%) whereas the rest were in the scientific stream.

➢ **Question five: How do you rate your English reading proficiency?**

This close ended question was geared to obtain both quantitative and qualitative data based on the participants' beliefs about their proficiency level as compared to their classmates. Thus, the four possibilities that have been provided to them are listed below with their results:

Level of Proficiency in Reading	Absolute Frequency	Relative Frequency
Excellent	04	13%
Very Good	13	43%
Fair	11	36%
Poor	02	06%

Table 4.3. Respondents' Belief about their Proficiency Level

➢ **Question six: During reading session, what kind of materials do you find yourself much more motivated to learn?**

The purpose of this question was to uncover the students' preferences as far as the reading materials are concerned. Thus, they were given four possibilities and were supposed to choose the most convenient possibility according to their likes:

- General texts.
- Culturally- based British culture.
- Culturally- based Algerian culture.
- Others (with specification).

Thus, the answers revealed that their expressed preferences were dissimilar as far as text types are concerned i.e. six respondents tend to prefer culturally based texts (whose content is based on British culture) whereas 2 out of the total number tend to be more prepared to deal with general texts, and three students reported favoring texts that are based on American culture.

However, nobody could suggest other types of English reading texts, which is probably due to their powerlessness and inability to understand or suggest other kinds beyond the already suggested ones.

So far, the first part of students' background questionnaire has been analysed qualitatively and quantitatively, while the second part, which is tightly related to the pr study at hand is tackled in the following section.

4.2.2.2 Data Obtained from Students' Questionnaire (Part Two)

As mentioned in the preceding chapter, a Likert Scale was used to assess the extent to which respondents did or did not take action on the given strategies as shown below:

Scale	I never or almost never do this.	I do this only occasionally.	I sometimes do this.	I usually do this.	I always or almost always do this
	1	2	3	4	5

Because the present case study centres on the teaching of some reading strategies, namely: *planning, predicting, skimming, scanning, clarifying/contextual guessing, rereading, using background knowledge inferring and summarizing.* Some items have been substituted, others omitted, and the rest were kept according to the rationale of this experiment which endeavours to determine what types of reading strategies the EFL students use to accomplish in their reading assignment, and how frequently they make use of them before being instructed through in the intervention phase. Therefore, the results of this strategy questionnaire obtained from both experiment and control groups are provided in the table below. The table shows that most students in both groups claimed to always, usually, sometimes or never use many strategies during reading based on self- report.

Item	Never	Occasio nally	Sometimes	Usually	Always
I have a purpose in mind when I read	6.66%	13.33%	3%	26.6%	43.3%
Before reading I predict from the picture, title what the text will be about	20%	10%	13.33%	30%	26.66%
I apply what I already know to help me understand what I read.	13.33%	10%	20%	33.33%	23.33%
Before reading, I figure out my own goals, that is what I want to get out of specific text.	16.6%	20%	23.33%	16.6%	23.3%
Before reading, I skim the text first to get out the main idea and i read for details	20%	26.6%	26.6%	20%	6.6%
While reading, I take notes while reading to help me understand what I read.	16.6%	13.3%	23.3%	23.3%	26.6%
I decide what to read closely and what to ignore	20%	16.6%	26.6%	13.3%	23.3%
I use tables, figures, and pictures in text to increase my understanding.	36.6%	13.3%	13.3%	13.3%	23.3%
To avoid confusion, I don't bring what I know into what I am reading	23.3%	33.3%	20%	10%	13.3%
When text becomes difficult, I reread to increase my understanding	0%	6.66%	13.3%	13.3%	66.6%
While reading, based on key words, I find what seemed to be a main sentence in each paragraph	20%	16.6%	26.6%	13.3%	23.3%
I use context clues to help me better understand what I'm reading.	20%	6.6%	33.3%	26.6%	13.3%
When I don't understand what a sentence means, I think about other sentences in the paragraph.	26.6%	6.6%	13.3%	20%	33.3%
While reading, I summarize using graphic organizer of what I was reading for each paragraph	13.3%	13.3%	30%	20%	23.3%
I check my understanding when I come across conflicting information	13.3%	0%	40%	23.3%	23.33%
I try to guess the meaning of unknown words or phrases	0%	10%	6.6%	20%	63.3%
While reading, I keep reading a text without looking up every word, I read other words around new words	20%	6.6%	33.3%	26.6%	13.3%
I use my previous knowledge to guess what is not explicitly stated in the text.	13.3%	10%	20%	33.3%	23.3%

I use typographical aids like **bold** face and *italics* to identify key information.	0%	6.6%	33.3%	16.6%	43.3%
I underline or circle information in the text to help me remember it.	16.6%	13.3%	6.66%	26.6%	36.6%
After reading, I check to see if my guesses about the text are right or wrong	0%	10%	13.3%	6.6%	70%
After reading, I summarize what I read to reflect on important information in the text	16.6%	13.3%	30%	20%	20%
I consider writing down important ideas unnecessary	16.6%	13.3%	23.3%	23.3%	23.3%
I skip reading tables, diagrams because they slow down my reading and distract me	26.6%	6.6%	13.3%	20%	33.3%

Table 4.4. Reading Strategy use in Self- Report Questionnaire

As can be seen, of the nine strategies covered in this study, the most commonly used strategies reported by the participants of both groups were: predicting, contextual guessing, planning, identifying main ideas (skimming and scanning), rereading and integrating one's background knowledge. While the less recurrent strategies according to their self- report were inferring and summarizing strategies.

Recall that the present questionnaire includes 24 Likert type items and was intended to obtain self- reported data about the aforementioned strategies. However, some of them were not included with the other strategies in the intervention phase, notably: planning, integrating one's background knowledge and rereading strategies as it is widely believed that students would implicitly develop these metacognitive comprehension monitoring strategies by learning the remaining strategies (summarizing, skimming, scanning, contextual guessing/ clarifying, inferring and predicting strategies).

Obviously, and in attempt to analyse the present data from a different angle, one should state that the strategies mentioned in the questionnaire are undoubtedly utilized in three distinct interrelated phases, namely: pre-reading, while-reading and

post-reading phases. The initial phase is normally related to planning, using background knowledge and predicting strategies. The second phase, on the other hand, is related to scanning and skimming, rereading, inferring, contextual guessing and using dictionary. The last phase, however, may include summarizing, rereading to remedy comprehension failure, and checking one's guesses after reading.

4.2.3   Analysis of the Semi- Structured Interview Data

Reminiscent of the present exploratory- based research hypotheses, follow-up semi- structured individual interviews were conducted with all students (30) who participated in this study, which was conducted exactly one week after administering the strategy questionnaire. The questions are shown in Appendix - C -. The main crux of utilizing interview were to elicit from the respondents purely qualitative based data regarding their knowledge, level about strategies use, and determine their metacognitive awareness.

Thus, the following is a detailed analysis of the information gathered introspectively from the respondents' awareness of the 12 open- ended questions and which will help the researcher yield the required qualitative data about reading strategy use and awareness of employing them.

➤ **Question one: Do you like reading?**

The present question was evidently devised to explore the attitudes of the learners towards reading. The results have shown a positive response towards reading since more than 70 % of the respondents feel optimistic towards reading. In contrast, 07 students indicate they do not like it at all.

➤ **Question two: Do you think that reading is as important as the other major skills? And, Why?**

Basically, this portmanteau question strived to help the researcher obtain more qualitative data about the importance accorded to reading as compared to the remaining language skills. Therefore, the findings that emerged from this question indicate that 90 % of the participants think reading is important because they can learn, receive information in different fields and mainly enrich their vocabulary. The remaining respondents (03) believed that reading is not important at all since they hold a negative attitude towards it as exhibited in their responses obtained in the preceding question. To prove this claim, it seems necessary to consider the following lines which reflect the students' positive attitude toward reading:

'Reading is a major skill that any language learner should exercise because it gives access to many unexplored horizons' or *' I like it very much since it gives us a fruitful opportunity to develop other skills notably writing and widen at the same time our vocabulary knowledge and develop our intercultural competence'.*

Conversely, two students gave no answer to justify their negative attitudes toward reading, since they were those who declared that they dislike reading comprehension module be it an extensive or intensive activity. The remaining respondents (representing 3%) believed that reading is not important at all supporting their argument as follows:

'I don't like reading at all… personally, I would prefer to receive lectures based solely on listening, and I am sure that practicing listening through drills and repeated tasks will undoubtedly result improvement in all skills in general, and speaking in particular.'

Notwithstanding the dissimilarities manifested through their verbal responses regarding the present question, a general compromise appears to be building among almost all the respondents that reading is with no doubt a basic life skill and a corner stone of peoples' success both at school and consequently out of it.

➤ **Question three: now that you have a passage do you do anything before you start?**

Basically, this question is purely qualitative in its nature for it endeavours to unearth the strategies used before reading. Surprisingly, it has been found that 50% of the respondents seem unaware of the primordial role of using pre-reading strategies before starting to read the given material/s. Accordingly they replied that they do not do anything, rather they start immediately the reading and perform the tasks that follow. The rest however explained that this phase is somehow important as compared to the remaining phases (during and post-reading phases), and henceforth, necessitates some strategies which are listed below:

Strategies used before reading	Number of Occurrence	Strategy type
1/Read the title or look at the picture when it is provided.	03	Cognitive (predicting)
2/Look at the table of contents of the book.	01	Cognitive (skimming)
3/ Try to count the number of paragraphs and read the first sentence of each.	01	Cognitive (skimming)
4/ Bring a dictionary	01	Support (reference) material).
5/ Look for the repeated words.	03	Cognitive (rereading)
6/ Think about what I know about the topic by reading just the title.	03	Cognitive (background Knowledge)
7/Read the name of the author	01	Cognitive (Skimming)
8/Look for comfortable place with so much light to be able to fully concentrate.	02	Metacognitive
9/Start reading immediately.	01	Cognitive (scanning)
10/ Read quickly and underline the key words.	01	Cognitive(skimming)+ circling/ underlining important words (support)

Table 4.5. Types and Strategies Used before Reading

At micro level, it has been contended that the majority of the informants tend to make use of some cognitive strategies before reading, namely: skimming, rereading strategies. As for the metacognitive strategies, the unique strategy of this type is thinking about their previous knowledge to integrate it with the given topic of the text. Besides, they strongly acknowledge the importance of some support strategies like underlining key words and using some reference materials (dictionary for example) as indicated in the aforementioned table.

Thus, compared to the strategies reported in SORS (Survey) with the strategies elicited in verbally, it is worth observing that the number of students who claimed about their knowledge and use of reading strategies did not tally with their oral performance (interview) which was basically geared to compare and contrast the strategies being reported in the questionnaire.

> **Question four: When you are reading and you come across a word or something you do not understand, what do you do?**

The present question strives to explore the strategy /ies that appear the most convenient and useful according to the respondents' point of view when being exposed to a particular difficulty. The responses obtained have clearly shown that 50% of the interviewees strongly believe in the importance of using some fruitful support strategies, mainly reference resources (dictionaries) to get the meaning clearer. In contrast, six students assume that the most convenient way to figure out the meaning of an ambiguous word/ unclear idea is through contextual guessing, i.e. to keep reading the whole paragraph in general and the sentences that contain the ambiguous words in particular. Five respondents (13%) on the other hand, suggested ignoring temporally that part and waiting for clarification by means of rereading. In a nutshell, and for easier analysis, the obtained verbalized data about the present question are exposed below:

Question Four	Strategy Type	A.F	RF
Using dictionary for every unknown word	Support	15	50%
Focusing on context clues to understand	Metacognitive	01	3.3%
Guessing from the context.	Cognitive	05	20%
Ignoring that part temporally and waiting for clarification.	Metacognitive	04	13.3%
Choosing what to read and what to ignore.	Metacognitive	01	03.3%
Rereading the whole paragraph to check understanding about conflicting ideas.	Cognitive	04	13.3%

Table.4.6. Types and Frequency of Strategies Use While Reading

➢ **Question five: What makes reading difficult and what do you do to cope with these difficulties?**

Evidently, this question appears to be tightly related to the preceding question that is devised to help the researcher uncover not only the sources of learners' difficulties toward reading, but to elicit the most convenient solutions to remedy these difficulties according to the respondents' point of views. Therefore, analyzing their verbalized data, it was obviously evident that the respondents did not share the same point of view since their responses were indeed miscellaneous. Out of the total number, only two students affirmed that reading does not represent a source of difficulty at all. In contrast, 11 respondents mentioned that when they are exposed to difficult words, this may inhibit them to carry on reading and try by all means to access comprehension of the material at hand. An illustration, it was commented by a student commented that the difficulties take place especially at the lexical level asserting that:

'*What makes reading difficult for me is when I find technical terms/ vocabulary words above my proficiency level (part one)....thanks to the dictionary which I believe is the most appropriate solution*'.

Apart from the aforementioned comments, other difficulties have been elucidated by other respondents as summarized below:

Students' Reading Difficulties	A.F	RF
Difficult words.	17	56.6%
Writer's style and length of the text	02	6%
	02	06%
Suitability of the text	04	13.3%
Exploitability	02	06%
Time Allotted	01	03%
Noise and bad mood		

Table 4.7. Students' Main Reading Difficulties

Having scrutinized this table, one can notice that more than half number of the respondents believe that the most influential problem that threatens the participants to fully understand the material is the difficult words that may appear in the provided passage. Besides, exploitability represents also a big problem for them because when the text is not appropriate linguistically, their reading deficiencies are with no doubt displayed during reading performance as mentioned in the following lines:

'Sometimes, it is hard to read a bit older texts because of their complexity ...thus, I will find myself utilizing dictionary for every unknown word, and this is a very time consuming activity.'

In the same vein, two respondents strongly believe that the insufficient allotted time for any reading activity (as an intensive task) proves to be among the sources from which their weaknesses spring. As for the second part of the present question, which sought to find out the main solutions and alternatives to cure and cope with their difficulties, apart from one interviewee who claimed to make use of reference materials, notably dictionaries, no strategy has been suggested while recording their speech. This probably signifies that the participants were found to be more aware of their current reading difficulties that prevent them from reading with full commitment and concentration than what would be suggested to alleviate them.

➢ **Question six: Once you complete reading a passage what do you do?**

Another open ended question was provided by the interviewer which was basically meant to obtain more qualitative data based on the strategies that may be employed once completing a reading passage (post reading strategies). In this question, miscellaneous responses have been elucidated while verbalizing their responses which can be summarized as follows:

Post - reading Strategies	Strategy Type	A.F	RF
Nothing to do	-------	03	10%
I try to see if I reached my goals	Metacognitive	01	3.3%
I summarize on the basis of the key words and most essential information	Cognitive	10	33.3%
I reread to check my former guesses (whether they are right or wrong)	Metacognitive	06	20%
I imagine another end to the story	Metacognitive	01	03.3%
I read critically and analyze the story/passage	Metacognitive	03	10%
I circle the novel key words and use them in sentences to remember them	Metacognitive	01	03.3%
I discuss with my friends the content of the whole story	Metacognitive	03	10%
I try to think about another similar story using my previous knowledge.	Metacognitive	02	06.6%

Table 4.8. Post-Reading Strategies Use

Noticeably, the most preferred post-reading strategies reported by the interviewees are *'summarizing the main ideas, rereading a text to remedy comprehension failure and confirm one's prediction.'* As for the least preferred strategies being reported by the participants, they concern **note taking and integrating one's background knowledge.**

➢ **Question seven and eight: Have you ever heard of reading strategies and what do you think reading strategies are?**

The seventh question was meant to know whether the participants have known or heard of reading strategies. Accordingly, their verbalized data unveil that

38% of them have neither heard of the term reading strategies nor have an idea about them. While 62% (19 out of 30) think they know what reading strategies are.

In regard to question eight, it sought to elucidate their personal definition about reading strategies. As a result, it was remarked that all the participants (who already know about reading strategies) gave no formal definition as they seem to have only vague ideas. Simply put, the definitions provided can be listed as follows:

1- Reading strategy is a method that helps to guarantee a perfect meaningful reading.
2- Reading strategy is a set of steps undertaken by the reader to accomplish a particular reading task successfully.
3- Reading strategy is a set of techniques that guide us and give us a clear view on how to read

> **Question nine: List some strategies you know about.**

This question probed to painstakingly elicit from the interviewed participants the strategies they already know about in an introspective way. Therefore, it has been found through their answers some strategies that are purely cognitive, namely:
- Reading between the lines (inferring).
- Underlining key words.
- Skimming and scanning.
- Summarizing.
- Reading critically.
- Reading extensively/ intensively (reading types).
- Using dictionary.

In contrast, except for the 13 respondents who mentioned being aware of the different strategies used for reading, the rest could not provide any answer to the present question.

In this respect and pegged to this view, it has been confirmed that there exists an inaccuracy between the strategies being reported in the questionnaire and interview responses.

➤ **Question ten: According to you, what makes a person be classified among good readers?**

The respondents were questioned to provide a definition-based on what can be said about the requirements to become a good reader. Their responses are then illustrated below:

Answers to Question N° 10	A.F	R.F
- The more you read the more you gain chance to be a good reader.	02	06%
- Intercultural competence.	02	06%
- Ability to differentiate between supporting details and unnecessary ones.	03	10%
- Integrating one's pre-existing knowledge.	02	06%
- Guessing the meaning of the words without overreliance on dictionary.	02	06%
- Inferring what is not explicitly stated in the text.	02	06%

Table 4.9. Students' Answers to Question N° 10

Three students think that the best reader is the one who is capable of differentiating between necessary details and supplementary ones. In other terms, using selective attention on what to read closely and what to ignore represents one of the most fruitful strategies that helps reader not only gain time in reading, analyse only the most important part, but also find the required information in a very short period of time. As for the remaining answers, the researcher has found that equal importance is afforded to using schema activation strategy and knowledge at lexical level (vocabulary) because the more the text is readable the better you access into its content.

➤ **Question eleven: Do you think that reading strategies are important? Why?**

The purpose of this combined question is to explore the attitudes of the participants towards learning strategies of reading. Amazingly, 27 respondents strongly acknowledge their importance and this was reflected through their speech while being interviewed. An instance of this claim is illustrated in the following lines:

'Indeed, learning reading strategies is absolutely primordial especially for beginner level learners because they will help them improve their proficiency and become henceforth good readers.'

Or *'It is fruitful and valuable to be necessarily implemented in order to help learners tackle each task in successful and efficient way'.*

In contrast, the remaining respondents (3) believe that learning strategies of reading or not learning them is equal and provides similar results. This is probably the reason why they replied in a negative way.

As the interview was analysed quantitatively and qualitatively, it was clear that most of the interviewees strongly agree on the fact that reading and language proficiency tend to be synonymous, and some of them have some notions about reading strategies. Nevertheless, they could not provide a meaningful explanation of this term. Besides, they do not unfortunately seem to be aware of the different strategies that exist as it was reflected from their transcribed answer of the 10th question. Yet, almost all of them share the same viewpoint regarding their importance in learning in general, and reading skill in particular.

To sum up, the rationale for conducting this interview was previously stated with the second research question which sought to explore the strategies that respondents already posses and if the reported strategies in the survey correlate with their actual oral performance. Therefore, the results of this research continue to add to our understanding of the strategies EFL readers may orchestrates. Admittedly, the analysis of learners' responses to the questionnaire and interview questions clearly

revealed a variety of strategies they reported using in the survey but were not mentioned at all while being interviewed. This can be summarized and thoroughly described in the table below:

Reading Strategies			
1- Global Strategies (Metacognitive)			
Strategies	**Questionnaire results**	**Interview results**	**Difference**
- Establishing purpose for reading.	43,33%	00%	43,33%
- Activating background knowledge.	23,33%	10%	13%
- Checking and confirming predictions.	70%	20%	50%
- Determining if the text fits one's purposes.	23,33%	03,33%	19,66%
- Deciding what to closely read and what to ignore.	23,33%	03,33%	19,66%
	13,33%	10%	03,33%
- Using text clues.	23,33%	00%	23%
- Using text features.	10%	00%	10%
- Using typographical aids.	23,33%	10%	09,66%
- Checking understanding when reading conflicting idea.			
2- Problem Solving Strategies (Cognitive)			
- Skimming the text before reading.	06,66%	10%	-03,33%
- Rereading to increase understanding.	66,66%	20%	46,66%
- Predicting from title, picture, …	23,33%	10%	13,33%
- Inferring.	33,33%	03%	30,33%
- Guessing meaning from the context.	63,33%	20%	46,33%
- Making summaries.	23,33%	30%	-06,66%
3- Support Strategies			
- Taking notes while reading.	36,66%	03%	33,66%
- Underlying and circling information.	26,66%	00%	26,66%

Table 4.10. Difference in Type and Frequency of Strategies Employed in the Questionnaire and Interview

In the light of the obtained data, one may conclude that the comparison made between self-report and interview regarding the strategies employed in reading, has revealed a considerable discrepancy between two variables i.e., the participants' claims about their knowledge and frequency of using particular reading strategy did not tally with their comprehension performance one by means of an interview basically conducted to check whether the strategies reported to be usually, frequently or often and seldom used have been reflected through their verbalized

data. As can be seen above, of the three categories, which cover some of the main strategies chosen for this research namely: global (metacognitive), problem solving (cognitive) and support strategies, it was found that no strategy reported in the questionnaire corresponds with the participants 'oral performance simply because the differences were found to be relatively bigger than expected.

Thus the figure below gives a graphic representation of the discrepancies found between the questionnaire and interview results at micro- level in the three main categories mentioned before:
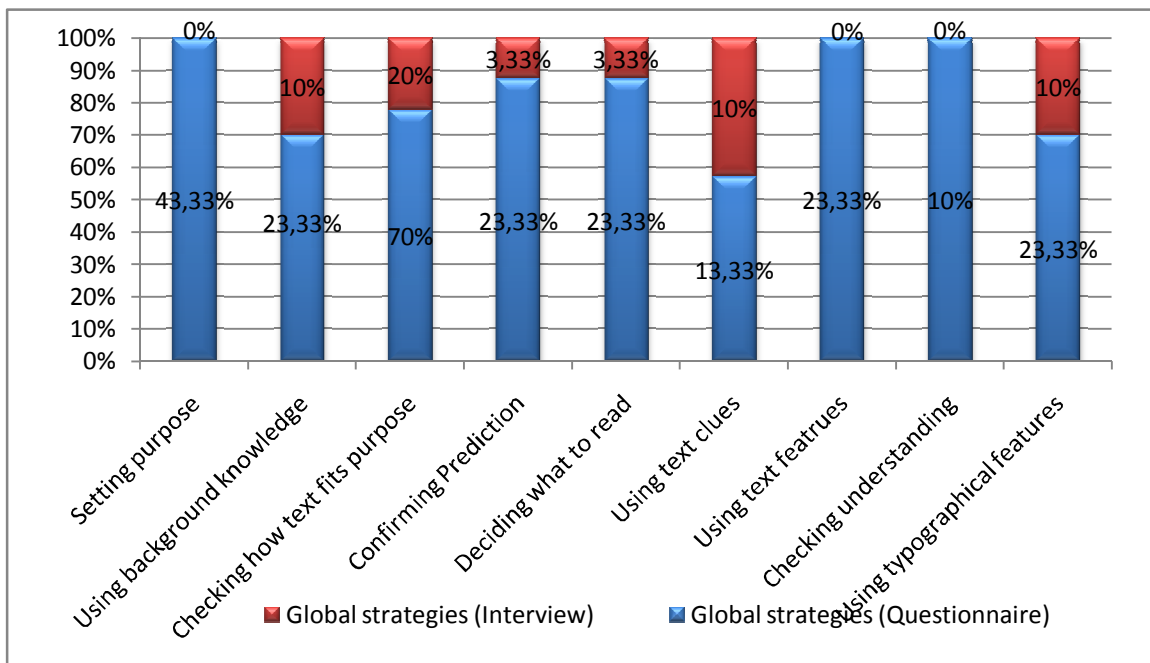
Bar- graph 4.1. Difference between Metacognitive Strategies Type and Frequency in the Questionnaire and Interview (Global Strategies)

As can be seen of the nine metacognitive strategies, a noticeable difference has been found between the responses obtained retrospectively (questionnaire) and responses revealed introspectively (by means of semi- structured interview) especially the two metacognitive strategies, setting purpose and checking texts with one's purpose of reading.

In the same line of thought a considerable difference has been found between the responses obtained from the aforementioned instruments regarding problem solving and support strategies, as exposed below:
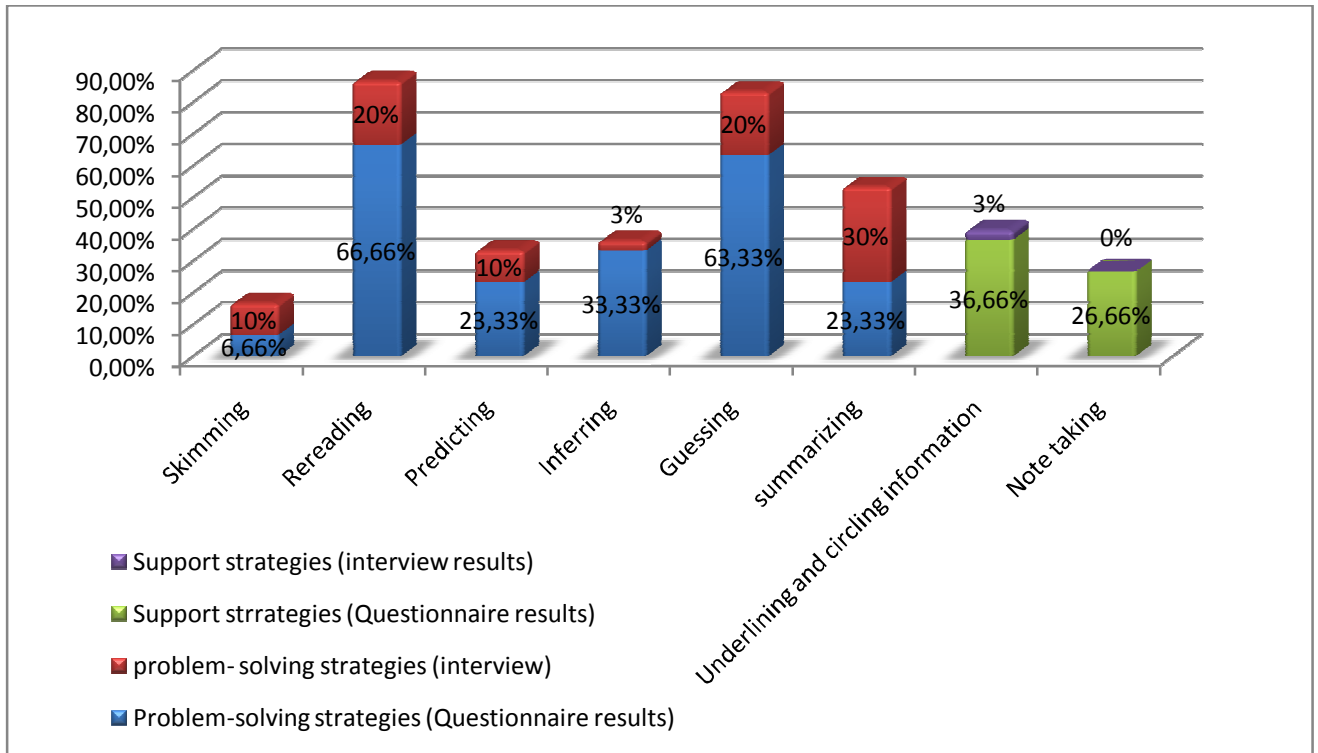
Bar- Graph 4.2. Difference between Metacognitive Strategies Type and Frequency in the Questionnaire and Interview (Problem Solving and Support strategies)

It is worth noting that the overall results obtained clearly prove that the number of students who reported using many reading strategies was really higher than the students who claim using them in the interview. This probably implies that many students know some good strategies (declarative knowledge) but seem unable to use them in the given situation as noticeably reflected through their verbal answers (lack of procedural knowledge).

4.2.4   Results for Research Question Three: Pre- Training Test Results

Recall that prior to the experiment, and the implementation of the intervention programme, the researcher needed first to discover the real profile of

the participants constituting both the experimental and the control groups as regards their declarative and procedural knowledge of the reading strategies use. To this end, a reading strategy questionnaire was administered to the participants and their self-report data were checked aiming to assess the extent to which the reported strategies tally with their oral performance.

Pegged to the third research question, which strives to gain more data about the subjects' reading performance, and being aware of the weaknesses of the self report instruments, a reading comprehension test was administered to both groups. It was basically done to test students' reading strategy use and proficiency level before the strategy training instruction. As for the comprehension test, the participants were provided with a passage (See Appendix -D-) taken from 'myenglishpages.com' website. This text was accompanied with a set of 9 questions which require from the participants to employ the seven reading strategies chosen for the present inquiry, namely: predicting, identifying main idea/ details (skimming/scanning), inferring, clarifying/ guessing, using background knowledge, and summarizing strategies.

Thus, the high proficiency level is above 15, the intermediate level is between 11 and 14 while the low level is 11 or below. As previously stated, the comprehension test taps into strategy application while reading and shows the participants' performance of each strategy separately.

To begin with, before distributing the passage, the researcher provided the respondents with two pictures and asked them to predict the content that the text might be about and then brainstorm what they already know about it before reading the text. The reason behind such an opening task consists in activating their background knowledge (schema) and makes them aware of the importance of this strategy. Accordingly, the obtained results suggest that the participants were not good enough at using this strategy since less than half number of the respondents

could respond properly to this question, while 10 respondents provided answers which have nothing to do with the content at all. This may probably imply that they are unable to extract even one idea from the given pictures.

Regarding the identification of the main idea (skimming), it was examined through the third question which required from the participants to flip through the text quickly and selectively to get the gist of it. The responses obtained from both groups indicate dissimilarity between the intervention and control groups in terms of their performance since 5 out of the total number of the respondents constituting the control group responded correctly; however, in the second group, more than half of the respondents provided a right answer (60%) which is more or less better.

Similar to skimming, scanning was processed through the fourth and the fifth questions which necessitate racing through the text selectively and skipping simultaneously unimportant part of it. Based on the results, the participants of both groups seemed to have almost the same level of comprehension as more than 40% were found to have the ability to selectively read and find the required details. Conversely, nearly 53% could not perform this task suitably.

With respect to contextual guessing, the informants strongly believed that the words provided were a bit difficult vis-à-vis their instructional level. This in all probability signifies that it is the main skill that unquestionably needs considerable training. As a result, only 26% of the participants in the control group were able to guess the meaning of the chosen words and only 20% of the participants in the experimental group were found to share the same ability of contextual guessing.

Having analysed the 7th and the 8th questions based on inferring strategy, which requires from the learners to rely simply on text clues and available facts in the text to discover what is not explicitly stated, surprisingly, a considerable difference has been found between strategy instruction group and control group.

The former scored 10 respondents (more than 60%) whereas only 26% could respond correctly in the second.

As for the concluding question in which summarizing strategy was practiced, its results yielded an equality of variance between the two groups as more than 60% seemed to know the criteria and conditions for an effective summary writing. To recap what has been elucidated regarding the overall profile from the pretest in relation to their reading performance, it seems wiser and important to consider the following table:

Item	Types of Question	Group	Correct		Incorrect	
			Number	%	Number	%
1	Predicting	Experimental	05	33.3	10	66.6
		Control	07	46.6	08	53.3
2	Background knowledge	Experimental	08	53.3	07	46.6
		Control	08	53.3	07	46.6
3	Main idea question (skimming)	Experimental	09	60	06	40
		Control	05	33.3	10	66.6
4	Detailed question(scanning)	Experimental	07	46.6	08	53.3
		Control	08	53.3	07	46.6
5		Experimental	07	46.6	08	53.3
		Control	08	53.3	07	46.6
6	Contextual Guessing	Experimental	03	20	12	80
		Control	04	26.6	11	73.3
7	Inferring	Experimental	10	66.6	05	33.3
		Control	05	33.3	11	73.3
8		Experimental	10	66.6	05	33.3
		Control	05	33.3	10	66.6
9	Summarization	Experimental	10	66.6	05	33.3
		Control	09	60	06	40

Table.4.11.Control and Experimental Groups' Strategy Scores in the Pre-test

On the surface, the overall profile deriving from the comprehension test suggests that the participants of the control group performed better in the application of the strategies mentioned earlier, notably predicting, scanning and contextual guessing, whereas inferring and skimming, the result obtained has shown the opposite, as the intervention group in some way performed quite better. Yet, in spite of this difference, both groups' scores in reading test were lower than

expected. In parallel with this, a similarity was exhibited between these groups as far as background knowledge use and summarization strategies are concerned.

In a nutshell, and having counted the mark of the participants of both groups, the results have revealed three different proficiency levels as exposed below:

Level	Intervention		Control	
	Student	Pretest	Student	Posttest
High Proficiency	IH1	18	CH1	18
	IH 2	17	CH2	16
	IH 3	17		
	IH 4	15		
	Mean	**16.75**	Mean	**17**
Intermediate	II 5	14	CI 3	14
	II 6	14	CI 4	14
	II 7	13	CI 5	12
	II 8	13	CI 6	12
	II 9	12	CI 7	12
	Mean	**13.20**	Mean	**12.80**
Low Proficiency	IL10	11	CL8	11
	IL 11	11	CL9	10
	IL 12	10	CL10	09
	IL 13	10	CL11	09
	IL 14	09	CL12	08
	IL 15	08	CL13	08
			CL 14	07
			CL 15	04
	Mean	**09.83**	Mean	**08.25**
Total	Mean	**13.31**	Mean	**12.68**

Table.4.12. Results for the Pre-test of Intervention and Control Groups

NB: I/C refers to the acronyms for Intervention and control Groups
H/I/L refers to the acronym of Students' level: high, intermediate and low proficiency level.

Discussion

To summarize, the profile from the pretest results suggests that although the participants reported using different reading comprehension strategies regularly, their actual performance in the test was quite low especially for the control group. In other terms, there seemed to be a mismatch between what the participants claimed to do while reading and what they truly did in their actual performance.

The main findings then will be presented throughout the end of this investigative chapter.

4.2.5 The Instruction Phase Results

As indicated earlier, the main crux guiding the present research is to prove the crucial effects of explicit teaching strategies on learners' reading proficiency. To this end, and as previously mentioned in section 3.4.2, the researcher designed a strategy intervention programme meant to equip the students with reading strategies they can make use of to better understand what they read. Recall that despite the fact that this type of strategy instruction may not provide many opportunities for practice, it is indeed a very important stage which should be accommodated in whichever type of training is chosen to be executed.

In view of this, the researcher needed to find a means of explicitly teaching her students the strategies chosen for this study and the approach as well in order to fulfill some aims as explicated in **Flartz** *et al*:

> *Metacognitive awareness-raising is defined as the process heightening learners' general awareness of some strategies ... which includes interaction with the material, involvement of the students, use of higher order thinking skills and accommodation of students' social and affective needs.*
>
> *(quoted in Deniz, 2003: 321)*

As a way of start, and making use of some technological materials, the researcher provided a definition based on each strategy (Declarative Knowledge) whereby to help them understand an intricate task such as relating text to text, to self, to real life situation, or skimming... and so forth, and then further explained which situations that required their application and how to evaluate the success of each strategy.

As a conclusive phase labeled modeling, which is known as a technique that assists the learners in knowing *"how a good reader would apply a particular strategy"* (Mc Ewan, 2004:24), and relying on its process, the teacher is supposed to model by thinking aloud "what happens in the brain of the skilled readers during reading" in order to give a fruitful opportunity to less skilled readers to learn how and when to use it.

The next phase, known as guided practice, refers to the stage in which teacher and students work together and practice the strategy taught without overreliance on the teacher. In the ultimate phase, the researcher provided the students with different texts in each session, and asked them to accomplish the given activities independently, while the teacher provided feedback continually (see appendix E). Thus, on the basis of these four instructional phases, the researcher designed a strategy instructional programme in the second semester, from the first week of February to the third week of May (see section 3.4.2.).

4.2.6   Results for Research Question Four (Post-Instruction Phase)

In order to see whether the strategy intervention had an effect on the students' strategy use during reading, the present phase consisted in assessing their progress in terms of the use of the strategies through the post training test. The intention was to identify the possible differences in their performance between the pre-test and the post-test.

4.2.6.1 Post Training Test Results

To start with, prior to the distribution of the text to the participants, the researcher provided them with a definition of the term *stereotypes* that lacked a missing word then invited them to think of what it would be. After completing the first task about prediction, the responses were given to the researcher to check their

predicting reading ability. Accordingly, all the participants from the intervention group successfully responded to this question (86%). In parallel with this, more than half of the respondents of the control group have well responded to this question since 66% were able to use predicting strategy. This may imply that the performance of both groups did increase but the intervention group appeared to have outperformed the control group as shown below:

	Intervention Group		Control Group	
	Pretest	**Posttest**	**Pretest**	**Posttest**
Predicting	33 %	86%	46 %	66%

Table 4.13. Intervention and Control Groups' Pre and Posttest Scores in Predicting

In regards to the second question related to background knowledge integration strategy, the analysis has clearly shown that the intervention group made a slight improvement since 10 out of the total number could successfully perform this task. However, the findings did not yield the same score as far as the control group is concerned simply because only 7 respondents were found to be able to activate their schemata to help them understand what they read. Simply put, the results indicated a significant difference between the two targeted groups' strategy use after the training sessions as explained below:

	Intervention Group		Control Group	
	Pretest	**Posttest**	**Pretest**	**Posttest**
Using Background Knowledge	53 %	66.6%	53.3.6 %	46.6%

Table 4.14. Intervention and Control Groups' Pre and Post-test Scores in using Background Knowledge

The main ideas identification strategy was checked through question 3 and 4 which required from the respondents to skim the given material aiming to find the requested information. Accordingly, the results indicated that most of the participants in the intervention group performed well in the application of this

strategy (73.3%). However, for the control group, no significant difference in the pre-test and post-test has been found. Here too, a striking difference and noticeable improvement has been observed in the reading comprehension performed by the participants of the intervention group as far as skimming strategy is concerned. Although the improvement was not quantitatively large, it is clear that the subjects demonstrated a great deal of improvement in their ability to read using selective and directed attention to extract the main idea.

	Intervention Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Main Idea Identification (skimming)	60 %	73.3%	33%	46%

Table 4.15. Intervention and Control Groups' Pre and Post-test Scores in Skimming

In order to compare the effects of strategy training on the group's reading comprehension, more specifically scanning strategy, the researcher designed the 5th and 6th questions to test their capability to use this strategy. To achieve this objective, it was deemed indispensable to look at performance variation within each group according to their responses within the intervention group, consequently there appeared to have a quite remarkable improvement, whereas for the control group, no difference has been detected as the same percentage was kept in terms of their responses of the pre-test and post-test as well.

	Intervention Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Specific Idea/s Identification (scanning)	46.6 %	66.6%	53.3%	53.3%

Table 4.16. Intervention and Control Groups' Pre and Posttest Scores in Scanning

With respect to inferring strategy, 12 out of the total number of the respondents belonging to the intervention group could make appropriate inferences,

which imply that this group improved compared to the results obtained in the pre-training test. However, only 4 participants from the control group were found to have made appropriate inferences. On the surface, it appears that the results indicate a highly significant difference between these groups' performance regarding inferring strategy as shown in the following table

	Intervention Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Inferring	66.6 %	80%	26.6%	26.6%

Table 4.17. Intervention and Control Groups' Pre and Posttest Scores in Inferring

Following inferring strategy, the participants were also required to respond to the 8th question which was meant to test their ability to employ contextual guessing, and the responses obtained clearly revealed a significant difference in the strategy use among the participants of the intervention group since almost all the participants were able to guess from the context the meaning of the novel words provided to them (80%). As for the control group, compared to their responses in the pretest, a slight difference in their performance has been displayed since only 40% were able to obtain the accurate meaning of the novel words provided to them.

	Intervention Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Contextual Guessing	20 %	73.3%	26.6%	40%

Table 4.18. Intervention and Control Groups' Pre and Post-test Scores in Contextual Guessing

As a concluding task, and having responded to all questions, the participants then were asked to write a summary about what they have understood from the whole text. The aim behind the strategy application was to check whether the criteria set for writing a summary (taught explicitly during the training sessions)

have been really taken into account. Thus, having analysed and read their summaries, the results were found to be unexpected from the control group since out of the total number, only 7 participants produced more or less acceptable summaries (46.6). It was not the same case with the others because their summaries merely contained sentences that were exactly taken as they are from the original text without even paraphrasing. As for the intervention group, the participants seemed to have well understood the way that should be followed to write a summary since 86% produced an acceptable written summary.

	Intervention Group		Control Group	
	Pretest	**Posttest**	**Pretest**	**Posttest**
Summarization	66.6 %	86.6%	60%	46.6%

Table 4.19. Intervention and Control Groups' Pre and Post-test Scores in Summarizing

By and large, having tackled each question separately, the results demonstrated that the strategic-based instructional intervention could extend the range in using most of the strategies taught explicitly to the intervention group, notably predicting, contextual guessing, inferring and summarizing. However, for the remaining strategies, in spite of the slight improvement found thanks to the paired tests results, it has been demonstrated empirically that the participants of the intervention group outperformed those of the control group in all strategies. This would lead us to conclude that these kinds of results serve as poignant reminder of how much potential can be unleashed through strategic based teaching instruction. Following is descriptive and comparative results obtained from pretest and posttest from both groups.

	Intervention Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Predicting	33.3%	86.6%	46%	66.6%
Using Background Knowledge	53.3%	66.6%	53.3%	46.6%
Main Idea Identification (skimming)	60 %	73.3%	33%	46%
Specific Idea/s Identification (scanning)	46.6 %	66.6%	53.3%	53.3%
Inferring	66.6 %	80%	26.6%	26.6%
Contextual Guessing	20 %	73.3%	26.6%	40%
Summarization	66.6 %	86.6%	60%	46.6%

Table.4.20. Comparative Results of Strategy Use among Intervention and Control Groups

In a nutshell, having counted the marks of each participant from both groups, the researcher could analyse the progress of the participants of different proficiency levels as exposed below:

Level	Intervention Group				Control Group			
	Student	Pretest	Posttest	Progression	Student	Pretest	Posttest	Progression
High Proficiency	IH1	18	19	+1	CH1	18	17	-1
	IH 2	17	18	+1	CH2	16	17	+1
	IH 3	17	17	0				
	IH 4	15	17	+2				
	Mean	**16.75**	**17.75**	**+ 01**	**Mean**	**17**	**17**	**00**
Intermediate	II 5	14	13	-1	CI 3	14	17	+3
	II 6	14	15	+1	CI 4	14	14	00
	II 7	13	16	+3	CI 5	12	14	+2
	II 8	13	15	+2	CI 6	12	12	00
	II 9	12	18	+6	CI 7	12	10	-2
	Mean	**13.20**	**15.40**	**+2.20**	**Mean**	**12.80**	**13.40**	**+0.60**
Low Proficiency	IL10	11	14	+3	CL 8	11	16	+5
	IL 11	11	13	+2	CL 9	10	07	-3
	IL 12	10	14	+4	CL10	09	10	+1
	IL 13	10	16	+6	CL11	09	11	+2
	IL 14	09	11	+2	CL12	08	06	-2
	IL 15	08	13	+5	CL13	08	10	+2
					CL14	07	09	+2
					CL15	04	06	+2
	Mean	**09.83**	**13.50**	**03.66**	Mean	**08.25**	**09.37**	**01.12**
Total	Mean	**13.26**	**15.55**	**02.29**	Mean	**12.68**	**13.25**	**0.57**

Table 4.21. Results of Pre-test and Post-test of Intervention and Control Groups

Interestingly, the present table which displays the overall results of the pre and post-test among the participants of both groups clearly demonstrates that the reading proficiency of both groups provides some positive evidence in favour of strategy instruction especially for the intermediate and even low proficiency level learners in both groups.

In this respect, and based on the results, the fourth research hypothesis is confirmed. This implies that strategic based teaching in an explicit way had an effect on students' strategy awareness and henceforth reading proficiency.

4.2.6.2 Data Obtained from Students' Reflective Journals

Having obtained quantifiable data about strategy performance prior and post the intervention phase, the researcher required them to provide an in-depth understanding about the influence of strategy instruction on the participants qualitatively. This was done by means of using reflective journals whose aims consisted in capturing the participants' reflection about the strategies they have been trained through over seven weeks. The journals were written by the participants with the teacher's guide, after each specific strategy was taught and implemented. This research tool is widely believed to be beneficial as it helps

> *Students reflect on the skills the instructor introduces by inviting them to talk and write about how they are using them. Highlighting students' awareness of how a skill works so he can move towards applying it independently.*
> *(Robb, 1996, in Zurek, 2007: 87)*

Yet, before talking about the results obtained after analysing the control group journal and strategy instruction group journal as well, it would seem of necessary to mention that some data could not be yielded especially from the participants of the experimental group even though the verbalized responses

obtained from the interview questions clearly demonstrate that they are more or less aware of different reading strategies use, and know how to employ them.

Initially, in terms of prior knowledge of reading strategies, the participants were asked to provide a definition based on reading strategies by giving a personal metaphor. Then the responses were collected during the first week (before instruction phase). This task was done in the form of a journal, entry for both groups, whose aim consisted in checking whether even the control group had some prior knowledge about reading strategies. And if so, it might seem difficult to prove the primordial role of strategy instruction in enhancing reading proficiency. Within the same journal, the participants were requested to rate their overall reading proficiency.

Following the journal entry, the participants of the experimental group wrote about each strategy they learnt every week. In parallel with this, the subjects of the control group were simply asked questions related to reading. Through these journals, the change in the participants' awareness and attitude towards reading strategies was observed.

To start with, before the intervention, both groups were asked about reading strategies. Surprisingly, the majority of the participants reported knowing absolutely nothing about reading (8 out of 15 in the experimental group and 10 out of 15 in the control group).

Besides, when having analysed the definition of reading strategies, it was clear, from their responses, that some of them had only partial knowledge about reading strategies while the rest did not show that they really knew of reading strategies as explained in the following table which juxtaposes the definitions given by some participants from both groups:

	Students' Metaphor (Reading Strategy Definition)	Why they defined them so
Journal Entry	• Reading strategy is the architect for the reading skill.	➢ It encompasses guidelines and instruction that fulfill the aims of effective reading.
	• Reading is dream. • Reading is banquet.	➢ The first metaphor means that we use our imagination while reading. ➢ The second is that reading nourishes our mind.
	• It is the brightest light in my darkest hour.	➢ Because when I am blocked and cannot continue, reading helps me a lot in making things easier.
	• Tool used for an effective reading. • Reading is the spoon feeder for the mind.	➢ The amount of knowledge that we store in our mind depends on the large extent on the way we read.
	• Key or guide to gain new knowledge (window to new knowledge)	➢ It opens the mind and leads him to discover new ideas.
	• A key for readers to achieve a better reading experience and a productive one	➢ It allows readers to unlock other dimensions of the book without the need of help

Table 4.22. Definition of Reading Strategies by Those Who Have Never Heard of Reading Strategies in the Intervention Group

Noticeably, this table comprises the definitions and reasons given by five students in the strategy instruction group who claimed to have already heard of reading strategies. As for the participants who absolutely have no idea about reading strategies, they provided no answer to this question except for 2 students who argued that: *"I have no particular idea about what this term means"*. Four students also in the control group gave their definition and reasons for providing such definitions which are illustrated below:

	Students' Metaphor (Reading Strategy Definition)	Why they defined them so
Journal Entry	• Good way to understand a text.	➢ Without it we cannot understand some points in the text easily.
	• A strategy is like canning to struggle your enemy.	➢ Because a canning is used to gain time and to overcome my difficulties that I am going to face. Therefore, one should have a strategy at hand in order to act rightly.
	• Book is the food for mind.	➢ Because when you read, the information is stored in the brain.
	• It is like a garden carried in the pocket.	➢ When reading we discover many new words and information, it is very helpful.
	• Reading is a gate that opens a new world.	➢ Because each time I read, I get new knowledge and I get new experience, stories situations and events.
	• It is the orange juice without which the orange is tasteless and worthless.	➢ Because reading without comprehension is the same as eating what is left in the orange after being juiced which has absolutely no benefits.

Table 4.23. Definition of Reading Strategies by Those Who Heard of Reading Strategies in the Control Group

As for the remaining respondents of the control group, who claimed to have no clear idea about what reading strategy means, they gave no answer to this question, except for one respondent who clearly asserts that *may be reading strategy is a way or method used or employed while reading to make it clear and more efficient and easier to grasp reading strategy is like directions of the road which makes it easier to get to the point.*

In a nutshell, and having scrutinized the responses obtained from both groups as regards their journal entries, it has been found that the definitions given by those who heard of reading strategies were not very different from the definitions given by those who did not.

Besides, some responses clearly reveal that the requested informants had just a partial understanding or rough guesses of what reading strategy might be. Simply

put, the baseline knowledge in both groups is similar in that they had no idea about what reading strategies are and how they can be used to read effectively.

A. Strategy One: Predicting

Following this journal entry, the respondents constituting the strategy instruction group were taught the seven strategies for almost six weeks focusing too much on defining each strategy separately (declarative knowledge), when to use each of them (procedural knowledge) and when it could be transferable to other tasks/ situations(conditional knowledge).

Precisely, the first strategy taught was predicting, and the participants were given the necessary explanation about how and why it should be used. Initially, when the trainer/ researcher asked them to think aloud about what they know about predicting, it was conspicuously understood that they were somewhat confused and did not know how to use it before reading. Yet, it has been discovered that following the intervention programme, things started to change positively as it was reflected through their verbalized data since the majority of them correctly responded to the questions of predicting strategy journal.

Five respondents on the other side were confused between predicting and inferring strategy. This is probably the reason why they could not respond to the given questions. Below are responses obtained from some participants regarding predicting strategy.

Predicting Strategy Journal		
Participants	Definition and Procedure	Why they defined them so
Student 1	**Q1 you just learned and practiced Predicting, what do you think of Predicting? Do you consider it useful for your reading?** Predicting is useful as it pushes the reader to use the available data in order to have an	-Because it makes the readers be acquainted with the topic of the text.

	insight into the text. **Q2 We made predictions using graphic organizer per text and per paragraph, which is better for you?** I think that predicting per text is the best. **Q3 Are you going to use Predicting?** Yes, I always use predicting	-It helps in giving an idea about the whole text. -To challenge myself to know the topic with the least information that I have
Student 2	**Q1** This strategy is very useful because it gives the reader a sense of suspense and expectation to carry on reading. **Q2** Predicting per paragraph. **Q3** Yes	-No answer provided. -It facilitates the process of understanding. -For me it reflects the degree of my intelligence
Student 3	**Q1** No, it is not useful for me. **Q2** Per paragraph is better **Q3** No, I am not going to use it.	-I like to keep suspense during reading. -Because it is more organized. -I prefer skimming because it lets me keep suspense.
Student 4	**Q1** Of course it is so useful. **Q2** Per paragraph. **Q3** Of course	-To rouse your curiosity attention and reflection as well. -Understanding each paragraph helps understand what the whole passage is about. -To check my level of reflection.
Student 5	**Q1** It is a good way to approach novels and stories, useful absolutely. **Q2** Both are good depending on the aim. **Q3**	-Because it allows the readers to imagine and expect something, also to discover other things. -Because sometimes you want to understand something while in others you just want to appreciate it.

	Absolutely.	-It gives reading a meaning

Table.4.24. Predicting Strategy Definition Given by Some Students from the Intervention Group

B- Strategy Two: Making Inferences

Main Objective: To train the students to understand the inference process and therefore to get information by "reading between the lines."

Throughout the following two weeks, the researcher designed four sessions to teach them explicitly how to make inferences. The plain aim of these sessions was twofold: firstly to make them fully aware of using context clues to extract information that are implicitly stated; secondly, to help them distinguish between making inferences and predicting simply because the difference was not fully noticed between these two strategies as reflected while thinking aloud during the intervention session underlying these strategies. Accordingly, they were extremely confused about how to characterize this difference and had hard time differentiating between them.

However, as soon as this strategy was explicitly taught, their attitudes toward this strategy started to change considerably, and their responses clearly proved that they were more or less able to know how to infer and how to predict as well, as it is reflected through the responses obtained from inferring strategy journal.

As an illustration to this claim, most started to consider predicting different from inferring saying:

'*Making inferences is useful for reading in English, it helps in developing the readers' vocabulary'....'Predicting occurs when we have a statement and we tend to simplify it through one word, while inferring relies on guessing the meaning of some words and sentences according to the context'.*

'Inferences mean asking questions during reading for example or to ask yourself what the author wants to say through this idea. It is good and useful because it helps students to get better understanding. And the difference between predicting and making inferences is that the former is done before reading, and the latter is used during and after reading'.

However, two informants were still making confusion between predicting and inferring as it is clearly understood from their responses claiming that *'predicting happens without including background knowledge, it is just a guess, whereas inferring is reading with the help of our prior knowledge.* Thus, below is a summary of the responses obtained from some participants regarding inferring strategy journal:

Inferring Strategy Journal		
Participants	**Definition and Procedure**	**Why they defined them so**
Student 1	**Q1 you just learned and practiced a reading strategy making inferences what do you think of making inferences? Do you consider it useful for your reading?** It is useful strategy to expand the thinking of the reader. **Q2 We practiced making inferences in two ways: (1) after reading entire text, distinguishing among facts and, (2) guessing the meaning of new words using context, which is better for you?** I think the first one. **Q3 Do you think that (2) instead of looking up every word is helpful?** Yes.	-No answer provided **Why do you do so?** -It makes reading a try. -Yes, it makes reading interesting instead of stopping each time … also it allows us to expand our vocabulary.
Student 2	**Q1** Making inferences is useful for reading in English and I will use it. **Q2** The second is more congenial for me. **Q3**	-It helps developing the readers' vocabulary. -It will affect your reading. -It will enrich my

	Yes	vocabulary and suppress my dependence of the dictionary.
Student 3	**Q1** Yes, I consider it useful and I m gonna use it; it is fun to use my previous knowledge. **Q2** Guessing the meaning of words using the context. **Q3** No.	-Because my previous knowledge won't go to waste. -It helps me continue reading without getting stuck. -It takes too much time and eventually, I get bored.
Student 4	**Q1** Making inference is a strategy used by proficient readers where they can include their prior knowledge, and it is useful for English students and I am going to use it. **Q2** Guessing the meaning of new words using the context is better. **Q3** Yes	**Why do you do so?** -Because it raises motivation activate our content schemata. -Both of them are helpful. -Because it helps me during the exams.
Student 5	**Q1** Inferences mean ask questions during reading for example or to ask yourself what the author wants to say through this idea. **Q2** I think that (2) one is much better than the (1), but both of them are useful. **Q3** Yes	**Why do you do so?** -It is good and useful because it helps students to get a better understanding. -Because I distinguish all the facts in the text which means that I have understood the text. -It is helpful. It helps understand the text in addition learn new words

Table.4.25. Inferring Strategy Definition Given by Some Students from the Intervention Group

C- Strategy Three and Four: Skimming and Scanning

Main Objective: To quickly spot information that is directly stated in the text.

After inferring strategy, the researcher attempted to teach explicitly how to accurately identify the main idea and how to look for specific ideas in the given passage. Simply put, this strategy training session was designed to help the participants increase their strategic awareness about how to skim and scan the given material. However, when they were verbalizing their data about to what extent these strategies are useful, it has been found that more than 50% (8 out of 15) felt to be lost arguing that *"skimming and scanning maybe the same"*. Yet, once practicing them, their attitudes towards these strategies turned positively. Accordingly, when analyzing their journals as regards these two strategies, it was demonstrated that some participants were able to acknowledge the differences between skimming and scanning. To prove this claim, one may consider the following table:

Skimming and Scanning Strategy Journal		
Participants	**Definition and Procedure**	**Why they defined them so**
Student 1	**Q1 You just learned and practiced a reading strategy Skimming,. What do you think of Skimming? Do you consider it useful for your reading in English, or does it interfere**? It is useful since it gives a general overview of the text **Q2 While reading in English, do you read sentence by sentence?** **No _ Go to no. 2 Yes _ Go to no. 3** I read sentence by sentence. **Q3 What steps should you follow to skim effectively?** • To skim effectively, I look for the main ideas only. • Read the introduction and topic sentences • Read the conclusions and the headings. **Q4 What is scanning?** Technique by which the reader looks for specific information instead of absorbing all the text. **Q5 What steps are involved in the process of scanning?**	No question given about the reason behind.

	• To look for key words • Repeated and highlighted words, definitions, numbers and examples.	To retrieve the most important information from the text before getting into details.
Student 2	**Q1** I find it useful, as it helps me get first idea about the text or novel. **Q2** I read sentence by sentence … I read sentences that have many familiar words so; I can grasp the general meaning. **Q3** To skim effectively, I think of looking for important ideas and skip the secondary ideas. **Q4** To use systematic patterns by asking questions and seeing organization of the book. **Q5** Checking organization, anticipating the clues, creating questions and confirming answers.	**Why do you do so?** To have complete understanding of the book and its organization.
Student 3	**Q1** It is useful for my reading. **Q2** No answer. **Q3** To skim effectively, we should read only what is important such as the topic sentence of each paragraph, names, dates, event and event and the conclusion. **Q4** It is a tool used in reading for getting specific facts or information without reading everything included in the text. **Q5** We should keep in mind the idea that we are looking for, and we start reading carefully.	**Why do you do so?** In order not to waste time.

Student 4	**Q1** Skimming is an important strategy to evaluate the text. It is a key to readers. **Q2** Yes, sometimes I read sentence by sentence if the text is very difficult, and I repeat that many times. **Q3** To skim effectively, we should read the entire text to select the key words. **Q4** Scanning is a strategy in which you read the text word by word and explain it. **Q5** To scan effectively, we should read all the words, and explain them in order to understand the text.	**Why do you do so?** In order to have a clear understanding of the text.
Student 5	**Q1** I think that it is not useful, because skimming means reading more in less time and it means to look only for the general main ideas. **Q2** Yes **Q3** No answer provided. **Q4** To read the first sentence of the paragraph (look for only specific fact, piece of information without reading everything. **Q5** To scan effectively, we should understand how the text is structured and comprehend what we read to pick up the specific information.	**Why do you do so?** In order to find information in hurry.

Table 4.26. Skimming and Scanning Strategy Definition Given by Some Students from the Experimental Group

On the surface, it appears that some answers revealed that the participants somehow knew how to define some strategies. Yet, some of them were reported to be not fully aware of how to use them effectively (procedural knowledge) as it was reflected through their answers to skimming and scanning strategy journals.

D- Strategy Five: Clarifying/ Contextual Guessing

Main Objective: To find out the meaning of the difficult, confusing incomprehensible part from their context.

Throughout the 5th week, the participants were explicitly taught how to use clarifying strategy as an effective way so as to avoid their dependence and overreliance on the dictionary and other external resources. Unlike the researcher's expectation, the participants revealed through their verbal responses that clarifying strategy was very difficult and overwhelming. This claim therefore seems to correspond to the responses obtained from reading strategy questionnaire and semi structured interview in which they reported using and relying much on support strategies notably dictionaries. However, one participant strongly supported this idea asserting that:

'I believe that using dictionary is more effective and more accurate and less time consumed than striving to use guessing and clarifying strategies'.

This implies that their negative attitudes towards this strategy continued until they experienced actually using this strategy and understood it much better than expected. As a result, things started to change positively and significantly, as illustrated through their comments:

'In order to understand a confusing or incomprehensible part, I try to guess the meaning from their context and make inferences so as to monitor my comprehension'.

In the same line of thought, another participant seemed to share the same viewpoint arguing that

'In order to understand some confusing part, I try to read over and over, or read from the previous sentences instead of using the dictionary or ask myself numerous questions'.

In gross, and having analysed clarifying strategy responses the answers obtained are summed up below:

Clarifying/ Contextual GuessingStrategy Journal		
Participants	**Definition and Procedure**	**Why they defined them so**
Student 1	**Q1 Were there any parts confusing or incomprehensible in the text?** No _ Go to no. 5 Yes _ Go to no. 2 No. **Q2 What do you think made you confused or not understand those parts (**e.g., because of difficult words, complicated sentence structures, or unfamiliar topic)? **Q3 You were asked to use clarifying to** 1**:** read aloud 2:read over and over 3: to read from the previous sentences**, were any of these helpful?** **Q4 Which of (1), (2), and (3), or all, was helpful**? **Q5 What did you use to do to understand confusing or incomprehensible parts before you learned Clarifying** (e.g., I skip it / **I ask others about them / I look up dictionaries**)? I try to guess the meaning and I made inferences.	 **Why do you do so?** To monitor my comprehension
Student 2	**Q1** No **Q5** I try to understand its meaning from its context or analyse its morphology.	 No answer provided.
Student 3	**Q1** Yes **Q2** Maybe complicated sentence structure **Q3** To read from the previous sentence. **Q4** I ask others about them	 It helps me to understand. To understand what the passage is about.
Student 4	**Q1** yes **Q2**	

	Difficult new words. **Q3** I read over and over. **Q4** I look up in dictionaries	To concentrate more and understand the text. To understand each part.
Student 5	**Q1** No **Q2** No answer. **Q3** (2)read over and over (3) to read from the previous sentences. **Q4** I read parts which are incomprehensible then I asked myself numerous questions	I have been using this strategy unconsciously since the primary school because repeating the text each time from the beginning helps me to make a link between the ideas that are included. No answer provided.

Table 4.27. Clarifying Strategy Definition Given by Some Students (Intervention Group)

E- Strategy Six: Summarizing

Having taught almost all the strategies, the 7th week was then devoted to teach the last strategy of summarizing. Thus, since some participants already knew about summarizing, they did not feel it to be very new and henceforth did not show any negative reactions to this strategy except for some participants (4) whose comments indicated confusion. Once completing this session, they were required to answer the given questions based on summarization strategy by means of reflective journals which comprised some questions that centre on:

- Reasons for summarizing and not summarizing

- Finding a way to summarize effectively (each paragraph/ entire text).

Accordingly, most participants (12 out of15) answered that they generally summarize while reading. The remaining participants reported not using this activity at all, because '*since sometimes the details are too important to omit'*.

The second participant believed that *'it is not useful and the most important thing is to understand the text'*

.

As for the remaining respondents who reported using this strategy, they believed that summarizing each paragraph seems more vital than summarizing the entire text *'so as to remember the main ideas of each paragraph and henceforth the whole passage'*.

As for the rest (10 participants), they think that summarizing at the end of an entire text seems more effective activity compared to paragraph summarization as *'it is more practical to remember the entire story than just a fragment.'* Or *'to understand the whole passage not only paragraph'*.

Regarding the fourth question of summarizing journal, which strives to find out the most practical technique for summary writing, the participants' responses were miscellaneous ,i.e. most students (10) answered they prefer to write simply a short summary especially when the passage is easily readable and exploitable. This idea might possibly imply that they are already familiar with this strategy. As for the remaining respondents, they believe that *'drawing picture in mind, note taking, repeating the most essential ideas seem to be the most convenient technique for summary writing'*. The reason behind using different yet essential ways for summarizing are listed below:

- ✓ In order not to waste time.
- ✓ It is more practical and easier
- ✓ In order to have more knowledge and improve my writing skill in English.

The remaining respondents (3) provided no answer as it is believed that summarizing strategy for them is useless and does not deserve such prominent consideration.

To summarize the participants' answers to this strategy, it is deemed indispensable to consider the following table:

Summarizing Strategy Journal		
Participants	**Definition and Procedure**	**Why they defined them so**
Student 1	**Q11. Do you summarize while reading in English?** No _ Go to no. 2 Yes _ Go to no. 3 Yes. **Q2 Do you summarize per paragraph, or do you summarize at the end for an entire text?** At the end of the text **Q3 When you summarize, do you write a summary, draw a picture, fill in a table, or what else do you do?** Draw a picture **Q4. Do you summarize in English or in Arabic, while reading in English?** No answer.	Why do you do so? To have a clear picture of the whole passage It helps interpret the text better in my mind in my own way
Student 2	**Q1** No	Sometimes, the details are too important to omit.
Student 3	**Q1** Yes **Q2** I summarize per paragraph **Q3** I summarize in my mind by repeating the ideas each time. **Q4** I ask others about them	In order to remember the ideas that compose the text In order not to waste time and because I have good memory.
Student 4	**Q1** Yes **Q2** I summarize by the end of the text. **Q3** Fill in the table. **Q4** I look up in dictionaries	Because I want to get more information about the text. Because at the end I get the whole meaning. Because it is clearer, and I can make the information more specific.

| Student 5 | **Q1**
yes
Q2
 I summarize at the end of the entire text.

Q3
Always I write a summary | Because I can't do it without understanding the whole text

When I summarize something using my own style, I will not forget it. |

Table.4.28. Summarizing Strategy Definition Given by Some Students (Intervention Group)

Having taught all the seven strategies described above, the last session was meant to revise all the strategies taught during which the participants practiced them individually with a passage. Yet, the focus has been more on inferring and main idea identification and clarifying strategies.

As for the participants constituting the control group, they received no instruction training at all. This was probably the reason why they were not handed the same journals but were asked to reflect only upon their journal entry which centred on their self rated reading proficiency and definitions of reading strategies that were discussed previously.

All in all, and having reflected on the 6 strategy journal (except for background knowledge strategy which was not reflected on via journal) for the strategy instruction group, it was conspicuously understood that the participants' attitudes toward reading strategies were very negative at first particularly for predicting/inferring, but as they felt more comfortable when using them, they became able to think aloud during the sessions about what a strategy is, and how it should be used and when it can be efficiently transferrable to other similar situations. Thus, they embraced the reading strategies very actively as this was reflected through their journal writings. By the seventh week, the second test (post-test) was administered to both groups whose ultimate aim consisted in checking

whether there were any significant differences in pre and post-test reading comprehension results between strategy instruction group and control group as well (that was already discussed in the preceding section).

4.2.7 Results for Research Question Five: Students' Attitude Questionnaire

Having completed the strategy training sessions, and reflecting on each strategy taught throughout the training phase by means of journals, the concluding step undertaken in this exploratory research work was an attitude questionnaire which was adopted from Master dissertation about the effect of Strategy instruction on reading comprehension submitted by Huang Tzu (2010) then was adapted to the present context. Accordingly, it was handed to the participants of the experimental group, and whose ultimate aim consists in examining:

a- Students' reading beliefs, habits, strategies and changes in their attitude toward reading after the reading strategy instruction.

b- Students' attitude toward strategy training instruction.

Therefore, this questionnaire was divided into two sections: the first one was based on their attitude toward the strategy- based instruction, and the second one revolved around changes in students' habits after reading strategy instruction. The former consisted of a set of 13 items with a five point Likert Scale ranging from "strongly agree" (1 point) to "strongly disagree" (15 points). While the latter comprised a set of six items requiring from the participants to tick on the most appropriate response (Yes or No) (see appendix I) Thus, 15 copies were given to the participants during the last session.

As for the responses obtained from the participants regarding the first section that considers their attitude toward strategy instruction, it was found that 100% of respondents agreed or strongly agreed with the statements that they were extremely satisfied with the instruction.

Interestingly, in item 2, the total number of respondents was found to strongly acknowledge the importance of this course, and henceforth become more confident in reading after strategy instruction (reflected through item 3& 4). In the 5th item, which sought to know whether they will use strategies when coming across difficulties while reading in English, it was found that 96% of the respondents claimed to make use of them. In item six, 73% of the respondents agreed or strongly agreed with the fact that once they succeed to find fruitfully the main idea of the passage, it will certainly enhance their reading comprehension. In item seven, 60% of the respondents agreed or strongly agreed with the idea that recognizing topic sentence, supporting details, and a concluding sentence of each paragraph enhances their reading comprehension. However, for the rest they did not believe in the importance of these essential parts. As for item 8, which considers the vital role of recognizing the key words, responses have revealed that 96% of the respondents acknowledge the importance of this part while the rest (4%), did not exhibit the same attitude and were then found to strongly disagree with the importance of this point.

Throughout the 9th item, it centres on the usefulness of utilizing some words (such as firstly, in addition, for example, however…) to find transitions in the text and how they help students in enhancing reading. Thus, 60% strongly agreed on the primordial role they have in developing reading comprehension, however, the remaining did not seem to have the same attitude as was reflected through their retrospective data. As for item 10, only 66% of the respondents appeared to recognize the importance of guessing the meaning of new words from part of it in enhancing their reading comprehension.   In item 11, which revolves around the essential role of identifying writing patterns, chronological order, cause and effect used in the text in improving reading comprehension, the answers obtained revealed that 26% of the respondents did not acknowledge the importance of the present item. Conversely, 74% seemed to strongly agree on this statement. As for item 12, it tackles the importance of recognizing synonyms in helping readers to accurately

respond to comprehension questions. Surprisingly, all the participants claimed to have agreed on its importance. This is probably due to the fact that the ambiguous words and unclear meaning of a word, sentence…seem to be the most influential barrier that threatens their comprehension as it was already reflected on through their verbalized data (semi structured interview).

The concluding item of the first part was meant to obtain their point of view regarding the use of contextual guessing from the context which is strongly believed to be an essential strategy of reading that should be highlighted in order to overcome students' dependence on the dictionary. The obtained data demonstrated somehow a big percentage of the participants who claimed to strongly recognize the usefulness of this strategy (66%). In contrast, 26.6% disagreed with these statements, and only 6,66% seem to be neutral (1 respondent).

Thus, for better clarification, the following table will show the aforementioned results.

Items	Agreement/ Disagreement				
	SA	A	F	D	SD
1. Are you satisfied with this instruction?	13	2			
2. Do you think that this course is helpful to you?	14	1			
3. Have you become more interested in reading English after reading strategy instruction	13	1	1		
4. Have you become more confident in reading English after reading strategy instruction?	12	2		1	
5. After reading strategy instruction, next time when you encounter difficulties while reading English, will you use the reading strategies that the teacher taught to solve problems?	7	7	1		
6. Do think that finding the main idea enhances your reading comprehension?	8	3	4		
7. Do you think that recognizing topic sentence, supporting sentences, and concluding sentence in a paragraph enhances your reading comprehension?	5	4	3	3	
8. Do you think that finding keywords in a text enhances your reading comprehension?	10	4			1
9. Do you think that finding the transitions in a text enhances	1	8	1		5

your reading comprehension?					
10. Do you think that guessing the meaning of a new word from part of it enhances your reading comprehension?	2	8	4		1
11. Do you think that identifying the writing patterns used in a text enhances your reading comprehension?	3	12			
12. Do you think that recognizing the synonym helps you answer reading comprehension questions?	1	9	1		4
13. Do you think that guessing the meaning of a new word from context enhances your reading comprehension?	03	12			

Table 4.29. Students' Attitudes Toward the reading Strategy

As for item 14, the respondents were asked what they had learned after reading strategy instruction. The findings are summarized as follows:

a- Self- monitoring: "I have learned that we should read and reread to increase my understanding."

b- Planning: '*one needs to make a plan before reading."*

c- Selective attention: '*how to keep concentrating on the task till the end:* "*reading strategy instruction helps the reader in understanding the context and be aware of all the ideas in the text so that we will know where to skim and scan.'*

'*How to employ contextual guessing without relying too much on the dictionaries."*

d- To be able to use different strategies in the most convenient way*: 'The best way to read effectively is to be systematic and know how to use each strategy in its context."*

Similarly, as mentioned in the students' lines:

✓ "*I will be able to organize the strategies in terms of pre, while and post reading phases."*

✓ *"I become more aware of the importance of integrating my background knowledge to access comprehension."*

However, the remaining respondents seemed to misunderstand the question, as it was evidently understood from their responses, which are listed as follows:

✓ *"Reading strategy instruction can enhance one's own understanding of any text."*
✓ *"I have learned that learning strategy instruction enhances and helps in reading comprehension."*

Yet, only one respondent was found not to have responded to this open ended question about what they learned from the training sessions scheduled by the researcher herself.

In relation to the subsequent part of this questionnaire, entitled "Reading Habit Changes after Reading Strategy instruction", the participants were supposed to respond to six items about changes in their habit after receiving training sessions using the Guttman Scale (see table 4.30).

Regarding the participants' responses to the first question of the second part (item 15), the results showed that 80% disagreed with the statement that that they usually read every word of the passage. This may probably imply that they are aware of the fact that proficient reader does not necessarily give equal importance to every word that constitutes the given passage.

In item 16, 60% of the respondents disagreed with the statement that they usually use the dictionary when failing to capture the meaning of unfamiliar words, while the rest (40%) strongly believed in the importance of using support strategies, namely dictionaries as reflected through their answers.

In item 17, the results were indeed unexpected since all the respondents (100%) seemed to agree with the statement that learning grammar is not the only way that helps readers improve their reading.

In item 18, which revolves around the usefulness and the vital role of learning vocabulary in improving learners' reading proficiency, the findings demonstrated that all the respondents agreed on this statement, while in the subsequent question (item 19), 100% of the respondents strongly disagreed with the importance of knowing every word so as to be able to access comprehension while reading. In item 20, they were asked if they are accustomed to translate English into their native language. Here, only 6% (one respondent) disagreed with this statement, while the rest (more than 90%) seemed to have acknowledged the importance of using translation strategy from one language to another while reading in English.

All in all, having explored the students' reading habits after the strategy training instruction, one may recapitulate all that was mentioned by considering the following table:

Items	Yes		No	
	RF	AF	RF	AF
15- Do you usually read every word of a passage?	03	20%	12	80%
16- Do you usually use a dictionary when you do not know the meaning of a word?	06	40%	09	60%
17- Do you think that the best way to improve your reading is by learning as much grammar as possible?	00	00%	15	100%
18- Do you think that the best way to improve your reading is by learning as much vocabulary as possible?	15	100%	00	00%
19- Do you need to know every word in order to understand what you are reading in English?	00	00%	15	100%
20- Do you usually translate English into your native language in your mind while reading in English?	14	93,34%	1	6,66%

Table 4.30. Students' Reading Habit after the Training Instruction.

Besides these questions that were tightly based on their reading habits and attitudes toward reading strategy instruction, the participants were given two other

close ended questions that were devised to know which strategies they will make use of in case they encounter an unfamiliar word while reading in English.

Thus, the questions were supplied with some possibilities and the informants were allowed to choose more than one possibility. The responses clearly revealed that 80% of the participants suggested using contextual guessing strategy (cognitive), while 53% claimed to make use of the dictionary (support strategy) and only 26% would guess the meaning of new word from part of it (cognitive strategy). However, only 6% of the respondents reported using social strategies notably asking peers and teachers as well.

In item 22, the question was meant to uncover which strategy to use in case the students encounter a set of unfamiliar words that are not really important in the passage. Once again the participants were permitted to choose more than one strategy. The results yielded that more than 53% of the total number would guess the meaning from context and 66% claimed to skip the word and continue reading.

Yet, none of them mentioned using social strategies namely asking teachers, peers when coming across unfamiliar words. In a nutshell, the results of these concluding questions are displayed below:

Items	Item 21		Item 22	
	RF	**AF**	**RF**	**AF**
- Guessing the meaning of a new word from context.	12	80%	08	53%
- Guessing the meaning of a new word from parts of it.	04	26%	/	/
- Looking up in the dictionary.	08	53%	/	/
- Skipping the word and continue reading.	/	/	10	66%
- Asking peers or teachers.	01	06%	/	00%

Table 4.31. Comparisons of Students' Responses to Items 21 & 22

In gross, having analysed the concluding research instruments, and in relation to the results obtained from the students' post-test, it is worth noting that after

strategy training instruction, students have somehow a positive attitude toward reading and reading strategy, and henceforth become more aware of the difference between good reading habits.

4.3 Data Elucidation and Summary of the findings

So far, why and how this study was planned to help English learners along with the methodology and the results obtained from each research instruments were discussed. As a reminder, the crux of this research is the corroboration of the usefulness of strategic based instructional intervention on strategy awareness and reading proficiency of the EFL learners.

In this part the researcher discusses the results of the research questions as presented in this chapter, and presents also how the participants perceive the reading strategy training in the study instruction group and control group is the intervention itself. Based on the results the researcher will prove, confirm or reject the hypotheses that were set prior to the experiment.

4.3.1 Discussion Regarding Teachers' Attitudes Toward Reading Strategy and Their Actual Practices

Through the process of answering the first research question (about teachers' attitudes towards teaching strategies), the researcher encountered some important findings. Simply put, the respondents' answers to the first part of the questionnaire, notably **questions 10** and **11** that represent the core of the current research clearly revealed that they are accustomed to teaching in an explicit/ direct way the following strategies:

- Inferring and drawing conclusions, (20%).
- Activating background knowledge, (100%).

- Setting purpose before reading, (40%).

- Determining importance, (20%).

- Skimming and scanning, (50%).

- Rereading, (80%).

- Guessing, (70%).

- Discussing one's reading with other students, (10%).

- Visualizing, (10%).

However, having compared the responses obtained from the aforementioned questions (10 & 11) with the second part of the questionnaire, the results revealed a discrepancy between these two variables i.e. between what these teachers claimed to do/ teach in their actual teaching practices with what they reported in the questionnaire. To better explain this claim it might be essential to consider the following bar-graph.
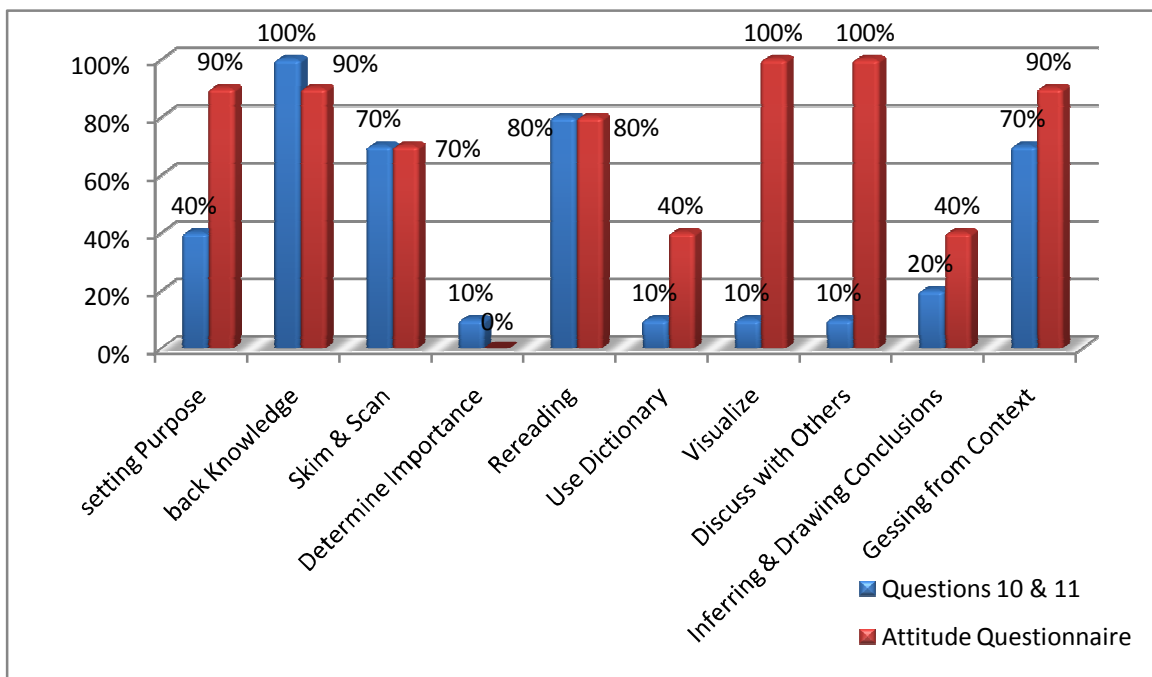
Bar-Graph 4.3. Comparative Results for Questionnaire's Part One and Part Two

On the surface, salient mismatch between the teachers' attitude questionnaire and the preceding questions that belong to the first part regarding knowledge of

reading strategies and their attitudes as well towards the explicit- based teaching, mainly:

- Setting purpose for reading.
- Using dictionary as support strategy.
- Discussing one's reading with others to check understanding.

As for the remaining strategies, no difference has been found between what teachers believe about the importance of teaching strategies with their actual teaching practices.

Besides, when the researcher re-examined the most preferred strategies according to their types (cognitive/ metacognitive), she found that metacognitive strategies are less frequently taught to their students compared to the cognitive ones namely:

- ➢ Providing one's feedback of what he has read.
- ➢ Comparing and contrasting information from one or more texts.
- ➢ Engaging with the text.
- ➢ Regulating mood to stimulate the reading process.
- ➢ Completing graphic organizer.

Apparently, the most preferred teaching strategies are of cognitive types and this encourages the researcher to wonder why only cognitive strategies and not the metacognitive ones.

In a nutshell, the obtained results indicate that EFL teachers of Reading/ Discourse Comprehension perceive cognitive strategies to be of great importance in reading classes notably using prior knowledge about the topic, skimming and scanning, using tables and figures, guessing meaning from the context and using dictionary when necessary. Whereas the metacognitive strategies have been found

to have less importance according to their points of views, as it was empirically revealed through the responses obtained from this questionnaire.

On the whole, in the line of these findings the teachers are, thus, urged to integrate metacognitive strategies in the curriculum in order to help them develop their comprehension skills and henceforth increase their strategic competence.

4.3.2 Discussion Regarding Participants' Knowledge and Frequency Use of Reading Strategies

In a nutshell, the overall profile deriving from the present survey (strategy questionnaire) suggests that the participants constituting the population sampling of the present exploratory- based research have some knowledge about some reading strategies use , and are aware of their usefulness and applicability and that they often use them in reading. In contrast, they believe that some other strategies are not so important and henceforth worthless using whenever a reading assignment is provided to them, as explained below:

Category	Strategy Types and Use	A.F (out of 30)	R.F %
Global Metacognitive startegies	**Most used (always/ almost always)**		
	✓ Checking/ confirming predictions.	21	70 %
	✓ Setting goals.	13	43,33 %
	✓ Using background knowledge.	07	23,33 %
	✓ Checking how text fits one's purposes.	07	23,33 %
	✓ Deciding what to read closely and what to ignore.	07	23,33 %
	✓ Checking understanding when coming across conflicting ideas.	07	23,33 %
	✓ Using text features (tables)	07	23,33 %
	Least used (never/ almost never)		
	✗ Using context clues.	04	13,33 %
	✗ Using typographical features.	03	10 %
Problem Solving/ Cognitive	**Most used (always/ almost always)**		
	✓ Rereading to increase understanding.	12	63,33 %
	✓ Guessing meanings of difficult words.	20	66,66 %

strategies	**Least used (never/ almost never)**		
	✘ Making summaries.	07	23,33 %
	✘ Predicting from pictures, titles… etc	07	23,33 %
	✘ Inferring.	10	33,33 %
	✘ Identifying main ideas (skimming & scanning)	02	06,66 %
Support strategies	**Most used (always/ almost always)**		
	✓ Underlying and circling information.	11	36,66 %
	✓ Taking notes	08	26,66 %
	Least used (never/ almost never)		
	✘ / / / / / /	/	/

Table 4.32. The Most/ Least Preferred Strategies use in SORS Questionnaire

Apparently and referring to the above table, two metacognitive strategies, namely confirming guesses/ predictions and setting goals were the highest ranked types of reading strategies being reported to be used more often than the remaining strategies.

Similarly for the cognitive reading strategies notably rereading and contextual guessing were the most commonly used strategies reported by the participants, while predicting, summarizing and identifying the main ideas (skimming and scanning) were the less preferred strategies according to their self-reports.

Simply put, the less preferred strategies, which are believed to be amongst the most convenient reading techniques that help in the meaning making are reported to be less important and henceforth worthless using. Support strategies, too, were not very important as revealed through the obtained results , since only 11 out of 30 respondents claimed to use them whenever being in front of reading assignment. By and large, and in light of this, these students' preferences in reading are ranked as shown in the following graph:
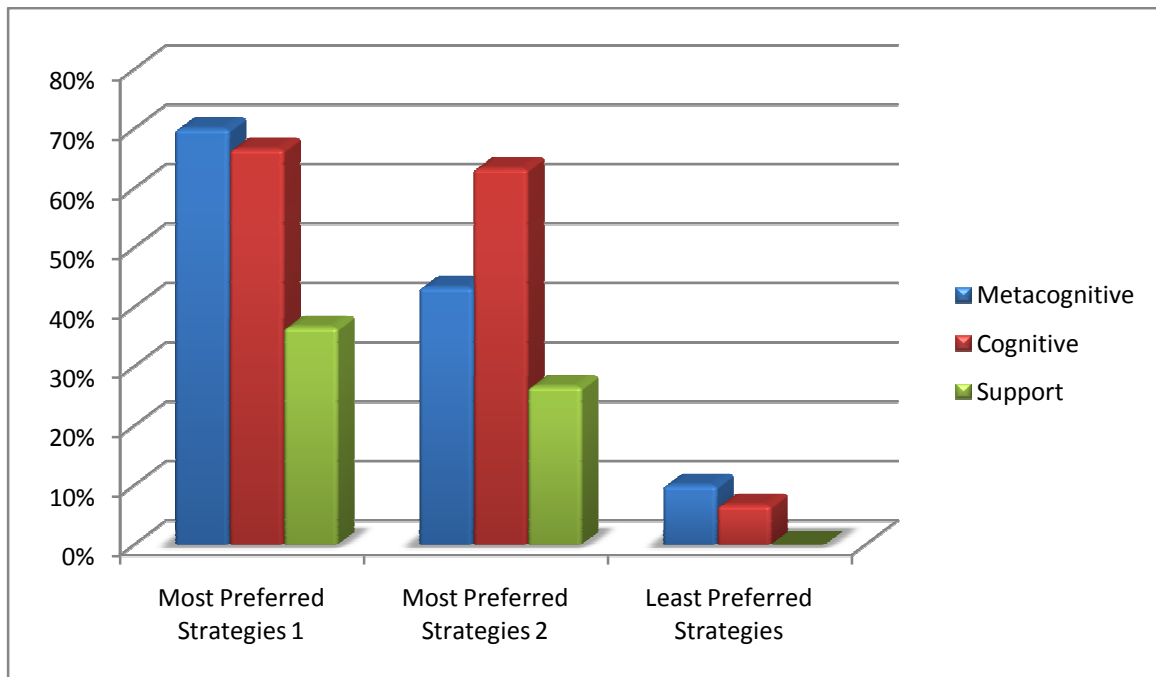
Bar- Graph 4.4. Most and Least Preferred Strategies
(Metacognitive - Cognitive - Support Strategies)

In very down to earth terms, the present questionnaire that has been targeted painstakingly at unearthing the overall profile of the participants, has clearly revealed that the participants of this study appear to have some knowledge about reading strategies use, and this was reflected through their self- reports by means of Likert Scale.

Yet, as mentioned in the second chapter regarding merit and demerit of research tools in applied linguistic research since questionnaire is widely believed to retrieve some invalid retrospective data from particular respondents (i.e. who may show only what is socially desirable), it was deemed essential and necessary to triangulate the questionnaire data with semi- structured interview and pre-test. The purpose is to obtain more detailed information on the results of the questionnaire, and more importantly to check the extent to which the reported strategies are reflected introspectively through their verbalized data and their actual reading performance, respectively.

4.3.3 Mismatch between SORS (Survey) and Reading Comprehension Responses (Pre-test)

Before starting the intervention programme, the participants who were assigned to both experimental and control groups were supposed to self-report on strategy use through a reading strategy questionnaire which comprised 24 items that centre on the seven strategies chosen for this experiment.

However, since the participants' self –report suggested that they seem to be familiar with the selected strategies, it was felt that triangulation was needed so as to check the validity and the reliability of the participants' responses regarding their awareness of reading strategies use. Accordingly, a pre-test was administered to both groups.

Yet, after analyzing the results yielded by means of reading comprehension test, it was found that the participants' performance in the test was not conversant with reading comprehension strategies, otherwise, they would have done it well. This implies that there is a mismatch between questionnaire and comprehension responses which is probably due to 2 reasons: firstly, the tendency of some participants to give to the researcher a "good impression" rather than responding in an objective way. Secondly, the tendency to overestimate one's abilities, which may probably signify a lack of skill to judge correctly. Pegged to this viewpoint, this discrepancy has been arisen as a result of low reading level and lack of the participants' awareness of reading strategies use.

As a matter of fact, some strategies were found to be accurately orchestrated by the participants in the pre-test compared to the questionnaire results mainly, while the remaining strategies were reported to be used in the strategy questionnaire but which did not tally at all with the participants' real performance. The interpretation is thus provided in the following figure:
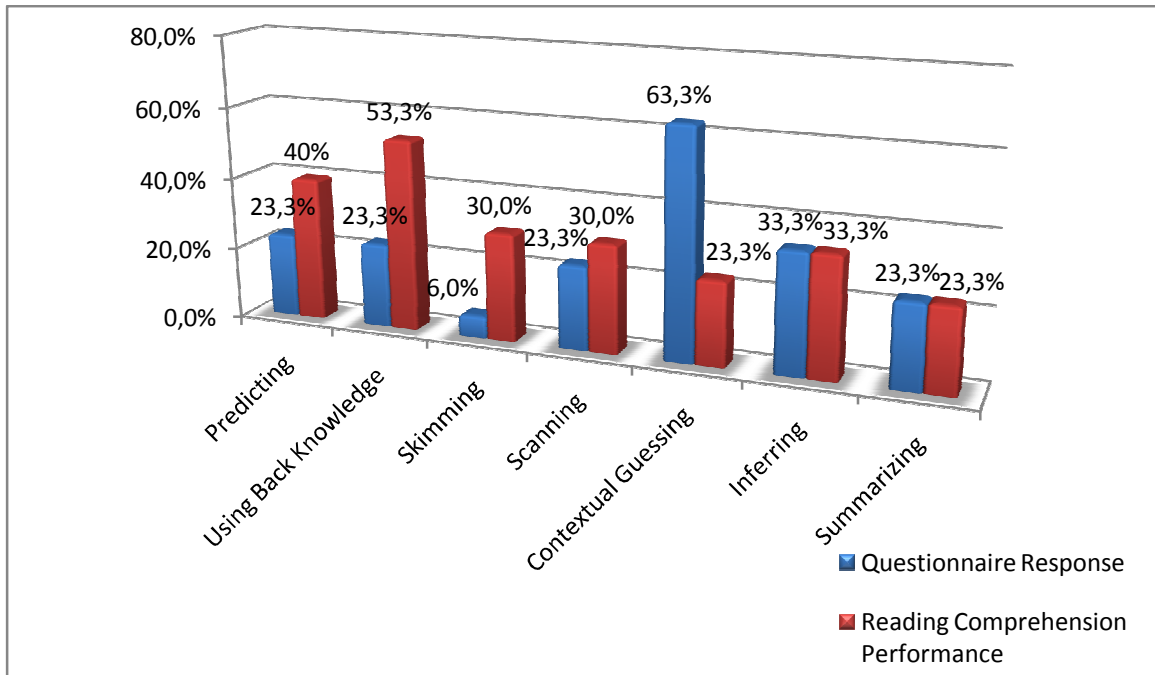
Bar- Graph 4.5. Comparative Results for Questionnaire and pre-test Scores

On the surface, it appears that the participants' performance in the pre-test did not seem to tally with their self report on strategy use in the questionnaire more particularly in predicting, using background knowledge and summarizing strategies. This implies that the participants lacked some declarative knowledge about reading strategies but had some procedural knowledge about how to use them. In contrast, a mismatch was visibly noticed in terms of the participants' claims about their knowledge and use of reading strategies with their comprehension performance as far as contextual guessing and inferring strategies are concerned.

Accordingly, the questionnaire results were inconsistent with the comprehension performance which leads us to declare that the questionnaire gave us a false impression about the participants' abilities with regards to strategy use, and henceforth, in the light of these results, the third research hypothesis seemed to be confirmed.

4.3.4 Discussion Regarding Reading Strategy Use Prior to the Intervention and Post Intervention Phase

As described previously, the need to capture the participants' profile prior to the intervention sessions obliged the researcher to submit a reading strategy questionnaire to both groups which sought to explore which strategies the participants already possess and whether the reported strategies in the survey correlate with their actual oral performance.

4.3.5 The Usefulness of Strategy Questionnaire

Having noticed a mismatch between the participants' self- report on strategy use with their actual oral, written performance by means of interview and pre-test respectively, one may wonder whether a strategy questionnaire should be employed in research methodology to capture the required information.

On the whole, the questionnaire responses clearly corroborated that the participants are aware of some strategies and that they seemed to realize their significance in reading. However, in terms of validity and reliability, relying exclusively on questionnaire is not suitable and less reliable when used solely with particular sample. This is the reason why the researchers made use of other research instruments to cross-check the results and validate them.

4.3.6 Students' Strategy Use before and after Training Instruction: Most Preferred vs. Less Preferred Strategies

As indicated earlier, the comprehension post-test in addition to the participants' reflective journals were meant to help the researcher corroborate/ reject the fourth hypothesis about the usefulness of strategic based instruction

intervention. To this end, a comparative and descriptive analysis have been given to attain this aim.

Below is a figure that gives a graphic representation of the participants' pre and post performance in the comprehension test.
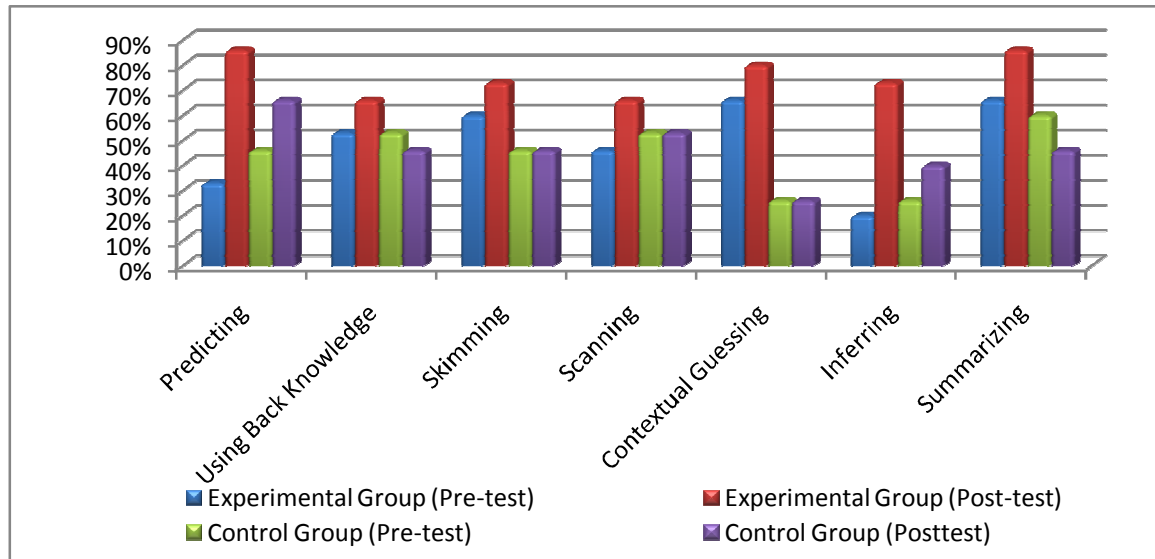
Bar-Graph 4.6. Intervention and Control Group Pre and Posttest Scores in Comprehension

Having noticed the results obtained from pre and post-test as regards the participants' performance in each strategy, one could declare that, in spite of the relatively short duration of the intervention programme (nine weeks), the short strategy intervention exhibited a significant effect on the participants' strategy use and reading performance. This claim seemed to be corroborated once analyzing the participants' responses in both groups, which strongly reflects the usefulness of strategy training, as noticeably perceived through the above bar-graph. Therefore, the fourth research question seems to be convergent with the obtained findings.

4.3.7 The Participants' Response to the Intervention Programme

Recall that the researcher has initially informed the participants about the purpose of her study early before administering the instruments used throughout the

data collection method as " a basic ethical principle so as to ensure respect, promote healthy relationships between the researcher (being the trainer) and the participants (trainees) and more importantly protect their rights and welfare" (Leary, 2001).

Therefore after administering the research tools prior to the intervention, the participants were asked to attend the intervention sessions which were basically meant to teach the seven chosen reading strategies discussed above. Accordingly, they seemed at first to be confused in spite of the fact that they knew about the rationale behind these sessions. This negative reaction was perceived since the administration of the pretest because they had to mention their bio-data as a way to help the researcher check the proficiency level of the participants before and after the reading comprehension tests, and be able to determine the different proficiency levels of both groups.

Yet, after being told that they could decline or agree to participate in the study, their reactions started to change significantly. In this respect, and after introducing the intervention programme, the participants seemed to gradually appreciate the intervention sessions because their attendance was indeed regular and impressive. At the beginning, only ten participants attended the first sessions at the scheduled times and their eagerness to learn each strategy and the way to apply it in the most convenient situation was reflected as well. But, gradually all the participants willingly attended the remaining sessions till the administration of the post-test.

In retrospect, the participants' enthusiasm toward reading strategies and strategy instruction has been reflected on through their personal journals and attitude questionnaire as well. Regarding the reason behind such positive attitude, it was thanks to the supportive environment for learning which tends to be an essential motivational factor. Differently stated, the intervention sessions, took place in more or less informal setting; that is the researcher was not really authoritative, otherwise it would not be possible to carry out her research. As a

result, the participants started thinking aloud during each session, questioning, reflecting on and giving their feedback about each strategy taught. This reaction was a real impetus that helped the researcher discovers the ambiguities encountered by the participants of the intervention group regarding declarative procedural and even conditional knowledge about the strategies taught during the training phase.

In gross, the supportive learning setting that was purposefully maintained throughout the nine weeks of the intervention, stimulated their interest and increased their self confidence and self efficacy as well. They consequently became more intrinsically motivated to learn how to use and how to transfer each strategy in miscellaneous situations.

4.3.8 Discussion Regarding the Participants' Journal and Attitude Questionnaire

Having tackled the strategy training sessions, the researcher could confirm empirically her stated hypothesis about the usefulness of the explicit teaching via reflecting on the participants' personal journals and questionnaire as well.

Thus, quantitatively and qualitatively speaking, the participants' initial strategy use in the survey and the pre-test clearly proved their poor and insufficient knowledge before introducing the intervention sessions. To prove this claim, one should consider the definitions given by the participants regarding reading strategies which reflected their partial understanding and rough guesses of what a reading strategy might be (data obtained from their personal journal entry). Besides, comparing their responses with those who were assigned to the control group, it was evidently understood that both groups were identified as being very similar to each other since their performances in the pre-test revealed no sharp difference. However, after teaching the seven reading strategies in a carefully sequenced

programme, the similarity that existed at the outset started to disappear, as only the intervention/ experimental group benefited from these sessions.

At the beginning, and being in a supportive classroom setting, the participants felt free to say whatever they liked, and henceforth, they reported having no idea about what strategies are especially the differences between predicting and inferring strategies. Yet, after nine weeks of instruction, things started to change significantly and positively, and their verbalized data proved to support this claim. Accordingly, they were able to bring back their knowledge about reading strategies, and even showed wash- back effects of strategies learned while reading.

Consequently, their responses about strategies journals reflected the usefulness of strategic intervention programme, which was further corroborated via the responses obtained from their attitude questionnaire, and reading habits questionnaire too.

4.4   Conclusion

This analytical chapter was intended to present the results of the current study which was covered by a set of five research questions that focused mainly on uncovering and unearthing the possible effects of strategic- based instructional intervention on 3rd Year EFL learners' reading proficiency and strategy use. Initially, the researcher presented the results obtained by means of a mixed- methodology design, mainly, qualitative and quantitative analysis, and then offered interpretations for the various findings which are summarized as follows:

Purposes	Research Question	Results
To explore the attitude of EFL teachers toward the explicit reading strategy instruction and compare their attitudes with their actual practices.	Research question N° 1	As a result, EFL teachers are found to have more positive attitudes toward teaching cognitive reading strategies

		compared to the metacognitive ones, which were found to have less importance and henceforth not integrated to their students in the reading comprehension curriculum.
To check whether university EFL learners possess some reading strategies before the intervention phase.	**Research question N° 2**	The overall profile of the participants of both groups suggests that they have some knowledge about reading strategies use, and are somehow aware of their usefulness and applicability (Questionnaire results). However, once we compared their self report and interview data, a discrepancy has been found between these two variables, and not all strategies that were reported being frequently/ seldom used tallied with their actual oral performance (interview), more specifically metacognitive strategies of rereading, inferring, guessing. As for support strategies, a mismatch was demonstrated as far as circling information and note-taking strategies.
To check whether the strategies that were reported being used in the questionnaire and results are being used in their actual reading performance (pre-test)	**Research question N° 3**	In this context, the participants were randomly assigned to the intervention and the control groups so as to check the reliability of the next research hypothesis. In this line of thought, the participants were found to have some procedural knowledge of some reading strategies, and henceforth

		were capable of using them in their actual performance (Pre-test), notably: skimming, scanning, predicting, and using background knowledge while for inferring and contextual guessing the results yielded exhibited a mismatch.
To uncover the possible effects of strategic based instructional intervention on the participants' reading comprehension proficiency and strategy use.	**Research question N° 4**	The results confirming the validity of the fourth research hypothesis have been elicited from the participants of both groups by means of: 1- Post-training Test (assessment test) 2- The students' Reflective Journals. The results obtained from the 2nd test corroborated the validity of the 4th hypothesis in the sense that the intervention group were found to have outperformed the control group in all strategies. And, a significant difference has been found in their performance of some strategies particularly: predicting, scanning inferring, and mainly contextual guessing, whereas for the control group, notwithstanding their slight progress, their actual performance was quite low. The results obtained from their reflective journals indicated that they learned a lot from the intervention sessions, and thus they were willing to develop their

		knowledge of reading strategies. Besides, their attitudes toward strategy instruction started to change positively and significantly, as it was corroborated through their reflections elicited in each strategy separately.
To examine the influence of reading strategy instruction on the learners' attitude and reading habits.	**Research question N° 5**	As a result of strategy instructional programme, the participants become more enthusiastic about it as reflected by their regular attendance and eagerness to learn. And, their attitude changed positively i.e. they become more interested in reading and more confident as well. Besides, their responses obtained from the second part of the questionnaire exhibited a positive change in their reading habits (compared to those habits reflected through their verbal protocol during each session).

4   IMPLICATIONS FOR EFL INSTRUCTION

5.1   Introduction

Recall that throughout the preceding analytical-based chapter, the researcher has empirically analysed the results obtained from the research tools used along three phases of data collection, i.e. pre- training, while and post- training phases; and has therefore offered interpretations for the research findings. As a reminder, the main crux that has lead to conduct the present research was to explore the EFL university teachers' attitudes toward the explicit-based teaching instruction of reading strategies on one hand, and more importantly examine whether the incorporation of this teaching approach helps in promoting reading strategy use, and raises their metacognitive awareness of reading processes. Accordingly, several factors have been exhibited throughout the data collection and mainly after the post training phase.

Thus, pegged to the main findings and on the basis of the results, some suggested implications and useful proposals are deemed to be essential alternatives that should be taken into consideration by both sides, i.e. the teachers in charge of the Reading Comprehension module and the learners as well, to hopefully tackle the issue and alleviate the problem and which are intended to be thoroughly discussed, and sequentially presented in considerable details in the next section.

5.2   Effective Processes for developing Reading Comprehension

It would be indeed wiser to note that in the field of SL /FL reading research, numerous factors have been found to contribute to developing the ability to decode and comprehend a given text. They include promoting students' motivation, as a starting point and a key departure towards a valuable training, which should not be casted aside due to its impact that has empirically be revealed in ample research studies. In addition to this factor of motivation, providing a suitable and supportive classroom context appears to have some importance as it helps undoubtedly in

engendering successful outcomes among EFL students and some other fruitful implications which will be tackled throughout this concluding chapter.

5.2.1 Promoting Student's Motivation: A Key to Literacy Learning

Noteworthy in the field of L2/FL reading research, a plethora of oriented studies has highlighted a substantial number of influential factors that contribute to the success / failure in teaching and learning of reading skill. It has been found that motivational tendencies tend o be one among the highly important variables that help in developing learners' overall comprehension skills and strategies and better their performance in the area of reading. For example, Author et al. reviewed work showing that motivational variables such as self-efficacy and intrinsic motivation predict students' achievement in different learning contexts including reading ability. In this line of thought, Wigfield asserted the importance of a "domain specific approach" (1997: 60) arguing that in order to explore the multidimensionality of reading motivation, one should consider the difference it has with general motivation. In this regard, Guthree and Wigfield conceptualized the construct of motivation as:

a- *Competence and efficacy beliefs*: This concerns reading efficacy, reading challenge and reading work avoidance.
b- *Achievement value and goals*: concerns reading curiosity, reading involvement, importance of reading, competition in reading.
c- *Social aspects of reading*: it is related to the social reasons for reading and reading compliance (Park, 2015: 57).

As previously stated, countless number of oriented studies has helped in exploring the direct relationship between motivation and actual reading behaviours in both L1 and SL/FL contexts.

In this line of thought, **Wigfield** and **Guthrie** claim that '**it is unlikely that readers who are not intrinsically motivated will use metacognitive strategies such as prior knowledge and self monitoring and they are unlikely to read'** (1997:426).

Similarly,, Takase (2007) and Dhanapala (2006) have evidently proved how extrinsic motivation leads to success in reading comprehension in general and strategy awareness raising in particular in the L2 teaching / Learning contexts.

Nonetheless, compared to L1 context, while research seems to indicate close connections between intrinsically-oriented motivation constructs and reading outcomes, L2 research has not yielded enough evidence to support or reject the assertion (Komiyama, 2013: 153).

Narrowly speaking, in the context of strategy use, along with the burgeoning of interest in motivation, some researchers were interested in scrutinizing the relationship between motivation and cognition whereby to find links between cognitive strategy use and motivation in language learning. In L1 context, it was found that a positive correlation exists between motivation and strategy use (eg: Guthrie et al, 2000; Law & Chan, 2003).

Similar work has been done by MacIntyre and Noels (1996) who explored how specific motivational factors are correlated with L2 learners' learning strategies (Park, 2015). The results clearly revealed four main factors: *integrativenes,, .attitudes towards language situation, language anxiety and motivation* that have some relation with three types of strategies known as cognitive, metacognitive and social strategies. The obtained results of this study seemed to be in line with oxford and Nyikos (1989), which revealed that the degree of motivation affects the learners' choice of reading strategies that is the students

who are eager to read tend to be more strategic than those who expressed a lower degree of motivation (ibid).

In relation to the second/ foreign language teaching contexts, there is of a paucity of L2 reading research on motivation. Put simply, discovering the correlation between both types of motivation (intrinsic and extrinsic) and reading strategy use have remained under researched. Despite this paucity, the remaining studies in this field of research clearly proved the fundamental role that motivation might play in developing reading skill. Pegged to this claim, one should consider the magnitude of motivational factor in developing learning proficiency in general and reading proficiency in particular, and henceforth, EFL teachers are recommended to provide their students with an array of suitable reading materials and activities that are hoped to promote their involvement and stimulate their intrinsic motivation as well.

5.2.2 A Supportive/ Healthy Classroom Context

Actually, in the field of reading research, be it first or second/ foreign language contexts, developing reading comprehension necessitates the availability of multiple crucial ingredients otherwise, comprehension instruction will never flourish. In this respect, and having searched for other factors that are hoped to promote reading comprehension, a tremendous wave of interest has been reflected on the role of sustaining a supportive and healthy classroom context as a fruitful component in enhancing learners' reading proficiency. For this common sense suggests creating convenient learning atmosphere must necessarily be an integral accompaniment whenever learning takes place, as it is clearly understood from the following lines:

> *To foster improvement in adolescent literacy, teachers should provide a supportive environment that views mistakes as growth opportunities, encourages self-determination, and provides informational feedback about the usefulness of*

> *reading strategies and how the strategies can be modified to fit various tasks. Teachers should also make literacy experiences more relevant to students' interests, everyday life, or important current events.*
>
> *(Kamil et al, 2008:26)*

This idea of creating convenient learning atmosphere would probably suggest that the success of strategy training depends heavily on the availability of this primordial factor that is, it can in no way be effective only if motivation is to be present among the majority of learners, which will later help them raise their awareness about reading process, and become more willing to acquire other fruitful strategies, and therefore be convinced of their values. Thus, '**motivation can be considered as a component of metacognition in so far as it plays a self-regulation role in learning'. (ibid)**

Likewise, Paris (1988) equally focalizes on the fundamental role that this affective aspect plays in learners' overall learning strategy instruction asserting that:

> *Informed training in the use of strategies is not sufficient but that of motivational training component needs to be added to learning instructional program.*
>
> *(Paris, 1988: 109)*

In spite of the fact the teacher does not necessarily choose his / her actual classroom, he can do a lot about his physical appearance and emotional atmosphere of his lesson. In other words, an effective comprehension instruction can support the development of motivated readers only if some factors are to be considered, i.e. rewarding improvement and emphasizing efforts. **(**Cambrell, 2001: 08).

In regards to the former, a consensus seems to be building among numerous educationists (Nolen 1988, Pressley 2000) that classroom competition tends to affect negatively on learners' contribution within classroom reading activities, and impede

their thinking skills and self-reliance, especially with those who are not generally the skilled and proficient in competitive reading assignments. So, in an attempt to foster the learners' intrinsic desire to read, the teacher can structure comprehension instruction around recognizing and rewarding improvement of learners' reading performance.

Yet, if reading centres on the goal of getting better, the learner is then likely to understand at deep level what he is reading, whereas if he attributes success to his ability, then his motivation may be undermined. Conversely, if the learner believes that ability explains achievement, he is likely to invest an effortful energy to solve a problem or complete a specific task of reading to make comprehension accessible to him.

In view of this, teachers are highly recommended to reward their learners' efforts, and tolerate at the same time their repeated mistakes whenever comprehension breaks down. This may later help them adopt a positive attitude towards their overall learning process, and will therefore be willing to read with enthusiasm and greater concentration over length of time.

All in all, to recap what has been claimed as regards the potential role of providing a supportive classroom context in developing reading comprehension, it may seem indeed essential to mention the following features of good reading instruction put forward by **Duke and Pearson (2002)** and which should be taken into account so as comprehension instruction will take hold and flourish. These features include:

- A great deal of time spent actually reading, that is reading instruction will not make students strong readers unless it is accompanied by lots of experience applying their knowledge during actual reading.

- Experience reading real texts for real reasons: in an attempt to become flexible and devoted comprehenders, students are supposed to read any given material with a clear and compelling purpose in mind.

- An environment rich in vocabulary and concept development through reading and discussion f words and their meanings.

- Substantial facility in the accurate and automatic decoding of words.

- An environment rich in high quality talk about text.

(Duke and Pearson, 2002:02-03)

Doing so will unquestionably encourage students to:

- Listen to others with empathy and understanding

- Engage in the questioning process that encourages reflective thinking

- Take risks

- Demonstrate persistence

- Share their personal thoughts and reflections

- Demonstrate metacognitive skills as they discuss and come to understand their own thinking processes

- Apply their knowledge to real-life situations and tasks

- Feel relaxed and have fun learning**.**

Guide to Effective Instruction in Reading (2003: 13)

5.2.3 Providing Appropriate Levels of Challenge and Text Selection

Truly, there is no such a thing as "**one-size fits-all**" when attempting to select a text for teaching reading comprehension, as learners needs, preferences and interest tend to be divergent. For this reason, EFL teachers are highly recommended to provide suitable reading texts that cater for their learners' needs and nurture and intrinsic motivation to read with enthusiasm and full concentration relying on particular introspective / retrospective data gathering techniques (questionnaires, interviews or

by the learners' reaction towards various activities or topics they are engaged with). Simply put,

> *To some degree, well chosen texts can in themselves build readers' knowledge base at the same time hands on activities, conversations and other experiences are also needed to develop concept knowledge required to understand a given passage*

(Duke and Pearson, 2002:208)

Yet, the chosen texts should be substantially more diverse because the individual students have individual interests so, it is unlikely that all members of a class will be interested in the same things. (Harmer 2000: 206). As such, the teacher is supposed to select numerous topics to meet the needs of the majority of his learners, their preferences and their existing level of proficiency. These texts are to be varied in terms of content, genre and readability level.

Along this line of thought, Shanahan *et al'*s (2010:30) idea seems to support this claim asserting that:

> *Early exposure to different types of texts builds the capacity to understand the large variety of reading materials that students will encounter as they move from grade to grade.*

In other terms, teachers of reading comprehension should not only expose their students to different quality texts, but also ensure that:
1- The selected passage is rich in depth of ideas and information.
2- The selected passage has a level of difficulty commensurate with the students' word-reading and comprehension skills.
3- The selected passage supports the purpose of the lesson. (ibid).

In relation to strategy training instruction, selecting of appropriate reading text in widely believed to be critical, that is, if the passage is inappropriate for whatever reason, the chances of success for that particular lesson are substantially lessened, as clearly indicated in the following lines:

> *Choosing well suited texts is another important role for the teacher in implementing this model. At least, some of the texts used different phases of comprehension instruction should be chosen to be particularly well suited to the application of the specific strategy being learned.*
>
> *(Duke & Pearson, 2002: 05)*

For further elaboration and explanation, choosing well suited texts varies according to the strategy being taught during strategy training instruction. For instance, it would seem more convenient to expose students to a reading passage whose content is not familiar when striving to teach prediction strategy, which implies that they would not be able to know what happens next, **"that has a sequence of events and that provides sufficient clues about upcoming events for the reader to make informed predictions about them."** **(ibid)**

Besides, the chosen texts for teaching reading should preferably be bit above their instructional level and which do not require from learners to make heavy demands in other respects such as contextual guessing, using background knowledge and inferring strategies otherwise, the task would be tedious and tiresome, and the learners would not read with concentration and full commitment.

In a nutshell, when attempting to choose texts for reading, it is indeed worth-taking into consideration some important criteria which have been introduced by Richard Day (1994) and concern *interest, exploitability, readability, topic, political appropriateness, and cultural suitability*. In other words, the success of comprehensive reading depends heavily on these essential ingredients and none of them can operate effectively and independently of the remaining ones.

5.2.3.1 Interest

Interest can be considered as the most significant criterion of the seven, in that the reading material should interest the students and should be at the same time relevant to their needs and expectation, otherwise **"in the absence of interesting texts, very little is possible." (William, 1986:42)**. Likewise, Carrell supports this claim stating that: **"First, reading teachers should use materials the students are interested in, including materials self-selected by the students." (1982: 29).**

This idea denotes that it is possible to develop one's reading skills on a text that bores readers yet, interesting and suitable text makes the learners' task more rewarding, mainly when it is self-selected reading passage. Thus, as part of the effort to select suitable materials, Nuttal (1982: 30) recommends that the teachers should try to see discover if the passage will:

1- Tell the students things they do not already know.
2- Introduce them to new relevant help them to ideas; make them think about things they have not thought about before.
3- Help them to understand the way other people feel or think.
4- Make them want to read for themselves. (to continue a story, find out more about a subject, and soon).

Therefore, before choosing any text for reading comprehension, teachers are supposed to consider a set of questions which can serve as guidelines when assessing the suitability of reading materials for particular learners. These questions are listed below:

1- Will this text interest my students?
2- Is there a meaningful purpose for reading this text?
3- Do my students have or can I provide them with appropriate background knowledge for understanding the content?

4- Is the level of abstractness appropriate?

5- Is the passage complete in itself or has the author assumed a lot of other information and inferencing skills?

6- What kind of extra-textual support is available?

7- Is the text clearly organized with a beginning or introduction and clear sequence signals?

8- Is there sufficient redundancy of ideas?

9- Will the number of difficult vocabulary items interfere with the task which has been set?

10- Does the author use a lot of structures which are vague or which are difficult to process, given the students' experience with English?

11- Are syntactic relationships within sentences and between sentences clear?

12- Have I set an appropriate task for the type of text, the level of difficulty and the needs of my students, and have I taught them the necessary skills to cope with the task?

(Hetherington, 1985 :50)

5.2.3.2 Exploitability

With respect to exploitability, it is arguably the most important factor after interest which Nuttal defines as **"the facilitation of learning and a key factor in selecting a reading passage." (1982: 30-31).** In the most simplified terms, it refers to how the text can be used to develop the students' competence as readers. Simply put, it concerns how text content can be developmentally and linguistically appropriate for improving the students' and overcoming the vast amount of their reading deficiencies, because at the end, the ultimate aim is to make learners deeply engaged in the meaning-making process of the selected text and therefore arrive successfully at a thorough understanding of it.

Therefore, the best way to know how the reading task exploitable is to check whether the students are able to develop various interpretive strategies among which we can mention the following:

- Strategies involving flexibility of techniques, variations in reading rate, skimming, scanning, study and so on.
- Strategies of utilizing information that is not part of the linear text: reference apparatus, graphic conventions, figures (diagrams, etc).
- Word attack skills: lacking unfamiliar lexical items by using morphology, inference from context, dictionary, etc.
- Text attack skills: interpreting the text as a whole using all the clues available for both top-down and bottom-up strategies including cohesion and rhetorical structure.

(Nuttal, 1996: 03)

5.2.3.3 Readability

Readability on the other hand ranks with interest and exploitability as one of the most fundamental considerations in selecting a reading passage. It refers to the "**combination of structural and lexical difficulty of a text as well as referring to the amount of new vocabulary and any grammatical forms present**." **(Berardo, 2000:62**)

In other words, the term readability is tightly linked to:
- Syntactic appropriateness.
- Logical/ Rhetorical ordering of ideas.
- Textual phenomena at the discourse level.
- Lexical appropriateness.
- Background knowledge of the reader.

(Carrell, 1987 in day, 1994, 03)

Actually, matching texts to readers is far from being an easy and straightforward task since it cannot take into account individual readers' needs, expectations and preferences. Simply put, **"terms like 'hard' or 'easy' are always relative… a book is easy or difficult only in terms of a particular reader or even group of readers" (Fountas & Pinnell, 2006: 02).**

For this reason, teachers are highly recommended to draw at first on their detailed understanding of their students' needs, expectations interest before selecting and using appropriate texts from them. In other terms, the text should be at the right level of difficulty. Yet, assessing the right level of students is indeed difficult. To do so, it is advisable to consider the following suggestions put forward by Gutema (2005) which are listed below:

1- Assessing the Students' Level

The teacher should have a good idea of vocabulary and structures the students are familiar with, because the ability to integrate one's vocabulary and background knowledge into the given task will indisputably help students engage with text successfully and access comprehension as well. Besides, the more number of unfamiliar lexical and structural features of language increases, the more difficult it is for readers to access comprehension and the global idea about the given passage. Therefore, one way to assess students' vocabulary and background knowledge is through the use of a series of graded cloze tests which can give us a clear idea of students' level in reading.

2- Structural Difficulty

It is another essential constituent involved in readability which is quite difficult to assess. Basically, it is concerned with grammatical forms such as tenses, structural words, etc (Enimar, 2005: 04), which do not have a strong impact on students' comprehension when reading a piece of writing; rather, it is more concerned with sentence length and complexity.

Therefore, one way to avoid the problem of the linguistic strengths and weaknesses is to ask students to read the given passage and underline syntactic constructions that are difficult. Like this, the teacher will be able to determine the type of syntactic constructions and henceforth better his knowledge about students' linguistic capabilities (Day, 1994).

3- Calculating the Readability Index

According to Nuttal, (1996:06), measuring readability is typically based on counts of average word length and sentence length too. In other words,

> *If you pick a typical sketch of 100 words of text, the more syllables there are in it, the more difficult it will be. This is because more syllables = longer words and longer words tend to be familiar … unclearly the fewer the sentences less in the 100 word sketch the more difficult, because fewer sentences = longer sentences and thus more complex ones.*

This probably may suggest that the most appropriate suggestion would be to use readability index as a supplementary material and file them accordingly so that to make it easy to find material at the right level. What's more, it would be also more interesting to consider the following framework as an easy-to- use tool proposed by the **Ministry of Education (2012: 03)** which will help teachers to quickly estimate the relative difficulty of texts of their students, and henceforth help them be more aware of their needs and weaknesses.

FRAMEWORK FOR ESTIMATING TEXT DIFFICULTY

Title and source: _____

Author: _____ Curriculum level and area: _____

Factors affecting text difficulty	Reading year level	Notes
Age appropriateness Consider: • age of the main character(s) • prior knowledge assumed by the text • maturity required to deal with the themes • familiarity of contexts, settings, and subject matter • likely interests and experiences of readers.		
Complexity of ideas Consider: • implied information or ideas (requiring readers to infer) • irony or ambiguity • abstract ideas • metaphors and other figurative or connotative language • technical information • support from illustrations, diagrams, graphs, and so on.		
Structure and coherence of the text Consider: • flashbacks or time shifts • narrative point of view • mixed text types • connections across the text • examples and explanations • competing information • length of paragraphs • unattributed dialogue • use of headings and subheadings.		
Syntactic structure of the text Consider: • sentence length • the balance of simple, compound, complex, or incomplete sentences • use of passive voice or nominalisation • repetition of words or phrases • changes in verb tense.		
Vocabulary difficulty Consider: • unfamiliar vocabulary • technical and academic terms, non-English words, and proper nouns • sentence-level and/or visual support • contextual clues • the use of a glossary or footnotes.		
Length of the text		

Estimated reading year level:	Notes:

Table. 5.1. Framework for Estimating Text Difficulty

5.2.3.4 Topic

The topic is another important factor to consider when attempting to select a reading passage, because a wide variety of texts cannot only maintain students' interest and motivation but make even the reading course more successful. It can also be stimulating to use miscellaneous texts within the same reading course. Yet, in some other instances, it is much better to consider the merit of what Krashen calls '*narrow reading*' (1981), that is using solely one type of texts to enable students to explore it thoroughly. As clearly noted by Dubin (1986: 143-45), teachers are supposed to use:

> *Reading in-depth approach to provide background knowledge. Certainly, having learners to read more on a subject would facilitate comprehension as they would become familiar with an author's (or authors') style, and the vocabulary, concepts and background information important to the topic.*
>
> *(Quoted in Day, 1994: 07)*

Yet, there is a contradictory consideration as regards the use of the same topic; simply because it was empirically proved that exposing students to the same vocabulary even in miscellaneous contexts tend to be tedious and uninteresting, and stimulation too may be lost over time.

5.2.3.5 Political Appropriateness

Another important factor underlying text selection is political appropriateness. As its name suggests, it is a crucial component that should be given prime consideration when trying to select a reading passage to EFL students, notably in contexts where political contents represent a critical issue. For that reason, EFL teachers should preferably deal with passages whose contents reflect their political beliefs.

5.2.3.6 Cultural Suitability

In providing exposure to a range of texts, another important dimension to consider is cultural suitability, because reading success cannot take place only if, students are to capable of comprehending all the cultural aspects presented across the given passages. Doing so, they will not only be able to reveal the universality of different thought and ideas but also to understand different cultures and ideologies.

In the most simplified terms, cultural suitability tends to be very important factor because every country has its distinct culture. However, it should be pointed out that some culturally- based reading texts might not really be interesting in some contexts. To prove this claim, Day rightly put it: **"articles for expatriate teachers which would not raise an eyebrow in their home countries could be culturally explosive when used in other countries." (1994: 8)**

In gross, from the above explanation, one can get to the point that the aforementioned factors play a central role in maintaining learners' interest, and nurture an intrinsic motivation to engage with the given passage and henceforth be able to make sense of the text they are engaged in. Similarly, texts that tightly match students' interest are **"likely to be more motivating, thus increasing the chance of a successful and satisfying reading experience." (Pedak & Rasinki, 2015: 01)**

As a closing point to the present section, it may seem absolutely valuable to consider the following guideline for choosing appropriately texts for EFL classroom study, which has been suggested by Nuttall (1996), whose ultimate aim consists in helping teachers to critically analyse the provided reading texts to their students in order to see whether they fulfill the aforementioned criteria. This checklist consists of a set of seven questions listed below:

1- Will the text do one or more of these things?

a- Tell the students things they don't already know.

b- Introduce them to new and relevant ideas; make them think about things they haven't thought of before.

c- Help them understand the way others feel or think (eg people with different backgrounds, problems or attitudes from their own).

d- Make them want to read for themselves (to continue a story, find out more about a subject, and so on).

2- Does the text challenge the students' intelligence without making unreasonable demands on their knowledge of the language? (It is not necessary to express trivial thoughts just because you are restricted to simple language.)

3- Is the language natural, or has it been distorted by the desire to include numerous examples of a particular teaching item (e.g. a tense)?

4- Does the language reflect written or spoken usage? (The spoken language presented to beginners is often limited to describing the obvious – e.g. a picture; this may carry over into course book texts).

5- If there are new lexical items, are they worth learning at this stage, and not too numerous? Can the meaning of some of them be worked out without the help of dictionary? Can some be replaced by simpler words?

6- Is the text over-explicit? (If it says too much, there is no room for inference, an important reading skill that learners need to practise.)

7- Does the text lend itself to intensive study? That is, can you ask good questions or devise other kinds of task?

(Nuttall, 1996: 10-11)

5.3   Framework for Developing Reading Vocabulary

The focus of reading instruction has evolved from text-driven processing (bottom-up) to reader-driven processing (top-down). Admittedly, it is imprudent and empirically unjustifiable to assume that heavy reliance on just one level of processes guarantees successful outcome since it is believed that for a more effective learning

reading comprehension to take place, one should unavoidably depend on the concurrent interaction of both processes for they are complementary rather than conflicting.

Since reading activity is an interactive process between the writer, the reader and the messages carried out through the words presented in the printed text, lack of vocabulary knowledge represents a handicap that prevent students to read with full comprehension since vocabulary constitutes the fulcrum of effective communication that contributes to the success of reading among students. In this line, Selington believes that:

> *The major challenge of learning and using language whether as L1 or as l2 lies not only in the area of broad syntactic principles but in the 'nitty-gritty' of the lexicon.*
>
> *(1994: 04)*

Similarly, Hunt and Beglor (2005: 02) strongly believe that **"the heart of language comprehension and use is lexicon."** The assumption underlying the magnitude of vocabulary acquisition has been empirically demonstrated by the researcher throughout the preceding chapter when the participants externalized their thought processes while being interviewed, and whose thoughts reflect their incapability to comprehend some lexical words, consequently, it hindered their comprehension.

Thus, having confronted such a barrier encountered by students, the current research confirmed that the best component to overcome this prominent issue would be to integrate both explicit vocabulary instruction and learning strategies, and implicit contextualized instruction and learning strategies into the existing curriculum of different subject areas including reading. According to Doughty and William's (1998: 232), **"Knowledge can be gained and represented either implicitly or explicitly, and that both contribute to language learning."**

They are two overarching approaches to vocabulary instruction but different in terms of their functions and procedure. The former includes:

- Helping students look up definitions in dictionaries and glossaries.
- Reading words and their definitions.
- Matching words and their definitions.
- Using graphic displays of the relationship among words and concepts.

(Kamil et al, 2008: 12)

Whereas the latter principally entails: **"analyzing semantic, syntactic or context clues to derive the meaning of words by using prior knowledge and contexts in which the word is presented." (ibid)**

To well understand this framework, one may consider the following figure:

Goals and Objectives

Assessing Vocabulary Knowledge and Skills

Explicit Lexical Instruction and Learning Strategies

Implicit Lexical Instruction and Learning Strategies

Using Dictionaries

Meaning Focused Reading

Inferring Vocabulary Meaning from Context

Increasing Vocabulary Size through Extensive Reading

Developing Fluency

Acquiring New Vocabulary

Studying Decontextualised Lexis

Consolidating Previously Met Vocabulary

Elaborating Vocabulary Knowledge

Diagram. 5.1 Framework for Developing EFL Reading Vocabulary
(Hunt & Buglar, 2005:03)

In very down to earth terms, while the explicit instruction helps students to effectively learn de-contextualized lexis, consolidate and elaborate previously met vocabulary, the implicit lexical approach has the added value of helping students generalize their skills to other newly provided contexts through extensive reading activity. Simply put, both approaches are complementary rather than conflicting.

Therefore, in the present section, one may ask this provocative question, how can we enhance learners' reading abilities and develop their vocabulary acquisition? Probably as suggested by Kamil et al (2008) teaching explicitly basic vocabulary can done in an effective way through the following techniques listed below (2008: 13-14):

1-**Dictate a portion of the regular classroom lesson to explicit vocabulary instruction**: that is the amount of time for teaching vocabulary depends on the vocabulary load of the text and students' background knowledge too, besides the more students become familiar with vocabulary, the easier the task will be.

2-**Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice lesson**: this may suggest that words are usually learned when they are repeated several times in miscellaneous contexts. In fact, researchers estimate that it can take as many as 17 exposures for students to learn a new word (Ausubel & Youssef, 1965). By so doing, learners can become fluent readers and accustom themselves to utilize such an effective strategy not only in the classroom learning setting but also outside the context of schools. According to Nation (1990), using flashcards and wordlists tend to be very a primordial and useful technique which helps learners to increase their vocabulary knowledge and more importantly promote their general autonomy towards learning.

3-**Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing and extended reading**; this will

certainly help students acquire a range of productive meanings of the new vocabulary words in speech and writing activities.

4-Provide students with strategies to make them independent vocabulary learners. For instance, the teacher can give students strategies to use components (prefix- suffix) in order to derive the meaning of unfamiliar words. Furthermore, students can make use of reference materials (such as glossaries) included in their textbooks. Employing this technique is said to be advantageous as it encourages students to analyse morphologically the given words to decipher their meaning and more importantly transfer the strategy in other similar activities where all the vocabulary words are presented. During this activity, learners can find the meaning of ambiguous concepts of words by breaking it into small elements, and interpreting them afterwards.

In a nutshell, the ultimate objective of implementing Hunt and Buglar's (2005) model through explicit – implicit dual approach consists basically in helping teachers to integrate it in their teaching programme as an essential part rather than an add- on component so that to help their students improve their reading comprehension, develop fluency and increase their vocabulary breadth as well, and which would lead them to be successful readers because after all the purpose of reading instruction is comprehension, and comprehension too won't be reached without vocabulary.

To prove this claim, the National Reading Panel (2000) drew several broad conclusions as regards the interconnectedness between existing language, vocabulary and reading comprehension, among which we can mention the following points:
- Vocabulary impacts comprehension.
- It is learned incidentally while reading and listening to books.
- Repeated exposure, especially in different contexts, is the key to learning word meanings.
- Pre-reading instructions of key words can be helpful.

-   Computerized programs seem to increase vocabulary knowledge.

(in **Duke et al, 2011: 74**)

This implies that the existing relationship between vocabulary and reading comprehension is mutual because skilled deciphering of vocabulary depends partially on comprehension i.e. readers have to consider the context in order to determine if the words they read make sense. In like manner, readers are able to detect the misread lexicons if they do not match to the context in which they occur (Presley, 2000: 547-548).

5.4 Providing an Instructional Framework for Explicit Teaching of Reading Comprehension strategies

Truly, **"if learning to read effectively is a journey toward ever increasing ability to comprehend texts, then teachers are the tour guides ensuring that students stay on course pausing to make sure they appreciate the landscape of understanding" (Duke et al, 2011: 51)**

Pegged to the overall meaning of this quotation and linking it to the teaching/ learning of reading comprehension, a tremendous wave of interest has been reflected by numerous strategy investigators who have empirically corroborated the positive effects of implementing and providing explicit and direct instruction in comprehension strategies on fostering students' reading performance and increasing their problem solving- strategies in the area of EFL learning process. Nevertheless, despite the potential impact of strategy training / teaching instruction on learners' reading achievement, several teachers still hesitate to add it to their educational curriculum stating that '**it sounds wonderful, but I don't have time to teach anything extra**' (Quoted in **O'Malley *et al* 1999: 179).**

Therefore, in an attempt to encourage the teachers of reading comprehension to implement is in their EFL programme as an integral part rather than an add-on component, it would seem wiser to start first with a definition-based on the "explicit teaching" of strategy instruction. As described by National Reading Panel (2000: 3- 4)

> *The idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension when reading.*
>
> *(2000: 3- 4)*

This idea signifies that an effective systematic and instructional framework relies heavily on teaching cognitive, metacognitive and even linguistic factors that are widely believed to be crucial useful components that boost students' strategic competence and comprehension as well. Along this line of thought, a significant study has been undertaken by Van and Abraham on the basis of exploring the specific components that help characterize the difference between the successful and the less successful learners. The results obtained have conspicuously provided evidence that the difference lies in the inadequate understanding of the metacognitive strategies among the less competent learners, they:

> *Apparently … lacked … what are often called metacognitive strategies which would enable them to assess the task and bring the bear the necessary strategies for its completion.*
>
> *(Van & Abraham 1990: 132)*

Another study did reflect the usefulness and applicability of teaching explicitly reading comprehension strategies on language learning proficiency. As was nicely put forth by Oxford (1994) as regards direct/ explicit vs. indirect/ embedded approach to strategy training:

> *Learners are told overtly that a particular behavior or strategy is likely to be helpful, and they are taught how to use it and how to transfer it to new situations. Blind training in which learners are led to use certain strategies without realizing it, is less successful, particularly in the transfer of*

strategies to new tasks. Strategy training is best when woven
into regular class activities in a normal basis.

(1994: 19)

This idea suggests that for sake of improving students' metacognitive awareness of reading strategy use, teachers should consider how important it is to incorporate strategic-based instructional intervention which will enable students to become skilled learners without directions or opportunities to review their language improvement, and therefore incapable of exploiting particular strategies strategically and tactically. Yet, for a successful implementation of strategic based instruction, both teachers and learners are supposed to go through some important and sequential steps which are thoroughly explained in the following sections

5.4.1 A Model of Comprehension Instruction

In an attempt to explicitly train students through reading strategies, it may seem essential to provide this instruction by modeling, demonstrating and explaining. Students then need to apply these strategies through much shared- guided and independent reading. Put differently, implementing strategic- based instructional intervention requires from the teacher to consider five basic sequential steps that constitute complete teacher explanation. These phases are described as follows:

-      *Preparation phase*, i.e. during this introductory instructional sequence, the teacher is supposed to prepare his learners for particular reading strategy instruction, and should discover the spontaneous strategies they currently use. Once these strategies have been demonstrated then, the learners become ready for the next phase.

-      *Presentation phase*, during which the teacher is expected to provide a definition-based of each strategy (declarative knowledge) and should keep in mind that it is not the matter of how many strategies he is going to train his learners to integrate them, but should raise their metacognitive awareness of the usefulness and the

applicability of those strategies. In other terms, learners' reading performance may not be improved by merely presenting a discrete list of strategies, but they do require appropriate contexts where reasons for strategy training are explicitly presented. As **Nunan** puts it:

> *A mistake to assume that learners come into the language classroom with a sophisticated knowledge or pedagogy or with natural ability to make informed choices about their own processes.*
>
> *(Nunan, 1999: 11)*

- After listing, naming and providing supporting information about the targeted reading strategies, the next step (*practice phase*) consists in devising a variety of challenging reading activities that promote the implementation of learners' strategic processes, to build up their capability for independent learning, i.e. to utilize the strategies that have been discovered during the preceding phase.

- The following sequence known as *evaluation phase* will be designed to encourage the learners reflect on the degree of success / failure in integrating the chosen reading strategies through particular introspective / retrospective data gathering techniques such as a metacognitive reading questionnaire, guided interviews, think-aloud, etc. The focus of this phase is, in a large part, on learners themselves, though learners' self-evaluation might be new to them for they have been accustomed to teacher-directed classes, thinking that evaluation is exclusively teachers' responsibility.

- The last conclusive step labeled *expansion phase* requires from the teacher to delineate other reading circumstances under which the acquired strategies are transferred from familiar contexts to surprising variety of unfamiliar ones. Dare say, this phase tends to permit the learners transform their declarative knowledge of reading strategies to conditional one. All in all,

the outside instructor taught the structure strategy by explaining what it was in session one (step A), why it should be learned in session two (step B), how to use it in session three (step C), when to use it in session four (step D), short quizzes were provided to help the subjects evaluate their use of the strategy in session five (step E).
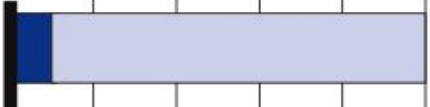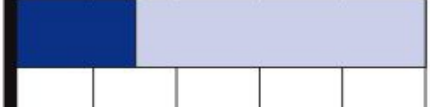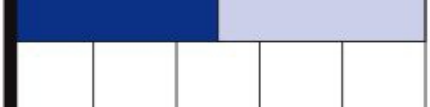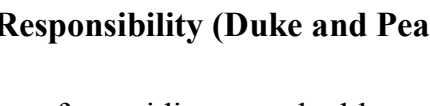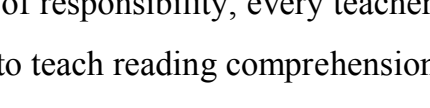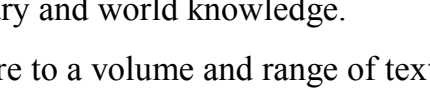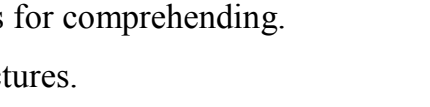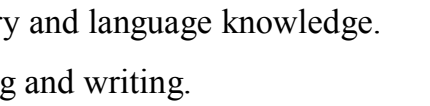
(Raymond, 1993: 448-49)

The five phases about the CALLA approach along with the aim of each phase and its corresponding steps are described below in the following figure developed by O'Malley and Chamot:
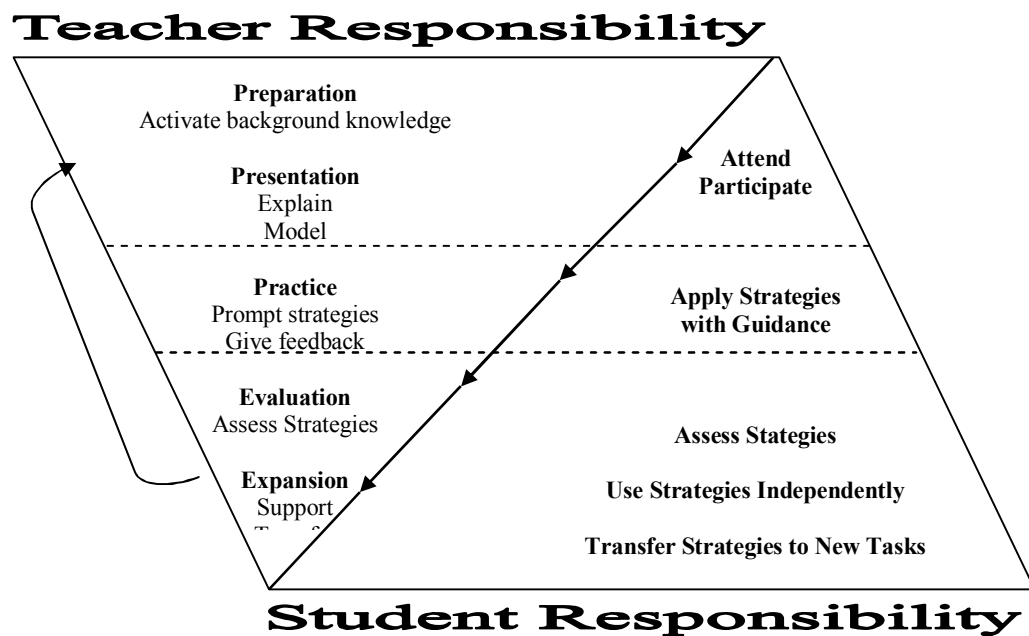
Figure 5.1 Framework for Strategies Instruction (2007: 320).

Conspicuously, the five recursive phases seem to tally with what Duke and Pearson 2002 call *Gradual Release of Responsibility* in which the teacher at initial phases introduces the strategy and explains how to use it (declarative and procedural knowledge of reading strategies), and then gives students more and more independence in practising and orchestrating comprehension strategies over time. Below is a figure that illustrates this shift in responsibility from teacher to students (teacher- centered vs. learner- centered).

Task	Share of Responsibility for Task	Classroom Usage Example
Explicit description of the strategy		"Predicting is making guesses about what will come next in the text you are reading. Make predictions often when you read by stopping and thinking about what might come next."
Teacher and/ or Student modeling		"I am going to predict using the cover of this book. I see a picture of an owl wearing pajamas and carrying a candle. I predict that this story is going to be about this owl, and that it is going to take place at night."
Collaborative use		"I want you to make predictions with me. Each of us should stop and think about what might happen next… Okay, now, let's hear what you think and why."
Guided Practice		"I have given you a list of pages in the book you are reading. After you read a page on the list, make a prediction and write it down. After you read the next page on the list, check off whether your prediction happened, will not happen, or still might happen."
Independent use		"For now, you should stop every two pages, evaluate the predictions you have made, and then make some new ones for the next two pages."
☐ **Teacher Responsibility** ■ **Student Responsibility**		

Figure 5.2. Illustration of Instructional Practices to Gradually Release of Responsibility (Duke and Pearson,2002)

Besides, for sake of providing a valuable reading comprehension instruction within gradual release of responsibility, every teacher should take into account a set of ten essential elements to teach reading comprehension, and which are listed as follows:

1- Build disciplinary and world knowledge.
2- Provide exposure to a volume and range of texts.
3- Provide motivating texts and contexts for reading.
4- Teach strategies for comprehending.
5- Teach text structures.
6- Engage students in discussion.
7- Build vocabulary and language knowledge.
8- Integrate reading and writing.

9- Observe and assess.

10-Differentiate instruction.

(Pearson et al, 2011: 52)

In so doing, the teaching itself and via the teachers' support will be converted to some extent from teacher-centredness to learner-centredness and that is the ultimate objective of strategic-based instructional intervention by way of which students become experts, strategic and active readers.

As Grenfell and Harris (1999) argued, trying to describe the strategies to learners by utilizing examples **"is likely to be no more successful than describing grammar and expecting them to generate fluent language on the basis of that knowledge"(39).**

This idea reiterates the importance and the necessity of strategy instruction. Thus, with a mindset of such, which recognizes the importance of explicit strategy instruction inevitably paved the way for a zealous attempt on the part of the researchers to seek for the most appropriate model of strategic learning to be used by learners themselves, whereby to achieve independence in using particular strategy without overreliance on their teachers. Doing so " **their eyes will be more practiced, their ears more receptive, their tongues more fluent, their hearts more involved and their minds more responsive (Oxford, 1990: xi)**. This idea will be thoroughly explained in the coming section.

5.4.2 A Model for Strategic Learning

Evidently, the present section seems to complement the previous one, which strives to present a metacognitive model of learning that students can use to work through a language task in general, and reading comprehension in particular. This model, as explained by **O'Malley *et al* "organizes learning strategies according to**

their metacognitive processes of planning, monitoring, problem-solving and evaluating" (1999: 10). This model endeavours to show the learners how they should go through four recursive processes that are not systematically and strictly sequential, but may be employed as a basis depending on the task itself, and the interaction between the task and the learners.

As a way of start, the learners should analyse a reading activity in terms of its overall goals, its aspects and the most important personal characteristics. Snowman (in Schunk 2000: 382) calls this **"strategic skills".** During this preliminary procedure, the learners begin reading by setting the goals they intend to reach at the end of the task through *self-monitoring strategy*. That is, when they monitor their comprehension (metacomprehend) as they read, they will be able to determine how well they have understood the material, and where comprehension barriers take place. When comprehension breakdowns, it is imperative for learners to conveniently use fix up strategies to restore comprehension.

Having used self-monitoring strategy, learners subsequently move to the next step which is still part of the strategic skills *monitoring process,* during which they check several times whether the story is making sense. Once feeling somehow overwhelmed and frustrated, then, they can make use of some social strategies, especially when being engaged in more challenging and effort-demanding tasks. As a process, monitoring is commonly believed to be an essential part of students' metacognitive development which is often referred to as fix-up strategies. As clearly mentioned in the following lines:

> *teaching students to monitor their reading improves their abilities to construct meaning, which includes such things as asking oneself whether the reading is making sense, rereading, reading ahead, looking up words in the dictionary or asking someone for assistance.*

> **(Education Research, 2009: 3)**

After completing the given task, they have to reflect on how well it went and check whether the plans set prior to reading produce successful goals *(self-evaluating)*. If not, they are advised to go back to the material, elicit where comprehension breaks down and look for other alternative solutions (*problem- solving*).

5.4.3   Using Multiple Strategy format for Teaching Comprehension Strategies

In the past three decades, a great deal of research has been conducted in the field of comprehension strategy instruction and there has been a consensus that reading instruction should be multi- componential and developmental (Almassi, 2003; Anderson, 1992; Brown et al, 1996; Carrell, 1988b; Dole et al, 1991; Koda, 2004; Presley, 2000-2002). Thus, supported by rich an consistent empirical results obtained from a plethora of studies conducted into strategy training, some sophisticated instructional models have emerged which serve as a basis upon which teachers rely whereby to help them accommodate strategy instruction in their classrooms.

Truly using multiple strategy instruction has received a remarkable interest in the field of reading strategy research. Its benefits consist in training students to use multiple reading strategies that require additional professional development. Yet, it is widely seen as an effective technique that improves learners' reading comprehension. These multiple approaches to strategy instruction include:

- Direct Instruction Approach.
- Reciprocal Teaching Approach.
- Cooperative Learning.
- Transactional Strategy Instruction.

5.4.3.1 Direct Instructional Approach

As its name implies, this model is teacher - directed and explicit in nature. It assigns a central role of the teacher in explaining modelling and providing opportunities for practice with feedback (Rosenshine, 1978; Simmons, Baker, Fuchs, 1995; Williams, 2002). The students on the other hand are explicitly made aware of the advantages and the main purpose of the strategy instruction.

In almost the same vein, Duffy, Book and Roehler (1983) underscored the significance of this model, which contributes a lot in raising awareness of reading strategies and in turn stimulating students' achievement(cited in Garner, 1987: 109). The conclusion they made was that **″verbal explanations from the teachers are especially important for low aptitude students who learn exactly what the teacher says″ Ibid.**

Yet to obtain satisfactory outcome regarding effective reading strategy instruction, a set of five guidelines can be considered. They have been suggested by Winograd & Hare (1988):

1- Instruction must describe strategies so that they are sensible and meaningful to students.
2- Students need to understand the reasons/motives behind utilizing different strategies.
3- Teachers should explicitly explain how to use the already learned strategy in different contexts in a step-by-step process.
4- Students need be made aware of the circumstances under which strategies should be used.
5- Students are also supposed to evaluate their use of strategies whereby to monitor and develop their strategic competence.

In contrast to direct instruction approach, imbedded approach implies that students are implicitly taught the use of different strategies yet without full explanation about how and when to use or transfer them. As posited by Oxford:

> *Learners are told overtly that a particular behaviour or strategy is likely to be helpful and they are taught how to use it and how to transfer it to new situations. Blind training, in which learners are led to use certain strategies without realizing it, is less successful, particularly in the transfer of strategies to new tasks.*
>
> *(Oxford, 1994: 14)*

5.4.3.2 Reciprocal Teaching Approach

Advocated by Palincsar and Brown (1984) is one of the most influential approaches which is a form of guided cooperative learning designed for students who have basic decoding skills but have difficulties in meaning construction. According to Pressly, it is the first *"empirically validated approach to the teaching of a package of comprehension strategies"* (2002: 12).

Actually, a significant body of research has shown that students who have been struggling with reading and are taught how to think about the text via this approach are able to **"feel comfortable taking part in discussions and engaging with both fiction and non-fiction grade level texts." (Foster & Rotoloni, 2005: 9).**

In practice and as characterized to be **The Fabulous Four**, the ultimate goals behind reciprocal teaching are:
- To improve student's reading comprehension using four comprehension strategies: predicting, questioning, clarifying, and summarizing.
- To scaffold the four strategies by modeling, guiding, and applying the strategies while reading.
- To guide students to become metacognitive and reflective in their strategy use;

- To help students monitor their reading comprehension using the four strategies.
- To use the social nature of learning to improve and scaffold reading comprehension.
- To strengthen instruction in a variety of classroom settings – whole class sessions, guided reading groups, and literature circles.
- To be part of the broader framework of comprehension strategies that comprises previewing, self-questioning, making connections; visualizing, knowing how words work, monitoring, summarizing, and evaluating.

(Green, 2015:05)

Below, is a figure that illustrates the **Fabulous Four Strategies of Reciprocal Teaching.**
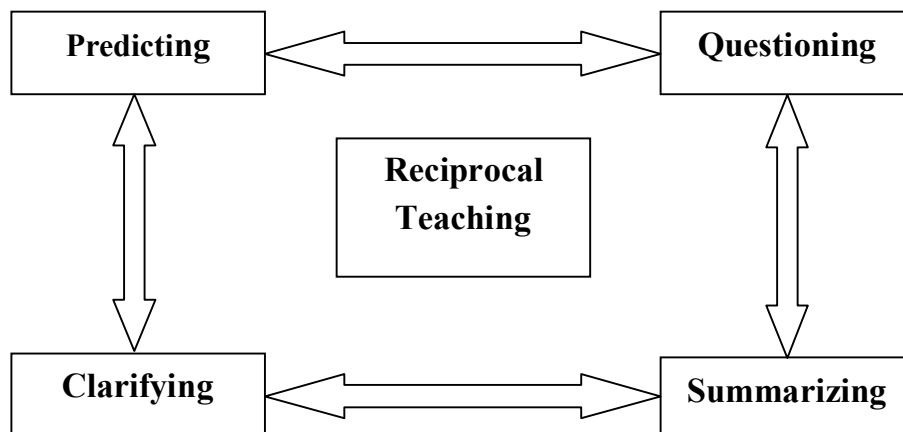
Figure 5.3 Fabulous Four Strategies of Reciprocal Teaching (Brown, 2005)

Pegged to this figure, one may say that in practice, the teacher at first should explain and give the instructions about how to summarize, question (about the main idea) clarify and predict. As a step, the teacher groups students and assigns the role of the teacher to students. And as a later subsequent conclusive step, the teacher and students discuss the use of these strategies.

Indeed in the light of teaching/ learning context, using this kind of strategy instruction helps the students to gradually assume the role of the teacher when they become more proficient. This aims to make them independent and more autonomous

in their learning. In very down to earth terms, RTA has been effective in promoting reading comprehension and most effective when direct and explicit teaching preceded reciprocal teaching procedures. (Alfassi, 2004). And as a such, teachers are recommended to take it into account because of its numerous benefits and positive effects it has on students' comprehension skills and reading proficiency as well.

5.4.3.3 Cooperative Learning

Originally, cooperative learning approach resulted from John Dervey's "Learning by Doing". In the most basic and simplified terms, this approach is a process of constructing knowledge. Based on its principles, the students are supposed to form different groups and start cooperating and interacting with one another to sort out the different problems presented to them *"in a less threatening environment of the group. This approach provides another opportunity for students to "model", discuss and evaluate the usefulness of comprehension strategies while reading"* **(Paris, Wasik & Turner, 1991: 623).**

The central idea behind this approach is that its application demands from learners to form groups to complete a particular instructional activity/ies provided to them and all members contribute to the given project, which enables them to work on their own (David, 1991). Similarly, Flowers and Ritz (1994) pointed out that cooperative learning is both student centred and group centred.

The operation of collaborative learning implies going through three main stages as shown below:

Figure 5.4. Cooperative Learning Pyramid
(Chayaratee, 2003: 21)

On the surface, it appears from this figure that during the first step, learners will come to the agreement about the task set by their teacher, and then are supposed to make joint and collaborative decisions in the subsequent stage. Having completed the the provided task, the third step involves sharing the results attained with the entire class in the form of a presentation display.

One way of making cooperative learning very effective is to give learners a chance to make their own rules they are supposed to use to control the group. The roles could be used to make values charter (Brown, 1999: 25) which is presented below:
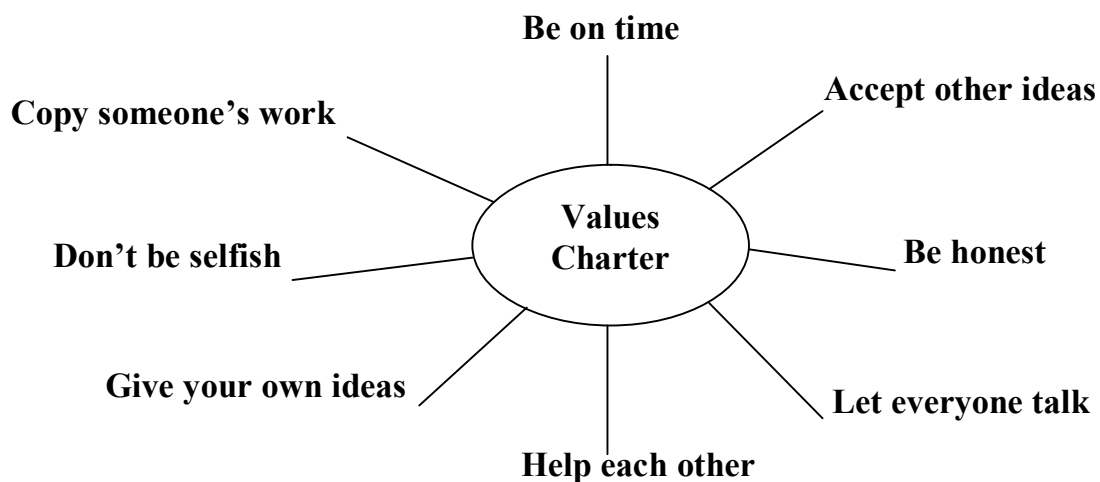
Figure 5.5. Brown's Values Charter

Recall that this approach allows students to develop their independence and autonomy and develop their critical thinking and their working, too. Therefore, striving to attain these objectives, the teacher is supposed to assume some roles which includes six major organizing aspects in a successful cooperative learning class (Johnson, Holubec & Roy, 1986). For better explanation, it might be wiser to consider the following table:

Role	Activity
1. Facilitator	A is responsible for keeping the group on the assigned task and making sure that all members of the group have an opportunity to participate, learn and respect their team members.
2. Recorder	A recorder is responsible for searching and maintaining the group information and keeping records of all group activities. The recorder writes out the solutions to problems for the group to use as notes, or to submit to the instructor.
3. Timer	A timer is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for activities.
4. Materials Manager	A materials manager is responsible for getting the manager material from the teacher and giving it to the group.
5. Encourager	An encourager is responsible for acting as an assistant to the facilitator as group leader, and assumes the role of any member that may be missing.

Table 5.2. Adapted by the author from Wheeler (1990) and Millis (1996)

Regarding the advantages of cooperative learning, Mc.Groarty (1989) identifies six primary listed below:

1. Increased frequency and variety of second/ foreign language practice through different types of interaction.

2. Possibility for development or use of the first language in ways that support cognitive development and increased second/ foreign d language skills.

3. Opportunities to integrate language with content-based instruction.

4. Opportunities to include a variety of curricular materials to stimulate language as well as concept learning.

5. Freedom for teachers to master new professional skills particularly those emphasizing communication.

6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning. (1989: 17)

5.4.3.4 Transactional Strategy Instruction

Influenced by Roehler and Duffy's (1984) Direct Explantion of Comprehension Strategy Approach, Transactional Strategy Instruction has been advocated by Pressley (2002) who called this strategy instruction as such in the sense that it involves students to construct meaning as they read by emulating good readers' use of comprehension strategies. TSI for short enables also students to:

1- Set goals and plan for reading.
2- Use background knowledge and text cues to construct meaning during reading.
3- Monitor comprehension.
4- Solve problems encountered during reading.
5- Evaluate progress.

<div align="right">

Texas Education (available in:
www.netxv.net/pm/ tricomprehension-instr.pdf)

</div>

In this regard, and striving to accomplish the aforementioned tasks, teachers are supposed to teach their learners a set of reading strategies which typically include:

- Predicting.
- Generating questions.
- Clarifying.
- Visualizing.
- Relating background knowledge to text content.
- Summarizing:
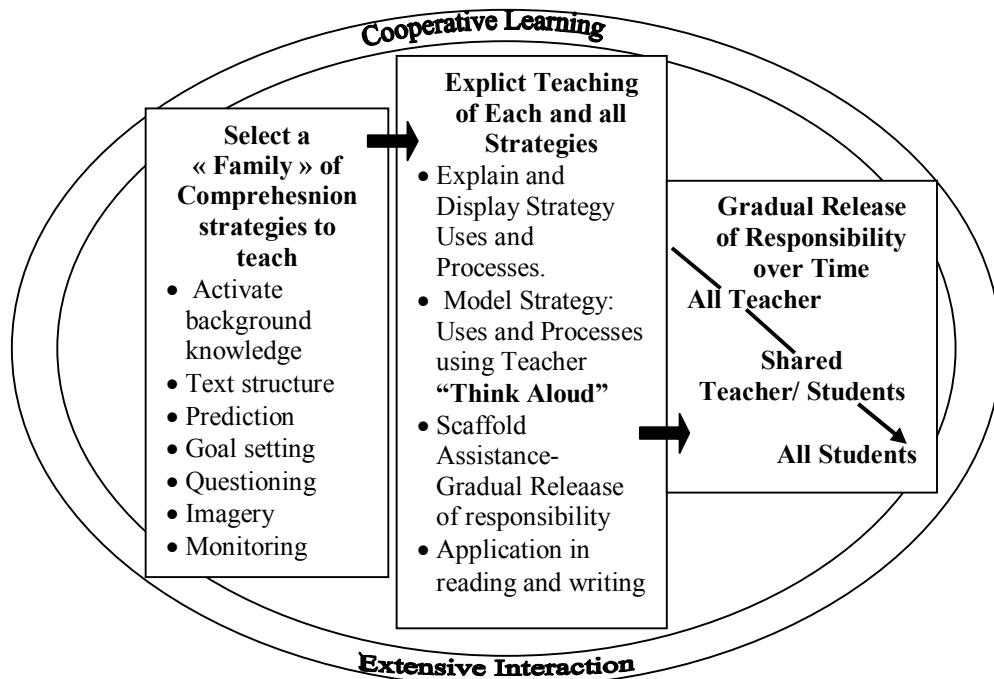
Figure 5.6. Transactional Strategy Instruction (TSI) for Teaching Reading Comprehension Strategies

The importance accorded to this approach can be well noticed in countless number of oriented researches conducted by numerous researchers among whom we can mention Brown, Pressley, Meter and Schuder's (1996) whose rationale consisted in elucidating the major effect of transactional strategy instruction on students' performances and comprehension strategies use. To provide evidence this claim, qualitative and quantitative data were gathered by means of pre/ post tests. The participants were grouped into strategy intervention/ experimental groups and a control group. the findings of this study supported the positive impact of transactional strategy instruction on learners' reading achievement because the students who constituted the experimental group were treated with transactional strategy instruction, accordingly, they performed significantly better than the control group besides they were more interested and engaged in reading tasks and discussion.

Along this line of thought, and having corroborated its positive effects on students' reading achievement and comprehension skills both from theoretical and practical perspectives teachers are indeed recommended to use and implement this teaching procedure, making use of some strategies to hopefully help students develop their proficiency level using the three part frameworks, which are described in the following table:

Before Reading	During Reading	After Reading
1- Determine stopping points in the text for applying comprehension strategies and discussing the text. 2- Activate students' background knowledge about topic or theme using graphic organizer. 3- Discuss how the text is organized, previewing the text titles, illustrations, headings, tables, etc. 4- Teacher models practicing and invites students to predict. 5- Teachers and students record questions to guide their reading of big book.	1- Read the text together: teacher reads aloud or oral reading. 2- Teacher and students stop to review predictions for corrections, talk about answers to question they may have found, visualize the text or monitor their comprehension at predetermined points.	1- Return to predictions. Teacher models how to check predictions using the graphic organizer. Teacher and students check the predictions. 2- Teacher invites students to ask and discuss their answers to questions. 3- Teacher models summarizing and then guides the students in creating a summary. 4- Reflect on the usefulness of the strategies.

Table 5.3. Transactional Strategy Instruction Implementation

(Reutzel, 2006: 03)

By and large, in reading comprehension teaching situation, EFL teachers are highly urged to make use of differentiated strategy instruction models in their daily

classroom lessons which vary according to a particular reading strategy hopefully to help learners develop their thinking skills and increase their autonomy, creativity and raise their metacognitive awareness of reading strategies use.

5.5 Making Reading Instruction Communicative

Needless to say, the primary goal of most foreign language learning is communication. And, as the component of the four macro language skills (Listening, Speaking, Reading and Writing), reading is truly of vital importance to academic studies and future professional success. Its importance abound in the amount of research conducted over four last decades which has attempted not only to define and explore all the component involved in reading but also to seek for the best solutions and recommendations to develop learners' proficiency in reading be it in L1 or L2/ FL teaching/ Learning contexts.

Not surprisingly, among the most common suggestions and recommendations proposed by countless scholars was to integrate reading with the remaining skills instead of teaching it separately as it was done in traditional courses which contributed to the failure of teaching/ learning English as a foreign language. Doing so, students will be able to develop and foster their communicative competence and improve their levels in the four skills.

In this respect and responding to this matter, some pedagogical techniques have been proposed by some researchers in this field so as to make classroom reading more communicative and interesting (Grabe & Stoller, 2001; Nation, 2005; Chen, Donin, 1997; Koda, 2005; Uso'-Juan & Martinez, 2006) and so forth. The following recommendations concern: *fluency rate, vocabulary building, activating background knowledge* and *development of strategic reading.*

5.5.1 Develop Readers' Overall Fluency Rate

"As part of a developmental process of building decoding skills, fluency can form a bridge to reading comprehension." (Pikulski & Chard, 2005: 510). As gleaned from this quotation, it can be understood that fluency is a crucial indicator for an efficient reading as it functions as an effective bridge between decoding and comprehension. According to Harris & Hodges (1995), fluency "**permits a reader to construct the meaning of text. Fluency is manifested in accurate rapid, expressive oral reading and is applies during and makes possible silent reading comprehension." (in Chard, 2005:510**).

Along this line of thought, and attempting to develop students' fluency in reading, teachers are highly recommended to go through a nine- step instructional programme based on a deep construct of fluency including:

1- Building the grapho-phonic foundations for fluency including phonological awareness, letter familiarity and phonics.

2- Building and extending vocabulary and oral language skills.

3- Providing expert instruction and practice in the recognition of highly frequency vocabulary.

4- Teaching common word parts and spelling patterns.

5- Teaching modeling and providing practice in the application of a decoding strategy.

6- Using appropriate texts to coach strategic behavior to build reading speed.

7- Using repeated reading procedures as an intervention approach for struggling readers

8- Extending growing fluency through wide independent reading.

9- Monitoring fluency development through appropriate assessment procedures.

(Chard, 2005: 513)

5.5.2 Develop Readers' Vocabulary

Ample studies seem to correlate between vocabulary knowledge and reading proficiency in L1 and L2 instructional settings. In that these two factors are closely interwoven. In this line of thought, teachers are supposed to insert in their classroom practices some sessions based on teaching vocabulary whereby to facilitate text comprehension. In here, Nation (2005) recommends a set of insightful techniques including:

- Guessing from context.
- Learning from word cards.
- Using word parts.

(in Juan, 2008: 194)

As for contextual guessing, teachers should invite their students to make use of both their linguistic clues and their their background knowledge clues to decipher the meaning of unfamiliar words in a given text. As pointed out by nation (2005):

> *For the strategy to be successful, learners should be familiar with 98% of the running words in the passage. Once learners guess the meaning of the unknown word, they should check that the guess is correct in the dictionary.*
>
> *(Ibid)*

In relation to words cards, it concerns rote learning which has been found to be very effective too particularly in foreign language learning context. Finally, the last technique (using word parts); it is purely morphological- based technique that concerns words division which has been proven to be very helpful in the acquisition of vocabulary. (Juan, 2008: 194)

5.5.3 Develop Readers' background Knowledge

Truly, activating background knowledge is believed to be a relevant aspect of **"memory and it is the heart of how we understand and how we learn." (**Schank, 1999: 21)**.** In other terms, this aspect is significant in the sense that it makes sense of the written text. Besides, without it, the reading text is not just difficult to interpret; strictly speaking, it is meaningless. According to**(Oyetunji, 2011: 51)**, it includes **"subject specific knowledge, linguistic and vocabulary knowledge about texts and genres or general background knowledge about the world and people."**

This probably leads us to acknowledge its important role in comprehension as it provides an orienting frame of reference. As mentioned in Anderson and Pearson's lines:

> *It does not only empower readers to fill in incomplete information, but also assists then to create a mental picture that helps remembering what was read and understood.*
> *(1984: 267)*

Practically speaking, teacher should provide his students with a set of activities to help them build or activate their background knowledge of the text making use of anticipation guide and semantic map. As regards anticipation guide, it consists of a set of sentences that are related to the given text among which few sentences are false. This type of activities is advantageous for it provokes disagreements and challenges on students' belief about the topic. Whereas in semantic map, students are supposed to examine related terms and concepts that are part of the text, and then discuss some ideas that have relation with these concepts.

All in all, attempting to help students bring their background knowledge to the surface requires from teachers to consider some fundamental questions to stimulate their interest in the text and raise their awareness about its structure and its features.,

- Examine the title of the selection you are going to read.

- List some information that comes to your mind about the title.
- Use this information to recall the material.
- What does each of the following pictures mean, and which relation do they have with the given text?

5.5.4 Develop Strategic Reading

It is indeed wiser to know that strategic reading has been seen as an effective element in fostering reading comprehension. Its importance can be shown in numerous empirical case studies which have been conducted by SL/ FL researchers seeking to understand why some learners are likely to be more successful readers than others (Hosenfeld, 1977; Knight et al, 1985; Jiminez et al, 1995,…) and so forth. Thus, a consensus seems to be building among those researchers that the difference lies in the fact that successful readers are more strategic than the unsuccessful ones in the sense that they are able to apply different strategies to handle any text across a curriculum.

Therefore , and drawing upon their findings, it is probably more appropriate for teachers to help their less strategic students to monitor their comprehension and solve their reading weakness through the implementation of a three- stage approach (already discussed in section 5.4) which concerns:
- Teachers' direct instruction.
- Learners' reading practice, and
- Teachers' feedback on strategy use.

(Juan, 2008: 195)

In a nutshell, the aforementioned recommendations are indeed of paramount importance in the sense that they provide students with an active role in the process of reading, and more importantly foster their overall communicative competence through reading.

5.6 Pedagogical Activities in Reading Instruction

So far, the researcher throughout this chapter has endeavoured to provide some recommendations and alternative solutions that are hoped to help students raise their awareness about reading and more essentially develop their strategic competence in reading. These aforementioned recommendations were more or less theoretical .yet, it is deemed essential for the current study to consider some practical solutions and hopefully useful teaching techniques that might help students more in overcoming their reading weaknesses and improve their reading levels as well. Thus, the proposed activities and techniques are intended to be discussed and presented below.

5.6.1 Looking in from Within: Think-Aloud and Instructional Technique to Model Reading Behaviour

Within classroom and research contexts in general, especially in terms of language learning / teaching strategies, research tools may be numerous, nonetheless, the use of introspective methods seem is to be increasingly the most prevalent ones.

As an introspective data gathering tool, think aloud is widely seen as a proven beneficial instructional technique that helps students monitor their comprehension as they read thereby to achieve a better view of their mental processes in which they are engaged. As a research tool, it enables learners to improve their comprehension strategies and remedy their comprehension failure too. In this line of thought, Jacobson argues that:

> *One way for teachers to know what reading strategies students are using and help them use effective strategies in their reading is to engage them in think-aloud protocols, in an interview context how they are processing the text they are reading.*
>
> *(Jahandar et al, 2012: 02)*

The importance accorded to this technique can be shown in the following points:

- Developing a taxonomy of reading strategies.(Anderson, 1991)
- Comparing first and foreign language reading and the possible transfer from the native to the foreign language. (Sarigo, 1987)
- Identifying h reading strategies of good and poor readers. (Block, 1986)
- Investigating the effects of previous knowledge on reading comprehension. (Pitchard, 1990)
- Describing strategies used in taking reading comprehension tests. (Anderson, Perkins & Cohen, 1991

(Ibid)

Practically speaking , getting students into the habit of thinking aloud enriches their classroom discourse since it provides rich information about how learners solve problems, and which strategies they make use of in any given task. Probably the reason why it is seen as a rich data source and effective instructional teaching tool as it gives **"the glimpses into hidden activity allowing us to infer what is happening below the surface of consciousness." (Wilhelm, 2006: 06).**

Thanks to its magnitude, it is indeed advisable to enhance teachers of reading comprehension to implement it in their pedagogy as a means to develop learners' reading proficiency and raise their metacognitive awareness or knowledge about how to utilize particular strategy/ies and when to transfer their application into other similar situations.

In essence, six interconnected sequential procedures can be undertaken once attempting to utilize this strategy in reading comprehension sessions which are presented as follows:

- ***Select a passage of about 200 words (≈ 20 lines)*** which should be at a comfortable reading instructional level and length for the learners. Suggestions include short stories and excerpts from content area texts.

- *Review the reading and select the reading strategies the learners need to employ*:

In this phase, the teacher is necessarily required to identify the strategy that should be used prior to reading (declarative knowledge, i.e. 'what strategy'), and further explain how and why they are useful so that the learners can more easily identify them (procedural knowledge).

- *Set a purpose for reading and be clear about it with the learners*:

This is the first thing that each strategic reader often does.

- *Read the passage and model the strategies*:

Here, the teacher should explain to the learners that the passage is to be read in sequence and the learner is required to stop from time to time in order to explain or externalize what the he thinks that piece of text means. This verbalization should be recorded whereby to permit the teacher to observe meaning construction process.

- *Identify and discuss how each strategy could be adequately employed*:

After think-aloud is completed, the learner in the present procedure should first of all identify and pick up the strategy used whenever stopping at particular point, and further explicitly explain how such strategies could be useful according to his point of view.

In this phase, the teacher needs to analyse the results obtained during the verbalization process to check whether the learner:

- Formulates hypotheses.
- Provides information to support those hypotheses.
- Draws from background knowledge to make intertextual connections.
- Uses strategies to deal with breakdowns in comprehension such as rereading.
- Uses the strategies to figure out the meaning of unfamiliar words.
- Notices inconsistencies between interpretations and text.
- Understands the meaning of the passage.   **(Marras 1997: 73)**

- *Provide the learners with other reading tasks and have them do the think-aloud technique:*

The underlying principle of this conclusive step consists in assessing whether the learners are capable of appropriately undertaking the metacognitive processes, self-planning, comprehension monitoring, problem-solving and self-evaluating of strategies to achieve particular goal of any task to be mastered. This activity can be performed individually or in pairs in mix-ability classes where the non-strategic learners can be offered an opportunity to learn a lot from the strategic ones.

Having done the think aloud technique, learners can make use of a self-assessment think aloud strategy sheet which contains different strategies used before, during and after reading so as to check how much they use each strategy and which one/s they do not make use of it throughout the reading task (**Beers, 2003: 126**)

Name _____ Date _____				
Self-Assessment: Think-Aloud Strategies				
While I was reading, how much did I use these 'think-aloud' strategies?				
	Never	Sometimes	Often	Always
Never Sometimes Often Always				
Make a prediction				
Ask a question				
Clarify something				
Make a comment				
Make a connection				
Figure out if I need to reread				
Ask myself if I understand what I've read				
Make mental pictures (visualize)				
Compare what is being learned now to				
what has been learned previously				

1. Based on the above table, what do I do most often?
2. Why do I think I do that the most?
3. What think aloud strategy do I do the least?
4. The next time I do a think-aloud, which strategy will I try to use more?
5. Think-alouds help me because…

Table 5.4. Self-Assessment: Think-Aloud Strategies

5.6.2 Strategies for Teaching Comprehension through a Three-Phase Approach

As the learners' needs and weaknesses in reading comprehension have been tackled in the previous chapter, the present section consists in suggesting some practical activities that should be implemented in sequential organization organisation. Unlike the traditional materials, these contemporary reading tasks involve three phase procedures i.e. pre, while, and post reading stages that constitute the micro developmental processes (Snow, 2002). Thus, prior to reading:

> *Students can circumvent habits that inhibit comprehension, and teacher can provide scaffolding to assist learning with text…strategic learning during reading involves monitoring reading and making sense of the passages… after reading, students can extend and elaborate on the authors ideas.*
>
> *(Park, 2005: 43)*

5.6.2.1 Pre-reading Strategies

A general consensus seems to be building among numerous researchers in the field of native/ foreign language research that pre-reading stage tends to hold a major importance than the remaining phases as proved in the following lines: '**Comprehension is facilitated by explicitly introducing schemata through pre reading activities' (Zhang 1993:05).** This may signify that pre reading stage helps in activating the relevant schemata which tends to be a fruitful strategy in promoting reading comprehension. Nevertheless, most teachers tend to neglect this introductory procedure, though it may function as the most primordial stage. As advocated by **Drucker** teachers need to

> *…relate the passage students are going to read to do something that is familiar to them. Next provide a brief discussion question that will engage the students and after that provide an overview of the section they are about to read.*
>
> **(Drucker 2003:23)**

Above all, the primary purpose of this procedure consists in purposefully helping the learners to:

- Improve the learners' interest in the topic

- Provide some predicting/ guessing activities for the reading passage

- Make use of learners' background knowledge about the topic

- Prepare them for the context of the text passage

- Build a bridge between the reading passage and the learners' background knowledge and interest

<div align="right">(Saricoban 2002: 3-4)</div>

Furthermore, it might the more interesting way if the teacher discusses in a short period of time about the topic as a way to elicit their already stored information. This should be done through providing some questions related to the title for checking whether predicting could be executed and carried out in the most convenient way. Therefore, the present activities suggested by the National Language Resource Center (2004: 2) can be supportive in raising learners' awareness about reading and enhance their capability in activating their content schemata which would later assist them in performing the predicting strategy in adequate and successful way:

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information.

- Looking at pictures, maps, diagrams, or graphs and their captions.

- Talking about the author's background, writing style, and usual topics.

- Skimming to find the theme or main idea and eliciting related prior knowledge.

- Reviewing vocabulary or grammatical structures.

- Reading over the comprehension questions to focus attention on finding that information while reading.

- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related).

- Doing guided practice with guessing meaning from context or checking comprehension while reading.

Among the pre-reading activities that can be suggested before reading a text:

- **Visualizing /predicting and connecting**

They are pre reading strategies used in activities to spark learners' interest, and mainly stimulate their curiosity towards reading. These strategies can also help them activate their prior knowledge so that they can begin to make connection to the reading. Truly, this pre-reading activity **"helps readers predict or make some educated guesses about what is in the text and thus activate effective top- down processing for reading comprehension." (Chia, 2001: 08)**

For this reason, teachers are recommended to use many clues in the text, story or book to make prediction more powerful. For instance, before reading, if the topic is about sport/ music the teacher may ask: what is your favourite sport/ music and why do you think so. Yet, questions that simply require short answers (Yes/ No question) should be avoided and are intended to activate their background knowledge about the topic.

- **Word splash:**

Word splash calls attention to vocabulary skills, during which the teacher should unavoidably begin this activity by splashing and highlighting a collection of key words from the passage then ask them to note down full sentences that may explain how the terms are related to the topic chosen. This activity can be either performed individually or cooperatively then share the results obtained at the final step. Here are some questions that may possibly be raised before getting the learners to read:
- Read the title of the text, and try to find out the main ideas can be found in the passage.

- Read the following words, and try to explain how they can be related to the passage.

Or in some instances, the learners can be shown some pictures related to the passage during which they are asked to predict what kind of ideas they may expect to find in the text before reading it.

- **Questioning,**

It is another fruitful pre-reading/ top-processing activity which helps learners to think deeply about the author's points of view or the content of the provided passage. Basically, this activity can be generated either by the teacher or by the students, and should be done before reading rather than after reading.

Yet the problematic encounter is that not all questions designed as post reading phase can be converted appropriately to pre-reading stage. For instance, when students are supposed to respond to some questions like: what is the general idea of the second paragraph? , they do not have any clue about the content of the passage, and this would unmistakably in gender a failure to stimulate their pre-existing knowledge that enables them to make feasible predictions (Chia, 2001).

In this context, the most suitable suggestion to generate texts- related questions prior to reading stage would be to make use of a three-phase approach proposed by William (1987) which focuses on:

- Introducing the topic to students.
- Asking students to work collaboratively (forming groups).
- Correcting the given activity together.

Having accomplished this reading task, students are then requested to read the provided texts carefully whereby to check whether their answers obtained before readings are right or wrong. Undoubtedly, this approach should be highly projected as

it helps students bring their knowledge and experience while reading and more particularly enhance their motivation as well. This idea seems to corroborate the magnitude of pre-reading stage which acts as a way to access comprehension and a prominent bridge between the readers' knowledge and the text.

- **K-W-L Chart**

This strategy can also be employed once the learners are being engaged with some activities performed before reading the passage it is designed to activate what the learners know and need to know before reading. Individually or, in small group, the learners design a chart with five columns where they are required to answer the following questions:

- What do you think you know?
- What do I wan to know?
- What did I learn?
- What else do we need to learn?
- How will I find out?

Similarly, in their article entitled 'Bringing Reading Research in ESL classroom', Awerback and Paxton assume that for a more effective and successful comprehension to take place, one should necessarily consider the following pre-reading strategies that should be named explicitly and taught directly:

- Accessing prior knowledge.
- Writing your way into reading.
- Asking question based on the title.
- Semantic mapping.
- Making predictions based on previewing.
- Identifying the text structure.
- Skimming for the general idea.
- Reading the introduction and conclusions.

- Writing a summary of the article based on previewing.

(Auerback and **Paxton 1997:258)**

The following chart shows the steps in each part of this pre-reading strategy

What I Know	What I Want To Learn	What I Learned
Students discuss what they already know about a topic in the text they will be reading. The teacher has students list ideas and concepts related to the topic, then has them organize their ideas into broad categories.	Students discuss what they want to learn from reading the text and write down specific questions that they think may be answered in the text.	After reading the text, students discuss what they learned from it. They next write what they learned and answer student generated questions about topics that were addressed in the text.

Table 5.5. K-W-L Strategy (Turner & Paris, 1995: 13)

5.6.2.2 During Reading strategies

This process starts after the preparation phase, and when reading the text takes place. The main aim of this stage consists in:

- Providing clear description of the text.
- Improving the comprehension of the text.
- Providing students with tools to answer questions about the text.
- Helping students to go through the text independently.

(Khaiyali, 2013: 4)

Therefore, in order to help students meet the aforementioned goals, teachers are advised to take into account the following strategies:

- **Questions – Generation and Answering**

It represents one of the most critical measurements of students' understanding of the given texts. Similar to questioning of the pre-reading phase, students are also encouraged to ask questions about particular information and then think of what would be the answer after completing the final stage (post-reading phase). The rationale behind this activity consists in reforming students' comprehension and maintaining self- interest as well.

- **Using Graphic/ Semantic Organizer**

This strategy is also very effective for it **"provide students with means to portray the relationships, concepts and ideas in flowchart and story map."** **(Khaiyali, 2013: 4).** In other words this activity tends to help students organize their knowledge whereby to fully understand the entire meaning of a given passage. To help understand much better how students can use this strategy to reach full comprehension, one should consider the following figure.
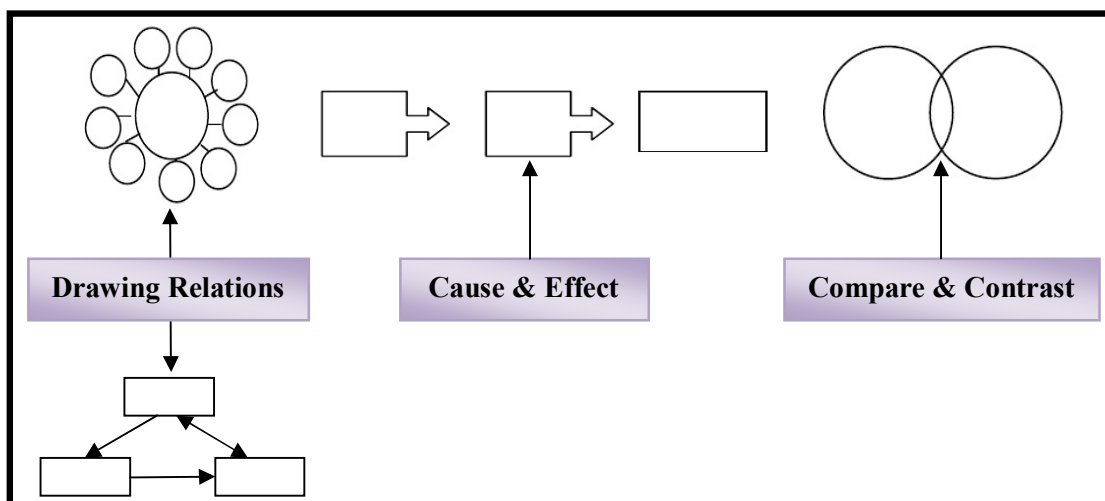
Figure.5.7. Graphic and Semantic Organizer (in Kaiyali, 2013: 5)

- **Semantic maps, marginal notes and drawing pictures strategies**

They may also be employed in the while reading stage. In addition to other strategies which can be illustrated as follows:

- **Skimming**

    This strategy requires from the learners to selectively and quickly read the passage and whereby to obtain the general idea of the text. Here are some possible questions that require from the learners to get the gist of the text (skimming).

    - Read the passage, and find the main ideas the text discusses?
    - Suggest another title to this passage. Or, the teacher may propose three possible titles and ask them to choose the most convenient one.

- **Scanning**

    In the activities related to scanning, the learners may be provided with a passage where they should seek for some specific information (word, date, name of a person, events….and so forth). In this activity, the learners should employ selective highlighting strategy which helps them select what is more important in the given written passage. Here are some possible questions that should be raised:

    - Find in the text words, expressions or clauses that have close relation with the topic?
    - True/false questions (reference questions, by eliciting a list of sentences. This type of exercise should be completed under a very limited time constraint.

- **Inferring and Contextual guessing**

    In the activities related to inferring and contextual guessing, the learners may be provided with a passage followed by some inference questions which require from the learners to guess or infer the meaning that is implicitly expressed, this category of questions require much concentration and full commitment within the content brought into the text .The questions of guessing and inferring can be:

    - Multiple choice questions
    - True / false statement
    - Reordering ideas into chronological arrangement

5.6.2.3 Post-reading Strategies

Once reaching the final activity the reading, teachers should be encouraged to make use of multiple post reading tasks to give a true understanding of what the students have just read aiming to scaffold their understanding. As mentioned in Saricoban, 2002 :05):

- To help students use their acquired knowledge in similar readings.
- To help them integrate their reading skills with other language skills, listening, speaking, and writing.
- To help them integrate with the foreign culture
- To make use of key words and structures to summarize the reading passage.
- To extract the main idea of o paragraph or a reading text.
- To interpret descriptions (outlining and summarizing)
- To make use of classroom games for reading.

Indeed, understanding a text requires from the learners to read it several times for the sake of checking whether a detailed comprehension of the subject has taken place or not this assessment can be practically and objectively done. The learners during this procedure are required to:

- Write a summary
- Analyse, synthesize and evaluate the value of the material…
- Create a semantic map as a fruitful medium for summarizing the global content.

In this context, '**semantic mapping affords students the opportunity to recall, organize and represent graphically the pertinent information' (Stoller, 1994 : 2).**

- **Summarizing**

Summarizing is indeed one of the most fundamental post reading strategies. It portrays the overall understand of the entire text. It is considered as a cognitive

strategy which **"requires a reader to recognize and emphasize central and important ideas generalize and minimize irrelevant details."(Trabasso& Bouchard, 2002: 1982).**

As a matter of fact, in classroom teaching practice, summarizing strategy can be done orally or in written format depending on the nature of the task and teacher's purpose as well.

- **Synthesizing**

Synthesizing too is a bit complex yet fruitful post reading strategy which concerns the integration of one's existing knowledge with what can be found in the given passage. Using synthesizing requires from teachers to demonstrate to their students how to accurately integrate a summary of the reading text into their pre-existing knowledge about the topic.

In gross, this three-phase approach does not seem to be carried out mechanically on every occasion , sometimes the teacher may wish to cut out the pre-reading stage and get the learners to work straightforward on the text directly, or in other cases the post-reading activities may not be implemented. However, one may assume that this procedure contains twin benefits. Firstly, it enhances the learners to integrate or at least activate their content schema about the topic to be mastered, and secondly this approach can successfully lead to the integration of the four skills in an organized and well structured manner.

In the context of teaching learning reading strategies, and due to the benefit of the aforementioned approach in promoting students' language proficiency and self-confidence, assessing reading comprehension as a teaching tool is indeed of a great necessity especially when it is used by students themselves whereby to raise their awareness about their strengths and weaknesses in using particular strategy/ ies. In this context teachers can enhance their students to make use of a reading process checklist

proposed by El-Koumy (2002). As its name suggest, this checklist helps students to be more aware of the process they go through while accomplishing any activity by demonstrating which strategy they make use of throughout the three-stages of reading tasks.

The Reading Process Checklist

Name: ---------------------------------- Date: --------------------

(I) Read the following strategies, and check (9) in the boxes the ones you actually employed before, during and after reading the article you have just finished.

(1) Before reading, I
- looked up all the big words in a dictionary. ☐
- made predictions about what the article was likely to contain. ☐
- skimmed the text quickly for the main idea. ☐
- read the title first and imagined what the article might be about. ☐
- read the title and drew inferences from it. ☐
- used embedded headings as advanced organizers. ☐
- related the title to my personal experience. ☐
- previewed the headings and pictures contained in the article and anticipated information to come. ☐
- decided on why I was going to read this article. ☐
- asked myself questions I would like to have answered in the article. ☐
- conceptualized the content of the text in a map. ☐
- thought about what I already knew and how it might relate to the title. ☐

Other (please specify): --- --- --- ---.

(2) During reading, I
- looked up all the words I did not know in a dictionary. ☐
- asked the teacher for the meanings of unfamiliar words. ☐
- used the context to guess the meanings of unfamiliar words. ☐
- skipped words that may add relatively little to total meaning. ☐
- mentally sounded out parts of the words I did not know. ☐
- anticipated what would come next. ☐
- categorized information I understood. ☐
- made guesses about what would come next and checked to see if my guesses were right or wrong. ☐
- tried to answer the questions I asked myself. ☐
- tried to get the overall meaning of the article. ☐
- tried to get the meaning of each word. ☐
- focused on the grammatical structures of the article. ☐
- focused on the writer's purpose. ☐

- focused on the overall structure of the given article. ☐
- related the text content to my own background knowledge of the subject. ☐
- underlined important points. ☐
- took notes in the margin. ☐
- made up questions and looked for answers to these questions. ☐
- made predictions and verified these predictions. ☐
- formulated hypotheses and tested them. ☐
- looked at the illustrations contained in the text and related them to the content. ☐
- looked at the illustrations contained in the text without relating them to the content. ☐

Other (please specify): --

--.

(3) After reading, I
- checked to see if I met my purpose for reading the article. ☐
- checked to see how many words I learned from the article. ☐
- paraphrased the most important points. ☐
- made a summary of the information read. ☐
- made an outline of the main idea and supporting details. ☐
- made a list of all the important points. ☐
- reread the parts I did not understand. ☐

Other (please specify): --

--.

El-Koumy (2002). (pp. 1-22).

5.7 Improving Learners' Level Through Extensive Reading: A fruitful Key for Comprehension

Needless to say that extensive reading has been receiving a notable interest among L1-L2/ Foreign language researchers and especially in the last decades. Linguistically speaking, extensive reading is also labeled *"pleasure reading"* *"sustained silent reading"* [SSR] or uninterrupted, sustained silent reading (Krashen, 1985: 91). As its name suggests and compared to intensive reading type, it tends to be more relaxed, less concentrated and designed to train learners to broaden their site of vocabulary, linguistic, and world knowledge. Furthermore this activity means reading:

- Large quantities of materials or long texts.

- For global or general understanding.

- With the intention of obtaining pleasure.

- Is individualized with students choosing the books they want to read.

(Bramford et al, 1984: 04)

Evidently it has proved to be very useful in strengthening students' abilities, fostering their autonomy, increasing their self confidence as well and more importantly developing their proficiency in the four skills. Pegged to this assumption, it is deemed interesting to incorporate it as a key component into EFL reading programme whereby to attain the aforementioned objectives. For example, teachers may provide their learners with some reading assignments on the basis of the same resource and then ask them to complete an extensive reading worksheet proposed by Day and Bamford (1985), which comprises a set of questions based on the content of the chosen material. Additionally, learners can bring other interesting passages from different sources, which could be of a great help in promoting extensive reading. In so doing, they will unquestionably develop their critical thinking skills and increase their stock of vocabulary as well. This worksheet is shown below:

Extensive Reading Worksheet
1. Information About the Book
1.1.Author: 1.2.Date of publication: 1.3.Title: 1.4.Publisher: 1.5.Genre:
2. The Facts

2.1 The characters
  2.1.1 Who are the characters?
  2.1.2 What are they like?
  2.1.3 How is their personality established?
  2.1.4 What is the relation between them?
  2.1.5 Is social class evident? If Yes, How is it evident?
     - in dress
     - in employment
     - in names
     - through language (etc.)
2.2 The setting
  2.2.1 When does the story take place?
  2.2.2 Where does the story take place?
  2.2.3 Does setting reveal the personality of characters?
2.3 The action
  2.3.1 What happens in the novel?
  2.3.2 What is the theme of the book?
  2.3.3 Can you make a visual representation of the progression of the plot (i.e. opening, conflict, complications, climax, and resolution)?

3. Personal Response

3.1 Your impressions
  3.1.1 What did you like best?
  3.1.2 What did you like least?
  3.1.3 What would you change in the story?
3.2 Your feeling and experience
  3.2.1 Do you identify with any of the characters?
  3.2.2 Do you find any interesting cultural information?
  3.2.3 What surprising/interesting lesson did you learn from the reading? How does the lesson connect to your own life?
3.3 Your rating (circle one)
  3.3.1 Great = (I loved it)
  3.3.2 Good = (I liked it)
  3.3.3 OK = (I didn't mind reading it)
  3.3.4 Boring/Stupid = (I wish I hadn't read it)
  3.4 If you circled 3.3.1 or 3.3.2 write a short ten- to twenty-word "come-on" for the book. Explain why others will enjoy it as much as you did.

*Adapted from a) Gill (1985); b) Day and Bamford (1998); and c) Bamford and Day (2004).

5.8 Conclusion

The researcher, in this chapter, has strived to offer some directions to university education, more specifically to the Department of English and to suggest some concrete solutions that are hoped to alleviate the learners' comprehension problems as far as reading comprehension is concerned. These implications concern basically promoting students' motivation as a fruitful key to literacy learning, and establishing a well supportive and healthy context. Besides, some important criteria for selecting texts that cater for learners' needs and interests have been projected on. This chapter has even strived to focus on the importance of providing an instructional framework for developing learners' vocabulary knowledge. Some other suggestions have been proposed in response to the results attained throughout the investigative chapter. They concern the explicit teaching of reading strategies shedding more prominent light on the multiple strategy formats. While the second part was purely more practical in which some activities have been put forward whereby to be implemented sequentially and in an organized way utilizing a three phase approach, i.e. pre, while and post reading activities. As a concluding step, and after uncovering the usefulness and applicability of using think-aloud teaching technique as a fruitful reading comprehension introspective tool, equal importance has been projected on the role of integrating extensive reading into EFL reading curriculum in fostering learners' comprehensive skill in the area of reading.

General Conclusion

GENERAL CONCLUSION

As a global lingua franca, the English language is actually no more regarded as the language of kings and queens nor does it represent exclusively the patrimony of Anglo-Saxons, but rather a genuinely universal language that is vitally required in the peoples' daily life mainly for fulfilling different communicative and utilitarian purposes. Besides, it has become a primary tool for cultural, political and technological development and has been given much concern in the Algerian educational setting since 1962, and more importantly after the advent of the globalization process.

Thus, in the academic environment, the recent emphasis on investigating contexts in language learning has led to a renewed interest in discovering how EFL/ ESL students around the universe cope with the demands of studying English in their subject area. Thousands of learners in FL settings routinely engage in acquiring the content they need through the medium of written texts that is reading.

Yet, it should be mentioned that within the field of education, an equal consideration for the language skills of listening, speaking, reading and writing should be given to enable the learners acquire the necessary strategies that would enhance their learning process and develop their linguistic competence.

Paying attention to the one of the aforementioned language skills notably reading, one should acknowledge its importance as it represents an essential exciting tool for any research work. Moreover, reading enables learners to gain exposure to the target language to build up language proficiency.

Yet, putting the learners at the foreground led the researchers to unavoidably ask a current thought provoking question as to what makes some learners more successful

and more competent readers than the others? The results proved that good language learners make use of certain reading strategies conveniently when reading.

Inspired by this thought, the researcher has strived throughout this exploratory study to uncover and explore the possible effects of implementing an explicit strategy based instructional intervention on the 3rd year students' reading proficiency and strategy use at tertiary level in an EFL setting.

Put it differently, the problem behind conducting this case study includes: (a) ongoing debates on how to teach reading strategies, in EFL contexts; (b); the need to assess influences of reading strategy instruction both on strategy use and reading comprehension.

Three aims were set for conducting this study:

- To explore the attitudes of university EFL teachers towards the implementation of an explicit strategy-based instructional intervention in their daily classroom instruction.

- To check whether university EFL learners already possess some reading strategies prior to the intervention phase, and whether they are consciously aware of the usefulness and applicability of utilizing reading strategies in any given problem- solving situation.

- To shed light on whether an integrated strategy instruction on reading would lead to an increase in the frequency and variety of strategies involved in reading.

Therefore, in view of these research aims, a set of five critical research questions were put forward:

1. What are the attitudes of EFL teachers towards the explicit teaching of reading strategies in an EFL classroom? And,do they teach them in their actual classroom practices?

2. What type and frequency of reading strategies do EFL students use in their EFL reading process?

3. Is there any significant difference between students' self-reported reading strategy use and their actual reading performance,

4. Does an explicit / integrated strategy based instructional intervention enhance students' reading proficiency and strategy use? In other words, are there any significant differences in the pre and post-reading strategy use between strategy instruction group and control group?

5. What changes do we expect from the students in terms of their attitudes and habits towards reading after the experimentation?

Accordingly, multiple data instruments (surveys, questionnaires, semi-structured interview, proficiency tests and reflective journals) were employed to support the researcher's hypotheses that are listed below:

➢ H1: EFL teachers may probably have a positive attitude towards the explicit teaching of reading strategies and more importantly cognitive reading strategies which are frequently taught to them in each reading lesson.

➢ H2: EFL learners already possess a limited number of cognitive reading strategies

➢ H3: Not all the strategies that EFL learners reported using are being actually applied in their reading assignments

➢ H4: There is a significant difference in the strategy use between the intervention group that has been explicitly instructed through reading strategies programme and the one that received no instruction

➢ H5: EFL learners may have a positive attitude toward reading after the intervention sessions compared to the pre-training phase and henceforth their reading habits have changed significantly after the training sessions.

In order to address the research questions and confirm/ disconfirm the above stated research hypotheses guiding this study, the present dissertation has been attentively split into five chapters:

Chapter one has provided a theoretical framework for the present work including definitions based on reading processes, contemporary theories of reading models, reading strategies typology and classifications, reading skills/ strategies and effects of reading strategy instruction on students' reading proficiency.

Chapter two entitled: Reading Comprehension Pedagogy in Algeria has attempted to give an overview of English language teaching and learning in the Algerian educational context paying attention to determining the major status of reading comprehension module/ unit in the overall teaching of English at the tertiary level more specifically in the English Department as context of the present research. Moreover, this chapter has described the context of the research methods used in this study and the profile of the participants constituting the population sampling of the current study.

The research design and methodology used for the research questions, participants and data collection procedure have been fully described from the theoretical perspective throughout the third chapter, whereas the fourth chapter under the title of Research Finding and Identification of Reading Strategies was devoted to elucidate the data obtained from each research instrument used in this study, and offered interpretations for the research findings.

The fifth and concluding chapter was designed to tackle some multiple implications and alternative solutions on the basis of the results obtained from the preceding chapter to hopefully remedy the problem and tackle the issue of reading as a focal concern throughout the present research work.

Narrowly speaking, due to the fact that the crux of this research was to uncover the possible effects of teaching explicitly some reading strategies in an EFL setting on learners' reading proficiency and strategy use, the researcher thought it more appropriate to undergo a case study, as it was believed that this method tallies with an exploratory qualitative research. Thus, by means of five research instruments mentioned above, the researcher endeavoured to check reliability of the stated hypotheses that were set before the experiment. They are discussed below according to the data collection procedure that was worked through in this study.

Therefore, in an attempt to offer a convincing answer to the first research question and at the same time confirm the validity of the first stated hypothesis about teachers' attitude towards the explicit teaching of reading strategies, the researcher could discover empirically that almost all the participants had more positive attitudes toward reading strategy instruction. Henceforth, they showed that they are always willing to teach them different reading strategies such as: inferring and drawing conclusions, activating background knowledge, setting purpose for reading, rereading, skimming/ scanning and determining importance.

However, having compared the findings obtained from the questionnaire with those obtained from questions 10 and 11 (see appendix -A-) of background information questionnaire, a mismatch was found between their attitudes toward explicit teaching with their actual classroom teaching practices especially the metacognitive strategies: setting purposes , determining importance, discussing reading with other students. A mismatch was also displayed as regards teaching cognitive reading strategies of inferring, contextual guessing and visualizing strategy. All these results lead us to conclude and corroborate our first research hypothesis.

With respect to the second research question which sought to examine the students' prior knowledge of reading strategies, two research instruments were employed to reach this purpose namely survey of reading strategy (SORS) and semi-

structured interview so as to look for converging evidence of what they can do (strategy questionnaire), and what they actually do in their oral performance.

Therefore, having attained this aim, it was discovered that there existed a discrepancy between the students' perception of themselves as reflected in their reading strategy questionnaire and their actual performance (while verbalizing their data by means of semi-structured interview). This discrepancy was conspicuously noticed in some cognitive and metacognitive strategies and even some support strategies mainly: setting purpose for reading, checking and confirming predictions (metacognitive) as well as rereading, inferring and contextual guessing (cognitive).

In regards to support strategies, a mismatch was once again noticed for note-taking and underlying important information. As a matter of fact, having empirically elucidated the required data about the second research question, the interpretation of their results seemed to be convergent with its research hypothesis, initially confirmed, through the strategy questionnaire and thoroughly proved from the students' semi-structured questionnaire.

As regards the third research question which strived to know whether the strategies reported being used by participants of both groups in the questionnaire have been used in their actual reading performance (pre-test), the results evidently proved that some strategies that have been tested through were being used in both questionnaire and pretest; they are: skimming, scanning summarizing and background knowledge integration, whereas for contextual guessing and inferring strategies, the participants did not seem to be familiar with them but claimed to use them in the questionnaire. Henceforth, in the light of these results, the third research hypothesis is confirmed too.

As far as the fourth research question, which represents the crux of the present study, as it strived to investigate to what extent the effects of reading strategy have on the 3rd year EFL students' difference between the strategies used among the

participants of instruction group who have been receiving strategy sessions for nine weeks and the participants constituting the control group who did not benefit from the strategy based lectures. Furthermore, the participants' reflections obtained from their journals confirmed empirically the key role of strategic- based instructional intervention in enhancing reading comprehension. These findings, henceforth, confirmed the fourth hypothesis.

Considering the fifth and the last research question, it appeared to be interconnected with the foregoing one, since it endeavoured to explore the participants' attitudes toward the strategy instruction programme. To this end, an attitude questionnaire was submitted to the participants of the intervention group and the findings obtained displayed a positive attitude, and change in terms of reading habits among some participants compared to their attitudes before starting the intervention sessions (more specifically while performing think aloud protocol during each strategy training session). Here too, the concluding hypothesis seems to be convergent with the results elucidated via students' attitude questionnaire.

In a nutshell, the findings gathered in this study reveal that the participants have some declarative knowledge of some strategies, mainly: summarizing, main ideas identifications, background knowledge identification, while they displayed a low proficiency as far as clarifying/ contextual guessing and inferring strategies are concerned. Yet, after receiving strategy training sessions, the participants of the intervention were more or less able to develop their declarative, procedural and even conditional knowledge of some strategies notably predicting, contextual guessing and scanning strategies.

On the surface, the intervention group significantly outperformed the control group in reading comprehension at the post-test while compared to the pre-test, both groups were identified as being very similar to each other in all ways salient to this study.

Although the current study has preliminarily been carefully designed to explore the possible effects of incorporating strategic based instructional intervention on learners' reading performance, three areas of limitations have emerged, which the present study has not been able to explore fully. But these are obvious directions for future research.

Firstly, since the research was conducted in a classroom setting, the sample size was small; therefore its size limited the generalizability of the findings to other contexts and situations. Differently stated, only thirty students participated in this investigation which revolves around the potential role of strategic-based instructional intervention in improving reading proficiency and awareness of strategy use. Besides, due to the relatively small number of the participants and the lack of diversity, only few students, mainly from strategy intervention/experimental group regularly attended the first courses, that is, 12 out of 15 (80%) were willing to participate as they had been already given some explanations about this research motives and objectives. And out of 15 participants, who constituted the control group, only 14 students took the pre-test and have handed in their personal journals afterward, while the rest did it later. Hence, caution must be used in case one would like to generalize findings to other contexts and situations, as these findings were suggestive rather than conclusive. In this regard, there is no doubt that the results of the present research work would have been more valid and more reliable with a bigger population size.

Secondly, another limitation of this study concerned the short time devoted to the implementation of reading strategy instruction programme (which lasted for nine weeks), that is, it would have probably given more convincing results if the programme had lasted a whole academic year. Thus, in the light of what has been said, with a longer period of time, the intervention programme would have provided the participants with the necessary opportunities to strengthen the strategies they learned, which would result in improving their declarative knowledge (knowing what strategy), procedural(knowing how to use it) and conditional knowledge(why and when to appropriately transfer the already learned strategy to new tasks and demands).

As an interesting suggestion for further research is to check the validity of the previously mentioned hypothesis, which explores the effects of explicit teaching instruction on EFL students' reading performance by applying to the other language skills. For instance, listening, speaking, writing, vocabulary learning strategies could be focused on equally and simultaneously because it is believed that learning a language is learning its four prerequisite linguistic tools of listening, speaking, reading and writing.

In this case, the ideal situation for any further research would be, for the department, to allow the researchers to have in their yearly timetable two classes of the same level, one for the experimentation of the strategy-based instruction and the other receiving no particular instruction. A pre-test would be designed and administered to both classes first week of semester 1. At the end of the semester, the exams will play the role of the posttests (part1). A comparative study would be undertaken to highlight the differences between the two classes and between the results of the pretest with the posttest. The same procedure will be followed for the second semester. The second semester exams will play the role of the posttest (part 2). A comparative study will take place to cross –check the results and more importantly to confirm the validity and the reliability of the overall results of the experimentation.

The experimentation should in this case be extended to the other skills: teaching the strategies of each language skill explicitly in class will undoubtedly help our students to be better listeners, better speakers, better readers and why not better writers.

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Appendices

Appendix A: Teachers' Attitude Questionnaire.

Dear colleague,

    I am conducting a research which seeks to clarify the important role of teaching reading strategies in an EFL classroom. The study intends to find out the impact of strategy training on reading ability of EFL university students. Therefore, it is hoped you will wholeheartedly extend your cooperation to facilitate the accomplishment of the objectives proposed for this study, by completing this questionnaire which comprises two parts. In the first part (**A**) you are required to provide basic demographic data which will help in the interpretation of the findings of the study. In the second part (**B**), you are kindly requested to give your point of view about the extent to which you agree on the importance of explicit teaching of each of the following reading strategies.

<div align="right">Thank you very much indeed
for your collaboration.</div>

A - Background and Profile

- Gender   Male ☐   Female ☐
- Age (optional)
- Status in the department of Foreign Languages   Full time ☐   Part time ☐

- Current Grade Level   Phd ☐   Ma ☐   Ba ☐

Post graduate specialization : …………………………………………………………………………...
- Modules in charge : …………………………………………………………………………………..
Teaching experience : ……………………………………………………………………………………
- How many years you have been a teacher of reading comprehension?......…………
- What objectives do you intend to reach in your teaching of reading comprehension module?
  ....
  ....
  ....
  ....
- What do you think of the reading ability of the majority of the students in your classes?
          Very good ☐   Good ☐   average ☐   Poor ☐
- According to your teaching experience, how would you describe the reading level of your students in your class?
  1- Most are above the average   ☐   2- Most are average   ☐

  3- Most are below the average   ☐   4- Reading level varies greatly   ☐

B – Teaching strategies

Strategies	Degrees of importance				
	Very important	Important	Neutral (don't know)	Less important	Not important at all
Preview the material by thinking about: the text, the title, and the pictures.					
Have a purpose for reading.					
Activate prior knowledge and experiences about the topic.					
Skim and scan the text for information.					
Ask questions about the text before reading it.					
Write summaries to reflect on key ideas in the text.					
Underline or circle information in the text to help student remember it.					
Stop reading to check comprehension.					
Use tables, figures, and pictures in text to increase understanding.					
Use context clues to help students understand what is being read.					
Paraphrase what students read .					
Check understanding when coming across conflicting information.					
Reread the problematic part.					
Look up unknown words in a dictionary.					
guess the meaning of unknown words or phrases.					
Discuss one's reading with others to check understanding.					

Provide one's own feedback on what one has read.					
Make inferences and draw conclusions.					
Compare and contrast information from one or more texts.					
Concentrate on the reading task.					
Regulate mood to stimulate the reading process.					
Analyze and evaluate the information presented in the text.					
Engage with the text.					
Integrate the information in the text with what students already know.					
Complete graphic organizers such as Venn diagram, KWL, etc.					

Students' Questionnaire

Dear students,

The following questionnaire submitted to you is meant for a PhD thesis in English Language Teaching. Therefore, I will highly appreciate if you kindly fill in the questionnaire at your earliest convenience. The information provided will be clearly used for academic research and will be treated anonymously and privately. Please answer this questionnaire as honestly as possible.

Thank you for your co-operation.

A- Background Information

1- Gender :   ➢ Male :   ☐   ➢ Female   ☐

2- Age: ....

3- Stream of secondary school studies: ....

4- How long have you been studying English? ....

5- Do you like reading?

6- How do you rate your English reading proficiency as compared with the proficiency of other classmates? (Tick the appropriate one)

➢ Excellent   ☐   ➢ Very good   ☐   ➢ Fair   ☐   ➢ Poor   ☐

7- Do you think that reading is as important as the other major skills? Why?

8- How important is it for you to become proficient in reading?
   - ➢ Very important   ☐
   - ➢ Quite important   ☐
   - ➢ Somehow important   ☐
   - ➢ Not so important   ☐

> ➢ Not important ☐

B- **Strategy Questionnaire**

Item Number	Item	How often do you do this SCALES				
		1	2	3	4	5
1	I have a purpose in mind when i read					
2	Before reading I predict from the picture, title what the text will be about.					
3	I apply what i already know to help me understand what I read.					
4	Before reading, I figure out my own goals, that is what I want to get out of specific text.					
5	Before reading, I skim the text first to get out the main idea and i read for details					
6	While reading, I take notes while reading to help me understand what I read.					
7	I decide what to read closely and what to ignore					
8	I use tables, figures, and pictures in text to increase my understanding.					
9	To avoid confusion, I don't bring what I know into what I am reading.					
10	When text becomes difficult, I reread to increase my understanding.					
11	While reading, based on key words, I find what seemed to be a main sentence in each paragraph.					
12	I use context clues to help me better understand what I'm reading.					
13	When I don't understand what a sentence means, I think about other sentences in the paragraph.					
14	While reading, I summarize using graphic organizer of what I was reading for each paragraph					

15	I check my understanding when I come across conflicting information.					
16	I try to guess the meaning of unknown words or phrases.					
17	While reading, I keep reading a text without looking up every word, I read other words around new words					
18	I use my previous knowledge to guess what is not explicitly stated in the text.					
19	I use typographical aids like **bold** face and *italics* to identify key information.					
20	I underline or circle information in the text to help me remember it.					
21	After reading, I check to see if my guesses about the text are right or wrong.					
22	After reading, I summarize what I read to reflect on important information in the text.					
23	I consider writing down important ideas unnecessary.					
24	I skip reading tables, diagrams because they slow down my reading and distract me					

Appendix C: Students' Semi Structured Interview

1- Do you like reading?

2- Do you think that reading is the most important skill among the four major skills in English? Why?

3- Now, that you have a passage to read, do you do anything before you start reading? If yes what do you do first?

4- When you are reading a passage and you come across a word or something you don't know, what do you do?

5- What makes reading difficult for you? And, what do you do to cope with these difficulties?

6- Once you complete reading a passage/ a book, what do you do?

7- Do know or have you ever heard of reading strategies?

8- What do you think reading strategy is?

9- List some strategies you know about?

10- Do you think that you are a good reader in English? Why?

11- According to you what makes a person be classified among good readers?

12- Do you think that learning reading strategies is important? Why?

Appendix D: Reading Text Used in the Pre -Training Phase

Students are responsible for familiarizing themselves with the University Code of Student Conduct, as on enrollment with the University, the students have placed themselves under the policies and regulations of the University and all of its duly constituted bodies. Disciplinary authority is exercised through the Student Conduct Committee. The Committee has procedures in place for hearing allegations of misconduct. Copies of the student conduct code are available at the Student Services Office.

Academic dishonesty is never condoned by the University. This includes cheating and plagiarism, which violate the Student Conduct Code and could result in expulsion or failing the course.

Cheating includes but is not limited to obtaining or giving unauthorized help during an examination, getting unauthorized information about the contents of an examination before it is administered, using unauthorized sources of information during an examination, altering or falsifying the record of any grades, altering or supplying answers after an examination has been handed in, falsifying any official University record, and misrepresenting the facts to get exemptions from or extensions to course requirements.

Plagiarism includes but is not limited to submitting any paper or other document, to satisfy an academic requirement, which has been copied either in whole or in part from someone else's work without identifying that person; failing to identify as a quotation a documented idea that has not been thoroughly assimilated into the student's language and style, or paraphrasing a passage so closely that the reader could be misled as to the source; submitting the same written or oral material in different courses without obtaining authorization from the lecturers involved; or 'dry-labbing', which includes obtaining and using experimental data from fellow students without the express consent of the lecturer, utilizing experimental data and laboratory write-ups from other parts of the course

or from previous terms during which the course was conducted, and fabricating data to fit the expected results.

Comprehension Questions

1. Look at the following pictures and try to guess how they are related to the passage?

2. When you read *University Code of Student Conduct*, what does it remind you of?

3. In each paragraph below underline the sentence you think forms and carries the main idea?

4. According to the text, cheating is more serious offensive than plagiarism
   - False
   - True
   - Not mentioned

5. What is meant by each of the following words: *enrollment, allegation, exemption, condoned*

6. It is never acceptable to paraphrase closely

   False

   True

   Not given

7. Do you think that cheating and plagiarism are not the same?

8. According to what you have understood, how can students avoid plagiarism and produce an original and personal work?

9. Summarize the passage in not more than 50 words

Text One

THE CLIMATE TRAIN

In December 1997, thousands of scientists and other interested people traveled to Kyoto for an international conference on climate and pollution. Months before the conference, most of these people began making airplane reservations. But one English scientist named Ben Matthews thought that flying to Kyoto didn't seem right. He thought, "Airplanes make a lot of pollution… Is it right to travel on airplanes so that we can talk about ways to make less pollution?" Ben believes that in order to make less pollution, all people, even scientists, need to change the way they live. He decided to set an example. He began to plan a trip to Kyoto that made less pollution than an airplane trip. Other people soon joined him until there were36 people from 14 countries ready to travel by land and sea to Kyoto. The group called itself "the Climate Train."Planning the Climate Train trip was very complicated. Ben and his fellow travelers had to carefully choose a route, check schedules, buy tickets, and arrange overnight stays in some towns all in many different languages. They also had to get visas for every country that they traveled through, even if they didn't stop there.

Text by Jackson Kari

Text Two

<center>**Seasonal Affective Disorder (SAD)**</center>

People who have Seasonal Affective Disorder (SAD) get depressed during the fall and winter. SAD seems to be much more common in some places than in others. For example, in the United States, less than 1 percent of the people in Florida, a southern state, have SAD, but 10-30 percent of the people in Alaska, a northern state, have it.

The symptoms of SAD are almost the same as the symptoms of depression. The biggest differences is that depression can happen at any time of year, but SAD happens at any time of year, but SAD happens only during the fall and winter months. SAD happens particularly in the far north and far south, where there is less light in the winter.

The most common symptoms include:
- sleeping more than usual
- eating more than usual
- getting fatter or thinner quickly
- not having enough energy
- thinking about death
- not wanting to be with other people

Text by Jackson Kari

Text Three

Will Indigenous Cultures Survive?

In northern Columbia, a four-year-old Kogi Indian is carried high into the Sierra Nevada mountains. He will live in a small dark house for 18 years while he learns to be a holy man. In the Amazon, a Waorani hunter finds animals by following their smell. A Mazatec farmer in Mexico sends messages to other Mazatec by whistling across the wide valleys of his mountain homeland. Stories about such people show us that there are many different ways of understanding the world and living life. The way we is just one way. About 300 million people, or 5 percent of the world's population, are members of indigenous cultures. These cultures have deep roots in their histories, languages, and the places they live in. Sadly, their unique ways of living are disappearing because of the fast changes that are happening all around them. Change is an important part of any living culture. In order to survive, a culture must adapt to some changes in its environment. Unfortunately, the changes that are happening today are so big and so fast that most indigenous cultures simply cannot adapt to them. For example, in Brazil, a gold rush brought sickness to the Yanomami ten years ago. Now one-quarter of them are dead.

Text Four

Of the 4,000 living languages, English is by far the most widely used. As a mother tongue, t ranks second only to Chinese, which is effectively six mutually intelligible dialects little used outside China. On the other hand the million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one sixth of the world's population.

Barriers of race, colour and creed are no hindrance to the continuing spread of the use of English. Besides being a major vehicle of debate at the United Nations and the language of command for NATO, it is the language of international aviation, and unofficially is the first language of international sport and the pop scene.

It was however the introduction of English to the indigenous peoples of British colonies which led to the existence today of numerous independent states where English continues in daily use. The instrument of colonial power, the medium for commerce and education, English became the common means of communication.

English or French are often the only common languages available once a speaker has left his own area. English is accordingly the official language of both Ghana and Nigeria, use in every walk of daily life. Indeed, English has become a significant factor in national unity in a broad band of nations from Sierra Leone to Malaysia. It is the national language of twenty-nine countries (USA and Australia,

of course, but also Lesotho and Liberia) and it is also an official language in fifteen others, South Africa and Canada, predictably, but also Cameroon and Dahomey.

There is, however, a further reason why English enjoys world-wide currency, apart from political and historical considerations. The rapidly developing technology of the English-speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most underdeveloped countries. Half of the world's scientific literature is written in   English .By comparison, languages like Arabic, Yoruba and Malay have been little equipped to handle the concepts and terms of modern sciences and technology. English is therefore often the only available tool for twentieth-century learning.

A.BENZIAN, COMET (A Communicative English Teaching Course Book for all streams).

Comprehension Questions

1- Read the first and the last sentence of the text. Try to predict its content.
2- Supply a suitable title to this passage.
3- Why was the English language regarded as only the available tool in the 20th century?
4- How do you consider this language today?
5- Summarize the text in no more than five limes.
6- Guess from the text the meaning of the following words:
   Hindrance - indigenous.

Appendix F: Journal Entries for Strategy Instruction Group

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)
Excellent- Very Good - Good - Fair - Poor
Why do you think so?

_____
_____
_____
_____

2. Do you know or have you ever heard of reading strategies?
No Yes
3. What do you think a reading strategy is (or what do you know of reading strategies)? Please give a metaphor of what reading strategies are to you. It will be something similar to "A book is food for the mind."

_____
_____
_____
_____

Why do you think so?

_____
_____
_____
_____

Appendix G: Journal Entries for Control Group

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)   Excellent   Very Good   Good   Fair   Poor   Why do you think so?

_____

_____

_____

2. Do you know or have you heard of "Reading Strategy"?   No   Yes 3. What do you think "Reading Strategy" is (or what do you know of "Reading Strategy")? Please give your metaphor of "Reading Strategy" like "A book is food for the mind."

_____

_____

_____

Why do you think so?

_____

_____

_____

Appendix H: Text Used in the Post-Training Phase

A **stereotype** is a fixed idea that people have about what specific social groups or individuals are like, especially an idea that is wrong. Other terms that are associated with the term stereotype are *prejudice* and *cliché*. The term has a Greek origin:*stereos* means *solid* or *firm* and *typos* mean *blow,impression, engraved* or *mark*. The term was first used in the printing business. The first modern English use of the term was in 1850, meaning "image perpetuated without change."

Because stereotypes are standardized and simplified ideas of groups, based on some prejudices, they are not derived from objective facts, but rather subjective and often unverifiable ideas. As sociologist Charles E. Hurst states* "One reason for stereotypes is the lack of personal, concrete familiarity that individuals have with persons in other racial or ethnic groups. Lack of familiarity encourages the lumping together of unknown individuals".

The existence of stereotypes may be explained by the need of groups of people to view themselves as more normal or more superior than other groups. Consequently, stereotypes may be used to justify ill-founded prejudices or ignorance and prevent people of stereotyped groups from entering or succeeding in various activities or fields. The stereotyping group are, generally, reluctant to reconsider their attitudes and behavior towards stereotyped group.

Stereotypes may affect people negatively. This includes forming inaccurate and distorted images and opinions of people. Stereotypes may also be used for scapegoating or for making general erroneous judgements about people. Some stereotyping people may feel comfortable when they prevent themselves from emotional identification with the stereotyped group, which leads to xenophobic or racist behavior. Finally another serious consequence of stereotypes is the feeling of inferiority that the stereotyped people may have and which may impair their performance.

Hurst, Charles E. Social Inequality: Forms, Causes, and Consequences. 6. Boston: Pearson Education, Inc,

Comprehension Questions

1. Read the first sentence of the passage and provide the missing word it might be talking about.

2. In paragraph three, the writer states 'the existence of stereotypes may be explained by the need of group of people to view themselves as more moral or more superior than other groups' Give one example that you can think of to illustrate what the writer means.

3. Suggest a title to this passage

4. In each of the following paragraphs, underline the sentence that you think carries the main idea.

5. According to you, what are the main reasons that lead people to have such an attitude about the others?

6. Stereotypes are used to:

   • Make generalization about different people

   • Have an accurate understanding of stereotyped people

7. Toward the end of paragraph three, the writer refers to *reluctant.* In this context, what does he mean and write some possible clues that suggest its meaning.

8. What do the following words imply: *lumping, ill-founded, xenophobic?*

9. Summarize the text in not more than fifty words.

Appendix I : Students' Attitudes Questionnaire

.

Adopted from Master Thesis about the Effects of Reading Strategy Instruction on EFL Students' Reading Comprehension Strategy submitted by Huang, (2010), then adapted to the present context

Appendix I: Students' Attitudes Questionnaire

Dear Students

This questionnaire is designed to investigate your attitude toward reading strategy instruction after having received lectures based on seven strategies for an effective reading. Therefore, it is hoped you will wholeheartedly extend your cooperation to facilitate the accomplishment of the objectives proposed for this study, by completing this questionnaire. There are no right or wrong answers in this questionnaire. Your replies will be kept confidential and be useful to us. Thank you so much for your help.

Part 1: General Information

Name: ……………….

Age:………………...

Major:……………….

Part 2: Attitude Toward Reading Strategy Instruction

Items	Agreement/ Disagreement				
	SA	A	F	D	SD
1. Are you satisfied with this instruction?					
2. Do you think that this course is helpful to you?					
3. Have you become more interested in reading English after reading strategy instruction					
4. Have you become more confident in reading English after reading strategy instruction?					
5. After reading strategy instruction, next time when you encounter difficulties while reading English, will you use the reading strategies that the teacher taught to solve problems?					
6. Do think that finding the main idea enhances your reading comprehension?					
7. Do you think that recognizing topic sentence, supporting sentences, and concluding sentence in a paragraph enhances your reading comprehension?					
8. Do you think that finding keywords in a text enhances your reading comprehension?					
9. Do you think that finding the transitions in a text enhances your reading comprehension?					
10. Do you think that guessing the meaning of a new word					

from part of it enhances your reading comprehension?				
11. Do you think that identifying the writing patterns used in a text enhances your reading comprehension?				
12. Do you think that recognizing the synonym helps you answer reading comprehension questions?				
13. Do you think that guessing the meaning of a new word from context enhances your reading comprehension?				

14. What have you learnt after reading strategy instruction?

………………………………………………………………………………………

………………………………………………………………………………………

Part 3: Reading Habit Changes After Reading Strategy Instruction

Items	Yes	No
15.Do you usually read every word of a passage?		
16. Do you usually use a dictionary when you do not know the meaning of a word?		
17. Do you think that the best way to improve your reading is by learning as much grammar as possible?		
18. Do you think that the best way to improve your reading is by learning as much vocabulary as possible?		
19. Do you need to know every word in order to understand what you are reading in English?		
20.Do you usually translate English into your native language in your mind while reading in English?		

21. After reading strategy instruction, next time when you encounter a new word while reading English, and that word is one of the keywords in the text, how will you deal with it? (multiple answers)

Guessing its meaning from context………Guessing its meaning from its parts of it (if possible)……looking up the dictionary……..skipping it and continuing to read…..asking peers or teachers……..Others………

22. After reading strategy instruction, next time when you encounter a new word while reading English,, but that word is not important in the text, how will you deal with it?

Guessing its meaning from context………Guessing its meaning from its parts of it (if possible)……looking up the dictionary……..skipping it and continuing to read…..asking peers or teachers……..Others………

Journal Entries for the Control Group

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)

    Excellent   Very Good   Good ✓   Fair   Poor

    Why do you think so?
    even if I donot need too much but I found my self better in than others

2. Do you know or have you heard of "Reading Strategy"?

    No   Yes ✓

3. What do you think "Reading Strategy" is (or what do you know of "Reading Strategy")? Please give your metaphor of "Reading Strategy" like "A book is food for the mind."

    good way to understand a text

    Why do you think so?

    because without it we con't understand some point in nee ike text essly

Journal Entries for the Control Group

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)

   Excellent   Very Good   (Good)   Fair   Poor

   Why do you think so?

   _____

   _____

   _____

2. Do you know or have you heard of "Reading Strategy"?

   No   (Yes)

3. What do you think "Reading Strategy" is (or what do you know of "Reading Strategy")? Please give your metaphor of "Reading Strategy" like "A book is food for the mind."

   yes the book is a food for the mind because the information when you read it stockage in the brain better than other think.

   Why do you think so?

   because when we read if we don't understand a word we going to find the difinition that for IRP books on reading helps as to achive our level.

Journal Entries for the Control Group

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)

   Excellent   Very Good   Good   Fair   Poor
                    X

   Why do you think so?

   I often watch BBC, and I try to have a reading that is as fluent as their's. I read loudly, and I keep trying to improve.

2. Do you know or have you heard of "Reading Strategy"?

   No   Yes
   X

3. What do you think "Reading Strategy" is (or what do you know of "Reading Strategy")? Please give your metaphor of "Reading Strategy" like "A book is food for the mind."

   maybe, "reading strategy" is a way or method used or employed while reading, to make it clearer, and more efficient, as well as easier to grasp.

   ⇒ a reading strategy is like directions or the road, makes it easier to get to the point.

   Why do you think so?

   I think so, because the title often gives the meaning, so I concluded that this is what it means.

Journal Entries for the Control Group

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)

   Excellent   Very Good   (Good)   Fair   Poor

   Why do you think so?

   because when the teacher asks about escamples from literaly text I am able to answer.

2. Do you know or have you heard of "Reading Strategy"?

   No   Yes

3. What do you think "Reading Strategy" is (or what do you know of "Reading Strategy")? Please give your metaphor of "Reading Strategy" like "A book is food for the mind."

   «a book is like a garden, carried in the pocket»

   Why do you think so?

   because when reading we discover many new words and information, it is very helpful.

Journal Entries for the Control Group

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)

    Excellent   Very Good   Good   Fair   Poor

    Why do you think so?

    May be because y don't have much time for reading since y work and study at the same time.

2. Do you know or have you heard of "Reading Strategy"?

    No   Yes ✓

3. What do you think "Reading Strategy" is (or what do you know of "Reading Strategy")? Please give your metaphor of "Reading Strategy" like "A book is food for the mind."

    Reading strategy is an interactive process it is fondamental or y can say "fun to mental"

    Why do you think so?

    because while reading, one can travel and dive into the sea of language and discover new words.

Appendix K: Reading Strategy Journals: Predicting

<u>Journal 2: Predicting</u>

1. You just learned and practiced a reading strategy, Predicting. What do you think of Predicting? Do you consider it useful for your reading in English, or does it interfere?

_____
_____
_____

Why do you think so?

_____
_____
_____

2. We made predictions using a graphic organizer for Predicting in two ways: per text and per paragraph. Which is better for you?

_____
_____
_____

Why do you think so?

_____
_____
_____

3. If you can think of a better way to predict, please write it down.

_____
_____
_____

4. Are you going to use Predicting when you read an English text?

_____
_____
_____

Why do you think so?

Appendix L: Reading Strategy Journals: Making Inferences

Journal 3. About the Strategy, Making Inferences

1. You just learned and practiced a reading strategy, Making Inferences. What do you think of Making Inferences? Do you consider it useful for your reading in English, or does it interfere? Are you going to use it while reading in English?

_____
_____
_____

Why do you think so?

_____
_____
_____

2. We practiced Making Inferences in two ways: (1) After reading an entire text, distinguishing among facts (what is explicitly written in the text), inferences (what is inferred based on the text), and false statements; and (2) Guessing the meaning of new words using the context. Which is better for you?

_____
_____
_____

2a. Do you think (1) is useful for your reading in English?
No Yes
Why do you think so?

_____
_____
_____

2b. Do you think (2), instead of looking up every new word, is helpful for your reading in English?
No Yes
Why do you think so?

_____
_____
_____

3. What do you think are the differences between Predicting and Making Inferences?

_____
_____
_____

Appendix M: Reading Strategy Journals: Skimming/ Scanning

Journal 4. About the Strategy, Skimming/ Scanning

1- You just learned and practiced a reading strategy **Skimming**,. What do you think of **Skimming**? Do you consider it useful for your reading in English, or does it interfere?

_____
_____
_____

2- While reading in English, do you read sentence by sentence?
No _ Go to no. 2 Yes _ Go to no. 3

_____
_____
_____

3- If you do not read sentence by sentence, what do you read? (e.g., I read only the first and the last sentences / I skim first and read what I like to / I read the sentences that have many familiar words)

_____
_____
_____

4- What steps should you follow to skim effectively?

_____
_____
_____

5- What is **scanning**?

_____
_____
_____

6- What steps are involved in the process of scanning?

_____
_____
_____

7- Why do you do so?

_____
_____
_____

Appendix N: Reading Strategy Journals: Clarifying/ contextual Guesssing.

Journal 5. About the Strategy, Clarifying / Contextual Guessing
* Please answer the questions, based on what we practiced Clarifying while reading
Cheating and plagiarism
1. Were there any confusing or incomprehensible parts in the text?
No _ Go to no. 5 Yes _ Go to no. 2
2. What do you think made you confused or not understand those parts? (e.g., because of difficult words, complicated sentence structures, or unfamiliar topic).

_____
_____
_____

3. You were asked to use Clarifying to understand the confusing or incomprehensible parts: (1) to read aloud, (2) to read over and over, or (3) to read from the previous sentences. Were any of these helpful?
No _ Go to no. 5 Yes _ Go to no. 4
4. Which of (1), (2), and (3), or all, was helpful?

_____
_____
_____

Why are you going to do so?

_____
_____
_____

5. What did you use to do to understand confusing or incomprehensible parts before you learned Clarifying (e.g., I skip it / I ask others about them / I look up in dictionaries)?

_____
_____
_____

6. Are you going to use Clarifying while reading in English?
No Yes
Why are you going to do so?

_____
_____
_____

Appendix O: Reading Strategy Journals: Summarizing

Journal 6. About a Reading Strategy: Summarizing

1. Do you summarize while reading in English?
No _ Go to no. 2 Yes _ Go to no. 3

2. Why do you NOT summarize while reading in English?

_____
_____
_____

3. Do you summarize per paragraph, or do you summarize at the end for an entire text?

_____
_____
_____

Why do you do so?

_____
_____
_____

4. When you summarize, do you write a summary, draw a picture, fill in a table, or what else do you do?

_____
_____

Why do you do so?

_____
_____
_____
_____
_____

Appendix P: Students' Personal Journals.

Journal Entries for Control Group

Journal Entries for Strategy Instruction Group

Journal Entries for the Strategy Instruction Group

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)
Excellent Very Good Good Fair Poor
Why do you think so?

Mainly because most of them lack a good pronunciation and some others don't respect

2. Do you know or have you ever heard of reading strategies?
No   Yes

3. What do you think a reading strategy is (or what do you know of reading strategies)? Please give a metaphor of what reading strategies are to you. It will be something similar to "A book is food for the mind."

Reading strategies are a tool for readers to achieve a better reading experience and a productive one. Reading strategies a like a key.
Why do you think so?

It allows readers to unlock other dimensions of the book without the need of help

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Journal 2. About the Strategy, Predicting

1. You just learned and practiced a reading strategy, Predicting. What do you think of Predicting? Do you consider it useful for your reading in English, or does it interfere?

It's a good way to approach novels and stories
useful absolutely.

Why do you think so?

It allows the reader to imagine and expect something
also to live over other things

2. We made predictions using a graphic organizer for Predicting in two ways: per text and per paragraph. Which is better for you?

Both are good depending on the aim

Why do you think so?

Because the sometimes you want to understand something
while on others you just want to appreciate it

3. If you can think of a better way to predict, please write it down.

4. Are you going to use Predicting when you read an English text?

Absolutely

Why do you think so?

It gives reading a meaning

Journal 3. About the Strategy, Making Inferences

1. You just learned and practiced a reading strategy, Making Inferences. What do you think of Making Inferences? Do you consider it useful for your reading in English, or does it interfere? Are you going to use it while reading in English?

It's a useful strategy to expand the thinking of the reader absolutely

Why do you think so?

_____

2. We practiced Making Inferences in two ways: (1) After reading an entire text, distinguishing among facts (what is explicitly written in the text), inferences (what is inferred based on the text), and false statements; and (2) Guessing the meaning of new words using the context. Which is better for you?

The first one

2a. Do you think (1) is useful for your reading in English?
No Yes
Why do you think so?

It makes reading a trip

2b. Do you think (2), instead of looking up every new word, is helpful for your reading in English?
No Yes
Why do you think so?

It makes reading more inherently instead of stopping reading and ruining the experience. Also it allows expand our vocabulary

3. What do you think are differences between Predicting and Making Inferences?

_____

Journal 4. About the Strategy, Summarizing

1. Do you summarize while reading in English?

No _ Go to no. 2 Yes _ Go to no. 3

2. Why do you NOT summarize while reading in English?

_____

_____

3. Do you summarize per paragraph, or do you summarize at the end for an entire text?

_____ At the end of the text _____

_____

Why do you do so?

_____ to have a clearer picture of the whole _____

_____

4. When you summarize, do you write a summary, draw a picture, fill in a table, or what else do you do?

_____ draw a picture _____

Why do you do so?

_____ It helps interpret the text better in my mind in _____
_____ my own way _____

5. Do you summarize in English or in Arabic, while reading in English?

_____

_____

Why do you do so?

Journal 5 About the Strategy, Skimming/ Scanning

1- You just learned and practiced a reading strategy **Skimming**,. What do you thinkof **Skimming**? Do you consider it useful for your reading in English, or does it interfere?

It useless It spoils the plot

2- While reading in English, do you read sentence by sentence?
No _ Go to no. 2 Yes _ Go to no. 3

3- If you do not read sentence by sentence, what do you read (e.g., I read only the first and the last sentences / I skim first and read what I like to / I read the sentences that have many familiar words)?

4- What steps should you follow to skim effectively?

To read Topic sentences

5- What is scanning?

reading whole passages

6- What steps are involved in the process of scanning?

7- Why do you do so?

Journal 6. About the Strategy, Clarifying

* Please answer the questions, based on what we practiced Clarifying while reading *Cheating and plagiarism*

1. Were there any parts confusing or incomprehensible in the text?
No _ Go to no. 5 Yes _ Go to no. 2
2. What do you think made you confused or not understand those parts (e.g., because of difficult words, complicated sentence structures, or unfamiliar topic)?

_____

_____

_____

3. You were asked to use Clarifying to understand the confusing or incomprehensible parts: (1) to read aloud, (2) to read over and over, or (3) to read from the previous sentences. Were any of these helpful?
No _ Go to no. 5 Yes _ Go to no. 4
4. Which of (1), (2), and (3), or all, was helpful?

_____

_____

_____

Why are you going to do so?

_____

_____

5. What did you use to do to understand confusing or incomprehensible parts before you learned Clarifying (e.g., I skip it / I ask others about them / I look up dictionaries)?
try to understand it meaning from it context or
analyse its morphology
6. Are you going to use Clarifying while reading in English?
No Yes
Why are you going to do so?

_____

_____

_____

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)

   Excellent   Very Good   (Good)   Fair   Poor

   Why do you think so?

   because I read more books and novels conpaired them

2. Do you know or have you ever heard of reading strategies?

   No   (Yes)

3. What do you think a reading strategy is (or what do you know of reading strategies)? Please give a metaphor of what reading strategies are to you. It will be something similar to "A book is food for the mind."

   Its the brightest light in my darkest hour

   Why do you think so?

   because when am blocked and can not continue reading it helps me lot making things easier

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Journal 2. About the Strategy, Predicting

1. You just learned and practiced a reading strategy, Predicting. What do you think of Predicting? Do you consider it useful for your reading in English, or does it interfere?

   no it not useful for me

   Why do you think so?

   I like to keep suspence during reading

2. We made predictions using a graphic organizer for Predicting in two ways: per text and per paragraph. Which is better for you?

   Per paragraph is better

   Why do you think so?

   because it more organized and stuff

3. If you can think of a better way to predict, please write it down.

4. Are you going to use Predicting when you read an English text?

   No I am not going to use it

   Why do you think so?

   I prefer skimming because it let me keep suspence

Journal 3. About the Strategy, Making Inferences

1. You just learned and practiced a reading strategy, Making Inferences. What do you think of Making Inferences? Do you consider it useful for your reading in English, or does it interfere? Are you going to use it while reading in English?

   Yes I consider it useful and am gonna use it
   It's fun to use my previous Knowledge

   Why do you think so?

   because my previous reading Knowledge won't
   go to waste

2. We practiced Making Inferences in two ways: (1) After reading an entire text, distinguishing among facts (what is explicitly written in the text), inferences (what is inferred based on the text), and false statements; and (2) Guessing the meaning of new words using the context. Which is better for you?

   guessing the meaning of words using the context

   2a. Do you think (1) is useful for your reading in English?

   No   (Yes)

   Why do you think so?

   it help me continue reading without getting
   stuck

   2b. Do you think (2), instead of looking up every new word, is helpful for your reading in English?

   (No)   Yes

   Why do you think so?

   it take too much time and eventually I get
   bored

3. What do you think are differences between Predicting and Making Inferences?

   the difference is that making inferences permit
   to use previous knowledge predicting is just making
   guess on what you read

Journal 4. About a Reading Activity, Summarizing

1. Do you summarize while reading in English?

No _ Go to no. 2 Yes _ Go to no. 3
    ✓

2. Why do you NOT summarize while reading in English?

_____

_____

_____

3. Do you summarize per paragraph, or do you summarize at the end for an entire text?

I summarize at the end of the book or text

_____

_____

Why do you do so?

because its more practical to remember all the story
then just a fragesment

_____

4. When you summarize, do you write a summary, draw a picture, fill in a table, or what else do you do?

I draw a picture in mind of the plot

_____

Why do you do so?

it is more practical and easier

_____

_____

Journal 6. About the Strategy, Skimming/ Scanning

1- You just learned and practiced a reading strategy **Skimming**,. What do you thinkof **Skimming**? Do you consider it useful for your reading in English, or does it interfere?

I find it usefull it help me get first idea about test or novel

2- While reading in English, do you read sentence by sentence?
No _ Go to no. 2 (Yes) Go to no. 3

3- If you do not read sentence by sentence, what do you read (e.g., I read only the first and the last sentences / I skim first and read what I like to / I read the sentences that have many familiar words)?

I read sentences with familiar words so I can grasp the general meaning

4- What steps should you follow to skim effectively?

I thinks to look for important idea and skip the secondary ideas

5- What is scanning?

to use systematic pattern by asking questions and seeing organization of the book

6- What steps are involved in the process of scanning?

checking organization, anticipate the clues creat questions and confirm the answers

7- Why do you do so?

to have complete understanding of the book and its more orginazyed

Journal 7. About the Strategy, Clarifying

* Please answer the questions, based on what we practiced Clarifying while reading *Cheating and Plagiarism*.

1. Were there any parts confusing or incomprehensible in the text?

No _ Go to no. 5 Yes _ Go to no. 2

2. What do you think made you confused or not understand those parts (e.g., because of difficult words, complicated sentence structures, or unfamiliar topic)?

because of difficults word I did not understand
well

3. You were asked to use Clarifying to understand the confusing or incomprehensible parts: (1) to read aloud, (2) to read over and over, or (3) to read from the previous sentences. Were any of these helpful?

No _ Go to no. 5 Yes _ Go to no. 4

4. Which of (1), (2), and (3), or all, was helpful?

number 2 read over and over and also number 3
to read from previous sentences

Why are you going to do so?

I am going to do so to guess the meaning

5. What did you use to do to understand confusing or incomprehensible parts before you learned Clarifying (e.g., I skip it / I ask others about them / I look up dictionaries)?

I used to skip it if I don't get it

6. Are you going to use Clarifying while reading in English?

No (Yes)

Why are you going to do so?

because it make the reading process easier
and help read more

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)

   Excellent   Very Good   (Good)   Fair   Poor

   Why do you think so?

   I am good in Reading in comparison to my friends, Some of

   I didn't read so much

2. Do you know or have you ever heard of reading strategies?

   No   (Yes)

3. What do you think a reading strategy is (or what do you know of reading strategies)? Please give a metaphor of what reading strategies are to you. It will be something similar to "A book is food for the mind."

   1) Reading is dreaming

   2) Reading is a banquet.

   Why do you think so?

   1) for the first metaphor, it means that we use our imagination while reading for a good comprehension.

   2) for the second one means that reading nourishes our mind

Journal 2. About the Strategy, Predicting

1. You just learned and practiced a reading strategy, Predicting. What do you think of Predicting? Do you consider it useful for your reading in English, or does it interfere?

   1 The → Predicting is a pre-reading strategy / to predict from the title or picture is what the text about? → I think that it is a good strategy for reading in English useful.

   Why do you think so?
   Because it makes students thinking, waiting and in more suspense what is the text about?

2. We made predictions using a graphic organizer for Predicting in two ways: per text and per paragraph. Which is better for you?
   I think the best one is per.

   Why do you think so?
   Because the paragraph is small and not borring.

3. If you can think of a better way to predict, please write it down.
   I think the best way for predicting is using pictures.

4. Are you going to use Predicting when you read an English text?
   Yes, some times from the title of the text.

   Why do you think so?
   it is good it makes so excited for reading the text.

Journal 3. About the Strategy, Making Inferences

1. You just learned and practiced a reading strategy, Making Inferences. What do you think of Making Inferences? Do you consider it useful for your reading in English, or does it interfere? Are you going to use it while reading in English?

   Inferences means asks questions during reading for example or to ask yourself what the author want to say through this idea.

   Why do you think so?

   it is good and useful because it helps students to get a better understanding.

2. We practiced Making Inferences in two ways: (1) After reading an entire text, distinguishing among facts (what is explicitly written in the text), inferences (what is inferred based on the text), and false statements; and (2) Guessing the meaning of new words using the context. Which is better for you?

   I think that the (2) one is much better than the (1) one. But the 2 both of them are useful.

   2a. Do you think (1) is useful for your reading in English?

   No   (Yes)

   Why do you think so? _can_
   because I distinguish all the facts in text which means that I have understood the text.

   2b. Do you think (2), instead of looking up every new word, is helpful for your reading in English?

   No   (Yes)

   Why do you think so?
   it is helpful. It helps understand the text in addition learn new word / vocabulary

3. What do you think are differences between Predicting and Making Inferences?
   the difference between predicting and making inference, the former is before reading while the latter is during reading.

Journal 4. About the Strategy, Summarizing

1. Do you summarize while reading in English?

   (No) → Go to no. 2   Yes → Go to no. 3

2. Why do you NOT summarize while reading in English?
   because I didn't find it so useful. The most
   important is to understand the text.

3. Do you summarize per paragraph, or do you summarize at the end for an entire text?

   _____
   _____
   _____

   Why do you do so?

   _____
   _____
   _____

4. When you summarize, do you write a summary, draw a picture, fill in a table, or what else do you do?

   _____
   _____
   _____

   Why do you do so?

   _____
   _____
   _____

Journal 6. About the Strategy, Skimming/ Scanning

1- You just learned and practiced a reading strategy **Skimming**,. What do you thinkof **Skimming**? Do you consider it useful for your reading in English, or does it interfere?

I think that Skimming isn't useful for my reading in English. Skiming is to read more in less time and it means to look only for general main ideas.

2- While reading in English, do you read sentence by sentence?
No _ Go to no. 2 Yes _ Go to no. 3

yes.

3- If you do not read sentence by sentence, what do you read (e.g., I read only the first and the last sentences / I skim first and read what I like to / I read the sentences that have many familiar words)?

4- What steps should you follow to skim effectively?

5- What is scanning?

To read the first sentence of the paragraph for eg. or to look only for a specific fact or piece of information without reading everything.

6- What steps are involved in the process of scanning?

1) to understand how your text is structured as well as 2) comprehend what you read and pick up the specific information you need

7- Why do you do so?

in order to find information in a hurry.

Journal 7. About the Strategy, Clarifying

* Please answer the questions, based on what we practiced Clarifying while reading *Tantalize*.

1. Were there any parts confusing or incomprehensible in the text?

    No → Go to no. 5   Yes → Go to no. 2

2. What do you think made you confused or not understand those parts (e.g., because of difficult words, complicated sentence structures, or unfamiliar topic)?

    _____
    _____
    _____

3. You were asked to use Clarifying to understand the confusing or incomprehensible parts: (1) to read aloud, (2) to read over and over, or (3) to read from the previous sentences. Were any of these helpful?

    No → Go to no. 5   Yes → Go to no. 4

4. Which of (1), (2), and (3), or all, was helpful?

    _____
    _____
    _____

    Why are you going to do so?

    _____
    _____
    _____

5. What did you use to do to understand confusing or incomprehensible parts before you learned Clarifying (e.g., I skip it / I ask others about them / I look up dictionaries)?

    _____
    _____
    _____

6. Are you going to use Clarifying while reading in English?

    No   Yes

    Why are you going to do so?

    _____
    _____
    _____

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)
Excellent (Very Good) Good Fair Poor
Why do you think so?

I followed some procedures to develop the four skills.

2. Do you know or have you ever heard of reading strategies?
No

(Yes)

3. What do you think a reading strategy is (or what do you know of reading strategies)? Please give a metaphor of what reading strategies are to you. It will be something similar to "A book is food for the mind."

a reading strategy is the architect for the reading skill.

Why do you think so?

It encompasses guidelines and instructions that fulfill the aims of effective reading.

Journal 2. About the Strategy, Predicting

1. You just learned and practiced a reading strategy, Predicting. What do you think of Predicting? Do you consider it useful for your reading in English, or does it interfere?

It is useful, as it pushes the reader to use the available data in order to have an insight into the text.

Why do you think so?

Predicting makes the reader acquainted with the topic of the text.

2. We made predictions using a graphic organizer for Predicting in two ways: per text and per paragraph. Which is better for you?

I think that Predicting per text is the best.

Why do you think so?

It helps in giving an idea about the whole text.

3. If you can think of a better way to predict, please write it down.

4. Are you going to use Predicting when you read an English text?

Yes, I always use predicting

Why do you think so?

to challenge myself to know the topic with the least information that I have.

Journal 3. About the Strategy, Making Inferences

1. You just learned and practiced a reading strategy, Making Inferences. What do you think of Making Inferences? Do you consider it useful for your reading in English, or does it interfere? Are you going to use it while reading in English?

Making Inferences is useful for reading In English and I will use it.

Why do you think so?

It helps developping the reader's vocabulary and

2. We practiced Making Inferences in two ways: (1) After reading an entire text, distinguishing among facts (what is explicitly written in the text), inferences (what is inferred based on the text), and false statements; and (2) Guessing the meaning of new words using the context. Which is better for you?

The second is more congenial for me

2a. Do you think (1) is useful for your reading in English?

No (Yes)

Why do you think so?

It will affect your reading

2b. Do you think (2), instead of looking up every new word, is helpful for your reading in English?

No (Yes)

Why do you think so?

It will enrich my vocabulary and suppress my dependence of the dictionary

3. What do you think are differences between Predicting and Making Inferences?

Predicting occurs when we have a statement and we tend to simplify it through one word, while Making Inferences relies on guessing the meanings of some words and sentences according to the context.

Journal 4. About the Strategy, Summarizing

1. Do you summarize while reading in English?

(No) Go to no. 2 Yes _ Go to no. 3

2. Why do you NOT summarize while reading in English?

Sometimes the details are too important to omit.

3. Do you summarize per paragraph, or do you summarize at the end for an entire text?

Why do you do so?

4. When you summarize, do you write a summary, draw a picture, fill in a table, or what else do you do?

Why do you do so?

5. Do you summarize in English or in Arabic, while reading in English?

Why do you do so?

Journal 6, About the Strategy, Skimming/ Scanning

1- You just learned and practiced a reading strategy **Skimming**,. What do you think of **Skimming**? Do you consider it useful for your reading in English, or does it interfere?

It is useful since it ih gives a general overview of the text.

2- While reading in English, do you read sentence by sentence?
No _ Go to no. 2 Yes _ Go to no. 3

I read sentence by sentence.

3- If you do not read sentence by sentence, what do you read (e.g., I read only the first and the last sentences / I skim first and read what I like to / I read the sentences that have many familiar words)?

4- What steps should you follow to skim effectively?

To look for the main ideas only, to read the introduction and topic sentences, to read the conclusion and the headings.

5- What is scanning?

It is a reading technique where the reader looks for a specific information instead of absorbing all the text.

6- What steps are involved in the process of scanning?

To look for keywords, repeated and highlighted words; definitions, numbers and examples.

7- Why do you do so?

To retrieve the most important information from the text before getting into details.

Journal 6. About the Strategy, Clarifying

* Please answer the questions, based on what we practiced Clarifying while reading *Cheating and plagiarism*

1. Were there any parts confusing or incomprehensible in the text?
(No) Go to no. 5 Yes _ Go to no. 2
2. What do you think made you confused or not understand those parts (e.g., because of difficult words, complicated sentence structures, or unfamiliar topic)?

_____

_____

_____

3. You were asked to use Clarifying to understand the confusing or incomprehensible parts: (1) to read aloud, (2) to read over and over, or (3) to read from the previous sentences. Were any of these helpful?
No _ Go to no. 5 Yes _ Go to no. 4
4. Which of (1), (2), and (3), or all, was helpful?

_____

_____

Why are you going to do so?

_____

_____

_____

5. What did you use to do to understand confusing or incomprehensible parts before you learned Clarifying (e.g., I skip it / I ask others about them / I look up dictionaries)?

I tried to guess the meaning and I made inferences.

6. Are you going to use Clarifying while reading in English?
No (Yes)
Why are you going to do so?

To monitor my comprehension.

Journal 1. About the Self-Rated Reading Proficiency and the Definition of Reading Strategy

1. How do you rate your overall English reading proficiency as compared with the proficiency of other classmates? (Circle one.)

   Excellent   Very Good   Good   Fair   Poor
                                    X

   Why do you think so?

   when I compare it with others ie : way and strategies.
   I find it weak comparing with excelent studets and richer than others.

2. Do you know or have you ever heard of reading strategies?

   No   Yes X

3. What do you think a reading strategy is (or what do you know of reading strategies)? Please give a metaphor of what reading strategies are to you. It will be something similar to "A book is food for the mind."

   Reading strategy is a key or guide to grin new
   Knowledge. "Reading strategies are guide windows to new Knowled

   Why do you think so?

   Because it opens the mind and lead him to discover
   new ideas.

Journal 2. About the Strategy, Predicting

1. You just learned and practiced a reading strategy, Predicting. What do you think of Predicting? Do you consider it useful for your reading in English, or does it interfere?

   yes I find it useful during my reading

   Why do you think so?

   because it'd difficult to understang each word alone.

2. We made predictions using a graphic organizer for Predicting in two ways: per text and per paragraph. Which is better for you?

   Per paragraph.

   Why do you think so?

   because : reading each paragraph alone help you better.

3. If you can think of a better way to predict, please write it down.

4. Are you going to use Predicting when you read an English text?

   yes I am going to use if I found it difficult to understang the text word by word.

   Why do you think so?

   it if very helpful for me to avoid using dictionary.

Journal 3. About the Strategy, Making Inferences

1. You just learned and practiced a reading strategy, Making Inferences. What do you think of Making Inferences? Do you consider it useful for your reading in English, or does it interfere? Are you going to use it while reading in English?

   No, I will don't use it. yes, I use it.

   Why do you think so?

   It o help you reading.

2. We practiced Making Inferences in two ways: (1) After reading an entire text, distinguishing among facts (what is explicitly written in the text), inferences (what is inferred based on the text), and false statements; and (2) Guessing the meaning of new words using the context. Which is better for you?

   I guess the meaning of new words using the context.

   2a. Do you think (1) is useful for your reading in English?

   No   Yes
                                 ⌣

   Why do you think so?

   2b. Do you think (2), instead of looking up every new word, is helpful for your reading in English?

   No   Yes
                                 ⌣

   Why do you think so?

3. What do you think are differences between Predicting and Making Inferences?

   Predicting is your own thinking (own words) but Inferences is to based on the of text.

Journal 4. About the Strategy, Summarizing

1. Do you summarize while reading in English?

> No → Go to no. 2   Yes → Go to no. 3 ✓

2. Why do you NOT summarize while reading in English?

_____

_____

_____

3. Do you summarize per paragraph, or do you summarize at the end for an entire text?

at the end of the entire text.

Why do you do so?

Because I can't do it without understanding the whole text.

4. When you summarize, do you write a summary, draw a picture, fill in a table, or what else do you do?

I write a summary.

Why do you do so?

_____

_____

_____

Journal 6. About the Strategy, Skimming/ Scanning

1- You just learned and practiced a reading strategy **Skimming**,. What do you thinkof **Skimming**? Do you consider it useful for your reading in English, or does it interfere?

Skimming is an important strategy to easy evaluate the text. It is a key to reading. Its very useful.

2- While reading in English, do you read sentence by sentence?
No _ Go to no. 2 Yes _ Go to no. 3

In English, reading demand to read scan the text sate cehy sentence

3- If you do not read sentence by sentence, what do you read (e.g., I read only the first and the last sentences / I skim first and read what I like to / I read the sentences that have many familiar words)?

4- What steps should you follow to skim effectively?
Read the whole text at first, Then read the main (key) words.

5- What is scanning?
Its a strategy in which you can read the text word by word and explain it.

6- What steps are involved in the process of scanning?
. Read all words.
. Explain them.

7- Why do you do so?
In order to understand the text.

Journal 7. About the Strategy, Clarifying

* Please answer the questions, based on what we practiced Clarifying while reading *Cheating and Plagiarism*.

1. Were there any parts confusing or incomprehensible in the text?

No _ Go to no. 5 Yes _ Go to no. 2

2. What do you think made you confused or not understand those parts (e.g., because of difficult words, complicated sentence structures, or unfamiliar topic)?

difficult new word

3. You were asked to use Clarifying to understand the confusing or incomprehensible parts: (1) to read aloud, (2) to read over and over, or (3) to read from the previous sentences. Were any of these helpful?

No _ Go to no. 5 Yes _ Go to no. 4

4. Which of (1), (2), and (3), or all, was helpful?

I red over and over
yes they were very helpful.

Why are you going to do so?

to conscentrate more and
understand the text.

5. What did you use to do to understand confusing or incomprehensible parts before you learned Clarifying (e.g., I skip it / I ask others about them / I look up dictionaries)?

I look up dictionaries

6. Are you going to use Clarifying while reading in English?

No Yes _

Why are you going to do so?

to understand each part

ملخص البحث:

يهدف هذا البحث حاليا إلى التعريف بمنهج التدريس على طريقة إستراتيجية القراءة وهو أيضا محاولة لتحديد الآثار المحتملة لهذا المنهج على طلبة اللغة الانجليزية كلغة أجنبية و استخدام إستراتيجية إتقان القراءة. من أجل تحقيق هذا الهدف تم اعتماد انماط تطبيقية من خلال دراسة حالة لثلاثين طالب من السنة الثالثة ل.م.د من قسم اللغة الإنجليزية مقسم إلى فوجين عمليين، الأول إختباري تحكمي أما الثاني فهو فوج تجريبي عملي. بالاعتماد على تطبيق عملي لمجموعة من سبع استراتيجيات القراءة ، أجرت الباحثة الدراسة في الفترة الممتدة بين شهر فبراير و ماي 2013 و المجموع تسعة أسابيع كل أسبوع مكون من ثلاثة حصص ذات تسعون دقيقة . وقد أجريت هذه الدراسة بالاعتماد على منهجية متنوعة بما في ذلك بعض أدوات الاستقراء مثل: استبيانات ، مقابلة شبه منظمة ، اختبارات فهم القراءة ، المجلات الشخصية / اليوميات للطلاب. بناءا على المعطيات و من خلال النتائج المتحصل عليها، أثبت التدريس المباشر البين لإستراتيجيات القراءة نجاعته.

كلمات مفتاحية:

قراءة و فهم، التدريس المباشر البيّن ،إستعمال إستراتيجيات القراءة، أساتذة جامعيون مدرسين اللغة الإنجليزية، طلبة اللغة الإنجليزية كلغة أجنبية، دراسة تجريبية.

Résumé:

L'objectif du présent travail de recherche est d'identifier les effets possibles d'une stratégie d'apprentissage de la lecture chez les étudiants au niveau universitaire, leur aptitude à la lecture ainsi que la stratégie utilisée. Pour mener à bien cette recherche, un cas d'étude a été entrepris avec 30étudiants anglophones de troisième années LMD au sein de département d'Anglais, sur une période de neuf semaines. Pour cela, une méthodologie diversifiée a été adoptée incluant notamment des outils introspectifs et rétrospectifs à savoir : trois questionnaires, interview semi- structuré, deux tests de compréhension, journaux intimes. Les résultats obtenue ont été très satisfaisants et ont confirmé les effets positifs de l'enseignement explicite des stratégies basé sur le développement des connaissances de la stratégie de la lecture chez le groupe expérimental par rapport au groupe de contrôle. En outre, les résultats suggèrent que la plupart des étudiants après la formation ont apprécié le programme d'intervention de la stratégie qui les conduit à avoir l'attitude plutôt positive envers la lecture en anglais.

Mots clés:

Lecture, enseignement explicite, utilisation des stratégies de la lecture, L'etudiant Universitaire, L'enseignant Universitaire, recherche expérimentale.

Abstract:

The ultimate aim of the present exploratory based research is an attempt to identify the possible effects of implementing in an explicit way reading strategy instruction on university EFL students' reading proficiency and strategy use. Pegged to this objective guiding this research, a case study of thirty third year LMD students from the department of English was undertaken, and who were assigned to intervention/ experimental and control groups. Relying on a feasible application of a set of nine reading strategies, the researcher conducted a study of three regular ninety minutes period on a weekly basis for nine weeks, from February 2013 till May 2013. This study has been undertaken relying on a mixed methodology including some introspective and retrospective instruments namely: questionnaires, semi-structured interview, reading comprehension tests, and students' personal journals/ diaries. The findings were very satisfactory and corroborated the positive effects of explicit- based strategy teaching on developing reading strategy knowledge among the experimental group compared to the control group. Moreover, the results suggested that after training most students appreciated the programme of strategy intervention that led them to have rather positive attitude towards reading in English.

Key words:
Reading Comprehension, Explicit Strategy Teaching, Reading Strategies, EFL Students, University EFL Teachers, Experimental Research.

Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

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Faculty of Letters and Languages
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AN EXPERIMENTAL INVESTIGATION INTO THE EFFECTS OF EXPLICIT AND INTEGRATED INSTRUCTION OF READING STRATEGIES ON EFL STUDENTS' READING PERFORMANCE: CASE OF EFL STUDENTS AT ABOU BEKR BELKAID, UNIVERSITY OF TLEMCEN

THESIS SUMMARY

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2015

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THESIS SUMMARY

1. Introduction

It is not secret that thanks to the globalization process, the English language has increasingly gained a relevant portion and has therefore occupied a prominent place across the globe in different fields including science, technology, trade, business, tourism and so forth notably in the last decade. From the pedagogical perspective, although it is not the primary medium of instruction in the Algerian elementary and secondary stages, it is seen as a compulsory linguistic tool that is vitally needed in higher educational system mainly to fulfill numerous utilitarian purposes.

Thus, in the field of teaching/learning process, the recent emphasis on investigating contexts in language learning has led to a renewed interest in discovering how non-English speaking students around the world cope with the demands of studying English in their subject area. Thousands of learners in foreign language settings routinely engage in acquiring the content they need for their particular field of specialization, mostly through the medium of English written texts.

In an academic environment, it is widely recognized among researchers and educators that reading is the most exciting and pre- requisite linguistic tool and further key to research as it enables the learners to gain exposure to the target language and receive valuable input to build up language proficiency.

However, what is actually observed is that two little attention is devoted to this skill. Accordingly, EFL students are still unable to read systematically and with full comprehension .This is probably due to the unequal consideration of numerous factors including automaticity of word recognition, familiarity with text structure and topic,

awareness of various reading strategies and conscious control of these strategies in processing a text.

Inspired by this thought, the present experimental- based research primarily focuses on reading in general but with particular focus on reading strategies. The motivation for this study is the conviction of the significance and usefulness of incorporating and implementing in an explicit way reading strategy instruction at awareness-raising in enhancing reading comprehension of 3rd year EFL students at tertiary level in an EFL setting.

2. Background and contexts of the study

Boosted by the globalization process, English actually is not merely the patrimony of the Anglo-Saxons but a global language and a single lingua franca. *It is now a universal public property. By the British colonial train, it travelled almost the entire world, came in touch with myriad people and their languages, and enriched itself as the world's number one language.* (Askari, 2010: 21).

Therefore, it has increasingly gained a relevant portion and has occupied a prominent place across the globe in different fields including science, technology, trade, business, tourism and so forth especially in the last decade. From the pedagogical perspective, although it is not the primary medium of instruction in the Algerian elementary and secondary stages, it is seen as a compulsory linguistic tool that is vitally needed in higher educational system mainly to fulfill numerous utilitarian purposes.

Thus, in the field of teaching learning process, the recent emphasis on investigating contexts in language learning has led to a renewed interest in discovering how non- English speaking students around the world cope with the demands of studying English in their subject area. Thousands of learners in foreign language

settings routinely engage in acquiring the content they need for their particular field of specialization, mostly through the medium of English written texts (Bernhardt, 2003).

In an academic environment, it is widely recognized among researchers and educators that reading is seen as the most exciting and pre- requisite linguistic tool and further key to research as it enables the learners to gain exposure to the target language and receive valuable input to build up language proficiency (Razi, 2003).

Reading is therefore one of the most important skill for ESL / EFL learners to master. As Anderson (2003) stated the mastery of reading skill could help ESL / EFL learners achieve success not only in English but also in other contents based classes where English reading proficiency was required.

However, reading is a source of difficulty encountered by ESL / EFL learners which is due to numerous factors including automaticity of word recognition, familiarity with text structure and topic, awareness of various reading strategies and conscious control of these strategies in processing a text.

Paying a direct attention to reading strategies, a substantial body of literature has been accumulated in the area of L1 and L2 reading strategies which has empirically shown that there is a connection between the effective use of reading strategies and learners' reading proficiency. In other words, learners' level of knowledge about reading strategies has something to do with reading comprehension (Anderson, 1999; Block, 1986; Brantneir, 2005; Cheng, 1998; Huang, 1999; Glopper, 2007; Sheorey& Mokhtari, 2001).

Reading strategies research in L1 and L2 context gave birth to several dissimilar yet complementary definitions and classifications. According to Yang (2006: 338), reading strategies are described as "purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning". In this vein, readers' active interaction with the text involves carrying out cognitive actions by applying suitable strategies to construct meaning. "Since reading is a meaning –

making task, those conscious actions taken by readers to enhance understanding of the text is referred to as reading strategies" (Oyetunji, 2011: 03).

In very down to earth terms, it cannot be denied that reading is a very essential linguistic skill and it is emphasized to a great extent. This is by no means to say that it is more important as compared to other skills. What is more, strategic competence in reading may well transfer to the other language skills. In this respect, through cultivation of reading, learners are one more channel of communication and can benefit one more important source of input (Cohen, 1990).

3. Problem Statement

It is not secret that reading is a basic life skill and the lack of reading comprehension affects students' academic growth. It tends to be the corner stone of the students' success in school and consequently through life. Therefore, the opportunity to succeed life depends on the right to read (Zurek, 2006).

Examining the historical perspective of reading instruction indicates that the construct of reading has significantly been changing throughout history. As there has been a shift in attention from a focus on reading as product- oriented approach(such as scores on reading comprehension test) to an emphasis on readers and reading strategies. Since then, this shift of focus has led to a better appreciation of readers' reading processes and strategies in decoding and building mental representations of texts.

Thus, strategy use is not new in the domain of second language learning especially in l1 and l2 reading. Numerous oriented studied in this field have shown a keen interest in depicting and characterizing the processes and the sequential steps that readers go through to accomplish the given reading assignments. The prime objective behind conducting such research consists in probing in a systematic way why some readers are likely to be more successful than others (Hosenfeld, 1977; knight *et al*, 1985; Block, 1986). Their studies have clearly elucidated that there is a direct connection between learners' knowledge of reading strategies and their

comprehension. For instance, Reyes (1991); Carrell (1989) found a significant correlation between learners' knowledge about reading and their comprehension. And this what makes successful learners different from les successful ones.

Accordingly, teaching less successful readers how to use specific reading strategies should be of prime consideration in the reading classroom (Anderson, 1999; Oxford,1990; Wenden & Rubin, 1987). In addition, reading teachers should be aware of the need for student to become effective strategy users through explicit teacher modeling in reading strategies instruction (Richards, 2002). The effects of reading strategies on our EFL learners' comprehension are worthy of being investigated. Since a variety of strategies are needed for effective reading, learners need to be exposed to more strategies and explicitly taught those they do not know about whereby to help them become more strategic readers.

Therefore, the present experimental- based research primarily focuses on reading in general but with particular focus on reading strategies. The motivation for this study is the conviction of the significance and usefulness of incorporating and implementing in an explicit way reading strategy instruction at awareness-raising in enhancing reading comprehension of advanced level EFL students at tertiary level in an EFL setting. Put it differently, the problem behind conducting this case study includes: (a) ongoing debates on how to teach reading strategies, in EFL contexts; (b); the need to assess influences of reading strategy instruction both on strategy use and reading comprehension.

4. Research Aims

There are basically three aims that drive this study, namely
- To explore the attitudes of university EFL teachers towards the implementation of an explicit strategy-based instructional intervention in their routine classroom instruction.

- To check whether university EFL learners already possess some reading strategies prior to the intervention phase, and whether they are consciously aware of the usefulness and applicability of utilizing reading strategies in any given problem- solving situation.
- To shed more focal light on whether an integrated strategy instruction on reading would cause an increase in the frequency and variety of strategies involved in reading.

5. Research Objectives

In an attempt to fulfill the aforementioned aims, the following objectives were set to guide the course of action in conducting the study:

- To use attitude questionnaire which will help in yielding both quantitative and qualitative data about the attitudes of university EFL teachers towards an explicit instruction of reading strategies.

- To use Metacognitive Awareness of Reading Strategies Inventory (MARSI) i.e., a self assessment inventory guided to direct students whereby to reflect upon their own use of reading strategies. It was originally developed by Sheorey& Mokhtari, 2001; Mokhtari& Reichard Sheorey, 2002. It will be administered to assess students' knowledge of reading strategies.

- To use two groups of students (experimental/ control) in order to compare participants' reading performance and therefore be able to clarify and uncover the possible effects of strategy-based instructional intervention on reading proficiency.

- A pre training proficiency test will be administered to both groups whereby to help the researcher check and assess learners' ability to use the most convenient comprehension strategy for each question related to the given text.

- To implement reading strategy training programme only with experimental group, which will be intentionally and purposefully designed to improve their knowledge of reading strategies and therefore assist their comprehension skills.

- A semi structured interview will be conducted with the same respondents whereby to compare between the reading strategies they reported using in the strategy questionnaire with their actual performance via semi structured interview.

- A pre training proficiency test will be administered to both groups whereby to help the researcher check and assess learners' ability to use the most convenient comprehension strategy for each question related to the given text.

- A second test (posttest) will be administered to both groups to corroborate whether the strategy instruction leads to any significant differences regarding the frequency with which strategies are used by the participants before and after the strategy instruction, i.e. to compare the pre-and post reading comprehension scores of students after the reading strategy instruction (MARSI).

- Personal reflective journal/diaries are chosen as an introspective tool which will be submitted to strategy instruction group. Our principle point of focus is to analyze the extent to which they become more aware of using accurately each of the seven strategies they have been trained through during strategy instruction sessions, how and when to use by making the learners reflect on each reading strategy that has been taught every week.

6. Research Questions

In the undertaking of this research project, a need to focus on some critical questions is essential which will help the researcher in finding the requested answers to the problems that were previously mentioned. Following are three main questions that will guide the present exploratory- based project.

Therefore, in view of these research aims, a set of five critical research questions were addressed as follows:

1- What are the attitudes of EFL teachers towards the explicit teaching of reading strategies in an EFL classroom? And do they teach them in their actual classroom practices?

2- What type and frequency of reading strategies do EFL students use in their EFL reading process?

3- Is there any significant relationship between students' self-reported reading strategy use and their actual reading performance,

4- Does an explicit / integrated strategy based instructional intervention enhance students' reading proficiency and strategy use? In other words, are there any significant differences in the pre and post reading strategy use between strategy instruction group and the control group?

5- What changes will occur to the students in terms of their attitudes and habit towards reading?

Accordingly, multiple data sources (surveys, questionnaires, semi-structured interview, proficiency tests and reflective journals) were employed to support the researcher's hypotheses that are listed below:

➢ H1: EFL teachers may probably have a positive attitude towards the explicit teaching of reading strategies and more importantly cognitive reading strategies which are frequently taught to them in each reading lesson.

- H2: EFL learners already possess a limited number of cognitive reading strategies
- H3: Not all the strategies that EFL learners reported using them are being actually used in their reading assignments

- H4: there is a significant difference in the strategy use between the intervention group who have been explicitly instructed through reading strategies programme
- H5: EFL learners may have a positive attitude toward reading after the intervention sessions compared to the pre-training phase and henceforth their reading habits have changed significantly after the training sessions.

7. Significance of the Study

The present experimental-based research was expected not only to identify the already possessed reading strategies that our EFL students may incorporate in the given task but also to examine the effects of reading strategy instruction on students' reading strategy use and reading proficiency. Besides, this study was hoped to model ways to promote EFL strategy knowledge, because it is hypothesized from the onset that learners' inability to effectively use particular strategy/ies is probably due to the negligence of the magnitude of the explicit strategy based instructional intervention. This inquiry also would additionally demonstrate how EFL teachers could be a crucial ingredient of a successful teaching recipe that help their learners improve their attitude toward reading strategy instruction after reading intervention.

8. Research Methodology

The present section outlines in very precise and concise terms the research participants selected for this study, the data gathering tools and the research procedure, as a comprehensive description which will be further described in chapter four.

9. The Participants

The setting of the present research was at Abou Bekr Belkaid University of Tlemcen, and more specifically at the Department of Foreign Languages, section of English. A total of thirty EFL students at the third year English degree participated in this study. They were randomly designated as one experimental group (N=15) and one control group (N=15). All of them were currently pursuing Licence degree. These groups where purposefully chosen so as to compare the results of strategy instruction as far as their reading performances prior and after intervention phase.

Concerning the participants constituting the experimental group, they were given four week- course in reading that included explicit instruction in reading strategies. Whereas students; belonging to the control group; were given a parallel course that did not include explicit instruction. The data for this study were collected before and after the experiment via the use of mix-method research methodology which will be briefly explained in the subsequent section.

10. Research Instruments

Research on reading has long tradition of concern with measuring the product of reading comprehension by numerous means: multiple choice questions, close tasks open- ended questions and summary writing (Burana, 2012: 48). Yet, measuring the product of reading in such a way has led many researchers to think of other techniques that examine the processes and the sequential steps that each reader goes through and undertakes to accomplish the given reading assignment. Accordingly, they strongly advised other researchers to make use of other data gathering tools such as think aloud protocol personal journals/diaries and verbal report to identify students' reading strategies and examine the reading process in general (Anderson, 1991).

Koda (2005) asserts that the majority of current research focuses on identifying strategies directly bearing on comprehension, comparing strategies use across different

reader groups and examining the effect of strategy instruction on reading improvement. This study, therefore, mainly focuses on the third issue (mentioned by Koda) via the use of five research instruments, namely: attitude questionnaire, reading strategy questionnaire, comprehension tests and semi-structured interviews and students' personal journals/diaries.

11. Clarification and Delineation of Concepts

Today's vast knowledge of reading development, the reading process and reading strategy instruction is based on a long history of research and theory that are rooted in various traditions. Thus, the title of the current thesis contains certain terminology that necessarily requires definitions due to the special context wherein it has been utilized. Differently couched, we judged it essential to contextualize it so that confusion is ultimately dispelled. It is noteworthy to mention that the motivation for this study is the conviction of the importance of explicit teaching of reading strategy instruction in developing and enhancing EFL university students' strategic competence underlying the reading skill. Therefore, the focus of this dissertation rests on five key concepts: learning strategies, reading comprehension, reading performance, reading proficiency and explicit/ integrated strategy instruction.

11.1 Reading Comprehension

To acquire a language competently, one needs to master the four fundamental linguistic skills: listening, speaking, reading and writing, and none of them can operate independently and effectively of the remaining ones. Reading, one amongst those skills, is undeniably said to be a primordial key to success in different endeavours in and out of the context of school, and almost the unique ingredient that provides the students with strong basis for the language development and vocabulary expansion. With the fairly great amount of the research available and writing on reading theories, so many unanswered questions still exist about the phenomenon and the brain process that occur while the reader decodes and constructs meaning from a text. Accordingly,

it has led to the argument that reading is no more regarded as product- oriented approach that constitutes language, but as an intricate process actively involving both hemispheres of the brain that endeavours to negotiate an understanding between the learner and the writer of the text. Furthermore, it is an inside- the head factor that plays a primordial role in comprehension. Reading in such a case is regarded as an end product or process oriented approach that deals with language content.

11.2. Learning Strategies

Within the field of education, over last few decades, a prominent shift has taken place in Foreign Language Teaching / Learning context, resulting much emphasis on learners' center pedagogy and learning rather than teachers centered practice and teaching. This shift has increasingly focused on showing the significance of integrating the language learning strategies into EFL context for making learning efficient and producing positive effects on learners' language use.

Theoretically speaking, the learning strategies is still fuzzily defined and controversially classified i.e. with some scholars using the term strategy, (O'Malley et al 1985; Oxford 1990) others using conflicting terminologies such as learners strategies , (Rubin, 1987) and still others opting for the term techniques, (Stern, 1992). Despite these different terminologies, they all view learning strategies as powerful teaching/ learning tools and primordial steps undertaken by learners to prevent the vast amount of their learning problems, enhance their progress in apprehending and using the foreign language. The importance accorded to learning strategies can be obviously noticed once considering what has been mentioned by O'Malley who claims that "learning strategies are operations or steps used by a learner that will facilitate the acquisition, storage retrieval or use of information" (O'Malley, 1985: 23).

In the same line of thought, Weinstein and Mayer defined learning strategies as "behaviours that a learner engages in during learning" which are "intended to influence learners' encoding process (1986: 315). Later Mayer specifically described

learning strategies as "behaviours of a learner that are intended to influence how the learner processes information" (1988: 11).

Based on definitions stated above, one can deduce that language teaching strategies tend to be of practical value to the teaching / Learning process, which can be either consciously or unconsciously in accordance to both long term goals for learning a foreign language and the particular task at hand.

11.3. Reading Strategies

Diverse investigations have been tackled by second/ foreign language researchers, which sought to elicit the surprisingly wide variety of strategies that are frequently orchestrated by both successful native and non-native language readers to effectively manage their interaction with the written texts. Yet, before classifying these strategies, it would seem undeniably wiser to consider the question: _what is meant by the term strategy? And what makes it different from a skill?_

In some researches, the terms strategies and skills are used synonymously "…skills and strategies such as …" (Drake, 2008, p 8), "…skills/ strategies…" (Lu, 2006, p ii). In other researches, skills are differentiated from strategies. Skills are defined as "acquired abilities, proficiencies" (Harris and Hodges 1981, 298) and a "mode(s) or manner(s) in which language is used" (Richards et al. 1985, 160) and they are used to "perform well" (Hudson, 2007, p 78). In (Griffiths, 2004) strategies are defined as "devices" (Ellis 1986; Rubin 1975), "techniques" (Rubin 1975), "operations, steps" (O'Malley et al 1985), "directions" (Stern 1992) and are used to acquire (Rubin 1975) to facilitate, (O'Malley et al 1985), and to compensate (Ellis 1986). Strategies are also different from skills in that they are used consciously (Nuttall, 1996). Because they are tools, strategies are assumed to dominate over skills (O'Malley et al., 1985, p 557). In this work, the term "strategies" is used to refer to the systematic ways which are consciously used by the readers to guide and enhance their reading processes.

This concept has saliently received an interest among numerous specialists in this field of research. Barnett (1989: 66), has precisely and concisely defined reading strategies as the mental operations involved when readers purposefully approach a text to make sense of what they read. Put it differently, reading comprehension requires the incorporation and application of multifarious strategies that aid learners construct and maintain meaning.

Before classifying and typifying reading strategies, it seems unavoidable to mention that there has been a growing interest in the classification of reading strategies employed by L1, L2 and EFL readers with a view to the development of more effective methodologies and materials for their teaching and learning. Despite this growing interest, it seems that strategy classification is problematic for researchers as it is indicated by the lack of agreement between them on a unified classification. Since the definition of the term strategy differs from one to another, their reading strategy lists are not alike. Yet, three categorizations which have been particularly influential are those of O'Malley& Chamot (1985) and those of Carrell (1989). These are: *cognitive, metacognitive, socio/affective* strategies.

Thus, in EFL reading, EFL/ESL learners usually make use of a number of strategies during their reading process, which involve cognitive, metacognitive and social affective strategies (Chamot and O'Malley 1994b; Crandall et al. 2002; O'Malley and Chamot1990; Oxford 1990).

Admittedly, reading strategies have much in common with learning strategies, but readers deliberately use them to better understand and remember what they read. According to Baker and Boonkit's (2004) research, the result showed cognitive strategies, metacognitive strategies and compensation strategies as the most frequently used strategies overall. Similarly, based on these three categories, Anderson (1999) made a reading strategy checklist, which comprises common reading strategies we might want to consider in teaching.

Cognitive strategies, according to Chamot and Kupper (1989: 14), are "localized focused techniques which learners work with and manipulate the task materials themselves moving toward task completion". Examples of cognitive strategies include the skills of rereading, adjusting reading rate, contextual guessing, elaborating, organizing, summarizing...etc

Metacognitive strategies are defined as "intentional carefully planned techniques that function as valuable means to monitor or regulate cognitive strategies. This category involves thinking about learning process, planning for learning monitoring for comprehension or production while it is taking place and self evaluation of learning after language activity is completed (Skehan, 1993: 87). Examples of metacognitive strategies include the skill of previewing the text, using text features, critical evaluation, setting goals for studying, generating questions, revising the use of miscellaneous cognitive strategies and self monitoring during reading activities.

Social mediation strategies or *social strategies* represent a broad group that involves either interaction with another person or control over affect (O'Malley& Chamot, 1990:44-45). This sort involves asking questions, cooperating with native speakers of the target language, and becoming culturally aware (Khezerlou, 2012:81).

As for *Compensation strategies,* they are of practical value for they assist learners in utilizing the language despite knowledge gap. Among these strategies, guessing meaning from the context and using synonyms to convey meaning when the precise expression is not known.

Memory strategies are related to making associations to facilitate understanding. They include activating background knowledge to relate information in the text with what he already knows, retrieving new information through grouping, imagery and structured receiving...etc.

In the light of what have been mentioned above, we can see that reading strategies were classified differently among the aforementioned prominent researchers and specialists. As a matter of fact, the current study will make use of Oxford'

classification the most widely used questionnaires, *Strategy Inventory for Language Learning (SILL),* as the framework to get general strategy use profiles (Cohen, Weaver, & Li, 1998; Oxford, 1990, 1996c; Green & Oxford, 1995), in addition to MARSI (Metacognitive awareness of reading strategies inventory) which was originally developed by Mokhtari and Reichard's (2002) to investigate EFL reading strategies prior and after strategy training instruction.

11.4. Explicit/ Integrated Instruction

Crucial to this study is the term 'explicit strategy instruction'. It is defined as

> Intentional and direct about teaching individual strategies on the assumption that clear and unambivalent information about how strategies work well put the suggesting readers in a better position to control their own comprehension.
>
> (Dolly, 2002:30)

A significant oriented study has been undertaken by Brown, Pressley, 1996; Fisher and Frey, 2004 on the basis of exploring the magnitude of implementing in an explicit way reading strategy instruction in reading comprehension in the first language. The result attained has obviously corroborated the positive impact of strategy intervention on learners' reading performances, accordingly:

> All children need effective comprehension strategies to become independent readers... to become independent readers... comprehension is about thinking and understanding, and is affected by each person's knowledge, experience and purpose for reading a particular text. Proficient readers are aware of the strategies involved in making the possible meaning with print; they make predications, make inferences, see images in their minds, draw conclusions and revise hypotheses about the text.
>
> (Booth & Swartz, 2004:22)

As for EFL/ESL learners, reading seems even more complicated process as compared to first language learners because they do not have enough background knowledge to bring to the reading task. Therefore, it seems compulsory for EFL teachers to teach explicitly reading comprehension strategies with detailed modeling. A well planned comprehension strategy for instruction that involves directly teaching reading strategies is especially recommended for second / foreign language readers (Ediger, 2001).

It is indeed worthwhile to note that research conducted in reading have proved that reading strategies are effective in promoting comprehension (Anderson, 1991; Carrell et at, 1989; paris, Lipson& Wilson, 1983). Besides considerable research has proven that skilled readers possess a number of flexible and teachable comprehension strategies that they make use of prior, while and after reading (Baker& Brown; 1984).

Hence, the most pervasive conclusions was that explicit/ direct strategy based instructional intervention seems efficacious in learning and teaching the reading process. Holding such a tremendous magnitude, EFL/ESL teachers are recommended to implement it as an integral part of their repertoire of teaching method rather than an add-on component.

Therefore, within the scope of the current study, the term "integrated" as its name implies means the integration and the incorporation of the strategy instruction in the language or content subject. Similarly for the term direct, which is also employed in the present research work. In broad strokes, it is defined as interdisciplinary teaching approach that represents a subject matter according to themes or topics. Each theme or topic is presents in units so that students have enough time to develop understanding to find connections to what they know and value.

Taking into prominence the present study at hand, the term integrated means that reading strategy is a core consideration which implies that by its incorporation into classroom as an integral part, learners are informed about the value and the anticipated

benefits by using particular reading strategies (*declarative knowledge/ procedural*) and henceforth become more aware of their applicability and transferability in other language areas or new task to be mastered (*conditional knowledge*). Conversely, in embedded/ indirect instruction, learners are not consciously aware about the fact that they are learning and utilizing the strategies being practiced and generalize it to other usages outside that particular lesson. Accordingly, reading research has empirically confirmed that this type of instruction did not lead to transfer and maintenance of the trained strategies to new tasks as it is the case with the direct instruction.

11.5. Reading Performance

Reading performance / achievement refers to how well students perform on reading comprehension test/s intended to measure students' understanding of information and literary texts.

11.6. Reading Proficiency

Reading proficiency, according to Ellis (1994), refers to the learners' capability of using the target language. However, for the purpose of this study, only the reading proficiency or the ability of using the reading will be highlighted.

12. The structure of the dissertation

This work is structured in a way that attempts to reflect the subject matter under investigation as well as the methodology adopted. Consequently, the very nature of this PhD thesis is twofold: theoretical and practical. The first part provides the conceptual framework of the investigation all the more reviewing the relevant literature, while the second part is a fieldwork survey and discussion of the results obtained through the selected research instruments conducted among the teaching-learning community.

The present introductory chapter is, in fact, dedicated to survey existing research literature which has relevance to reading strategies and integrated strategy instruction. The review will lay the groundwork for the analysis and discussion of the research findings. It strives to define and illustrate some theoretical key concepts related to the following points:

- A theoretical based section on reading as complex phenomenon in an EFL setting.
- A historical overview of the reading process, and contemporary theories of the reading models are briefly summarized and discussed, including a brief explanation about discrepancies between the terms "strategy" and "skill"
- Learning strategies taxonomy and their classification.
- Relevant research on reading strategies along with their findings are presented, which is the focus of this study within the broader field of reading theory and research.
- Factors affecting reading strategies instruction are identified and explained
- A concluding section bears information about strategy instruction, shedding a focal light on the potential role it has on learners' reading performance and strategy use.

Chapter two entitled Reading Comprehension Pedagogy in Algeria: has provided a systemic description of English language teaching in Algerian higher educational level with close reference to the reading skill at tertiary level and more specifically for third year students at the department of English Department. The outset of this chapter has attempted to describe and provide brief survey on Arabization and foreign language policies in Algerian setting shedding more focal light on the situation and objectives of English language teaching in the Algerian educational setting in general and determine the status and teaching purposes of reading comprehension module at university level. It equally stresses on scrutinizing the learners' needs and teachers' profile as well.

The methodology of the study was explained in chapter three, wherein the researcher has presented and described the study methodology detailing the research design, study sample and sampling procedure, research instruments and data analysis method.

The fourth chapter as its title suggests, is devoted to the analysis obtained from the research instruments used in this exploratory case study and offers interpretations for the research findings. It has been designed under five research questions that this study has set out to answer. The results are described in the following order:

Research question one regarding teachers' attitudes towards the explicit teaching of reading strategies.

Research question two regarding the participants' prior knowledge of reading strategies and their actual performance.

Research question regarding the participants' baseline knowledge in English reading proficiency in a concrete way (test).

Research question four and five regarding the effects of strategic based instructional intervention on reading proficiency strategy use, reading habit and attitudes towards strategy instruction.

As for the second part of this chapter, the findings are discussed according to the questions and the hypotheses that were set prior to the experiment.

The subsequent and concluding chapter ferrets out a set of alternative solutions and remedial activities used to better learners' reading performance and metacognitive awareness of reading strategies use, and which have been proposed on the basis of the results obtained through the preceding chapter that are hoped to tackle the issue and alleviate the problem of the current concern.

13.   Results Achieved

As a reminder, the crux of this research is the corroboration of the usefulness of strategic based instructional intervention on strategy awareness and reading proficiency of the EFL learners. In this part the researcher discusses the results of the research questions as presented in this chapter, and presents also how the participants perceive about reading strategy training in the study instruction group and control group is the intervention itself. Based on the results the researcher was able to prove, confirm or reject the hypotheses that were set prior to the experiment.

Purposes	Research Question	Results
To explore the attitude of EFL teachers toward the explicit reading strategy instruction and compare their attitudes with their actual practices.	Research question N° 1	As a result, EFL teachers are found to have more positive attitudes toward teaching cognitive reading strategies compared to the metacognitive ones, which were found to have less importance and henceforth not integrated to their students in the reading comprehension curriculum.
To check whether university EFL learners possess some reading strategies before the intervention phase.	Research question N° 2	The overall profile of the participants of both groups suggests that they have some knowledge about reading strategies use, and are somehow aware of their usefulness and applicability (Questionnaire results). However, once we compared their self report and interview data, a discrepancy has been found between these two variables, and not all strategies that were reported being frequently/ seldom used tallied with their actual oral performance (interview), more specifically

		metacognitive strategies of rereading, inferring, guessing. As for support strategies, a mismatch was demonstrated as far as circling information and note-taking strategies.
To check whether the strategies that were reported being used in the questionnaire and results are being used in their actual reading performance (pretest)	Research question N° 3	In this context, the participants were randomly assigned to the intervention and the control groups so as to check the reliability of the coming research hypothesis. In this line of thought, the participants were found to have some procedural knowledge of some reading strategies, and henceforth were capable to use them in their actual performance (Pretest), notably: skimming, scanning, predicting, and using background knowledge while inferring and contextual guessing the results yielded exhibited a mismatch.
To uncover the possible effects of strategic based instructional intervention on the participants' reading comprehension proficiency and strategy use.	Research question N° 4	The results confirming the validity of the fourth research hypothesis have been elicited from the participants of both groups by means of: 1- Post-training Test (assessment test) 2- The students' Reflective Journals. The results obtained from the 2nd test corroborated the validity of the 4th hypothesis in the sense that the intervention group were found to have outperformed the control group in all strategies. And, a significant

		difference has been found in their performance of some strategies particularly: predicting, scanning inferring, and mainly contextual guessing, whereas for the control group, notwithstanding their slight progress, their actual performance was quite low. The results obtained from their reflective journals indicated that they learned a lot from the intervention sessions, and thus they were willing to develop their knowledge of reading strategies. Besides, their attitudes toward strategy instruction started to change positively and significantly, as it was corroborated through their reflections elicited in each strategy separately.
To examine the influence of reading strategy instruction on the learners' attitude and reading habit.	Research question N° 5	As a result of strategy instructional programme, the participants become more enthusiastic about it as it was reflected in their regular attendance and eagerness to learn. And, their attitude changed positively i.e. they become more interested in reading and become more confident as well. Besides, their responses obtained from the second part of the questionnaire exhibited a positive change in their reading habits (compared to those habits that were reflected through their verbal protocol during each session).

14. Limitation and Further Suggesions

Although the current study has preliminarily been carefully designed to explore the possible effects of incorporating strategic based instructional intervention on learners' reading performance, three areas of limitations have been emerged in the research design:

Firstly, since the research was conducted in a classroom setting, the sample size was small; therefore its size limited the generalizability of the findings to other contexts and situations. Differently stated, only thirty students participated in this investigation which revolves around the potential role of strategic-based instructional intervention in improving reading proficiency and awareness of strategy use. Besides, due to the relatively small number of the participants and the lack of diversity, only few students, mainly from strategy intervention/experimental group regularly attended my first courses, that is, 12 out of 15 (80%) were willing to participate as they had been already given some explanations about my research motives and objectives. And out of 15 participants, who constituted the control group, only 14 students took the pretest and have granted me their personal journals afterward, while the rest gave them to me later. Hence, caution must be used in case one would like to generalize findings to other contexts and situations, as these findings were suggestive rather than conclusive. In this regard, and as a researcher if I were replicated to conduct this study again, I would pay closer attention to validity and reliability because making use of a big scale is with no doubt the best solution.

Secondly, another limitation of this study concerned the short time of the implementation of reading strategy instruction programme, that is, it would have probably given more reliable results if I had spent more than six weeks wherein students scheduled to receive two hours of reading strategy instruction. Thus, in the light of what has been said, if the present research were to be reproduced, I would rather carry out the intervention programme for longer period of time and provide the

participants with the necessary opportunities to strengthen the strategies they learned which would result in improving their declarative knowledge(knowing what strategy), procedural(knowing how to use it) and conditional knowledge(why and when to appropriately transfer the already learned strategy to new tasks and demands).

As an interesting suggestion that should be indeed taken into prominence regarding the present study for further research is to check the validity of the previously mentioned hypothesis , which tackles the effects of explicit teaching instruction on EFL students reading performance through incorporating it to all skills. For instance, listening, speaking, writing, vocabulary learning strategies could be focused on equally and simultaneously because it is believed that learning a language is learning its four prerequisite linguistic tools of listening, speaking, reading and writing.

15.   Summary

The present summary purports to discuss the principles and procedures of the methodology employed in this research. At the outset, background and context of the study have been sketched, and the research aims, research questions have been stated. It has also provided the definitions of the variables being investigated, described the subjects involved, in this study, and the research instruments used to obtain the necessary data. It equally considered some limitations that have been elucidated especially once completing the experiment. Finally, it was noteworthy and necessary to close the chapter with a very brief and succinct definitions based on the key terms pertinent to this study which have been further developed in the introductory chapter.

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TEACHING READING FOR SPECIFIC ECONOMIC PURPOSES: IDENTIFYING CRITERIA FOR TEXT SELECTION

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ABSTRACT

t wouldn't be new to affirm that English functions as a global language, and has become the language widely adopted for political, technological, cultural linguistic and educational development. Similarly, it has witnessed such development in its role in the Algerian educational context since 1990's, and more particularly after the advent of globalization process. Yet, within the field of education, the need for English for specific purposes (ESP) continues to increase throughout the world. Therefore, ESP which has established itself not only as a basic branch of English Language Teaching (ELT) as a viable and vigorous movement but has also incorporated on discourse analysis and corpus linguistics. Thus, in very precise and concise terms, the present paper endeavours to define and discuss some principal components related to the subject matter, i.e. reading as a basic linguistic skill, ESP in general, and teaching reading comprehension for specific economic purposes in particular. In addition, the second objective of this paper would be to highlight the criteria needed for text selection as a pedagogical practice for undergraduate student at the Department of Economics.

<u>**KEY WORDS**</u>: globalization, ESP and language use, reading, Economics, criteria for text selection.

1. Introduction

Needless to state that teaching a native or a foreign language is an activity that like most human occupational approaches can be tiresome yet rewarding, depending on its extraordinarily high number of factors from teacher degree of preparation and communicational abilities and from students', preferences, motivation and expectations. Thus,

in the light of teaching/learning English, and more precisely after the advent of globalization process, the demand for English for specific/ special purposes continues to increase and expand throughout the world not only in courtiers where English serves as native language but also in other countries where it is used as second/foreign language. Therefore, it is indispensable and important to consider the following sub-problems:

> *Does teaching of ESP show similitude with teaching general English?*
> *What are the basic criteria that should be taken into account when attempting to reading texts as an intensive reading activity?*

Thus, in this shortened article, I will summarize my research under three distinct yet interrelated headings:

1) Eliciting and explaining at the same time the factors that help characterize the difference between EGP and ESP.
2) Reading comprehension skill
3) In addition, I will end up this paper by providing some suggestions for organizing reading course for students of economics at the tertiary level.

2. General English and English for Specific purposes

As an umbrella term, English for special or specific purpose has a long history in the field of English language teaching. It has grown to become one of the most prominent areas of EFL teaching today. However, too little attention has been devoted to explicate how effective an ESP course is in regards to comparing it with general course. Therefore, for a better understanding of the discrepancies between EGP and ESP, it is compulsory to provide at first a definition based on ESP.

2.1. Review of ESP Literature

English for special purposes arose as a term in the 1960's as it became increasingly aware that general English courses frequently did not meet learners and employers' wants. It may be related to or designed for specific disciplines that are centered on language appropriate to specific activities in terms of grammar, lexis, register, study skills, discourse and genre. According to Strevens (1980)

> *ESP entails the provision of English language instruction devised to meet the learners' particular needs related in themes and topics to designated occupation or areas of study , selective (i.e. not general) as to language content where indicated restricted as to the language skills included.*
> *(1980, 108-109)*

As an umbrella term, ESP embraces two key areas: English for Academic Purposes (EAP) and English Occupational Purposes (EOP). The former has until recently been the area of the greatest activity and refers to the language required by non- native speakers for the purposes of study. The latter on the other hand constitutes the rest of ESP taking in any work related English language courses.

2.2. Difference between EGP and ESP

In an attempt to clearly understand the common and different points between English for General Purposes and English for Specific Purposes, Wright (1992,01) explains that General English concerned with everyday life assuming that

These universal topics are socializing shopping traveling eating out, telephoning friends ...so when one learns a language one must be exposed to linguistic items relating to universal topics. This is the task of General English course.

According to Brunton Specific English course may contain material pertaining to general English course *when we reach the stage at which any topic constitutes an individual's profession, it becomes crucial that he have mastery of the specialized language.*

3. Understanding Reading

To acquire a language competently, one needs to master the four fundamental linguistic skills: listening, speaking, reading and writing, and none of them can operate independently and effectively of the remaining ones. Reading, one amongst those skills, is undeniably said to be a primordial key to success in different endeavours in and out of the context of school, and almost the unique ingredient that provides the students with strong basis for the language development and vocabulary expansion

Over the last few decades, a set of considerable investigations in FL reading have been conducted that have provided numerous insights for FL reading theories and reading instruction. The basic rationale of such research was to seek for an accurate and correct definition of reading. It has led to the argument that reading can be defined from two standpoints: common knowledge, and scientific view.

For the popular literature, reading is the ability of processing one's aptitude or capability to recognize the shape of a finite number of letters and alphabetical symbols that are connected to form an infinite number of meaningful items, clauses and sentences respecting the punctuation and division of paragraphs. In this regard, reading serves as a purposeful activity that helps the learners in *'developing a considerable range of habitual responses to a specific set of patterns of graphic shapes' (Fries* 1963:121).

Thus, representing the process of reading follows a common sense description of three related dimensions:

- As an opening stage, the learner recognizes the written characters he meets in print, which are organized in particular spatial order; (from the left to the right when speaking about all Indo-European languages, while it is completely the reverse for Hamito- Semitic ones); and masters their pronunciation.

- In the subsequent phase, he combines them into meaningful conventional items and sentences respecting the rules of syntax that may not resemble those of his native language. Additionally, the mastery of the printed words can be done successfully through a consistent vocabulary and syntax activities, which should not be underestimated for they contribute well in enhancing learners' comprehension of reading.

- Once the recognized written symbols are combined into meaningful items and sentences, the learner controls then the third stage that of interpretation.

In such a case, the three related dimensions discussed above are then closely related to three linguistic skills i.e. *recognition with phonology* (how to pronounce sounds in various combinations), *structuring with syntax* (rules that govern word order), and *interpretation with semantics* (when the learner assigns the accurate meaning of the printed symbols, then comprehension takes place).

However, from the scientific perspective, numerous neurological researchers notice that reading is not merely a product-oriented approach that constitutes language form, but also an intricate process actively involving both hemispheres of the brain that endeavours to negotiate understanding between the learner and the writer of the text. Furthermore, it is an inside the head factor that plays a crucial role in comprehension. Here, reading is merely regarded as an end product or a process-oriented approach that deals with language content

For Nuttall (1996) the central ideas behind reading are:

- ✓ *the idea of meaning;*
- ✓ *the transfer of meaning from one mind to another;*
- ✓ *the transfer of a message from writer to reader;*
- ✓ *how we get meaning by reading;*
- ✓ *how the reader, the writer and the text all contribute to the process.*

Nuttall (1996) quoted in Berardo (2006,61)

4. Reading and Criteria of Text Selection:

Before pinpointing the potential criteria that any teacher should base on for the selection of reading texts, it would seem necessary to define at first "what a text means?" shedding focal light on its fundamental contribution within teaching / learning of reading comprehension.

4.1. Towards a Definition of a Text:

Broadly speaking, text may be defined as:

> *A unit of language in use ... and it is defined by its size... a text is best regarded as semantic unit: a unit not form but of meaning. A text has texture and that is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unit with*

> *respect to its environment.*

Halliday *et al* **(1976: 12)**

From this definition, it is obvious to consider 'texture' as fundamental criterion that characterizes a text. Recently, it has been supplemented by **Halliday** and **Hassan (1985: 99)** with that of 'structure': texts are characterized by the unity of their structure and the unity of their texture.

This implies that the text may count as a text when it is well structured, containing set of sentences arranged in chronological sequences; and has a texture when there is link between different parts of it.

Thus, the comprehension of the text is ultimately determined by learner's abilities to construct different representations that include surface code, which reveals the linguistic relationship that exists between the different parts of the text presented in chronological order, and text base, that requires learner's mental capacities, and skills that exceed those required for the comprehension of linear print.

Nevertheless, reading a text does not stop solely at understanding words and sentences it contains, but attempts also to reveal the message to be conveyed, whereby interaction takes place between the reader and the writer via the text. In this domain, **Hoey (2001: 11)** claims that:

> *The text is visible evidence of reasonable self-contained purposeful interaction between one or more writers and one or more readers in which the writer (s) control the interaction and most of (characteristically all) the language.*

4.2. Criteria for Text Selection:

It is worth pointing again that the selection of texts to which learners respond, tends to be of paramount importance within teaching / learning context, especially when these texts closely match the teaching goals, and the learners' needs.

This view, indeed gains such considerable support, after conducting various studies that strive the reveal for sources of learners' comprehension deficiencies, and whose findings obtained clearly demonstrate that, in some cases, the teachers' selection of specific texts genre, may stand as one among these sources, more specifically, when these texts do not fit the learners' preferences, and their existing level of proficiency.

For this, evidence suggests that, the teacher should at first glance find his learners' lacks, and interests whereby to choose texts appropriately that suit most of them.

In this sense, **Nuttal (1996)** identifies three basic criteria that should be taken into prominence for the selection of the text: *suitability of the context, readability* and *exploitability* i.e. the selection of texts must necessarily involve considering these criteria, and none of them can operate effectively and independently of the two remaining ones.

Concerning the *suitability of the context*, since it is impossible to choose a specific text genre that pleases all the members of the class, the teacher should therefore include a variety of reading texts from many sources whereby to heighten the learners' interest and foster an intrinsic desire to read over a length of time. To do so, ESP teachers are required to ask a set of questions:
- ➢ *Does the text interest the students of Economics?*
- ➢ *Is it relevant to the students' needs?*
- ➢ *Does it represent the type of material that the students of Economics will utilize outside the classroom?*

Furthermore, in terms of *readability* of foreign language texts, ESP teacher should avoid choosing texts that are either too easy or far too difficult for learners' level. Yet, he can instead of that provide them with texts that are accessible in terms of their aim that the teacher attempts to fulfil from such reading tasks is to make the structural, and lexical features of the

language that expresses them, and challenging their intelligence at the same time to make the reading tasks "**difficult but achievable**". **Scrivener (1994: 149)** cited in **Harmer, J (2001: 207)**. Whereby to check the readability of the material, ESP teachers are required to ask the following questions:

> ➢ *Is the text too easy/ difficult for the students of Economics?*
> ➢ *Is it structurally too demanding and complex for them?*

With respect to *exploitability*, the text content has to be developmentally, and linguistically, appropriate for improving the learners' comprehension strategies, and overcoming the vast amount of their reading deficiencies, because at the end, the basic learners deeply engaged in the meaning-making process of the selected text and therefore arrive successfully at thorough understanding of it. It is therefore unavoidable and essential for ESP teacher to consider the following questions:

> ➢ *Can the text be exploited for Special teaching Purposes?*
> ➢ *What skills and strategies can be developed by exploiting the text?*

To sum up, these basic criteria, it is necessary to list the following significant points:

❖ Students of Economics should have opportunities to read different types of text structures e.g. narrative, expository, descriptive, contrastive … and so forth.

❖ Text should be of interest to the struggling readers.

❖ Text should be at the learners' instructional or low frustration level, moreover, it should contain some highlighted key vocabulary, headings clues, and other supporting details that complement the text whereby to facilitate comprehension, and help the learners predict what will be read.

5. CONCLUSION.

As a global language, English has indeed become a primordial tool for cultural, political and technological development and has been given much concern in the Algerian educational setting after the advent of the globalization process. Yet, within the field of education, be it native or foreign language teaching /learning context, ESP learners are still said to confront a number of serious difficulties that threaten their acquisition whenever learning takes place.

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This is probably due to the unequal consideration of the four fundamental linguistic skills of listening, speaking, reading, and writing. Inspired by this thought, the researcher has strived throughout this research paper to consider one amidst those skills notably reading, and has therefore intentionally tackled its crucial importance in learning in general. Furthermore, this paper has also shed light on explaining and scrutinizing the similarities and differences between EGP and ESP. In addition, as a conclusive section I have attempted to consider some factors that should be taken into account once selecting a reading text as an intensive activity for Students of Economics at the tertiary level.

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THE ROLE OF METACOGNITIVE AWARENESS-RAISING IN DEVELOPING LEARNERS' READING PROFICIENCY AND STRATEGY USE: CASE OF FIRST- YEAR LMD STUDENTS AT ABOU BEKR BELKAID UNIVERSITY OF TLEMCEN

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ABSTRACT

Within the field of education, one of the most important responsibilities that each teacher needs to assume consists in equipping the learners with all the necessary tools to cope with the demands of an ever-changing world. With no doubt, for a more successful fulfillment of such a prominent responsibility, the learners need to be consciously aware of the true nature of the learning process as well as the crucial role of acquiring skills and strategies that would certainly engender an effective learning process. These two concerns have led to a plethora of research on how to help the individuals become successful learners, and what teachers can do to assist their learning. Bearing all this in mind, the present exploratory research endeavors to elucidate the major effect of an explicit and integrated instruction of metacognitive reading strategies on learners' EFL reading proficiency and strategy use. The researcher has thus chosen ten Algerian speaking students by random selection studying at the Department of English in Abou Bakr Belkaid University of Tlemcen. Data were collected by means of three essential data-gathering tools, namely questionnaire, proficiency tests and think-aloud protocol (TAP). The researcher confirmed that metacognitive reading strategy instruction had a positive effect on the learners' reading proficiency and strategy use which was empirically verified during the implementation of the think aloud protocol.

Keywords: Meta cognitive Awareness, Reading Strategies, Explicit Teaching. EFL Learners, TAP (Think Aloud Protocol)

INTRODUCTION:

It would be with no exaggeration to note that English functions as a universal language due to its pervasive importance in this changing time of globalization, and has consequently become the language widely adopted for political, technological, social and educational development. Similarly, it has witnessed such development in its role in the Algerian educational context since 1962, and more importantly after the advent of globalization process in the early 1990s.

Yet, within the field of education, more specifically in EFL process a significant number of oriented studies has clearly shown that learners still encounter some serious issues throughout their studies that are in some part due to the unsuccessful equal consideration of four fundamental linguistic skills: listening, speaking, reading and writing. Despite all the efforts and much time consumed by EFL teachers, the results seem strikingly unsatisfactory, and the learners still display low achievement in English language use. Perhaps inspired by this thought, the present article endeavours to review theoretically the significance of the teaching / learning of reading skill at university level paying due attention to elucidating and unearthing to what extent the explicit and integrated metacognitive reading strategy instruction at awareness-raising level may affect positively the learners reading proficiency and strategy use.

THEORETICAL BACKGROUND:

1. READING COMPREHENSION:

Over the last few decades, a set of considerable investigations in FL reading have been conducted that have provided numerous insights for FL reading theories and reading instruction. The basic rationale of such research was to seek for the most suitable definition of reading. It has led to the argument that reading can be defined from two standpoints: common knowledge, and scientific view.

For the popular literature, reading is the ability of processing one's aptitude or capability to recognize the shape of a finite number of letters and alphabetical symbols that are connected to form an infinite number of meaningful items, clauses and sentences respecting the punctuation and division of paragraphs. In this respect, the process of reading follows a common sense description of three related dimensions:

As an opening stage, the learner recognizes the written characters he meets in print, which are organized in particular spatial order; (from the left to the right when speaking about all Indo-European languages, while it is completely the reverse for Hamito- Semitic ones); and masters their pronunciation.

In the subsequent phase, he combines them into meaningful conventional items and sentences respecting the rules of syntax that may not resemble those of his native language. Additionally, the mastery of the printed words can be done successfully through a consistent vocabulary and syntax activities, which should not be underestimated for they contribute well in enhancing learners' comprehension of reading.

Once the recognized written symbols are combined into meaningful items and sentences, the learner controls then the third stage that of interpretation.

In such a case, the three related dimensions discussed above are then closely related to three linguistic skills i.e. *recognition with phonology* (how to pronounce sounds in various combinations), *structuring with syntax* (rules that govern word order), and *interpretation with semantics* (when the learner assigns the accurate meaning of the printed symbols, then comprehension takes place).

However, from the scientific perspective, numerous neurological researchers notice that reading is not merely a product-oriented approach that constitutes language form, but also an intricate process actively involving both hemispheres of the brain that endeavours to negotiate understanding between the learner and the writer of the text. Furthermore, it is an inside-the head factor that plays a crucial role in comprehension. Here, reading is merely regarded as an end product or a process-oriented approach that deals with language content.

Urquart and Weir have endeavoured to summarize the complexity of this process as follows: Reading is the process of receiving and interpreting information encoded in language form via the medium of print. (1988, p. 22).

2. READING AS A LANGUAGE SKILL:

It is pertinent to note that reading strives not only to teach the learner how to establish components necessary for reading process, but attempts also to model this process by specifying these components, and reveal correlations between them. According to Hoover (1990): "reading consists of only two components; one that allows language to be recognized through graphic representation and another that allows language to be comprehended".(p.01)

For the sake of communication to take place, there should be, however, a direct association and interaction between the interlocutors, i.e. the learner being 'the reader' of the text, and the writer. In this respect, the learner necessitates both ability, and proficiency to understand the message conveyed by the writer of the text. In the same line of thought, Davies (1995) assumes that: Reading is private. It is a mental, or a cognitive process which involves a reader in trying to follow and respond to a message from the writer who is distant in place and time. (p.01)

However, it is unrealistic to believe that reading can be acquired without special effort i.e. as a passive skill, as it requires learner's mental and experimental input than is suggested by the mere decoding of symbols. In this context, Goodman (1973) maintains that, the learner:

As a user of a language interacts with the graphic input as he seeks to   reconstruct a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved. (p.162)

3. THE SURVEY OF READING STRATEGIES (SORS):

Before classifying reading strategies, it would seem undeniably wiser to consider the question: what is meant by the term strategy? And what makes it different from a skill?

The term 'strategy' can be operationalized as learning techniques or behaviours that help learners iron out the frequent difficulties encountered whenever learning is taking place, and enable them to effectively and efficiently interact with the written passages. This concept has been defined differently by numerous specialists in this field of research. Anderson, on deliberate cognitive steps that readers can take to assist in acquiring, storing, and retrieving new information' (1991, p.460).

Therefore, it can be obviously stated that reading strategies are paramount for they enable readers to better tackle different reading tasks, and construct meaning from the written passages as competently as possible. These strategies may involve a wide range of cognitive mental activities which can be summarized as follows:

The strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, and separating main ideas from supporting ideas. (Phan 2006, p. 01)

Furthermore, there are other more recently recognized text-processing strategies such as activating prior knowledge, and recognizing textual organization, which have been added to the list of strategic behaviours. These strategies discussed above have been later grouped by Carrell (1989) as 'local' bottom-up decoding types of reading strategies and 'global', top-down types of reading strategies. As the former, it concerns sound-to letter correspondence (phonetics-based approach), the latter has to do with readers' activated background knowledge (readers-driven types of information processing) and recognizing text structure.

Reading researchers generally typify reading strategies into two main categories: cognitive and metacognitive reading strategies. Cognitive strategies serve as primordial learning techniques that assist learners in constructing meaning from the text, which are made up of bottom-up and top-down strategies. In the case of using bottom-up reading strategies, the learners' minds,

Repeatedly engage in a variety of processes ... Readers start by processing information at the sentence level. In other words, they focus on the identification of the meaning and grammatical category of a word, sentence, syntax, text detail and so forth. (Salataci, 2002, p.02)

Whereas top-down strategies consist of integrating one's background knowledge to the reading process to construct meaning from a text rather than passively identifying words in the text, predicting and getting the gist of text or skimming. In this sense, 'reading is asking questions of printed text, and reading with comprehension becomes a matter of getting your questions answered' (Smith, 1975, p.105).

Metacognitive reading strategies, on the other side, function as a valuable means to monitor and regulate cognitive strategies which include " checking the outcome of any attempt to solve a problem, planning one's next move, monitoring the effectiveness of any attempted action, testing, revising and evaluating one's strategies for learning. .(Brown *et al*, 1984, p. 354)

Reading researchers, later could obtain through other several case studies some strategies that successful readers generally employ to enhance reading comprehension and overcome comprehension failure. These strategies will be shown in the following list.

TABLE1. STRATEGY CODING SCHEME: READING STRATEGIES (STRATEGY TYPE + STRATEGY BEHAVIOUR) SINGHAL (2001)

STRATY TYPE	STRATEGY BEHAVIOR	DESCRIPTI DESCRIPTION
Cognitive -	• Paraphrasing/ Summarizing • Anticipating/ Predicting • Previewing Text • Employing Context Clues • Repeating Words • Analyzing • Word Division • Using Illustrations • Using Titles • Using Connectors • Rereading	• The reader rephrases content using different words but retains the same sense. • The reader predicts what content will occur in succeeding portions of the text. • The reader previews the text to see how it is organized and related to what they know. • The reader uses clues in the story in order to make predictions or increase understanding. • The reader repeats unknown words. • The reader analyzes word structure, grammatical structures or expressions to determine the meanings of these words/sentences/expressions. • The reader divides the words into parts to make it comprehensible. • The reader uses illustrations/graphs, etc. in order to facilitate understanding of the text. • The reader uses titles/headings to facilitate understanding of the text. • The reader uses connectors to identify continuing ideas. • The reader rereads parts of a text several times in order to facilitate comprehension.
Cmpensation	Guessing / Hypothesizing	• The reader guesses the general meaning of a word by using context clues.
Memory	• Associating • Word Grouping • Word Associating • First Language Associating- Cognates	• The reader creates an association between new material and what is already known. • The reader places the new words in a group with other similar known words to determine meaning. • The reader associates a word with a known word in order to determine meaning. • The reader remembers a new word by identifying it with a word in their first language.
Metacognitive	• Monitoring • Correcting Errors • Word Recognition • Recognizing/ Important	• The reader self-monitors their own understanding / pacing/ pronunciation of words. • The reader tries to correct their language/reading errors. • The reader is able to recognize unknown words by repeating them. • The reader recognizes what is important and not important and can skip those words or information
Affective	• Self Encouragement	• The reader makes encouraging statements to his/ her students and pays attention to factors that may interfere with performance or comprehension.
Social	• Clarifying • Verifying • Seeking Feedback	• The reader asks for clarification when something is not understood. • The reader asks for verification that something has been understood or said correctly. • The reader asks others for feedback about his or reading, responses, etc.
Textual	• Reacting to Text • Interpreting Text • Emotional Reaction	• The reader can react to a text and express opinions about the text and characters. • The reader draws a conclusion about the text in terms of theme or interpretation of text. • The reader reacts emotionally to the text.

The importance accorded to these strategies can be shown in numerous empirical case studies which have been conducted by SL/FL researchers seeking to understand why some learners are likely to be more successful readers than others. In a qualitative study, Hosenfeld attempted to identify the direct relation between certain types of reading strategies and successful or less successful learners. The results obtained have clearly demonstrated that the differences lie in the fact those successful learners:

- *Kept the meaning of the passage in mind during reading.*
- *Read in broad phrases.*
- *Skipped words viewed as unimportant to total phrase meaning.*
- *Had positive concept of themselves as readers* (Hosenfeld, 1977,p. 110).

The unsuccessful learners, on the other hand, tend to be; in contrast those; who:

- *Lost the meaning of sentences as soon as they were decoded.*
- *Read in short phrases.*
- *Seldom skipped words as unimportant and viewed words as equal in their contribution to total phrase meaning.*
- *Had a negative self-concept as a reader* (Carrell, 1989, p. 03)

4. METACOGNITIVE AWARENESS AND READING COMPREHENSION:

Although studies on SL / FL reading strategies are a major trend of second foreign language research, recent research interest has focused on language learners' metacognitive knowledge or awareness of strategies, and the primordial role it plays during reading process. Yet, before tackling this effect, it would be indeed helpful to provide at first definitions-based on the concept of metacognition, and have a brief and synchronized look at its history.

The term metacognition has been variously defined as 'cognition of cognition' (Carrell, *et al*, 1989, p 647), 'the conscious awareness of cognitive processes' (Bernhardt 1991:52), and 'knowledge about learning' (Wenden, 1998,p 516). In the context of learning reading comprehension, 'metacognition is the knowledge that takes as its object or regulates any aspect of any cognitive endeavour' (Flavell, 1979,p 08).

Historically speaking, metacognition has its root in research conducted prior to 1976 during which Flavell's pioneering work greatly helped in giving form of this concept and provided an impetus for its study. During this period, research occurred in the field of developmental and educational psychology whereby to offer more sophisticated methodologies for asserting metacognition (Nelson, 1988). The studies based on metacognition were grouped into four categories, the former category incorporates studies of cognition monitoring whose purpose consisted in examining people's knowledge of their knowledge and thought processes, and how accurately they can monitor the current state their knowledge and processes, the second category stresses on 'regulation of one's own thinking processes in order to cope with changing situational demands. The third category of metacognitive research has examined how people regulate their choice of strategies and recently, the fourth category stressed on the ways in which metacognitive theory can be applied in the educational settings.

In the context of teaching / learning of reading, metacognition can be divided into five primary interrelated components of which none of them can function in isolation. These components concern:

- *Preparing and planning for reading.*
- *Deciding when to use particular reading strategies.*
- *Knowing how to monitor strategy use.*
- *Learning how to orchestrate various strategies.*
- *Evaluating reading strategy use.* (Anderson, 2001).

Those processes were and are still considered to be part of metacognitive skills which play a great role in self-regulated monitoring that takes place during reading comprehension. By practising and applying these components, learners will unquestionably become good readers capable of handling any text across a curriculum.

As explained in Flavell's study, metacognitive knowledge can be categorized into two components namely knowledge about cognition and regulation of cognition (1978, p.08). Knowledge of cognition includes three related components that are involved within any learning task. They have been labelled: '*declarative*', '*procedural*', and '*conditional*' components.

- **Declarative knowledge**: refers to '*knowing what*' strategy to use in specific learning task e.g. one may know what is skimming or scanning.
- **Procedural knowledge**: refers to '*knowing how*' to perform various activities or putting the knowledge into action e.g. how to sum up a text, how to skim (to get the gist of the selected passage) or how to scan (to spot the information required by the learner)... and so forth.

- *Conditional knowledge*: refers to '*knowing why*' to use a particular strategy, and when it would be applicable and transferable effectively and appropriately in another language area, or new task to be mastered.

Where as regulation of cognition is directly related to those processes involved within metacognitive strategies, i.e. planning, monitoring, problem-solving and evaluating. Philip presented those major macro metacognitive strategy categories which include planning, comprehension monitoring, problem-solving and evaluating and modifying in the table below:

TABLE 2 PROCESSING FRAMEWORK (PHILIP ET AL, 2006, P. 23)

Micro strategy	Micro strategy
Planning (PL)	(PL 1) analyse goals. (PL 2) Identify relevant and useful LS. (PL 3) Deciding and implementing on strategies. (PL 4) Planning strategic moves. (PL 5) Making preview / overview. (PL 6) Scanning information in text. (PL 7) Skimming for gist of information in text. (PL 8) Predicting content of text.
Comprehension Monitoring (CM)	(CM 1) Monitoring one's strategy use. (CM 2) Double-checking on one's comprehension. (CM 3) Relating one's prior / Background knowledge. (CM 4) Relating one's academic knowledge. (CM 5) Attending selectively to important / familiar terms to facilitate comprehension.
Problem-Solving (PS)	(PS 1) Infer from contextual clues. (PS2) Make logical and intelligent guesses. (PS 3) Integrate information into a summary. (PS 4) Seek clarification from teacher. (PS 5) Question peers and cooperate with them.
Evaluation (EVA) / Modification (MOD)	(EVA 1) Evaluate the effectiveness of strategy. (EVA 2) Identify most useful feature (s) of strategy. (EVA 3) Reflect on context within which strategy successfully implemented. (EVA 4) Modify strategy based on task demands. (EVA 5) Evaluate on strategy best combination. (EVA 6) Assess suitable conditions (when) to use strategies. (EVA 7) Evaluate ways to re-implement unsuccessful strategic moves.

RATIONALE OF THE PRESENT STUDY:

This project has the following research objectives:
- To identify the main causes behind learners' comprehension difficulties.
- Explore the usefulness and the effect of explicit / integrated instruction of metacognitive strategies on learners' reading proficiency and strategy use.

PARTICIPANTS OF THE STUDY:

The informants chosen for this experimental-based research were ten (10) students enrolled in the English Language Teaching Department at the Faculty of Arts, Human and Social Sciences of Abou Bakr Belkaid University, Tlemcen. The study was carried out during the beginning of the academic year. Male represented 30% percent (3) of the sample and 70% percent (7) females. Their chronological age ranges from seventeen to twenty-three years old. Two of them were in the Literature and Islamic sciences (2), whereas the majority belongs to Arabic literature and foreign languages whose coefficient is 3 and Literature and Human Sciences. They have been exposed to the learning of English as second Foreign Language for five to seven years so far.

RESEARCH INSTRUMENTS:

This empirical study was carried out via three-attention worthy tools: questionnaire tests and think-aloud protocol.

QUESTIONNAIRES: DESCRIPTION AND ADMINISTRATION:

The present investigation has been conducted through a questionnaire which was distributed to first year university EFL learners. Conducting a metacognitive questionnaire to first year university EFL learners has an objective of eliciting their retrospective data about:

- Their profile, proficiency level and reading background and their learning preferences.
- Their potential difficulties and needs in reading comprehension.
- The main strategies they often orchestrate in problem solving tasks to sort out these difficulties.

PROFICIENCY TEST DESCRIPTION AND ADMINISTRATION:

The informants, chosen as population sampling, were tested before training them through metacognitive strategy instruction. The aim of conducting the pre-training proficiency test consists in assessing their current abilities in the area of reading comprehension, whereby to yield scientific results about:
Their ability to orchestrate different strategies appropriately and in meaningful manner, prior to reading strategy training sessions The sources that threaten their reading proficiency
During reading proficiency test, the learners were provided with a text followed by a set of comprehension activities related to the text content, and which were replied during one session. After completing this pre-test, learners' performance of reading was or measured, elicited, and then evaluated by the researcher.

THINK-ALOUD PROTOCOL: AIMS AND PROCEDURE:

Within classroom and research contexts in general, especially in terms of language learning / teaching strategies, research tools may be numerous, nonetheless, the use of introspective methods seem is to be increasingly the most prevalent ones. Think-aloud technique is often said to be an advantageous introspective data gathering method for any researcher trying to unveil and describe ones conscious mental processes undertaken while performing a specific language task rather than his / her own outcomes or product. Think-aloud, according to Chamot, "is a technique in which a person verbalizes his or her own thought processes while working on a task ... Generally, these processes are the person's strategies for completing language task" (1999, p.68).
Therefore, within this empirical phase, the researcher, after explaining to the informants about this procedure, selected reading passage followed by a set of comprehension activities taking into account the type of the tasks which should be challenging to require the application of some reading strategies.

RESULTS ANALYSES AND INTERPRETATIONS:

LEARNERS' QUESTIONNAIRES RESULTS:
Admittedly, the analysis of learners' responses to this metacognitive questionnaire clearly revealed a variety of strategies they reported using while dealing with reading passages which can be precisely summarized and thoroughly described in the table:

TABLE 3 TYPES AND FREQUENCY OF LEARNERS' STRATEGIES EMPLOYED IN THE QUESTIONNAIRE

Learners' employed strategies	Strategies classification	Number of students (out of ten)
Scanning (analyzing particular points).	Cognitive	07
Using external resources.	Support strategies	03
Rereading.	Cognitive strategies	05
Guessing from context.	Cognitive strategies	04
Reconsidering the problematic part of the text.	Metacognitive strategies	01
Activating background knowledge.	Metacognitive strategies	08
Distinguishing important from less important details.	Metacognitive strategies	02
Planning.	Metacognitive strategies	07
Summarizing.	Cognitive strategies	01
Identifying the purpose of the task.	Metacognitive strategies	03

PROFICIENCY TEST RESULTS:

As previously noted, the test was a second step undertaken prior to the strategy training instruction sessions which consisted in assessing learners' reading proficiency, their linguistic level, as well as their capability in utilizing adequately the five reading strategies of predicting, skimming, scanning, inferring and contextual guessing. During this procedure, the researcher relied more on the quantitative approach for analyzing the data obtained from this test. It consisted of an informative text followed by a set of nine comprehension questions related to the content. The number of respondents who could respond correctly on the required tasks was counted. And then, the researcher through the analysis could differentiate between the proficient and less proficient readers. The results could be better illustrated in the following table:

TABLE 4 FREQUENCY OF LEARNERS' ANSWERS TO TEST QUESTIONS PRIOR TO THE INSTRUCTION PHASE

Predicting		Skimming		Scanning		Inferring		Guessing from context	
A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
07	70 %	10	100 %	05	50 %	03	30 %	4	40 %

As for the analysis of predicting question, seven students out of ten could respond correctly to the present question since the topic tends to be very famous history that was known by almost all learners at different levels. Nevertheless, the three remaining students could not respond which is probably due to their inability to extract even one idea from the given title.

Skimming strategy was examined through question two during this activity, the learners were encouraged to make predictions over the content by reading through it quickly. As shown in the preceding table all the informants could perform the skimming strategy and thus gave the convenient answer about the main idea.

Similarly, scanning was processed through question three, four and five, during which the informants were required to read the text quickly but for different purposes. Five learners could be able to find the answers required for these scanning questions in very short time, whereas five other students could not respond correctly especially question four since the term strategy is still new and unfamiliar.

Inferring strategy was inspected through question six and seven during which the learners were required to read carefully to be able to adequately infer what was implied in this passage. The analysis has shown that only three students could be able to perform this strategy in a convenient manner. Conversely, seven students, through their written answers have really displayed a difficulty in providing the correct answers to the present inference questions.

This strategy was processed through the last two remaining questions where only four students were able to guess the meaning of the selected words from their context (30 %) while the remaining were unlikely to understand their contextual meaning from the given passage. All in all, the number of the subjects who could respond correctly to the provided tasks representing 30 % of the total number, which may be taken to mean that these learners can be, characterized as proficient readers.

THINK-ALOUD PROTOCOL RESULTS:

In order to answer the third research question, both quantitative and qualitative data analyses were deployed. First of all, results generated by the implementation of think-aloud were carried out immediately after completing the pre-training proficiency test. During the procedure, the learners have elicited summaries answers of the comprehension questions both of the pre-test and post-test and evaluation of text comprehensibility. Therefore, each learner while being interviewed was given enough time to think and report exactly what he /she was thinking about while reading. It is probably due to this factor which led to the absence of vocalizing inner speech, i.e. hum, ok, ah ... etc. Yet, the analysis of these protocols clearly revealed that the learners suffered and are still suffering from some striking linguistic deficiencies since the researcher has transcribed each word uttered and produced by the learner while listening to their recorded speech from the tape.

Before discussing and analysing the data obtained from the learners' verbalized protocol, the researcher as a starting point provided two pre-planned questions during which the learners were required to answer. The first question *"What kind of strategies do they use before reading a text?"* was analysed. Thus, it was clearly observed from their verbalized answers that the majority of the learners could not offer any answer to this question. To prove it, it is worth considering the following answers provided by the learners themselves during

which they relied heavily on mixing code approach (using Arabic, French, English and even dialectal Arabic) from time to time so that to purposefully make the invisible processes of reading visible.

- كيفاش – آه؟ شاندير مفهمتش بلاك نشوف شحال من paragraphe و نعاود نشوف كيش داير النوع ما دام ما تعرقتش على الموضوع ما كانش حتى plan.

- What..ahh, what to do . I couldn't understand, maybe I am going to check how many paragraphs it contains, then I'll try to check the type of the provided passage, yet since I still have not the text, so no plan is utilized (The present question therefore was misunderstood for they have been told to elicit the steps undertaken before distributing the text).
- **Aucune idée about the text** ⟶ no idea about the text so no particular plan is used (student B).
- **Je réfléchis, imagine about the type of the text, then ... hum. no plan,** ما كانش
⟶ I try to think about the text, type. Above all, no plan is used).

These answers may be taken to mean that the non-strategic readers tend to read without setting a purpose, thus no self-planning strategy was utilized. On the reverse, three out of ten students responded as follows;

- Ah ... bon, ... imagine about the type
I try to get the meaning from the title and think واسم يجي ممبعد (Student F, appendix G) .Or,

- قبل قراءة النص مباشرة، أول مرحلة نقوم بها هي معرفة العنوان و ذلك لمعرفة حول ما يدور الموضوع، و مميعد نحاول نجلب الأفكار لي عندي من معرفتي السابقة و أيضا...

I see the key words of the title.)

Before reading a text, the first step I should normally go through is to read the title, I try to simultaneously activate my content schemata about the topic the text discusses; in addition, I will circle or underline the key words of the title.
These learners may be classified among the strategic readers since they could notice the crucial importance of self-planning strategy as a primordial metacognitive process that each learner should go though prior to reading activity for enhancing better reading performance.

As for the frequency of strategies mentioned under the question "*What do you normally do when you don't understand a part of reading text?*" Almost able reported using some comprehension monitoring strategies like rereading, willing the key works, and guessing their contextual meaning by reading the section around them to figure out their meaning which was evidenced several times. Yet, only one student assumed that using either social strategies or support strategies may be the most convenient solution for solving the problem under consideration. Thus, they responded as follows:

- I try to understand the whole text.
- I underline the key words.
- I read the text several times or

- عندما نقرأ النص جيدا، و أثناء قراءتي نجد كلمة صعبة في هذه الحالة نحاول نفهم الفكرة أو الكلمة لي بعدها و لي قبلها.
- عند قراءة النص و عدم معرفة ألفاظه ...أم نحاول بعدا نفهم واسم تقصد بعد أن اقرأ الجمل المجاورة لها، و لا نسقسي واحد من الأصدقاء لي شوية fort عليا في الفهم، أو الأستاذ و آخر وسيلة نستعمل dictionaries

- I.e. while reading, I come across an unfamiliar word, in this way I try to read the section around it to figure out its meaning. If I still unclear, I ask the help from one of my peers, or my teacher and as a last solution, I check its meaning in the dictionary. (Student G).

As for the analysis of the answers obtained from the five cognitive strategies (predicting, skimming, scanning, inferring and contextual guessing), the rationale of examining these answers during think-aloud procedure consists in providing insights on the metacognitive strategy used by the selected participants during their actual reading process. Because of the fact that the strategy changes for different purposes, frequencies and percentages are determined for each strategy type used by the participants which are presented in the following table;

TABLE 4 TYPES AND FREQUENCY OF STRATEGIES EMPLOYED IN THINK-ALOUD (PRE-TRAINING PHASE

	Strategy unveiled	Strategy classification	R.F	A.F
Predicting	Activating background knowledge	Metacognitive strategy	09	90 %
	Translation.	Cognitive strategy	01	10 %
	Re-reading.	Cognitive strategy	01	10 %
	Self-management.	Metacognitive strategy	02	20 %
	Underlying key words of the title.	Cognitive strategy	01	10 %
	Advance organizing.	Metacognitive strategy	01	10 %

From the above table, it might be obvious and well observed that on the whole, the respondents made use of more types of cognitive strategies than metacognitive ones, while performing predicting strategy. The examples of cognitive and metacognitive strategies the learners reported using them prior to the strategy training instruction can be well explained through the following answers:

- عرفت من معرفتي السابقة، و زيد بزيادة، تفرجت للفيلم شحال من مرة، آه ... ما عناتش كيسمها، الحصة   لي جابوا فيها Titanic ، آم ... آه سباي تفكرت "ساعة من ذهب" و معناه شيطان عظيم..(Student A)
- تفكرت الأحداث نتع الفيلم بالعربية و بديت نترجم بالإنجليزية

Concerning skimming strategy, the learners made use of set of strategies that can be categorized into cognitive and metacognitive strategies which are exposed in the table below:

TABLE 5 TYPES AND FREQUENCY OF STRATEGIES EMPLOYED IN SKIMMING STRATEGY

	Strategy employed	Strategy classification	R.F	A.F
Skimming	Finding key words.	Cognitive strategy	06	60 %
	Re-reading.	Cognitive strategy	03	30 %
	Using background knowledge	Metacognitive strategy	03	30 %
	Directed attention.	Metacognitive strategy	02	20 %
	Self-management.	Metacognitive strategy	03	30 %
	Ignoring unnecessary details.	Metacognitive strategy	02	20 %
	Reading with a purpose.	Metacognitive strategy	01	10 %
	Linking sounds with imagery	Cognitive strategy	01	10 %
	Selective attention.	Metacognitive strategy	01	10 %

As shown in the above table, when the frequency with which these students used such strategies was analysed, it was seen that the most frequently employed strategy when performing skimming was 'identifying the key words' (cognitive strategy) which was employed by seven students, whereas the use of metacognitive reading strategies which was clearly employed once the learners were interviewed during the think-aloud was 'integrating one's background knowledge' which was employed by three students as far as the second question of the pre-test was concerned. To prove it, one may consider the following answers as exactly recorded on the tape:

- قريت text deux fois ، و puisque تيتانيك هي الكلمة المفتاحية، فتشت على الأفكار لي عندها علاقة معاه في التص.
-
- I.e. I have read the text twice, and since the word 'Titanic' represents the key word, I went straightforward to highlight the main ideas that are related to 'Titanic'. (Student A)
- قريتو شحال من مرة ... و راني عاد عاءلة على الفيلم.

- I have read the text several times ... and I still remember the events of this story.

Concerning scanning, the respondents rely on a set of cognitive and metacognitive strategies which are clearly identified and thoroughly explained in the following table:

TABLE 6 TYPES AND FREQUENCY OF STRATEGIES EMPLOYED IN SCANNING ACTIVITY

	Strategy employed	Strategy classification	R.F	A.F
Scanning	Rereading.	Cognitive strategy.	06	60 %
	Selective attention.	Metacognitive strategy.	07	70 %
	Linking sound with imagery.	Cognitive strategy.	01	10 %
	Highlighting main ideas.	Metacognitive strategy.	02	20 %
	Finding key words.	Cognitive strategy.	03	30 %

Therefore, to prove the idea that the already elicited strategies explained above were put into practice during think-aloud, it might be worthwhile to consider their answers which were of course provided using mixing code approach.

- ركزت على les details و sort-out على الأفكار لي فيها اعداد. أحداث وقائع و لا شخصيات.
- I focus on the main ideas (especially those impressing numbers, events and characters). (Student B).

As regard the use of cognitive and metacognitive reading strategies when performing inferring activity, which were unveiled during think-aloud by the participants, it is clearly felt by the researcher that most of them neither reply the question of the pre-test that required the utilization of this strategy nor unveil any particular strategy to help them solve such problem, claiming that the lack of vocabulary was more influential than the effect of background knowledge. Through the story of 'Titanic' was well known by almost the majority of people, it was hard for some to understand the entire content of the text because of several unfamiliar words. In addition, it was even difficult and complex for them to infer the meaning implicitly stated in the text. The results are to be shown in the table:

TABLE 7 TYPES AND FREQUENCY OF STRATEGIES EMPLOYED IN INFERRING ACTIVITY

	Strategy employed	Strategy classification	R.F	A.F
Inferring	Self-management.	Metacognitive strategy.	02	20 %
	Circling the key words.	Cognitive strategy.	01	10 %
	Rereading.	Cognitive strategy.	01	10 %

As obviously shown in the present table, only two students out of ten respondents tended to use self-management metacognitive strategy. However, the least frequent of all the cognitive strategies observed in the TAP1 circling the key words and re-reading strategies, which were employed more than one time. Thus, one may consider what was exactly uttered by the learners themselves while performing 'inferring' strategy during the think-aloud procedure.

- من القصة بحدك تفهم يلي normalement هاذيك l'alarme كانت موجهة ل captaine
- و زيد الكاتب ختار her / she باش يمنع repetition
- It was clearly understood that the alarm had been given to the captain (1st question).
- In addition, the writer preferred to use 'she' and 'her' just in the case to avoid repetition. (2nd question Student B)

Concerning the last activity, which concerns the performance of guessing strategy, some of learners still encounter some difficulties, while the others utilize some cognitive and metacognitive strategies as shown in the following table:

TABLE.8 TYPE AND FREQUENCY OF STRATEGIES EMPLOYED IN GUESSING ACTIVITY

	Strategy employed	Strategy classification	R.F	A.F
Contextual Guessing	Self-management.	Metacognitive strategy.	02	20 %
	Using words around them.	Cognitive strategy.	01	10 %
	Integrating one's background knowledge.	Metacognitive strategy.	02	20 %
	Translation / knowledge transfer	Cognitive strategy.	01	10 %
	Rereading.	Cognitive strategy.	01	10 %

As shown in the above table, concerning the use of metacognitive strategies with the ten students in think-aloud, the most frequent strategies were trying to integrate one's background knowledge (employed twice), and self-management strategy (also employed two times). However, the least frequent strategies, which were both

employed only one time. On the other hand, the remaining students could neither provide answers during the pre-test nor unveil any particular strategy as noted as follows:

- قريت section لي فيها هاذ الكلمات ... hum و عاودت قريت باش نقد نفهم المعنى من contexte.
- I have read the section around these words to figure out their meaning and guess also their contextual meaning. (Student A).
- Je savais بلي كاين هاذ الكلمة بالفرنسية (colossal)، donc فهمت بلي المعنى نتاعها ي كبيرة.
- Prof نتاعها نتع lycée قراهانا هذ الحكاية، و تفكرت بلي flooded معناها sink و لا نفيض .
- I have already known that the word 'colossal' has a Latin origin, (in French colossal), so I could understand its meaning.
- Our teacher, of the secondary school, acquainted us with this story, and I could remember the meaning of floated. (Student C).

Above all, one may claim while analysing the data obtained from the learners' verbalized protocol that they do possess some cognitive strategies since they reported using them during the implementation of think-aloud, however, it was clearly felt that they almost have absolutely no metacognitive strategies as was better proved in the preceding tables.

TABLE 9. THE TYPE AND FREQUENCY COGNITIVE AND METACOGNITIVE READING STRATEGIES IN TAP1 AND TAP

	Strategies employed	TAP_1 Frequency	TAP_2 Frequency
Predicting.	Integrating one's background knowledge.	10	07
	Making inferences.	00	01
	Identifying key words.	01	04
	Advance organizers.	01	00
	Planning ahead.	00	02
	Translation.	01	00
	Self-management.	01	04
	Re-reading.	00	01
Skimming.	Finding key words.	04	05
	Summarizing.	00	01
	Self management.	03	06
	Skipping unnecessary details.	02	02
	Re-reading.	02	02
	Integrating one's background knowledge.	03	02
	Directed attention.	01	00
	Reading with a purpose.	01	00
	Skimming as needed.	01	00
	Selective attention.	00	02
	Translation.	01	00
Scanning.	Scanning.	01	00
	Re-reading.	00	01
	Selective attention.	06	03
	Highlighting important ideas.	08	06
	Linking sounds with visual imagery.	01	01
	Identifying key words.	00	01
	Ignoring unnecessary details.	01	00
	Self-management.	01	01
Inferring.	Re-reading.	01	02
	Summarizing.	00	03
	Self-management.	03	02
	Circling key words.	01	00
	Self-questioning.	00	01
	Selective attention	01	03
	Note-taking.	00	01
Guessing from the context.	Self-management.	01	03
	Self-monitoring.	01	01
	Re-reading.	01	00
	Translation.	00	00
	Knowledge transfer.	00	01
	Activating content schemata.	00	01

DISCUSSION OF THE RESULTS:

In an attempt to consider the results obtained from think-aloud in the pre-training and post-training phases, one may notice that the most frequency used metacognitive strategy was integrating one's background knowledge; which was employed ten times during the first and seven times during the think-aloud protocols; while the least frequent metacognitive self-management, directed attention, and self-monitoring strategies which were all evidenced not more than three times as far as the strategies unveiled while performing the five reading strategies of predicting, skimming, scanning, inferring and guessing.

Apart from the most frequent and least frequent metacognitive strategies explained previously, it was obviously noticed during the learners' protocols that they did rely on a set of cognitive strategies (as already shown in the table above) among which the most frequent strategy was re-read (employed six times), and circling and identifying key words (employed four times). However, the least frequent of all the cognitive strategies observed in think-aloud TAP1and TAP2 were skimming and scanning as needed (employed solely in the think-aloud two times), summarizing, and linking sounds with imagery (employed one time), knowledge transfer, translation and note-taking strategies as well.

All in all and to put it in a nutshell, it might be worthwhile to note down the following points:

- First of all, the qualitative and quantitative analysis obtained from think-aloud data has proved the fact that some participants, if not all, have already possessed some strategies which can be categorized into cognitive and metacognitive strategies, which socio-affective ones could not be unveiled during their verbal protocol.

- Secondly, some strategies; which are clearly identified and objectively explained from the inventory compiled from the works of Barker *et al* (1984), Wilson(1981), Hosenfeld (1977,1979) as well as the inventory which comprises a set of learning strategies categorized into metacognitive, cognitive and socio-affective strategies, which are themselves made up of some sub-categories have not been employed by the learners when being interviewed individually during think-aloud procedure.

- Finally, the results which were discussed and interpreted in a step-by-step process during this assessment verify the validity of the fourth hypothesis which states that the explicit / integrated strategy instruction can have to some extent positive effect on learners' reading proficiency in EFL setting though results obtained in the present study have not shown statistically significant and remarkable difference in terms of the types and frequency of strategies employed which is probably due to the fact that the learners may have already learnt or possessed effective strategies before coming to the university.

CONCLUSION:

The present article at hand has endeavoured to deal with the results and has offered interpretations for the various findings. It was designed under four research questions that the study has set out to answer. Thus, in the first part the results obtained from learners' questionnaire have helped in answering objectively the first research question which sought to unveil the real causes behind learners' comprehension deficiencies. Then the results, that helped to yield information about what the second research question aimed at revealing, have been considered through analysing the learners' scores of the pre training proficiency test as far as the five reading strategies were concerned .While the third research question which has sought to assess whether the learners are metacognitively aware of the usefulness of reading strategies could be empirically answered once implementing think aloud prior to the strategy training instruction . The last research question, on the other hand, which was set out to unveil the possible effect of an integrated and direct instruction of metacognitive strategies in reading at awareness raising level on the learners' reading proficiency at EFL setting was answered though a post test and another think aloud making use of course both quantitative and qualitative data whereby to analyse the type and frequency of strategies deployed as well as comparing the result obtained before receiving explicitly strategy training instruction with those obtained once strategy instruction was completed .

Thus, in an attempt to offer convincing answer to the first question, and at the same time confirm the validity of the first stated hypothesis; one may notice that the real causes behind learners' comprehension weaknesses can be either due to:

- Their incapability to utilize adequately and effectively some cognitive reading strategies and how to transfer them in newly provided situations that condition their application.

- A dilemma which faced the learners particularly when employing the embedded approach which was evidenced by numerous researchers whose findings have clearly proved that such approach generally leads to little use and transfer of strategies to other tasks.

As for the second research question which sought to assess whether the learners already possess some reading strategies or not, the analysis of the pre-test clearly proved that some learners are unable to utilize some reading strategies in the required activities, while others could utilize them in the most convenient way whenever necessary.

As regards the third research question which sought to find out whether the learners are metacognitively aware of the usefulness of the strategies employed during the pre-test, the answers could be empirically and objectively provided once the first think-aloud protocol was conducted. Their verbalized data have proved that not all the learners were consciously aware of the strategies employed, while the others were not. This difference can be regarded as a factor that helps characterize the difference between strategic learners and non strategic ones.

As for the fourth research question, the researcher confirmed the validity of the last hypothesis which states that metacognitive reading strategy instruction at awareness-raising level had to some extent an effect on the learners' reading proficiency and strategy use which was empirically verified during the implementation of the second think aloud protocol.

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APPENDIX A: LEARNERS' QUESTIONNAIRE

DEAR STUDENTS,

The following questionnaire submitted to you attempts systematically to collect information about your current difficulties you commonly encounter when reading an English text, and assess the strategies you may incorporate to face up these frequent issues.

Therefore, you are kindly requested to answer the following questions by checking on the answer you think it is more appropriate, and make comments when necessary.

1- Age…….
2- gender: male ☐   female ☐
3- Stream of secondary school studies...................................
4- Do you enjoy the Reading Comprehension Module?
- Yes ☐
- No

Write why ....

5- During reading sessions, what kind of materials do you find yourself much more motivated in?
- General
     Algerian
- Culturally based
- British
- Others   Specify ....

6- What do you do if you encounter a word you do not understand?
- Use other words around it to figure out its meaning
- Use other reference materials such as dictionaries and textbook indices
- Pinpoint my problem by sounding it out
- Ignore it temporally, and wait for clarification

7- What do you do if you come across an entire sentence which you cannot understand?
- Keep on reading, and hope for further clarification
- Spot the unfamiliar words and look for their contextual meaning
- Disregard it completely
- Read the problematic part of the text

8- When reading an English text, what do you do to remember specific information?
- Relate it to your prior experience and knowledge
- Ignore the secondary details
- Realize I need to remember one point rather than another

9- Before you start to read, what kind of plan do you make to help you understand better?
- No specific plan is needed
- Think about what I already know about the topic
- Think about why I am reading

10- Why would you go back and read the entire passage over again?
- I cannot understand the overall meaning of the text
- To clarify a particular idea
- To summarize the passage

11- According to you, which sentences seem not important in reading passage?
- Almost all sentences, otherwise they would not be mentioned at all
- The sentences that contain details or facts
- The topic sentences that have close relation with the main idea

12- The best reader, according to you, is the one who is capable of ….
- Recognizing words
- Using dictionary
- Integrating the information in the text with what you know already
- Differentiate between the supporting details and the unnecessary ones

13- According to you, what are the most important strategies thaÿÿhelp learnÿÿs who have difficulties with reading better understand the text and therefore complete the tasks in appropriate ways?