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Lack of Reading Motivation in the Algerian EFL Classrooms: The case of First Year Master ELT Students at Tlemcen University

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in language studies

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Declaration

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Dedication

I dedicate this work

To my parents. My dear mum who motivates me all the time to search and work hard and beloved dad who encourages me to carry on the present work.

To all my sisters especially my darling Aya, my brother Youcef and my niece the beautiful rose, Meriem.

To each member of my family.

To all my dear classmates who assist me in my investigation.

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ABSTRACT

Students at university are required to read in order to fulfill academic activities and acquire knowledge. However, reading frequency varies from one student to another depending on some factors. The major one is motivation since it is the impulse that leads them to effective reading. Therefore, the present work is an investigation to highlight the lack of reading motivation in EFL classrooms. For this purpose, a case study of first year ELT Master's students in the English Department of Tlemcen University was conducted. It was based on the use of a students' questionnaire and teachers' interview. To analyze the data, a combination of both qualitative and quantitative methods was used. The results obtained showed that students under investigation were aware about their lack of reading and they are not motivated to read English texts. Hence, a number of suggestions and recommendations were put forward to enhance their motivation as the integration of the reading skill as an independent module and also the use of new technologies to read and practice reading activities.

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LIST OF ACRONYMS

EFL: English as Foreign Language

PDST: Professional Development Service for Teachers

DART: Directed Activities Related to Text

CALL: Computer Assisted Language Learning

ICT: Information and Computer Technology

LMD: License Master and Doctorate

ELT: English Language Teaching

DAELE: Didactics and Assessment in English Language and Education

ELCS: English Language and Cultural Studies

GVC: Global Virtual Classroom

FL: Foreign Language

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Through reading, people convey their thoughts and beliefs since reading is one of the mediums of learning and acquiring knowledge. Readers in first language do not face too much difficulty to get the meaning of the language which is their mother tongue and they are familiar with its vocabulary. However, it is difficult for foreign language readers to extract the exact sense of sentences easily.

Students of English require some factors to be effective readers. The most important one in the English reading comprehension is motivation since not all of the students have the same enthusiasm to comprehend a particular text. Then, they lack familiarity with English language and culture. Hence, the willingness of reading is the desire that pushes the students to be engaged within a reading course for better understanding. If that desire is required, it is a real problem and most students suffer from. Thus, motivation in reading is of a great importance since less motivated readers do not read sufficiently and effectively.

Hence, this research is an attempt to investigate the amount of the students' reading at university level and the reasons that hinder EFL readers from being motivated. So, it tries to identify the role of teachers in the reading course and their methods in teaching that skill.

Accordingly, three research questions are proposed:

1. How much do EFL university students read?
2. For which purpose do they read?
3. How to enhance their motivation in reading?

Accordingly, three hypotheses are put forward:

1. The majority of the students do not read books and do not take reading as a habit; however, just few of them read sufficiently.

2. Most of time reading is related to academic purposes not to personal aims of the students. They may read to prepare for lectures, conduct research for assignments, revise for exams, or as a task to be accomplished by the teacher.

3. Students' reading motivation can be enhanced by using innovative teaching materials and by introducing reading as an independent module at university for EFL students.

To achieve the objectives of the study, the researcher used a case study research dealing with first year Master ELT students in the university of Tlemcen. This case study will gather data from different sources relying on two research instruments. The first one is a students' questionnaire and the second one is a teachers' interview. Thus, the results of the collected data from these research instruments will be analyzed qualitatively and quantitatively.

Accordingly, the present research work is divided into two chapters. The first one is based on theoretical foundations concerning the reading skill. It describes the reading comprehension situation and its relation to motivation. In addition to that, it explains some useful strategies that are used in teaching reading comprehension. The investigation includes some of the advancement in teaching reading comprehension courses and how can these recent changes effect on the reader' motivation.

The second chapter is devoted to the description of the English Department of the University of Tlemcen and the reality of reading in EFL classrooms. In the chapter, the research design includes the sample informants and the useful instruments. Then, the researcher analyzes and interprets the collected data. Therefore, this interpretation helps the researcher to answer the research questions. Finally, some suggestions and recommendations are proposed in order to raise motivation in reading in the Algerian situation. Thus, both teachers and students are concerned with the change in the reading for real achievement in the field.

CHAPTER ONE

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LITERATURE REVIEW

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1.1 INTRODUCTION

In all languages, reading has high value since any research or work is based on that skill. Motivation in reading is something important. Thus, the two terms are interrelated. Students who are not motivated cannot read texts and even if they read they cannot achieve their educational or personal purposes. Then, motivation in reading helps and encourages readers to read and do more efforts to enrich their own comprehension and understanding of the text. The degree of motivation varies from one student to another and it can decrease and increase according to the surrounding and the role of the teacher and the learner as well. In Algeria, most EFL classrooms lack the reading motivation. For that reason, the focus is on improving the reading processes by enhancing students' motivation inside and outside the classroom. Today, technology is widely used to facilitate reading and encourage students to read texts and understand them as well. With the availability of internet, teachers adopted blended approach to intensify students' exposure to language. Furthermore, teaching reading as a compulsory module at tertiary level can be considered as an appropriate solution to Algerian students.

This chapter introduces some concepts in reading related to motivation and technology. First, it gives the reader the fundamental terms concerning reading including reading types, components, models in addition to reading fluency and comprehension. Then, another title is devoted to comprehension as a cognitive process which is mainly related to reading. Moreover, some ways are mentioned in this chapter that describes the teaching of reading with the useful techniques and activities. Furthermore, this chapter contains a detailed description of the reading motivation. It deals with the useful strategies that motivate EFL students to read with more focus on the use of technology in teaching reading. Finally, the researcher illustrates the benefits of teaching reading with the blended learning approach and how it motivates the learners in the reading course.

1.2 READING

Researchers provide different definitions, types, models, and components in order to explain what is reading. This diversity can be explained by the existence of different teaching/learning situations. Thus, it is important to have theoretical details about reading to select the appropriate model.

1.2.1 Definition of Reading

Broadly, reading is decoding words, phrases, sentences, paragraphs, and even whole texts to comprehend their meaning. Through time this idea developed, and in 1983 the Michigan Department of Education states that “reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.” Then, text reading is kind of problem-solving activity since readers use the appropriate way to exceed the obstacles and get the meaning of the text (Rahimi, Mirzaei and Heidari 2012 :1134) .

Readers in their first language and second or foreign language are not the same since first language readers are familiar with the spelling of a wide variety of words; however, second and foreign language readers lack familiarity with the reading terms and texts. Reading in all languages is essential skill.

1.2.2 Reading Components

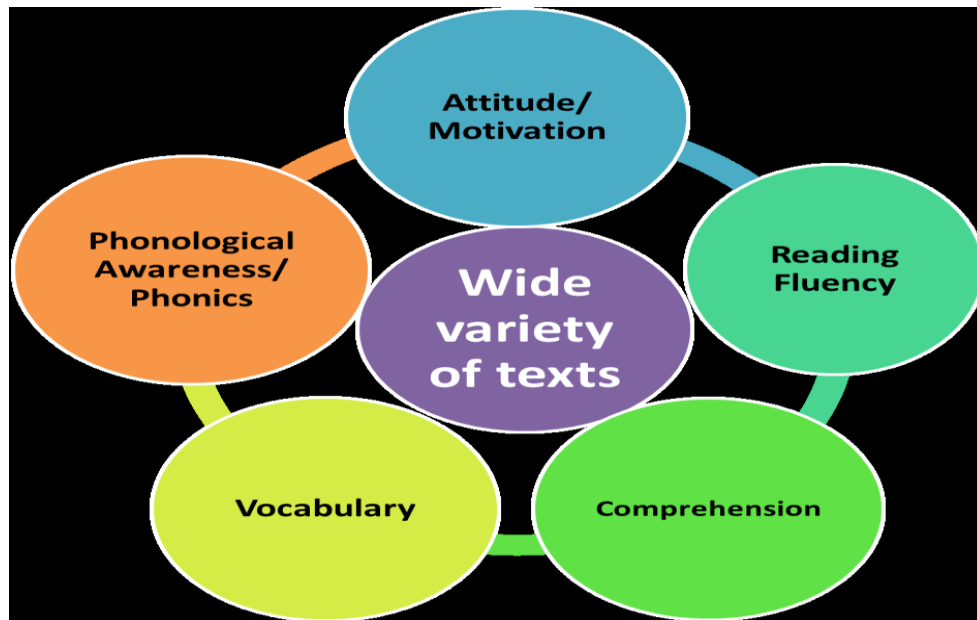


Figure 1.1 Components of reading (Adopted from Professional Development Service for Teachers PDST) available on: www-pdst.ie/.../Reading.pdf.

As it is shown above in figure 1.1, there are several components that affect the reader. All of them are necessary to develop the reading comprehension. First of all, motivation has a great deal with reading since most students' readings are done when they are highly motivated. Then, the reader of a text should be aware of phonology which is the science that is learned through practicing and learning the production of sounds from its real place. The reader should articulate the words correctly with less mistakes. Moreover, the understanding of texts is related more to vocabulary. Easy texts are those texts that include terms that readers are familiar with them and the more complicated vocabulary the more difficult understanding the readers face. In addition, fluency in reading is the ability that makes reader fluent and accurate to decode the words of any text. Finally, all the previous components help in the comprehension and understanding of the text.

1.2.3 Reading Comprehension

Reading comprehension is defined as the ability to extract the required information from a written text and interpret this information properly (Grape & Stoller, 2002:17; Grellet, 1981). Concerning reading comprehension, Grellet (1981:3–4) states that there are three main factors that have an impact on the comprehension of any text: the type of the reading text, the aim of reading passage, and strategy of reading the reader follows. It is noticed that most students focused on knowing the type of the reading passage first and they prefer more stories and descriptive texts. Then, when the reader has specific aim and he wants to achieve, the comprehension will be easy and enjoyable. After that, reading comprehension should not be taught and learned randomly but it should follow some techniques and appropriate strategies and activities that enrich texts' understanding.

To better comprehend a text, the instructor provide his learners with comprehension strategies that encourage a range of mental abilities in order to understand the text. Moreover, Snow (2004:1) claims that the reading comprehension includes three important elements: the reader who is the doer of the act of comprehension and tries to appreciate the intended sense of the text, the text which is selected for reading, the activity that is used in the reading course to facilitate the understanding.

In addition to that, reading and comprehension are two terms that cannot be separated. No reading exists without using minds and no comprehension without reading texts. So, a reader who has a text in hand reads and comprehends at the same time to fulfill his understanding. Moreover, comprehension of texts is easily achieved with the existence of fluency. Therefore, fluent readers are able to read and comprehend a text without difficulties.

1.2.4 Reading Fluency

In the reading skill, students should have knowledge about: phonemic and alphabetic principles. These two areas help readers in decoding each word in the text and this refers to reading fluency which means to decode and read phrases and whole sentences easily and loudly (Levy, Abello, & Lysynchuk(1997qtd.in Mihandoost 2011:188) .Reading fluency differs from one reader to another according to the different reading abilities .Students with reading disabilities are less motivated and shy to read in front of others therefore they lack fluency in their reading (Meyer & Felton(1999qtd in. Mihandoost 2011:188). Wolf & Cohen (2001)state that research has demonstrated that some students with learning disability can be characterized as having a specific deficit in naming speed, and this distinguishes them from students with learning disability that stem from phonological processing deficits. Fluency in reading texts involves rapidity and automaticity without facing any deficit problem. In addition, fluency is an important skill in teaching reading programs and it needs consciousness to improve fluent reading. Meyers & Felton (1999) state that: "Many of the approaches in improving fluency could be categorized as focusing on repeated reading". They argue that fluency in reading occurs through reading texts.

Another definition of reading fluency was done by Mc Kenna & Stahl that include three components: accurate word recognition, automaticity, and appropriate. First, accurate word recognition refers to the reading of items correctly with less errors. Then, automaticity means decoding words easily to grasp the meaning of the text .Finally, rhythm and intonation of speech requires the appropriate tone of each statement that represent the real connection with the meaning .Consequently ,each component completes the other and helps in the understanding and comprehending the intended sense of the text.

1.2.5 Reading Types

In teaching reading, teachers are required to give their students what they need in the reading course and analyze the text in an appropriate way. Depending on the students' level and the text used, the teacher selects which type of reading to use either intensive or extensive reading to achieve the students' understanding.

1.2.5.1 Intensive reading

Intensive reading is called as “text based or skill based” reading (Tuan 2001:665). In this reading type, the students are asked to read text to analyze the used information and the content. This reading concerns with looking for more details. In this case, the reader may read shorter texts to extract definite information or may try to recognize and analyze the organization and content of the texts being read (Abu-Ghararah, 1998; Urquhart & Weir, 1998; Grellet, 1986). Moreover, Haarman et al. (1988) defines intensive reading as “the style we employ when we wish to have a very clear and complete understanding of the written text”. Reading intensively clarifies the ideas and helps readers get in touch with the exact meaning of read passage. Therefore, readers try to comprehend the lexical and syntactic levels of the text. Some reading strategies are included within intensive reading such as skimming and scanning that require slow and clear reading. Furthermore, some reasons lead the teacher to use this type of reading in the teaching process. Paran (2003:40) states that “intensive reading is needed for four main reasons: to help learners comprehend written texts, to become more aware of text organization to better comprehend, to learn how to use and monitor effective reading strategies, and to develop literacy skills necessary to generate productive expressions in L2”. Thus, all these reasons contribute to better comprehending the written text and developing language study and accuracy.

1.2.5.2 Extensive reading

Extensive reading is called supplementary reading. Students read for the aim of concluding with final understanding searching for pleasure and information like reading

stories. Grellet (1986) states that: “Extensive reading deals with reading an entire text, usually for enjoyment, such as short stories, novels, or plays”. It is a fluency reading, which usually ends with constructing a general understanding of the text. According to Palmer (1964), extensive reading is usually rapid reading in which the reader focuses more on the meaning rather than the language. In addition, extensive reading develops reading ability and independency for students in EFL classrooms. In the same vein, Hedge (2003: 204-205) states some of the advantages in using extensive reading. He argued that “learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.”

Extensive reading and intensive reading are two reading types that are used in comprehending the text. Hence, the reader can benefit from both types and use them appropriately when and where necessary. In fact, the type of texts selects the reading behavior that students use during the reading course.

1. 2.6 Models of Reading

Reading model or mechanism is considered as the prediction of the reading behavior. It is the subject of debate among scholars that proposed different definitions. Among them, Davis (1995:59) states that “reading model is theory of what is going on in the reader’s eyes and mind during reading and comprehending (or miscomprehending) a text”. Reading process is the combination of both eye movement and the readers’ brain. “Readers’ eye recognize the word and the language that is used in the text then the brain gather all the information provided by the eye and gives its real significance” (Škudienė 2002:94) .

Different theories explain the reading mechanism and among them Aebersold & Field theory in which they mention that reading occurs through three main models.

1.2.6.1 Bottom-up theory

It is focused on comprehension of linguistic meaning. It is the process of decoding the written form to achieve the understanding of meaning starting by decoding the letters then the sound that these letters form. All these steps contribute to get the exact meaning of the read passage. According to this theory, the reader tries to decode every letter he or she encounters in the written words by matching it to its aural equivalent to arrive at the meaning of the words (Aebersold & Field, 2004; McDonough & Shaw, 2003; Nunan, 1999). The bottom-up model focuses firstly on the recognition of the written form and neglecting the understanding of meaning. Therefore, readers are not active since their roles are limited to decoding the actual meaning without any personal efforts to use the background knowledge or previous information. In this sense, it is a disadvantage of the model to find the equivalent of words and limited to the text meaning without any further personal additions.

1.2.6.2 Top-down theory (Context-driven)

As a reaction to the bottom-up theory and its weaknesses, top-down theory emerges. With this theory, understanding a text is not just decoding the written form of a passage or a text but it includes the prior knowledge and the readers' experience. One of the theorists states that in top-down theory, readers bring meaning to the text based on their prior experience and interpret the text based on their previous knowledge. The meaning in the top-down theory is important and it is not related to what is provided within the text but it is crucial for the reader to use the previous knowledge of the topic. In fact, Cornaire (1991) assumes that when someone begins reading a passage, they use their background knowledge of the topic to have a broad idea about what the passage is about, and thus, the reader aims at understanding the content.

1.2.6.3 The interactive theory

This model is the combination of the two previous models the bottom-up model and top-down model. The former focuses on the written form of just the text with little attention to the background knowledge however latter concerns with what the reader brings to the text. So, the two models complete each other. According to Rumelhart (1977:573), reading should be regarded as a simultaneously “perceptual” and “cognitive” process, and insists on the fact that interaction between the diverse sources of information is needed for the reader to achieve successful comprehension. Thus, three types of information must be used with this theory, sensory, semantic, and pragmatic. The use of all these parts is helpful in the interpretation of the exact meaning of the text.

1.3 COMPREHENSION AS A COGNITIVE PROCESS

In the cognitive theory, the reader is more concerned with language and thinking and he may test his ability in understanding the meaning of the read text. As the term comprehension means, it is the correlations of different cognitive skills. If the reader faces an obstacle in the reading, it results in the comprehension failure and misunderstanding of texts. Cain and Oakhill claim that “As comprehension involves the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure” (2007). Some readers have cognitive ability more than others which is based on readers’ working memory. Those readers can understand and decode the meaning of difficult terms that most students are unfamiliar with them. Therefore, it is related to the huge vocabulary that have in minds in addition to the background knowledge. However, readers who have problems in their cognitive abilities face difficulties in combining ideas and read text information. The only reason behind that problem is the unfamiliarity of less skilled readers with the read vocabulary and events.

The Cognitive theory with its strong focus on the connection between language and thinking, places importance on the reader's ability to make appropriate choices between contextual cues and the ability to decode and comprehend read text (Linnenbrink and Pintrich 2003; Paris and Winograd 1990; Schunk 2004). Hence, according to cognitive psychologists the teaching of reading should include two approaches text-based approach and discourse meaning approach (Farris et al. 2004; Pressley 2002e; Snow and Sweet 2003). The aim of this combination is to activate the cognitive process and push students to interact with the read text.

1.4 TEACHING READING

Different studies were done in the field of teaching reading in EFL classrooms especially in EFL classrooms. Text comprehension is the main aim of reading. Thus, effective teaching of reading affects students' comprehension. In the teaching process, the teacher uses different techniques and methods.

1.4.1 Reading techniques

There are different techniques used in the teaching/learning process when reading. Each technique helps learners improve their comprehension of a given text. So, effective readers are those who know which technique to use and when. These are some of the techniques used in the text analysis.

Previewing gives the reader an overview about what the text will tackle. Then, previewing gives the reader the chance to think and utilize his previous knowledge about the topic. Students' previewing is based on the existence of the title, subtitles, and the

used pictures. Those parts are considered as clues to prepare the reader to the actual text' meaning.

Skimming is the first and quick reading of the passage that students do, so that it helps them get the first thought about the text. This reading examines the understanding speed of readers.

Scanning is a quick look at a text to get specific information. When students scan, they are not interpreting whole sentences and information but just depicting key concepts that make the general idea clear. Also, scanning is used to consume time and get the whole meaning in minutes.

Predicting is using the prior knowledge to guess the content of text by using some hints as pictures like an aid to help readers predict the right sense of texts (PDST 2004:10) . Prediction strategy tests the students' background knowledge and their cognitive skill.

Summarizing is a way that helps students enhancing their comprehension of texts. Duke, N.K and Pearson, P.D (2002:221) states that: "research suggests that instruction and practice in summarizing not only improves students' ability to summarize text, but also their overall comprehension of text". Summarizing passages or texts focuses on the fundamental concepts and ideas. Therefore, it develops students' vocabulary and understanding of the read language.

1. 4.2 Reading Activities

The traditional comprehension of reading text that was based on using different types of activities had changed. Davies and Green (1984) and Davies (1995) improve the Directed Activities linked to Text (DART) and according to Nunan (1999) it was named the model of tasks. Davies (1995:144) claims that the traditional comprehension and multiple-choice exercises, which may be used as the main measurement tool for comprehension, are “seen to have very limited potential as learning activities.” Thus, the “active reading task” provided by Davies was seen to be more beneficial. He proposes the main important features of that change. Firstly, the selection of the texts should be based on those texts that are “authentic and challenging”. Then, the teacher should focus on the text from its rhetorical or relevant framework for the sake of analyzing it easily by the students. Also, the reading task involves first oral reading by the teacher or the student followed by silent reading of the text. The students have an effective role in the reading process since the interaction occurs between the teacher and the students and within students themselves. The interaction of students is not limited to answering particular questions that are done by the teacher but it exceeds to direct analysis of the text that leads them to be effective readers.

Consequently, Davies (1995:144) comes with another claim in which he states that the active reading task contributes to the amelioration of the students’ level and it occurs during the interaction with the reading texts. The following points explain the impact of the active reading task on students. First of all and when the students give hypotheses concerning any text, these hypotheses will be more clear and unambiguous. Then, the evaluation of the hypotheses will be shared with students themselves with taking a given text as a reference. Also, the discussion that takes place in the class will be about the various interpretations of the text. The new advance includes asking about what students ignore rather than answering question that they already know the answers to. At the end of reading a text, the students learn how to criticize a text either positively or negatively. Notably, the students are able to express their own views.

1.5 MOTIVATION IN READING

In general, motivation is the enthusiasm that a person has when doing something to fulfill particular goals. Thus, the students need motivation in their studies because most academic learning requires offering the readers with sufficient energy during the years of study. According to Geen(1995), motivation is related to the initiation, direction, intensity and persistence of behavior. Therefore, motivation in reading is the willing to read and get the meaningful sense of particular text. Wigfield and Guthrie (1997) claim that motivation has two types: intrinsic and extrinsic motivation. Intrinsic motivation in reading refers to the reading without specific purpose and the activity is done for its own sake and naturally. However, the latter relies on rewards if the reading' activity is done. The two types of motivation are correlated and complete each other and enhance students' reading frequency.

Duke and Pearson (2001: 423) confirm that reading motivation is affected by different factors. Thus, these factors encourage readers to comprehend different texts.

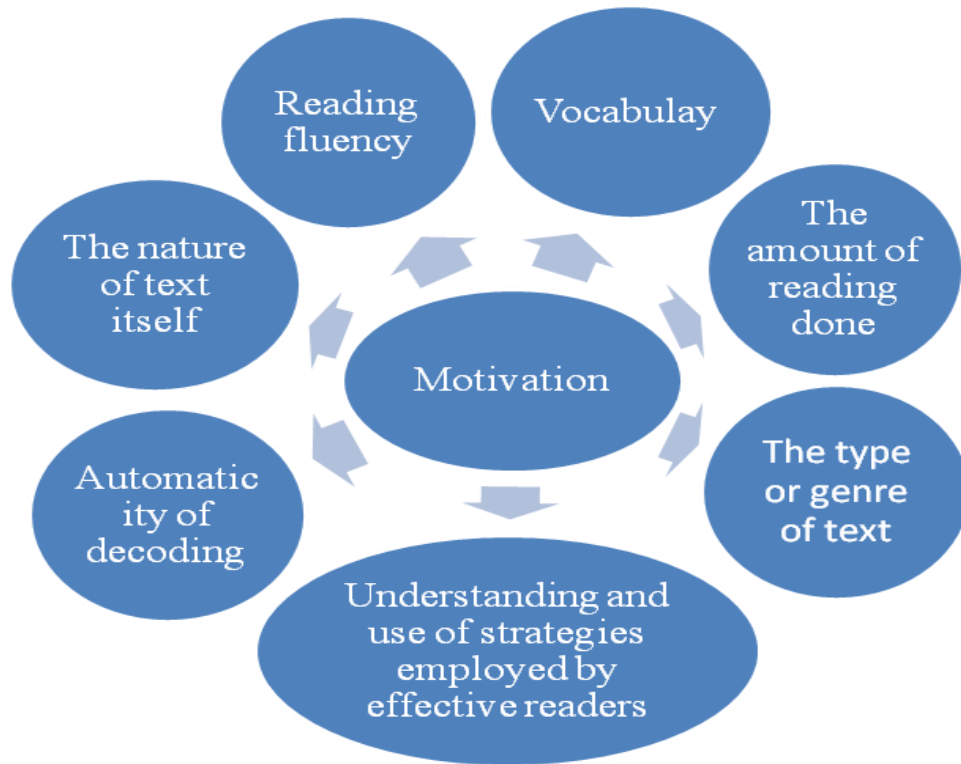


Figure1.2 Factors that affect reading motivation (Adapted from Duke and Pearson 2001:423)

The first factor that Duke and Pearson introduce in the above figure is vocabulary. Easy or difficult terms have great effect on the comprehension of specific text. Most EFL readers are not motivated when they are faced with difficult terms and they pass to the following sentence or idea which is less hard. Then, they argued that automaticity of decoding is another important point which affects the text understanding. Students should decode the right sense of sentences in order to understand ideas and meaning at the same time of reading. This automaticity of decoding varies from one student to another according to their level. In addition, fluency in reading has great impact on the reading comprehension. When readers are fluent in their readings, it means that they do not face any problem in the understanding of the text and it is easy. Also and in the reading comprehension, the students must understand and use strategies employed by

effective readers. Those strategies make the comprehension of the text easy. The use of strategies is like a guideline that readers should follow to achieve the understanding of the text. More importantly, the nature and the type of text affect the meaning. If the students face easy and interested text, they are normally motivated to read. So, the teacher should focus on his selection on texts that suit the students' level taking in consideration the difficulty and interest of the students. Then, it is important for teacher to choose the appropriate type of texts according to their students level and preference whether is descriptive or narrative or another text' type. Finally, the amount of reading done is neglected and less importance is given to it. Most of time, they focus on the meaning and they want to include everything and they neglect the amount of text. Therefore, most readers dislike long texts and they generalize on them as difficult and complex texts. This factor has a great impact on comprehension of texts and it depends on the amount of texts which motivate EFL readers and discourage them as well.

1.5.1 Reading stages and motivation

In the teaching of reading, the reading task needs effective readers or students and teachers who know when and how they use the appropriate strategies. Before teaching readers how to read, is crucial to teach them the reading stages and when to use them.

1.5.1.1Pre- reading activities

From the term itself, pre- reading activities deal with predicting what the text deals with before the reading task. Just looking at the clues such as titles, subheadings, and pictures and guessing what the text is talking about. In the pre-reading stage, the teacher and his students try to be close to the content of the existing text and give predictions about the text content. Thus, a title of text includes different interpretations and each student suggests his own idea. In fact, pre-reading stage prepares readers to what coming next in the text and it motivates them to be engaged with the content later.

1.5.1.2 While-reading activities

In this stage, the students start reading the text. Students are given some questions that they try to think about when reading. Students in while-reading stage use different strategies including skimming, scanning, predicting, guessing from text. The used strategies are helpful to give a general impression about specific text. While reading, students should be encouraged to find the answers to the comprehension questions given earlier (Bradford & Day, 1998; Abu- Ghararah, 1998). In this stage, different activities are done to students that facilitate the text understanding which is not achieved without the existence of motivation.

1.5.1.3 Post-reading activities

After reading the text which is done in while-reading stage, it is time for readers to discuss their answers of the previous question and analyze them as well with their teacher in addition to other exercises. Post-reading stage is done to assess the students' understanding and how they employ the learned strategies within the reading course. Those strategies encourage readers to carry on and test the understanding of their reading even after finishing the text.

1.5.2 Computer Assisted Language Learning and Reading Motivation

Nowadays, using and including computers in teaching reading for foreign language classes is still of great debate. Kim assumes that “these technologies can provide both ESL/EFL teachers and students with virtually boundless uses” (2008:242). Most EFL classes use computer as a medium of language learning and it is called CALL that stands for Computer Assisted Language Learning. Thus, CALL has great impact of the learning process. According to Mondria and Wit-de, CALL makes learning easy.

They argued that “in traditional classrooms, the teacher is unable to spend an adequate amount of time planning, developing, grading, tracking and evaluating individual students' performance objectively”. They believe that because a computer can collect and manage information at high speeds, it has the potential to motivate students to maintain composure and perform repetitive tasks without boredom (1991). Also, Taylor claims that CALL can affect the reader' perception, attitudes, and motivation toward the language. (ibid)

In addition, the learning/teaching process includes reading comprehension task which is affected by CALL. Thus, the use of computer has improved the students' ability to read texts in English and comprehend them as well (Bataneb 2014:104). Then, some investigations were done to show the effect of computer on reading achievements and it is multimedia that facilitates the comprehension of vocabulary of the text. (ibid)

1.5.2.1 The Impact of Computer on Motivating EFL Readers

For Harmer (2007) computer-based instruction can also provide students with unreachable and fascinating activities which motivate them. Then, Case and Truscott (1999) speak about the importance of integrating computer in teaching reading in classrooms and they argue that: “computer-based reading helps increase students' interaction with texts, attention to individual needs, and increases independence through an ability to read texts they would not otherwise be able to read”. In the same vein, AlKahtani (1999) claims that the use of computers in reading comprehension or computer-based instruction helps in the comprehension of read texts at short time since reading speed is enhanced. Then, other researchers were tackled computer-based reading instruction in which Pérez Correa et al (2004) put guidelines for students in classrooms for successful reading and they contain that Computer instruction in reading should:

- focus on meaning and stress reading comprehension.
- foster active involvement and stimulate thinking.

- support and extend students knowledge of text structure.
- make use of content from a wide range of subject areas.
- Link reading and writing.

All that points are important to improve students' reading in classrooms through the use of computers; however, they may not all time rely on technology since students have great responsibility in the reading process. Therefore, computers are used as a tool to help in the comprehension of read texts but they are not doing the act of comprehension.

1.5.2.2 Digital Texts and Motivation

In the past, students dealt with print books and texts which are given in papers but today another type of texts emerges. Nowadays, the new version is electronic texts that facilitate the understanding with words explanation. Martin Montgomery, Alan Durant, Nigel Fabb, Tom Furniss and Sara Mills (2007:24) state that: "Another way of working with words is by using an electronic version of a text, in combination with a text editor that can search for words or phrases." Digital texts are texts that are found on the net which can help to find synonyms of words and even whole sentences. Students can download texts from the internet or buy them on CD-ROMs. Reading an electronic text motivates readers to read more books and enrich their vocabulary. The difference between the two types of books is that a print book takes more effort and time to find the explanation of a text; however, the reading and the understanding of an electronic text happens at the same time since all dictionaries of translation or explanation are available.

1.5.2.3 Internet and EFL Readers' Motivation

Internet is a recent development in all the fields especially in the educational one. It facilitates the study including the reading task and it motivates them to read. The internet gives opportunities to EFL readers and makes access to different books. With

internet, different files are available, files about authors, poems, definitions, essays, and general information that students need. When readers want a book, it is easy for them to find what they want on the net. It is easy to visit websites concerning books including library catalogues and bookshops.

Using these websites helps in finding whatever readers want and they just write the title of the book or even the topic and different books are listed that are related to that topic. Tlemcen University uses a website to help the students to consult online library catalogues of books in: http://bibfac.univ-tlemcen.dz/bibflangues/opac_css/. Another one for research works as thesis and articles in <http://dspace.univ-tlemcen.dz>. These two websites are helpful for EFL students and it is used to read a wide variety of interesting academic papers.

On the net, information is found in a form of a book, article, and journal. If the students need information about a specific topic, there will be some sites to visit which are specific to education. Therefore, not all the information on the net is correct since the information' source is unknown. As Martin Montgomery, et.al (2007:26) state that:

The 'Wikipedia' project, which is an encyclopedia to which anyone can contribute, is an example of this notion in action. The notion that information wants to be free raises questions about intellectual property rights (the ownership of what a person invents), and about the truthfulness or accuracy of information; particularly on the Internet, there is often no guarantee that information is provided lawfully or accurately.

The speech about Internet takes much time and discussion and it is a weapon with two facets. The first one is not always credible. However, the second is beneficial. Hence, Internet has high impact on motivating students to read and it affects reading comprehension positively.

Moreover, some teachers integrate internet in teaching reading and it has a great role in developing students' language proficiency. According to Fischer (1999), there are some reasons for teachers' integration of internet. First, Yang (2001: 156) states that it offers "a new learning environment and a wealth of pedagogic possibilities". Then, Ellinger et al affirm that the use of internet motivates students to read in classroom and it makes them autonomous in learning and reading as well. Also, it serves as a mediating tool for technology enhanced and student-centered instructional environments (Watson, 2006). Finally, it is common that using ICT in EFL classrooms enhances students' understanding and learning of language. As described by LeLoup & Ponterio (2004:6), online-reading materials help EFL students in memorizing and using the vocabulary of the language for long time.

1.6 THE USE OF BLENDED LEARNING APPROACHES TO TEACH READING

In general, a new approach appears in the teaching process. It combines two types of learning online and face to face learning. The figure below represents the use of blended learning approach by Heinze (2004):

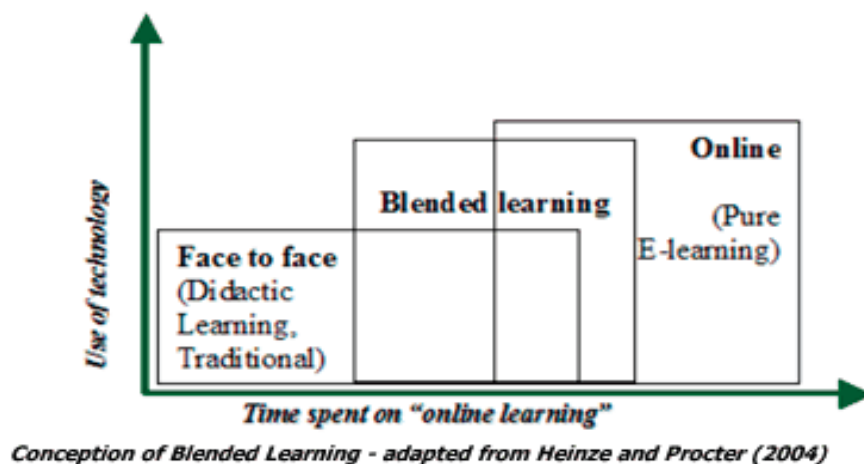


Figure 1.3

Conception of blended learning by Heinze (2004) (adopted from Klapwijk 2008:35)

A great debate is opened concerning the teaching of reading comprehension in EFL classrooms. The emergence of blended learning approach has great effect on learning/teaching progress. Thus, blended learning approach is the combination and use of more than one mode face-to face and online learning mode(Douglas et al.2014:3). Then, Glazer(2012) states that “good practices in blended learning combines the best attributes from both environment, establishes an interdependency between them that layers the learning content and provides teachers presence in both online and face-to face environments”(Douglas et al.2014:1). Blended learning approach is used in all levels and in EFL classrooms too. Thus, blended approach is used in the teaching of reading.

Using only technology-enhanced classroom is not the appropriate solution to make the change in teaching reading. Hence, blended learning should be used in teaching reading comprehension in EFL classrooms. In this vein, Kellerer et al. (2014:17) state:

Teachers feel empowered to be facilitators of learning, adjusting opportunities to meet the needs of individual students. Teachers perceive that students are more highly engaged in the blended learning classroom, creating their own pathways to demonstrate understanding, moving through the curriculum at a pace that supports individual mastery of content and creating intrinsic levels of motivation to learn.

1.7 CONCLUSION

Algerian EFL classrooms do not give reading comprehension much importance but they do not totally neglect it. If the teaching of reading does not have specific modules, it is part from other modules. In Algerian universities, teaching reading is not

based on linear and organized frameworks in which educators relies on using the appropriate strategies in the appropriate setting within the appropriate students. The lack of reading motivation in our classrooms increases day after day. So, to overlap the motivation problem in reading both teacher and students are capable to make total change in the situation. Taking in consideration using more technology in reading to facilitate the reading course and motivate readers to be engaged as well.

CHAPTER TWO

CHAPTER TWO

RESEARCH DESIGN, RESULTS AND SUGGESTIONS

2.1. INTRODUCTION

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2.4.2.1. Analysis

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2.5 EXAMINATION OF THE MAIN FINDINGS

2.6 SUGGESTIONS AND RECOMMANDATIONS

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2.1 INTRODUCTION

Reading is an important and complex language skill in the learning and teaching process. This work aims at describing the actual teaching/learning situations of the reading skill of FL students in the Algerian universities. To reach this aim, a questionnaire and an interview were designed and implemented to EFL Masters' students at the Department of English in Tlemcen University.

A questionnaire was administered to EFL Master's students. The purpose behind this tool was to know EFL students view regarding the reading course. In addition, an interview was designed to the teachers of the English Departement at the University of Tlemcen. Teachers were asked about their learners' interest in reading and how they were taught that skill. The results obtained were analyzed quantitatively and qualitatively.

2.2 DESCRIPTION OF THE ENGLISH DEPARTEMENT

The English Department in the University of Tlemcen has great deal with teaching English as foreign language. Most efforts are done to teach EFL students English to be more accurate and fluent in using the language. The English Department follows the LMD system which stands for License, Master, and Doctorate degree. Three years for License, two for the Master degree, and other three years for Doctorate. In the License degree, students are taught different modules including Phonetics, Grammar, Oral, Linguistics, Study Skills, French, Literature Studies, Anglo Saxon Civilization and Culture, Comprehension and Written Expression, and Human and Social Sciences. Accordingly, different modules are taught to EFL students; however, reading as an independent module is neglected. At the end of the three years of License, students can carry on their studies by choosing one from the

fifth Master's proposed. One of the branches is ELT that stands for English Language Teaching. The second one is DAELE that stands for Didactics and Assessment in English Language Education. The third branch is Language Studies. The fourth one is Literature and Civilization. Then, the last one is ELCS that refers to English Language and Cultural Studies.

Regarding the learning environment, most lectures in the English department are programmed in classes. Some courses are scheduled in the amphitheatres which are equipped with blackboard, data show and microphones. Also, two laboratories are used for teaching the oral expression and listening. Furthermore, students in the department of English in Tlemcen University can communicate with students from different parts of the world through global virtual classroom program (GVC). Students in this class interact with their peers from various countries. They share ideas using the English language as a medium. The relationship between those students exceeds the educational surrounding and continues outside the classroom to know more about others culture.

Concerning reading activities, discourse comprehension taught years before and it dealt with text reading and analysis. But today EFL students do not deal with reading as an independent module but it is taught implicitly within other modules. The task of reading was done through text reading and followed by the explanation of difficult terms and a discussion between the teacher and his students. Therefore, readers understand the reading text and enrich their knowledge.

2.3 SAMPLE INFORMANTS

This part is devoted to the description of two participants who are Master's

students and their teachers. The researcher has chosen first year Master's students who are specialized in ELT because they have a module of reading skill which is not taught to master's students of other branches. In this module, the teacher gives learners the strategies used in reading course to be effective readers. ELT Master's students were taught discourse comprehension as a module at first year License level. The students who are concerned in this study are enrolled in the academic year 2015/2016 at the Department of English, faculty of letters and foreign languages at Tlemcen University. A total number of twenty five students (25) out of forty four were dealt with in this study because of some absences. Thus, the twenty five students who accepted to answer the questionnaire represent more than 56% of ELT students. Concerning their age, they are between 21 and 25 years old. The ELT students learnt four years of English in middle school and three years in the secondary school. Therefore, the total of seven years of learning English can build the student background in the English language and reading as well.

Concerning teachers, the choice of the four informants was based on selecting teachers of different modules to know whether EFL teachers in general are concerned with reading comprehension and if reading takes part in teaching their courses or not.

2.4 RESEARCH INSTRUMENTS

The investigation was carried out using two research tools. First, a questionnaire was designed to Master's students at the University of Tlemcen and an interview was conducted with the teachers of English in the English department.

2.4.1 STUDENTS' QUESTIONNAIRE

The questionnaire is a research instrument for collecting data which has several advantages. It is helpful for collecting a large amount of information in a short period of time. Jack Richards (2001qtd in. Lamri 2011:62) states that questionnaires “can be used with large number of subjects, and they obtain information that is relatively easy to tabulate and analyze”. By using this type of instrument, the researcher does not lose much time since it does not require conversation but just written answers. In fact, different points of views occur within the responses which lead to know more about the attitudes and preferences of the informants.

This questionnaire includes ten questions devised into three rubrics. The first rubric contains three questions concerned with measuring the amount of reading for EFL students. The second rubric includes three questions and it is aimed at collecting information concerning the purpose behind reading of the students in ELT Master's classes, and the reasons that push them to read texts. The last rubric is concerned with the methods that help the learner and the teacher to improve students reading competencies.

In the questionnaire, various types of questions were used: close-ended, open-ended, and mixed questions. In close-ended questions, the students have to choose one answer from different choices that represents their point of views. Close-ended questions provide the informer with short, specific answers that are answered quickly and analyzed easily. In open-ended questions, the researcher gives the informants the opportunity to express their own views with total freedom concerning specific topics. Open-ended questions also provide the researcher with the suggestions of the informants that enrich the studied topic. Whereas in mixed questions both types are included, and the informants should choose one possible answer and justify their choice. This kind of question aimed at selecting the response

and then argument on it to be sure that learners better understand the question and give a real addition to the topic.

2.4.1.1 ANALYSIS

The collected data revealed interesting information concerning the reality of reading and its importance for ELT Master's university students in their classrooms and even outside the classrooms.

Rubric one: EFL Students reading frequencies

Question one: The frequency of extensive reading books for English university students

To explain the extent of the extensive reading of the students, they were asked about the number of books they read during their years of study from first year License till first year Master level. The results of this question are represented in the following table:

Table 2.1. The frequency of reading books for English university students

Number of students	Number of books
15	No book
8	Between 2 and 5
1	More than 10
1	Around 20

The table above shows that fifteen students out of twenty five do not read any book. Other 8 students read between two and five books .For those students; reading books takes a place in their life. Then, one informant argued that he read more than ten books and another one said that he/she dealt with twenty books.

Question two: Students reading habits

To know if ELT students have the habit of reading or not, the second question was asked and the results are gathered in the following figure:

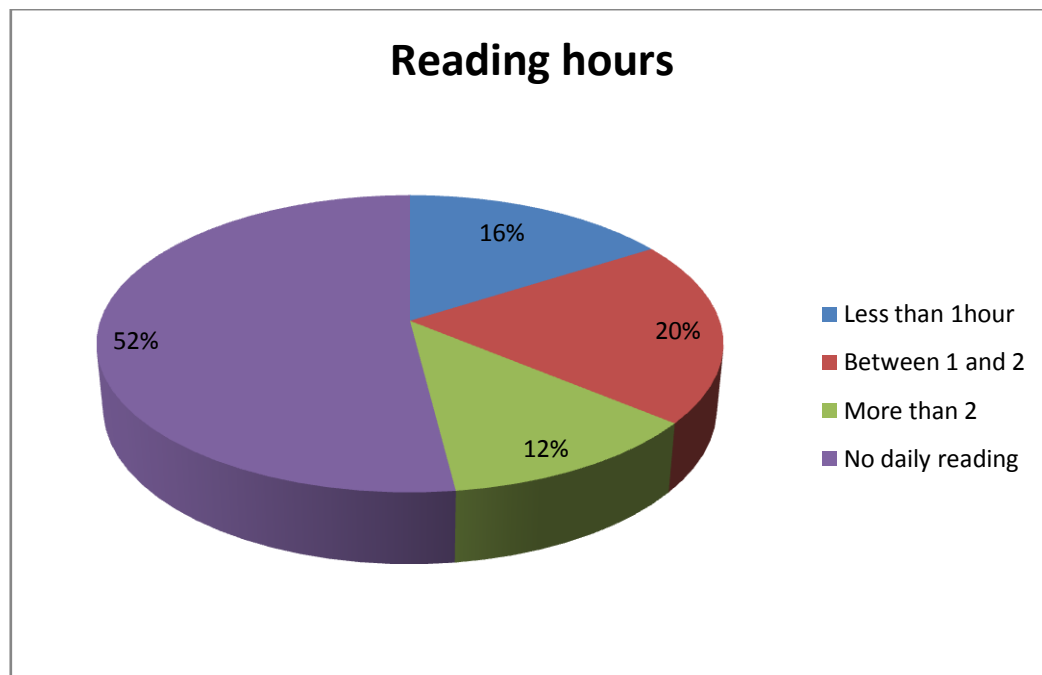


Figure 2.1. The hours of reading that students engage per day

From students' responses, thirteen informants (52%) affirmed that they do not read every day and they do not give much importance to reading. The remaining students (twelve out of twenty five) confirmed that reading takes part from the practices of ELT Masters' learners but the hours of their reading vary from one to another. Four of the students (16%) read less than 1 hour per day. Five of them (20%)

read between one to two hours and three students (12%) read more than two hours every day.

Question three: Extensive reading outside the classroom

The first question was addressed to ELT master's students to make a comparison between the amount of reading texts in the English language and other languages outside the classroom. The following table summarizes the results:

Table2.2. Extensive reading outside the classroom

Students Answers	RF	AF
Yes	19	76%
No	6	24%
Total	25	100%

Table 2.2 shows that six students out of twenty five stated that they read texts only in the English language outside the educational setting. They believe that reading in English is more appropriate for them since they are English students to improve the English language. On the other hand, 76% of ELT students do further reading in other languages. Three informants said that they read texts only in French since they master it and it is easy for them to comprehend. Other six students revealed that they read texts in French and Arabic at the same time. In addition, the majority of the learners who are concerned with reading references in other languages prefer their reading to be in Arabic since it is their language.

Rubric two: The purpose of the learners in reading

The aim of the second rubric was to gather data concerning the purpose of the learners' reading and whether the studied texts meet their needs or not.

Question four: students reading purposes

To see whether students have educational or personal purposes behind reading activities, this question was formulated. Unfortunately, the results showed that the majority (76%) of the learners practice reading just under the teacher obligation and not independently. Their teachers provide them with reading activities either in the class or at homes. Therefore, their purpose behind reading is limited to education and no more reading to achieve personal aims. However, six students argued that they read for personal purposes. Even if the reading is done by the teacher, they try to use it as an activity to develop their reading abilities and background knowledge.

Question five: Students' views concerning the studied texts

The aim of this question is to know students view regarding the nature of the studied texts. In the figure below, 71% of the students viewed that the topics that were included in their studies are not appropriate. However, 29% of them confirmed that the actual topics dealt with in their classes are useful and helpful to develop students' knowledge. These informants confirmed that they wanted change in the topics since they did not suit them and achieve their aims as learners of English as foreign language. Thus, students argued that the provided texts focus more on the content and neglect language style and structure that lead to language proficiency.

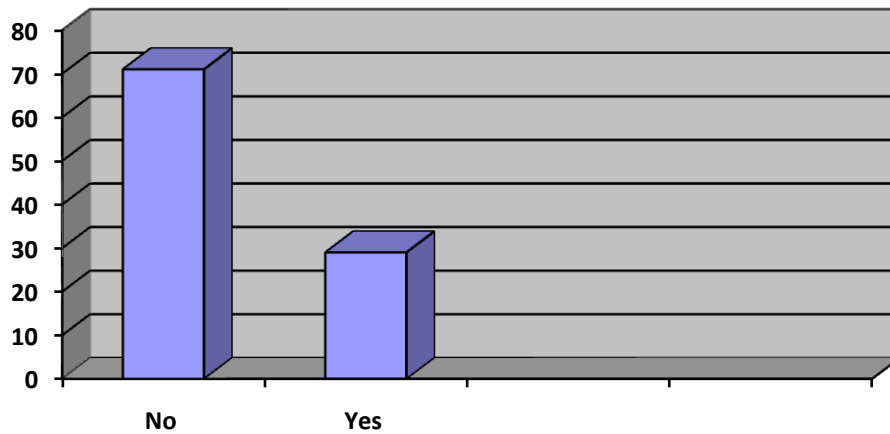


Figure2.2.Students' views concerning the nature of the studied texts

Question six: Students' suggestions concerning the type of texts in their lectures

Our interest in this question is to know the kind of texts that EFL students prefer to read. From the answers, the majority of the students which represents 72% (eighteen students) expressed that they should read academic articles and texts that are related to the field of interest. In that context, one informant confirmed that his/her reading is focused on books that are related to language studies books including linguistics, sociolinguistics, and psycholinguistics. Then 20% of the students believe that novels should be included and taught for EFL learners and this type of texts are required to use outside the educational setting. In addition, two students saw that they can mix between the two types. They can take texts from different references either novels or academic articles and read them during the course for the sake of teaching and entertaining readers.

Rubric three: The present materials and strategies to read

The purpose of this rubric was to identify the ways the students read a text.

Question seven: Students' use of print or electronic books

The aim behind this question was to know if EFL students use electronic or print books. The results showed that the majority of ELT students (68%) read electronic books. This category of students prefers to work with electronic articles when they do a research because of their availability. They also help learners to understand the text in a short time since the students can use electronic dictionaries that translate the difficult terms. In the contrary, 20 % of the informants confirmed that they prefer to read print books. They argued that real papers are more comfortable for them to take notes and remember the place of pages. Then, 12% of the learners like to use both types of books electronic and print ones.

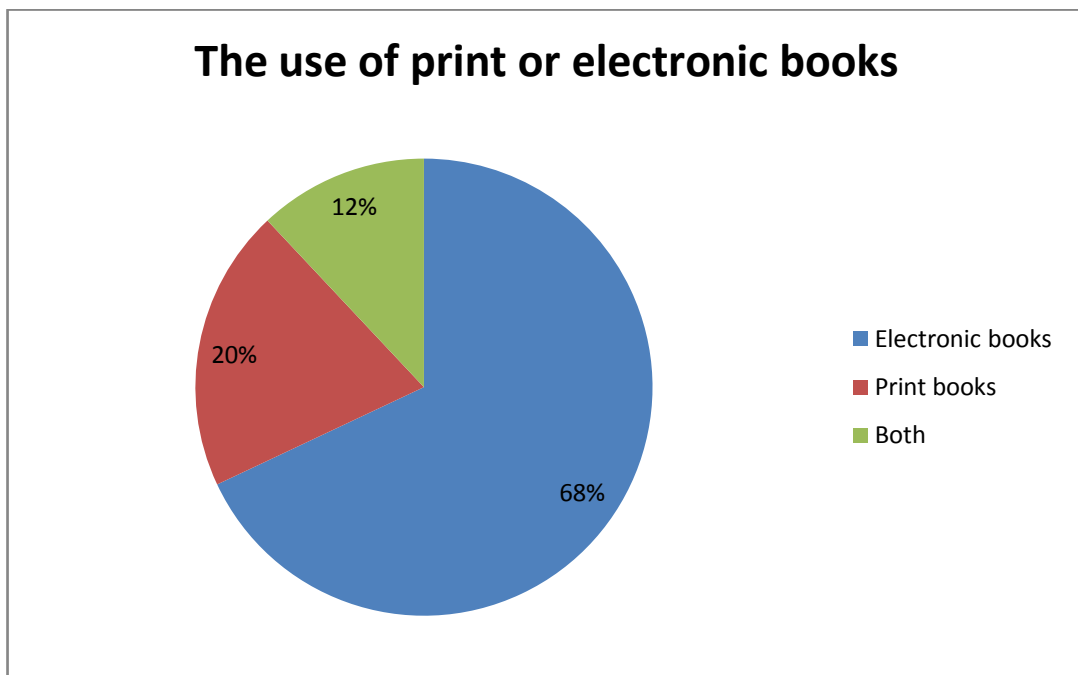


Figure2.3.Students' use of print or electronic books

Question eight: The use of new technology to read

This question was addressed to know the impact of the technology on reading.

Students' answers showed that the majority of the students (96%) agreed that through internet new applications appear like e-books that make reading easy for them. One of the informants said that the internet makes all books available to be read and downloaded as well. Moreover, one of the students' answer was: "internet provides us with numerous books which are not available in public and private libraries, as it is for free" however, one of the informants disagreed and saw that internet do not affect reading and he confirmed that reading with the use of traditional materials is more appropriate.

Question nine: The use of reading strategies

This question aims to collect data about whether the teachers train their learners to use strategies in teaching reading or not. In fact, the majority of students 56% argued that their teachers are not able to teach reading comprehension effectively since they did not use the appropriate strategies in teaching reading or other courses. However, the remaining percentage 44% saw that their teachers train them to use different reading strategies to comprehend a text. The figure below illustrates the students' answers:

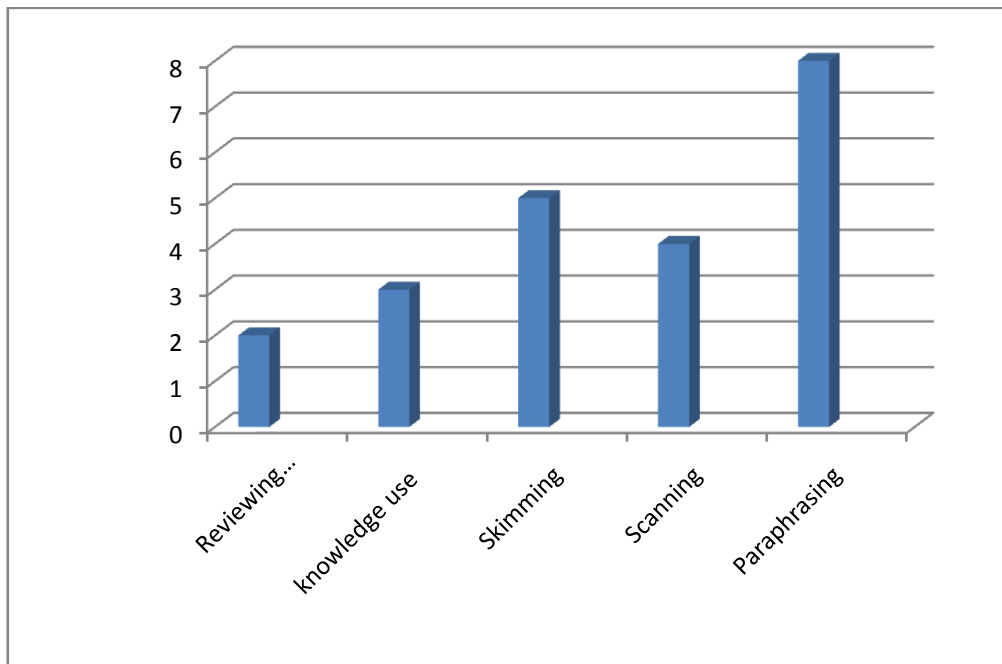


Figure2.4.The reading strategies used in EFL classrooms

As it is shown in figure 2.4, different strategies were used by some teachers within the course. Two students argued that they were reviewing titles and section headings to comprehend the content of the text. Then, another three students stated that their teachers' training included the knowledge use of the subject matter to make predictions about content and vocabulary. Moreover, other five informants argued that skimming was the most useful strategy that some EFL teachers were used inside classroom. In addition, four students selected the fourth choice which was concerned with the use of scanning as a strategy used by some teachers. Finally, most of the informants' answers that represent more than 72% claimed that their teachers were used paraphrasing as the strategy of reading to check the comprehension of the text. With paraphrasing, students reformulate the text using own words and it is the appropriate strategy to judge whether readers understand a given text or not.

Question ten: Students' suggestions about teaching reading

Regarding students' suggestions concerning reading activities, various views were gathered. Two students saw that their teachers' method of teaching reading is perfect and they do not want to make changes; whereas the remaining students (seventeen) confirmed that they need changes and they proposed different opinions. One of The informants stated that scientific topics are more helpful for EFL learners to better understand the texts. Eight students viewed that their teachers should follow reading' stages including pre-reading, while-reading, and post-reading activities. According to the informants, these phases facilitate the task and make reading easy. Then, other five students reported that the teachers should deal with interesting topics. Furthermore, three informants suggested that using materials in teaching reading is the effective way like using visual aids including photos to make the reader interested in the topic. Additionally the remaining two students proposed the use of recent tools and creative methods of teaching reading in order to motivate the students to read.

2.4.1.2 SUMMARY OF THE RESULTS

Reading is an important task that students should focus on. In fact, the questionnaire results showed the reverse. EFL students do not give much importance to reading. These students do not read enough books and texts. Few of them who read do not spent sufficient time, i.e., students are not intensively exposed to the English language through reading. EFL readers prefer reading in other languages and mostly in the Arabic language more than English though EFL learners should give much important to texts in English.

From students' answers, it appears that some learners show satisfaction about the topics provided in their classes and do not have personal aims behind their reading. They rely most of time on academic articles that their teachers provide them with. Whereas, others read to rich their own purposes and reading takes part from their

home works but only sometimes. Indeed, students under investigation are generally dependent on their teachers and educational programs in dealing with reading skill.

There are different reasons that motivate the students to read since their aims in reading vary. Learners do not try to read autonomously and they rely just on their teachers' activities. According to students answers, teachers do not provide them with interesting topics and at the same time do not follow the reading strategies including pre, while, and post-reading phases. All these phases help the student to comprehend the target language and motivate them as well. Moreover, students are convinced that technology enhances their reading comprehension like the use of internet and electronic books, to be self independent in reading, though actually classrooms lack electronic devices to teach that skill.

2.4.2 TEACHERS' INTERVIEW

In this study, a semi structured interview was designed for the teachers of the English department. Four teachers were interviewed. Almost all of them are teachers of language studies branch. Two of them have the experience of teaching reading comprehension. The others teach other modules and they do not teach reading comprehension as a separate module. One of them is concerned with teaching phonology and linguistics; while the others are specialized in sociolinguistics and didactics. The aim of this interview was to explain the reading situation in EFL classrooms, to know if teachers give importance to reading skill, and then to know the role of the teacher in improving students reading.

2.4.2.1 Analysis: Teachers' interest in reading

Question one: Teachers awareness about their students' extensive reading outside the classroom

Concerning this question, two teachers did not ask their students about the amount of their reading which means that they are not aware about their students' extensive reading, whereas others did because they are interested to know about their learners' interests. The interviewed teachers agreed on one idea that most students do not read and they do not take reading as a habit except a few of them.

Question two: The use of reading activities in designing lectures

This question was addressed to EFL teachers to know whether teachers of the English department design their lectures on the basis of reading activities or not. Almost all of the teachers showed positive response since reading takes the great portion of their time in the teaching process. Through reading, teachers design their lectures and know what to include in the course. Moreover, some of the teachers include some reading activities and analyze texts to facilitate the students' understanding. Additionally, one of the teachers stated that he advises the students to do further reading and practice reading activities at their homes as a continuous work to overlap the deficiency of reading activities in the class.

Question three: Teachers' role concerning practices in reading

From the whole number of teachers, two of the teachers stated that they oblige their students to read texts since reading is important in the learning process. The obligation varies according to the setting .In the class, teachers confirmed that they can oblige their students and provide them with the appropriate texts .Whereas outside

the classroom, it was more difficult to know if the students read or not but teachers can oblige their learners and it was better to advise them to read by giving them rewards. Moreover, they ask them all the time to search about valuable references and read them.

However, the remaining two teachers affirmed that they do not oblige the learners to read since the modules that they taught, do not emphasize and give much importance to reading as complementary to the learning process and it is not the teacher who impose reading on the learners since they are adults and English learners so they might develop their background knowledge through reading by themselves and it is learners' responsibility.

Question four: The nature of texts used by EFL teachers

The aim of this question is to know how teachers select texts to be taught in their classrooms. One of the teachers argued that he uses academic texts. In addition, one of the informant uses general topics in the teaching course and the focus is more on the target culture since topics are conveyed to EFL readers. On the other hand, one teacher of another module, who is not concerned with reading texts, stated that he just gave titles to students and asked them to search and read as well as individual practice out the classroom. Most teachers provide their learners with texts focusing more on the content however EFL students requires to master the language and be proficient readers.

Question five: The materials used by teachers

This question aimed at knowing if the teachers teach reading with recent materials and if the classroom environment pushes the learners to read or not. Almost all of the teachers agreed on one idea that is no innovative materials concerning reading course existed in the Algerian classes of English .They used just print texts

from books and journals as it is used years ago. On the other hand, one teacher confirmed that he uses data show in his teaching .Data show is used as a medium that facilitates reading and understanding for both the teacher and the learners.

Question six: The use of reading strategies

The gathered information regarding the use of reading strategies in the classroom revealed that two teachers had not used the reading strategies and the only reason behind this was that they are not teaching reading comprehension and they had just focused on the aim of the course neglecting the reading as dependent task. However, the remaining teachers who are concerned with reading, used different strategies including skimming, scanning. One informant focuses in the analysis of texts on the use of reading pre-phases, while-phases, and post-phases.

Question seven: Teachers' suggestion about teaching reading

The purpose of the question was to have teachers' views in order to motivate FL students to read. One teacher reported that reading can be more than just dealing with academic texts since the teacher as a model can provide the students with different topics for pleasure to change the routine and encourage learners to read. Two of the informants argued that teachers should teach reading explicitly and motivate their learners by raising their awareness about reading .Then learners should be taught how to be engaged in reading activities by giving them texts and asking them to make summaries. Moreover, one informant saw that note taking is a strategy that students should take into consideration when dealing with reading texts. In fact, note taking and comprehension are interrelated since it is too difficult for the students to take the relevant ideas if they do not understand the read text.

2.4.2.2 Summary of the Results

Giving reading its real value in the teaching process is a complex task that takes much time and effort. The semi structured interview revealed interesting fact. Teachers of English viewed that EFL students do not have an adequate amount of reading texts. They do not oblige them as well since teachers cannot impose something on adult learners of English; however, other teachers do .Then, English teachers are concerned in their teaching with different types of topics including descriptive ,analytical, academic ,and even general texts .In fact ,other teachers focus on texts that are related to the target culture; while, others read and use some texts implicitly without focusing on the text itself but on the meaning since they do not give that skill much important .Therefore, most EFL teachers focus on reading activities in their courses. Moreover, the use of reading strategies exists in the teaching process but without awareness about them. Those strategies include skimming and the reading three phases. Furthermore, it was noticeable that new technology in teaching that skill is not used. All these reasons create unmotivated environment for the learners to read. Consequently, teachers suggested that is important to motivate the learners to read by using effective strategies and new teaching materials.

Finally, from the results obtained it appears that improving reading skill relies more on the role of teacher as a guide who use the appropriate methods.

2.4.3. EXAMINATION OF THE MAIN FINDINGS

The analysis and interpretation of the gathered data through the different research instrument used for investigating EFL student motivation to read English texts and enable the researcher to check the validity of the hypotheses proposed at the beginning of this study.

Regarding the first hypothesis, it stipulates that the majority of the students do not read books and do not take reading as a habit. The results obtained from the students' questionnaire and the teachers' interview reveal that the amount of students' reading in English is not enough since the frequency of their reading books is insignificant and insufficient for university students (see questions 1 and 2). Most of the teachers agree on one idea that most students do not extend their reading outside the classroom and they do not oblige them to read (see question 2). Thus, the results of the collected data confirm the first hypothesis.

Concerning the second hypothesis, it assumes that most of time reading purposes are related to the studied courses and not to personal aims of the students. The collected information revealed that most students' readings are for educational purposes in the field of study and just was done to fit their language needs. Thus, the teacher demands from students to read for more explanations and additions to the course (see question 4). Most of learners justifies that texts which are provided by their teachers focus on the content but the language style and structures are not appropriate for them to achieve linguistic efficiency. Hence, most students agree on the idea that teachers' selection of texts should be based firstly their individual needs in order to motivate them to read (see questions 5 and 6). So, all these results confirm the second hypothesis.

With regard to the last hypothesis which stipulates that students reading motivation can be enhanced through different ways and methods, the results show that the majority of students read electronic books rather than print ones. They are interested in the use of technology; however, EFL classes lack those tools and teachers are not aware about the use of innovative materials in the teaching process which is considered as the impulse for reading (see questions 7 and 8 in the questionnaire and question 5 in the interview). Besides, both teachers and students agree on the fact that there is no effective teaching of reading strategies in EFL

classes. Little training is done to reading strategies training since most teachers are not aware about their use when reading (see question 9 in the questionnaire and question 6 in the interview). Indeed, teaching effective reading strategies motivates students to read. One may deduce that the findings concerning the ways to raise students' motivation to read confirm the last hypothesis.

2.4.4 SUUGESTIONS AND RECOMMANDATIONS

From the results of the investigation, it appeared that EFL learners lacked the habit of reading since they are not motivated. Those students were not well trained to use different reading strategies at university. Accordingly, reading is necessary for learners to develop their understanding of text. So, this part is devoted to propose some pedagogical solutions that help students to overlap the reading problems and increase the amount reading motivation.

2.4.4.1 Integration of reading skill as a module in first year

As it is known, all skills are included in the program of teaching English except reading. In western world, reading has always first places and high value as opposed to Arab countries. Students in Tlemcen University as Muslims must read since the first verse of Quran was "read". Our religion advises all people from different domains and ages to read learners, teachers, children, or adults. Thus, reading is beneficial for all people using different languages since it enriches the vocabulary and the knowledge of an individual. Moreover, it is the role of the educational institution to include the reading module for first year EFL students because teaching reading at university is different from secondary school or elsewhere. Students of First year need the reading skill which is one of the four basic skills as a module to develop their

reading and enrich their lexical items. Teaching reading for first year students helps in building their background knowledge and teaches readers how to deal with an English text which is different from texts in the Arabic or the French language.

In addition, the time load to teaching the reading skill in EFL classrooms should be more important. The hours that the students receive per week should be sufficient to develop the students' reading competencies. Thus, the English departments should give much attention to the reading module especially for first year learners. Then, the reading practice should exceed three hours per week at least since it is an important skill which is considered as a medium in teaching all the modules.

Finally, the program of first year students should include at least two sessions of practicing reading in language labs as Alfaleh (2015) states that: "using reading software at the English lab once a week, as it is assigned, is not enough for developing students' reading skills."

2.4.4.2 Increasing students' motivation to read

Most students in the English department are not motivated to read because of some difficulties and as Hay states: "The problem is that a characteristic of many students with reading difficulties is that they typically become passive and unmotivated readers" (1995a). Therefore, to improve students' motivation to read, there are several ways.

Firstly, it is the role of the teacher to teach the effective strategies such as summarizing, skimming, and thinking aloud. Furthermore, teachers should design his reading lectures according to the pre, while and post reading stages. The purpose is to facilitate the process of comprehension by introducing a set of related activities. In this vein as Drucker (2003:23) proposes to teachers to follow the following steps before dealing with a text:

- Relate the passage students are going to read to something familiar to them.

- Provide a brief discussion question that will engage the students to suggest an overview of the section they are about to read.
- Name the selection,
- Introduce the characters,
- Describe the plot (up to, but not including, the climax).
- Direct the students to read the story and look for particular information.

Then, for while and post-reading activities matching and cloze exercises, cut-up sentences, and comprehension questions can be used to systematize the reading.

Secondly, learners are also responsible to improve their own reading motivation. The main solution is by individual practice of reading at home or collectively with classmates. This means the autonomous reading that helps readers engage with the text and take reading as habitual activity.

2.4.4.3 Using interesting topics and texts

The feature of text has a great effect on students reading comprehension. When the teacher chooses a text; he/she may take different points into consideration to fulfill the readers' requirements. The first point is the vocabulary that suits the learners' capacities of understanding the whole meaning of the text. Thus, the text should not be so complicated and include difficult terms because most of time the complex vocabulary makes students unmotivated to read because readers always search for texts that are easy to comprehend and engage with to extract the real sense. In this sense, the vocabulary used, the language structures, discourse style, and genre should be proficient to the readers' background knowledge. If all these things are neglected, the text will be too difficult for the students to be comprehended.

Furthermore, authentic and challenging texts should be presented in well written form. In the reading course, teachers should tackle interesting and familiar

topics that are easy for learners to discuss. For changing the routine of teaching academic texts, the teacher should include different types and genres of texts as novels, scientific texts and various types to change the environment and fulfill most of students' requirements. In this modern age, various texts exist that differ in reading content, level, and genre. When the teacher wants to choose a text, he should not use just print papers but he may use also multimedia and electronic materials since students are always wanted the change and recent materials. Then, it is preferable for the teacher to provide choice for his learners to select the suitable text if possible. The teacher' selection of texts should base on proper content for effective reading that is related to students' abilities and prior knowledge. Moreover, the provided information should be presented in a coherent form and easy style. Meyer (1975, qtd. in Woolley 2011:25) maintains that "information low in content structure (or further away from the main theme) was generally forgotten faster than information high in content structure". So the teachers should choose texts taking into account the suitable content that help students remember the read information and use it elsewhere.

2.4.4.4 Checking text readability

In the reading courses, effective reading requires proficiency by readers. Thus, proficiency means for students to be incorporated by text meaning. In this vein, Milone (2008) argues that proficient readers are those who get the syntax and meaning of terms in the text. According to the variation of students' proficiency and abilities, extracting the real meaning is not that easy task and some readers cannot comprehend all what they read. Proficiency of texts results in its readability. Text readability has been measured through reference or close procedure to test the understanding of sentence length and complexity (Davies 1995: 87). Maze tests enable the teacher to evaluate the students' readability in reading in related to the instructional program. Then, Tolar (2012 qtd in. Lamri 2015:225) states that: "Maze tasks can also measure reading comprehension more directly because correct

replacements are generated by means of language based process that help to build a mental model of text.” The main aim of Maze tests is to provide teachers with numerical data about students’ scores and developments in the reading comprehension course. Therefore, these tests determine whether they achieve students’ needs or not. Moreover, checking text readability in EFL classes includes the difficulty grammatical structures and vocabulary. So, it is important for the teacher in selecting a text to check its readability for better understanding.

2.4.4.5 The use of new techniques in teaching reading

Years ago, reading was done only by the traditional materials and methods. However, today reading is something different, recent materials and ways emerge concerning reading .Since the computer and internet have become vital, reading becomes easy and electronic references becomes available for most students. Therefore, students can understand the sense of the words in the text since dictionaries are available. Then, recent applications are included in computers that facilitate reading and searching for books. Through the use of internet and hyperlinks, reading will be easy and students can paraphrase, restate, or explain any difficult phrase or even whole sentences. This technological development concerning teaching reading encourages students to use the appropriate strategies and contributes to students’ satisfaction. Modern tools are helpful because most of time they spend less time and effort. Thus, McDonough and Shaw (2003) argue that the traditional way of organizing reading materials is “inadequate” because it does not provide learners with helpful texts, nor give them the opportunity to improve their reading skills.

As one of the techniques, the course should be given in a supportive context and environment that encourages readers to get in touch with text meaning. Therefore, the teacher could present the reading course in more enjoyable way because reading for pleasure results to more effective reading. Moreover, the use of the new techniques

and materials are not enough. Hence the teacher should always use reading strategies including skimming, scanning, summarizing and other reading strategies since these strategies motivate the students to read and understand the text and they increase language proficiency and self assessment concerning specific texts.

2.4.4.6 The use of new applications in reading

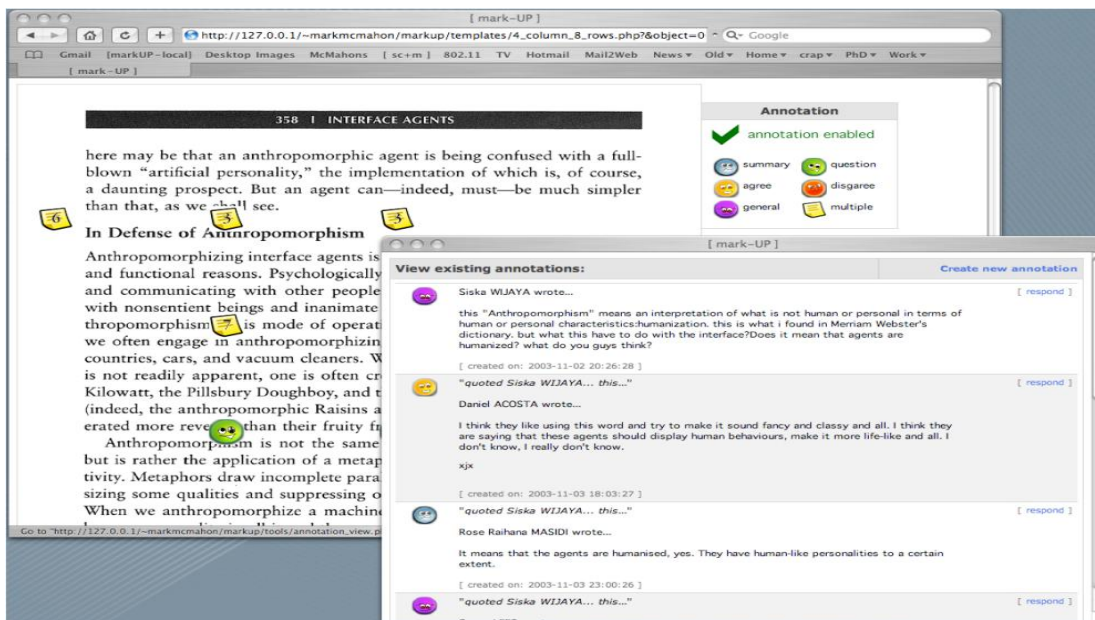
Knowledge is developed through listening and reading. Thus, reading will be more easy and enjoyable if it is done with the help of some technological aids. Lubliner (2005) states that: “using multimedia applications can improve the vocabulary development of English language learners”. Here are some of the applications used in reading:

A/ Electronic dictionaries

The use of electronic dictionaries is an innovative application that most students should use when reading. Electronic dictionaries have great impact on the students' evaluation concerning foreign or second languages. Hence, they help readers to acquire wide range of vocabulary in addition to the right pronunciation of the known or unknown words. Using electronic dictionaries and hypermedia annotation give students more opportunities to practice reading and to acquire a greater understanding of the vocabulary used. Computers provide practice for students by offering real language experience Lai (2006). Electronic dictionaries as new application in the field motivate EFL students for reading. The application enriches individual needs of students. It also reduces the stress and anxiety of failure to extract the real meaning of terms. Therefore, the educational aims will be achieved and text understanding will be easier for most students if not all.

B/ Mark up

It is an innovative tool that makes students understanding the meaning of terms easily through reading. On an electronic text, students can post their thoughts, reflections, or any addition which are shared on the net with web users. Those additions on the online document facilitate the reading task for students and the comprehension of the text. When use of this tool was investigated with learners the act of marking-up readings in a deliberate fashion and reviewing others' comments was found to provide strong supports for reading comprehension and the development of learners' metacognitive skills" (McMahon & Oliver, 2004).



2.5 Markup, an online tool facilitating reading comprehension and shared Viewpoints

2.4.4.8 Implementing Blended learning approach in teaching reading

The blended learning approach is the major approach that blends between the traditional teaching and technology-enhanced approach. Implementing that approach

in teaching reading course is an innovation in the field. Thus, it is crucial for the teacher technology in the reading course in addition to the traditional method. The given text is given to students either in printed or electronic version. Some reading strategies should be taught by the teacher. Then, students can search for explanations and definitions with the use of technological tools as using electronic dictionaries, searching in the net. Accordingly, Wang states that “compared to the traditional instructional model, the implementation of ICT tools in blended –learning does promote social interaction among students and their engagement and thus a more learner-centered learning environment was created by means of integrating e-learning elements” (2010:842). Teaching reading comprehension with blended approach in EFL classrooms makes students enjoying the session and doing more research on the topic later on. Moreover, the existence of technology does not neglect the role of the teacher and he is the guide of the session. The approach creates equivalence between learner-centered in technology-enhanced approach and teacher-centered situation.

2.5 CONCLUSION:

The present chapter is concerned with qualitative and quantitative data analysis. The analysis was done through using two research instruments including the questionnaire to learners and interview to teachers. In fact, the results of data that are gathered confirmed that university students do not give much importance to that skill since their degree of motivation is low .The lack of motivation is due to the role of both students and teachers at the same time .Teachers do not use the appropriate strategies in teaching reading skill and students lack the ability to read texts and they do not have specific purposes to achieve since most students readings are done to achieve academic and educational purposes. Moreover, the results showed that Algerian EFL classrooms require the appropriate surrounding and climate that

encourage learners to read to enrich personal and educational goals. All these obstacles can be overlapped if the right solutions are taken into consideration by the readers and the institutions from teachers and educational program makers. Mainly, different ways can facilitate and develop the amount of reading. Then, reading can increase by using effective materials in appropriate surrounding used by competent teachers and motivated learners.

GENERAL CONCLUSION

GENERAL CONCLUSION

This Master dissertation is an attempt to describe the reading situation of first year ELT Master's students of English as foreign language in Tlemcen University. The objective of the investigation is to identify the relation between reading and motivation and its impact on the teaching/learning process. It deals with teaching the reading comprehension course in EFL classrooms and mainly how to motivate EFL readers to read.

For this investigation, the researcher attempts to answer the following research questions:

1. How much do EFL university students read?
2. For which purpose do they read?
3. How to enhance their motivation in reading?

The above questions led the investigator to formulate the following hypothesis:

1. The majority of the students do not read books and do not take reading as a habit; however, just few of them read sufficiently.
2. Most of time reading is related to academic purposes not to personal aims of the students. They may read to prepare for lectures, conduct research for assignments, revise for exams, or as a task to be accomplished by the teacher.
3. Students' reading motivation can be enhanced by using innovative teaching materials and by introducing reading as an independent module at university for EFL students.

The research instruments used help the researcher to investigate the work. Concerning the first hypothesis which is related to the first research question, it

declares that most students do not read enough. Thus, the gathered data confirms the first hypothesis and therefore EFL students have lack of reading inside and outside the class. Moreover, most students' readings are done to achieve educational aims. This is the result obtained from the second research instrument which approves the second hypothesis. Additionally, the last research question deals with ways that improve students reading motivation in EFL classrooms. Both students and teachers argue that the enhancement of reading motivation is based on the use of innovative teaching materials and teaching of reading as independent module in which much importance is given to the reading strategies. Indeed, all the gathered results confirm that the third hypothesis is true.

The researcher devised the research work in two parts. The first chapter deals with the literature review of the chosen topic. It was concerned with some definitions that are related to reading. Then, it describes the way of teachers in teaching reading courses and what they need to achieve students understanding. The chapter also tackled how motivation can affect the students reading either under educational setting or as an individual work. Indeed, it explains the ways that ways of teaching that make reading motivation enhanced. Secondly, another chapter was introduced and it was devoted to practice including the description of the English department of Tlemcen University. It includes the research design including the sampling and the used research instruments that help in gathering data from the informants. Thus, two research instruments were used in the investigation. The first one is a questionnaire that was administered to EFL students and the other instrument was semi structured interview to teachers. In the second chapter, the researcher suggested some recommendations about the enhancement of reading motivation in EFL classrooms. Therefore, the proposed suggestions were considered as contribution to a real change in the field of teaching the reading comprehension courses. From the collected data, it is obviously to conclude that reading cannot be effective without the existence of motivation. In the same vein, there are several ways to increase the students' motivation in reading and the use of

technology in teaching reading is the main important task that contributes to reading enhancement.

It should be mentioned that the results obtained from this case study are not generalizable, and are open to challenge and verification because the study suffers from certain limitations such as the small number of participants. Some informants refuse to answer on the questionnaire since it is delivered to them in an empty session. It was difficult to get the total acceptance of students to answer the questions. In addition, some students did not give complete answers especially questions that require explanations and justifications of their choices. Besides, some teachers refused to be interviewed and they argued that teaching reading skill is not their specialty. Although, the data were collected and the results were analyzed quantitatively and qualitatively as well. Therefore, the investigation aim was accomplished.

In this investigation, the researcher aim was to identify the reading situation in the EFL classrooms and its relation to motivation. Hence, the existence of motivation in reading enhances the students' comprehension and achievement in the learning process. Therefore, language proficiency is developed through effective reading and comprehension. Moreover, reading and writing are two correlated skills and reading enhancement results in writing enhancement too. The ability of extracting meaning of written text by reading affects the students' performance in writing. This idea opens another field of research for other researchers' investigation. When students are motivated to read, they are able to develop different learning abilities in the language and writing is one of these abilities. So, how can students' reading motivation affects their abilities in writing?

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APPENDICES

Appendix A: Students' Questionnaire

We would be very grateful if you answer the following questionnaire

Rubric1:

1. At university how many books have you read and dealt with (please, provide numerical answer)?

.....

2. Do you read every day?

Yes

No

If yes, how many hours do you engage in reading?

Less than one hour Between one and two hours More than two hours

3. Do you read in other languages more than English?

Yes

No

If yes, in which language?

.....

Rubric2:

4. For which purpose do you read at home? Justify

Educational purposes

Personal purposes

5. Are you satisfied with the topics provided for reading?

Yes

No

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

Novels

Academic articles

Others

Rubric3:

7. What you read in your library?

Print books

Electronic books

8. Does internet as a new technology have an impact on your reading?

Yes

No

If yes, how?

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

Yes

No

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

Reviewing titles, section headings, and photo captions

Using knowledge of the subject matter to make predictions about content and vocabulary

Skimming: using a quick survey of the text to get the main idea

Scanning: identify text structure, confirm or question predictions

Paraphrasing: stopping at the end of the section to check comprehension by restating the information and ideas in the text

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

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

Appendix B: Teachers' Semi Structured Interview

1. Do you think that your students read?
2. Do you design your lectures on the basis of reading activities?
3. Do you oblige your students to read?
4. What kind of texts do you provide them to read?
5. What are the innovative materials that you use in your class?
6. What kind of reading strategies you engage in your course?
7. Is there any suggestions to improve reading skill for EFL Master' students?