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Reaching Reluctant EFL Readers: The Power of Implementing an Extensive Reading Programme

The Case of First-year Students at Djillali Liabes
University (Sidi Bel-Abbes)

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Dedications.

To my parents,

who always loved me, and taught me to persevere

until I achieve my goal.

To Bouhend Mohamed,

The best friend I have ever had in my life.

(May God rest his soul)

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Abstract

Although reading is not the only skill which is taught in the foreign language classroom, it is definitely one of the most emphasized by many EFL teachers. Indeed, in an EFL setting, reading may be considered as an outstanding point to learn the foreign language as it provides learners with a multitude of opportunities to broaden their horizons and relate them to a wider and more wonderful world than their own from a social, cultural, and academic point of view. Yet, despite the large amount of time devoted to the teaching of reading and years of instruction and practice of this skill in the middle and secondary schools, many EFL students face difficulties in front of a printed material and seem to be unwilling to read in English.

Consequently, this current study tries to investigate the teaching/learning of the reading skill, with reference to first year EFL students at the Department of English at Djillali Liabes University of Sidi Bel Abbès. The research work pinpoints the reasons that lie behind students' reluctance to read in English as it tries to propose some remedial solutions to such a situation. The study also suggests the possibility of introducing extensive reading as complementary to intensive reading instruction.

The research work is divided into four distinct parts. Chapter one is the introductory part of the investigation. It attempts to give the reader a global description of the Algerian EFL teaching/learning context with reference to the case under investigation. It also introduces the target population that participated to the inquiry and describes the research instruments that were used to collect data.

Chapter two provides a theoretical framework to the reader as it previews the related literature to the reading skill. Accordingly, this part of the thesis

describes two main different but complementary instructional approaches to teaching reading in the EFL classroom namely, intensive and extensive reading. This chapter also pinpoints the different reasons that make first year EFL students reluctant to read in English.

Chapter three describes the investigative study as it analyses and interprets data gathered from the researcher's observation, the students' and the teachers' questionnaires as well as the interview in the post-extensive reading treatment phase. Results of this chapter are used as a tool to pave the way to alternative remedies discussed in the subsequent chapter.

To conclude this study, chapter four tackles a set of suggestions and recommendations concerning the teaching and learning of the reading skill. The alternatives are not only addressed to the EFL teachers and learners, but even to parents, siblings, and syllabus and decision makers as well.

List of Abbreviations and Accronyms.

- CC:** Control Group
- DEAR:** Drop Everything and Read
- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- ER:** Extensive Reading
- ESL:** English as a Second Language
- IG:** Instrumental Group
- IR:** Intensive Reading
- F.L1:** First Foreign Language
- F.L2:** Second Foreign Language
- READ:** Read Enjoyably and with Adequate comprehension so that they don't need a Dictionary
- SR:** Supplementary Reading
- USSR:** Uninterrupted Sustained Silent Reading

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General introduction

Proclaim! This was the first word resounded in Hira cave when the angel Jibreel descended from the sky to deliver the Islam message to the prophet Mohamed -peace and blessing be upon him- in Al' Alaq verse translated by Picktahl (1981): "Proclaim! (or read!) In the name of the Lord and Cherisher, who created (1) created man, out of a (mere) clot of congealed blood (2) proclaim! And the Lord is Most Bountiful (3) He Who taught (the use of) the pen (4)".

The Holy Qur'an was the first reference which announced the importance of reading, and reading in this verse did not refer to the only decoding of letters and words; it was a call for literacy and an urge for seeking continuous knowledge to build civilizations, prosper the world and make it full of life. It is thus, clear from the mentioned verse that reading is an integral part of any society and being literate is one of the keys to succeed and prosper in this world.

Reading helps in the development of man from his birth to his death. Reading helps people become more acquainted with themselves and with others. Reading adds more sight to eyes and more wisdom to minds. A dumb person can become a skillful communicator and a lame can climb mountains with reading. An ordinary person may need a passport to travel abroad, but for a 'reader', there is no need for a passport because there are no borders. In fact, the reader can travel wherever he/she wants, to the past, to the future, and even to the space with only a book in hands; this is the magic of reading!

Reading is also important for students who are learning English as a foreign language. It is considered as a crucial source of input and one of the most effective ways to increase the amount of exposure to the target language both inside and outside of the classroom. Yet, despite the great amount of literature which emphasizes the importance of reading in EFL settings (see chapter two), it has been noticed that the improvements that students of English reaching

university are making in this skill remain minimal, and this if true, is a real tragedy.

It is felt that there is no reading culture among EFL students, and that reading, either as a means of self-improvement or just a way of escapism or relaxation, has never been the matter of concern for these students. Moreover, the majority of these students would rather admit that an activity such as reading is the direct opposite of having a good time, that it is unpleasant, laborious, and even frustrating.

EFL students seem to increasingly lose their passion to read in English. They have the feeling that they are trapped in a vicious circle, i.e., they read slowly, do not understand what they read, do not enjoy the reading process, avoid reading, and at the end become struggling or reluctant readers.

Reluctant readers are those students who are able but do not possess the desire or inclination to read. They are those students who, for a reason or another, choose not to read, doing so only when it is necessary. To put it another way, reluctant readers are those learners who lack the motivation and the desire to read independently. They are those students who do not complete assignments, who avoid challenges and who only try hard enough to get by. These students are usually capable of doing extremely well at school, they can be intelligent, but they prefer not to try and they just give up.

Watching students lacking this motivation to read in English is really disheartening. Students with poor reading abilities often end up receiving low grades, get distracted and frustrated, have behaviour problems, seem to dislike school, and fail to develop to their full potential. Such a situation causes not only unmemorable tragedies, but also significantly draws instruction down and threatens the future of schools.

So, who is to blame in such a case? Why is this shift from the print? What is it that makes students so demotivated to read in the foreign language? And

what is the alternative to such a situation? This is the main concern of the researcher in this investigation, and these are the issues to which she will try to find solutions in this research work.

One potential reason for students' reluctance to read in the foreign language may be the approach which has been used for teaching reading in secondary schools and even at higher educational levels. Indeed, the practice in teaching reading has always been associated with the teaching of reading in terms of its component skills or other language aspects. So, it is more common to see EFL teachers select and control reading activities that focus on grammar and vocabulary, which is in contrast with the real nature of reading as an interactive process.

In secondary schools and even in universities, EFL students are trained to pay attention to each word and grammatical structure. They are encouraged to consult a dictionary each time an unknown word is encountered. Besides, students are usually provided with a one-or-two page English text that is followed by comprehension questions. Most of the time, this text takes two or more sessions to finish it. This implies that even after years of studying English, students do not read that much as reading this way proceeds extremely slowly.

In addition to this, students are never involved in the choice of the materials they have to read. It is always the teacher who controls everything in the classroom, and most of the time, this teacher selects texts that are beyond his/her students level of comprehension. Consequently, students are often bored and tired for spending too much time struggling with texts that they do not even find interesting.

No one likes to do things that are difficult or boring. Therefore, obeying to the law of least resistance, it is more common to see students avoiding reading and resorting to other ways of entertainment and distraction when they are obliged to read materials that are complicated and not interesting to them.

Distraction, then, may be another reason for students' reluctance to read in the foreign language. In this sense, students may have lost their passion to read in English because there are several other exciting options available, aside from reading books. It is well known that, when there were no televisions, handsets, and computers, students spent hours reading books and travelling to lands far away in their minds. Nowadays however, students prefer to glue more to screens as a way of enjoyment rather than reading a book.

Distractions seem to prevent the smooth flow of reading. Indeed, in this modern multi-media world, televisions, cell phones, computers, and the Internet seem to have captured a big slice of time in students' life to the extent that reading has taken a back seat. Students are really caught between the real world of school and an addictive 'virtual world'; a world where books and the weighty ideas they contain have no place. So, how can we reverse this inclination towards technology for the profit of reading?

It would be silly to suggest moving back to a time before TVs and computers. The proverbial genie is out of the bottle, and unless a 'nuclear attack', he will never go back in. Students are addicted to technology and in front of this situation, what should teachers and syllabus designers do? throw books away? Of course not. They should rather think of ways to restructure the EFL classes and the assignments so that they can fit the advent in technology. They should think of ways to build a bridge between this saturated world of technology and the English classroom. They should make profit of this technology that students use every day to encourage more meaningful reading experience (see chapter four).

The socio-cultural milieu and its impact on instilling a reading habit among students is another matter of concern in this research work. To say that the reading culture is one of the students' strong suits is a big understatement. Reading, either as a means of self-improvement or as a way of escapism or relaxation, has never been the 'cup of tea' of Algerian students. In their free time, these students will rather engage in activities such as eating, talking to friends,

watching television, playing football, or face-booking, all of which they find more enjoyable (because they require little demand on their intellect) rather than sitting in a corner and reading a book.

But, what is it that makes such a pattern of behaviour on the part of Algerian students? The standard reason might be that these students have never been initiated to reading in their early years (neither in Arabic nor in French), i.e., students do not read because reading is not a common activity in their culture. The habit of reading should begin at an early stage and should be imbibed throughout students' life, and parents and other siblings have a role to play in this.

At their formative age, children should acquire the love for reading books. This will contribute to their subsequent reading success. What happens to children in their early years will influence them for the rest of their life. It is commonly admitted that children learn predominantly by association. Therefore, if books are part of a parent-child interaction from an early age, this child will certainly associate the presence of books with all the positive feelings of being held and loved.

Consequently, reading culture and love of books should be first developed at home. Parents should know that good readers are not born but they are made, and that their own investment in reading is a crucial factor in making these readers, i.e, they should read to/in front of their children. If reading is declining so drastically among EFL students, this may be due to the fact that these students have never had reading models neither at school (teachers) nor at home (parents and other siblings).

From this view of things, the present research work is an attempt to identify, then analyse the reasons that lie behind the first year EFL students' reluctance to read in English. The researcher is not pretending that she will present a full account of all the causes behind this problem; she will only try to

shed light on some of these causes. The study then will be more concerned with giving convincing answers to the following research questions:

1-What might be the main causes that lie behind first year EFL university students' reluctance to read in English?

2-How might the implementation of an extensive reading programme -as complementary to the intensive reading one- influence these students' motivation and change their attitude towards reading in English?

It should be mentioned that there is no one recipe that will make all reluctant readers excellent and avid readers. However, there are ways and methods that can be used to improve and strengthen students reading skills. The researcher thus, will propose the use of extensive reading as a reading strategy that might be used as complementary to the intensive reading approach mostly employed in EFL classes. Extensive reading might be the "missing ingredient" in foreign language instruction as it might also be the "key to unlocking the all-important taste for foreign language reading among students" (Bamford and Day, 2002).

The above mentioned questions are answered in the body of this thesis, and they are explored on the basis of the following hypotheses:

1-First year EFL university students might be reluctant to read in English because:

a) They have only been exposed to the intensive reading of short passages in their EFL classes and tend to believe that this is the only way to read in the target language.

b) The addiction of students to technology, namely television channels and the Internet, might have fossilized bad habits in them and might have left no time to them to read outside of the classroom.

c) The socio-cultural milieu might not encourage these students to read at home, i.e, students come from homes and schools where reading for pleasure might not be encouraged.

2-The implementation of an extensive reading programme as complementary to the already existing intensive reading one might be an alternative which can promote positive attitudes towards reading and consequently help unmotivated students to enjoy reading in the foreign language.

To conduct this research work, eighty six (86) first year university students enrolled for the licence degree in English at the department of English, university of Djillali Liabes of Sidi Bel Abbès, participated to investigate the proposed hypotheses. Similarly, ten (10) teachers of English from the same department were requested to take part in this study.

To make the results more reliable, and for the sake of triangulation, observations, two questionnaires, an extensive reading treatment, and an interview were opted for to collect data. After that, data collection results were analyzed and interpreted in the light of the hypotheses proposed in this research work.

Chapter one: Description of the Teaching/Learning Situation in the Algerian Context.

1.1 Introduction.

1.2 English Language Teaching in Algeria.

1.3 English Textbooks in Algerian Schools.

1.4 The Way Reading Comprehension is Taught in the Algerian Secondary Schools.

1.5 The Status of the Reading Comprehension Module in the Department of English

1.6 Language Teaching Course Purpose in the Department of English.

1.7 Participants

7.1 The Students.

7.2 The Teachers.

1.8 Learners Needs.

1.9 Research Methodology.

1.10 Research Instruments.

1.10.1 Observation.

1.10.2 Questionnaires.

1.10.3 Interview.

1.10.4 Extensive Reading Treatment.

1.11 Significance of the Study.

1.12 Objectives of the Study.

1.13 Limitations of the Study.

1.14 Conclusion.

1.1 Introduction:

This chapter aims at giving a rough description of the Algerian educational context with reference to the teaching of the reading skill. The reading skill is chosen on the basis of its importance in learning English as a foreign language. Thus, a description of the status of the English language in Algeria is first presented. Then, the objectives and purposes of the language teaching course are evoked. After that, the profile of the participants who took part in this research work is drawn. An analysis of their needs is also stressed. The chapter also entails a detailed description of the various research instruments that have been used to gather information in this investigation. To conclude this chapter, the significance, objectives, and limitations of the study are presented and discussed.

1.2 English Language Teaching in Algeria:

Over the last few decades, English has come to occupy a singular position among the other languages. It has become a universal language; a language that people all over the world use whenever they wish to communicate with others outside their own linguistic community. The widespread use of English as a means of international communication has been stressed by many scholars namely Crystal (1988) who states:

“English has become the dominant language of world communication (....).It is the official international language of airports and air traffic control. It is the chief maritime language. It is the language of international business and academic conferences, of diplomacy, of sport. Over two thirds of the world’s scientists write in English. Three quarters of the world’s mail is written in English .Eighty percent of all the information stored in the electronic retrieval systems of the world is stored in English (...). Statistics of this kind are truly impressive, and could continue for several paragraphs.

Crystal (1988: 6 -7)

The indisputable role that English plays in today's global world has resulted in an urgent need to master this language. Consequently, a huge interest and an outsized awareness of the impact of English language learning/teaching have been growing especially in the developing countries. Algeria, being one among these, has realized the utility of English to integrate harmoniously into modernity and has consequently imposed its teaching as a compulsory subject matter in the curriculum in its schools throughout the country. Thus, it is clearly stated in the National Charter (1976) that English is **“a means to facilitate a constant communication with the world, to have access to modern sciences, and technologies and encourage creativity in its universal dimensions”**.

Despite the fact that the language of instruction in Algeria is largely either Arabic or French to a lesser degree, Algerian decision-makers have tried to implement the use of English at all levels of education. Zughoul (2003) argues:

“In Arabic North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact, the tendency of what can be termed a shift from French to English in these countries cannot be cancelled.”

Zughoul (2003: 122)

Learning English in the Algerian schools starts at about the age of twelve, from the first year in the middle school until the last year of the secondary school. This implies that Algerians pupils have to study English for about seven years, i.e , four years in the middle school and three years in the secondary school as it is shown in the following table:

	Class level	Age	Weekly time
Middle school	1 st year of English	11-12	3 hours
	2 nd year of English	12-13	3 hours
	3 rd year of English	13-14	3 hours
	4 th year of English	14-15	3 hours
Secondary school	1 st year (5 th year of English)	15-16	4 hours (literary stream) 3 hours (scientific stream)
	2 nd year (6 th year of English)	16-17	5 hours (foreign language) 4 hours (literature and philosophy) 3 hours (experimental sciences) 3 hours (mathematics) 3 hours (economics and management)
	3 rd year (7 th year of English)	17-18	5 hours (foreign language) 4 hours (literature language) 4 hours (literature and philosophy) 3 hours (experimental sciences) 3 hours (mathematics) 3 hours (economics and management)

Table 1.1: ELT in Algeria: levels, age, and weekly time.

Learning English in Algeria does not stop when pupils get their baccalaureate. It is carried out in higher education (universities) where it is taught in separate departments within the foreign language faculties as a main subject for about four years in the former classical system or three years in the LMD system. English is also incorporated in other departments where it holds the status of an additional but compulsory module. In this way, students who study

mathematics, political sciences and so forth are required to follow ESP courses, depending on their needs and area of research.

According to the Ministry of Education, and as stated in syllabuses for English (2004), the general objectives of English language learning and teaching in Algeria are:

- **To provide the learners with the language necessary to communicate efficiently in a normal social and/or working situation both orally and in writing.**
- **To enable the learners who go on further studies to use the foreign language as a tool or a means to acquire extra information about their field of study.**
- **To enable the learners who join the job market to exploit by themselves documents, leaflets and notices related to their job.**
- **To make them self-sufficient in exploiting and exploring materials that are linked to their field of study by providing them the basic linguistic tools.**

Syllabuses for English (2004:06)

To achieve these objectives, the Ministry of Education has struggled to reinforce the teaching of English. Thus, whether in middle or secondary schools, curricular were enrolled, materials were devoted, and textbooks were designed and elaborated to facilitate English language learning /teaching throughout the country.

1.3 English Textbooks in Algerian Schools:

Textbooks are almost universal elements of English language teaching in Algerian schools. They **“play a very crucial role in the realm of language teaching and learning and are considered as the most important factor in the second/ foreign language after the teacher.”** (*Riazi, 2003:52*). Textbooks provide the basis of the content of the lessons, the balance of skills taught, and the kinds of language practice students take part in. They also serve as a medium

of initial teacher training for those unexperienced teachers, as they provide them with ideas about how to plan a lesson in the classroom.

A review of the history of EFL teaching /learning shows that it most often requires the use of textbooks whatever the context in which it takes place. Indeed, for both teachers and learners, textbooks represent the visible heart of any program. This is what Grant (1987) confirms when he states that textbooks:

“... can identify what should be taught/learnt, and the order in which it should be taught/learnt. They can indicate what methods should be used. They can provide, neatly, attractively, and economically, all or most the materials needed. They can save the teacher an extraordinary amount of time. Last but not least, they can act as a very useful learning aid for the students.”

Grant (1987: 8)

The vital role that textbooks play in the foreign language classroom is also emphasized by Hutchinson and Torres (1994:315) who contend that they are **“an almost universal element of (English language) teaching, and ...no teaching/learning situation, it seems, is complete until it has its relevant textbook.”** Yet, in some contexts, as Swales (1980) notes, textbooks can be an example of failure for the potential negative effects their use may cause.

Consequently, some practitioners are reluctant to base foreign language teaching on textbooks and retain a set of reservations on the subject. Allright (1982:100) for example, warns about the use of textbooks in the EFL classroom. He refers to the fact that textbooks are not free of bias, explaining that they are **“.....too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences of their authors.”** Swales (1980) also advises teachers to avoid relying on textbooks too much. He argues that such materials may have a lot of negative points. For example:

- They may contain non-authentic materials.
- They may not reflect students' needs.
- They may not be appealing for students.

-They may deskill teachers, i.e, teachers' role may be that of technicians whose primary job is to present materials prepared by others.

Because teachers have been taught to view textbooks as the curriculum instead of as a reference to assist them in the development of a comprehensive teaching approach, the role and purpose of the textbook remains unclear for many of them. Indeed, for many teachers these books are considered as end products, not as starting points, whereas what is required is that the function of the textbook must not be overemphasized nor it should be de-emphasized. It is supposed to reflect the objectives of the syllabus, i.e, it should provide the teacher with the raw material which he/she will model or shape to cover the syllabus. This implies that the teacher is not compelled to follow the textbook slavishly, but rather to adapt it according to his/her students' abilities and needs.

In the Algerian schools, English textbooks have often been revised and updated. Indeed, within a relatively short period of time, the educational authorities have repeatedly felt the need to adopt new teaching paradigms in a quest for a better education policy for the learning/teaching of English. Each time, the change resulted in the design of new textbooks. The most recent of these changes is the General Education Reform initiated in 2003.

The new textbooks were designed as a response to the felt dissatisfaction that characterized the process of teaching. The following diagram shows the different titles of English secondary textbooks that have been used in the language classroom since the 1981's:

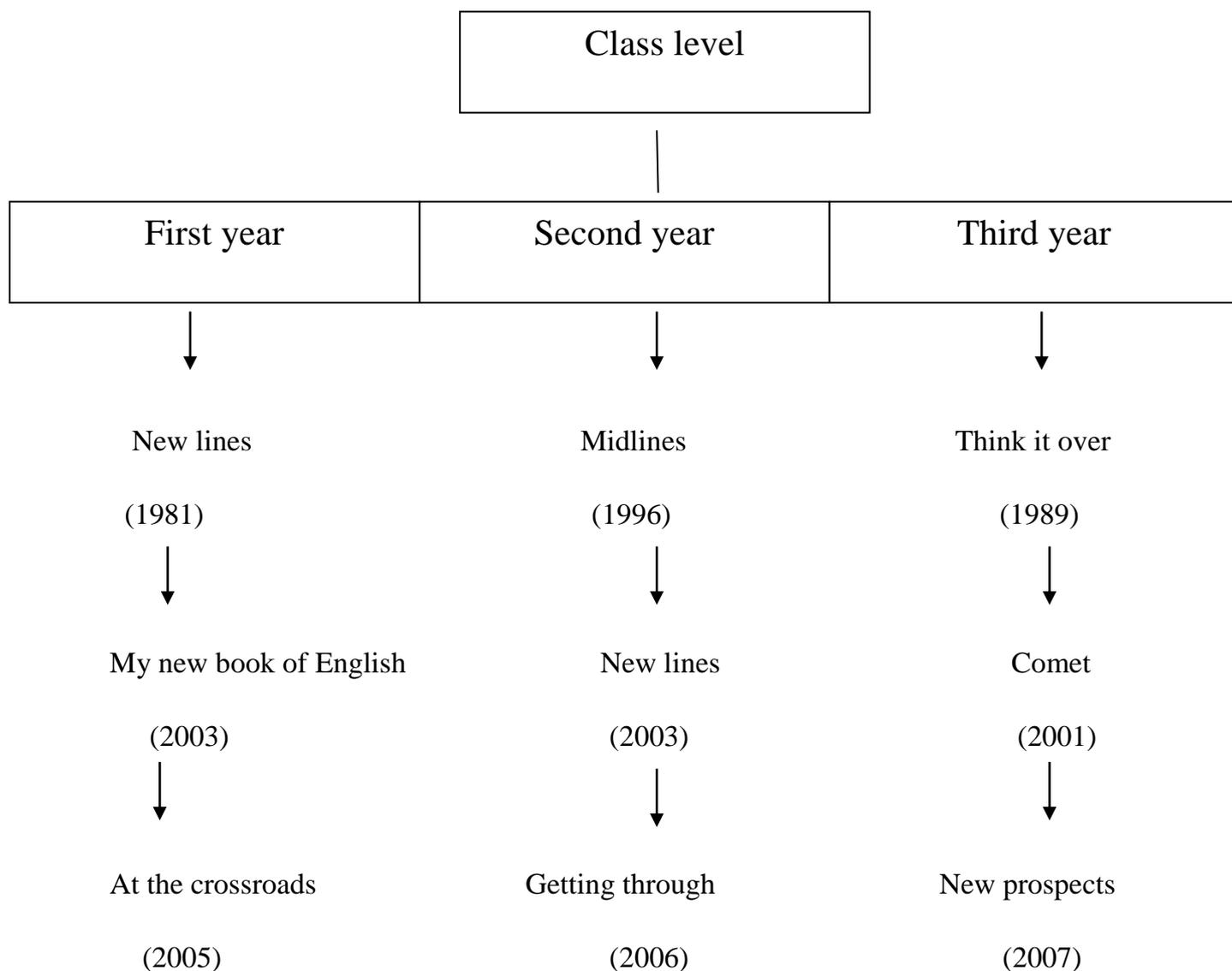


Diagram 1.1: Secondary school designed textbooks

from 1981 up to now.

As the diagram shows, three generations of Algerian EFL textbooks have appeared since the 1980' and all of them were locally designed in approximately the same way. The textbooks are made up of different teaching units classified and organized according to their themes. The units include a variety of activities which aim at developing the four language skills. However, each of the skills is more or less emphasized within a specific unit. As far as language is concerned,

the textbooks introduce forms and structures according to their relevance to the specific function targeted in the specific unit.

Think it Over is a textbook which was designed for third year secondary pupils in 1989 to implement the communicative approach as a new paradigm to replace the previously prevailing structural approach that characterized English teaching /learning for decades. Twelve years later, in 2001, the authorities felt the need to change this textbook and replaced it by **Comet**. This time, they did not aim at replacing the communicative approach, but rather at reinforcing its implementation. Yet, this was not to last for a long time. Six years later, **New Prospects** was designed to replace **Comet**. This time, the change of EFL textbook took place within a general educational reform launched by the Ministry of Education. Thus, **New Prospects** (2007) was designed along the principles of the competency-based approach which the authorities chose as a new paradigm of education in Algeria.

As for the middle school textbooks, they were also produced locally and were subjects to the approval of the Ministry of Education. Once again, following the reform of the Algerian educational system launched in 2003, these textbooks appeared one after the other and were designed along the principles of the competency-based approach which aimed at equipping learners with necessary competencies required to function adequately in a wide range of real life situation. The table below displays some broad information about these textbooks:

Level	Book	First published	Number of files	Number of pages	Authors
First year	Spotlight on English one	2003	7	189	L.Merazga , K.Achour, H.Armeziane , F.Bouhadiba W.Guedoudj, B.Riche, O.Mekoui
Second year	Spotlight on English two	2004	5	125	L.Merzega , Z.Torche F.Bouhadiba, W.Guedoudj
Third year	Spotlight on English three	2005 and 2009 (revised)	4	188	H.Armeziane, N.Khouas k.Louadj , B.Riche
Fourth year	On the Move	2006	6	192	S.A.Arab B.Riche

Table 1.2: Middle School Textbooks.

Spotlight on English one is designed to help learners to engage in the acquisition of structures (e.g. how to form the present simple), functions (e.g. greeting, asking permission), notions (e.g. time, cause, quantity), and topics (e.g. sport, family, travel) to develop their four language skills (listening, speaking, reading, and writing). The book consists of seven files: *Hello, Family and Friends, Sports, In and Out, Food, Inventions and Discoveries, and Environment*.

Spotlight on English two is the textbook designed for second year pupils, i.e. students who have studied English for a year. The syllabus is built on the competency- based approach and seeks to consolidate and develop the three main competencies pupils were initiated to, namely: to interact orally in English, to interpret authentic written documents, and to produce simple oral or written messages. The textbook is made up of five files which are: *a Person's Profile, Language Games, Health, Cartoons, and Theatre*.

Spotlight on English three which is designed for third year pupils emphasizes the reading and writing skills and includes many authentic texts. The book follows roughly the same pattern as the preceding ones. It contains four files: *Communication, Travel, Work and Play, and Around the World*. Listening scripts, abbreviations used in electronic messages, phonetic symbols, a list of irregular verbs, and a few spelling rules are displayed at the end of the book.

On the Move is the textbook which is addressed to fourth year middle school pupils. Again, the book is divided into six files: *It is my Treat, You Can Do It, Great Expectations, Then and Now, Dreams, and Fact and Fiction*. The listening scripts are at the end of the book as well as a grammar reference section.

Algerian pupils, whether in the middle or secondary schools, are in a context which does not allow them direct access to *real* spoken or written English. English is restricted only to the classroom use as a school subject. It has no social or communicative value in the society, since opportunities for transferring what has been learnt in class outside the classroom are very limited.

Consequently, the textbook remains the main teaching /learning aid that is meant to provide pupils with such opportunities.

The purpose of learning English, whether in the middle or secondary schools, is to equip pupils with a basic knowledge of this language. Thus, these schooling years are devoted to the presentation of the basic grammatical resources of the target language, its categories of form and meaning, its fundamental inventories of syntax, basics and verbal functions, and their development into practical skills in reading comprehension, listening comprehension, speaking, and writing.

As far as the reading skill is concerned -which is the main concern of this research work- it is clearly stated in the syllabus for English published by the Department of General Secondary Education (1995:9-11) that:

- By the end of the first year in the secondary school, pupils are expected to read simple authentic texts and documents.
- By the end of the second year in the secondary school, pupils should be able to exploit a limited range of simple and authentic texts and documents. They are also expected to use reference books efficiently namely dictionaries.
- By the end of the third year in the secondary school, pupils are normally equipped with strategies that allow them to read and understand various kinds of authentic texts (narrative, descriptive, argumentative) of intermediate difficulty. They are also expected to exploit various documents whether technical or scientific.

However, by the end of their schooling years, i.e, four years in the middle school and three years in the secondary school, Algerian pupils still display a low level of performance in the four language skills namely in reading, a thing which raises the problem whether the textbooks in use for teaching and learning English in the Algerian schools are matched to learners level, and whether teacher are trained in contemporary techniques in language pedagogy to give an alternative to such a situation and solve this problem.

1.4 The Way Reading Comprehension is Taught in Algerian Schools:

Students' poor EFL literacy at the university level might be related to many factors, one of which is the effectiveness of the way reading comprehension is taught in middle and secondary schools. Indeed, it is customary in the Algerian EFL reading classroom that teachers' instructional focus is primarily on teaching pupils strategies to answer comprehension questions to prepare them to examinations which are comprehension based in nature. The following quotation is a description of the typical EFL reading instruction in Algerian classrooms as stated by Nambiar (2005):

“Reading lessons are often in a mechanistic manner with learners having to read a text first, underline difficult words and then use a dictionary to source the meaning of each word. Then, the comprehensive questions are used to identify the important ideas in the text. A very popular method employed in school is to get learners to identify main ideas in each paragraph and more often than not, these main ideas are usually in the first few lines of each paragraph.”

Nambiar (2005: 13)

It seems then, that the intensive reading approach dominates the EFL course throughout the middle and secondary stages of learning. This domination is mainly enhanced by the over-reliance on the textbooks of which the prevailing feature is the detailed explanation of the text. In this way, the teaching of reading comprehension consists mainly of providing pupils with different texts that are followed by a set of comprehension questions ranked from the easiest to the most difficult ones. In other words, the teacher (who monopolizes the classroom) goes through the text (which is removed from its total context of meaning and examined as an object of analysis) in a linear fashion, word by word, and sentence by sentence so that pupils can understand everything about the text in terms of grammatical structure, usage, vocabulary, and sentence understanding.

Besides, the topics of these texts do not seem to interest pupils. This is probably because the selection of the topics, of the content of the course, or even

of the kind of activities, is done without taking into consideration the learners' preferences and interests for learning one thing or another, i.e., no space is opened for raising learners' awareness which will automatically lead to a decrease in their motivation to develop their reading skill.

This is unfortunately the prevalent instructional practice in the teaching of EFL reading, and this is the way teachers were trained to teach EFL reading in schools. Yet, a reading course that starts with "*please, turn to page X, read the passage, and answer the questions*" is hardly to motivate pupils or instil a love of reading in them. What is required from the teachers is primarily to introduce and arouse interest in the reading topic, to motive learners by giving a valuable reason for reading, and to provide some language preparation for the material to be read. Such a preparation does not mean at all that the teacher should explain every unknown word and structure in the text, but that he/she should ensure that the learner will be able to tackle the text tasks without being totally frustrated by language difficulties.

Learners struggling with short, difficult passages, laboriously decoding the meaning and analysing the grammar is a situation which has nothing to do with reading as such, and very little to do with pleasure either. All too often for our pupils, reading in English means doing things they do not enjoy with texts they do not want to read. Clearly, this does little to promote interest either in reading or in learning English in general.

After describing the teaching/learning of English in the Algerian middle and secondary schools contexts, it would seem logical to speak about the potential role of the reading comprehension module and determine its main status and how it is taught in the English Department.

1.5 The Status of the Reading Comprehension Module in the Department of English:

The reading comprehension course is considered as one of the most important in the English curriculum. This course is scheduled for 1st and 2nd year LMD students for a period of four semesters. The course is not taught in isolation but it is incorporated as an integral part into a module called ‘comprehension and written expression’. In this module, the teacher is supposed to teach both written expression and reading comprehension in a period of four hours and a half once a week.

Yet, despite the fact that reading comprehension has been introduced through another name within the LMD system, and despite the learner centeredness of education that this system calls for, the teacher remains the central pivot of the teaching/learning process at the university. Consequently, it is up to him/her to select the reading material which remains a ‘short text plus some comprehension questions’. Such an attitude on the part of the teacher gives the learners the impression that they are taught reading the same way they were in the secondary schools, which retreat them into a submissive stance, get them bored, and demotivate them to read and sometimes even to learn in the foreign language.

Thus, a typical reading comprehension course at the Department of English is almost exclusively ‘intensive’. Students taught in this way are accustomed to link the act of reading to the reinforcement of vocabulary and grammatical patterns, and usually they tend to deny the literary and pleasure nature of reading. Simensen (1987) refers to this idea stating that:

“A tendency among foreign language learners is always to regard a text as an object for language studies and not as an object for factual information, literary experience or simply pleasure, joy and delight.”

Simensen (1987:42)

Certainly, learners should learn vocabulary and grammar to comprehend any written material. Yet, this should not be the dominating feature in a reading class because the aim of such a class should be reading before all (Eskey, 1987:130). This implies that more space should be opened to engage students in reading long texts for pleasure inside and outside the classroom because, as Grabe (1995 :44) states “**we learn to read by reading**”. Unfortunately, reading a lot is not the emphasis of many of schools curricular.

Therefore, one of the major tasks of EFL teachers is to show their students the ‘flexibility’ of reading. Accordingly, these students should be involved as much as possible in the development of their own instruction because this involvement is the key to improve their motivation for language learning in general and for reading in particular. Only by doing so will teaching reading become more effective and only by doing so will students become more involved and successful as EFL ‘readers’.

1.6 Language Teaching Course Purpose in the Department of English:

The English Department of Djillali Liabes University, Faculty of Languages, Letters and Arts was founded in 1987. It was established to train students holding the baccalaureate to achieve a certain level of accuracy and fluency in order to become future graduates or teachers of English.

Three years for the licence in the LMD system are devoted for this training compared to four years in the former classical system. During this period of time, students are taught the four language skills (listening, speaking, reading, and writing) in a balanced and integrated way with of course other modules such as phonetics, civilization, methodology, literature, grammar...etc. Appendix D shows the different modules taught in the four first semesters in the Department of English.

Thousands of students have graduated from this Department since the time it was created up to now. Among these, some have worked as teachers of English

either in middle or secondary schools, other have been recruited in different institutions for occupational purposes, whereas a minority has chosen to do post-graduate studies either in Algeria or abroad.

The English Department is expected to contribute to the socio-economic enhancement of the country and this by providing students with a kind of training that enables them to communicate with foreign communities in different areas such as diplomacy, business, mass-media,... etc. In other words, the Department is expected to provide different sectors such as that of import-export, tourism, and other institutions with employees who have a certain level of accuracy and fluency to practise in such domains.

Training students in English requires from these latter to keep in touch with the different bulk of literature that is available in this language. Needless to say that the reading skill plays a significant role in doing so. It is the bridge that permits to such students to keep informed with the up-to-date development in the world and catch up with the demands of globalization.

As for the pedagogical materials used for teaching/learning English, it is worth mentioning that the situation of the Department of English is not that enviable. Indeed, apart from the routinized materials used for teaching, i.e , classroom, markers, whiteboards, the department is still in need of more phonetic laboratories, more audio-visual aids, data shows, and computers with internet access.

The department also needs to give a high priority to its library because of the role that this latter plays in supporting the teaching/learning of English on the one hand, and in establishing a habit of reading among students on the other. Nothing can be more damaging to education than to neglect the important role libraries play in such an education. It goes without saying that 'education' and 'library' are two indivisible concepts. One cannot be separated from the other and the existence of the one is almost impossible without the other. In other

words, a library is the heart of a university. One survives as long as the other exists and one dies as soon as the other perishes.

Yet, a library is not merely a conserver of books –as is the case in our university- because the preservation of these physical objects called the ‘books’ is not important in itself. What is important is for the library to transmit to the students the ideas which these books contains, and to pro-create an urge for reading habits amongst students, which seems a quite difficult task for our librarians.

1.7 Participants:

It is widely acknowledged among specialists that defining the subjects selected in any investigation is of paramount importance. This enables the researchers to know more about their subjects’ needs and decide about the sampling size. In this respect, Brown (1977) highlights this significance of the subjects’ definition stating that:

“One needs to define a specific population and then to draw a reasonable sample of that population. Population are typically defined in terms of age, sex, language proficiency, level, L₁ background, educational background, and perhaps occupation”.

Brown (1977: 278)

Consequently, two kinds of population were involved in this research work: about eighty six (86) first year LMD students of the Department of English at Djillali Liabes University of Sidi Bel Abbes, and ten (10) teachers of English from the same Department who accepted to participate in this investigation and answered the questionnaire addressed to them. It is important to notice that the participation of both kinds of population was complementary in the sense that even if the teachers could be more knowledgeable than students, the students were in a better position to describe what disturbed them in their own learning.

1.7.1 The students:

Before starting to describe the population that participated in the present investigation, it should be mentioned that the questionnaire was administered to approximately 100 first year LMD students in the Department of English, promotion 2013-2014, and that after a thorough reading of the responses and after filtering them, only a number of 86 students appeared to have provided the researcher with valid responses in terms of coherence and consistency.

Thus, data collected from the questionnaires of the 86 students could provide the researcher with some information about their profile (see section one of the students' questionnaire, appendix A). The students are intermediate-advanced learners aged between eighteen and twenty two years old. They come from different schools. They have studied English for about seven years (four years in the middle school and three years in the secondary school). The majority of the students come from the literary and foreign languages stream (45 students which represents 52,33% of the whole population), whereas 23 students (26,74%) belong to the scientific stream and only 18 students (20,93%) come from other technical branches.

Students' admission to the Department of English is based on their grades in the 'Baccalaureate', a national examination which consists of a number of subject matters. This implies that these students have been admitted in the Department of English on the basis of their cumulative grades from different subject matters and not on the basis of their proficiency in the English language.

Even if the students have received the same education in the middle and secondary schools, it is worth mentioning that the latter differ from one another in terms of motivation, attitudes, needs, interests, reading habits, learning styles ...etc. So, if the majority of the respondents (approximately 53%) have come from the literary stream, this would imply that the latter would have a literary background that would give much importance to languages and thoughts and

perhaps to reading, namely in Arabic and French, i.e, these students are expected to be heavy readers, devoted to books and always eager to read more. Yet, what results of the questionnaire show is that only 25% of the whole respondents confessed that they often read in Arabic, 19% that they sometimes read in French, whereas 61 students (which represents 70,93% of the whole respondents) argued that the only reading experience they had in the English language was the limited number of texts they used to read in the secondary school. They also confessed that they are reading the same kind of texts in their reading comprehension session at the university.

As for the socio-cultural background of the respondents, data gathered from section three in the students' questionnaire (see appendix A) demonstrated that the majority of the students (80%) had parents who could read either in Arabic or French. Yet, the only materials that their parents read were newspapers. Only 27 students (31,40%) confessed that their parents liked to read 'books' in addition to newspapers and magazines.

1.7.2 The teachers:

Ten teachers have been requested to answer a questionnaire which consists of fifteen questions. Their teaching experience varies from seven to fifteen years. All of them are Algerian and have obtained their degrees from Algerian universities. Three of them are senior lecturers who have already obtained their 'Doctorat d'Etat' in TEFL and applied linguistics, while the others are still preparing their doctorate in the same cited specialism.

When asked about their training or professional preparation, none of the ten teachers confessed that he/she has received any kind of training on how to teach reading comprehension. Besides, all of the teachers declared that every one of them had his/her own particular manner of how to teach this module since no shared or common program is set for them.

It goes without saying that teachers' training is a prerequisite for their success in transmitting knowledge to their students. Thus, to what extent these teachers have been prepared professionally to teach any course is a thing that cannot be neglected. In this context, Jackson (1992) states:

“surely, the most obvious way to contribute to teacher development is to tell teachers how to teach or, if they already know how, by telling them how to teach better than they are presently doing...In any event, help of this kind takes the form of advice that basically says ‘Do this’ or ‘Don’t do that’ or ‘Do this rather than that’.”

Jackson (1992: 64)

Because they lack training, many teachers view reading as an end product to reach. So, reading under such condition is **“represented as an end in itself, an activity that has no reliance to real knowledge and experience, and therefore no real leaning”** (Widdowson, 1980: 180). Consequently, this situation leads some students to regard the reading course as laborious and tedious, and tend to lose motivation to learn in general and to read in particular.

After having identified the students' profile, their learning background, and their reading styles, the following section will be devoted to analyse their needs.

1.8 Learners' needs:

The process of the development of any course usually starts with the analysis of needs, defined by Hyland (2006:73) as **“the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course.”** In English language teaching, needs analysis is assumed to be a cornerstone of any course. Indeed, being aware of the needs of the learners influences not only the content of the language course, but also what potential can be exploited through such a course. Supporting this view, Long and Crookes (1992) state:

“The role needs analysis plays in curriculum development is obvious. It almost acts as a standpoint for the goal setting and material selection and syllabus design in general. With a systematic analysis of needs in a school environment, more consistent and rational decisions can be made for the modification and renewal of the language program .”

Long and Crookes (1992:37)

Moreover, Brindley (1989) refers to the place that needs analysis occupies in the whole process of EFL teaching and learning, and the role it plays as an important means of investigation and data collection. Brindley, therefore states:

“if instruction is to be centered on the learners and relevant to their purposes, their information about their current and desired interaction patterns and their perceived difficulties is clearly helpful in establishing program goals which in turn can be translated into learning objectives.”

Brindley (1989: 64)

It seems then, that needs analysis has a vital role in the process of designing and carrying out any language course. This is probably due to the fact that a wide range of information can be gathered through it. This idea is quoted by Nunnan (1988:30) who argues that **“techniques and procedures for collecting information to be used in syllabus design are referred to as needs analysis.”**

According to Robinson (1991: 3), needs analysis is intended to identify the different objectives of the learner while learning a language. He therefore, contends that needs analysis aims to **“specify as closely as possible what exactly it is that students have to do through the medium of English.”**

Understanding students’ needs is a crucial factor for the teaching/ learning process as a whole. It is a device to know learners necessities, lacks, wants, and expectations. It is also a way to help teachers establish the adequate topics, themes, language skills, strategies, and teaching methods to facilitate the learning process.

Needs analysis places the teacher at the heart of the decision making process to accommodate the learners. In this respect, Mackey (1978) argues:

“it is the responsibility of these language teachers involved in planning courses for given of learners (...), to determine accurately what their specific purposes are. Then, the teacher is one step nearer being able to translate these needs into linguistic and pedagogic terms in order to produce and teach an effective course. There are basically two format ways of gathering the necessary information: by questionnaire to be completed by the learner or the teacher, or by means of a structured interview”.

Mackey (1978:21)

Yet, in the Arab world, research shows that needs analysis has not yet received sufficient attention (John, 1991). Indeed, students' needs are rarely analyzed. They are rather intuited for them. Moreover, students do not know the aims of their learning, nor they know the broad objectives of the English language curriculum. They attend the courses and are required to increase their knowledge of English up to a level that will enable them to pass an exam or have good scores. In addition to this, these students are not given sufficient information about how to benefit from their learning in their real life. Consequently, learners' needs are not easy to meet.

Additionally, in such cases, teachers teach as if all students have the same needs. For example, a reading teacher would teach as if his/her students understand the text in the same way, i.e, students are supposed to grasp the same meaning from the text, comprehend concepts in the same way, and bring the same background knowledge about the English language with them to class. Geysler (2006) contends that this is just an unacceptable and inaccurate view of teaching reading. He explains that there may be a conflict between students and instructors concerning the perception of needs. He also adds that there may be conflicts in terms of teaching and learning styles. As such, Geysler (2006) affirms that it is advisable to give priority to learners' opinions, i.e, the teaching methods or curriculum should be designed to meet the learners' needs rather than the instructors' requirements.

The assumption of the above statement is that in needs analysis, both the learner and the teacher have to continuously share information as to what the learner wants or needs to study during the course. Therefore, needs analysis should be carried out throughout the course in order to adjust the learning objectives as the need arises. In other word, feedback from the learner can be used as a basis for modifying learning objectives. Indeed, learners can contribute substantially to the course if they are actively involved at all stages of the course design, i.e, at the initial, during, and final stages of course evaluation.

In the field of language teaching/learning, different kinds of needs analysis have been suggested (Richterich et al, 1987; Hutchinson and Water, 1989; Nation and Macalister, 2010; Mackey, 1978; Robinson, 1989; Dudley-Evan and St John, 1998; Robinson, 1991).For instance, Robinson (1991) quotes Brindley’s statement in which he distinguishes between the objective and subjective needs of the learner:

“The first of these terms refers to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situation as well as their current language proficiency and language difficulties. The second term refers to the cognitive and affective needs of the learner in the learning situation, derivable from information about effective and cognitive factors such as personality, confidence, attitudes, learners’ wants and expectation with regard to the learning of English, and their individual cognitive style and learning strategies .”

Robinson (1991: 8)

Similarly, Hutchinson and Waters (1987) classify needs into two categories: *target needs* and *learning needs*. Target needs refer to **“what the learner needs to do in the target situation”** (Nation and Macaliser, 2010: 2). Accordingly, one should know what the different places learners will use their English in are, so that the required language points and skills can be selected for that purpose.

Target needs are categorized into three parts: *necessities*, *lacks*, and *wants*. Hutchinson and Waters (1987: 55) define *necessities* as “**the type of needs determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation**”. *Lacks* are the discrepancy between necessity and what the learner already knows, i.e, they are the necessities that the learners do not possess. *Wants* (or expectations) are what the learners actually wish or prefer to learn or what they feel they need. They reflect the learners’ perceptions, goals and priorities. Learners’ wants may or may not conform to those perceived by the teachers or course designers.

Finally, learning needs refer to what the learner needs to do in order learn. In other words, the learning needs are equated to the route of learning in general, i.e, things such as how to learn the language, why to learn it, and what resources are available to help the learners learn it.

The following diagram summarizes the different parts of learners’ needs as classified by Hutchinson and waters (1987):

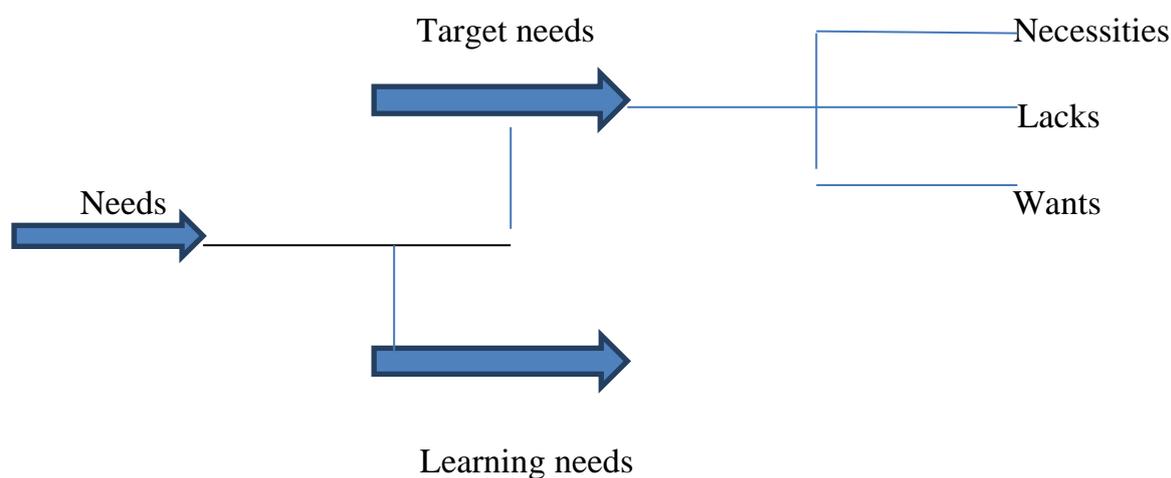


Diagram 1.2: Hutchinson and Waters (1987) classification of learners’ needs.

Hutchinson and Waters claim that it is naïve to base a course design simply on the target objectives, and that the learning situation must also be taken into account. They add that the target situation alone is not a reliable indicator, and that the conditions of the learning situation, the learners knowledge, skills, strategies, and motivation for learning, are of prime importance. The authors then offer a framework for analyzing both the target situation and the learning needs which consists of the following questions:

Target situation	Learning situation
<ul style="list-style-type: none"> - Why is the language needed? - How will the language be used? - What will the content areas be? - Who will the learner use language with? - Where will the language be used? - When will the language be used? 	<ul style="list-style-type: none"> - Why are the learners taking the course? - How do the learners learn? - What resources are available? - Who are the learners? - Where will the course take place? - When will the course take place?

Table1.3: Analyzing the target and learning situation according to Hutchinson and Waters.

As for the students in the present research work, results of the questionnaire (see appendix A) showed that all of them were aware of the importance of the reading skill in language learning. For them, by learning how to read effectively, they will be able to speak, write and understand language in a better way. Moreover, these students consider reading as a tool that may help them in their future professional career. Such an awareness may be an impetus

and a positive criterion for the researcher to motivate student -namely those reluctant ones- and encourage them to read outside the classroom.

Concerning the urgent needs of these students as far as the reading skill is concerned, these latter stated that they needed reading for many reasons:

- To enrich their vocabulary.
- To improve their grammar.
- To enlarge their knowledge about the word.
- To practice how to pronounce words in English.
- To have good scores in their exams.
- To be able to read and understand different types of written materials, not only those short texts selected by their teachers.
- To be able to read without using a dictionary.

Students also mentioned the difficulties they face while reading in English, difficulties which very often demotivated them and pushed them to abandon their reading. Indeed, students complained about difficult vocabulary, complex sentences, unfamiliar topics and very often uninteresting texts selected not by their own but by their teachers. All these difficulties reflect the students' lacks and call for an urgent explicit instruction that would facilitate the reading skill for them, help them feel more at ease with any written text, motivate them to read more and more and consequently develop a life-long reading habit in English.

1.9 Research Methodology:

In the field of applied linguistics, there are several methods of research which can be divided into three categories: qualitative, quantitative, and mixed methods. Qualitative research methods focus on understanding the experiences, perspectives, and thoughts of the respondents. In other words, and as McDonough (1997: 53) states: “...**the qualitative method addresses the ‘why’ of the phenomenon under study**”. Qualitative research is usually described as allowing a detailed exploration of a topic of interest in which information is

collected by the researcher through case studies, ethnographic work, interviews and so on. Qualitative research also attempts to make sense of or explain phenomena in terms of the meaning people bring to them (Denzin and Lincoln, 2005: 3).

Contrary to this, quantitative research methods attempt to maximize objectivity of findings. Their aim is mainly to collect numerical data and analyse them through statistical procedures setting aside the researcher experiences, perceptions, and biases. Quantitative research methods address the ‘what’, ‘where’, and ‘when’ of a phenomenon.

Mixed methods combine qualitative and quantitative methods in ways that bridge their differences in the service of addressing a research question. In other words, mixed methods involve “**....different combinations of qualitative and quantitative research either at data collection or at analysis level**” (Dornyei, 2007: 24). Mixed methods are expansive and creative forms of research. They suggest that researchers take an eclectic approach to method selection, sometimes referring to qualitative methods and other times moving to quantitative ones.

As far as this investigation is concerned, the researcher has opted for the mixed method. This allowed her to have in-depth understanding of underlying reasons, motivations, and opinions of the respondents on the one hand, and to collect numerical data on the other hand.

1.10 Research Instruments:

Data collection is not an easy task in the sense that it is very hard to decide which tool is the most ‘suitable’ to gather information for any research work. In the same line of thought, Seliger and Shoamy (1989: 155) explain that once the researcher has decided what data to collect, the following step is to decide what tools to select to collect them.

For the current investigation, many research instruments have been used for the sake of having a triangulation of data. Triangulation could allow the researcher to cross-check her results as well as to obtain a better understanding of

the phenomenon under study. Cohen et al (2007) advocate this technique of investigation as they contend:

“... triangulation techniques ... attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing , by making use of both quantitative and qualitative data”.

Cohen et al (2007: 141)

Consequently, the research tools which were opted for in this study are as follows:

1.10.1 Observation:

The first research instrument that the researcher has chosen to use for her investigation was classroom observation which is defined by Mason (1996: 60) as “ **a method of generating data which involves the researcher observing dimensions of that setting, interactions, relationships, actions, events, and so on within it**”. To this end, three reading comprehension sessions were observed for data collection as they provided the researcher with the opportunity for “**...conscious noticing and detailed examination of participants’ behavior in a naturalistic setting**” (Heigham and Croker, 2009: 166). In other words, observation was useful for the researcher in a variety of ways. It provided her with opportunities to check the nonverbal expressions of feelings, determine who interacts with whom, grasp how participants deal with the reading material, check how much time was spent on the different classroom activities, examine students participation and interests, detect teaching strategies and much more (Mackey and Gass, 2005).

It is worth mentioning that observation is a pre-planned research tool which is carried out purposefully to serve the research questions and objectives. Thus, when using this method, the researcher is in an attempt to observe classroom interactions and events as they actually occur in a natural way (Burns, 1999; Flick, 2006). Needless to say that students are not always willing to write

their true views on a questionnaire, or tell what they really think in an interview. Observation allows the researcher to have access to the context under study and to check what people actually do or say, rather than what they say they do, i.e, in a questionnaire or an interview.

Besides, when using observation as a research tool, the researcher makes no special effort to have a particular role in the setting. Contrary to this, immersion in the setting permits the inquirer to hear, to see, and to record nearly everything that students and teachers do during a given time interval, without making any high inferences or judgments about behaviors she observes in the classroom. This is called *covert observation* (in contrast to *overt observation*), where the inquirer's goal is, as in Burns' (1999:82) words **"...to remain aloof and distant and to have little or no contact with the subjects of the research"**. In other words, the role of the researcher is to sit back and observe how the classroom functions and operates. Fraenkel and Wallen (2003: 451) refer to this idea while saying **" researchers do not participate in the activity being observed but rather sit on the sidelines and watch"**.

Consequently, the purpose of classroom observation in the context of the present study is not to evaluate or judge how reading is taught at the English department, but rather to describe 'objectively' the learning/teaching of reading as they occur in the classroom to help the researcher have a better understanding of the context and phenomenon under study.

Objectivity in observation is not an easy task. Indeed, one problem in the observation process is the observer *bias*. That is, the researcher's viewpoint and background may considerably affect what she sees. The observer is before all, a human being and possesses some peculiarities which may have a tremendous impact on how she observes.

Therefore, it is imperative that the observer tries hard to remain nonjudgmental and to control his/her biases. Richards and Nunan (1990) refer to this point when they contend:

“The written statements in an ethnography should be as descriptive and objective as possible, and should not be judgmental or evaluative. For example, instead of writing ‘students are interested in the lesson’, it is more helpful to write ‘the students are focusing on the task at end’”.

Richards and Nunan (1990: 45)

If observation is to serve a useful purpose, it needs to be carefully planned. Therefore, before observing, one needs to decide on the approach he/she will use to record information or collect data. There are two broad approaches to observing foreign language classrooms, *quantitative* and *qualitative*. The former is used to quantify the problem by ways of generating numerical data through the use of a checklist or a form to be filled in or completed, whereas the latter is used to gain an understanding of underlying reasons, opinions, and motivations. It provides a rich descriptive data of what happens in the EFL reading classrooms through a complete record of all the events that occur in such classrooms.

For this reason, the second approach was the most appropriate for the researcher. In this way, the researcher, being a covert observer, i.e, she does not identify herself a researcher nor does she explain the purpose of her observation fearing that the subjects will modify their behavior if they know they are being observed, sits in the back of the classroom, watches what happens, listens to what is said, and takes extensive notes as the reading session progresses.

1.10.2 Questionnaires:

Questionnaires are doubtless one of the primary sources of obtaining data in any research endeavor. They are a valuable method of collecting a wide range

of information from a large number of respondents with a minimum of time and effort.

According to Brown (200: 6), questionnaires are **“any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers.”**

Questionnaires are also useful in gathering data on phenomena **“which are not easily observed, such as attitudes, motivation, and self-concepts”** (Seliger and Shohamy, 1989: 172). Therefore, when properly constructed and responsibly administered, they become a vital instrument that provides valid and reliable information for making decision , testing a theory, or investigating a topic of research.

As far as the present research work is concerned, two distinct questionnaires were designed as another tool for collecting data. The first one was intended to the students (see appendix A) whereas the second was administered to ten teachers of English (see appendix B).

Constructing the two questionnaires was not an easy task for the researcher. Indeed, this involved a series of steps and procedures including:

- Deciding on the general features of the questionnaires such as the length, the format, and the main parts.
- Writing effective questions with clear objectives, concise language, easy grammar, and simple words.
- Selecting and sequencing the questions.
- Writing appropriate and accurate instruction.
- Piloting the questionnaires to indicate any confusing items, to know which questions are ambiguous, which are too difficult for the respondents to reply to, and which should be eliminated or altered.

The two questionnaires started with a small introduction or a welcome message to help the respondents to better understand what and why they are being asked to respond. The students' questionnaire was discussed in the presence of the researcher. Indeed, questions were explained orally to the students in order to facilitate the task for them and to help them express their opinions and demonstrate their needs. Then, the introduction was followed by a series of questions which can be divided into three categories: open-ended questions, close-ended questions, and mixed questions.

1-Open-ended questions: the aim of using such a kind of questions was to give the respondents (both the students and the teachers) the opportunity to express their opinions in a free-flowing manner. Gillham (200: 5) argues that “**open questions can lead to a greater level of discovery**”. This is certainly due to the fact that these questions do not have predetermined set of responses and the respondents are free to answer the questions as they like and with as much detail as they want, providing the researcher with reflective, insightful, and even unexpected suggestions for his/her research work.

Examples:

-In your opinion, is the time allocated to the teaching of reading comprehension sufficient?

explain.....
 (question 9 of teachers' questionnaire)

-Relying on your classroom experience, what would you do to stimulate your students and encourage them to read in English?.....

..... (question 15 of teachers' questionnaire)

2-Close-ended questions: this type of questions was used of provide a set of answers from which the students must choose. In other words, close-ended questions limit the students to the set of alternatives being offered by the

researcher. One advantage of such a kind of questions is that they are quick to answer and easy to interpret since the informants have to select one possibility from the proposed answers.

Examples :

-How would you describe your experience in the English classes all along these years?

Very interesting Quite interesting Boring

(question 4 of the students' questionnaire)

-How would you describe these materials?

Easy Boring

Quite difficult Quite interesting

Very difficult Very interesting

(question 8 of students' questionnaire)

3-Mixed questions: this type of items include both close-ended and open-ended questions to complement each other.

Example:

-What is your approach to teaching reading comprehension?

Intensive Extensive

Explain.....

.....(question 14 of teachers' questionnaire)

Both students' and teachers' questionnaires were administered for a variety of purposes. For example, the questions which were addressed to the students were meant to fulfill the following aims:

- To have an idea about their profile.
- To know about their reading background, namely in the secondary school.
- To get some information about their needs, expectations, motivation, and preferences.
- To identify the reasons behind their reading difficulties.
- To be informed about their reading habits.
- To collect some data about their socio-cultural milieu, i.e, if they come from environments that encourage reading or not.

As for the teachers' questionnaire, the researcher's objectives were as follows:

- To collect data about their profile and their teaching background.
- To have an idea about their experience in teaching reading.
- To have a clear idea about their approach to teaching reading.
- To identify the difficulties these teachers face with their students while teaching reading.
- To have an idea about the alternatives that these teachers may propose to encourage reluctant readers and instill a love for reading in them inside and outside of the classroom.

1.10.3 The Interview:

The interview is an important data gathering technique involving verbal conversation between the researcher and the subjects. In other words, It is a discussion between the interviewer and the interviewee, where the former coordinates the process of the conversation and asks questions, whereas the latter responds to these questions. This idea is expressed by Ghillham (2000) who contends that an interview is:

“... a conversation usually between two people but it is a conversation where one person (the interviewer) is seeking responses for a particular purpose from the other person (the interviewee)”.

Gillham (2000: 1)

Interviews are an appropriate method when there is a need to collect in-depth information on students' opinions, thoughts, experiences, and feelings. For this reason, three months after the introduction of the extensive reading program with the instrumental group, the researcher used a semi-structured interview as another tool for gathering data to understand how the students perceived this programme.

Depending on the need of her investigation, the researcher has opted for a semi structured interview (not a structured or unstructured one). The semi-structured interview was more suitable for the researcher investigation because it was flexible, i.e, neither too rigid (as for structured interviews) nor too open (as in unstructured interviews). It was a moderate form in which a great amount of data could be elicited from the interviewees.

The semi-structured interview involved a series of closed-ended and open-ended questions based on some specific areas that the researcher wanted to cover, namely the students' attitudes on the treatment received by them. In effect, six students were interviewed at the end of the experiment to have access to in-depth information on their extensive reading experience and how their reading habit improved as a self-assertion procedure.

The open-ended nature of the questions provided opportunities for both the researcher and the students who were interviewed to discuss some issues in more detail. In this sense, the researcher had the freedom to probe the interviewee if this latter had difficulty answering a question or provided only a brief response. The researcher also had the freedom to diverge the conversation in order to pursue an idea or a response in more detail by formulating new questions quickly and smoothly (Palton , 2002: 343).

Before starting the interview, the researcher took the time to explain again the reasons for the interview including the aim of the research project. The researcher took care of asking the questions in a relaxed and informal manner so that the interview could appear more like a discussion or a conversation.

The first questions in the interview were formulated in a way so that the students could answer them without difficulty. This helped the interviewees to relax and encouraged them to open up the discussion. The researcher then moved to the topic of interest listening to the answers of previous questions and using these in framing the next questions, knowing when to wait and when to prompt.

The researcher concentrated on what the students were saying trying to avoid bringing her personal views into the discussion. She had to appear unbiased and systematic to get the maximum from her interviewees. Indeed, the researcher believed that the more time spent on active listening and less time she spent talking, the less directive the interview will be, and the more biases will be avoided.

The researcher preferred to tape record the interview rather than taking notes. This permitted the discussion to flow and ensured that the whole interview was captured and provided complete data for analysis.

1.10.4 Extensive Reading Treatment:

To determine whether the implementation of an out of class extensive reading program (which is one of the hypotheses of this research work) could contribute to improve students' EFL reading ability and increase their reading motivation, an extensive reading treatment was adopted as another tool for gathering data.

In this way, twenty students were randomly divided into experimental and control groups each of which was comprised to ten participants. The participants of the experimental group (EG) were encouraged to read large quantity of reading materials extensively at home along with the main reading program which was taught intensively by their teacher. The control group (CG) received no extensive reading as they followed the usual instruction, studying the main intensive reading course in the classroom.

The reading materials for ER consisted mainly of a collection of graded readers from publishers such as Oxford University Press. The stories level of difficulty was a little above the students' linguistic competence in order to provide comprehensible input. In the first day of the program, students of the experimental group were informed of the importance of ER and its vital role in motivating learners and establishing a reading habit among them. It was then the teacher's responsibility to explain to the students the importance of reading for pleasure. Not only does it help improve the pupils' vocabulary and understanding of the structure of the language, but it also gives a feeling of satisfaction to be able to read a book in English.

Similarly, it was the teacher's duty to specify to the students that there was a wide range of books to choose from, with topics of interest for them at all levels. Students were advised to start with reading books which are interesting and not difficult for them, because if they find that there are too many difficult words in the story, reading will become too frustrating and this will not encourage them to read any more.

The program lasted for about twelve weeks (3 months) during which the students of the EG were advised to read one short story per week if they could. To create an ER friendly environment, students could choose books from a range of topics they were interested in. They also had the chance to change the stories if they felt they did not like them.

When borrowing the books, students wrote their names and the title of the books they took in the loan notebook. Students were also asked to write a report as a way for the researcher to check the amount of reading completed. In their reports, the participants wrote the title of the book, the name of the author, and a very brief summary about their view on the story.

The extensive reading treatment aimed at fulfilling the following objectives:

- To make students read a lot.
- To make them read outside of the classroom.
- To make them improve their reading ability.
- To change learners' traditional way of reading only short texts.
- To change their beliefs that reading is a matter of decoding every single word in the text.
- To help them employ different strategies for good reading.
- To instil a love of reading in them.

After three months, six students of the experimental group were interviewed at the end of the programme to know if their attitudes towards reading have improved or not.

1.11 Significance of the Study:

Reading is one of the most important academic language skills for students learning English as a second/foreign language. Reading is thought to be the primary means for gaining access to various sources of information, providing the basis for “synthesis and critical evaluation skills” (Celce-Murcia,

2001: 187). In addition to this, reading contributes to independent learning regardless of the purpose of the reader.

Therefore, the significance of this research work lies in the fact that it may increase the awareness of EFL teachers, decision-makers, and other concerned bodies in Algeria of what should be done to promote EFL teaching/learning in general and EFL reading in particular. In recent years, there have been significant developments in the theories and practices of the reading skill. So, it is important for syllabus makers to examine all these developments for insights that might help them bring about some changes in reading pedagogy in EFL contexts.

In addition to this, and because this study explores the problems, difficulties, and reasons behind students reluctance to read in English (an exploration done through classroom observation, questionnaires and interviews), it may provide the reader with some information about the status of EFL reading in higher education namely in Djillali Liabes University. Higher education suffers a setback because of students' poor level of reading proficiency. Therefore, some measures need to be taken to identify the problems, address them, and resolve them.

The study may also be considered as a reference to judge whether an extensive reading program can be implemented as an approach to teaching reading as a complementary means to intensive reading in order to motivate EFL learners and encourage them to become avid readers.

1.12 Objectives of study

This research work seeks to conduct an investigation on the first year EFL students' habits and attitudes towards reading, in an attempt to establish the main reasons behind their reluctance to read en English. It also intends to recommend some measures to overcome this problem which is prevailing in the EFL classroom.

Therefore, the objectives of the study might be stated as follows:

- To depict some factors that correlate with the students' reluctance to read in the foreign language.
- To analyse these factors.
- To shed some light on the reading pedagogy and materials currently in use in our schools.
- To discover how students perceived their experience with extensive reading when they participated in the ER project.
- To examine if students' motivation to read in English can change while implementing the ER program.
- To translate the research findings into advice and guidance for the sake of improving students' motivation and willingness to read in the foreign language, and making them keen, independent, engaged, and avid readers.

1.13 Limitations of the study

The present investigation has many limitations that might be addressed in further research. First, there were only 10 students who participated in the ER program. Because the main aim of this research work was to explore EFL students' reaction to the implementation of an ER program as complementary to the intensive reading approach, the study would have been able to provide more in-depth findings if more students participated.

A second limitation of this study is the insufficient time that EFL students actually experienced the ER approach. As it was discussed in chapter one (see section 1.10.4 Extensive Reading Treatment), only three months were officially devoted to the extensive reading program outside of the classroom. This was insufficient to experience the linguistic gains from reading extensively.

Therefore, this research work would be more credible if students have been exposed to graded-readers for a sufficient amount of time.

Another limitation is the lack of diverse materials available to undertake this research. It is worth mentioning that the researcher had to go to the international book fair which is organized each year in Algiers to buy graded readers. The only amount of books that the researcher could actually collect was a number of 30 books from Oxford University Publishers. Considering this limitation, a future study may provide a wider variety of books.

1.14 Conclusion:

Through this introductory chapter, the researcher has attempted to describe the main aspects of the teaching/learning situation as far as the reading skill is concerned. In this sense, students' reading background, their needs, wants, expectations have been evoked. Teachers' methodology has also been described. How and why the research instruments have been used for this investigation have been revealed too. The next chapter will be devoted to the review of related literature concerning this subject matter.

Chapter Two: A Review of Related Literature.

2.1 Introduction.

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2.3 The Reading Process.

2.3.1 The Bottom-up Model of Reading.

2.3.2 The Top-down Model of Reading.

2.3.3 The Interactive Model of Reading.

2.3.4 The Schema Theory.

2.4 Motivation in Reading.

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2.9 Second and Foreign Language Acquisition Theories Supporting ER.

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2.12 Implementing an Extensive Reading Programme.

2.12.1 Curricular Issues.

2.12.2 Materials for Extensive Reading.

2.12.3 Teachers' Role in Extensive Reading.

2.12.4 Follow-up Activities in Extensive Reading.

2.13 Conclusion.

2.1 Introduction:

This chapter tries to establish a theoretical foundation for the desirability of including extensive reading as an approach to teaching the reading skill. The chapter starts by defining reading and the different reading models that have been used for its instruction. It also stresses the importance of this skill in the foreign language classroom and highlights its various benefits. Reading motivation is emphasized as a key to reading success. Besides, the different factors that affect the students' reading habits are investigated as the main reasons for their reluctance to read in English.

2.2 Reading Defined:

Reading is such a pervasive activity that everybody seems to know what it is. Reading usually means dealing with language messages in written or printed form. It involves processing language messages, hence knowledge of language.

Research on reading has led to conflicting views about the nature of this skill. Traditional approaches -which were no more than the reflection of the beliefs of traditional grammarians, behaviorists and structuralists who called for the mastery of the language structure- characterized reading as passive and focused on it as a vehicle for decoding and interpreting graphic symbols. This view is stressed by Nunnan (1991) who states:

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

Nunnan (1991: 64)

The same idea is mentioned in Widdowson's (1979) definition of reading when he considers it as **“the process of getting linguistic information via print”**; linguistic information being restricted to information about syntax, morphology, and lexis. Additionally, Lado (1961) shares this view as he

describes the reading act as a process of decoding print, where language rather than meaning is emphasized. He points out:

“... it consists of grasping meaning in language through its written representation. This definition is intended to emphasize the language itself and the graphic symbolization that represents it”.

Lado (1961: 62)

However, as language teaching became increasingly open to information from other fields such as psychology, psycholinguistics, and social sciences, this rather ‘simplistic’ view of the nature of reading has been re-conceptualized. Thus, reading started to be seen as a complex process involving the interaction of various cognitive, metacognitive, linguistic, and sociolinguistic variables as Hudson (2007) contents:

“Reading involves the interaction of an array of processes and knowledge. It involves basic decoding skills such as letter recognition, higher-level cognitive skills, such as inferring, and interactional skills, such as aligning (or not-aligning) oneself with an author’s point of view.”

Hudson (2007: 10-11)

This implies that reading is not a one-way process in the sense that the reader has **“only to open his mind and let the meaning pour in”**(Nuttall, 1995:5). Indeed, far from being passive, this magical practice which is called ‘reading’ becomes an active process which does not involve a reaction to a given text, but rather an interaction between the writer and the reader mediated through a text. In other words, genuine reading occurs only if the reader’s representation of the text essentially approximates that of the writer. Goodman (1988) certifies this as he claims:

“reading is a long distance discussion between the reader and the author....There is an essential interaction between language and thought in readingThe writer encodes thought as language and the reader decodes language to thought”.

Goodman (1988: 12)

This concept is also referred to by Davis (1995: 85) who contends that reading is a private, mental process in which the reader tries to understand and respond to the message of the writer. This means that reading extends further than the printed page. The interpretation of the graphic symbols is important. However, building meaning is largely dependent on relating what is on the page to the reader's own fund of experience. This concept is outlined by Manzo and Manzo (1993:5) who refer to reading as the act of simultaneously reading the lines, reading between the lines, and reading beyond the lines. Reading the lines refers to the act of decoding the words in order to construct the author's basic message. Reading between the lines refers to the act of making inferences and understanding the author's implied message. Reading beyond the lines involves judging the significance of the author's message and applying it to the other areas of background knowledge.

2.3 The Reading Process:

To show how approaches to reading have shifted over time, a review of some leading reading theories seems to be indispensable. Discussions regarding the nature of reading vary across a scale between the two most paradigmatic models termed bottom- up model and top-down model, with many current researchers adhering to what has been called the interactive model.

2.3.1 The Bottom-up Model of Reading:

The bottom-up reading model emphasizes the written printed text. It states that reading is driven by text and that it proceeds from part to whole, i.e, building up a meaning of a text starts from the smallest textual units at the bottom (letters and words) to larger units at the top (phrases and clauses) in the progression stated in the following figure:

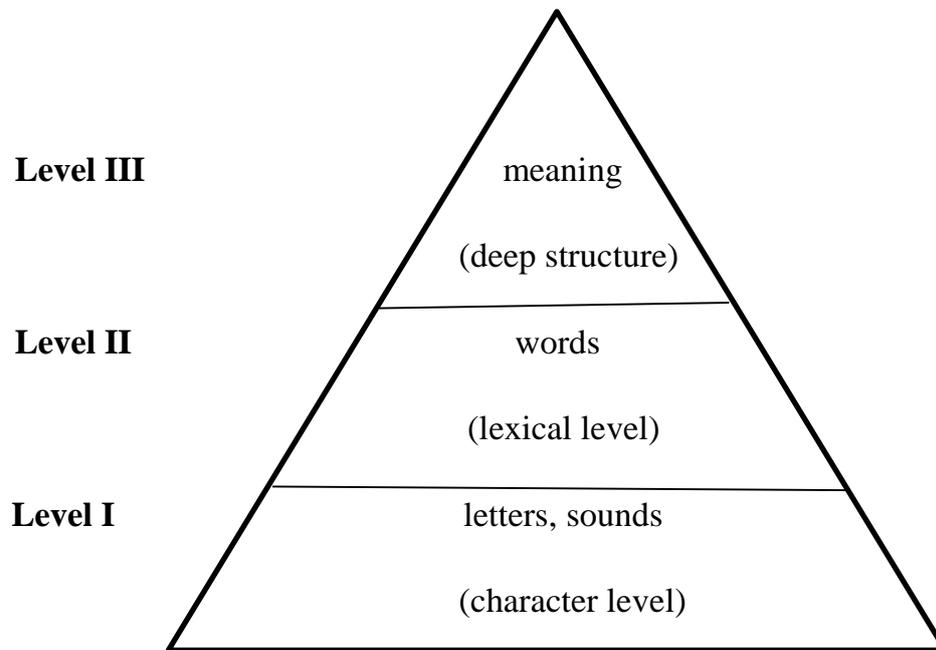


Figure 2.1: Data driven or bottom-up model.

The bottom-up model of reading reflects the principles of the Grammar Translation Method. It is a text centered move. In this lower-level reading process (Grabe, 1991), readers are passive recipients of textual information. The focus is never on the meaning of the whole text, but on detailed linguistic forms.

Simply put, much like solving a jigsaw puzzle, the bottom-up processing model describes the reading act as a puzzle which is solved by starting with examination of each piece of the puzzle and then putting the pieces together to make a picture. Grabe and Stoller (2002) refer to this idea when they state:

“Bottom-up models suggest that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader’s own background.”

Grabe and Stoller (2002: 33)

Bloomfield (cited in Dubin and Bycina,1991) defines first language reading as the manipulation of the phoneme-grapheme relationships. Olshtain (1991) claims that in early stages of ESL reading, the learner’s ability to map the phoneme-grapheme relationship is key in helping the learner to move to the larger units of the text. Similarly, Hawkins (1991) states that only through the

understanding of the phoneme-morpheme relationship can the learner be said to understand the meaning of the text.

Two bottom-up theories of the reading process have influenced the teaching of reading and remain popular even today: **One Second of Reading** by Gough (1972) and **A Theory of Automatic Information Processing** by Laberge and Samuels (1974). Gough's **One Second of Reading** describes reading as a sequential or serial mental process, which proceeds from letter, to sound, to words, to meaning. In this sense from a bottom-up perspective, the reading system functions in the following order:

- 1) The graphemic information enters through the visual system and is transformed from a letter character to sound, i.e, from graphemic representation to phonemic representation.
- 2) The phonemic representation is converted into words.
- 3) Words (the meaning units) are assimilated into the knowledge system, and form sentences which lead finally to meaning.

In their reading model, Laberge and Samuels (1997) describe a concept called automatic information processing or automaticity. This model of reading hypothesizes that the human mind functions much like a computer and that visual input (letters and words) is sequentially entered into the mind of the reader. The term automaticity implies that readers, like computers, have a limited ability to shift attention between the processing of decoding (sounding out words) and comprehending (thinking about the meaning of the author's message in the text). Consequently, if readers are too bogged down in decoding each item of the text, they will not be able to focus on the job of comprehending the author's message.

Teachers who believe that bottom-up theories provide a full explanation of how learners become readers often start by teaching sub-skills: they begin instruction by introducing letter names and letter sounds, process to pronouncing whole words, then show students ways of connecting word meanings to comprehend texts. Yet, with the view of reading as a decoding of language items,

the reader engages no interaction with the text nor does he/she use his own knowledge and background experiences. Furthermore, at an advanced level of reading, learners have far more needs than a mere letter-by-letter or word-by-word decoding. Moreover, research has shown that learners might be able to decode every single word in a text without understanding what this text is about.

Consequently, given the view that reading is an act which involves the reader's participation in the creation of meaning, the bottom-up model of reading was claimed to be "*an incomplete and inaccurate representation of comprehension*"(Johnson, 2001: 271). This assumption led to the inclusion of another approach to teaching reading called the top-down model.

2.3.2 The Top-Down Model of Reading:

In the early 1970's, Goodman's psycholinguistic model of reading (later named top-down or concept-driven model) began to have an impact on views of second language reading. In this model, the reader is active. He makes predictions, adjusts theories when these predictions are wrong, processes information, and reconstructs a message encoded by a writer. This implies that reading is driven by meaning and proceeds from whole to part as the following figure shows:

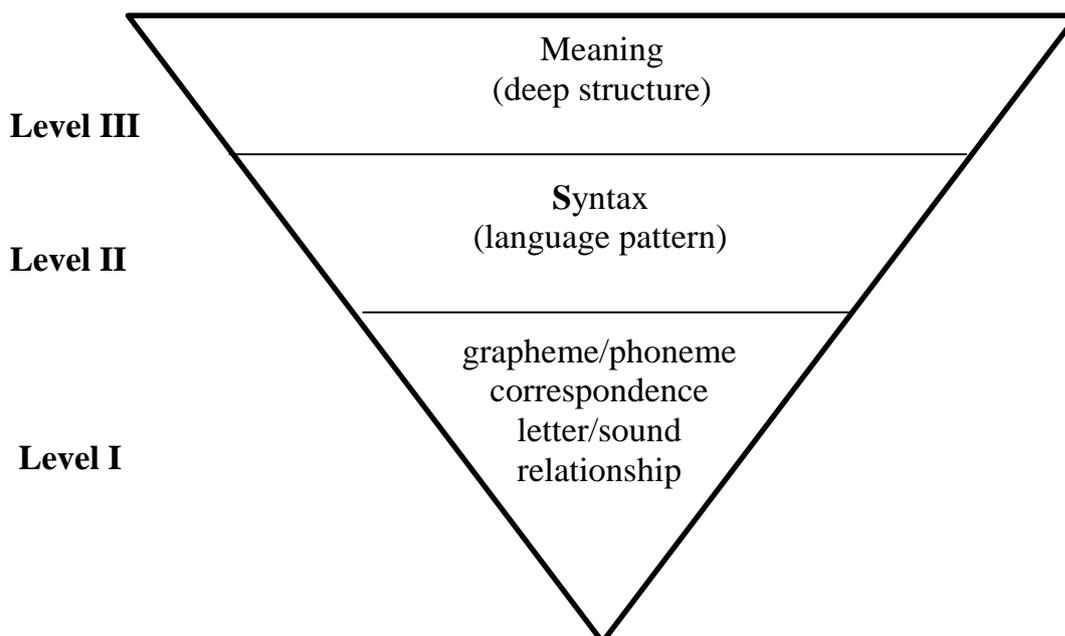


Figure 2.2: Hypothesis test or top-down model.

Thus, the top-down model centers upon the assumption that readers bypass the letter/sound correspondence as they do not depend upon the phonemic code. Instead, the flow of information proceeds from the top downward so that the process of word identification is dependent upon meaning first.

The top-down reading model emphasizes what the reader brings to the text. Goodman (1967) depicts reading as “**a psycholinguistic game**” and argues that efficient reading does not result from the precise perception and identification of all the elements in a word, but from skills in selecting the fewest, most productive cues necessary. He contends that readers have a prior sense of what could be meaningful in the text, based upon their previous experiences and their knowledge about the language. In Goodman’s words:

“Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader’s expectations. As this partial information is proceeded, tentative decisions are made to be confirmed, rejected, or refined as reading processes”.

Goodman (1976:498)

Similarly, Smith (1971) sees reading as an active process based on comprehension and an act which is anticipatory in nature. The implications of this view are that reading instruction should take place when comprehension of a text is possible, rather than focusing on isolated phoneme-grapheme correspondence activities and drills. Goodman’s (1976) and Smith’s (1971) view of the reading process influenced several researchers namely Eskey (1983), Anderson and Pearson (1984), Carell(1983), and Hudson(1982, 1991). They all recognized the important contribution of the reader’s activated background knowledge in the process of reading.

The top-down processing perspective into second language reading had a profound impact on the field, to the extent that it was viewed as a substitute for the bottom-up perspective rather than its complement. However, this view was challenged as many researchers noticed the weaknesses of this processing model to reading. For example, Stanovich (1988) suggested that instead of depending

only on meaning, good readers may attend to graphic information, especially when they are uncertain about a word. He referred to different studies in which:

- 1- good first-grade readers were more mindful of graphic information than poor first-grade readers (Weber, 1984).
- 2- Skilled readers did not prove to be more reliant on contextual information than unskilled readers (Perfetti, 1980)
- 3- Good readers were predominantly text-driven (Juel, 1980).

This leads to the conclusion that even as readers become more accomplished, they still employ data-driven strategies to unlock words. In this respect, Chodkiewicz (2001) remarks that readers cannot rely entirely on guessing meaning of words from context because their supposition may be repeatedly incorrect. In the same way, Cobb and Bowers (1999) state that word knowledge appears to be an important key and a contributor to second language academic reading success. They refer to Nation's (1992) assumption in which he contends that to comprehend an academic text, the reader needs to know 95% of its words.

In her book entitled “Teaching Reading Skills in a Foreign Language”, Christine Nuttall (1996) stresses the importance of both models to comprehend a text. She presents two metaphoric pictures which display the readers' approach towards reading comprehension. In the first image, the reader is considered as a scientist with a magnifying glass examining the details of the text:



Figure 2.3: The bottom-up processing model (Nuttall, 1996).

In the second, the reader is compared to an eagle with a good eye view of the landscape below:



Figure 2.4: The top-down processing model (Nuttall, 1996).

2.3.3 The Interactive Model of Reading:

As neither the bottom-up nor the top-down models could stand alone for an ‘effective’ reading approach, experts proposed the interactive reading model to refer to the dynamic relationship between bottom-up and top-down processes, between decoding and interpretation, and between readers’ prior knowledge and the information in the text (Eskey(1988), Eskey and Grabe(1988), and Grabe (1991)).

In this sense, an efficient reader would use both processes and would shift from the one to the other according to the demand of the reading strategy. This view is stated by Nuttall(1996) who argues:

“A reader continuously shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says”.

Nuttal (1996: 17)

The same idea is referred to by Rayner and Pollatsek (1989) who explain that:

“in interactive models, readers are usually assumed to be drawing upon both top-down and bottom-up information before eventually setting upon an interpretation of the text”.

Rayner and Pollastsek (1989: 467)

So, reading is not just a one side approach. A reader cannot reach the proper meaning of a text if he/she only relies on what is in the text because, as Carell (1983) reports **“text itself does not carry meaning”**. Better understanding of a text depends on both cues supplied by this text and schemata of the reader. Shahidullah (1996) refers to this idea arguing that:

“an interactive process requires the use of background knowledge, expectations, context and so on. At the same time, it also incorporates notions of rapid and accurate feature recognition of letters and word, spreading actively of lexical forms, and the concept of processing such forms automatically”.

Shahidullah(1996: 07)

It is worth mentioning that Shahidullah was deeply inspired by Rumelhart’s (1977) model which incorporated the simultaneous processing of information from more than one source: visual, orthographic, semantic, syntactic, and schematic. According to Rumelhart’s interactive model:

- 1- Linear models which pass information only in one direction and which do not permit the information contained in a higher stage to influence the processing of a lower stage contain a serious deficiency. Hence, the need for an interactive model which permits the information contained in a higher stage of processing to influence the analysis that occurs at a lower stage.
- 2- When an error in word recognition is made, the word substitution will maintain the same part of speech as the word for which it was substituted, which makes it difficult for the reader to understand (Orthographic Knowledge).
- 3- Semantic knowledge influences word perception (semantic knowledge).
- 4- Perception of syntax for a given word depends upon the context in which the word is embedded (syntactic knowledge).
- 5- Our interpretation of what we read depends upon the context in which a text segment is embedded (lexical knowledge).

To sum up, one may say that fluent reading entails both skillful decoding and relating information to prior knowledge (Eskey, 1988). In addition to this, readers become good decoders and interpreters of texts gradually but surely only

when they are familiar with both lower-level processes, to name just a few, translation of written code or morphological processing and higher-level processes including activation of schemata or influence of attitude, motivation, and reader interest. This leads to the conclusion that the interactive perspective of reading appears to be most-conclusive of all, since it involves the interaction of various sub-skills and strategies at all levels.

2.3.4 The Schema Theory:

The schema theory has been formulated to account for the reader's background knowledge in language comprehension. It is based on the belief that **“ every act of comprehension involves one's knowledge of the world”** (Anderson et al, 1977) .

According to Anderson and Pearson (1984), a schema is an abstract knowledge structure which the reader brings to the text while reading. A text does not carry meaning by itself. Rather, it only provides directions for the reader as how he/she should retrieve or construct meaning of his/her own acquired knowledge. This acquired knowledge is called the reader's background knowledge. Comprehending a text becomes then the result of an interactive process between the reader's background knowledge and the text, as Nunan (1991) argues:

“ knowledge we carry in our head is organized into interrelated patterns. These are constructed from our previous experience of the experiential world and guide us as as we make predictions about what we might expect to experience in a given context.”

Nunan (1991: 68)

Widdowson (1983:287) contends that schema (or schemata in plural) are seen as **“ cognitive constructs by which we organize information in our long-term memory”**. Moreover, Vacca and Vacca (1999:15) argue that schemata **“reflect the experiences, conceptual understanding, attitudes, values, skills, and strategies...[we] bring to a text situation”**. Thus, comprehending a text requires the ability to relate the textual material to one's knowledge of the world.

In other words, social, cultural, scientific, historical, or even mythical or religious schemata are all important as they play a crucial role in exploiting and understanding a text. So, the more knowledge of the world the reader will have, the better comprehension he/she will get from the text.

Harvey and Goudvis (2000) suggest to teach readers how to connect to the text so that they can better understand what they are reading. They refer to Keene and Zimmerman's (1997) strategy to make connections, which are categorized as follows:

1-Text-to-self: this implies that readers make highly personal connections between the printed material and their own life experiences.

2- Text-to-text: this means that readers gain insight from reading by thinking about how the information relates to other texts.

3- Text-to-world: these are the connections that readers bring to the text through the ideas they have about how the world works (information they got from television, movies, books, and the Internet).

Schemata are not constant in the mind of the reader. They are always changing. In this sense, existing schemata may be changed or modified by new experiences, i.e, experiences derived from reading, or from the daily life of the reader. To put it in Nuttall's words (1996: 8) **“a schema grows and changes throughout our lives, as far as we retain the capacity to learn”**.

2.4 Motivation in Reading:

One of the most significant factors in determining the success and quality of any learning outcome, including reading, is motivation. Indeed, motivation governs any human's action. It is the drive to do things and the stimulus which makes a person do or not do something.

According to Guthrie and Wigfield (2000: 405), motivation in a reading context is defined as **“the individual' personal goals, values, and beliefs with**

regard to the topics, processes, and outcomes of reading”. Gardner (1985) considers motivation as the contribution of effort, desire, and favorable attitudes to achieve the goal of learning. Moreover, Dornyei (2001) describes motivation as the “ **dynamically increasing excitement in a person that initiates, directs, amplifies, terminates, and evaluates the cognitive processes to successfully or unsuccessfully act out”**.

Motivation is not a unitary phenomenon in the sense that readers do not only have different amounts, but also different kinds of motivation, i.e, they vary not only in the level of motivation but also in the orientation of that motivation. In addition to this, motivation has a very important role in determining the success or failure in any reading situation. For instance, the level of motivation will determine why a student decides to do a reading activity, and how hard as well as how long he/she is willing to sustain it. This is what William and Burden (1997) confirm when they state:

“Motivation may be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)”.

William and Burden (1997:120)

According to Kamil (2003:7-8), motivation is one concept that continuously appears as an important component in reading and learning to read. It is one of the determiners of reading achievement among readers namely adolescents. Therefore, if readers are not motivated to read, they will simply not benefit from reading instruction. But what are the different factors that might influence students’ motivation to read? This issue will be discussed in the next section.

2.5 Factors Affecting Reading Motivation:

Research on reading motivation has been laden with explorations about beliefs, goals, abilities, interests, attitudes, the environment and other such factors. Thus, in an attempt to uncover factors that reflect why students choose to

read, researchers have analyzed and compared different aspects of reading motivation and have tried to determine which factor is more important as well as how these factors affect one another. It should be mentioned here that there is a big range of motivational theories, and that for the purpose of this research work and the concept of extensive reading, only some of them will be discussed.

Robert Gardner (1985), one of the most influential 2nd language motivation experts, states that learning is a social event that integrates many elements of the culture. His socio-educational model of motivation highlights the impact of attitudes towards second language communities on students' achievement. Thus, according to him, motivation includes three components: effort, want, and affect. His model also identifies two types of motivational orientation: '*integrative*' and '*instrumental*'.

Integrative orientation is defined as **“a sincere and personal interest in the people and culture represented by the other language group.”** (Lambert, 1974: 98), while instrumental orientation pertains to the potential pragmatic gains of the second language proficiency, such as to pass a required examination or to have a grade.

While both integrative and instrumental motivation are very important in successful learning of second/foreign language, it has been argued that it is integrative motivation which sustains long term success when learning a second/foreign language, as students who support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

The next important step in the development of second/foreign language learning motivation theory followed in the 1990's. Starting from the belief that there are more to be discussed about motivation, researchers from all over the world provided several suggestions in which they offered a synthesis of the already existing aspects in addition to new ones.

For example, Dornyei's (2001:18-19) model focused on motivation in a classroom context, i.e, he added an educational dimension. He mentioned new components such as the language level, the learner level, and the learning situation level. Some other aspects were also referred to like the interest in the second/foreign language, relevance of the teacher and the course, orientations and goals, and self-confidence.

Wigfield (1997), concentrating on the cognitive and affective aspect of reading motivation, stressed on theories related to the students' ability namely self-efficacy theory and expectancy value theory, and those related to students' reasons for doing an activity, i.e, subjective task values, achievement goals, and intrinsic/extrinsic motivation.

Self-efficacy theory implies that when readers believe they are competent and efficacious at reading, they are more likely to engage in reading. In other words, the degree to which readers think they have the capacity to cope with the reading task or the material has an effect on their comprehension. In this sense, students with high school-related self-efficacy are more engaged and motivated to read than students with low self-efficacy.

Expectancy-value theory states that motivation is highly influenced by one's expectation of success or failure at a task as well as the "value" of relative attractiveness the individual places on the task. So, students who believe they are capable and competent readers are more likely to outperform those who do not hold such beliefs. Similarly, students who consider reading as valuable and important and who have personal reasons for reading will engage in reading in a more efficient way.

Subjective task values are incentives for doing reading because it is interesting, important, or useful (Wigfield and Eccles, 1992). Achievement goal theory assumes that students will read to achieve a goal, either of learning to read better or of outperforming others (Ames, 1992).

Intrinsically motivated readers read with curiosity, involvement, and preference for challenge. Such a kind of motivation comes from inside the reader, and from the sense of satisfaction in completing the task of reading (Ryan and Deci, 2000). Contrary to this, when a reader reads to fulfill requirements, outperform peers, and obtain good evaluations from others, his motivation is said to be extrinsic (Deci and Ryan, 1985). Extrinsic motivation is thus, characterized by the desire to receive external recognition, rewards, and incentives. It is also associated with the use of some strategies for reading and the desire to complete the task of reading rather than to enjoy it.

It is worth mentioning the notion of learned “ helplessness “ (originally formulated by Seligman, 1975) which is one of the most important barriers to motivation. Many readers have poor opinions of themselves as far as reading comprehension is concerned. These readers attribute their lack of understanding to the task rather than lack of effort and practice. This attribution of the lack of success to a lack of ability which is beyond their personal control leads to negative reading motivation.

Understanding literacy development also calls for an examination of the relevant contexts and their interrelation (home, school, and community...). Baker, Scher, and Mackler (1997) offer a bulk of literature on home and family influences on reading motivation. They state that learners whose home experiences promote the view that reading is a source of entertainment are likely to become intrinsically motivated to read. Positive experiences at home produce positive attitudes towards reading which motivate learners to read (see section 2.7.3).

According to Vygostky (1978), learning occurs in a social context. This refers to another important motivational aspect which is social motivation for reading. Indeed, students who like to share books with their peers and enjoy participating in group activities where they exchange ideas about what they have read, are likely to be intrinsically motivated readers, a thing which will lead to

increased amount of reading and high achievement in reading (Guthrie and Wigfield, 2000: 408).

2.6 Reading Habits:

Reading habits refer to the behaviour which expresses the likeness of reading and tastes of reading. In this way, the activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms, reading habit is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002).

A good reading habit is necessary for a healthy intellectual growth. Indeed, regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for the student's living. Yet, these habits may be influenced by a variety of factors. These are going to be discussed in the following section.

2.7 Factors Affecting Students' Reading Habits:

Students reading habits and interests may be influenced by many factors. One of these is the advance of technology. In an article written in the Hindu newspaper, it was argued that:

“in an age where browsing the net, playing with funky handsets and passing non-stop SMS seem to be the order of the day, reading a book in a peaceful corner of a library has become an archaic idea for most people. While technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air”.

The Hindu newspaper (2004: 1)

In addition new technologies, other factors may include the influence of home and school as well as the availability of adequate and interesting reading materials. These issues are going to be discussed separately in the following sections.

2.7.1 Effects of Television Viewing on Students' Reading Habits:

There is some evidence that students who are heavy television viewers dislike reading and tend to read materials of lower quality. For example in a study undertaken by Neuman (1982), where he gathered information about viewing habits, reading attitudes, and reading materials in the homes of more than 8000 students of various levels in Connecticut, it has been reported that the number of students reporting 'enjoyment' of reading decreased with age, while the number of those reporting a 'dislike' of reading increased.

In the same way, a study undertaken by Copperwiki (2008) showed how the offshoots of technological advancements have caused a decline of reading habits among children. Besides, Hastings and Henry (2006) report that 85% of children prefer watching TV over reading a book. Grahan and Kingsley (2005) estimate that on average, young people spend 3,51 hours a day watching TV and videos, 1,44 hours listening to music, 1,02 hours using computers, 0,49 hours playing video games, but only 0,43 hours reading.

Television pernicious influence on students' reading habits is deplored by many other researchers. Trelease (1982) states that:

“No study of reading habits or use of leisure time fails to reflect on the role of television In its short lifetime, television has become the major stumbling block to literary in America. For all its technological achievement, television's negative impact on children's reading habits -and therefore their thinking- is enormous”.

Trelease (1982: 29)

Similarly, Suhor (1984) reports that the TV generation is at a disadvantage with relation to “deep reading”. Suhor also condemns television for many other reasons among which its negative impact on children's ability to pay attention:

“TV's most successful techniques -short segments, fast action, quick cuts, fades- beak time into perceptual bits. Reading requires perceptual continuity to track line after line. Television habituates the mind to short takes, not to the continuity of thought required by reading”

Suhor (1984: 22)

Williams (1982) argues that **“TV viewers tend to participate less in community and academic activities”**. He shows through an analysis of 23 studies dealing with television and achievement in various academic areas, that television may be beneficial with viewing up to ten hours a week. Beyond this amount, however, the correlation is negative, i.e, reading achievement declines sharply with increased viewing.

2.7.2 The Impact of Internet on Students’ Reading Habits:

The emergence of the Internet has also caused an extraordinary change in the reading culture. Lieu (2005) argues that the nature and purpose of reading seem to deviate from the traditional reading methods. He further observes that people are less engaged in extensive reading and lack the ability to read deeply long materials.

Additionally, Birkerts (1994) believes that the younger generation growing up in the digital environment lacks the ability to read extensively or to sustain a prolonged engagement in reading. He states:

“People read more different things, but they rarely read them in depth or contemplate them.... So, we risk increasingly deficient attention spans, and a lack of true interpretation of the information that we find, as we get lost in an ongoing search for the next piece of information”.

Birkerts (1994: 24)

In the same way, a study undertaken by Rennie and Patterson (2008) shows that there is a shift in reading mode from physical text to virtual text, as students tend to adopt click and scan reading practices. The study also evokes the fact that students spend more time per day surfing on the net and enjoying it rather than reading.

According to the Neilson Net Rating (1999), the more students become accustomed to the Internet with its large areas, the harder it is to adjust them to the habit of reading books. Moreover, students who are addicted to such a technological tool seem to be deteriorating into a high level of passivity and

laziness. In his book The Shallows: What the Internet is Doing to our Brains, Nicholas Carr (2010: 4) refers to the same idea as he states:

“The influx of competing messages that we receive whenever we go online not only overloads our working memory, it would suffice. Mission accomplished. Today time on task: approximately two minutes. Total learning accomplished: zero”.

Carr (2010: 4)

The prevalence of the Wide World Web and of personal computers seem to lead to a revolution in students’ literacy world. Indeed, students seem to neglect the world of print as they rely more on computer-based resources such as writing e-mails, watching online videos, playing video games, transmitting instant messages and photos by Yahoo and MSN messengers, exchanging information in online chat rooms, and face-booking.

The Internet has fixed deep roots in the lives of students (Lenhart et al, 2010) and mice and keyboards have dominated their world to the extent that books have taken a back seat. Students are no longer able to read deeply and to sustain a prolonged engagement in reading. They are more attracted by the blinking graphics, the vivid colors, and the eye-catching photos available on the net, and these seem to capture an increasingly large slice of their total reading time.

2.7.3 The Role of Home in Shaping Students’ Reading Habits:

Research has shown that there is no better place for a child to begin his literacy and develop good habits of reading than at home. Indeed, home literacy practices are said to nurture and stimulate children’s love for reading. Contrary to this, the non-assistance of children to obtain early literacy experiences constitutes a handicap for these children in the long term.

Many researchers have emphasized the fact that reading habits should be inculcated and supported starting from early childhood. For instance, Vinay(2009) states that:

“Reading habits, like other habits, have a direct link with the kind of exposure and experience the children get in the early years .If a child is brought up in an environment of books, it is likely to develop love for reading books.”

Vinay (2009: 31)

Paratore et al (2001) argue that parents are prime sources for early literacy development and inculcation of good reading habits among children. They are the ones who can make their children avid, motivated and responsive readers, through interactions with them in the first years of their life. In the same line of thought, Gramer and Castle (1994) claim that:

“ an inviting environment -in which parents tell stories and read aloud to their children as often as possible, in which parents speak with their children about their reading, and in which they teach their children that books secure, lighten and beautify their lives- is crucial for literacy improvement.....Children’s interest and attitudes are affected by two major factors: first, the climate in the home, which surrounds the child from birth and carries explicit and implicit messages about the value of reading.... and parents’ attitudes towards their role in children’s literacy development ”.

Gramer and Castle (1994: 74)

Thus, a child is directly affected by the activities going on in his/her family, i.e, a child tries to imitate whatever he/she watches at home. This is what Bettelheim and Zelan (1982) explain when they maintain that parents need to be aware about the fact that they are their children’s first teachers and models. The researchers claim that parents from all walks of life, all economic and educational levels, can help create family cultures that enhance and encourage their children to become literate adults and life-long readers.

2.7.4 The Impact of Schools and Teachers in Fostering Students’ Reading Habits:

After home comes the role of school. Indeed, the continuity between home and school is a crucial experience for children. Langer (2004) emphasizes the fact that beyond the home, the school is the major environment for literary

development. This idea is also stressed by Vinay (2009: 30) as he states that **“Parents and teachers are prime sources of inculcating good reading habits among children and making them avid, willing and responsive readers”**.

The role of schools in shaping good reading habits is also focused by Lind (1936: 455) who contends that **“schools also...can encourage reading activity”**. Other scholars such as Matello (2002) claims that at early childhood, teachers contribute significantly to fostering literacy pathways in the early school years and this through good choices of types of books. In the same way, Mete (2012) argues that children develop the skills of reading and gain the habit of reading predominantly in primary schools and that it becomes very difficult to gain this habit in adulthood.

It is worth mentioning that, when starting to read, children tend to be reluctant readers. They are likely to read slowly, hesitating, repeating the same word several times, and afraid to fail or read in the wrong way. It is then the role of the teacher to have a sympathetic attitude towards these beginner readers in such situations. At this early stage, the teacher should bear in mind that a child is like wet cement, whatever falls on him/her makes an impression, and true impressions last on memories forever. So, if the child is frustrated, he/she will reject reading or will even develop a reading phobia. Christine Nuttall (1996) emphasizes this point when she contends that **“Teachers have to create the right conditions for reading to become a valued part of every students’ life”**.

In addition to this, teachers have to provide materials that enable and encourage students to read proficiently but also voluntarily. Nuttall (1996: 68) also evokes this idea by saying **“teachers have first to ensure that attractive books are available and second to use every trick they know to persuade students to get hooked on books”**. It is then important to help children get motivated to learn to read and to remain engaged in the process of becoming literate and enthusiastic readers both at home, at school, and beyond. For this to happen, parents need to work cooperatively with schools and teachers to link their children’s needs at home with those in school.

2.8 Reading in a Foreign Language: Two Main Approaches:

Extensive reading and intensive reading are both approaches to reading that may be used in the second/foreign language classroom. Raimes (1983) refers to this notion stating:

“ There are two ways of reading we can ask our students to do: extensive reading or close reading. They can read whole stories or whole books, where they have so much to read that they cannot stop to look up every unfamiliar word or to translate every sentence(....).Or, we can ask our students to do close reading, where they read a short passage and give close attention to all the choices the writer has made in, for example, content, vocabulary, organization.”

Raimes (1983: 51)

Accordingly, extensive reading and intensive reading differ in several ways. Foremost among these differences is the speed or rate of reading. Another difference is in the quantity of reading. A third one is the degree of difficulty of the material, and other differences include the factor of choice and testing. Roberta Welch (cited in Day and Bamford, 1998) summarizes the distinctive features of the two approaches of reading in the following table:

Extensive	Reading	Intensive
General understanding and enjoyment	Purpose	Language study
Easy(graded readers)	Level	Often difficult material
A lot	Amount	Not much
Fast and fluently	Speed	Slow

Table 2.1: introducing ER by Roberta Welch [Day and Bamford, 1997].

2.8.1 Intensive Reading:

Intensive reading is the most typically used method for teaching reading in foreign language classrooms. This kind of reading occurs when the learner is focused on the language rather than the text, i.e, the learner may be answering comprehension questions, learning new vocabulary, studying grammar and expressions in the text, translating the passage, or other tasks that involve him/her in looking ‘intensively’ inside the text. Thus, IR is a classroom-oriented activity in which, as in Brown’s (2007) words:

“Students focus on the linguistic or semantic details.... Grammatical forms, discourse markers, and other surface structure details for the purpose of understanding”.

Brown (2007:373)

According to Paran (2003: 40), intensive reading activities are needed for four main reasons:

- 1- To help learners comprehend printed texts.
- 2- To become more aware of text organization to better comprehend.
- 3- To learn how to use effective reading strategies.
- 4- To develop general literary skills necessary to generate productive expressions in L2.

Nuttall (1982) contends that intensive reading involves the students to explicitly study new words and practice reading skills and strategies. She therefore states:

“The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning is produced. The ‘how’ is as important as the ‘what’, for the intensive reading is intended primarily to train students in reading strategies”.

Nuttall (1982:23)

Chall (1987) and Nation (1993) support IR as a methodology, particularly as it applies to vocabulary development. They contend that direct vocabulary

instruction is the most efficient means of vocabulary improvement. Moreover, Nation (2009: 27) discusses the gains that can be drawn from intensive reading in various fields such as comprehension, spelling, vocabulary, grammar, information structure, and learning strategies.

Brown (2007) also advocates the use of IR as he sees IR classes as a place where both bottom-up and top-down processing are used interactively to achieve reading comprehension. In other words, attention is given to phoneme, root, and word recognition to progress towards meaning (bottom-up), as well as to the top-down process of starting with general meaning and working from there to more specific comprehension.

Yet, in an IR course, all students read the same short text -usually not more than 500 words length-that the teacher chooses. The text is usually difficult, with many unknown words, a thing which requires the students to stop and break off their reading to consult a dictionary. Stop-and-go reading slows down the students' reading and destroys the continuity of thought pattern as these latter may forget what the beginning of the text was about by the time they reach the end of this text. Nuttall (1982) refers to this idea when she states:

“every time you break off your reading to consult a dictionary, you not only slow down your speed because of the time involved, but -more seriously- you interrupt your own thought processes, which should be engaged in following the continued development of thought in the text”.

Nuttall (1982:69)

Additionally, forcing students with different levels of reading proficiency, to read the same material makes the reading process seem complex, frustrating, unpleasant and boring because these students will do things they do not enjoy with texts they do not want to read or they find difficult to understand.

The tendency to focus too much on accuracy is another problematic area of IR, because this may lead to anxiety and frustration on the part of the learners. In the same way, emphasizing too much on sentence level syntax can turn the

nominal ‘reading’ class into a ‘grammar’ class. Of course, there is nothing wrong with the teaching of grammar. Yet, teaching grammar is not the same as reading (Susser and Robb, 1990).

Besides, intensive reading tends to be more teacher-centered, i.e, the teacher controls everything, and directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization and comprehension points are to be discussed. Coleman (1996) refers to the role of the teacher in the intensive reading class saying:

“in class, the teaching begins by the teacher asking students to read aloud. The teacher will check pronunciation and intonation and ask some general comprehension questions. The teacher then explains new words in the text. These are practised in word study exercises involving pronunciation, translation, use of synonyms and paraphrase. Then, there are comprehensive explanations of selected grammatical points and their functions in the text”.

Coleman (1996: 183)

The students are encouraged to ask questions, but in the absence of such curiosity on the part of these students, it is the teacher who sets the pace and chooses which aspects of the text are to receive close scrutiny.

2.8.2 Extensive Reading:

Harold Palmer (1917) in Britain and Michael West (1936) in India were the first to pioneer the theory of extensive reading as an approach to foreign language teaching and to reading in particular. Palmer chose the term ‘extensive reading’ to distinguish it from ‘intensive reading’ which refers to the careful reading of shorter, more difficult language texts with the goal of complete and detailed understanding (see the section above).

Palmer (1917) defined ER as rapidly reading book after book where the reader’s attention is on the meaning, not the language of the text. Other scholars have defined ER in different ways, but with similar ideas. For example, Susser and Robb(1990) consider ER as reading large quantities of material for global understanding with the intention of obtaining pleasure from the text since reading

is individualized, i.e, students choose by themselves the books they want to read and these books are not discussed in class. In the same line of thought, Richard and Schmidt (2002) describe ER as:

“...reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking of reading”.

Richard and Schmidt (2002: 193-194)

Waring (2007) explains that ER aims to build reading fluency and reading confidence. He also adds that such a kind of reading may be defined by the acronym **READ**: **“Read quickly and....Enjoyably with....Adequate comprehension so they (students) Don’t need a dictionary”** (Waring, 2011: 3). Additionally Day and Bamford (1997) state that as an approach to read a second/foreign language, ER may be done inside or outside the classroom:

“...outside the classroom, ER is encouraged by allowing students to borrow books to take home and read. In the classroom, it requires a period of time, at least 15 minutes or so to be set aside for sustained silent reading that is for students -and perhaps the teacher as well- to read individually anything they wish to”.

Day and Bamford (1997: 7)

According to Davis (1995), an extensive reading program is a supplementary programme in which students are encouraged to read as much as possible, at their own pace and own level. Davis adds that the aim of reading is pleasure:

“...pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressure of testing or marks.... The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils’ lives rather than for literary merit”.

Davis (1995:329)

Thus, in ER quantity is emphasized, with attention given to the students’ choice of the reading material. Priority is placed on fluency over accuracy, and

on overall comprehension rather than detailed understanding of every word or every syntactic structure. Besides, responsibility is put on students to monitor their own progress and strive to become life-long readers.

ER has acquired different names in the field of foreign language reading. Mikulecky (1990) labels it ‘pleasure reading’, Grabe and Stoller (cited in Powell, 2005) calls it ‘sustained silent reading’, Krashen (quoted in Day and Bamford, 1998) uses the term ‘free reading’, whereas other names include ‘uninterrupted sustained silent reading’ (USSR), ‘supplementary reading’ (SR), ‘drop everything and read’ (DEAR), and ‘book flood’.

As an approach to reading pedagogy, ER has received a great deal of interest (Day and Bamford, 1998; Grabe, 2009; Grabe and Stoller, 2011; Nation, 2001). It has been sometimes described as in opposition to IR (Susser and Robb, 1990), but most of the time as complementary to IR (Renandya and Jacobs, 2002). Harmer (2007), for instance, advocates a balanced approach of intensive and extensive reading to get maximum benefit from the reading act. Similarly, Brown (2007: 366-567) echoes **“an extensive reading component in conjunction with other focused reading instruction is highly warranted”**. Additionally, Anderson (1999) advocates the use of both approaches by teachers as he explains:

“It is my belief that good readers do more ER than IR. But, what makes the reader a good reader is that he/she has developed the strategies and skills through IR that are transferred to ER contexts. These ideas should give us, as reading teachers, cause to pause and consider the ratio of intensive reading activities we ask our students to engage in and see if we are providing opportunities for both types of reading”.

Anderson (1999: 59)

Nuttall (1996: 38-39) also calls for both intensive and extensive styles to improve effective reading. She argues that some language skills are trained by studying short texts, whereas others cannot be developed unless students use longer texts, including complete books.

2.8.2.1 Characteristics of extensive reading:

As ER is distinct in features from intensive reading, this approach involves specific principles related to its teaching in a language learning setting. This idea is best discussed by Day and Bamford (2002) who propose ten points which provide a set of clear principles that can serve as a guide for teachers interested in including an extensive reading aspect within their own teaching contexts. These principles are as follow:

-Students read as much as possible: reading extensively implies reading lots and lots of printed materials. The purpose behind this is based on the assumption that exposing students to large quantities of easy and pleasurable material will, in the long term, enable them to have a good command of the foreign language (Hafiz and Tudor, 1989). As for how much reading has to be done before it can be called ‘extensive’, suggestions range from an hour per evening to two books a week, which is a realistic target for students of different proficiency levels since the books to be read are short. However, whatever pages and hours of reading to be set, the basic objective of extensive reading is to enhance students to read as much as they can and enjoy doing so.

- A variety of reading materials must be available: different materials on a wide range of topics is accessible to the students so that they can select whatever they want to read and stop reading when the materials do not seem interesting to them. In this sense, the reading materials should be attractive and varied (books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, serious) so that to encourage reading for different reasons and in different ways.

- The purposes of reading are usually related to pleasure, information, and general understanding: the vital ‘pleasure factor’ that is attributed to extensive reading positively affects the way in which language acquisition can take place. In this context, Krashen argues:

“When second language acquirers read for pleasure, they can continue to improve in their second language without classes, without teachers, without study, and even without people to converse with...”.

Krashen (2004: 147)

The theoretical frameworks supporting this assumption include the Input Hypothesis (Krashen, 1985) and the Pleasure Hypothesis (Krashen, 2004). According to Krashen, students can acquire language on their own if a) they receive enough exposure to comprehensible language; B) it is done in a relaxed, stress-free atmosphere. Extensive reading combines both conditions since it involves reading great amount of relatively easy material in a low anxiety environment and with little or no follow up work or testing. Day and Bamford (2002) support what Krashen states when they say:

“In extensive reading, the learner’s goal is sufficient understanding to fulfil a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time”.

Day and Bamford (2002: 138)

- *The reading material is easy*: students would not succeed in reading extensively if they have to struggle with difficult material. In this sense, students read materials that are at their level in terms of vocabulary and grammar. According to Hu and Nation (2000), extensive reading can only occur if 95%-98% of the running words in the text are already familiar to the learner. Laufer (1989) describes a study which reveals that below the level of 95% understanding items in the text, comprehension is rather unsatisfactory. Furthermore, Nuttall (1982) recommends less than 1% unfamiliar words for materials used in extensive reading. Dictionaries are rarely used because the constant stopping to look up words makes fluent reading difficult.

- *Students choose what they want to read*: self-selection puts students in a different role from that in a traditional classroom, where the teacher chooses or the textbook supplies the reading material. Students then select texts they expect to understand, to enjoy, or to learn from. This is what students really like about

extensive reading. They are also free to stop reading materials that fail to interest them or that are too difficult for them. Nutall (1982: 172) emphasizes on this point stating that **“We cannot expect students...to read fluently if the language is struggle. Reading improvement comes from reading a lot of easy material”**.

- *Reading is its own reward:* as Day and Bamford (2002: 138) point out **“Extensive reading is not usually followed by comprehension questions. It is an experience complete in itself”**. This implies that the goal of reading is the reader’s own experience and pleasure of reading. However, teachers may ask students to complete follow-up assignments after reading from time to time. These are designed to reflect the students’ experience of reading rather than comprehension, to have an idea about what they read, and to monitor their attitude towards reading.

- *Reading is individual and silent:* Extensive reading is done silently and individually at the students’ own pace, when and where these latter choose. The aim behind this is to involve the students in what they are reading. Reading then becomes a personal interaction with the text in which the student is engrossed in the printed world. So, there is no reading instruction, no teacher intervention or evaluation, only reading for pleasure. This will have the effect of improving students’ autonomy, self-confidence, and self-identification as readers (Stoller, 1994).

- *Reading speed is usually faster rather than slower:* In extensive reading, there is no need to check the meaning of each word because the books read are easily understandable. In addition to this, students are advised to ignore difficult words and to move from word-by-word decoding to guessing the meaning of unknown items from context. This helps to make their reading more fluent and fast and consequently more enjoyable.

- *The teacher is a role model for the reader:* The teacher’s attitude towards reading is very important for the success or failure of an extensive reading

programme. In this context, the teacher should be a model of what is to be a reader. For instance, during the silent reading periods, the teacher can read as well. He/she has also to be familiar with all the books students are reading in order to recommend reading to individual students and share experiences with them. Richards and Renandya (2002) state:

“We are less likely to be successful in encouraging our students to read if we ourselves do not read. This advice is particularly important when beginning an extensive reading program. We can show students the books or other materials we have just read or are reading, let them see us reading silently, and read aloud to them from our favourite materials”.

Richard and Renandya (2002: 297)

Thus, to see a teacher reading in class may encourage reluctant readers and lead them to learn and discover the pleasure of reading, and share their reading experiences with other learners.

- *The teacher guides and orients the students:* Before starting an extensive reading programme, students have to be familiarized with this term. It is then the first concern of the teacher to inform his/her students about why they are doing it, how they are going to proceed, and what benefits they will gain. Teachers may also point out that there are no tests or comprehension questions. Nevertheless, to ensure that their students get the most out of their reading, teachers need to keep track of what and how much students read and their reaction to what they read.

2.8.2.2 The Benefits of Extensive Reading:

There are numerous perceived benefits of ER which will prove useful to teachers when justifying the need of an extensive reading program. Waring (2006) states **“both common sense observation and copious research evidence bear out the many benefits which come from ER”**. Reasons behind the success of ER as an approach to teaching reading may include: extensive input of adequate and meaningful print, a relaxed and tension-free learning environment, incidental learning, the integration of oral and written activity, the focus on meaning rather than form, and high intrinsic motivation. Thus, it seems that ER

can provide opportunities for practice and improvement in different areas of language learning. Supporting this idea, Krashen (1993) states while describing students who are involved in reading extensively:

“...When they get ‘hooked on books’, they acquire, unvoluntary and without conscious effort, nearly all of the so-called ‘language skills, many people are so connected about: they will become adequate readers to understand and use complex grammatical instructions, develop a good writing style, and become good (but not necessarily perfect) spellers. Although free voluntary reading alone will not ensure attainment of the highest of the literary, it will at least ensure an acceptable level”.

Krashen (1993: 69)

The various benefits of ER and the research literature relevant to each of them are mentioned below:

-ER enhances reading proficiency: It has been established that free reading develops reading proficiency. For instance, according to Worthy (2002), language classrooms full of interesting and comprehensible books from various genres encourage students to read according to their tastes and linguistic competence, and can be one of the fundamental elements in enhancing students’ reading fluency. This means that providing students with comprehensible and adequate materials as well as giving them the freedom to select books, helps these students to experience a sense of achievement. Such an experience would motivate them to gain reading proficiency if they read persistently.

Experimental studies in ER that have investigated extensive reading effect on reading speed have reported a positive relationship between speed and comprehension (Elley and Mangubhai, 1983; Bell, 2001; Robb and Susser, 1989; Tagushi et al, 2004). Additionally, in a qualitative study involving German L2 learners, Arnold (2009) reported that the participants perceived improvements in reading speed and comprehension.

Another study which highlights the role of ER in developing the reading skill was undertaken by Pilgreen and Krashen (as cited in Chow and Chow,

2000). The research which involved about 125 high school English second language students, showed that these students clearly enjoyed sustained silent reading as they reported that they engaged in outside reading more often and liked reading for pleasure better after the sixteen weeks of sustained silent reading program.

In the same way, Krashen (as cited in Prowse, 2006) compared the achievement of students who were given traditional comprehension classes with those who read on their own. His results showed that in 38 out of 41 comparisons (93%), those who read on their own did better than those who were taught reading. Consequently, Prowse concluded:

“successful reading makes successful readers : the more students read, the better they get at it. And the better they are at it, the more they read. Contrast the vicious circle of reading failure where lack of success (often associated with forced reading) leads to lack of interest in reading”.

Prowse (2006: 2)

Bell (2001) reported a study that was conducted in the Yemen Arab Republic on young adult students working in various government ministries. The study measured both reading speed and comprehension of two groups exposed to intensive and extensive reading programs respectively. The extensive group was exposed to a set of graded readers while the intensive group studied short texts followed by comprehension questions. Results indicated that subjects in the first group achieved significantly faster in reading speed and reading comprehension than subjects of the intensive group.

-ER can increase knowledge of vocabulary: ER seems also to expand the vocabulary of second and foreign language learners. Studies accomplished by Mason and Krashen (1997) demonstrate how foreign language learners can get access to new vocabulary as they read loads of interesting texts and experience language in context. Moreover, Day and Bamford (cited in Grundy, 2004) illustrate a summary from a wide range of countries and levels from primary to university, adolescents and adults, which indicate benefits in vocabulary. Powell

(2005), advocates free voluntary reading as an easier way to learn vocabulary stating that:

“ER has been reflected to be a highly successful way of confirming and deepening knowledge of vocabulary and expressions hitherto only imperfectly known, and of developing an implicit understanding of when and how words are used, by experiencing language in context”.

Powell (2005: 2)

Nagy and Herman (1987) argue that children between three and twelve grades (US grade levels) learn up to 3000 words a year. They contend that only a small percentage of such learning can be attributed to direct instruction, the remainder is acquired mainly through ER. This leads them to conclude that traditional approaches to teaching vocabulary, in which the number of words taught in each class is carefully controlled is much less effective in promoting vocabulary growth than simply getting students to spend time on silent reading of interesting books.

In an attempt to prove how EFL students can absorb new vocabulary when they read fast and much, Lao and Krashen (2000) conducted a study of an ER program with 91 university level EFL students in Hong Kong. Over a period of 14 weeks, students were asked to read six novels. The results on the measures of vocabulary and reading speed showed that ER classes made a substantial gain in vocabulary, compared to the traditional academic skills class. The growth of vocabulary was estimated to be three thousand words, moving from 17000 to 20000 words.

Another case study exploring the impact of ER on vocabulary learning was conducted by Pigada and Schmitt (2006) to a learner of French. A one-month program of ER was provided with the attempt to examine the improvement of lexical knowledge of about 133 target words. A one-on-one interview was adopted to explore the learning. Results revealed that 65% of the target words were enhanced.

-ER helps improve writing: The influence of ER extends to writing, supporting the widely held notion that we learn to write through reading, and that the more we read, the better we write. How this happens is still not understood (Kroll, 2003), but the fact that it happens is well documented (Janopoulus, 1986; Hafiz and Tudor, 1989; Liu, 2005; Mason and Krashen, 1997). Commonsense would indicate that as we meet more language more often through reading, our language acquisition mechanism is primed to produce it in writing or speech when it is needed (Hoey, 2005).

Among the studies that show the positive effect of reading on subjects' writing skills is the one undertaken by Hafiz and Tudor (1989). The latter set up a three month extracurricular ER program which embodied learners of Pakistani origin in a United Kingdom school and compared their results with two other groups of learners in the same city who received no special treatment apart from taking reading and writing tests. The results showed a significant improvement in the performance of the experimental group, especially in their writing skills, even though they were not given any particular writing task.

Salyer, Janopoulus, Kaplan and Paphinda (as cited in Krashen, 1993) report that several studies confirm that those who read more in their second language also write better in that language. Similarly, Kimberling, Wingate, Rosser, Dichara and Krashen (as cited in Krashen, 1993) undertook research which identified writers who were "highly competent" and those of "low competency". Very clear differences were found between good and poor writers. Indeed, good writers reported more pleasure reading at all ages, especially during high school years, whereas no one poor writer acknowledged the pleasure of reading in high school. The research suggests that ER raises the writing proficiency.

-ER can lead to improvement in spelling: It has been observed that reading for pleasure improves spelling in second and foreign language learning. The ability to spell words correctly is enhanced by the amount of reading that takes place voluntarily. Polak and Krashen (1988) investigated the reading habits of ESL

students at a community college in the United States and found a correlation between reading and spelling proficiency ,i.e, the more students read, the better their spelling was.

Similarly, in a research by Gilbert (as cited in Krashen,1989), it has been demonstrated that high school and university students can improve their spelling by reading extensively. The subjects were given a pre-test, a reading passage containing some of the words in the pre-test, then a post-test. It has been found that the subjects did much better on those words that appeared in the reading passage. The findings suggested that ER improves spelling.

Moreover, Meyer (1998) hypothesized that reading enhances widely the students' spelling without direct instruction. Similarly, Day and Swan (1998) investigated the effects of ER on the spelling of Japanese EFL students. The results of the study demonstrated that subjects who read a story that contained the target words showed significant improvement over the control group. They spelled correctly more words than the control group.

-ER can lead to improvement in listening comprehension: ER also includes gains in listening proficiency. Elley and Mangubhai (1981), for instance, conducted a study to investigate the effect of ER on Fijian primary school EFL learners. The results revealed that children who were exposed to ER had advanced in receptive skills, namely reading and listening, at twice the progress of the control group.

Grabe and Stoller (1997) reported a case study involving ER for five months, with the attempt to explore the relationship between reading development and general comprehension processing (both reading and listening). Results confirmed the benefits of ER not only on reading abilities but also listening comprehension. It was shown that listening comprehension followed along with reading comprehension in its development. It was then concluded that ER contributed to the development in reading comprehension, which in turn assisted the development of listening comprehension.

-ER extends grammatical knowledge: Grammar is also referred to in the literature review which evokes the benefits of ER. In this way, students who read extensively perform much better with regard to the mastery of grammar than those who do not read at all since they are able to acquire grammatical knowledge while reading.

In a study on the improvement of grammar via ER using graded readers, Whitlow (2007) found that verb-use errors reduced without explicit teaching of grammar. Over a course of about 15 weeks, Whitlow had 19 students involved in extensive reading and writing. Using a pre-assessment and post-assessment writing assignments, Whitlow found that the average number of errors was 8,4% which resulted in 28 % reduction in verb errors during the course of the study.

-ER facilitates the development of prediction skill: Nunan (as cited in Bell, 1998) states:

“One of the currently accepted perspectives on the reading process is that it involves the exploitation of background knowledge. Such knowledge is seen as providing a platform for readers to predict the content of a text on the basis of a pre-existing schema. When students read, these schemata are activated and help the reader to decode and interpret the message beyond the printed words. These processes presuppose that readers predict, sample, hypothesize, and reorganize their understanding of the message as it unfolds while reading”.

Nunan (as cited in Bell, 1998: 3)

The prediction skill requires readers to relate their background knowledge to the text. They relate what they know about the genre of the particular material they are reading and how it develops (formal schemata). In this way, readers extract meaning from the text by employing their background knowledge, and the more these readers read, the greater their background knowledge will be, which in turn plays a significant role in comprehension.

Robb and Susser (1989) conducted a study where they compared groups receiving ER instruction with groups receiving skill building instruction. Results of their study showed that the ER groups outperformed significantly the skill

groups on test scores of understanding important facts, guessing vocabulary from context, and reading speed.

-Automaticity is attained through ER: Walter (2006) contends that extensive reading results in the development of automaticity. Moreover, Grabe (as cited in Appleton, 2006) states that there is a bulk of research to confirm the claim that ER develops automaticity and other language skills. Nation (as cited in Shelton, 2006) argues:

“By engaging in reading extensively in what the learner is interested in, utilizing a top-down process where the reader brings in outside knowledge and interest and is reading for global understanding, the development of a large sight-vocabulary is exercised and automaticity of decoding is spurred on. This is of course only true if what is being read is largely understandable to the reader to begin with. If the small amount of learning is not reinforced by another encounter, then that learning will be lost”.

Nation (cited in Shelton, 2006: 2)

The idea behind this assumption is that, as learners read as much as possible, they will encounter certain words repeatedly. As a result, these words will get registered in the learners’ sight vocabulary, which will lead them to recognize and recall these words without much effort whenever they will see them in print.

-ER has an impact on motivation and attitudes: Several studies have confirmed the positive effect of ER on learners’ motivation and attitudes (Asraf and Ahmed, 2003 ; Mason and Krashen, 1997; Yang, 2001). These studies have showed how attitudes towards reading in English changed and how students became eager readers. Elley (199: 397), for instance, reported that students developed **“very positive attitudes towards books as they raised their literacy in English”**. Asraf and Ahmed (2003) conducted an ER program using graded readers with secondary school students in Malaysia. The sessions which were carried out once a week for over a period of four months, revealed that the students benefited from extensive reading in the sense that they developed positive attitudes towards reading in English. Moreover, in a study investigating the factors that motivate

students to read English extensively, Takase (2007) established a one academic-year program where approximately 220 students from Japan were involved. Results from questionnaires and interviews showed that the most influential factors that students associated with their motivation to read extensively were intrinsic motivation for L1 reading, and intrinsic motivation for L2 reading.

2.9 Second and Foreign Language Acquisition Theories Supporting ER:

Many theories of language acquisition have been associated to extensive reading to support it as a language pedagogy. Among these, one may state:

2.9.1 The Input Hypothesis:

ER receives conceptual support from views and theories that prioritize the importance of input in second language acquisition. Krashen's widely known Input Hypothesis (1982) and his Reading Hypothesis (1993), which focus on the benefits of written input through reading, represent the strongest theoretical contention of the necessity and sufficiency of comprehensible input for many aspects of second language acquisition. Thus, providing a massive amount of input remains one of the principles of language pedagogy, and ER is probably one of the easiest ways to implement an input-rich learning environment in a pedagogical setting (Ellis, 2005).

Krashen emphasizes the importance of reading for language acquisition. He notes that those who read more in a second language perform higher on comprehension exams than those who read less. Language learners can acquire language through reading material that contains vocabulary and structure that are only a bit beyond their current level of competence, i.e., "i+1". Material that is well beyond their comprehension will overwhelm and cause discouragement. Krashen relates his Input Hypothesis to reading as he states:

“The reading hypothesis is a special case of the comprehensible input hypothesis. It claims that reading for meaning, especially free voluntary reading, is comprehensible input, and is the source of much of our competence in literacy, our reading ability, writing style, much of our vocabulary and spelling competence, and our

ability to use and understand complex grammatical constructions”.

Krashen (2002: 05)

Consequently, the more texts learners read, the more input they obtain, and with more and more such input, acquisition of the target language can take place in an easy and comfortable way.

2.9.2 The Affective Filter and Pleasure Hypothesis:

Comprehensible input is not sufficient. Krashen adds that the learner should be “open” or receptive to this input. If no, there will be a mental “block” and this will prevent acquisition. Krashen calls this mental block the “affective filter”. So, when the learner is unmotivated, under stress, tired, anxious, or suffers from any other problem, he/she will experience this mental block.

However, when the filter is down, this learner is highly receptive, which makes acquisition easier for him/her. The aim of extensive reading is to get students enjoy reading. So, when the reading is enjoyable and pleasurable, the affective filter disappears resulting in more language improvement.

2.9.3 The Bookstrap Hypothesis and “Flow”:

This hypothesis entails that the results of an action are fed back to achieve greater results more quickly with less effort (Day and Bamford, 1998). In this sense, the initial successful achievements in extensive reading lead students to discover that the experience of actually reading in the L2 is rewarding and pleasurable. Thus, their positive attitude is stimulated and their motivation grows. These successful initial experiences will feed back into later extensive reading which, in turn, results in a greater success in L2 reading and in an increasing growth of positive attitudes, motivation, and pleasure (Day and Bamford,1998: 30).

Krashen (1993; 1994; 2001) and Day and Bamford (1998) also refer to Csikszentmihalyi’s idea of ‘flow’ ,i.e, the state people reach when they are

deeply involved in an activity. Being in a state of flow of reading implies that students become hooked on the books and the motivation pushing them to read becomes intrinsic rather than extrinsic.

2.10 Reluctant Readers Defined:

Reluctant readers are those students who disengage from reading activities and show an unwillingness to read. For example, a reluctant reader may say “I never read a book” or “I do not like to read”. Reluctant readers range from students who are struggling readers to students who convey high potential through test scores, but lack classroom performance. They may also be those readers who express difficulty staying on their seats, easily distract each other, and are challenged to focus on reading.

According to Boehm (2009: 3), a reluctant reader can be defined as **“someone who struggles with reading or someone who can read, but has no inclination to do so beyond the requirements of day-to-day life”**. This implies that there are several types of reluctant readers. There are those who exceed in reading, but have little interest to do so (Guthrie, 2003). There are also those who are intelligent and interested in reading, but at the same time struggle to read because they have other specific learning problems.

Reluctant readers have some common factors about why they are not reading. One of these reasons is that they may not be excited by the printed world (Mathers, 2008). They may prefer to experience life directly rather than through reading, or they may consider books as inadequate entertainment compared with other competing media such as television, Internet, video games, smart phones, movies...etc.

Reluctant readers may also not read because they consider reading as “uncool”, solitary and unsocial. Additionally, they may have grown up in a socio-cultural milieu which does not value reading (they do not have parents, teachers, or siblings as reading models). A final reason may be that these readers

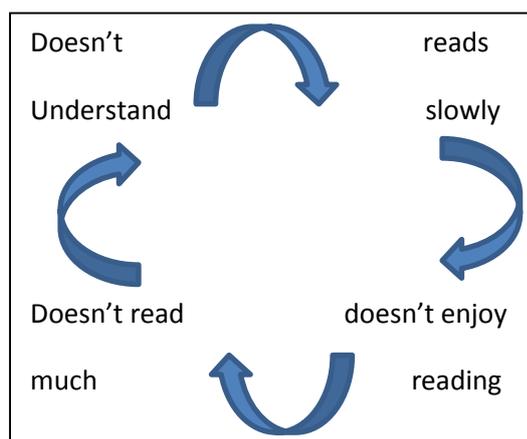
associate the act of reading with ridicule, failure, frustration, or exclusively school related tasks.

2.11 Extensive Reading and Reluctant Readers:

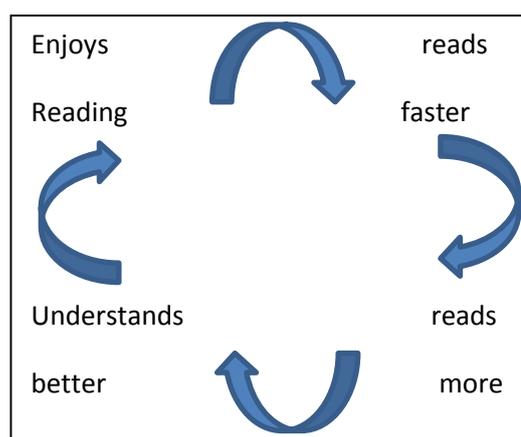
One of the primary concerns of this research work is to prove how an extensive reading program may assist reluctant and struggling readers to become effective and enthusiastic readers. It is worth mentioning that there is a bulk of research supporting extensive reading role in fulfilling such a need. For instance, Day and Bamford (as cited in Powell, 2005: 30) state that **“Students who read large quantities of easy interesting material will become better readers and will enjoy the experience”**.

The assumption behind this is that, when students are engaged in an ER program, they are highly motivated and consequently, they develop a positive attitude towards reading in the second/foreign language. Sakai and Kanda (2005) evoke three golden rules for a successful ER program: a) students should not use a dictionary; b) if students encounter unfamiliar words, they may simply skip them; c) students can quit in the middle of reading if they find the books uninteresting and can switch to another book.

The main problem of weak readers is that they may find it difficult to understand what they read. So, they do not enjoy reading and consequently read as little as possible. In contrast to this, if a teacher provides easy to understand books, then even reluctant students will be motivated to read. Nuttall (2000) explains that speed, enjoyment, and comprehension are closely linked to one another. So, when readers enjoy reading and read a large amount of books, their reading comprehension will be consequently improved, and this in turn will lead them to become more enthusiastic readers. Therefore, Nuttall calls the weak readers to get out of *the vicious circle of frustration* and enter *the virtuous circle of growth* represented in the following figures:



**Figure 2.5: The vicious circle
of the weak reader
(Nuttall, 2000: 127)**



**Figure 2.6: The virtuous circle
of the good reader
(Nuttall, 2000: 127)**

Mason and Krashen's (1997) study is worth mentioning here. Their study examined students who were so called *reluctant* readers. They asked these reluctant readers to read for pleasure, while other students were given traditional reading instruction. The reluctant readers read an average of 30 foreign language books. In order to measure the effects of pleasure reading in developing reading competence, Mason and Krashen provided a close test to both the experimental group and the comparison group before and after the study. In the pre-test, learners in the comparison group scored higher than those in the experimental group. However, the post-test results showed that learners who read for pleasure outperformed those in the comparison group.

2.12 Implementing an Extensive Reading Program:

Integrating an ER program into the curriculum requires considering countless aspects. These aspects include:

2.12.1 Curricular issues:

Teachers have to think in advance what form of ER program is the most suitable for them. Day and Bamford (1998) propose four ways to include ER into the second/foreign language curriculum:

- a) As a separate stand-alone course: this involves a course with its own syllabus, own rules, and allotted time. It can even have different teachers.
- b) As part of an existing reading course: this involves that an existing course is supplemented with ER assignments (eg: reading certain number of books per week or per semester, both in class and at home).
- c) As a non-credit addition to an existing reading course: this is a reading activity based on complete voluntariness. It is an optional assignment and not a formal part of the course where the teacher motivates and encourages students to borrow books from the library.
- d) As an extracurricular activity: this can take the form of extracurricular reading club, not connected to the required courses in the curriculum. Such an ER club can be open to anyone in the language program regardless of the level and everyone can be encouraged to join it.

2.12.2 Materials for extensive reading:

Learners' motivation to read increases when they are interested in what they read. Therefore, the material that a teacher is going to provide is the most important factor to hook students' interest. In the ER program, materials used should cover a variety of topics, genres, and reading levels in order to motivate students.

When considering how to choose books, Day and Bamford (1998) state that the teacher should consider the following questions:

- Will this material attract students?
- Do students have enough background knowledge to be entertained or informed when reading it on their own?
- In terms of their self-image as readers, will reading be an encouraging or discouraging experience?

Consequently, Day and Bamford (1998) offer a category of materials potentially useful for ER:

- 1- Classic works of literature adapted from the originals for second language students is the first choice of reading material for students at the beginning and intermediate stages of their reading development.
- 2- Newspapers can be superb for intermediate and advanced students. Articles in newspapers are short and readers can quickly finish reading them.
- 3- Magazines are also suitable. Magazine articles are often longer than those of newspapers. They also focus on one topic. Therefore, a variety of magazines is necessary to appeal to all students.
- 4- Carefully selected fiction and non-fiction books can also be suitable to intermediate and advanced level students if the books are short and straightforward in content and language.

In the same way, Nuttall (2000) argues that books used to develop the reading habits must be ‘enjoyable’ . She adds that ‘readability’ (suited to the linguistic level of the reader) and ‘suitability’ of content are two major features to take into consideration for ER. Nuttall (2000) suggests the acronym **SAVE** to summarize the four main criteria for selecting material in an ER program:

S: short; anyone undertaking ER for the first time needs short books that he/she can finish quickly to avoid being bored or discouraged. Therefore, the length of the book must not be intimidating.

A: appealing; the books should be attractive, well printed with more colored illustrations and pictures, so that they can appeal to the intended readers.

V: varied; in terms of content, language, and intellectual maturity, the books should vary to suit the various needs of the readers.

E: easy; Nuttall (2000: 131) emphasizes this point as she states that **“We cannot expect people to read from choice, or to read fluently, if the language is a struggle. Improvement comes from reading a lot of easy material”**.

Simenson (1987) classifies materials for ER into three types:

- Authentic readers, i.e, not written for language learners and published in the original language.
- Pedagogic readers, i.e, they are essentially written for language learners from authentic texts with various types of control placed on the language.
- Adapted readers', i.e, these are specially adapted for language learners from authentic texts according to various principles of control set out by editors and publishers in guidelines or adaptors.

Hedge (2000) contends that authentic readers' are very difficult and that they fit to students in advanced levels of language proficiency. They are interesting and culturally enlightening, as they give the opportunity to be exposed to realistic and natural examples of language use. Yet, they are only motivating for those students whose reading ability approaches native competency. Contrary to this, pedagogic materials, and adapted readers' -usually referred to as graded readers- are alternatives that can help learners without difficulty.

The main purpose of graded reading is to provide material that is easy enough to enable the reader to read extensively and to develop sufficient fluency in reading speed, comprehension, fluency, and it enables the reader to move from working with words to working with ideas (Waring, 2001).

As for the number of materials advisable for an ER program, Hedge (2000) proposes two issues: Class readers, and class library.

For class readers, the teachers chooses a book and each student has a copy. However, many teachers prefer class library method. They argue that a box of thirty different books for a class of thirty students provides much more potential than a class set of the same book. Hedge also explains that a class library does not need to be as huge as the term suggests. It can be a box or a trolley, or a bookshelf with a variety of books appropriate to the level of the students. In the same line of thought, Nuttall (2000) suggests that the class

library should have at least as many books as there are students, and that four times the number is better.

2.12.3 Teacher's role in extensive reading:

A successful and effective ER program largely depends on the role the teacher takes part in. Nakanishi and Ueda (2011) assert that the teacher role in extensive reading programmes should be as follows:

“The teacher walks along the classroom, helping students choose books, consulting, advising students on reading or having short discussions about their books, sharing and exchanging impressions and sentiments all on an individual basis. When students approach the displayed books to choose new ones, the teacher is there and talks a little about each of the books they examine. It is very important that the teacher knows something about (or, preferably, had read) most or all of the books in order to give appropriate, funny, and motivating comments to each student. This is a very important role for the teacher in an ER class”.

Nakanishi and Ueda (2011: 3)

In this sense, after having introduced the ER program to their students and explained its aims and benefits, the teacher should encourage and assist the students with their reading inside and outside the classroom. Motivating students to read implies that the teacher should be familiar with all the titles that are in the ER library so that he/she can talk with students about their reading and recommend titles according to his/her students' needs with knowledge and enthusiasm.

It is also advisable for the teacher to schedule silent reading periods or shared reading in class regularly. Seeing the teacher reading the same books in class may be motivating for students. Nuttall(1996) states:

“Students follow the example of people they respect. If the teacher is seen to read with concentration, to enjoy reading and to take use of books, newspapers and so on, the students are more likely to take notice of him/her when he/she urges them to do the same”.

Nuttall (1996: 171)

Thus, teachers who read widely are models for their students. They are more likely to have students who read too. Teachers read aloud can also be a strategy to promote ER. It can be a way of introducing students to genres, authors, and books that they may not initially be attracted by. The procedure is that teachers read aloud to the students while the students follow along silently their own copies of the text.

2.13.4 Follow-up activities:

Day and Bamford (1998) recommend some post-reading activities stating that **“well chosen ones can turn individual solitary act into a community event, allow students to support and motivate one another, and allow teachers to guide and council students”**. They therefore suggest that writing summaries or book reports may be good forms of follow-up activities that may help teachers to:

- Discover what the students understood and experienced from their reading.
- Keep track of what students read.
- Monitor their attitude towards reading.
- Link reading with other aspects of the curriculum.

2.14 Conclusion:

This theoretical chapter has tried to cover the vast area of the reading process and the different approaches that have been used for its teaching. Thus, two main forms of EFL reading instruction namely intensive and extensive reading were discussed with their characteristics as well as their benefits. Some of the reasons that make EFL students reluctant to read have also been evoked. The way an extensive reading programme might be implemented as complementary to the already existing intensive one has also been proposed at the end of the chapter.

Chapter three: Data Analysis and Interpretation.

3.1 Introduction.

3.2 Data Collection Procedure.

3.2.1 The Pre-extensive Reading Phase Results.

3.2.1.1 Results of Classroom Observation.

3.2.1.2 Results of Students' Questionnaire.

3.2.1.3 Results of Teachers' Questionnaire.

3.2.2 The Extensive Reading Treatment Phase Results.

3.2.3 The Post Extensive Reading Treatment Results.

3.2.3.1 Results of the Students' Interview.

3.3 Interpretation of the Results.

3.3.1 Interpretation of the Students' Questionnaire.

3.3.2 Interpretation of the Teachers' Questionnaire.

3.3.3 Interpretation of the Students' Interview.

3.4 Conclusion.

3.1 Introduction:

This third chapter describes the findings which were collected by the research instruments described in chapter one (section 1.10). The results are presented in tabular and chart form so that to ensure that all the findings can be easily understood. The researcher starts by a description of the three phases of data collection in this work, namely the pre-extensive reading treatment, the extensive reading treatment, and the post-extensive reading treatment. After that, an analysis and interpretation of these findings, is discussed to confirm or disconfirm the hypotheses of the research work.

3.2 Data Collection Procedure:

Three different phases characterized data collection in this investigation. These include:

- The pre-extensive reading treatment phase before the students could participate in the present research work.
- The extensive reading treatment phase when the researcher has tried to implement the extensive reading programme.
- The post-extensive reading treatment when the students have been interviewed after the experiment was completed.

3.2.1 The Pre-Extensive Reading Phase Results:

This phase entails the following steps:

The classroom observation, the students' questionnaire, the teachers' questionnaire.

3.2.1.1 Results of Classroom Observation:

As mentioned in chapter one (section 1.10.1), the researcher opted for observation as a first tool to gather data for her investigation. In conducting observation, it was important for the researcher to produce a “thick description”

(Heighan and Croker, 2009: 9) of the participants and the research setting, because a detailed illustration of the latter could ensure the credibility of the study.

Moreover, the process of achieving thick description helped the researcher acquire an in-depth understanding of particular events such as class organization, position of rows, the kind of texts, students' behavior in the reading session, the role of the teacher and the kind of relationship he/she had with his/her students.

The three reading sessions which were observed by the researcher followed approximately the same ritual with few differences from time to time. But in general, the three observational sessions looked something like the following:

- The teacher enters to the classroom and goes to his/her desk.
- The students are talking to one another.
- The teacher gives the students a printed handout (one or two pages) of the selected text to study.
- The teacher asks his/her students to read the text silently for five or ten minutes.
- Sometimes, the teacher takes the initiative to read the text aloud to the students.
- After that, the teacher asks some students to read the text loudly in front of their peers.
- From time to time, the teacher monitors the students' reading. He/she interrupts or stops the students' reading either to correct their pronunciation mistakes or to warn those students who are making noise, not listening to the reading.
- Some students do not seem to be involved or interested by the text that the teacher has chosen for them.

-If there are some unfamiliar or new words in the text, the teacher takes care to focus on them. He/she writes them down on the whiteboard, explains them to the students or asks them to use their dictionaries to check their definitions.

-The teacher emphasizes on explaining each single new or difficult word to the students, sometimes even using translation.

-The teacher also advises his/her students to copy down the words definitions on their copybook.

-The teacher does not care about interrupting his/her students reading to correct pronunciation or explain new words.

-After a thorough explanation of vocabulary, the teacher moves to the reading activities which are more or less the same in each session. The first reading task generally requires the students to answer comprehension questions about the text. This task is usually followed by true/false statements. Sometimes, the teacher asks the students about the general idea of the text. The teacher then, finishes his/her reading course with a written assignment to do either in class or as homework.

3.2.1.2 Results of The Student's Questionnaire:

Question one, two, and three

These questions helped the researcher to draw the profile of the respondents who were involved in this research work as they permitted to gather some data about the learners age, their branch of studies while at the secondary school, and the number of years they have been studying English (For more information, go to chapter one, section 1.7.1)

Question four

This question aimed to gather some background knowledge about the students' perception of the English language sessions from their first year in the middle school to their last year in the secondary school.

Q4: How would you describe your experience in the English classes all along these years?	Number	Percentage(%)
Very interesting	10	11.62 %
Quite interesting	22	25.58 %
Boring	54	62.79%

Table 3.1: Students' perception of the English session.

As the table shows, a very high proportion of the respondents (62.79%) confessed that they found their English sessions boring. (25.58%) of the students declared that these sessions were quite interesting, whereas only (11.62%) described their experience in the English classes as very interesting.

Question five

By asking this question, the researcher sought to know if the respondents were aware of the importance of the reading skill for learning English as a foreign language.

Q5: In an English class, which language skill is the most important to be developed?	Number	Percentage(%)
Reading	07	8.13%
Writing	14	16.27%
Speaking	56	65.11%
Listening	19	22.09%

Table 3.2: English most important skill according to the students.

The answer to this question sheds some light on the students' dislike of reading. Indeed, (65.11%) of the respondents think that speaking is the most important skill to be developed in the English class. Listening comes next with (22.09%), followed by writing in the third position with (16.27%). Reading is considered as the last important skill to be developed since only (8.13%) of the respondents confessed that it was important for their learning.

Question six

The purpose of this question was to know the students' attitudes towards the reading comprehension course in the secondary school.

Q6: In the secondary school, did you enjoy your reading comprehension sessions?	Number	Percentage(%)
Yes	24	27.90%
No	62	72.09%

Table 3.3: Students' attitude towards the reading comprehension session.

Only 24 students, i.e, (27.90%) said that they liked the reading course. The quasi majority answered "No" to this question and confessed that they did not enjoy the reading comprehension course. In this sense, 62 students which represents more than (72%) of the target population said that they did not feel at ease with reading. They explained that they did not possess the necessary vocabulary or grammatical knowledge to comprehend the reading materials they were provided by their teacher. They also argued that using a dictionary each time they faced an unknown word in the text was time consuming and even demotivating for them.

Question seven

This question was asked to have some information about the kind of material that the students dealt with once in the secondary school.

Q7: What kind of materials did you read in these sessions?	Number	Percentage(%)
Short texts	83	96.51%
Magazines	03	3.48%
Books	0	0%

Table 3.4: Materials used in the reading sessions.

Amazingly, the quasi majority agreed that the only kind of materials that students read in class were short texts. Indeed, 83 of the respondents, which is equivalent of (96.51%) of the target population selected short texts. Only 3 respondents (3.48%) declared that they read magazines, whereas no respondent (0%) chose “books” as a material that could serve in a reading class.

Question eight

This question was an attempt to know about the students’ attitudes towards the texts dealt with in the reading comprehension sessions and the degree of readability of these texts according to the students.

Q8: How would you describe these materials?	Number	Percentage(%)
Very interesting	08	9.30%
Quite interesting	10	11.62%
Boring	52	60.46%
Easy	06	6.97%
Quite difficult	47	54.65%
Very difficult	12	13.95%

Table 3.5: Students' perception of the reading materials.

The majority of the answers swung between 'quite difficult' and 'boring' since 52 respondents (60.46%) said that the texts were boring whereas 47 students (54.65%) responded that they were quite difficult. Only 6 students, which is the equivalent of (6.97%) thought that they dealt with 'easy' materials and 10 students (11.62%) assumed that the materials were interesting.

Question nine

This was an important question for the researcher because she wanted to know if the students were involved or participated in the choice of the materials they read in the classroom.

Q9: In class, did you choose the material your read, or was it your teachers' choice?	Number	Percentage (%)
Students' choice	0	0%
Teachers' choice	86	100%

Table 3.6: Students' involvement in the choice of the reading material.

100% of the respondents which represents the whole target population affirmed that they had no right to choose the kind of texts they wanted to read and that it was up to the teacher to select the texts he/she wanted without even taking into consideration his/her students' needs or interests.

Question ten

The purpose of this question was to know if the teacher played a role in encouraging or enhancing his/her students to read outside of the classroom.

Q10: Did your teacher encourage you to read outside of the classroom?	Number	Percentage (%)
Yes	41	47.67%
No	45	52.32%

Table 3.7: Teachers' role in encouraging their students to read outside the classroom.

More than half of the respondents (52.32%) declared that their teacher did not encourage them to read outside the classroom.

Question eleven

Through this question, the researcher wanted to know what kind of materials those teachers advised their students to read.

Q11: if yes, what kind of material did your teacher encourage you to read?	Number	Percentage(%)
Books and short stories	06	14.63%
Magazines and newspapers	0	0%
Texts from the textbook to prepare for next session	35	85.36%

Table 3.8: Types of material students are advised to read.

Among the 41 respondents who stated that their teacher encouraged them to read, 35 students (85.36%) confessed that they were encouraged to read texts to prepare for the next session. Only 06 students (14.63%) reported that they were advised to read books and short stories.

Question twelve

Responses to this question were intended to show if the teacher was a reading model for his/her students, which is a very crucial point in enhancing a habit of reading among learners.

Q12: Did you feel that your teacher liked reading in English? Was he a keen reader?	Number	Percentage(%)
Yes	23	26.74%
No	63	73.25%

Table 3.9: Students' perception of their teachers.

Approximately more than two thirds of the target population (73.25%) assumed that they did not have the feeling that their teacher was a keen reader since he/she never talked about stories he/she read to them or encouraged them to go to the school library and select a book to read at home.

Question thirteen

This question was an attempt to know if the students' reluctance to read was due to the lack of reading materials in their secondary school.

Q13: Did you have a library in the secondary school?	Number	Percentage(%)
Yes	83	96.51%
No	03	3.48%

Table 3.10: Availability of libraries in secondary schools.

Nearly all the respondents (96.51%) admitted that there was a library in their school. Only three students (3.48%) presumed that they studied in schools which did not contain a library (maybe because they have never set foot in such a place, so they ignored its existence).

Question fourteen

This question aimed at checking the students' frequency for going to the school library.

Q14: if yes, did you go to this library?	Number	Percentage(%)
Usually	06	6.97%
Sometimes	12	13.95%
Rarely	10	11.62%
Never	58	67.44%

Table 3.11: Students' frequency for visiting the library.

Only 06 students, a number that represents a very small percentage (6.97%) of the target population declared that they visited the library in a regular way. 12 students (13.95%) confessed that they went to the school library from time to time. Yet, 68 students which is the equivalent of more than two thirds of

the respondents reported that they either rarely visited the library (11.62%) or that they never set foot in such a place (67.44%).

Question fifteen

This was a very important question in the students' questionnaire because it aimed at finding out whether these latter were really attracted and motivated by reading in English or not.

Q15: if attracted by a book in English, are you going to:	Number	Percentage(%)
Read it all?	11	14.28%
Read just its summary?	44	57.14%
Read just the first pages and then you abandon your reading?	21	27.27%

Table 3.12: The degree of students' attractiveness by books.

Statistics to this question showed that only 77 of the respondents chose a statement to reply to this question. It was noticed that 09 students skipped it may be because they have never been attracted by reading in English. Consequently, 44 students (57.14%) reported that if they were attracted by a given book in English, they would just read its summary. They justified their answer by the fact that reading all the book would take a lot of time and effort on their part. Others claimed that reading the summary of a book could be a strategy to have a general idea about its content. 21 respondents (27.27%) claimed that they would read just the few first pages of this book but would never finish it. Some justified their answer by the fact that reading all the book would be boring for them. Others claimed that they would abandon their reading because they would face difficult words which would be discouraging for them.

Fortunately, there were few students (14.28%) who argued that they would read all the book if they found it enough attractive to them. These students showed a high motivation to read in English as they reported that they had the habit of reading and that they liked that.

Question sixteen

Through this question, the researcher wanted to know if students had the habit of reading in their first language.

Q16: Do you enjoy reading in Arabic?	Number	Percentage (%)
Yes	34	39.53%
No	52	60.46%

Table 3.13: Students' reading habits in Arabic.

Only one third of the respondents (39.53%) confessed that they liked reading in Arabic. When asked which kind of materials they enjoyed reading, their answers swung between “messages” and ‘comments’ on their face-book , news online ...etc. Few of these students declared they were interested by reading “books” in Arabic. Contrary to this, (60.46%) of the respondents reported that they did not enjoy reading in Arabic.

Question seventeen

Through this question, the researcher aimed at gathering data about the students' reading habits in French.

Q17: Do you like reading in French?	Number	Percentage(%)
Yes	29	33.72%
No	57	66.27%

Table 3.14: Students' reading habits in French.

As the table shows, the respondents seem less enthusiastic to read in French than in Arabic. Indeed, 57 students (66.27%) reported their dislike of reading in French, whereas 29 respondents (33.72%) argued that they liked reading materials in French; these include newspapers, comments on the net, and novels.

Question eighteen

This was the first question of the second section in the students' questionnaire. Its purpose was to know what students did in their free time.

Q18: What do you do in your free time?	Number	Percentage (%)
Watch TV	73	84.88%
Surf on the Net	84	97.67%
Practice sport	11	12.79%
Read a book	21	24.41%

Table 3.15: Students' activities in their free time.

Approximately all the respondents (97.67%) assumed that they spent their free time in front of a computer or a tablet. Nearly the same proportion of the respondents (84.88%) declared that they liked watching TV programmes in their spare time. Yet, only 21 students (24.41%) confessed that they prefer to sit in a

corner and read a book whereas 11 students (12.79%) expressed their love for practicing sport.

Question nineteen

This question was divided into three parts each of which was carefully formulated to Know about the impact of TV on students' reading habits.

Part 1: watching TV is more attractive than reading a book	Number	Percentage(%)
I strongly agree	04	4.65%
I agree	69	80.23%
I disagree	13	15.11%
Part 2: I get bored when TV is not working		
I strongly agree	04	4.65%
I agree	63	73.25%
I disagree	19	22.09%
Part 3: I learn more from TV than from reading a book		
I strongly agree	12	13.95%
I agree	49	56.97%
I disagree	25	29.06%

Table 3.16: TV impact on students' daily life.

The role that TV plays in students' life is clearly identified according to their responses. Indeed, the majority of the respondents (84.88%) found that watching TV is more interesting than reading a book. Approximately the same

proportion of students (77.9%) assumed that they get bored whenever TV is not working and more than two thirds of the respondents (70.92%) estimated that they could learn more from TV programmes than from reading books.

Question twenty

This question investigated the impact of technology namely the Internet on students' reading habits. It was divided into three different parts.

Part 1: Surfing on the Net is more attractive than reading a book	Number	Percentage(%)
I strongly agree	14	16.27%
I agree	66	76.74%
I disagree	06	6.97%
Part 2: I get bored when there is no connection on the Net		
I strongly agree	14	16.27%
I agree	70	81.39%
I disagree	02	2.32%
Part 3: I learn more from surfing on the Net than from reading a book		
I strongly agree	68	79.06%
I agree	14	16.27%
I disagree	04	4.65%

Table 3.17: Internet impact on students' daily life.

Statistics from this table show how students are addicted to the world Wide Web and how this addiction has influenced their reading habits. Indeed,

approximately all the respondents reported their interest to the Internet as they declared with a percentage of (93.01%) that surfing on the Net was more attractive to them than reading a book. Similarly, the quasi majority of the students (97.66%) argued that their life would be rather boring if they were not connected to the Net. Besides, approximately the same percentage (95.33) declared that they would learn much more from the Internet than from reading a written material.

Question twenty one

This question was asked to check out the students' awareness of the importance of reading in their life.

Q21: Reading is a waste of time	Number	Percentage(%)
I strongly agree	02	2.32%
I agree	13	15.11%
I disagree	71	82.55%

Table 3.18: The degree of students' awareness of the importance of reading.

It seems that the majority of the students are aware of the importance of reading since 71 respondents (82.55%) confessed that reading was not a waste of time. Only (17.43%) thought that reading was not important by declaring they "strongly agree" or "agree" with the statement proposed by the researcher.

Question twenty two

This question was the first question of section three in the students' questionnaire. Indeed, its aim, as it is the case for the rest of the questions in this section, was to gather some information about the impact of the socio-cultural milieu on the students' reading habits and on their reluctance to read.

Q22: Did your parents read to you stories when you were a child?	Number	Percentage (%)
Usually	11	12.79%
Sometimes	34	39.53%
Never	41	47.67%

Table 3.19: Parents' involvement in reading to their children.

It seems that many students were not initiated to reading when they were young since 41 of the respondents (47.67%) confessed that their parents never read to them stories in their early years. 34 students (39.53%) declared that their parents used to read to them from time to time whereas only 11 students (12.79%) confirmed that they were usually read to by their parents when they were children.

Question twenty three

This question was asked to gather information about the parents' role in encouraging their children to read.

Q23: did your parents take you to bookstores and offer you books when you were a child?	Number	Percentage(%)
Usually	09	10.46%
Sometimes	19	22.09%
Never	48	55.81%

Table 3.20: Parents' involvement in buying books to their children.

More than half of the respondents (55.81%) stated that their parents never took them to bookstores and bought books to them in their early years. 19 students (22.09%) said that their parents sometimes offered books to them, whereas only 09 students (10.46%) confessed that their parents usually bought books to them.

Question twenty four

This question was asked to check if students participated in the choice of books they were bought.

Q24: If yes, did you choose the books by yourself?	Number	Percentage(%)
Yes	17	60.71%
No	11	39.28%

Table 3.21: Students' involvement in the choice of books in their early age.

Among the 28 students who declared that they were offered books by their parents, 17 respondents (60.71%) affirmed that it was up to them to choose the books they were offered while 11 students (39.28%) confessed that they were not given the opportunity to make the choice by themselves.

Question twenty five

Through this question, the researcher wanted to check if the parents were reading models to their children.

Q25: Do your parents read at home?	Number	Percentage (%)
Usually	11	12.79%
Sometimes	44	51.16%
Never	31	36.04%

Table 3.22: Parents' frequency of reading at home.

A minority of the respondents, i.e, 11 students (12.79%) confessed that their parents usually read at home. Yet, more than half of the target population, i.e, 44 students (51.16%) declared that their parents read from time to time, and 31 students (36.04%) reported that they have never seen their parents reading any written material at home.

Question twenty six

By asking this question, the researcher aimed to have an idea about the kind of materials the parents read.

Q26: If yes, what do they read?	Number	Percentage(%)
Newspapers	48	87.27%
Magazines	00	0%
Books	07	12.72%

Table 3.23: Types of materials parents read at home.

Among those students whose parents read at home, the majority, i.e, 48 students (87.27%) reported that newspapers were the only materials that their parents read. Only 07 students (12.72%) confessed that they have seen their parents reading books.

Question twenty seven

This question was complementary to question twenty five as its aim was to check if the students brothers and sisters were reading models to them or not.

Q27: Do your brothers and/or sisters read at home?	Number	Percentage (%)
Yes	78	90.69%
No	08	9.30%

Table 3.24: The reading habits of students' brothers.

The quasi majority of the students (90.69%) confessed that they have brothers and/or sisters who read at home. The remaining (9.30%) answered “No” to this question.

Question twenty eight

This question was an attempt to know which kind of reading the students brothers and/or sisters read. Indeed, all the respondents who were affirmative in the previous question reported that their brothers and/or sisters read news or SMS on their personal computer, tablets, and phones. Others declared that they read what their teachers asked them to read as a homework. Yet few students, i.e, 07 ones, which represents (8.13%) of the whole target population (86 students) confessed that they had brothers and/or sisters who loved reading stories and novels.

Question twenty nine

Through this question, the researcher wanted to know if the respondents were in contact with written materials at home, i.e, if they were used to see books surrounding them.

Q29: Do you have a library at home?	Number	Percentage(%)
Yes	77	89.53%
No	09	10.46%

Table 3.25: Library availability in students' house.

Roughly all the respondents answered “yes” to this question since 77 students (89.53%) confessed that their house contained a library. Only 09 students (10.46%) said that they did not possess a library where they lived.

Question thirty

This was the last question of the students' questionnaire. It was asked to have an idea about the value of printed materials to the students.

Q30: If someone offers you a book as a present, will you	Number	Percentage(%)
Feel happy ?	10	11.62%
Prefer to have another present ?	55	63.95%
Feel indifferent ?	21	24.41%

Table 3.26: The value of books for students.

It seems that the majority of students (63.95%) would prefer to have another present if they were offered a book. Other students (24.41%) would feel indifferent, whereas only a minority (11.62%) would express their happiness to get a book as a present.

3.2.1.3 Result of Teachers' Questionnaire:

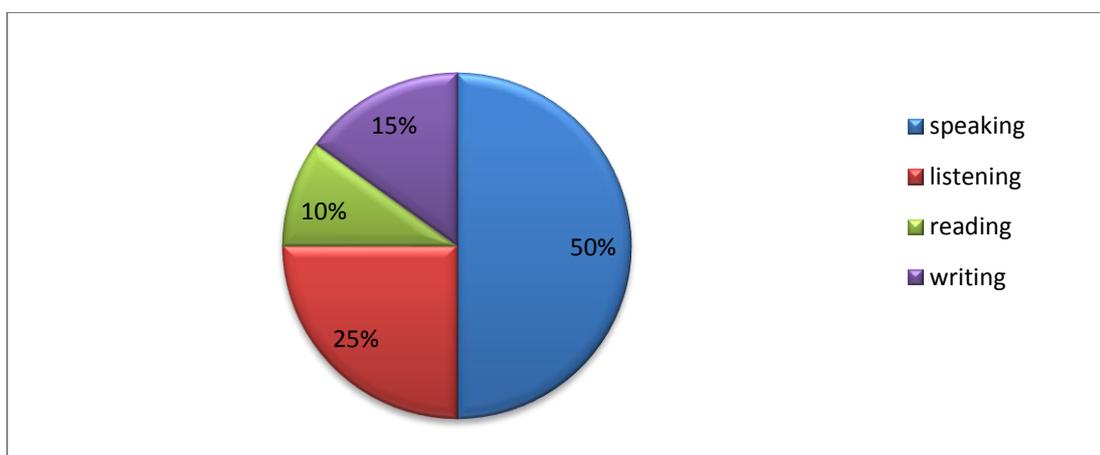
Question one, two, three, and four:

These four questions were addressed to the ten teachers who were involved in this research work to gather some information about their profile (for more details, go to chapter one, section 1.7.2).

Question five

Q5: In which of the four language skills do you feel that your students are more involved?

According to the teachers' responses, first year EFL students seem to be more interested by speaking (50%) and listening (25%), while reading and writing seem to have approximately the same status (10% for reading and 15% for writing). This confirms results of the students' questionnaire where these latter confessed that speaking was the most important skill to be developed in foreign language classroom (see section 3.2.1.2, question five). The following pie chart illustrates the teachers' response to question five:



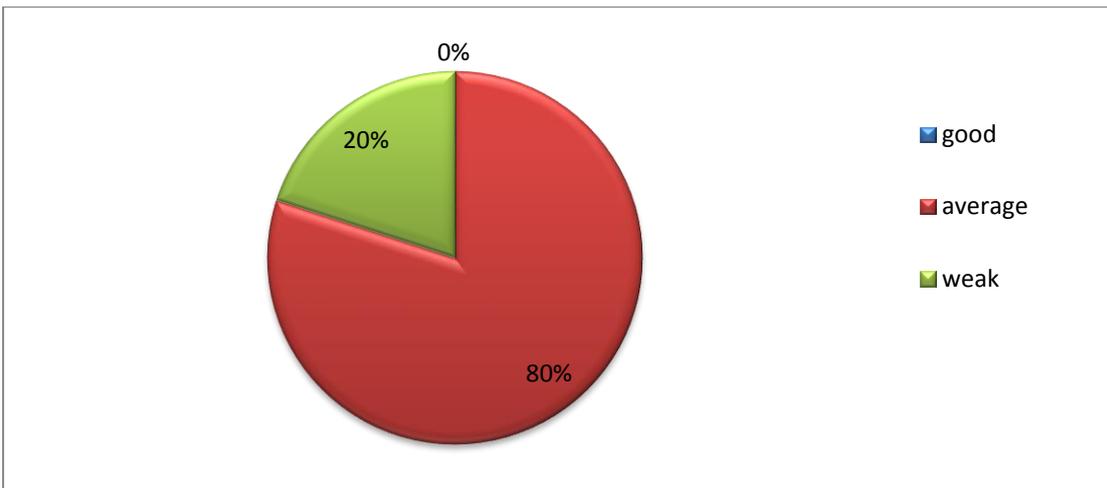
Pie-chart 3.1: students' involvement in the four language skills.

Question six:

Q6: How would you assess your students’ progress in the reading skill?

Good Average weak

Approximately all the respondents (80%) reported that their students improvement in the reading skill was rather average. The remaining (20%) of the respondents confessed that their students possessed poor reading abilities in the English language. No teacher (0%) thought that his/ her students were good in reading. These results are shown in the following pie chart:



Pie chart 3.2: students’ progress in the reading skill.

Question seven

Q7: What type(s) of materials do you use in your reading comprehension session?

Short texts Articles from magazines short stories

If others, please explain... ..

Some teachers ticked more than one answer in this question. Thus, 08 teachers (80%) declared that they used short texts for teaching reading in the classroom. 05 teachers (50%) referred to articles from different magazines and newspapers, whereas only 03 teachers, which represents (30%) of the respondents confessed that they encouraged their students to read short stories at home from time to time.

Question eight

Q8: When you are teaching reading, what is/ are the main objectives you seek to reach?

- Develop your students' awareness of the structure of the written text in English.
- Enrich your student's vocabulary repertoire.
- Promote a positive attitude towards reading and instill a love of reading among your students.

For this question, teachers ticked more than one answer among the possibilities proposed by the researcher. In this sense, all the teachers (100%) agreed that their aim was to reinforce their students' vocabulary of the target language. Developing students' awareness of the structure of the English language was also an objective that the majority of the teachers (90%) sought to achieve. Yet, only half of the respondents (50%) reported that their main interest was to promote a positive attitude towards reading so that their students could become avid readers.

Question nine

Q9: In your opinion, is the time allocated to the teaching of reading comprehension sufficient? Explain.....

.....

All the ten teachers (100%) reported that the time allocated to the teaching of reading at the university level was far from being sufficient to meet students' needs in this skill. Teachers explained that much more time needed to be devoted to the reading session to teach students reading strategies and to give them the opportunity to explore varied reading materials (as the classroom was the only place where the majority of EFL students were supposed to read in English).

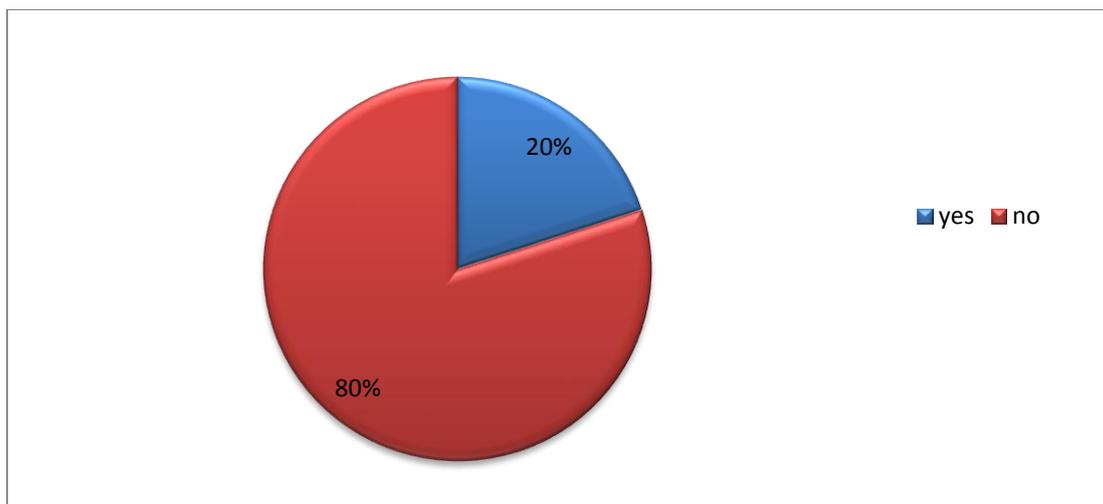
Question ten

Q10: Do you think that your students read outside of the classroom?

Yes

No

The quasi majority of the respondents (80%) answered 'No' to this question. Only two teachers (20%) believed that their students read at home. The students reading frequency at home is represented by the following pie-chart:



Pie-chart 3.3: students' frequency for reading at home according to their teachers

Question eleven

Q11: If no, what makes your students reluctant to read in English?

-Difficulty of words and grammatical structures encountered in the reading materials.

-Lack of reading habit.

-Lack of motivation.

-If others, please explain.....

.....

.....

All the three propositions were opted for by teachers in this question. In this sense, 100% of the respondents reported that their students were reluctant to read because they have always been provided with difficult, complex, and sometimes uninteresting materials. The same number of the respondents confessed that their students were reluctant to read simply because they did not have a reading habit, i.e., they were not used to read in Arabic and French. These teachers also declared that their students lacked the motivation and enjoyment to read in the foreign language. Students' addiction to television and the Internet was also proposed by the teachers as a cause that could prevent them from reading in the target language. Overloaded programs -mainly in middle and secondary schools- and lack of time were also suggested as potential reasons for students' reluctance to read in English.

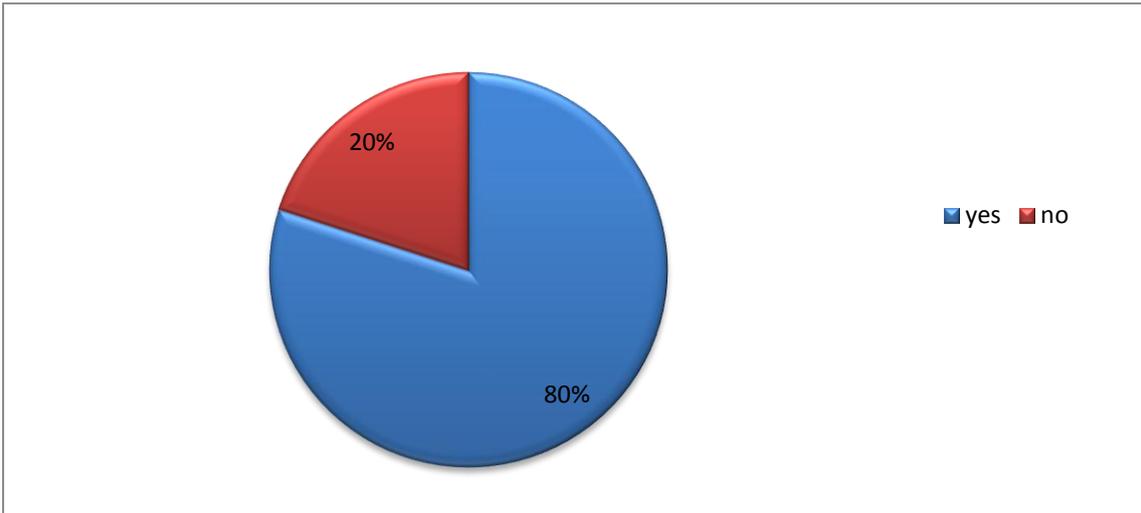
Question twelve

Q12: Have you ever encouraged your students to read in their free time?

Yes

No

More than two thirds of the respondents (80%) declared that they always encouraged their student to read at home. The remaining (20%) confessed that they did not. These results are more illustrated in the following pie-chart:



Pie-chart 3.4: teachers’ encouragement for their students to read at home.

Question thirteen

Q13: If yes, how?.....

Among the 08 respondents who answered ‘yes’ to the previous question, 05 teachers (62.5%) confessed that they tried to make their students aware of the importance of reading not only for learning English but for improving in other disciplines. The remaining three teachers (37.5%) reported that they always asked their students to read and prepare the text that should be read in the next reading comprehension session.

Question fourteen

Q14: What is your approach to teaching the reading skill?

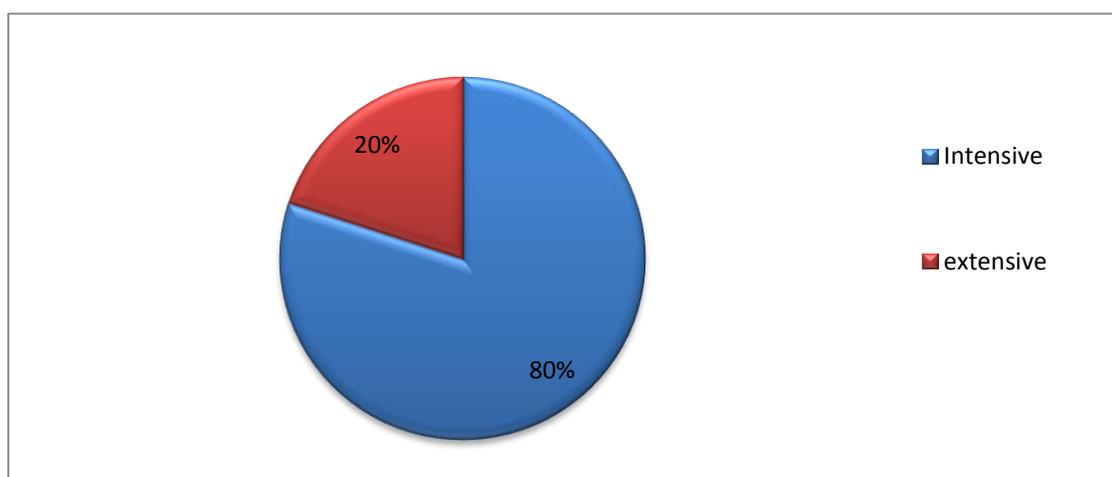
Intensive

extensive

Explain.....

This question aimed to gather some information about the methodology used for teaching the reading skill at the university level. Amazingly, the quasi majority of the respondents (80%) confessed that they used intensive reading as a form of reading instruction. They explained that they favored this approach because their students were already accustomed to it in the secondary school, so there was no need to try another way to teach them reading. They also claimed that, through this approach, it was easier for them to explicitly teach the different vocabulary items and grammatical structures of the text.

Only 02 teachers (20%) reported that they did their best to be eclectic in their teaching, sometimes using the intensive reading approach and others, moving to the extensive reading one. They argued that intensive reading could help their students learn vocabulary and grammatical structures, but this approach could also be boring for these students. Therefore, these teachers explained that, from time to time, they tried to incorporate the extensive reading approach to their programme by asking their students to go to the library, choose a book, try to read it at home, and then bring a written report about what they read. This would give the students the opportunity to choose the reading material by themselves, which would motivate them and help them enjoy their reading in the foreign language. The following pie-chart demonstrates the approach used by EFL teachers when dealing with the reading skill:



Pie-chart 3.5: The approach to teaching the reading skill.

Question fifteen

Q15: Relying on your classroom experience, what would you do to stimulate your students and encourage them to read in English?

explain.....

This question gave the teachers the opportunity to express their suggestions and recommendations for motivating first year EFL students to read more in English. In this way, teachers' propositions fell into three broad categories:

- What students might do to improve their reading.
- What teachers might do for such an improvement.
- What government and syllabus-makers might do to change this situation.

As for the students' responsibility in improving their reading skill, teachers advised them to read more in their free time. They explained that these students would not make progress if they were not curious to discover other subjects, or materials apart from those read in the classroom.

Concerning their responsibility in stimulating their students and encouraging them to read the foreign language, teachers proposed the following points:

- Choose reading materials that motivate students.
- Diversify the reading materials so that students can select by themselves what may seem interesting to them.
- Make students aware of the importance of free voluntary reading not only for learning English, but also for other modules mastery.

- Not focus too much on the teaching of the vocabulary and grammar in their reading comprehension session.
- Encourage students who read in their free time by giving them additional points in their exam (incentive may be used as a strategy at the beginning to encourage students to read outside of the classroom).
- Encourage students to visit the library and borrow books.

Teachers also referred to the responsibility of government and syllabus makers in promoting the habit of reading among EFL students. They suggested the following points:

- Improve EFL textbooks in the middle and secondary schools to cope with the needs and interests of the students.
- Reconsider the way the reading skill is taught from the middle school up to secondary school, and even at the university level.
- Devote more time for the teaching of the reading skill.
- Introduce extensive reading as a complementary programme to the already existing one, i.e, intensive reading.
- Promote the use of school libraries by including library session in the weekly time table.

3.2.2 The Extensive Reading Treatment Phase Results:

As it was mentioned in chapter one (section 1.10.4), ten students from the eighty six respondents who participated in this research work, were chosen randomly and received an extensive reading treatment based on reading graded readers as a homework for a period of approximately three months. At the same time, these students continued to follow (with their peers) the intensive reading courses, which included reading short texts, answering comprehension questions, and doing vocabulary and grammar exercises in class.

Before starting the treatment, the researcher took care to explain to the students what extensive reading is, and why these students were asked to do it. She explained that her main objective was to try to instill a habit of reading among them that would hopefully last for the rest of their lives. The researcher also emphasized on the fact that the students would not be tested after reading the graded readers. The only thing that they were required to do was to fill in a reading report sheet in which they were asked to write a short summary each time they finished reading a book. These reports were collected every two weeks. This allowed the researcher to have an understanding of what the participants were reading and what their interests were.

There was no strict requirement on how much the students should read. Yet, they were advised to keep borrowing graded readers, and read as much as they could in their free time (the researcher suggested to the students to read at least one book per week if they could do that). Students were informed how to choose the books and how to read them. Yet, the researcher never obliged them to read a book or another. The participants were free to decide which book to choose, and how much time to read per day.

It was stressed that if the book was boring or too difficult for them, the participants could stop reading it and get another one. It was also emphasized that the participants should avoid using a dictionary each time they encountered an unknown word as they should be satisfied by understanding the general idea (s) of the story.

To collect the reading materials for the extensive reading treatment, the researcher went to the international book fair which takes place each year in Algiers and bought the graded readers available there. She also purchased other sets of lower level books written in English.

The graded readers were marked on the cover to show their reading level. Each level was marked with a certain colour. For example, the Oxford

Bookworms graded readers (from the Oxford University Press) were marked as follows:

Level	Color	Number of headwords
Starter	Pink	250
Level 1	yellow	400
Level 2	orange	700
Level 3	Red	1000

Table 3.27: Oxford Bookworms graded readers level, color, and number of headwords.

The researcher grouped the books according to their reading level so that students could borrow them according to their reading level. Each time the participants finished reading a graded reader, they were encouraged to borrow another one. At the end of the extensive reading treatment, the participants had read eight to twelve books on average.

The participants perceived the extensive reading treatment positively. They viewed graded readers as more suitable than the text they read in the class. Consequently, it was noticed that those students who were once reluctant to read in English became more interested as they showed a kind of improvement in their attitudes towards the printed world.

3.2.3 The Post Extensive Reading Treatment Phase Results:

After three months, the extensive reading treatment was completed, and some students of the instrumental group were interviewed to report their feelings about such an experience.

3.2.3.1 Results of the Students' Interview:

In order to confirm the last hypothesis of this research work, a final interview was administered to some students of the experimental group (see appendix three). Thus, after the three months of extensive reading programme, six (06) students were chosen randomly to investigate their attitudes towards this programme.

The following table reports the results of the semi-structured interview:

Students	General attitudes towards extensive reading
Student A	He reported that he was scared at the beginning of the programme to read a whole story in English, but that he very soon enjoyed the extensive reading programme because the stories were not very difficult. Before reading extensively, he felt like sleeping whenever he was asked to read something in English. But, with the extensive reading programme, the themes were interesting and appealing. He would recommend his peers to read more in English, and he would keep on reading at the end of the programme.
Student B	She reported that she never thought that she could read English stories. She was glad because she felt that she was improving in reading. Extensive reading was also a very useful activity because it helped her learn English. She said that she enjoyed reading graded readers because the language in which they were written was simple. She would like to continue this experience after the end of the programme, and would recommend her friends to do so. She also confessed that this was a good way to spend her pastime.

Student C	<p>According to this student, extensive reading was a very fun activity because it was very amusing to read short stories that she has already seen as movies on TV.</p> <p>She would advise her peers to read graded readers because they are easy and appealing. She would also suggest to each teacher of English to add extensive reading to their normal English class.</p>
Student D	<p>He was not very motivated to read graded readers at the beginning of the programme because they were ‘lengthy materials’ for him compared to the short texts he used to read in the classroom. But, after a short period of time, he found that the stories were easy to read. They were also attractive. He then started to read every day for half an hour. He was very motivated to read because he felt that his reading skills improved.</p>
Student E	<p>To this student, extensive reading was very useful because he gained a lot of knowledge from reading graded readers. At the beginning, he had to read twice or these times to understand sentences. Later on, he found that he could read faster and understand better. He would recommend all EFL students to read more graded readers because “they are amazing”. He would also advise all teachers to use them instead of the traditional textbook which does not attract students.</p>
Student F	<p>She reported that it was very useful for her to choose the stories by herself, because she could select materials appropriate to her reading ability. She confessed that before starting the extensive reading programme, she often faced difficult words that stopped her even though the reading material was interesting. Yet, with the ability to choose books</p>

	<p>appropriate to her level, reading was not boring anymore. She could choose her stories about ‘love’, ‘adventure...etc. She would never stop reading in the future because she discovered another way to approach reading.</p>
--	--

Table 3.28: Students responses to the interview.

3.3 Interpretation of the Results:

After the collection and analysis of data gathered in this investigation, it seems logical to move to the interpretation of the results to confirm or disconfirm the hypotheses which were suggested by the researcher at the beginning of her inquiry.

3.3.1 Interpretation of the Students’ Questionnaire Results:

It is clear from the first part of section one of the questionnaire that the big majority of students (52.33%) came from the literary stream (see chapter one, section 1.7.1). Being so, they were expected to be heavy readers, devoted to books and always eager to read more. Yet, this was not the case. Indeed, when asked if they liked reading either in Arabic or French, more than half of the respondents (60.46% for Arabic and 66.27% for French) replied “No”. This was a quite threatening percentage for the researcher who wanted to investigate the reasons behind such an unwillingness to read on the part of the students.

It should be mentioned that the researcher had some preconceived hypotheses in mind. One of these was that students were reluctant to read because they have only been exposed to intensive reading. Questions six, seven, eight, nine, ten and eleven of the students’ questionnaire were designed to confirm or disconfirm this hypothesis and responses to these questions were rather affirmative to the researcher’s hypothesis.

Thus, according to the students' answers to the above mentioned questions, these latter have never been initiated to the extensive reading approach for all the period they have learnt English in the secondary school since they reported that they never read short stories in class or were encouraged to read them out of class. The only materials that these students dealt with were short texts that more than half of the target population described as boring and quite difficult.

Besides, these students were never involved in the choice of these texts. What happened is that it was the teacher who directed most of what happened in class by deciding what to read, when to read, and what vocabulary, grammar, text structure or comprehension questions to focus on, i.e, teaching reading was more teacher-centered than learner-centered.

Yet, teaching the reading skill by ignoring the students' interests and wants means that these teachers are neglecting the most important part of reading, which is 'motivation'. Indeed, there should be mentioned that there are two sides of reading. On one side are the *skills* which include word recognition, vocabulary, grammar, and simple comprehension. But on the other side, there is the *will* to read. A good reader has both the *skill* and the *will*. In the *will* part, there is the motivation to read, i.e, students' enjoyments, their wants, their needs, and their attitudes and behaviors surrounding reading.

In reality, what the majority of teachers have been ignoring till today when teaching reading is that a student with a skill may be able to read but without will, he/she can never become a lifelong reader. This is exactly what justifies the "poor" reading ability of students and their reluctance to read whether in Arabic, French, or English.

In the same line of thought, question twelve was asked to gather some information about how the students perceived their teachers in the classroom. Students were asked if they felt that their teachers were keen readers, i.e, if their teachers liked and enjoyed reading, and approximately two thirds of the target

population (73.25%) replied “No” to this question. This implies that teachers, as individuals, are also to blame for their students’ reluctance to read since they have never been considered as reading models for their students.

Consequently, the role of teachers in modeling reading is paramount. Consciously or not, if teachers present the reading lesson or activity with enthusiasm, suggesting that it is interesting, important, and worthwhile, students are more likely to adopt the same attitude. This means that students would spend more time reading if they had the feeling or they saw their teachers reading.

When students see their teachers enjoy reading in class, this reinforces the idea that reading is valuable and important, i.e, teachers modeling is indispensable in motivating reluctant and low-achieving readers. So, if teachers do not read, how can this act be important for their students, particularly for the low-achieving ones?

Additionally, teachers should broaden the repertoire of approaches to reading instruction, drawing on recent and authenticated research and not conforming the textbook and curricula constraints. They need to deepen their understanding of which approach is more effective for achieving goals or addressing the needs of their students as particular individuals. They need to be eclectic and adapt instruction according to each learning situation. Unfortunately, there is an increasing tendency in the majority of our schools to engage in a “one-size-fits-all” reading curriculum that does not usually address the learning needs and interests of all students.

Therefore, good teachers should provide instruction that is responsive to the specific needs of every student as they should have a plethora of tools in their educational toolbox to ensure that every student is helped to reach his/her full potential.

Besides, these teachers should be aware of the role of school libraries in enhancing good habits of reading among students. In question thirteen and fifteen of the students questionnaire, it was reported that although the majority of the

secondary schools contained a library (since 83 students answered ‘yes’ to this question’), more than two thirds of these students confessed that they either rarely borrowed books from these libraries or that they have never set foot in such places. This may be explained by the fact that teachers and even school librarians have missed their role as literacy leaders as they failed to develop a culture of reading in secondary school environments. Indeed, matching the right book with the “right” student is a quite tough task which requires the collaboration of qualified librarians, engaged teachers, and trained technical staff to provide strong library programmes that may help low-achieving and reluctant students-readers to become more involved about reading.

The impact of television viewing and the Internet on decreasing the habit of reading among students causing their reluctance to read was the second hypotheses that the researcher tried to confirm or disconfirm through the second section of the students’ questionnaire. In this sense, question eighteen, nineteen, and twenty were asked to investigate the place that TV channels and the World Wide Web occupied in students’ life.

Approximately all the respondents seemed to be seduced by TV programmes and surfing on the net as they all reported their addiction to such devices. Following the results of the students’ questionnaire, it can be assumed that television viewing as well as surfing on the net have become an integral part of students’ life as they provide them with both entertainment and information. So, after a hard day of study at school, students prefer to switch on TV and watch the programmes of their interests, or use their computers for chatting and face-booking with their friends.

Students opt for television viewing and the use of the Internet as a mode for relaxation as they assume that these devices are more attractive than setting in a corner trying to read a printed material.

TV viewing and the World Wide Web are emerging as serious rivals to reading. One explanation of this may be that the more students engage in new

leisure activities, the less time they will leave for the old ones, such as reading. Another explanation may be that the information available through TV channels and the Internet is easier to process than that found in a book, i.e, watching TV does not require the students to use their brains as much or concentrate as hard, so this device may be more appealing for them after a long day of studies at school.

The increasing number of TV channels and the huge number of sites available in the internet may also be a reason why these two devices have come to displace reading. When there were only few channels on TV screens, people used to pick up a book if they found nothing interesting to watch on TV.

Nowadays, the entertainment formula that most TV channels and web sites are based on, is much more appealing for students to the point that they have become a prevalent habit of their daily routine. Besides, the information and amusement that were initially only available in print are now increasingly accessible on the screen as well. The Internet and CD-ROM can now be used as substitutes for reference books, and romantic fiction is easily replaced by opera and films on television.

The third and last section of the student's questionnaire was intended to test the third hypothesis that the researcher proposed as a cause for students' reluctance to read. This hypothesis assumed that EFL learners were reluctant to read because they came from a socio-cultural milieu that has never encouraged reading as a leisure activity. Thus, questions twenty two, twenty three, twenty four, twenty five, twenty six, twenty seven, twenty eight, and twenty nine were formulated to gather information about the family impact on establishing a reading habit among students.

Results of these questions revealed that the majority of students came from homes which did not consider reading as an important activity in their daily life. Indeed, when asked if their parents read at home or not, nearly half of the target population (36.04%) replied 'No'. (51.16%) of the respondents declared

that their parents read from time to time, whereas only (12.79%) of the students confessed that they had parents who usually read at home. Yet, among the 55 respondents who reported that their parents were 'readers', only 07 students mentioned that their parents read books.

Newspapers constituted the most popular reading material among parents (87.27%). One interpretation of such a result may be that newspapers are more readily available. They are also easy to carry, i.e, they can be read in buses, taxis, so they can be read without even setting time aside for reading them. They are also a relatively cheap medium that approximately every father can afford to buy (compared with expensive books).

Thus, the socio-economic status of the students may also explain their reluctance to read. It should be mentioned that many Algerian families live before the subsistence level and that some family incomes are so meager that buying books may become impossible. Therefore, to think of buying books for their children when basic needs have not been met, may be considered as a waste with some parents who do not value reading that much.

The home is the first institution for the introduction of the child to reading. Parents should know that readers are made not born. No one come to the world disposed for or against the world of print. A solid foundation for reading can be laid by a book-conscious home. So, parents who set an example by reading themselves are most likely to have children who grow up to become avid readers.

Unfortunately, this was not the case for the target population which took part in this research work. When they were asked if they were read to while being children, more than half of the students replied 'No'. Parents should bear in mind that when children are initiated to reading in their early years, when they are read bedtime stories, they are likely to develop a love for reading by linking the fantasies of the stories read to them to the fact that they can access more of such treasures from books. They would therefore be more motivated to try their hands at reading so that they can satisfy their imagination. Parents who read in front of

their children would wet their kids' appetite for reading and enable them to satisfy their curiosity, develop their imagination, and expand their horizons.

Reading enrichment activity at home has then significant positive influences on students' reading achievements. Parental behaviors and attitudes are linearly predictive of children's achievement. Therefore, the role of siblings (parents, brothers, sisters, uncles, aunts) as story readers is of paramount importance as it contributes, to a large extent, to the birth of avid and life-long readers.

3.3.2 Interpretations of the Teachers' Questionnaire Results:

The results obtained from the teachers' questionnaire seem to answer and confirm the hypotheses proposed in the research work. Indeed as far as the first question of the present work is concerned, and which seeks to pinpoint the reasons why first year EFL students are reluctant to read in English, the majority of the teachers confirmed that their students were only exposed to intensive reading of short passages in the reading comprehension course. Only two teachers, a number which represents (20%) of all the respondents confessed that they incorporated extensive reading from time to time in their reading sessions. These teachers even said that they favored intensive reading as form of reading instruction, which implies that the extensive reading approach is not common in EFL classes.

Teachers also referred to their students' addiction to television and internet as a cause that might prevent them from reading at home, which confirms the researcher's second hypothesis of the first question. The third hypothesis of the first question of this research work which concerns the role of the socio-cultural milieu in encouraging reading habit among students was also implicitly confirmed through the teachers' responses as no one of the respondents confirmed being a 'reading model' for his/ her students (see results of question twelve and thirteen of the teachers' questionnaire).

3.3.3 Interpretation of Students' Interview Results:

Results of the interview indicate that student's attitude towards reading in English changed. Their motivation also increased as they all reported that they would continue to read after the end of the programme.

Because the reading materials, i. e, graded readers, were at the level of their linguistic competence, students felt at ease to read more and more and this gave them a sense of accomplishment and satisfaction which enhanced them to read more. Besides, as students were involved in choosing the reading materials by themselves, they were more enthusiastic as they had the chance to select themes that were appealing to them.

Therefore, it might be concluded that the last hypothesis of this research work which stated that the implementation of extensive reading programme might be the alternative to students' reluctance to read in English, was confirmed as the students displayed a positive behavior towards the act of reading in the foreign language.

3.4 Conclusion:

This chapter was mainly concerned with the analysis and interpretation of data gathered from the different tools that have been used in this study. It was thus found that extensive reading could improve students' performance in reading. Indeed, while integrating the ER programme, students started to display a more mature reading behavior in the target language. Besides, as they had the chance to choose reading materials by themselves, students reading motivation increased, which in turn encouraged more reading on the part of these students.

The next chapter will be devoted to some recommendations and suggestions to enhance reluctant readers and push them to be more efficient, eager, avid, and life-long readers.

Chapter Four: Suggestions, Recommendations, and Pedagogical Implications.

4.1 Introduction.

4.2 Criteria for Selecting Reading Texts.

4.3 The Need to Teach Reading Strategies in the EFL Classroom.

4.3.1 Predicting.

4.3.2 Skimming.

4.3.3 Scanning.

4.3.4 Inferring.

4.3.5 Guessing the Meaning of Unfamiliar Words.

4.3.6 Self-monitoring.

4.4 Teacher Training.

4.5 Some Practices to Enhance a Reading Habit among Students.

4.5.1 Book clubs.

4.5.2 Story Telling and Reading Aloud.

4.5.3 Readers Theatre.

4.6 Government Responsibility in Promoting Reading.

4.7 Organizing Book Fairs.

4.8 The Importance of Early Reading Success.

4.9 Home and School Influence.

4.10 Reconsidering the Role of Technology.

4.11 Enhancing Reading Culture Through Strengthening the Role of Libraries.

4.12 Some Follow-up activities in Extensive Reading.

4.12.1 Predicting Content from Title.

4.12.2 Sentence Detective.

4.12.3 Blurb and Title Match.

4.12.4 How many Questions.

4.12.5 Vocabulary Log.

4.12.6 Book Reports.

4.13 Conclusion.

4.1 Introduction:

On the basis of the results found in this investigation, some recommendations and pedagogical implications are given in this chapter. In this sense, the researcher starts by proposing practical suggestions as far as the choice of the reading material is concerned. The chapter also discusses the need to use some reading strategies as a way for students' improvement in this skill. Government responsibility as well as that of teachers and librarians is also evoked. In addition to this, the chapter suggests some ways to integrate extensive reading into the reading curriculum to enhance EFL students and motivate them to read in English. At the end, different follow-up activities are referred to as tips that teachers can use to break the routine of teaching reading in a foreign language context.

4.2 Criteria for Selecting Reading Texts:

In every reading lesson, the teacher has to select texts for his/her students and this is perhaps the most crucial decision he/she should take. One preliminary factor to consider in such a situation is whether the text is able to stimulate personal involvement by arousing students' interest and provoking strong and thoughtful reactions. Following this idea, Collie and Slater (1987) state:

“If [the text] is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learner’s linguistic and cultural knowledge. It is important to choose books, therefore, which are relevant to the life experiences, emotions, or dreams of the learner”.

Collie and Slater (1987: 6)

In the same line of thought, Nuttall (2000:170) states that one of the most important criteria in selecting a reading text is the **suitability of content**, i.e, the reading text **“should interest the readers, preferably enthrall and delight them”**. In order to achieve this aim, the teacher may conduct a survey, asking his/ her students about their areas of interest, needs, reading tastes...etc. Once this teacher gets the required information, he/she can select the texts which fit the

majority of students, and at the same time, which do not bring a sense of boredom to the other students.

Nuttall (1982: 30) also provides a list of guidelines for text selection which may help the teacher to choose the right text:

1. Will the text do one or more of these things?
 - a) Tell the students things they do not already know.
 - b) Introduce new and relevant ideas.
 - c) Make them want to read for themselves.
2. Does the text challenge the students' intelligence without making unreasonable demands on their knowledge of the foreign language?
3. If there are new lexical items, are they worth learning at this stage and not too numerous?
4. Does the text enable the teacher to ask good questions or devise other forms of exploitation? (making a map, diagram, debate, discussion, role play).

Suitability of context should be accompanied by **exploitability**, which is a second criterion for selecting a reading text. Exploitability emphasizes the important elements of both content and language that are the focus of a reading lesson.

Nuttall(1982:31) expresses this idea as she states: “ **when you exploit a text, you make use of it to develop your students' competence as readers**”. Hence, the selected text should have the potential to be exploited effectively to develop interpretive reading strategies or skills to deal with any kind of material. This implies that a text that cannot be exploited is of no use for teachers even if students enjoy it, because the focus in reading lessons is both the meaning and purpose of the text, i.e, how language is used for conveying content for purpose.

A third point which is as important for text selection as those already cited above is **readability**. This refers to “ **the combination of structural and lexical (i.e, vocabulary) difficulty**” (Nuttall, 1982: 25). So, if the combination

of structural and lexical difficulty is too high above the students' reading level, the odds will be that these students will not enjoy the text as they will perceive it as filled with difficulty every step of the way.

For Nuttall (1982:26) the best amount of unfamiliar words is two or three percent, which represents approximately ten to fifteen words per page provided that these are well spread throughout this page. When the text is too difficult, there is the danger of students reverting back to translation in order to make sense of this text. Nuttall (1982) warns against the dangers of selecting a text that is too difficult for students. She therefore contends:

“if [the text] is loaded with new vocabulary and complex structures, it is probably your students, if not yourself, who will resort to translation as the only way of coping. This is not a good solution. If they cannot understand without your explanation or translation, they will be slow to achieve independence. Translation not only slows down their reading speed, but also interposes the [first language] instead of letting [the foreign language] speak directly for itself”.

Nuttall (1982: 32)

Accordingly, a high proportion of new words may discourage students to read more or to read extensively due to the intolerable ease. That is why, teachers are advised to pay careful attention while dealing with text selection if they want their students to engage in reading and become avid readers.

4.3 The Need to Teach Reading Strategies in the EFL Classroom:

Reading strategies have been recognized by researchers of second/foreign language reading as a significant tool to use in class to help learners reach comprehension (Maccaro, 2001; Brantmeier, 2002; Davis, 2010; Salataci et al, 2002; Shokrpour et al, 2009; Wright et al, 2006). They have been defined as the mental operations which are used by readers when they read a text and try to understand it effectively. Simply put, reading strategies show how readers conceive a task, what textual cues they attend to, how they make sense of what

they read, and what they do when they do not understand a given printed material.

Many researchers advise teachers to teach readers how to use different reading strategies (Chamot et al, 1999; Mc Namara, 2007; Mclaughlin et al, 2009; Mclaughlin, 2010). They assume that if EFL learners show some trouble in reading certain texts and struggle to achieve comprehension, this may be due to their lack of the reading strategies that can help them to overcome their reading problems. Therefore, teaching reading strategies both explicitly and directly to these learners, may help them become more thoughtful and proficient readers.

In the same line of thought, Booth and Swartz (2004) state that all learners:

“need effective comprehension strategies to become independent readersComprehension is about thinking and understanding, and is affected by each person’s knowledge, experience, and purpose for reading a particular text. Proficient readers are aware of the strategies involved in making the most possible meaning with print; they make predictions, make inferences, see images in their minds, draw conclusions, and revise hypotheses about the text”.

Booth and Swartz (2004: 22)

Teaching the strategies explicitly implies that every teacher is required to describe to the learners the strategy to be covered in the classroom, to explain its benefits and purposes, to model its use and show how to perform it, to demonstrate to students how they can assess whether they are using the strategy successfully or unsuccessfully, and to ensure the continuity of the use of this strategy in different situations.

Here are some of the main reading strategies that teachers may teach to their students to read more quickly and efficiently as suggested by Oxford (1990):

4.3.1 Predicting:

Making predictions is a strategy in which the reader uses information from a text including titles, headings, pictures...etc, in addition to his /her own experience to anticipate what he/she is about to read, i.e, what comes next. A reader involved in making predictions is focused on the text as hand, constantly thinking ahead, refining, revising, and verifying his/her predictions. He/she is like a detective, always searching for clues to shed light on what he/she is reading. Besides, making predictions keeps the student actively engaged in the reading process, and being engaged is a key to comprehension and motivation

What follows are some kinds of activities that may support students in predicting:

Activity one:

- Have students take a 'tour' of a book. Devide the students into groups, and have each group look at a different book .
- Ask the groups to make a list of the different features that supply clues about the text.
- When students have completed their lists, hold a class discussion about the features they found (for example, chapter titles, heads, pictures, maps, table of contents, the books cover....etc). Make the class understand that these features will help them predict what they are going to read, which in turn will help them understand the material.

Activity two:

In this interactive activity (Foresten, Grant, and Hollas, 2003), students use their background knowledge to make predictions about what they are going to read.

- Divide the students into groups.

- Give each student one card on which you have written a different phrase or sentence from the textbook passage the students are about to read.
- Ask the students to circulate around the classroom and read their cards to as many of their classmates as possible but not to discuss them.
- After five minutes, have them return to their group and jointly write a prediction about what they think the passage will discuss.
- Call on each group to read its prediction and explain the groups' reasoning.

Activity three:

This activity shows how can predicting be used to teach vocabulary.

- Write key words and phrases of a selected text so that all students can see them.
- Ask the students to predict the definitions of the words based on word parts, word roots, and prior knowledge.
- Have the students link words that they think are related.
- Ask the students to write sentences that they might expect to see in the selection.
- Ask the students to read the selection, have them evaluate their sentences.

4.3.2 Skimming:

Skimming is a technique used by a reader to make a quick assessment of the text. It is defined as glancing through written materials quickly so that to get an overview of the content, the intention of the writer, or how the material is organized. For instance, if someone does not want to read the whole newspaper, he/she makes a quick glance through the pages in order to get the main information.

These are some tips that can help the reader to skim a written material:

- Read the title to get the gist of the text, because the title is the first information you get about the content of the text.
- Read the first paragraph very quickly. This is vital because the first paragraph usually gives the reader an idea about what the text is about. In addition to this, this would allow the reader to get connected with the writer in terms of writing style, opinions, expectations.....etc.
- Read and underline the first two lines of each paragraph, because most writers will tell you what the text is about in the first two lines of each paragraph, i.e, this is like a summary of the paragraph.
- Sub-headings and sub-titles are very important if they exist. If so, make sure not to overlook them, but just to underline them because they may give you information about the following paragraph.
- Read (very quickly) and underline the last two lines of each paragraph, because usually (but not all the time), these lines may contain answers to questions like “what is the opinion of the writer in this matter?” that you may have in your reading task.
- Read very quickly the last paragraph of the text. The last paragraph is usually a conclusion about what the text is about.
- Underline key-words when you come through uncommon words, i.e, words that usually fall into a category of terminology (scientific terms, medical terms). Remember that these words may be helpful for you to do your tasks. Underline also words like “the most”, “the best”, and also the majority of terms that refer to numbers, dates, percentages, nationalities, countries..... etc, because the latter may help you to locate answers to different kinds of questions.

4.3.3 Scanning:

To scan a text is to read it quickly in order to look for a specific information. In other words, a reader uses scanning when he/she already knows

what he/she is searching for. Scanning involves moving eyes quickly across the text, seeking a specific word or phrase. In the same line of thought, Grellet (1986) explains:

“when scanning, we only try to locate specific information, and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information”.

Grellet (1986: 19)

These are some pieces of advice to follow when scanning a passage:

- Before you begin, ask yourself “ what information do I need to find ?”
- Identify quickly the section of the passage you need (the words and phrases you have underlined while skimming may be very helpful in this case).
- Read carefully to justify the answer to the question of the task you are doing.
- Do not try to read every word.
- Do not worry about words you do not know.

4.3.4 Inferring:

Making an inference involves using what you know to make a guess about what you do not know, i.e, reading between the lines. Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable. Helping students make texts memorable will encourage them to gain more personal pleasure from reading, to read the text more critically, and to remember and apply what they have read.

4.3.5 Guessing the Meaning of Unfamiliar Words:

When confronted with any piece of writing, readers may be stuck by shortage of vocabulary inventory and thus be unable to understand what this piece of writing is about. The first thing that these readers may do is to look up

these words in the nearest dictionary. Discouraging students from reverting to such bad reading habits as overreliance on dictionaries to decode each word in the text may be very beneficial for them. In this context, Leki (1986) explains:

“If students can develop the attitude that it is not always necessary to know every word in the text in order to understand it, reading will become easier, the student will enjoy it more, and will therefore become more inclined to read for pleasure, thus accumulating more comprehensible input and making reading easier. Still....it is not as though the dictionary should not be used, but it should be used judiciously, as an aid to guessing not as a decoder for some secret message.”

Leki (1986: 6)

This means that there are other techniques that students may use to get the meaning of any difficult word. One of these is guessing meaning from context. Guessing the meaning from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational. In this sense, a reader may be able to infer the meaning of an unknown word using:

- The meaning of vocabulary items that surrounds it.
- The way the word is formed (suffix, prefix....).
- Background knowledge of the subject and the situation.
- Punctuation clues (eg: nicotine, a colorless and oily drug in tobacco, stains the teeth of smokers).
- The verb to “be” (eg: A Salmo is a fish)
- Using “or” (eg: altitude, or the “height above sea level” is a factor that determines climate)
- Using “as” , “like”, “such as” ,”for example” , “for instance” (eg: camping paraphernalia such as tents, sleeping bags, can range from very simple to quite complex).

-Using clauses such as “*that*”, “*where*”, “*who*”, “*when*”, “*which*”, “*whom*” (eg: Melody, *which is* the succession of sounds,....)

Kylene Beers (2003) identifies thirteen types of inferences that skilled readers make as they read. These are:

- 1- Recognize pronoun antecedents.
- 2- Use context clues to figure out the meaning of unknown words.
- 3- Understand the grammatical role of unknown words.
- 4- Recognize character tone.
- 5- Identify the beliefs, personalities, and motivations of characters.
- 6- Understand character relationships.
- 7- Provide setting details.
- 8- Provide explanations for events and ideas in the text.
- 9- Offer details or their own explanations of events in the text.
- 10- Understand the author’s point of view.
- 11- Recognize the author’s bias.
- 12- Relate the text to events in their own lives.
- 13- Construct conclusions based on the facts of the text.

example:

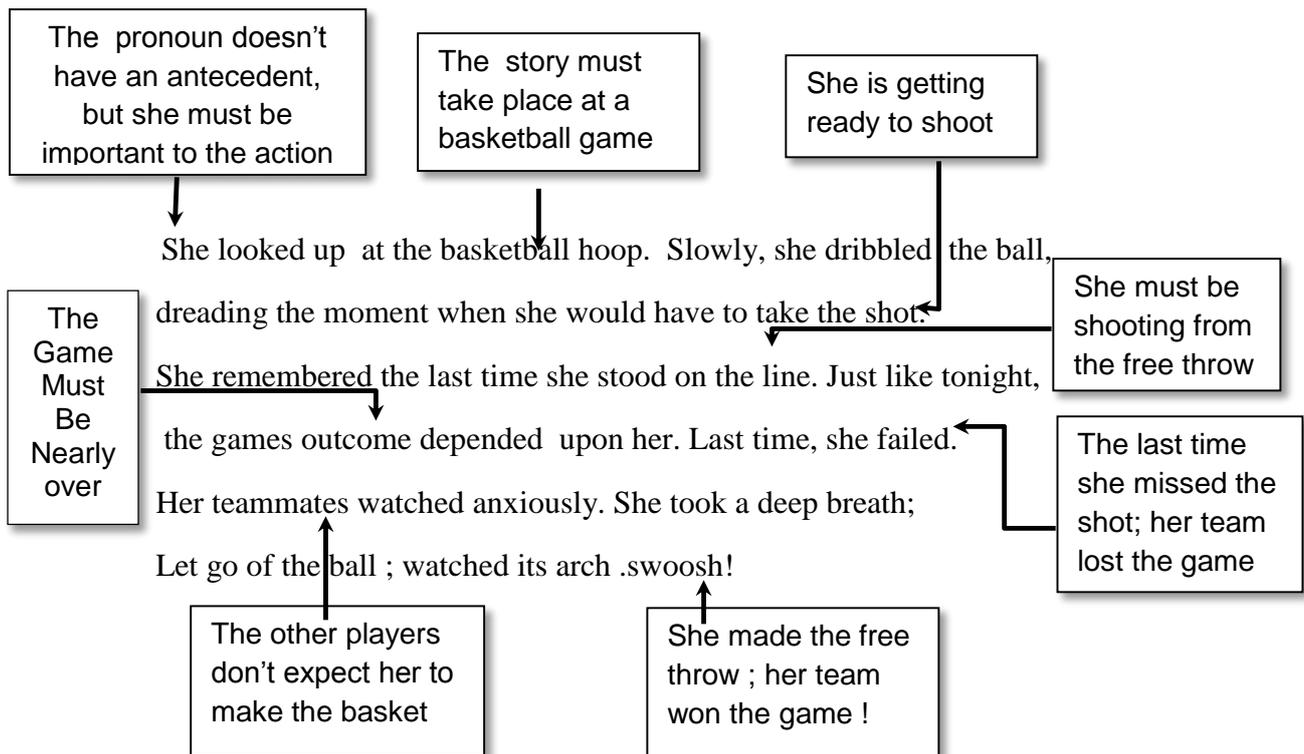


Diagram 4.1: Guessing the meaning of difficult words.

4.3.6 Self-Monitoring:

Self-monitoring is an important metacognitive tool for boosting reading comprehension by cultivating a reader's natural inner dialogue. Below is an example of the kinds of self-questioning that must take place while reading. These questions emphasize the active role that the students must assume in the comprehension process if self-monitoring procedures are to be effective:

- Why am I reading this ? (purpose)
- What will I be learning ? (skim)
- How is this organized ? (preview)
- What do I already know about this ? (schemata)
- Does this make sense as I read ? Do I understand ? (active reading)

-Is there new information here? Should I slow down ? re-read ? (meta-cognitive strategies)

-How am I doing? am I learning as I read? (meta-cognitive monitoring)

Thus, self-monitoring gives the readers control over their reading. Before reading, effective readers identify the purpose of the text and preview it. During reading, they monitor their understanding and vary their reading speed to fit the difficulty level of the text and use strategies to assist comprehension. After reading, effective readers monitor their understanding of what they have read, and sometimes may need to re-read parts again. In summary, effective readers need to:

-Be aware of when meaning breaks down.

-Identify what it is they do not understand (word, sentence...).

-Use correct strategy to regain meaning.

4.4 Teacher Training:

Research has shown that poor quality of students' learning correlates strongly with poor quality of teachers training, i.e, effective students learning and achievement in reading is often hampered by weaknesses in teachers' pedagogical content knowledge and classroom practice.

Robinson and Good (1987: 18) have demonstrated that, in their training to teach reading, teachers tend to receive only a fleeting introduction to the knowledge required for this skill. They, therefore, suggest that such a kind of training should be lengthened until teachers reach the appropriate competence for teaching reading. Robinson and Good (1987) also contend that many aspects should be emphasized while training teachers to teach reading. These include:

- Identification of students' levels, genres, and needs.

- Learners motivation.

- Designation of methods, strategies and techniques to promote reading as part of both curricular and extracurricular activities.
- Selection of appropriate books and materials that appeal to students.
- Appropriate use of libraries and data bases.
- Organization of book clubs, and literature circles among students.
- Use of visual aids (videos, posters...), media (Internet,...) and activities such as group work or tasks that involve students to express their own point of view or opinion (read and discuss, read and imagine the end, read and narrate a similar experience that you lived...).
- The reading of a wide range of literature. With regard to this point, the researchers emphasize the fact that there is no better way to remain in touch with the available literature than by reading avidly, enthusiastically, and critically. Therefore, it is imperative for teachers to start reading literature during their early years of training and throughout their whole career so that to establish a habit of reading in them.

According to Willis (1982), training teachers to teach reading may help the latter to achieve the following aims:

- To identify their students' needs and consequently plan their teaching as to fulfil those needs.
- To evaluate their own teaching in a constructive way so that to adjust it wherever and whenever necessary.
- To encourage teachers to be eclectic in their teaching, and use a wide range of methods and techniques to promote meaningful language practice.
- To plan and stage their lessons, organize their classrooms, and manage their students according to their individual needs and levels.

- To help them cope with any problem that may exist in the classroom such as over crowded classes or lack of equipment.

Consequently, if reading has to be taught effectively, teachers will have to re-conceptualize their notion of instructing this skill and continue to educate themselves about the reading process and all the issues that are linked to it. In this context, Collins (2004) points out:

“We teachers have a huge responsibility to know our subject matter, our students, and our teaching. These three things are always evolving, and it is our job to keep up with change. As teachers of reading, we need to know what is going on in the field of reading beyond our district’s prevailing model. This means we have to continue to educate ourselves about the reading process and learning issues. We need to be sure our knowledge base about reading is ever-growing and that it leads us to more inquiries in our teaching.”

Collins (2004: 3)

To achieve this aim, reading teachers -at all levels of education- should be trained efficiently. In their training, these teachers have the duty to seek answers to questions such as:

- What is the nature of the reading process?
- How does it operate in the mind of the learner?
- What is the role of the reader in this process?
- What special sub-skills and strategies could this reader make use of while reading?

To find responses to these questions, teachers have to share with colleagues observations and reflections. They have to participate in reading programs, pedagogic sessions, conferences, and seminars. All these activities will help them recycle their knowledge, make them aware of the new trends, keep up-dated, and consequently improve their teaching techniques as far as reading is concerned. In fact, teachers’ misunderstanding of the reading process may be the cause of their

failure in motivating their students to read in the foreign language. So, the more training teachers receive, the more efficient in language teaching they will be. Morris (2008) refers to this idea stating that:

“if research cannot provide a final answer to the problem of reading failure, (...) I believe that our only alternative is to invest in ‘intermediate, inventive minds’, that is, teachers’ minds. We must fashion training schemes that produce knowledgeable, problem-solving teachers who have confidence in their ability to teach low-achieving readers.”

Morris (2008: 218-219)

Teachers training will also show these latter how their roles have changed with the changing paradigms in teaching/learning. In other words, the status of teachers is no longer based on hierarchical authority, but on the quality and importance of their relationship with their students (Oxford, 1990: 11). This implies that the effectiveness of these teachers lies in their ability to create an environment where students can feel confident and autonomous, and where they are allowed more freedom to express their learning styles, preferences, and interests.

4.5 Some Practices to Enhance a Reading Habit among Students:

As it was already mentioned in this work, readers are made not born and the best way to make someone become a reader is to instill a habit of reading as part of his/her daily life. Consequently, in this section, the researcher will try to suggest some activities to enhance students to read more.

4.5.1 Book Clubs:

Incorporating Book Clubs into a balanced reading curriculum is an activity that is strongly recommended to enhance reading among students (Newman and Green, 2004; Whittingham and Huffman, 2009; Casey, 2008). Indeed, many students (including reluctant readers) may choose to participate in such a kind of activities because of its social aspect.

Book Clubs consist of a group of students who meet regularly (once a week for instance) and participate in book discussions. These meetings can be held inside or outside of the classroom, before or after school. Students are free to select the book that interests them (instead of having the teacher make the selection). They are expected to read the book, take notes for discussion, write a one page reflection paper, and discuss the best section of the book when they finish their reading. This offers students the opportunity to bond socially, interact with one another, develop friendships, share insights and impressions communally, and work in environments that meet their needs, all of which increase their intrinsic motivation and encourage them to become better readers.

In addition to all this, Book Clubs allow students to exercise a variety of roles:

- They are setting goals.
- They are thinking about what they are reading.
- They are discussing and analyzing to confirm their thinking.
- They are responsible of their own learning.
- They are writing to learn.

In the same line of thought, Newman and Green (2004: 24) argue that students are also developing some skills such as “ **retelling, summarizing, reflecting, classifying, recalling details and vocabulary, and sharing their reactions to the story**”. Yet, to use Book Clubs in EFL programmes, teachers should follow some steps which include:

- 1-Forming similar level reading groups , so as not to be overwhelmed by reading.
- 2-Setting up graded readers divided into different levels for Book Club groups to choose.
- 3-Warning students of over-reliance on translation and dictionary use, and this by teaching them good reading strategies (see section 4.2).

4-Encouraging students to present summaries and reflect impressions to one's group.

5-Making sure everyone in the group contributes to the conversation.

Book Clubs are an excellent way to engage reluctant readers in the sense that the collaboration of the group can be a powerful part of the comprehension process. In other words, when they are members of a Book Club, reluctant readers feel they are able to understand the information of the text as they listen to their peers' explanation. Besides, vocabulary becomes easier for these latter as they learn to look for definitions of words as a group. Therefore, it is recommended to use Book Clubs as a reading activity in order to help students become lifelong readers by combining collaborative learning with student-centered inquiry.

As for the role which is attributed to the teacher when using Book Clubs in EFL programmes, it is important to mention that the latter becomes a role model of the reader and a facilitator. This implies that the teacher should read all the materials before giving them to his/her students in order to be able to prepare and adapt them to their needs, and to stimulate their interest by offering a personal example of reading for pleasure. Moreover, this teacher should act as a facilitator rather than a dictator, i.e, he/she should make his/her students feel at ease and give them a chance to express their views about what they are reading.

It is also advisable for the teacher to recommend reading materials to individual students. In this way, the teacher and the students can become an informal reading community, expressing together the value and pleasure to be found in the written world (Bamford and Day, 2004: 3).

4.5.2 Storytelling and Reading Aloud:

It is believed among researchers that one of the methods for providing enough English input is using stories (Holt and Mooney,1994; Niemann, 2003; Pedersen, 1995; Fisher and Medvic, 2003). Indeed, the more stories students are

exposed to, the more opportunities they will have for hearing rich language, learning new vocabulary, grasping story structures, and developing a love for reading. Besides, stories offer a learning experience and create a good learning environment that is comfortable for students. Moreover, stories catch students' attention and prolong their interest, i.e, students are more attentive and relaxed, and highly focused, a thing which assists them in learning and extending their English skills.

As far as reading is concerned, storytelling may be a very powerful tool for enhancing students' reading comprehension. According to Krashen's Affective Filter Hypothesis "**best acquisition will occur in environments where anxiety is low or defensiveness absent**" (cited in Brown, 2007). This implies that effective use of stories may help lower students' affective filter during the language learning process, thereby optimizing their potential for learning the foreign language (Morgan and Rinvoluceri, 1983).

Stories are also an excellent vehicle for providing 'comprehensible input' in the sense that the learning and telling of stories "**allows learning to take place more readily and more naturally within a meaningful, interactive communication context**" (Fitzgibbon & Wilhem, 1988). Besides, through storytelling, students develop a sense of how words are put together to form sentences. They become familiar with language patterns and phrases often found in books like '*once upon a time*' which they will then be able to recognize when they read stories.

According to Pesola (1991), telling stories to students is "**one of the most powerful tools for surrounding...learners with language**". Indeed, stories enable ESL/EFL learners to "**have an experience with the powerful real language of personal communication, not the usual 'teacherese' of the foreign language classroom ... the full range of language is present in stories**" (Pedersen, 1995:2).

Advocates of storytelling as a pedagogical tool claim many advantages:

- Stories are motivating and fun.
- They help develop positive attitudes toward the foreign language.
- They create a desire to continue learning.
- they exercise imagination, i.e, students can become personally involved in a story as they identify themselves with the characters.
- Listening to a story is a shared social experience, i.e, reading and writing are often individual activities. Storytelling provokes a shared response of laughter, sadness, excitement, and anticipation, which is not only enjoyable, but can help build up students' confidence and encourage social and emotional development.
- Storytelling fosters teacher-learner collaboration and creates a bond between the teacher and the student.
- Listening to stories allows the teacher to revise new vocabulary and sentence structure.
- Stories help develop students listening and concentration skills.
- Through storytelling, reading can be taught in a meaningful context. Literacy can become meaningful, interesting, and motivating. Indeed being read aloud to by teachers is one of the most important conditions that promote readership. Carter and Abrahamson (1990) advocate it in EFL classrooms and consider it as:

“one of the few activities that is pleasurable for reader and listener, provides research-supported educational benefits, and is selected by young people as one of the most motivating activities a teacher can do to encourage reading”.

Carter and Abrahamson (1990: 182)

Stories reinforce learning strategies (comparing, classifying, predicting, problem-solving, hypothesing, planning, guessing the meaning of new words, training the memory and so on).

Yet, before using storytelling in the classroom, it is important to choose the correct story. Rog (2001) warns teachers who read aloud storybooks that would not turn their students into readers by simply listening to stories. Success would be determined by the good selection of books and the method used in reading. Therefore, it would be imperative when choosing a story to read to students to take into consideration the following issues:

- is it a story that the teacher will enjoy telling ?
- is it a story that will engage the students ?
- is it entertaining and thought provoking ?
- does it help the teacher to fulfil his/her language teaching purpose ?
- is it the right length ? (stories with long explanation or descriptions are to be avoided as they break the flow of the story).
- does it fit the students' needs ?
- does it offer students a rich experience of values and behaviours ? (choose stories with positive values).

In addition to this, the teacher needs careful planning before using a story in the classroom. Simply telling a story to a class without preparation and planning may be disastrous as it can lead to the loss of students' attention, motivation, and self-confidence .

Understanding a story in the foreign language is not an easy task. So, students enjoyment will increase enormously if the teacher ensures that their students' understanding is supported in several ways (eg: introduce the main characters to students, link their own experience to that of the story to set the scene, provide visual support, use gestures, mime, facial expressions, varied pace and tone, speak slowly and clearly, substitute unfamiliar words with better known ones...etc).

To conclude with, stories educate, illustrate, enlighten, and inspire. They give relief from the routine and stimulate the mind. They are a great motivator for both the teacher and the student. Stories can be used in an ‘exclusively positive’ educational setting where there are no grades, no failures, no exams, and no evaluations. The magic of storytelling is unique. The storyteller is always a teacher, and a teacher is always a storyteller. Although truly gifted storytellers are born not made, most of the techniques of good storytelling can be acquired, and the ideal time for the development of such a skill is during teacher training. Student-teachers should be taught how to read aloud fluently, with clear expressions, verbal and facial emphasis, and flexibility that permits variation in pace, pitch, and rhythm. It is thus recommended to use reading aloud as a teaching routine in every class, as such a strategy allows students to become more familiar with literacy (Rasinski and Padak, 2000; Wood and Salvetti, 2001).

A teacher who tells stories to his/her students or reads aloud for them is a gifted person and he/she will never be forgotten by his/her students. The oral tradition is as old as man himself, and it is time for curricular makers to give it the place it deserves, especially, but not exclusively, in middle and secondary foreign language learning. So, why not try it with the Algerian EFL learners as a way to enhance foreign language learning in general, and reading in the foreign language in particular?

4.5.3 Readers Theatre:

Readers Theatre is a highly motivational strategy that connects oral reading, literature, and drama. As its name suggests, Readers Theatre focuses on reading. It is a reading and learning tool that adds fun and excitement to oral reading activities and helps stimulate interest in learning in general, and reading in particular.

Unlike traditional theatre, Readers Theatre does not require costumes, make up, props, stage sets, or memorization. Readers only use their voices, facial expressions, and bodies to interpret the emotions, attitudes, beliefs, and

motives of the characters. Readers Theatre involves two or more students reading aloud, in addition to a narrator conveying the storytelling and action, and providing the commentary needed for transition between scenes. Using Rasinski's (2003) words, Readers Theatre is:

“an authentic, entertaining and educationally powerful way to read and communicate meaning....Readers Theatre yields improvement in....word recognition, fluency, and comprehension”.

Rasinski (2003: 104)

Thus, Readers Theatre provides a number of benefits for both readers and listeners:

- It is fun.
- It promotes cooperation and team work.
- It helps develop interest in reading.
- It can transform reluctant readers into enthusiastic readers.
- It is not threatening.
- It informs as well as entertains.
- It improves oral language skills through reading aloud.
- It helps develop self-esteem and confidence.
- It develops reading fluency.
- It improves listening skills.
- If the script is based on an actual book, readers and listeners often want to read this book.
- It can improve writing skills if readers write.

As a strategy to enhance reading in the classroom, Readers Theatre is very easy to implement. Here is a summary of what the teacher should do:

- Choose the script: select only scripts that are fun, that have clear plots, and comfortable language. Boring scripts are worse than boring stories.
- Start slowly and take the necessary time so that students feel comfortable in their performance.
- Model each character's part and match roles to readers.
- Cut out scenes and characters that are not necessary.
- Change scripts if they can work better another way.
- Begin with very easy scripts to encourage the reluctant readers.
- Work with small groups not with the whole class.
- Provide each reader with a separate script, highlighting his/her part with a specific colour.
- Check that there are enough roles in the script.
- Give the readers the opportunity to read the script to themselves silently.
- Decide on which approach to take for getting the script (will readers use a prepared script? will they adapt a story? Will they write their own script ?)

Readers Theatre is an activity that offers an entertaining and engaging means for improving fluency, enhancing comprehension, establishing confidence, increasing self-esteem, and encouraging reluctant readers through practising reading with a purpose. Therefore, it can be a beneficial tool to engage the reluctant readers and encourage them to read in the foreign language.

4.6 Government Responsibility in Promoting Reading:

Establishing good reading habits among students is not the only concern of the teachers, the parents, or the librarians. In addition to all these, the government has to take the necessary steps to promote reading habits, encourage quality

publishing, guide book trade, and revitalize library movement in the whole country.

The crucial characteristic of a happy and civilized society is that almost each member of it makes from reading a part of his/her life style. Therefore, the government should make more effort to make people understand the significance of reading and help them develop a regular reading habit. To implement policies that would revive the interest in books is not an easy task for the government. It is a long-term project which should be planned carefully and in which each citizen has a crucial role to play.

Among the most important points that the government should do to promote reading, one may cite the followings:

- The government should conduct surveys all over the country to have an idea about reading habit, the frequency of reading, preference for certain types of books/ magazines, and differences regarding people age, gender, socio-economic status....etc.
- Special focus should be on children as they are the future of the nation, i.e, what they read influence their life but it also plays a crucial role in deciding about the fate of the country.
- The government should co-operate with school teachers and administrators so that children grow up as intelligent readers.
- The government should create children book hubs as these will provide a book friendly environment.
- Well planned national campaigns should be launched to inculcate the book reading habit among all segments of the country, especially among children and youth.
- The book reading habit should also be inculcated to women (especially mothers) because of their impact on the whole family.

- The government should promote availability of books at low and reasonable prices.
- Books should be accessible to students living in different parts of the country, even the remotest corners.
- More effort should be done to develop exciting libraries (digital libraries, e-books, online resources) which have become important in today's world.
- Workshops should be organized at all levels to spread the message of book reading habit far and wide (media can play a crucial role in this).
- Facilities should be accorded to genuine and capable writers and efforts should be made to ensure that authors get their due and their rights.
- Publishers should be encouraged to work in a professional way. They should be assisted in acquiring the latest knowledge and technology for the modernization of book production.
- Book sellers and distributors should also be implicated. Efforts should be made to inculcate the bookshop culture in readers as well as the book fair culture.

To promote readership is a huge task and a long term project, but it is worth the effort if one wants to instill a reading culture in the society.

4.7 Organizing Book Fairs:

Book fairs can play an important role in encouraging the reading habit among students. Indeed, there is really no better way to get students reading than presenting them with books and getting them choose by themselves. Students choice is a strong motivating factor to increase reading for pleasure.

The promotion of a reading culture among students must go hand in hand with the promotion of reading as a pleasurable activity, which means that students must start to read for fun and not because they have to pass examinations. A student who views reading as entertainment and fun instead of

an activity through which certain skills are taught, will have more development in relation to literacy.

Book fairs are fun events that schools (or any other educational or cultural organization) can host in order to bring the bookshop to students. They attract high attendance and are powerful platforms to launch reading programmers that engage both the school and the family.

There is nothing difficult about organizing a book fair. All what the school has to do is to provide a space, dedicate a day for the event and promote it among students and parents. The rest will be done by the publishers who will have to bring books with different titles at affordable prices in all genres and reading levels.

Yet, book fairs should not be just sales events. Schools can work with publishers to organize other fun literary activities such as writing and storytelling workshops and author readings so that fair attendants can interact and share experiences with writers. Writers can also sign copies of their books and dedicate them to the fair attendants.

Book fairs can help students to broaden their minds, encourage them to think and express themselves, and motivate them to read beyond the syllabus. That is why, all sorts of educational organizations should take them into consideration as another tool for enhancing reading not only among students, but also among the whole family.

4.8 The Importance of Early Reading Success:

Evidence continues to mount that early success in reading is the key to long-term success in school and in life-long learning, and that early intervention when reading problems arise is essential if long-term problem are to be avoided. Green (2001) argues that “ **reading habit is best formed at a young impressionable age in school, but once it is formed it can last one’s life time**”.

It is during the primary grades in school that students not only learn to read but develop their connection to the literary world. During these years, some students develop a love of reading that grows with them through the years, while others develop an aversion to it and avoid reading when possible. Gambrell (1996) contends that “ **the elementary school years are of considerable consequence for shaping subsequent reading motivation and achievement**” and notes that students who remain unmotivated and reluctant to read early on, can end up with a life-time distaste for reading. Therefore, it is important for teachers to foster and build a love of reading in their students from the beginning of their schooling, making reading a primary focus of the everyday classroom routine (Wolf and Nevills, 2004).

The same thing may be said for students learning to read in a foreign language, i.e, students who successfully learn to read in the early years of their EFL instruction are well prepared to read for learning for pleasure in the years to come. On the other hand, those students who struggle with reading at the beginning of their learning are at a serious disadvantage, i.e, academically, they have a much harder time keeping up with their peers and they increasingly fall behind in other subjects. In addition to this, they are likely to suffer low self-esteem and to become reluctant readers who are no longer motivated to read in the foreign language.

Good EFL readers become independent learners and thinkers, capable of critical thinking and it is at their early years of instruction that these good EFL readers are shaped. Therefore, it is indispensable for EFL teachers who teach students in their first years (namely in middle and secondary schools) to promote interest in reading, and foster a love of reading in their students. Teachers who give their students “small doses” of the importance of reading every day will probably end up with students accustomed with working with books for the rest of their lives.

Yet, teachers are not the only “shapers” of reading habits among students. Parents share this responsibility too as they are the “first teachers” at home. This issue is discussed in the section below.

4.9 Home and School Influence:

Research has shown that there is no better place for students to begin their literacy journey than at home. Indeed, home literacy practices are said to stimulate and nurture students’ love for reading, thus developing early literacy from infancy (Heilman et al, 1998; Holdaway, 1979; Spreadbury, 2002; Tracey and Morrow, 2006; Paratore et al, 2011). Positive experiences at home are important from early age and support for reading-related activities at home are important factors for predicting success in reading (Heilman et al, 1998).

Parents are best placed to have an impact on their children’s reading behaviour since they are the first educators these children may have. Indeed, in a house where children encounter a variety of books, where they have the freedom and time to pursue these books whenever they want or to hear them read aloud, literacy development usually happens as a matter of course. In this context, Bus et al (1995) state that **“the single most important activity for building understanding and skills essential for reading success appears to be reading aloud to children”**. Contrary to this, in a study on preventing reading difficulties, Snow et al (1998) show that children whose parents had a history of reading problems were at risk as they did not have enough support in their early literacy learning and reading from their parents.

Therefore, it is recommended that parents read tirelessly to their children, from birth onwards, continuing long after children have become literate. Sharing books, whether in the form of ‘bedtime’ reading with young children or intellectual discussions after shared reading with adolescents, has been proved to be essential and beneficial in different ways:

-For the purposes of emotional bonding, i.e, children discuss openly with their parents and communicate more freely.

-For the reinforcement of the reading habit (which may influence the establishment of good habits in reading in the foreign language).

-For the linguistic development (improvement in vocabulary gains).

-For the encouragement of critical thinking.

-For giving a wealth of literacy experiences (which may serve them in their future life).

Parents who spend time reading to their children give these latter the best possible start on the road to literacy. This is probably due to the fact that children ‘model’ the behaviours and attitudes of their parents. So, logically, if parents have positive attitudes, the child will model after them. The opposite may be true in the sense that if parents have negative attitudes, i.e, if they themselves do not make reading as a daily activity, they should not expect their child to cultivate reading as a daily habit. In this context, parents should act as ‘role models’ for their children. They should share interesting aspects of new books, should be seen enjoying their own reading, and should offer praise for reading. Through these behaviours, they will show that they think reading is a worthwhile activity. In the same line of thought, Cramer and Castle (1994) argue:

“children’s interest and attitudes are affected by two major factors: first, the climate in the home, which surrounds the child from birth and carries explicit and implicit messages about the value of reading and second, the child own competence(.....) Some environmental factors can be altered, such as availability of reading material in home, frequency of home literacy events, the nature of parents-child literacy interactions and parents’ attitudes towards their role in their children’s literacy development”.

Cramer and Castle (1994:74)

Parents’ involvement is a significant factor that may influence students academic success as a whole. It has been proved by Shaver and Walls (1998) that children who read with their parents have a higher intelligence, reading ability, and better communicative skills. Consequently, students should be supported by their parents in their continued development as readers, and this at all levels of

their schooling from primary, to middle, to secondary, and even when attending universities. For instance, in the primary and middle school stages, parents may:

- become involved in children's school activities.
- take an interest in their homeworks.
- buy books to them.
- take them to libraries.
- encourage reading as leisure-time activity.
- place reasonable limits on activities such as indiscriminate television viewing, i.e, parents are advised to actually bargain for reading time (if the child wants to spend an hour watching TV, he/she has first to read for an hour).

After that, once children reach secondary school, parental encouragement for free reading should continue unabated. At this stage, their influence should be more 'indirect'. Ideally, as the primary nurturers of lifelong reading, parents may:

- Structure family reading time and read together in the same room (Childrey,198: 14).
- Be "seen" to read in front of their children (newspapers, books, magazines, work-related papers,etc).
- Supply a variety of suitable reading material.
- Encourage membership to the library.
- Discuss issues arising from their reading with their children.
- Encourage children to read in their native language, because if reading skills are developed in the native language, they will probably transfer into the foreign language.

It is important to notice that by parental influence, the researcher does not only refer to the “father” or the “mother”, but to any other older person like grandparents or any member of the extended family like uncles, aunts, because an extended family will extend the possibilities for reading by sharing reading experiences. This is what Chambers (198: 46) certifies while stating “ **the mediation of literature to children by a literate, sympathetic adult is the single most important factor in the creation of a desire among children to read and to read adventurously**”. Such a spontaneous sharing of reading between an adult and a child or an adolescent, may seem difficult to establish at first, but may have a far-reaching effect upon the attitude towards reading in a mutually beneficial way.

Consequently, if EFL students are to become avid readers in the foreign language, parents will have to promote reading interest in their children by acting as reading models in their native language. This goes with the English saying that “**readers beget readers**” and that reading parents get reading children. This is why parents stand the best chance when it comes to nutriting a reading culture.

After home, comes school. Schools are pivileged places where the sown family seed of literacy will continue to grow. Indeed, the continuity between home and school is a crucial experience for childen. In this context, Martello (2002) stresses the fact that early childhood teachers contribute to a large extent to the building of literacy pathways in the fundamental school years through good choices of types of books and interactive and elaborative discussions in class.

Creating continuity between the contexts of home and school is thus indispensable if reading habits are to be inculcated in students. In this sense, parents have to establish a kind of home-school partnership so that to be involved in their children’s school matters. Such a partnership between the home and the school can be achieved only if parents work cooperatively with schools and teachers to link students’ needs at home with those in school, i.e, teachers can know more about the home environment of their students and parents can

feel more comfortable when visiting the school and participating in different school activities.

4.10 Reconsidering the Role of Technology:

Technology is part of our students daily life to the extent that the latter are becoming adept to the World Wide Web, blogging, social networking, facebooking ...etc. Computers, smartphone, tablets, video games and other high-quality audio devices are nearly on every dinner table and nightstand. These new *gadgets* of technology have become the time eating machine of youth. Even children interact easily with them on a daily basis.

It is visible that students have reduced their contacts with the world of books and other printed materials. Just ask a student to open a lengthy book and his/her forehead will quickly hit the desk. This young generation seems to be more at ease with a *finger* and a *digital screen* than with *a book in hands*. Moreover, they tend to rely more on computer-based resources (such as writing e-mails, watching online videos, transmitting instant messages and photos by Yahoo or MSN Messengers) than on paper-based resources (like writing letters, sending postcards, reading printed magazines, newspapers, novels... etc).

New media and online literacy are affecting people of all ages. Children, youth, and adults alike are more inclined towards this new technology which has changed their culture dramatically in the ways they communicate, play, work, and learn. EFL students have also been affected by this technological growth. The latter have changed their reading habits. Indeed, in a study undertaken by Shen (2006), it has been shown that English as foreign language students' reading habits have shifted from paper-based to Internet based reading. Similarly, a study by Liu (2005) has demonstrated that reading behaviors have been influenced by mushrooming growth of digital information, and that reading in the *traditional* way has almost become a closed book.

Consequently, whether they like it or not, teachers' understanding of literacy and text should change. More and more researchers are confirming the

notion that students are addicted to technology and that their brains are changing as a result. Therefore, it is worth the effort to use technology to engage these students in learning in general and in reading in particular .

As reading is a must in developing other skills such as writing, listening, and speaking, this shift in reading habits should not be ignored by educators. In this way, EFL teachers need to reconsider the role that technology may have in their classrooms. The classroom of ‘ yesterday’ is no longer going to serve the students of ‘ today’. The blackboard should be assisted by the computer. Besides, teachers should be more versatile with their abilities to incorporate computers, digital imaging and other new devices in the classroom .

Technology -if used in an adequate and creative way- may boost language development in general and reading in particular. Even the most reluctant readers may be motivated by reading a book on a computer screen (Matthew, 1996; Arnold, 2009; Pino-Silva, 2006; Sun, 2003). Yet, introducing a technology in the EFL classroom should not be done randomly. It needs to be a good fit to the overall instructional program, completing and extending the existing curriculum.

Consequently, in adopting any technology in the classroom, teachers and decision-makers should consider the following questions:

- 1-Does the technology facilitate the attainment of course goals ?
- 2-It is cost effective ? do the benefits outweigh its costs ?
- 3-Are the teachers ready to work with it ?
- 4-Does it help teachers make more efficient use of class time ? (Jones and Sato, 1998. Cited in Richards and Renandya, 2002: 361).

Providing answers to such questions will help both teachers and students use the technology in an appropriate and healthy way. Indeed, integrating technological devices into the EFL classroom may have many positive aspects:

- Technology contributes to teachers professional development (Al-Mekhlafi, 2004).
- Technology makes instruction more learner-centered and help students become active, motivated and involved in the learning process.
- Technology can be a game changer for struggling and reluctant readers providing them with virtually boundless materials that fit their levels and needs (Anderson and Speck, 2001).
- Technology is motivating. Today's students are born *digital*. They love computers, tablets, cell phones...etc. They respond positively to these devices, they are motivated by them, and they can be receptive to any learning activity that involves a computer or a screen (Mayora, 2006) .
- Technology changes the role of the teacher from being authoritarian to being a guide and facilitator. It also permits teacher-student and student-student interaction.
- Technology is adaptive and flexible (Rose and Dalton, 2002). The context, models, practice opportunities, and supports do not have to be presented in the same way to each student. On the contrary of this, everything is highly flexible and can be easily adjusted to meet the challenge of individual differences. With such a flexibility, multimedia technologies can make it possible to overcome the barriers that many curricular may present for students.

EFL students should be made aware of all these benefits. They should be informed that technology and reading are two key words in the education area and that combined together, they can make an excellent teaching/learning tool (if used in the appropriate way). Unfortunately, the majority of these students misuse technology, they spend most of their time facebooking, blogging in the wrong way, chatting, sending non significant messages, ignoring thus the multitude of advantages that the World Wide Web may offer to them for improving their EFL learning in general and reading in particular. What follows is some suggestions about a wise and healthy use of some technological devices:

e-books can facilitate students learning by reading more actively with simultaneous audio and visual input (Mc Fall, 2005). Students can save thousands of electronic books and take them wherever they want. Students have also the choice to select the books that correspond to their level. e-books are therefore very useful resources for EFL learners and can indeed “ **be a powerful tool and an asset to the teaching of reading**” (Lefever-Davis and Pearman, 2005).

With freedom to select material according to their interest and their level, associated with positive attitudes, these learners achieve not only substantial improvements in their reading comprehension, but also a greater growth in vocabulary.

Audio-books which are becoming more popular among people, can provide EFL students with reading opportunities in different situations not only in the classroom (e.g: while driving, doing housework, sports...). Audio-books are a powerful literacy tool that EFL teachers and students may use in the teaching/learning of reading. They can:

- Supplement teachers ability to read to their students.
- Provide access to new vocabulary which is a key to success in reading.
- Provide demonstrations of fluent reading.
- Support struggling readers by helping them focus on meaning rather than on decoding the text.
- Invite students to enter the magical world of literature.
- Foster a love literature and reading.
- Provide readers access to books they are unable to read for themselves.

Online dictionaries and encyclopedias can “ **provide new opportunities for self-directed learning**” (Godwin-Jones, 2011: 4). They scaffold language learning both within and outside of the classroom and they give EFL students access to tools to use with their word learning strategies leading to increase their willingness to read.

Online periodicals are magazines and newspapers that EFL readers can use to develop their reading sub-skills. With the recent developments in technology devices, applications can easily be downloaded to a mobile phone or tablet computer in order to access them at anytime, anywhere, and without Internet connection. Besides, when reading news online, EFL learners can watch videos and listen to natives speaking, which will help them progress both in reading and writing.

Class blogs can be a very motivational way for students to read in English. For instance, a student may give some ideas about the book he/she has recently read and invite his/her peers to try reading it.

Multimedia presentations may enhance students in their learning. So, instead of the traditional lessons (blackboard, chalk,...), the teacher may use a power point presentation in a reading session that incorporates images, sound effects, music,...etc .

4.11 Enhancing Reading Culture through Strengthening the Role of Libraries:

The ‘*raison d’être*’ of a library is to serve as a pivot for promoting a reading culture. A reading culture assumes that reading is part of everyday life of its members, i.e, people practice reading at home and during their leisure time. This reading becomes a habit that is hard to drop, to use the words of Dempsey (2010:18) “**reading will be like eating peanuts where you don’t feel like stopping**”. Therefore, in order to create a reading nation we have to befriend libraries to cultivate a passion of reading.

The physical aspect of a library is a crucial point to consider when creating a welcoming space for readers. A quiet, inviting place is more conducive to reading (krashen, 2004), and comfortable seating or cozy reading corners will help students relax and spend more time reading in the library (Hughes-Hassel, 2003). Besides, materials in attractive displays should be available for immediate checkout and books should be shelved at levels appropriate for students

(Braxton, 2008). Posing signs that will allow students to find books independently means they can use the library with more confidence as they will not have to ask the library staff for help all the time. This implies that students should be allowed to walk into the library to pick up, touch, handle, and turn the pages of the books as they want (Shannon, 2003).

Developing a library space that is user-friendly for students will help to create a positive culture where students are not intimidated or overwhelmed especially if the library staff is supportive (Johnson, 2007: 386). In addition to this, providing materials that are rich and varied will stimulate and develop interest in reading among student. Krashen (2004) notes that many students learn to read with light reading like comic books and magazines. In the same line of thought, Ivey (1999: 188) suggests that **“if easy materials inspire students to read, then perhaps more materials for light reading should be made available”**. In fact, this kind of reading materials often motivates the reader to read more and students who prefer light materials will later move to more ‘sophisticated’ ones as time goes by (krashen, 2004; Worthy et al, 1999).

Hughes-Hassel l(2003: 89) indicates that the library needs to **“look like a place that teens would want to visit”**, one that reflects teen culture and interest. This means that students need to have access to books they like, on topics they are interested in. To ensure such a thing, librarians and teachers must work together to keep up-to-date on new literature for students. This can be achieved through surveing students to discover their interests so that to customize the library collection to suit the students’ preferences.

Thus, library collection developmnet is a crucial factor that can either encourage or discourage reading among students. The quality of the library collection and its relevance to the specific school community will impact the amount students read. Therefore, it is advisable to make students participate in the purchasing of books by encouraging them to request titles that are of interest to them.

School and public libraries are not the only type of libraries that are needed to develop a habit of reading among students. Even classroom libraries are considered as one of the most effective strategies for fostering a love of reading among students at an early age, as they serve as a context reminder for students to pick up a book and start reading (Neuman et al, 2001). Such a strategy may be used in the middle school EFL classroom for instance, where the teacher can display a variety of reading materials at a corner of the classroom to foster his/her pupils love for reading.

Classroom libraries, with books from a variety of genres and covering a range of potential areas of interest, increase pupils literacy-related skills and promote phonemic awareness, vocabulary development, comprehension and writing. By providing access to a rich classroom library, teachers promote greater amounts of reading and more diverse reading experiences among their pupils, thus helping them to shape their own road towards reading. Besides, classroom libraries can fulfil many other functions such as:

- Supporting literacy instruction.
- Helping students learn about books.
- Providing a central location for classroom resources.
- Providing opportunities for independent reading.
- Providing opportunities for curricular extensions.
- Serving as a place for students to talk about, and interact with books.

The size of the classroom library will depend upon how much financial support is available in the concerned school, but also upon how much creativity and energy the concerned teacher can bring to the task. For example, the teacher may invite parents or other individuals to enrich the library by donating something so as to enhance readership among students.

The reading corner has to stimulate interest. The books should be well displayed, clearly labelled, and easily accessed. Besides, there should be a variety of books of different genres (stories and narrative accounts like fairy tales, folk tales, biographies, picture books with thought-provoking images, information books, joke books, comic books, word-puzzle books, and even student authored books and stories).

To conclude with libraries -whether in class, in school, or out of school- should support the curriculum, promote literacy development, and foster life-long reading implementation and attainment of educational excellence. They are places which provide access to reading materials through which students can gain and improve their skills. Therefore, efforts must be made by the government to create more libraries in the schools and even out of the schools contexts.

Moreover, teachers should encourage maximum use of libraries and its resources by giving pupils/students assignments or projects that would necessitate frequent visits to the library.

4.12 Some Follow-up Activities in Extensive Reading:

Nation (2009) states that in extensive reading, reading should be the only activity and other activities should occupy a very little amount of time in a reading programme. Having this in mind, most extensive reading should not require students to answer comprehension questions on the book they have read. One of the goals of extensive reading -the teacher should bear In mind- is enjoyment, and comprehension questions kill enjoyment because students consider them as a kind of testing and consequently they hate them.

What teachers are required to do in an extensive reading programme is the use of extensive reading activities to turn their classroom into a reading community in which, they and their students share excitement and pleasure of reading. In this way, some kinds of post-reading activities may be useful as a way to:

- Keep track of what students read.
- Monitor students' attitudes towards reading.
- Allow students to share their reading with their peers.
- Encourage students to practice other language skills such as speaking and writing.
- Make students think more deeply about what they have read (Jacobs et al, 2012: 73)

What follows is a list of some suggested post-reading tasks. All can be modified depending on the students needs and interests:

4.12.1 Predicting content from title: this kind of activities makes it easier for students to choose the book that is appropriate for them and gives them provisional ideas of what the book is about.

Procedure:

- Students select a book from the extensive reading library.
- Students read the title of the book and look at the cover page.
- Students write a short description, predicting what they think the book is about (students are not allowed to open the book or read its blurb).
- Student "A" tells his/her partner what he/she thinks the book is about.
- Students "B" listens and writes down what student "A" has said.
- Student "A" and "B" switch roles.
- Students "A" and "B" compare if they have predicted the same idea. If not, they discuss why they have predicted different ideas.

4.12.2 Sentence detective: this activity is adapted from Day and Bamford's (2004) "Extensive Reading Activities for Teaching Language". The benefits of this activity is that students create numerous sentences as they enjoy themselves. They also realize the word order and words connotations.

Procedure:

-Write a simple sentence on the board.

Eg: Amine reads a book.

-Ask students whether the sentence is grammatically correct (yes, it is).

-Ask students to embellish the sentence with one additional word.

Eg: Amine Benyakhlef reads a book.

Amine reads an interesting book.

Amine reads the book quickly.

-Students may also embellish their sentence with two or three words.

Eg: every night, Amine reads a book.

Interestingly, Amine Benyakhlef reads an exciting book.

-Have students check in their book a sentence that they can embellish with one, two, or three words.

-Have students write the embellished sentence without indicating which words were added. They also note down the book's title and the page from which the sentence was taken.

-The sentence detective, i.e, the teacher or even another student, examines which word/words have been added.

-If the sentence detective detects the added word /words, the student loses. But , if the student successfully tricks the sentence detective, then he/she is awarded points equal to the number of added words.

4.12.3 Blurb and title match: this is a kind of listening activity which can permit to students to identify different interesting books that they may read later.

Procedure:

- Students work in pairs.
- Student “A” and student “B” receive a different set of blurbs taken from books in the extensive reading library along with identical titles lists.
- Student “A” reads a blurb from his list.
- Student “B” searches for a likely title.
- After agreeing on a title , student “B” reads another blurb to student “A”, and so on.

4.12.4 How many questions: this activity is intended to introduce competition to encourage reluctant speakers. Each time a student asks a question, he/she gets a point.

Procedure:

- In class, three or four students select a picture from a book they have read.
- These students have five minutes to write down a description of the picture, and their reaction to it.
- Put each of these students in a group of four partners.
- Each of the three or four students shows the chosen picture and explains it to his/her group.
- The group listens and asks as many questions as possible (what is the hero’s name? where is he/she? Why did he/she go there?.....).

4.12.5 Vocabulary log: the aim of this activity is to learn some new words, idioms, or expressions they meet when they read. They should write:

- The source (the title of the book,....etc).
- The page and the date.
- Some indications about the word's meaning.
- The original sentence in which it appears.
- After that, students should review these words from time to time.

Here is an example how students might record a word and related information:

Titledate.....

1-Word /expressionpage.....

Definition.....example sentence.....

.....

2-Word / expressionpage.....

Definitionexample sentence.....

.....

4.12.6 Book reports: through this kind of activity, students can share their pleasure and interest about their favourite book with their classmates so that the latter will become interested in reading the same book. Book reports also allow to develop students' writing skills. Here are some ideas on how students can report on a book they have read:

a-Written book reports: writing a book report can be a lot of fun. A book report in the written format is an essay that gives a brief summary of a book and the students' reaction to it. In this essay, the student shows how much he/she

understands a book and what he/she thinks about it. Every book report has the same elements which must be included in order for it to be complete. These entail:

1-Introduction: it is the first part of the book report. An introduction should include the title of the book, the name of the author or writer, why the student has chosen this book, and the kind of the story the book tells.

2-Body: it is the part where the student describes the main parts of the story (theme, plot, setting, and characters). The theme is the main idea of the story. The plot is what happens in the story. The setting is the time and place of the story. The characters are who the story is about.

3-Conclusion: this is the summary of the book report. The student may want to give his/her opinion of the book and the most important things he/she wants other readers to know about.

A written book report may take different formats. Here are some suggested ones:

Example one:

Name:.....date.....

My book report

Title:

.....

Author:

.....

Characters:

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

Setting (Where and when does it take place?)

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

My favorite part was:

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

Example two:

Name date.....

My book report

Title.....
.....

Characters.....
.....
.....

Setting (where and when does it take place?).....
.....
.....

My favourite partwas.....
.....

.....
Example three:

Name : Date:.....

Book report

Title (name of the book):

Author (person who wrote the book):

illustration (person who drew the pictures):

Characters (who is in the book?):

Write 1-2 sentences for each part:

What happened in the beginning?

What happened in the middle?

What happened in the end?

My personal connection

Predict ! What do you think will happen after the story ends?

What did you think of the book?

Would you tell a friend about it?

-----YES-----NO-----

b-Oral book report: oral or spoken book reports engage students in presenting an oral commentary on a book they have read to the class. The idea behind this is not to retell the whole story in a complete way, but to encourage other students to read it.

Oral book reports help foreign language students become critical readers by learning how to read between the lines. They also help these to become autonomous learners by freeing them from structured activities done with the teacher.

Beginning students may need a skeleton report to help them, such as the following which is adapted from Bamford (1984: 222). Students simply plug in the information about the particular book they have read:

Introduction: last week , I read (title). It is (type of the book), and I (enjoyed /did not enjoy) it.

Body: a brief summary of the story, preferably followed with an ending sentence like “if you want to find out what happened in the story, you all have to read it”

Conclusion: I (recommend /don’t recommend) you to read it.

c- 4, 3, 2 report: also called 4, 3, 2 technique (Renandya: 2004). It is a kind of oral report which should be done in pairs. The two students give an oral report of a book they have read in four minutes. They can talk about anything they liked or disliked in the story. Then, they change partners and give their reports in three minutes. Finally, everyone changes partners one last time and gives his/her report in two minutes. Students will enjoy giving the same report in half of the time. This kind of practice helps them develop their oral fluency.

d- Poster reports: students create posters about a book, which they can display on the walls around the classroom for others to see and ask questions about. Posters connect reading with other aspects of students lives, as they symbolize “**a reading community in visual terms through self-expression of its members**” (Day and Bamford, 2004: 153-154).

4.13 conclusion:

In the view of what has been proposed in this last chapter, it is essential to note the importance of integrating extensive reading as part of teaching the reading skill. Therefore, the recommendations which were proposed above may be beneficial for teachers who worry about the state of those students who are reluctant readers and who seem uninterested and even frustrated when faced with a printed material.

Yet, it should be mentioned that instilling the habit of reading among students is not the only matter of concern of teachers. Parents, siblings, government, and the whole society have a role to play in this field, as they have to collaborate and work hand in hand to foster a reading culture that might be transmitted from one generation to the other.

GENERAL CONCLUSION

Reading is often promoted as a good way to improve learners' second/foreign language proficiency, especially in input-poor environments. But, if reading is useful, then perhaps extensive reading is even better. Accordingly, this research work was an attempt to introduce extensive reading as an approach to teaching in EFL contexts, and to propose its implementation in the English language classroom as an extra-curriculum activity to promote reading and complement the already existing approach to teaching this skill, i.e, intensive reading.

In this research work, data were collected from multiple sources to enhance the credibility of the study, i.e, classroom observation, student's and teacher's questionnaires, extensive reading treatment, and interviews. Besides, this data gathering was done through three different phases namely, the pre-extensive reading treatment phase, the extensive reading treatment phase, and the post-extensive reading treatment phase.

The findings of the study showed that although the students were resistant to the idea of reading in the foreign language, they became proponents of the extensive reading approach once they experienced pleasure reading. They also expressed a fondness for graded readers -as opposed to the complex texts they were used to read- because of the simplified language and appealing themes that characterize such reading materials. Students also recognized the various benefits of extensive reading namely positive attitudes and a sense of accomplishment from reading extensively.

A review of related literature was proposed to reinforce and strengthen the practical side of this investigation. This suggested that an extensive reading component would provide the alternative for EFL students who often seemed uninterested, bored, and sometimes even frustrated by the reading comprehension session. The review of literature also evoked the multitude of benefits that extensive reading could add to the

English reading class. It also explained the way such an approach could be implemented as an extra-curriculum activity outside of the classroom.

The research work started by identifying some of the reasons that lied behind first year EFL students' reluctance to read in English. In this way, three reasons were proposed as hypotheses that had to be either confirmed or disconfirmed all along the investigation. The first reason that lied behind students' reluctance to read in the target language was attributed to the EFL teachers and their perception of reading instruction. Indeed, it was shown through this work that the teachers' approach to teaching EFL reading demonstrated a kind of misunderstanding of the reading process and its 'interactive' nature. According to the students' and teachers' questionnaires, it was proved that teachers usually provided their students with a text, explained some of its difficult vocabulary, and then asked some of their students to read it aloud to their peers. This was followed by some comprehension questions and a series of written exercises (true/ false, fill in the gaps....etc.) which often focused on vocabulary and grammar.

Such a way of teaching made reading boring, uninteresting, and even frustrating for some students who found the reading materials that they were asked to read beyond their level of linguistic competence. As a result to this, many students started to develop a kind of hostility towards the act of reading and finished by disliking reading.

The offshoot of technological advancements -used in the bad way- was proposed as a second reason for students' reluctance to read in English. Results of the students' questionnaire showed that the latter were addicted to technological devices. In their free time, students preferred to watch TV or to surf on the net rather than to read a book. It was then apparent that these students had reduced their contacts with the world of print for the profit of a virtual world where books had no place. It was also visible that the World Wide Web, with all the facilities it provided, had captured a big slice of students' time to the extent that reading had taken a back seat. Students were hooked on online chat rooms, instant messaging, and interactive games resulting in poor reading performance on their part.

Parents' responsibility in establishing a reading habit among their children was also evoked as another cause for students' unwillingness to read. Indeed, this investigation has shown that the majority of the students who participated in this research work came from a socio-cultural milieu which did not encourage reading. Readers are not born, they are made. And parents' responsibility in making these readers is of paramount importance. The more parents read in front of their children, the more they will be able to instill the love for reading in the heart of their children. Unfortunately, this was not the case for the students who participated in this study as the majority of them confessed that their parents were not 'reading models' for them.

To find an alternative to students' unwillingness to read in English, the researcher proposed the implementation of an extensive reading programme as an extra-curriculum activity which could be complementary to the already existing intensive reading programme. Integrating intensive and extensive reading was expected to develop an overall positive affinity towards reading.

The first step in the integration of the extensive reading programme was to meet the target population and define what ER was, how it could be implemented, what gains it could provide, what reading materials could be used, how the selection of these materials could occur...etc.

The extensive reading programme was implemented for a period of approximately three months. During this time, students were encouraged to read as much as possible. They were free to choose the reading materials by themselves. They had the right to stop their reading if these materials did not appeal to them. They were not tested for what they read. They were only asked to fill in a reading report paper each time they finished reading a book. In this report, they had to write a brief summary of the story and give their opinions about it.

At the end of the programme, some of the students were interviewed by the researcher to have some feedback about their experience with extensive reading. In these interviews, the majority of the students reported their enjoyment and satisfaction about such a kind of reading. They commented that reading was fun and easy because

they had to read simple and interesting books. They also confessed that the themes of these books were so appealing to them that they always wanted to continue to read to find what happened next. All in all, these students expressed a kind of enjoyment, satisfaction, and positive attitudes towards the implementation of this programme.

By saying so, the researcher does not pretend that she has found the ‘magic wand’ which would transform those reluctant readers into engaged, avid, and life-long readers. Indeed, this research was just an attempt to propose an alternative that would help these reluctant readers to improve in their reading.

It is undeniably true that more causes may lie behind students’ reluctance to read in the foreign language (beside those proposed by the researcher). It is also necessary to admit that the findings of this research work are suggestive rather than conclusive, i.e, they cannot be applicable to all learners of English because of the limited number of students who participated in the study. Yet, it would be beneficial if this study could be conducted for a longer time and with a wider population.

Finally, it is important to say that this dissertation is far from being exhaustive. Yet, it is hoped that it will provide a contribution to the field of reading and stimulate further research to enhance the development of such a skill.

Extensive reading is time demanding and requesting many resources. Yet, it is a challenging and rewarding activity that can offer a wide range of possibilities to be exploited by both EFL students and EFL teachers. So, why not trying it with Algerian students in Algerian schools?

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Students' questionnaire

Dear student,

This questionnaire is part of a research work directed towards detecting some causes behind our students' reluctance (unwillingness) to read in English. Your collaboration will be of a great deal of help for the researcher. Please, read the questions carefully, tick the appropriate answer, and make thoughtful comments whenever necessary.

SECTION ONE

- 1- Age:
- 2- Stream:
- 3- How long have you been learning English?
- 4- How would you describe your experience in the English classes all along these years?
 - Very interesting
 - Boring
 - Quite interesting
- 5- In an English class, which language skill do you think is the most important to be developed?
 - Reading
 - Listening
 - Writing
 - Speaking
- 6- In the secondary school, did you enjoy your reading comprehension sessions?
 - Yes
 - No
 Explain.....

- 7- What kind of materials did you read in these sessions?
 - Short texts
 - Magazines
 - Books
- 8- How would you describe these materials?
 - Very interesting
 - Easy
 - Quite interesting
 - Quite difficult
 - Boring
 - Very difficult
- 9- In class, did you choose the material you read, or was it your teacher's choice?

10- Did your teacher encourage you to read outside the classroom?

- Yes No

11- If yes, what kind of material did your teacher encourage you to read?

- Books and short stories
 Magazines
 Texts from the textbook to prepare for next session

12- Did you feel that your teacher enjoyed reading in English, i.e, was he a keen reader?

- Yes No

13- Did you have a library in the secondary school?

- Yes No

14- If yes, did you go to this library?

- Usually Rarely
 Sometimes Never

15- If attracted by a given book in English, are you going to:

- Read it all?
 Read just its summary?
 Read just the first pages and then you abandon reading?

16- Do you enjoy reading in Arabic?

- Yes No

If yes, which kind of material do you read?

Explain.....

17- Do you like reading in French?

- Yes No

If yes, which kind of material do you read?

Explain.....

SECTION TWO

18- What do you do in your free time?

- Watch TV
- Surf on the net
- Practice sport
- Read a book

19- What do you think about the following statements?

A- Watching TV is more attractive than reading a book

- I strongly agree
- I agree
- I disagree

B- I get bored when TV is not working

- I strongly agree
- I agree
- I disagree

C- I learn more from TV than from reading books

- I strongly agree
- I agree
- I disagree

20- What do you think about the following statements?

A- Surfing on the net is more attractive than reading a book

- I strongly agree
- I agree
- I disagree

B- I get bored when there is no connection on the net

- I strongly agree
- I agree
- I disagree

C- I learn more from surfing on the net than from reading a book

- I strongly agree
- I agree
- I disagree

21- Reading is a waste of time

- I strongly agree

- I agree
- I disagree

SECTION THREE

22- Did your parents read to you stories when you were a child?

- Usually
- Sometimes
- Never

23- Did your parents take you to bookstores and offer you books when you were a child?

- Usually
- Sometimes
- Never

24- If yes, did you choose the books by yourself?

- Yes
- No

25- Do your parents read at home?

- Usually
- Sometimes
- Never

26- What do your parents read?

- Newspapers
- Books
- Magazines

27- Do your brothers and/or sisters read at home?

- Yes
- No

28- What do your brothers and /or sisters read at home?

.....
.....

29- Do you have a library at home?

- Yes
- No

30- If someone offers you a book as a present, do you:

- Feel happy
- Prefer to have another present
- Feel indifferent

Teachers' questionnaire

Dear teacher,

You are kindly requested to answer the following questions by putting a tick on the appropriate box and expressing your comments when necessary.

Thank you for your collaboration.

- 1-** Educational level:
- Licence
 Magister
 Doctorate
- 2-** How long have you been teaching English?
- 3-** Have you already taught the reading comprehension module?
- Yes
 No
- If yes, for how long?
- 4-** Did you receive any training to teach reading comprehension?
- Yes
 No
- If yes, while you have been doing your training, have you been exposed to any strategies on how to encourage extensive reading? Explain
-
- 5-** In which skill do you feel that your students are more involved?
- Reading
 Writing
 listening
 speaking
- 6-** How would you assess your students' progress in reading?
- Good
 Average
 Weak
- 7-** What type(s) of materials do you use in your reading comprehension session?
- Short texts
 Articles from magazines
 Short stories
 Others
- 8-** When you are teaching reading, what is/are the main objectives you seek to reach?
- Enrich your students vocabulary repertoire

- Develop your students awareness of the structure of the written texts in English
- Promote a positive attitude towards reading and instill a love of reading among your students

9- In your opinion, is the time allocated to the teaching of reading comprehension sufficient? Explain

.....

.....

10- Do you think that your students read outside of the classroom?

- Yes
- No

11- If no, what makes your students reluctant to read?

- Difficulty of the reading passage
- Lack of motivation
- Lack of a reading habit
- Lack of appropriate teaching materials
- Inappropriate approach to teaching the reading comprehension module

If others, explain

.....

.....

12- Have you ever encouraged your students to read outside the classroom?

- Yes
- No

13- If yes, how?

.....

.....

14- What is your approach to teaching reading comprehension?

- Intensive
- Extensive

15- Relying on your classroom experience, what would you do to stimulate your students and encourage them to read extensively and improve their reading skill?

.....

.....

Students' interview.

1- How did you find the extensive reading programme ?

- Interesting
- Boring

Explain.....

.....

2- How many books could you read in this programme?

3- How did you find these books?

- Exciting
- Boring
- Difficult
- Easy

Explain.....

.....

4- Do you think that this programme has increased your motivation to read in English?

5- Would you continue to read in English in future?

6- Would you advise your peers to follow this programme?

Say why?

**Annexe : Programme des enseignements du socle commun de Licence
Socle commun domaine "Lettres et Langues Etrangères"**

Semestre 1

Unités d'enseignements	Matières		Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
	Intitulé				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF1.1 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 1		6	4		4h30		45h00		50%	50%
	Compréhension et expression orale 1		4	2		3h00		45h00		50%	50%
UE Fondamentale Code : UEF1.1 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 1		4	2		3h00		45h00		50%	50%
	Phonétique corrective et articulatoire 1		2	1		1h30		45h00		50%	50%
	Initiation à la linguistique 1 (concepts)		2	1		1h30		45h00		50%	50%
UE Fondamentale Code : UEF 1.1 Crédits : 4 Coefficients : 2	Initiation aux textes littéraires		2	1		1h30		45h00		50%	50%
	Culture (s)/ Civilisation(s) de la Langue 1		2	1		1h30		45h00		50%	50%
UE Méthodologique Code : UEM 1.1 Crédits : 4 Coefficients : 1	Techniques du travail universitaire 1		4	1		3h00		45h00		x	
UE Découverte Code : UED11 Crédits : 2 Coefficients : 1	Sciences sociales et humaines 1		2	1		1h30		45h00			x
UE Transversale Code : UET 1.1 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s) 1		2	1		1h30		45h00		50%	50%
Total semestre 1			30	15		1h30		337h30			

* travail complémentaire en consultation semestrielle

**Annexe : Programme des enseignements du socle commun de Licence
Socle commun domaine "Lettres et Langues Etrangères"**

Semestre 2

Unités d'enseignements	Matières		Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
	Intitulé				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 1.2 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 2		6	4	3h00			67h30	45h00	50%	50%
	Compréhension et expression orale 2		4	2	4h30			45h00	45h00	50%	50%
UE Fondamentale Code : UEF 1.2 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 2		4	2	3h00			45h00	45h00	50%	50%
	Phonétique corrective et articulatoire 2		2	1	1h30			22h30	45h00	50%	50%
	Initiation à la linguistique 2 (concepts)		2	1	1h30			22h30	45h00	50%	50%
UE Fondamentale Code : UEF 1.2 Crédits : 4 Coefficients : 2	Littératures de la langue d'étude 1		2	1	1h30			22h30	45h00	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 2		2	1	1h30			22h30	45h00	50%	50%
UE Méthodologique Code : UEM 1.2 Crédits : 4 Coefficients : 1	Techniques du travail universitaire 2		4	1	3h00			45h00	45h00	x	
UE Découverte Code : UED 1.2 Crédits : 2 Coefficients : 1	Sciences sociales et humaines 2		2	1	1h30			22h30	45h00		x
UE Transversale Code : UET 1.2 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s) 2		2	1	1h30			22h30	45h00	50%	50%
Total semestre 2			30	15	1h30	21h00		337h00	450h00		

* travail complémentaire en consultation semestrielle

**Annexe : Programme des enseignements du socle commun de Licence
Socle commun domaine "Lettres et Langues Etrangères"**

Semestre 3

Unités d'enseignements	Matières		Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
	Intitulé				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 2.1 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 3		6	4		4h30		67h30	45h00	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 8 Coefficients : 4	Compréhension et expression orale 3		4	2		3h00		45h00	45h00	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 3		4	2		3h00		45h00	45h00	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 8 Coefficients : 4	Phonétique corrective et articulatoire 3		2	1		1h30		22h30	45h00	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 8 Coefficients : 4	Introduction à la linguistique 1		2	1		1h30		22h30	45h00	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 4 Coefficients : 2	Littératures de la langue d'étude 2		2	1		1h30		22h30	45h00	50%	50%
UE Méthodologique Code : UEM 1.3. Crédits : 2 Coefficients : 1	Culture (s)/ Civilisation(s) de la Langue 3		2	1		1h30		22h30	45h00	50%	50%
UE Découverte Code : UED 2.1 Crédits : 4 Coefficients : 1	Techniques du travail universitaire 3		2	1		1h30		22h30	45h00	x	
UE Transversale Code : UET 2.1 Crédits : 2 Coefficients : 1	Initiation à la traduction 1		4	1		3h00		45h00	45h00	50%	50%
UE Transversale Code : UET 2.1 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s) 3		2	1		1h30		22h30	45h00	50%	50%
Total semestre 3			30	15		22h30		315h00	450h00		

* travail complémentaire en consultation semestrielle

**Annexe : Programme des enseignements du socle commun de Licence
Socle commun domaine "Lettres et Langues Etrangères"**

Unités d'enseignements	Matières		Crédits	Coefficient	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
	Intitulé	Intitulé			Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 2.2 Crédits : 10 Coefficients : 6	Compréhension et expression écrite 4		6	4		4h30		45h00		50%	50%
	Compréhension et expression orale 4		4	2		3h00		45h00		50%	50%
UE Fondamentale Code : UEF 2.2 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 4		4	2		3h00		45h00		50%	50%
	Phonétique corrective et articulatoire 4		2	1		1h30		45h00		50%	50%
	Introduction à la linguistique 2		2	1		1h30		45h00		50%	50%
UE Fondamentale Code : UEF 2.2 Crédits : 4 Coefficients : 2	Littératures de la langue d'étude 2		2	1		1h30		45h00		50%	50%
	Culture (s)/ Civilisation(s) de la Langue 4		2	1		1h30		45h00		50%	50%
UE Méthodologique Code : UEM 2.2 Crédits : 2 Coefficients : 1	Techniques du travail universitaire 4		2	1		1h30		45h00		x	
	Initiation à la traduction 2		4	1		3h00		45h00		50%	50%
UE Transversale Code : UET 2.2 Crédits : 2 Coefficients : 2	Langue(s) étrangère(s) 4		1	1		1h30		45h00		50%	50%
	Technologies de l'information et de la communication 1		1	1		1h30		45h00		50%	50%
Total semestre 4			30	16		22h30		450h00			

* travail complémentaire en consultation semestrielle

**LIST OF SOME OXFORD BOOKWORMS GRADED READERS USED FOR
THE EXTENSIVE READING PROGRAMME.**

STARTERS:

1-Title: King Arthur

Author: Janet Hardy-Gould

Type of the story: Human interest

2-Title: Robin Hood

Author: John Escott

Type of the story: Human interest

3-Title: The White Stones

Author: Lester Vaughan

Type of the story: Thriller and adventure

4-Title: Mystery in London

Author: Helen Brooke

Type of the story: Crime and mystery

5-Title: Give us the Money

Author: Maeve Clarke

Type of the story: Crime and mystery

6-Title: The girl with Red Hair

Author: Christine Lindop

Type of the story: Human interest

7-Title: *Taxi of Terror*

Author: Philip Burrows and Mark Foster

Type of the story: Thriller and adventure

8-Title: *Vampire Killer*

Author: Paul Shipton

Type of the story: Fantasy and horror

9-Title: *Dead's Man Money*

Author: John Escott

Type of the story: Crime and mystery

STAGE1:

1-Title: *The Elephant Man*

Author: Tim Vicary

Type of the story: True stories

2-Title: *Aladdin and the Enchanted Lamp*

Author: retold by Judith Dean

Type of the story: Fantasy and horror

3-Title: *The Meaning of Gifts*

Author: retold by Jennifer Bassett

Type of the story: World stories

4-Title: *A Little Princess***Author:** Francis Hodgson Burnett**Type of the story:** Human interest**5-Title:** *The Phantom of the Opera***Author:** Jennifer Bassett**Type of the story:** Fantasy and horror**6-Title:** *The Murder of Mary Jones***Author:** Tim Vicary**Type of the story:** Playscripts**STAGE2:****1-Title:** *Much Ado about Nothing***Author:** William Shakespeare**Type of the story:** Playscripts**2-Title:** *The Love of a King***Author:** Peter Dainty**Type of the story:** True stories**3-Title:** *Marco Polo and the Silk Road***Author:** Janet Hardy-Gould**Type of the story:** Factfiles**4-Title:** *The Beautiful Game***Author:** Steve Flinders

Type of the story: Factfiles

5-Title: *The Murder in the Rue Morgue*

Author: Edgar Alan Poe

Type of the story: Crime and mystery

6-Title: *Red Dog*

Author: Louis De Bernières

Type of the story: True stories

STAGE3:

1-Title: *Martin Luther king*

Author: Alan C. McLean

Type of the story: Factfiles

2-Title: *Tales of Mystery and Imagination*

Author: Edgar Alan Poe

Type of the story: Fantasy and horror

3-Title: *Frankenstein*

Author: Mary Sheller

Type of the story: Fantasy and horror

4-Title: *The USA*

Author: Alisson Baxster

Type of the story: Factfiles

5-Title: *The Last Sherlock Holmes Story*

Author: Michael Dibdin

Type of the story: Crime and mystery

BOOK REPORT

Title of the book .. The elephant man ..
Author: .. Tom Vicary ..
Number of pages read .. All the book ..
Summary of the story: .. Joseph Merick is born very
ugly. No body loves him, No body wants
even his mother. Every body laughs at him.
People put him in a cage like an
animal in at the zoo and they call
him the elephant man.
Joseph Merick lives alone for 27 years,
then one day he meets a doctor called
Frederick Treves who decides to help him
and realize some of his modest dreams.

My opinion about the story .. It is a very good story,
which reports the value of friendship
and how people can be happy when
they have someone next to them.

GLOSSARY

Aims v.s objectives: aims are rather imprecise, general statements reflecting the underlying ideology of the curriculum. Objectives are more precise than aims. They break down aims into smaller units of learning, and typically describe learning in terms of observational behavior or performance.

Grammar-translation method: is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue in the 16th century. It focuses on the translation of texts, grammar, and rote learning of vocabulary. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects than as means of oral communication.

Curriculum: is a very general concept which involves consideration of the whole philosophical, social, and administrative factors which contribute to the planning of an educational programme. The main components of the curriculum are purposes, content, methodology, and evaluation.

Syllabus: it is a more detailed and operational statement of teaching/learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level. A syllabus is therefore a statement of what should be taught year by year (a record of what actually happens at the classroom level).

Reading comprehension: is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Comprehension entails three elements: the reader who is doing the comprehending, the text that is comprehended, the activity in which comprehension is a part (the purpose of reading).

Strategy: a deliberate action or a particular technique adapted and monitored to improve one's performance in learning. In this sense, a reading strategy is a systematic plan which is used to assist the learner in his/her reading. Strategies can become automatic through practice and repetition, i.e, they may be skills that have been taken from their contexts for closer inspection (Paris, 1983).

Skill: it is the ability acquired by training or practice to perform well.

Target language: the language under study, or the language that the learner is trying to learn.

Background knowledge: information which is needed for a learner to understand new information. Background knowledge comes into play when learners connect what they already know to new learning, use their personal knowledge and experiences to access new ideas and situations, and bring past learning experiences to mind to help guide them with new challenges.

The communicative approach: it is the product of educators and linguists who were dissatisfied with the audio-lingual and grammar translation methods of foreign language instruction. Communicative language teaching makes use of real-life situations that necessitate communication, i.e, it is based on the idea that learning language successfully comes through having to communicate real meaning.

The competency based approach: this approach emerged in the United States in the 1970's. The approach is based on the idea that knowing an abstract idea about a subject does not translate into being able to use that information. For example, someone may memorize irregular verbs but not actually be able to put them into a logical sentence to use in context. So, the competency based approach has been adopted to prepare learners to be competent in their real life tasks and to develop language and problem-solving abilities that they can use in new challenging situations in school and out of school as well.

Automaticity: it is the ability to do things without occupying the mind with the low level details that are required. It is usually the result of learning, repetition, and practice. The main process by which a learner develops automaticity is overlearning or overtraining. The development of automaticity involves a reduction in brain activity, i.e, automaticity reduces the load of the working memory by 90%. So, the more often an activity is done, the more automatic it becomes.

Ethnography: it is the systematic study of people and cultures.

Grapheme: it is the symbol of a phoneme. It is a letter or group of letters representing a sound. For example, a two letter grapheme is in leaf where the /i:/ sound is represented by the letters 'ea'.

Phoneme: the smallest unit of sound that can be heard within a word. The word phoneme refers to the sound, not the letter(s) which represent the sound in writing. For example, in the word 'gate', there are three phonemes (g-long ay-t).

Direct method: also known as the "oral" or "natural" method, appeared in the 1990's as an alternative to the Grammar Translation Method. The method focuses more on

good pronunciation, with spontaneous use of the language, no translation, and little grammar analysis. Consequently, there is a lot of oral interaction.

Audio-lingual teaching method: in this method, the emphasis is not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the students in the foreign language are automatic (drills).

Language acquisition: it is the subconscious effortless assimilation of linguistic knowledge. It is more often applied to the child's mastery of a first or native language as opposed to the adult's mastery of a second language.

Abstract: Although reading is not the only skill which is taught in the foreign language classroom, it is definitely one of the most emphasized by many EFL teachers. Indeed, in an EFL setting, reading may be considered as an outstanding point to learn the foreign language as it provides learners with a multitude of opportunities to broaden their horizons and relate them to a wider and more wonderful world than their own from a social, cultural, and academic point of view. Yet, despite the large amount of time devoted to the teaching of reading and years of instruction and practice of this skill in the middle and secondary schools, many EFL students face difficulties in front of a printed material and seem to be unwilling and reluctant to read in English.

Consequently, this current study tries to investigate the teaching/learning of the reading skill, with reference to first year EFL students at the Department of English at Djillali Liabes University of Sidi Bel Abbès. The research work pinpoints the reasons that lie behind students' reluctance to read in English as it tries to propose some remedial solutions to such a situation. The study also suggests the possibility of introducing extensive reading as complementary to intensive reading instruction to motivate students and encourage them to read more in the foreign language.

Résumé: Bien que la lecture ne soit pas la seule matière enseignée dans une classe de langue étrangère, elle est considérée par beaucoup d'enseignants comme un facteur très important pour l'acquisition de cette langue. En effet, la lecture offre aux apprenants une multitude d'opportunités qui permettent d'ouvrir différents horizons d'un point de vue social, culturel, mais aussi académique. Cependant, malgré la longue période qui est consacrée à l'enseignement de la lecture dans le cycle moyen et secondaire, plusieurs apprenants de la langue Anglaise trouvent des difficultés face à un texte et semblent peu enclins à lire en Anglais.

Par conséquent, à travers cette étude, la chercheuse va essayer de faire une investigation sur le sujet de l'enseignement et l'apprentissage de la lecture en prenant pour échantillon les étudiants de première année de langue étrangère au département d'Anglais de l'université Djillali Liabes de Sidi-Bel-Abbès. L'étude porte sur les raisons qui poussent ces étudiants à ne plus vouloir lire en Anglais et essaye de trouver une alternative à cette situation. L'étude aussi propose l'introduction de la lecture extensive, connue aussi sous le nom de la lecture cursive comme complémentaire de la lecture intensive afin de motiver les étudiants et les encourager à lire encore plus en langue étrangère.

ملخص: رغم أن المطالعة ليست المادة الوحيدة التي تدرس في قسم اللغات الأجنبية، إلا أنها تعتبر المادة الرئيسية والأهم لاكتساب مهارة إجادة هذه اللغة. تعتبر المطالعة من طرف الكثير من المدرسين وسيلة مهمة لتعلم اللغة الأجنبية، إذ تفتح للطالب آفاقا واسعة في النواحي الاجتماعية والثقافية و الأكاديمية.

غير أنه رغم المدة الطويلة المبرمجة لتعليم المطالعة في الطورين المتوسط والثانوي، يجد الكثير من الطلبة صعوبات جمة على القراءة باللغة الإنجليزية.

من خلال هذه الدراسة، تحاول الباحثة أن تلقي الضوء على تدريب الطلبة على المطالعة، وقد أخذت عينة من طلبة السنة الأولى من قسم اللغة الإنجليزية لجامعة الجيلالي ليايس بسيدي بلعباس.

يلقي البحث الضوء على أسباب عزوف الطلبة عن المطالعة باللغة الإنجليزية، ويحاول إيجاد حلول لهذه المعضلة. كما يقترح إدخال ما يسمى بالقراءة الشاملة، كمتنمة للمطالعة لتشجيع الطلبة على القراءة باللغة الأجنبية.

BOOK REPORT

Title of the book:

Author:

Number of pages read:.....

Summary of the story:.....

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My opinion about the story:.....

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