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FOSTERING READING MOTIVATION

The Case of First -Year –Students of English at Djillali Liabes University

Sidi-bel-Abbes

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Doctorate in Didactics of Specialism*

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Dedication

Nobody has been more important to me in the pursuit of this work than the members of my family. I would like to thank my parents, whose love and guidance are with me in whatever I pursue. They are the ultimate models.

Many thanks also to my colleagues at Djillali Liabes University, who have always supported me, it has been a pleasure to work with.

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Abstract

The field of motivation has been widely researched by psychologists in an attempt to comprehend this complex process. Although motivation has been studied extensively, there has been limited attention given to the status of motivation in reading skills. This dissertation study explores the factors that were specifically associated with reading motivation so that teachers can create rewarding environment for reading. In exploring this topic, it is necessary to cast a very wide net into the field of educational psychology since reading engagement has cognitive, metacognitive and motivational dimensions. Implementing the conditions under which students are motivated to read is important in the process of teaching and fostering reading. However, reading motivation is the motivational drive to read, an area of interest in the field of education. It has a positive correlation with the amount that student reads; the more he/she comprehends English texts, the more he/she is motivated to read. This is why, it is so important to increase students' reading motivation. In addition, this study will examine if motivation is entirely the responsibility of the students, or if it involves teachers as well. An action research has been used with different methodological instruments, i.e., classroom observation, two questionnaires, two-reading-proficiency-tests and an interview. These instruments have been given to first-year-students of English at Djillali Liabes University in Sidi Bel-Abbes based on data analysis, it has been identified that teachers have an important role in motivating or not motivating their students. The more students identified their teachers as controlling and as failing to provide instructive feedback, the less they were intrinsically motivated. Also, the more students perceived their teachers as actively involved in their learning (giving information praise and encouragement to their efforts); the more students felt competent in learning the language. The principal way that teachers can influence students' motivation is by making the classroom a supportive environment in which students are stimulated, engaged in activities that are appropriate to their interests, and cultural backgrounds. They should also promote intrinsic motivation and develop lifelong engaged readers who truly love reading. This in turn can contribute to positive motivation toward the reading skills, leading to greater success.

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Abbreviations and acronyms

BK: Background Knowledge.

BICS: Basic Interpersonal Communication Skills.

CD: Compact Disc.

CDs: Compact Discs

CD-ROM: Compact Disc Read-Only Memory.

CORI: Concept Oriented Reading Instruction.

CALP: Cognitive Academic Language Proficiency.

EAP: English for Academic Purposes.

EFL: English as a Foreign Language.

ESP: English for Specific Purposes.

ELT: English Language Teaching.

ESA: Engage, Study and Activate.

ESA (A): Engage, Study, Activate and Activate.

EAASASEA: Engage, Activate, Activate, Study, Activate, Study, Engage and activate.

FL: Foreign Language.

IDs: Individual Differences.

ICT: Information and Communication Technology.

IWB: Interactive White Board.

IWBs: Interactive White Boards.

L2: Second Language.

LMD: Licence, Master and Doctorate.

OHPs: Overhead Projectors.

STT: Student Talking Time.

SLA: Second language acquisition.

TTT: Teacher Talking Time.

TTQ: Teacher-Talking Quality.

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General Introduction

General introduction

Over the years, there have been several researchers who have dedicated their efforts to study the process through which reading comprehension affects students' academic growth. In recent years, most of foreign language students are struggling in their reading from the lack of motivation and lack of engagement with English texts. This is due to the ignorance of the importance of reading in EFL settings, for that reason, researchers have become increasingly interested in students' reading motivation.

In today's society, every aspect of life includes some degree of reading. From learning current events' news to enjoy literary works and reading allows the students to function in the world and figure out its meaning. On the other hand, knowledge is not accessible without great efforts, students must read in order to open the door to the knowledge of the world and teachers are working hard just for enhancing them to read. Students have to be consciously prepared to invest a great deal of their own time and energy in reading. They must desire the idea of taking a book and read, to be able to take as much time in order to acquire the English language and the habit of reading. A student's interest in reading, his/her attitude towards reading and time spent with reading are all in a strong relationship with the reading skills. The more students are motivated to read, the more time they will spend on reading.

Reading comprehension is an essential skill necessary to handle the demands of the 21st century. Consequently, it needs to be developed from the early grades and nurtured as students progress through university. This continued support is necessary because as students move up to higher grades, their ability to read, comprehend and acquire knowledge from a variety of texts becomes increasingly essential in determining their ability to be successful readers. Teachers are faced with changes as never before to make the learning experience a positive one, to make their students want to read, because they are frequently faced with the kinds of demotivated students.

Reading is also an active, yet hidden process where the student interacts with the text to obtain meaning. Due to the fact, it is a difficult task for a teacher to observe what makes a successful reader .Otherwise, the teacher needs to focus on the process of understanding .It must be assumed that it is not the fact that teachers give the students the chance to read, but that they have to instruct them on how to understand, how to comprehend and how to use strategies that will help students comprehend what they are reading. And one of the main issues teachers have to deal with is the lack of motivation when it comes to reading. It seems that a great amount of students nowadays are not attracted by reading; partly because they do not understand the information they are presented with. Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation, but the teacher's behaviour and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on students' motivation. Finding out the best method for teaching reading becomes a fundamental goal to reach for many teachers; this requires a systematic understanding of the nature of reading. Unfortunately, it is not that simple because reading is not an unconscious and simple process; it is rather a complex mental activity when examined in all its detail.

One main objective of the English lectures is to help students improve their reading skills according to the information that has been researched, organized, and documented in accordance with the rules of the academic fields .Our students neither practiced the reading skills a lot out the confines of educational institutions, nor studied how to use the appropriate strategies of reading at school, since having few hours a week did not permit them to acquire the suitable tools of learning the reading process.

Many students have troubles with reading since it is a cognitive process; they have to know that comprehending and getting the meaning from a printed page is not a simple task. Inside the classrooms, teachers recognize that poor readers tend to fulfill their prophecy by not reading much, whereas good readers tend to self-reinforce their motivation by reading more. The practice of the reading task will

permit them to have access to the comprehension of an English text, since the more they read the better they understand issues.

Motivation plays an important role in the reading process, and without motivation the students will be frustrated and lose faith and self-confidence. It has been widely accepted by both teachers and researchers as one of the key factors that influence the success of FL learning. It is also accepted for most fields of learning as an essential element of success. Without such motivation, they will certainly fail to make the necessary efforts for success. It can be described also as students' willingness to exert mental effort just for achieving goals or set aims. Motivation has also been seen as the driving force behind the energy required to complete a task, and a lack of motivation will give rise to a lack of driving power behind completing certain tasks. In everyday usage, the term motivation is frequently used to describe why a person does something.

The complex process of motivation is divided into two categories; intrinsic motivation and extrinsic motivation. Intrinsic motivations are those that arise from within the individual, such as doing complicated, challenging tasks as well as being curious. Extrinsic motivations, however, are those that arise from outside of the individual and often involve rewards or avoid punishment. Students who are intrinsically motivated perform an activity for their own sake rather than the desire for some external rewards. On the other hand, students who are extrinsically motivated, engage in an activity because they have the desire to gain rewards.

However, reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. The complex processes involved in reading comprehension are divided into three elements; vocabulary instruction text comprehension instruction, teacher preparation and comprehension strategies instruction. The question why some students become engaged readers and others do not is fundamental to motivation because motivation theorists seek to understand the reasons for students' behaviour, and for the choices individuals make toward the reading skills. Since reading is an effortful activity that often involves choice and

motivation is crucial to reading engagement. Even the reader with the strongest cognitive skills may not spend much time reading if he/she is not motivated to read. For struggling readers, motivation can be an especially important factor because these readers often try to avoid reading.

The objective of this present work is to help motivate these struggling readers, to focus on strategies that will spark their interest and boost their self-esteem. When a student is unmotivated, disengagement occurs and outcomes of the engagement is that such a student has lower comprehension levels. The present work attempts to answer this fundamental question and search about the factors that promote students' reading motivation. Having said that, the present research addresses the following questions:

- 1) Do students who are intrinsically motivated read more frequently than those who are extrinsically motivated?
- 2) What role do students' want their teacher to play regarding reading motivation?
- 3) Does teaching appropriate reading strategies foster reading motivation?
- 4) Does classroom environment motivate students to read and allow them to make choices about their reading material increased the likelihood that they would engage more in reading?

This study also attempts to test the following hypotheses.

- 1) Students who are intrinsically motivated read widely than students who are extrinsically motivated.
- 2) The teachers play a great part in fostering their students' reading engagement.
- 3) Teaching appropriate reading strategies enhances reading motivation.
- 4) Managing a good classroom atmosphere allows the students to get a positive attitude toward reading and increases their motivation.

The informants in this present work are eighty students, they are first-year-students of English at Djillali Liabes University, Sidi Bel-Abbes. They have been chosen because of their important contribution to the field of reading motivation

investigation. To test the above hypotheses and collect quantitative and qualitative data, two questionnaires, two reading proficiency tests and one interview as well as classroom observation have been used.

The whole work is divided into four chapters. The first chapter introduces English as an international language as well as the reasons for learning FL. It provides some background on the Algerian higher education system. Then, it describes the teaching of reading comprehension module at the department of English at Sidi Bel Abbas University. The teachers' role and the students' profile have been mentioned as well. Moreover, this chapter deals with the description of the research instruments.

The second chapter reviews the literature related to reading motivation. It starts describing the humanistic teaching, the individual differences, theories of motivation and the review of reading approaches. This chapter gives also an illustration about both anxiety and assessment, which are important aspects in reading.

The third chapter describes the data collection procedures. Results and interpretations of each research tool have been analysed. Besides, to investigate its effects on students' reading motivation, discussion of the main findings is done in relation to their engagement and attitudes toward reading.

Finally, a set of recommendations and suggestions have been mentioned in chapter four. Indeed, the purpose of this chapter is to create a supportive classroom environment in order to motivate students' for reading.

Chapter One

The teaching/ learning situation analysis description

Chapter I: The teaching/learning situation analysis description

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1.1 Introduction

Today in classrooms around the world students are involved in the study of English. This interest has increased to such an extent that English is now considered by many researchers and educators to be an international language. This introductory chapter begins first to introduce English as an international language as well as to discuss about the world English education since its triumph is taking an important status in the modern world. The Algerian university in general and the Department of English in particular are conscious about these changes; they are trying every single day to provide the students with up-to-date perceptions about the English language, taking into account their needs. The study is stressed on first year university level, the students' needs are analysed for the sake of finding solutions that suite the whole learning/ teaching process. Finally, the research instruments used for data collection are described in the last part of the chapter.

1.2 English as an international language

During the nineteenth and twentieth century's both British and American colonialism¹ and the migration of English-speaking individuals to other areas were of central importance of the spread of the English language. Britain had become the world's leading industrial and trading nation. Those who wanted to learn more about these innovations needed English both to understand the new terminology and to talk to English- speaking manufacturers.

The story of English throughout this period is one of rapid expansion and diversification with innovation after innovation coming to use the language as a primary or sole means of expression.

(Crystal 2003: 75)

The world can make evidence of the domination of English in several important arenas including international relations, the mass media, international travel, international safety and education. According to McKay (2002:17) *English is the key as an international language in a global sense of enabling countries to discuss and negotiate political, social educational and economic concerns.*

The widespread use of English in a variety of political and intellectual fields makes it imperative for any country wishing to access the global community for economic development to have access to the English language. For example, more books are published in English than in any other language about 28 %, followed by Chinese 13, 3 %, and then German 11,8 %. Today over 84 % of the Internet servers are English medium (Graddol 1997). Another important reason for the spread of the English language, the original writings of great scientists, economists, philosophers, psychologists and others who do not speak and write the English language have all been translated into English. Therefore, one who has a good knowledge of English has access to all the sources of information and many international scientific organizations also hold their proceedings only in English.

English is dominating the globe today since it is a language that is recognized and understood by people everywhere. Today English has become the primary language for international communication; it is now used worldwide, with a geographic spread among all world languages. Smith (1976) was one of the first to define the term international language as a language used by people of different nations to communicate with each other. According to Ur (2012:04):

English language teaching in the last 50 years has been the shift in its primary function: from being mainly the native language of nations such as the UK or USA, to being mainly the global means of communication.

An international language is equated with a language that has a large number of native speakers. For example, English, Spanish, Mandarin, Hindi and Arabic, are the five most widely spoken mother tongues in the world today, might be considered international languages. However, unless such languages are spoken by a large number of native speakers of other languages, the language cannot serve as a language of wider communication. It is in this case, as a language of wider communication, that English is the international language. It is seen as being a language of wider communication both among individuals from different countries and between individuals from one country. According to Crystal² (2003:02):... *a*

language achieves global status when it develops a special role that is recognized in every country.

In this way, English is an international language in both a global and local sense. This special status can be achieved either by making it an official language of the country, or by a country giving special priority to English by requiring its study as a foreign language.

Today there are over seventy countries in which English has held or continues to hold special status, with many other countries giving English the special priority in which English is a required foreign language.

Crystal (1997: 02)

Today there are about 6 000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10. Researchers like Kachru (1985) are convinced with the idea that if the spread of English countries will continue, its non-native speakers will outnumber its native speakers. Graddol (1997) predicts and shares the same point of view about the number of people who speak English as a second language would soon exceed those who speak it as a native language, while Yano (2001) claims that the numerical majority of non- natives has already been reached. Just as Latin was the most important language for a thousand years and French for five hundred, English is today the key to participate in the global conversation. According to Crystal (2003:06):..... ***a quarter of the world's population is already fluent or competent in English, and this figure is steadily growing- in the early 2000s that means around 1,5billion people.***

Nowadays economy is increasingly globalized, and this means that many people are interacting across cultures in a way they never did before. In such an economy, the importance of learning a foreign language becomes self-evident. As a result of complex economic, cultural, and technological forces, such as the growth of international trade and the Internet, the English language is now used worldwide. In other words, learning English is no longer viewed as something optional, but essential, since English becomes the most widely taught language in the world.

McKay (2002:05) *adds that today English is an international language and that teaching it as such entails unique language teaching goals and approaches.*

The English language is the main language used on the Internet, for that reason, many individuals want to learn this language, because about 80 % of all electronic information stored in computers and transferred via Internet is in English. Crystal (2003) believes that there are currently around 1,5 billion speakers of English worldwide, of whom only some 329 million are native speakers.

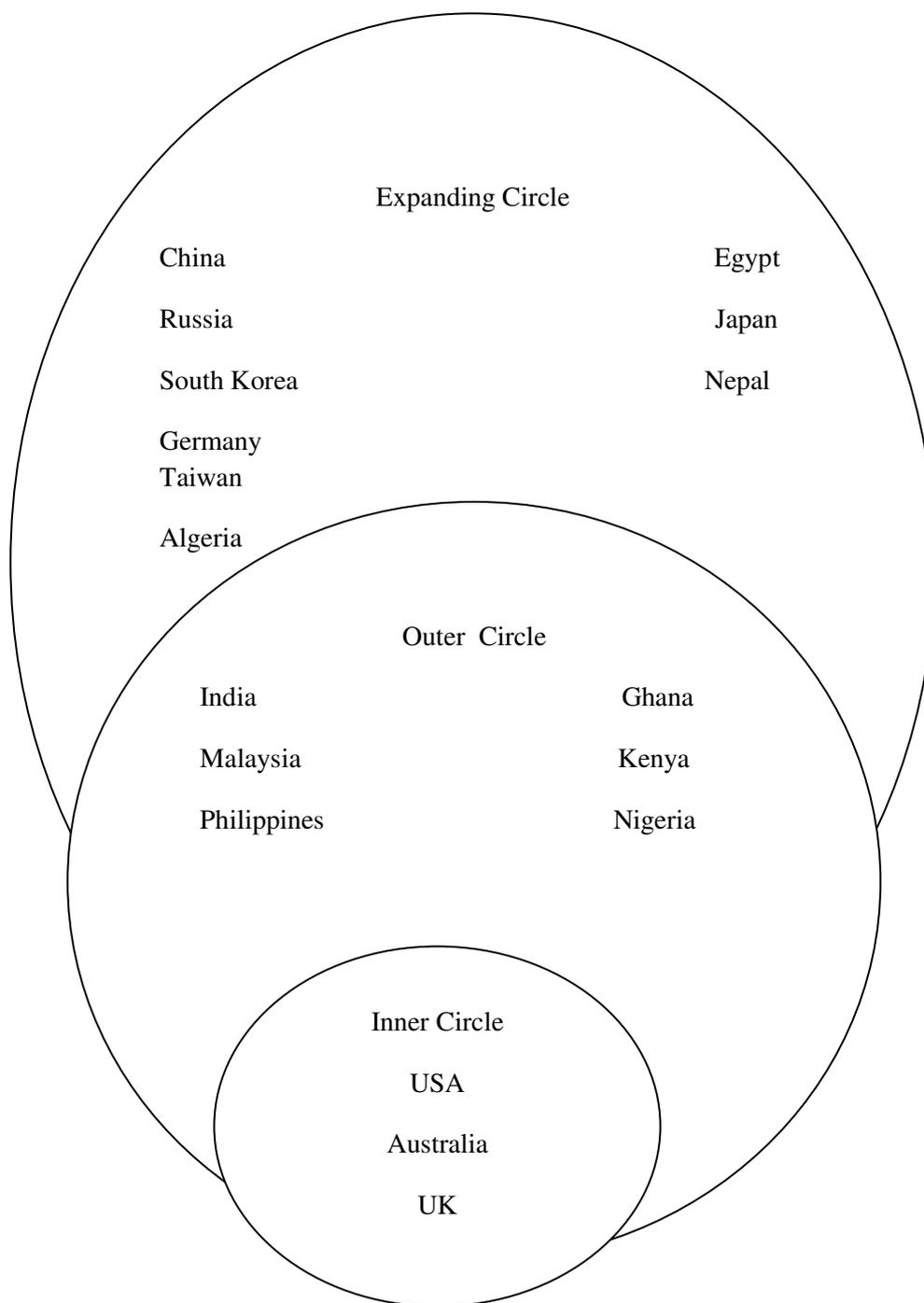
It is clear that non-native speakers are using English for international communication now outnumbers its native speakers. The evidence clearly suggests that the use of English as an international language will continue to grow, as an international language that belongs, not just to native speakers, but to all of its users.

McKay (2002:17)

The exact numbers of users of English is difficult to determine, but it is true that the number of individuals who have some familiarity with the language today is growing. Graddol (2003:107) suggests that there will be about 3 billion English speakers by the years 2040 and more than 40% of the global population would ever become functional users of English language.

Kachru (1992) provides the most comprehensive and influential model of the worldwide spread of the English language (see figure 1.1 below). Kachru's world Englishes model is comprised of three concentric models of English usage: the inner circle, the outer circle, and the expanding circle. Each of the three circles represents different types of spread, patterns of acquisition and functions on English in a diversity of cultural contexts. The inner circle consists of countries where English is spoken as a native language, such as UK, the USA, New Zealand and Canada. The English spoken in the inner circle is multifunctional and used in all domains. The outer circle, in contrast, consists of "Post -colonial" countries, such as Pakistan, Ghana and Malaysia, where English is spoken as L2 and is employed for a range of educational and administrative purposes. The expanding circle comprises countries such as Germany, Japan, and Algeria, where English is learned as FL and

is used for international communication, such as in business, diplomacy and tourism.



**Figure 1.1: Kachru's categorization of countries in which English is used
(Crystal 2003:54)**

The concentric circle model provides a convenient way to capture the various functions that English performs in different parts of the world. Since today many countries in what Kachru (1992) terms the expanding circle have many more English-speaking bilinguals than countries of the outer circle where English has an official status. Crystal (2003) finds it helpful to use this model to provide an estimate of the current number of English speakers. In the inner circles, English spread largely because of the migration of English speakers. On the other hand, the spread of English in the outer circle occurs largely as a result of colonization by English-speaking nations. In some countries like India and Nigeria, where under colonial powers it develops as L2, only a minority of the society acquired English. Otherwise, the spread of English in the expanding circle is largely a result of FL learning within the country, Graddol (1997:60) contends that:

Today in many parts of the world the status of English is shifting, with many countries in the expanding circle using it within the country as well as for international communication, as in countries of the outer circle.

For example, Algeria belongs to the third circle, i.e. The expanding circle, where English is used primarily at schools and universities as FL. In the following section, the researcher has described the world English education since a person needs to learn English today in order to access and contribute to both electronic and printed information.

1.3 World English education

English as a language has great reach and influence, it is taught all around the world, in a bewildering variety of situations since today in classrooms around the world young people and adults are involved in the study of English.

English is studied not just for some unspecified general purpose, but for academic purposes (EAP) or as English for business, since business English learning and teaching has grown enormously over the last twenty years. It is now the language most widely taught as FL in over 100 countries, such as China, Russia, Germany, Spain and Algeria. According to Rubdy and Saraceni (2006:05): *the*

number of people learning English in China is greater than the total number of speakers of English in the USA.

More non-native speakers find reasons to learn English in order to communicate with each other using the English language. According to Crystal (2003:05): *in most of these countries, it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process.*

In 1996, for example, English replaced French as the chief FL in schools in Algeria. It is clear that English is a special language, since a great deal of academic discourse around the world takes place in English. Graddol (2006:122) explains that: *good English is an entry requirement for much tertiary education in a global market where English gives the user a competitive advantage.*

In the sense that English is the most dominant language in scientific communication with 70-80 % of academic publications being published in the English language.

1.4 Reasons for learning FL

Students have a variety of reasons for learning English as FL. Some students need English for a specific purpose. Such students of ESP may need to learn legal language, or the language of tourism, banking or nursing, for example. An extremely popular strand of ESP is the teaching of business English, where students learn about how to operate in English in the business world. Many students need English for Academic Purposes in order to study at the university and their aims maybe:

- **Integrative:** students may need to communicate with students globally or within their own country who speak FL, or may want to live in another culture where the target language is the main language used.
- **Instrumental:** students may want to study, travel or work in another country where the English language is the main language used; students may want to study a particular field which necessitate the learning of the English language. They may also obtain a job that requires that they will be bilingual.

Finally, students may need English language as graduation requirement and move on to other levels of study.

- **Personal:** students are conscious that learning another language is cognitively enriching since it can provide interesting perspectives.

The purposes students have for learning will have an effect on what they want and need to learn. For example, business English students will want to spend a lot of time concentrating on the language needed for specific business situations. Students living in a target language community will need to use English to achieve their social needs. A group of nurse will want to study the kind of English that they are likely to have to use while they nurse. Finally, students learn EAP because they need to access English-language academic texts.

1.5 ELT in Algeria

Through the 1960's decade, the teachers of English represented the overwhelming majority of foreign language teachers' community in Algeria both in the middle and secondary school education. According to Hayenne (1989) in 1968, 84,6% of foreign language teachers were "cooperants". In other words, they were teachers serving on voluntary overseas. They were primarily French whose knowledge, experience and expertise were about French pupils in a French learning environment.

These teachers might have some way opened new scopes and intrinsically motivated Algerian pupils, but, their ignorance of the complicated details of the Algerian social, educational, economic and political context might as much have hindered foreign language learning and teaching.

Despite the fact that English has become the first language used in the world, Algeria is still lagging behind in developing curriculums that would lead the students to be proficient speakers of that language. But despite of the many constraints, difficulties and hard ships, the Algerian teaching community is making huge efforts and sacrifice in order to make the teaching of English as a foreign language effective due

to their good intentions and honest efforts and they managed to a good extent to discover the secrets of a successful teaching of that language.

Hayenne (1987: 49)

English is compulsorily taught through the Algerian universities. Everyone knows that English is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to it to live their social, intellectual and economic daily realities. Also, English in Algeria is not the students' natural communicative environment. Besides, this FL is not akin to the students' mother tongue; Arabic. Therefore, apart from the limited amount of English they hear, speak, read and write in the classroom, English is, to a certain extent, absent most of the time in their daily lives.

In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language.

Hayenne (1989: 43)

The entire cultural context in Algeria is different from lifestyle of many English-speaking countries. The spread of English in media and social networks as a medium of communication led to the Algerian students to be eager to know the way of thinking and living of the English speaking peoples.

In Algeria, the general objective of teaching and learning EFL should be reached through the development of skills because they are the basis for any efficient acquisition of language. At the same time, the Algerian government aim at enhancing those who go on further studies to use FL as a means to widen their knowledge for academic purposes in their field of study.

1.6 EFL Teaching/learning at university level

The objectives of the Department of English at Djillali Liabes University are to provide the students with appropriate knowledge that correspond each student, since they are the future English teachers. However, the objectives cited below by Rivers³(1981)for the teaching of foreign languages in all other universities across the world are similar to the objectives of EFL teaching and learning at the level of university in Algeria.

- 1- To develop the students' intellectual powers through the study of another language.
- 2- To increase the students' personal culture through the study of the great literature and philosophy to which the new language is the key.
- 3- To increase the students' understanding of how language functions and to bring them, through the study of another language, to greater awareness of the functioning of their own language.
- 4- To teach students to read another language with comprehension.
- 5- To give students the experience of expressing themselves within another framework, linguistically and culturally.
- 6- To bring students to greater understanding of people across national barriers, by giving them a sympathetic insight into the ways of life and ways of thinking of the people who speak the language they are learning.
- 7- To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career context ,with speakers of another language and with people of other nationalities who have also learned this language.

(Rivers,1981:08)

The Department preoccupation is to make sure to some extent that the students are satisfied by their learning process in having a close relation with them, in organizing on each semester a meeting which invites the teachers as well as the

students, for the benefit of listening with care their needs, and try if possible to find solutions to their difficulties which fit both sides, the teachers and the students. Finally, the Department is informed about many factors that can affect the motivation and the attendance of the students. For that reason, the head of Department tries to work hand in hand with the teachers for the sake of providing suitable materials to reach students' objectives. The Algerian universities are dealing with the LMD system, it is important to help autonomous learning abilities that cultivate students relatively- independent and analytical learning abilities.

1.6.1 Teaching English under the LMD system

The application of the LMD⁴ system in Algeria is considered as a step towards globalisation because this Anglo-Saxon programme has proved its success and it has been adopted by not only European countries, but also most countries of the world. This reform is intended to let the Algerian educational system and research go hand in hand with an international ones. The adoption of the LMD system in higher education in Algeria has become a necessity in order to go along with rapid changes in all spheres of life.

The LMD system was launched as a pilot scheme in the Algerian universities during the academic year 2003-2004. It is made of the licence with 6 semesters (three years of study and the equivalence of the BA (i.e. Bachelor Degree), a Master degree of two years (4 semesters) is the second phase whereas the last period is the Doctorate studies of three years of research (6 semesters).

Before starting this system officially, there has been a long discussion held by teachers of higher education. The decision is the product of more than a year of debate which took place in many universities. The aim behind changing the system of teaching in the educational system at university level is to create an overall innovation within the Algerian universities to permit them follow the flow of real foundations adequate with the evolution of not only scientific research and educational techniques, but the world as well.

The system is based on the so-called "Teaching Units" which the student should collect by the end of each semester. Moreover, there is a new element which is the

system of “Credits” which means that if students do not get needed credits, they may pass to the next semester with the credits got before, but they remain indebted so that they should get what lacks to gather the needed credits by the end.

The aims of LMD are as follows:

- To allow diplomas to be compared and become equivalent at European level.
- To develop the professionalization of higher education while preserving the general interest of teaching.
- To strengthen the learning of transverse skills such as fluency in foreign modern languages and computer skills.

The interests of the LMD are:

- Encouraging students’ mobility.
- Encouraging the students’ access to the world of work.
- Allowing students to build up a personalized education plan gradually.

Many universities started questioning the efficacy of the LMD system. The biggest obstacle they faced, and are still facing today, is in terms of the lack of human and material resources. The old “classical system” has also survived with great difficulties in some universities and has also known serious obstacles in terms of human and material resources. These difficulties stemmed from the fact that it is impossible to manage any teaching arrangement or classroom management due to big size of the groups and the number of students per module.

The ultimate goal of today’s educational system is to form autonomous individuals and help them cope with a rapidly changing world. Universities must provide opportunities to prepare the students to become lifelong students to meet the exigencies of globalisation.

1.6.2 Teaching reading comprehension module

Teaching reading is an essential preoccupation for each institution; since the book takes a great part in the students’ life .The module of reading comprehension plays a central role in the development of the students’ reading behaviours and in

fostering an enthusiasm for reading by providing them with varied materials. For many students, reading is by far the most important of the four skills in English as FL⁵ and they are also conscious with the fact that reading is useful for language acquisition. The more they read, the better they comprehend it. For that reason, teachers focus on the idea of having three specific themes within teaching reading comprehension:

A-Through vocabulary instruction

There has been a great deal of research on vocabulary teaching in recent years. A major finding has been the overall importance of vocabulary, particularly for reading comprehension. In order to read and understand an unsimplified text in English and guess the words they did not know before, students probably need to know several thousand word families. Moreover, it appears that acquiring vocabulary simply by reading or listening during a language course will not provide students with the amount of vocabulary they need. So teaching vocabulary increases reading comprehension, the more words a student knows, the easier it is to understand what is being read.

B-Through comprehension instruction

Text comprehension and understanding what the printed words mean as a whole rather than understanding individual words, are the basis of reading comprehension. Comprehension is enhanced when the students actively relate what is written, into their own knowledge and experiences and construct mental representations. However, when cognitive strategies are used during reading, comprehension increases.

C-Through teacher's preparation and comprehension strategies instruction

In order to teach reading comprehension, teacher must, of course, be knowledgeable of all of the components of reading comprehension. Specifically, teachers must receive training in explaining the strategies to students, modeling thinking processes, encouraging students to be curious about what they are reading, keeping students interested and creating interactive reading instruction. The purpose

of teaching reading comprehension module is to make the first-year-students understand the English language, through the reading skills. It is taught combined with the writing skills under the name of comprehension and expression. Students are conscious that reading has a positive effect on their vocabulary knowledge, on their spelling and on their writings; since reading texts provide good models for English writing. On the other hand, teachers are always looking for ways to improve their students' reading motivation. This is why teachers, through this module try to help these struggling readers, focus on strategies that will help spark their interest and raise their self- esteem. They also try to work hard for providing the students with suitable materials, as well as giving them appropriate knowledge for their reading success.

1.7 Choice of the population

The population involved in this present work is composed about two groups of the first -year -students in the English Department at Djillali Liabes University of Sidi-Bel-Abbes. The group consists of 80 students from both genders “male and female” assign at random from different groups. During this period, the students express their willingness to answer the questionnaire and accept to participate in the current study. They come from different neighbouring towns; the majority were either in human sciences or in the literature and foreign languages streams.

1.8 The teachers' role and the students' profile

Teachers and students in dialogue together help the acquisition of the English language through an adequate learning context. According to Harmer (2008:07): *language is co-constructed between teachers and students, rather than being acquired.* The teachers are not alone; they have got students in front of them, have to interact with each student, listen to every one's concerns. They must think carefully about their roles as teachers, since a teacher is like a model to the students, so his/her behaviour must be the right one in front of the students. Teachers have also a crucial role to play in increasing motivation to learn. For that, students and teachers should work hand in hand in creating and making together the classroom “a supportive environment” in which students are stimulated, engaged in activities that

are appropriate to their interests, cultural backgrounds, and most importantly, where they can experience success. This in turn can contribute to positive motivation and leading to greater success.

1.8.1 The teachers 'role

Most teachers would like to see themselves as supportive rather than dictatorial, and to encourage students' independence and autonomy. During the last part of the twentieth century, there was a strong reaction against the old-fashioned image of the teacher as a dictator. Teachers have been encouraged to see themselves mainly as supporters of learning rather than enforcers of it and as facilitators who help students learn how to think rather than tellers who teach facts. However, since the aim of all teachers is to facilitate learning, it makes more sense to describe different teachers' roles in more detail in terms of their "facilitator" credentials. Besides the two main functions of instructor and activator, the teacher also has several functions during any lesson.

-Instructor: the teacher, with the teaching materials, provides information about the language; its sound, letters, words, grammar and communicative use.

-Activator: teacher needs to provide tasks that activate the students and get them to do something that involves engaging with the forms, meanings and uses of the language.

-Model: the teacher normally represents the model of the English speaker during a lesson. It is the teacher's accent, writing and language usages that the students will use as their immediate model.

-Provider of Feedback: the teacher provides feedback on students' oral or written production. In order to progress, students need to know what they are doing wrong or well, and how they can improve.

-Supporter: the teacher encourages students, helps them understand and produce appropriate language, suggests learning strategies or resources that maybe useful. This is not only improves learning and raises motivation but also encourages the

students to become independent students who will continue to progress after and outside the lesson.

-Manager: the management of classroom process includes activities such as bringing the class together at the beginning of a lesson and organizing group work, as well as making sure those individual members of the class are attending and responding appropriately.

-Motivator: a dynamic teacher is always good at motivating students to listen, participate, and eventually comprehend the lecture. The teacher has a crucial role to play in increasing motivation to learn, he or she can influence his or her students' motivation in three main ways:

1) By taking every opportunity to show students how important it is for them to know English.

2) By fostering their self-image as successful language students. Teachers must do their best to make sure they succeed in tasks and give students tests only when they are sure their students will be able to perform well. Teachers need to be careful to provide negative or corrective feedback tactfully and supportively, and take every opportunity to praise and encourage.

3) By ensuring that classroom activities are interesting. It is not enough that tasks are “communicative” or that texts are interesting. Teachers need to employ a number of strategies in task design that can help to create and, even more importantly, maintain students' interest in doing them.

-Assessor: teachers occasionally have to spend some lesson time assessing students. This is because in any process, teachers need to know where they are now and where to go next and assessment provides vital information on students' present achievements. Teaching is not an easy job, and can be very rewarding. For that, they have to be able to switch between those various roles depending on the situation.

The teacher is seen as being an empathetic coach who values the students' linguistic development and students are encouraged to construct meaning through genuine linguistic interaction with other students and with the teacher.

1.8.2 The students' profile

Students come to classrooms from different backgrounds and life experiences, all of which contributed to their motivation to learn and their attitudes toward the English language. Teachers will notice, pay attention to the different levels, identities and characteristics they are faced with. Students' level of English ranges from beginner to intermediate (see figure 1.2 below). The teachers may also notice that each year, there are advanced students who come into the classroom with a rich range of experiences which allow teachers to use a wide range of activities.

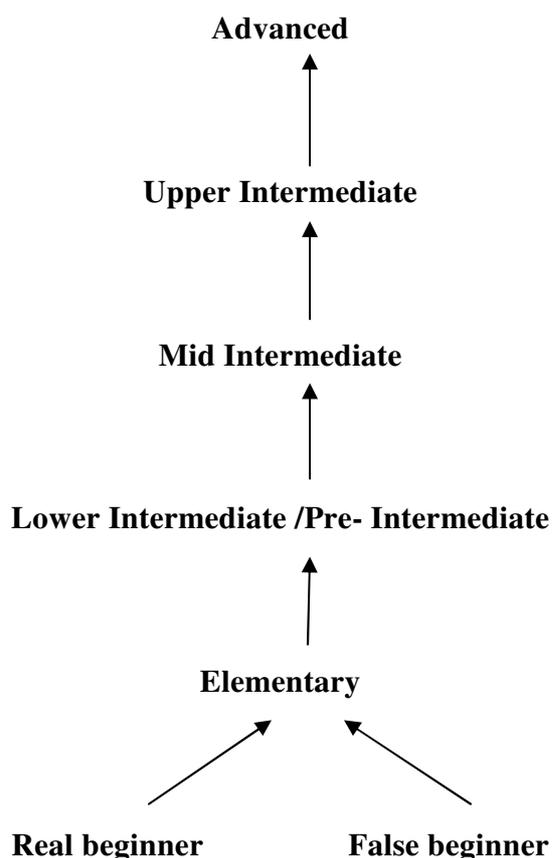


Figure 1.2 Language levels (Harmer 2001 : 35)

Some students have a clear purpose in learning, they are therefore likely to feel motivated and committed to their studies. Most students on the other hand, have English lessons imposed on them, they have little awareness of the reasons for learning. Some students may have experienced failure or criticism at school which makes them anxious and under-confident about learning the language. They can be critical of teaching methods, since their previous learning experiences may have predisposed them to one particular methodological style which makes them uncomfortable with unfamiliar teaching patterns.

Williams and Burden (1997) point out in figure 1-3 below, the importance of the students' differences. It will permit the teachers to realize that a classroom is composed of individuals rather than being some kind of unified whole.

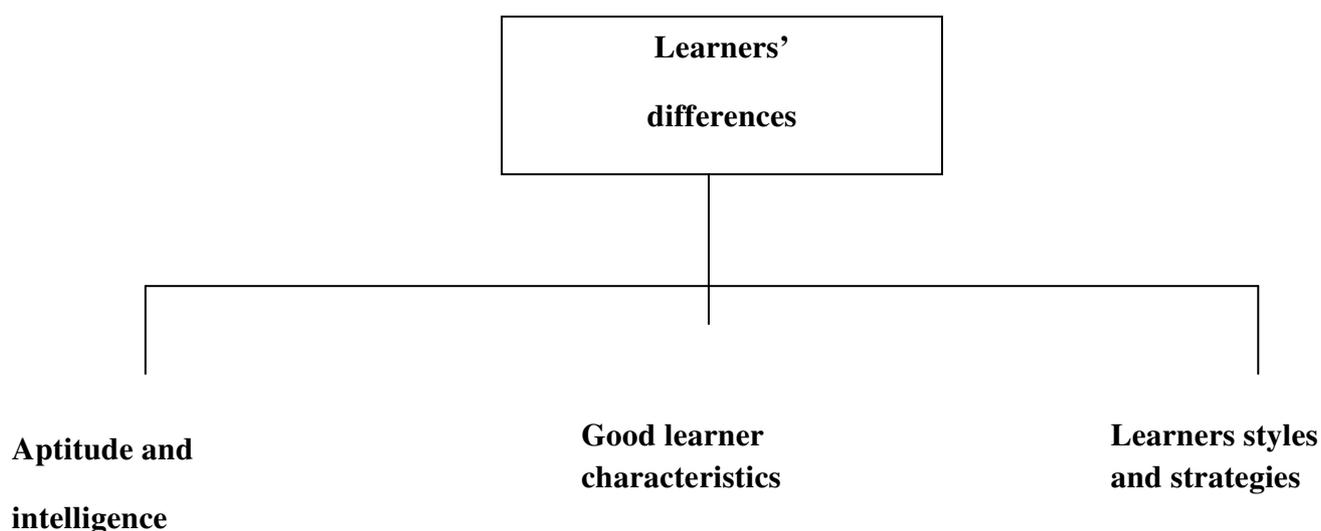


Figure 1.3 Learners' differences (Williams and Burden 1997 : 32)

Many researchers indicate that knowledge, ability, personal characteristics, background and experience affect success in English learning.

1- Knowledge

- **English:** students vary a lot in their knowledge of English. This maybe because of their success or failure in previous learning, or because they have had more, or less, exposure to English outside the classroom.

- **General:** students also vary as to the amount of general world knowledge they have, based on their own life experience and the information they have learnt either in school or through extra-curricular activity.

2- Ability

- **Intelligences:** according to Gardner's (1983) theory of multiple intelligences, each student has a different combination of various types of intelligence. This is a useful way to look at and value the various talents and abilities of different students.
- **Cognitive ability:** some students are simply better at learning things than others. They get higher grades, understand explanations more quickly.

3- Personal characteristics

- **Personality:** students vary a lot in their personality, shy or confident, friendly or withdrawn, dominant or submissive, talkative or quiet. This will influence not only the way they learn but also the way they behave in the classroom.
- **Learning style:** individual students are very different in the way they prefer to learn. For example, some prefer to learn on their own, others like to work with classmates, some are more visual, some more aural; others are more reflective and receptive.
- **Attitude and motivation:** some students come to the classroom with a positive attitude to language and studying, others do not, and for many different reasons. For example, they may or may not feel it is important to study English; they may or may not have bad experiences with learning it in the past.
- **Interests:** students enjoy different kinds of books, and they have different leisure-time activities.

4- Background and experience

In many places teachers may find themselves teaching students who come from different countries, or different cultural groups within the country where the university is located. However, when teaching a heterogeneous class, teachers have to know that individuals have far more life experience and knowledge, more varied

opinions, more interests and ideas. This kind of classroom can be seen as very much more challenging and interesting to teach, and provides greater opportunity for creativity, innovation and general professional development on the part of the teacher.

1.8.2.1 Learning style

Learning style refers to the characteristic ways which individuals orientate to problem solving.

The characteristic cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment...learning style is a consistent way of functioning, that reflects underlying causes of behaviour.

Keefe (1979:04)

Learning styles are often seen as mutable, changing according to experience. Willing (1987) identifies two major dimensions of learning style. One is cognitive, the other is more affective in nature. Based on these two dimensions, Willing describes four general learning styles. This has been shown in figure below.

Passive	Analytic		Active
	Conformists -Authority-oriented learners -Classroom-dependent -Visual	Converges -analytic learners -solitary -independent 'about' language	
	Concrete learners -Classroom-oriented -Games, groups -People-oriented	Communicative learners -Prefer out-of-class -Integrated skills	
	Holistic		

Table 1.1 Willing's two-dimensional framework of learning style (Willing 1987:86)

Convergers tend to be analytical students who, when processing material, are able to focus on the component parts of such material and their interrelationship. They are solitary students who prefer to avoid groups, or even classrooms. They are independent, confident in their own judgements, and willing to impose their own structures on learning.

Conformists provide an interesting contrast. They have an analytic view of language, preferring to emphasize learning about language rather than using language, and regarding language learning as a task susceptible to systematic, logical and organized work. But they rely upon the organization of others, and are dependent on those they perceive as having authority. They are not so confident about their own judgments, in other words, and are happy to function in non-communicative classrooms by doing what they are told. They prefer a visual mode of organization for their learning, and take an impersonal approach to learning. Such students prefer well-organized teachers who provide structure, in the sense of classroom organization and plans. Concrete students share some qualities with conformists. They like classrooms and the imposed organization and authority that this can provide. But whereas the conformists like classrooms composed of individuals, concrete students enjoy the sociable aspects of classrooms, and see them as composed of groups of interacting individuals. Their preferred activities in classroom are group work, and a wide range of skills-based and communicative activities.

Communicative students are comfortable out of class, showing a degree of social independence and confidence as well as a willingness to take risks. Such students are happy to engage in communication in real-life situations, without the support and guidance of a teacher, since they are mainly concerned with meaning.

At the moment there are few general conclusions that can be drawn from the research on learning, but it is impossible to say which learning style works best. Quite possibly it is the students who display flexibility who are most successful, but there is no real evidence yet for such a conclusion. One of the major problems is

that the concept of learning style is ill-defined, apparently overlapping with other individual differences of both an affective and a cognitive nature.

The preoccupation with students' personalities and styles has been a major factor in psycholinguistic research, the cognitive domain of human behaviour is of key importance in the acquisition of FL. If some students are better at some things than others, this would indicate that there are differences in the ways individual brains work. Simply because reading engagement has cognitive, metacognitive and motivational dimension.

1.8.2.2 Learning strategies

This section is concerned with "learning strategies", the behaviours that students use to learn new information. Students' strategies define the approach students select in learning FL, they are governed by self-efficacy beliefs, as quite naturally students decide for an approach they feel at ease with and capable to perform and avoid actions that they consider exceed their ability to implement. The action that students perform in order to learn FL have been named; behaviours, techniques, tactics, and strategies. The term most commonly used is "learning strategies", defined as "behaviours or actions" which students use to make language learning more successful, enjoyable and self-directed. The students' attempt in using the learning strategies is to become skilled speakers, listeners, writers or readers.

Language is a complex cognitive skill that can be described within the context of cognitive theory. In cognitive theory, individuals or students are said to process in information, and the thoughts involved in this cognitive activity are referred to as mental process. Otherwise, learning strategies are special ways of processing details that enhance understanding of an English text. The present work tries to demonstrate that students without metacognitive approaches are essentially students without direction or opportunity to plan their reading skills, monitor their progress and review their achievements in the skill.

The student is seen as an active organizer of information, while motivation is considered to be an important element in reading as well as student's cognitive

system is central to learning. One application of information processing for FL acquisition is that students actively impose cognitive schemata on incoming data in an effort to plan this information. In using appropriate strategies, students may achieve automaticity in reading by using either a top-down approach, which makes use of internal schemata, or a bottom-up approach, which makes use of external input. In either case, cognition is involved, but the degree of cognitive involvement is set by the interaction between the requirements of the reading task and the knowledge and mental processes used by the students.

Learning strategies are defined in terms of a set of characteristics by Ellis (2008: 705).

- Strategies refer to both general approaches and specific actions or techniques used to learn L2.
- Strategies are problem-orientated, the learner deploys a strategy to overcome some particular learning or communication problem.
- Learners are generally aware of the strategies they use and can identify what they consist of if they are asked to pay attention to what they are doing/thinking.
- Strategies involve linguistic behaviour (such as requesting the name of an object) and non-linguistic (such as pointing at an object so as to be told its name).
- Linguistic strategies can be performed in L2 and in FL.
- Some strategies are behavioural while others are mental. Thus some strategies are directly observable, while others are not.
- In the main, strategies contribute indirectly to learning by providing learners with data about L2 which they can then process. However, some strategies may also contribute directly (for example, memorization strategies directed at specific lexical items or grammatical rules).
- Strategy use varies considerably as a result of both the kind of task the learner is engaged in and individual learner preferences.

However, Macaro (2006) defines learning strategies as cognitive and rejects the idea that they can also be considered in terms of behaviour. O'Malley and Chamot (1990) and Oxford (1990) classify three-way distinctions between cognitive strategies; for example, strategies involving analysis transformation, or synthesis of learning materials. Metacognitive strategies; for example, strategies involving an attempt to regulate learning through planning, monitoring, and evaluating. And socio-affective learning strategies; for example, strategies concerning ways in which students interact with other users of FL.

Oxford's taxonomy (1990) is hierarchical, with a general distinction made between direct and indirect strategies (see table 1.2 below), each of which is then broken down into a number of subcategories. Direct strategies are those that directly involve the target language in the sense that they require mental processing of the language, whereas indirect strategies provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy.

O'Malley and Chamot (1990)	Oxford (1990)
<ul style="list-style-type: none"> a) Metacognitive strategies, e.g. selective attention deciding in advance to attend to specific aspects of language input. b) Cognitive strategies, e.g. inferencing using available information to guess meanings of new items, predict outcomes, or fill in missing information. c) Social/affective strategies, e.g. question for clarification (asking a teacher or another native speaker for repetition, paraphrasing, explanation and/or examples) 	<ul style="list-style-type: none"> a) Direct <ul style="list-style-type: none"> 1- Memory strategies, e.g. grouping (classifying or reclassifying materials into meaningful units). 2- Cognitive strategies, e. g. practicing (repeating, formally practicing, recognizing and using formulas, recombining, and practicing naturalistically). 3- Compensation strategies, e.g. switching to mother tongue. b) Indirect <ul style="list-style-type: none"> 1- Metacognitive strategies e.g. setting goals and objectives. 2- Affective strategies, e.g. taking risks wisely. 3- Social strategies, e.g. asking for clarification or verification.

Table 1.2 Two taxonomies of learning strategies Ellis (2008: 707)

The present work tends to demonstrate through this table the role of metacognitive strategies of one's cognitive and motivational process while learning FL and which can be thought of as the knowledge of the students' cognition about acquiring the reading skills.

1.9 The importance of motivation for reading

Motivation is seen as a crucial factor in successful language learning. Motivation is not only important in learning processes, it is also specifically required in reading comprehension since comprehension of challenging text seems to require not only cognition but also motivation. It means that motivation is one key elements for students to succeed in comprehending the reading skills. According to McNinch (1997 :243): *those students who are motivated to succeed will likely do well in the area of reading comprehension.*

Reading takes a large amount of effort but if students are not motivated to read, they will put little effort into the task of reading. When students are unmotivated, disengagement occurs and the outcome of this disengagement is that students have lower comprehension levels. This correlation between motivation and comprehension is one reason why researchers, for example Cox, et al (2000) believe that students who struggle with reading may not be motivated to read. However, motivation will depend on how much value the individual places on the outcome he or she wishes to achieve.

Teachers have to distinguish between extrinsic and intrinsic motivation, that is motivation which comes from "outside" and from "inside". Students who read for interest are intrinsically motivated and those who read because the teacher told them to are extrinsically motivated .According to Gambrell (2011:140): *students need to have a purpose for reading to make it relevant to their lives. If the reading is relevant to their lives they will be more motivated to read.*

One of the strongest outside sources of motivation is the goal which students perceive themselves to be learning for. The students' attitudes to reading skills will be greatly influenced by the people who are close to them. If students are enthusiastic about reading, there is much greater chance that they may feel more

motivated to read. It is not to say, it is a teacher's responsibility to build motivation, on the contrary, students need to play their part, too. Simply, because the reading process needs to be built on a solid base of the extrinsic motivation which the students bring with them to the classroom. On this base the teachers will build five distinct aspects of motivation, which are described in the following figure.

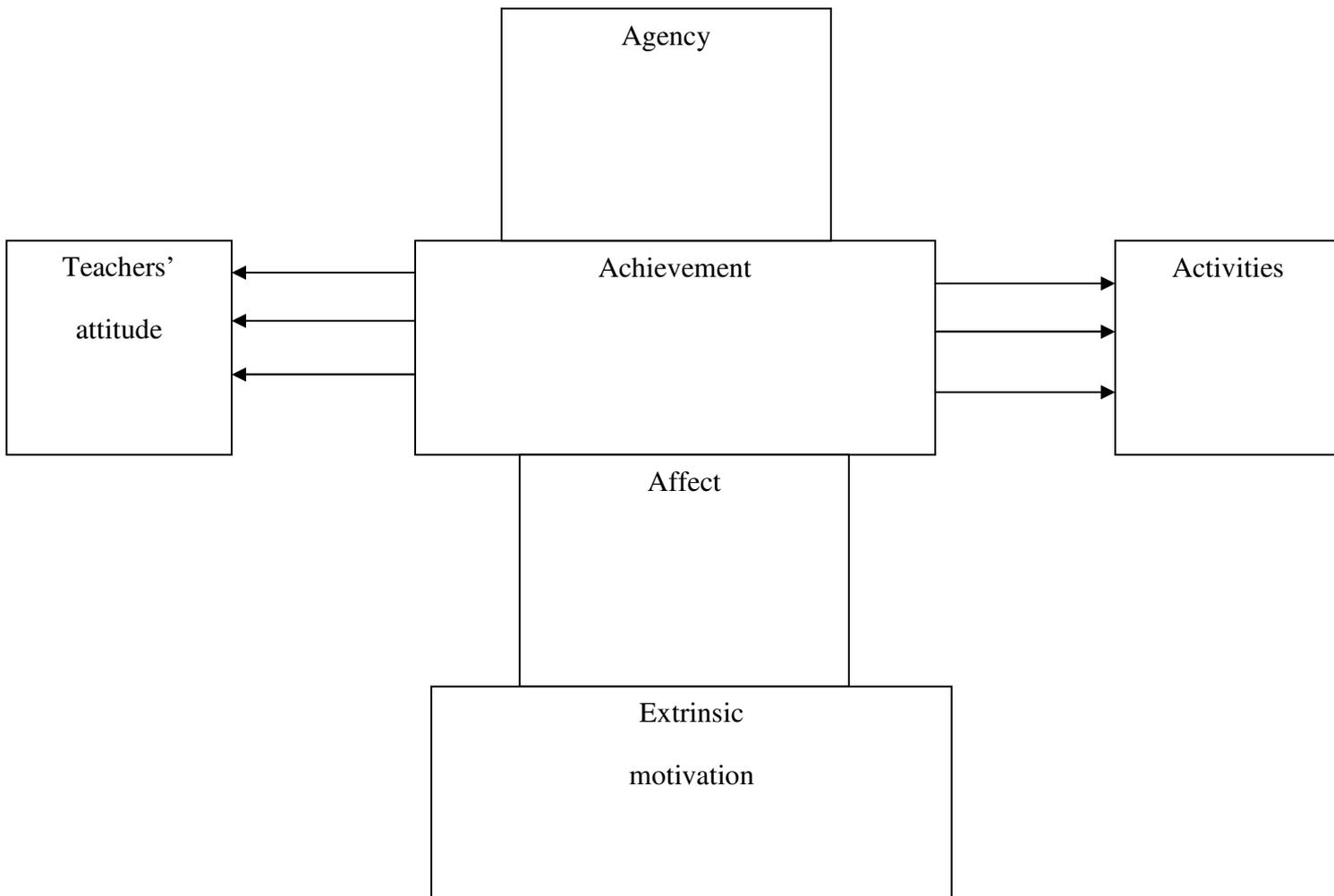


Figure 1.4 Aspects of motivation in the reading process (adapted from Harmer, 2008:10)

1- Affect

It is concerned with students' feelings. When students feel that the teacher has little interest in them, they will have little incentive to remain motivated. When the teacher is caring and helpful, however, they are much more likely to retain interest

in what is going on, and as a result, their self- esteem which is an important ingredient for success.

2- Achievement

Nothing motivates like success, and nothing demotivates like continual failure. It is part of the teacher's role; therefore, to try to ensure that students are successful, because the longer their success continues, the more likely they are to stay motivated to learn.

3- Attitude

Aspects such as the way teachers dress, where they stand and the way they talk to the whole class are important for the acquisition of the language. Students also need to feel that the teachers have enough knowledge about the subject they are teaching. When students have confidence in the teacher, they are likely to remain engaged with what is going on. If they lose that confidence, it becomes difficult for them to sustain the motivation they might have started with.

4- Activities

Students' motivation is far more likely to remain positive if they are doing things they enjoy doing them. Giving them the choice to do what they like has an important role, therefore in their continuing engagement with the learning process. Different students have different styles and preferences, while some want to read poems, others might be much more motivated for reading long and complicated texts.

5- Agency

Agency occurs when students take responsibility for their own learning, and teachers can provoke them to do this. For example, a student who knows how to use the dictionary effectively has the potential for agency. On the other hand, a student who cannot access the wealth of information in the dictionary is losing his or her agency. No one is suggesting that students should have complete control of what happens in lessons, but the more teachers empower them and give them agency the more likely they are to stay motivated over a long period.

Gardner (1985) provides a simple but vivid description of motivation by pointing out that: **many people desire to be millionaires, this goal is not achieved without expenditure of effort to achieve the goal.**

Clearly, it must be interest in achieving an outcome, a need for action to realize the goal and effort should be expended in taking that action. And motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the success of foreign language learning.

1.10 Designing research

In this section, the present work explores the factors that must be considered in designing FL research. Figure 1.6 attempts to sort out the relationships between secondary research and primary research.

- **Secondary research:** Includes any research based on secondary sources, especially from books and articles. Secondary research is further subdivided into library research, which includes any research done for a university course, and literature reviews, which include any research based on the literature that adds to the knowledge of the researcher.
- **Primary research:** Includes any research based on primary, or original data, for example, classroom observations of the students' language learning behaviours, questionnaire responses, students' test scores, etc. Primary research is further divided into qualitative, survey, and statistical research.

Figure 1.5 describes two methods for data collection that are mainly qualitative⁶: the case study and the interview, they aim to gather information of a qualitative nature, that is, to describe the basic nature of qualities and not their amount, degree or intensity. According to Bastouni et al (2003): *qualitative methods yield verbal statements about human experiences and the meaning people attribute to them.*

Qualitative methods of collecting data focus on describing meaning rather than drawing statistical inferences. The limitations of qualitative methods in terms of reliability are counterbalanced by gain in terms of validity. On the other hand,

quantitative⁷ methods yield results in the form of numbers and frequencies. Quantitative methods are associated with the scientific and experimental approach (questionnaires and tests) and they provide information that maybe analyzed with statistics. Bastouni et al (2003) assume that: *quantitative data provide a more profound, more detailed and true-to- life description of events and people.*

Quantitative research procedures and scoring techniques are highly standardised, and they therefore usually have satisfactory reliability : they are internally consistent and when they are repeated they yield similar results.

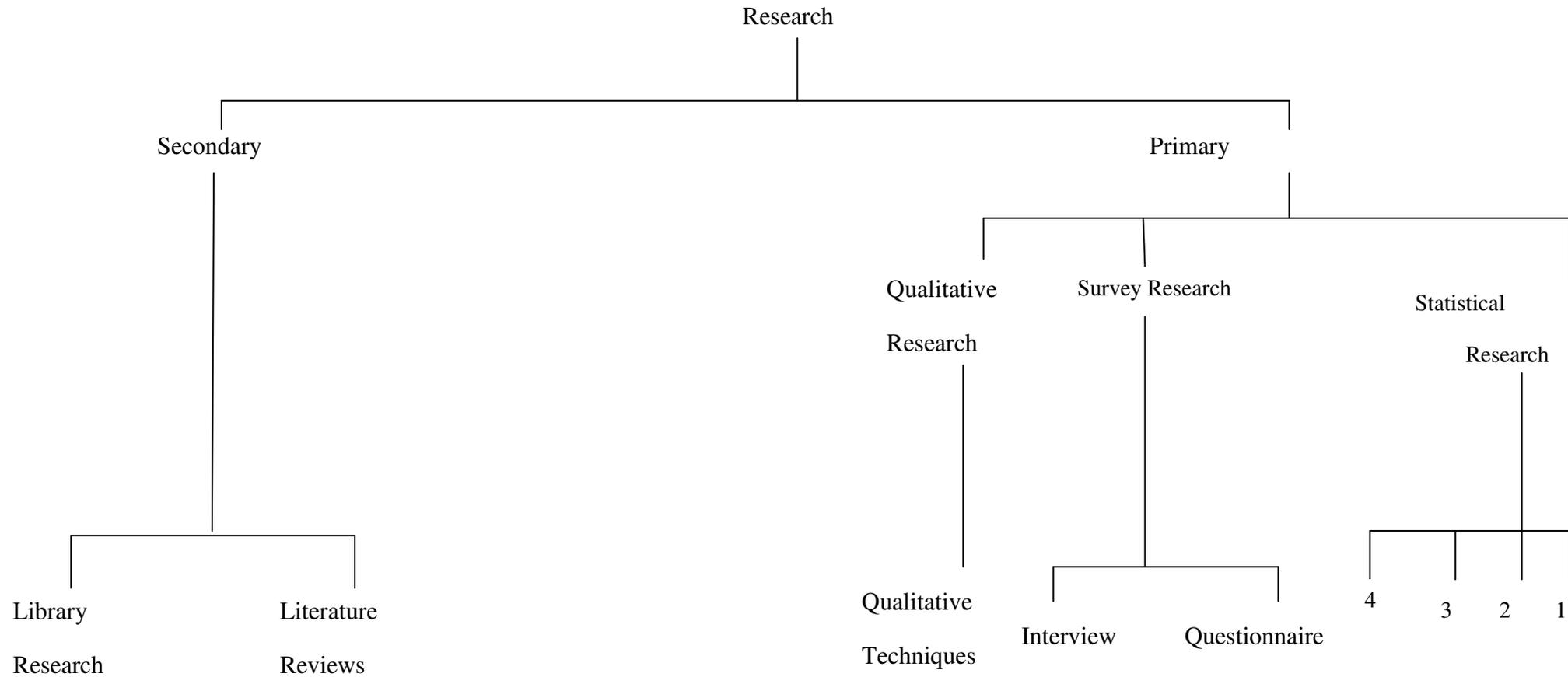


Figure 1.5 Broad categories of research (adapted from Brown 2001: 11)

- Experimental 1
- Quasi –Experimental 2
- Exploratory 3
- Descriptive 4

This research study is carried out to explore reading motivation among first-year - students (see section 1.7) at Djillali Liabes University of Sidi-Bel-Abbes. In order to obtain more reliable answer to the problematic, a case study was adopted in this research for gathering data about the students' needs and expectations toward the English language and their teachers' roles in increasing their motivation, and help improve their English language proficiency since they are conscious about the important role this language plays all around the world.

Investigation is looking around to see what everyone else is doing and justifying the assumptions and validating the beliefs. In this concerns, the case study conducted in this research is appropriate to examine the factors that cause behavioural patterns of a given unit and its relationship to the environment. Kothari (1990) points out that : *the object of the case study method is to locate the factors that account for the behavior -patterns of the given unit as an integrated totality.*

A case study is a research methodology based on an in-depth investigation of a single individual, group, or event to explore causation in order to find underlying principles. It can include quantitative (see figure 1.5) evidence as well as qualitative one, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions. Furthermore, Cohen et al (2000) assume that the case studies can establish cause and effect as they observe effects in real context which is in turn, a powerful determinant of both causes and effects. In doing so, the present work tries to shed a light on the importance of motivation in the field of reading skills by analyzing each single information obtained from the research instruments.

1.11 The Research instruments

Research can be defined as a systematic investigation in order to add a new knowledge in an area of interest by solving problems and develop new theories, before undertaking any research in any subject areas, the researcher must be sure about the intended purpose of his /her research which determines what type of research method he/she is going to undertake. The principle element behind doing a successful research is the choice of the appropriate tools for data collection which are the primary sources for gaining information during research, such as: questionnaire, interview, and observation.

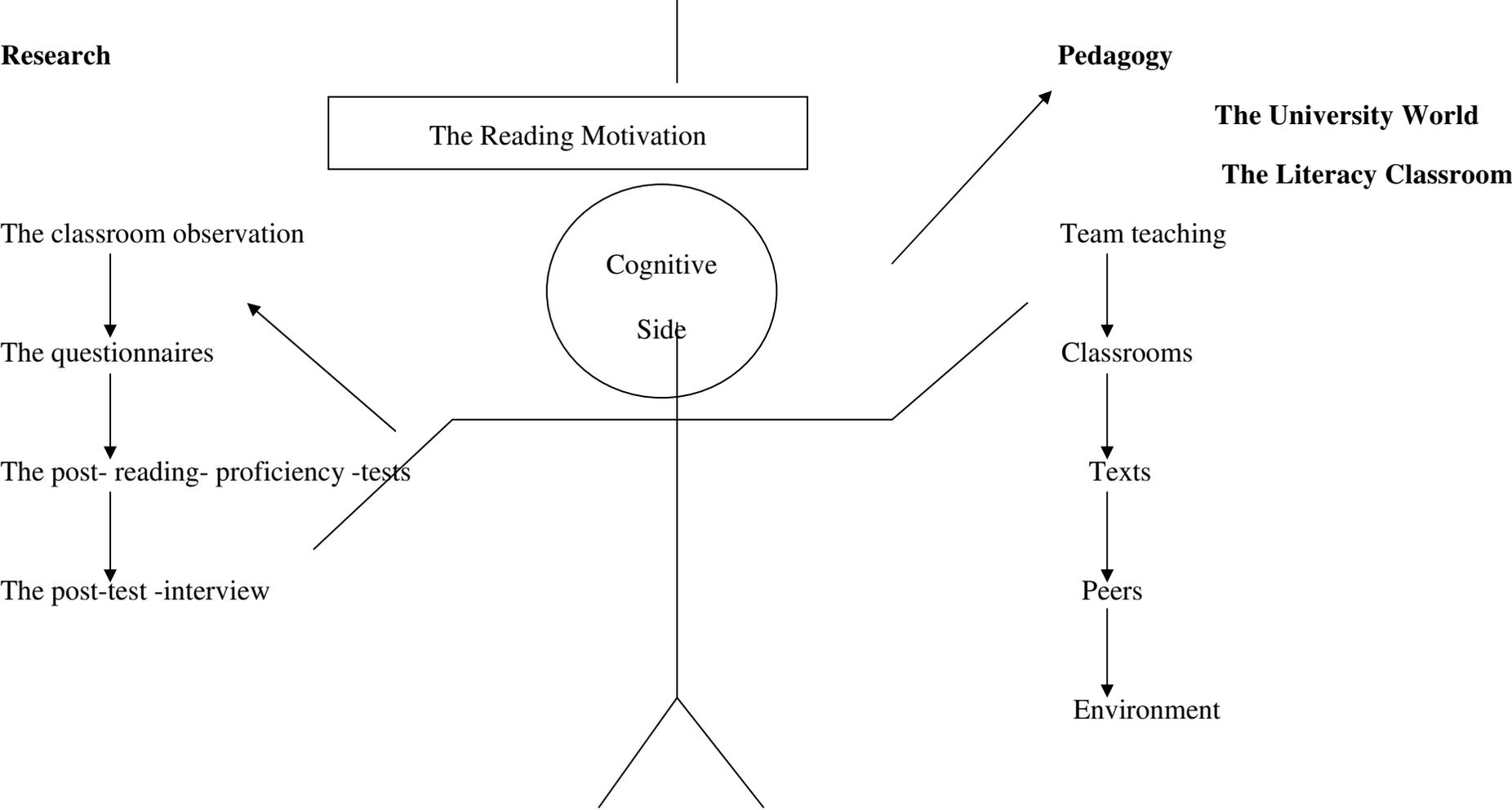


Figure1.6 The reading motivation research (adapted from Johns 1997: 90)

This study is an investigation of fostering reading motivation of first -year - students at Djillali Liabes University of Sidi Bel Abbes. In the current study different instruments were used to get qualitative and quantitative data. First, two different questionnaires were administrated to teachers and students, then a reading proficiency test, as well as a structured interview with students. Finally, the classroom observation was used for gathering as much as possible adequate information for this research.

1.11.1 The Questionnaires

Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. Often they are the only feasible way to reach a number of reviewers large enough to allow statistically analysis of the results. Although questionnaires maybe cheap to administer compared to other data collection methods (see table 1-3below), they are expensive in terms of design time and interpretation.

The steps required to design and administer a questionnaire include: defining the objectives of the survey, determining the sampling group, writing the questionnaire and interpreting the results.

Time is also an important resource that questionnaire can maximize. If a questionnaire is self –administering, such as an email questionnaire, potentially several thousand students could respond in a few days. It would be impossible to get a similar number of usability tests completed in the same short time.

Advantages of The Questionnaire
This approach is less expensive in terms of time and money
Subjects feel a greater sense of anonymity
The format is standard for all subjects and is not dependent on mood of interviewer
Large samples, covering large geographic areas, compensate for the expected loss of subjects.
A greater amount of data over a broad range of topics may be collected

Table 1.3 Advantages of the questionnaire (Brown and Rodgers 2003: 198)

Questionnaires are also easy to administer confidentially, and often confidentiality is necessary to ensure participants to respond honestly. Example of such cases would include studies that need to ask embarrassing questions about private or personal

behaviour. The subjects are more likely to feel that they can remain anonymous and thus maybe more likely to express controversial opinions. The questionnaires are useful when the researcher wants to investigate in a particular domain, since they ensure that both questioner and respondent have something to say to each other.

1.11.1.1 The Student's questionnaire

The questionnaire (see appendix A) enables the present work to know the knowledge, opinions, ideas and experiences of the students. Being written, the questionnaire has some advantages, students feel that they can remain anonymous, if someone dislikes the field in which the researcher is working on, he or she can easily express himself or herself. This research questionnaire is used to identify the reading motivation of the first-year - students at Djillali Liabes University.

The first part of this questionnaire asks for the demographic information on their gender, age, specialty, and years of studying English at schools. The second part deals with the students' reading motivation. For that case, twenty questions have been asked to eighty students. It allows the researcher to collect enough information for the sake of finding solutions to the research problematic as well as the research questions.

1.11.1.2 The teacher's questionnaire

This research instrument is adopted mainly to elicit information from the teachers' viewpoints concerning the achievement of their students' English language proficiency and to obtain the basic information necessary for answering the research questions. The questionnaire for this study (see appendix B) is constructed on the basis of the goals and objectives of enhancing students' motivation in reading.

The questionnaire is formulated through the use of close-ended questions and open-ended questions which aim at testing hypotheses. It allows the researcher to collect data that can be analysed quantitatively and qualitatively. Fifteen questions has been asked to ten teachers in order to investigate on the field of reading skills, more precisely about fostering reading motivation.

1.11.2 The reading- proficiency- tests

The purpose of the reading -proficiency -test is to evaluate the students' capacity of comprehending the English texts, as well as detecting if students are motivated or not, just for the sake of finding additional elements which may allow the present work to find a remedy for this research. Through the reading –proficiency- test, the present work is going to identify the students' difficulties toward the reading skills, what demotivate them to read and the reading techniques used in order to comprehend an English text.

1.11.2.1 Test “1”

Test 1, which is entitled “Astronomy” (see appendix C) was used at the beginning of the academic year(2015/2016).The purpose of this reading -proficiency -test was to see whether students' were motivated or not , to see also if students used reading strategies when they started reading and what reading strategies they used.

1.11.2.2 Test “2”

Test 2, which is entitled “Stress.”(see appendix D) was used at the end of the academic year(2015/2016).The purpose of this reading-proficiency-test was to discover whether students used appropriate techniques for reading, since they had normally learned them. It also aimed to see if their motivation increased or not.

1.11.3 The post -test - interview

The interview⁸ is a research tool typically used to gain a better insight and an-depth about the students' interests, attitudes, opinions, and beliefs. It is also described as being a method for data collection which aims at collecting information directly from the informants with reference to the researcher's area of investigation .In an interview, there is an opportunity to collect non-verbal data as well as to clarify the meaning of hard questions. Interview has many advantages (see table 1.4 below), the most significant is questioning students who cannot write their responses , for example , students who do not write as frequently as they speak. Oral responses from these students will contain much more information than would their written responses.

Advantages of The Interview
The subject needs to be able to read or write
The interviewer can observe the responses of the subject
Questions may be clarified if they are misunderstood
An-depth data maybe obtained on any subject and are not dependent on predetermined questions
There is a higher response and retention rate

Table 1.4 Advantages of the interview (Brown et al 2003: 199)

Another advantage of the interview technique is that you can plan to ask questions at several levels to get the most information from the students. According to Wallace (2000) this approach is unique to the interview. The combination of structured and unstructured questions can provide depth and richness to the data and, at the same time elicit data that are comparable from one student to another.

The interview helps the present work to discover whether students are engaged and motivated when they read an English text, since the responses are oral they will contain much more details than the written responses. The student is going to give a lot of information for only one question. Therefore, the researcher is going to have additional knowledge for her/his research. Nine questions have been asked to ten students just for having more information and many students are willing to talk and collaborate with an interviewer who is obviously interested in what they have to say.

1.11.4 The classroom observation

Observation is a method of collecting data in which the situation of interest is watched and the relevant actions, facts and behaviours are recorded. In fact, classroom observation should involve looking and listening very attentively. This act of looking at something without influencing it and recording the action for later analysis, it is considered from social science as an important tool for all researchers. The ways in which teachers and students interact in the classroom have become a major concern of each researcher who needs to bring reliable answers to the eventual problematic. However, most classroom interaction research studies are done in regular university classrooms and focus on interactions between teachers and students or between students and students. Observation is frequently used to collect data in both

quantitative and qualitative studies, and there are two main different types of observation :

- **Direct observation** : the researcher is watching rather than taking part in a discussion, for example , he/she is looking around to see what everyone else is doing and justifying the assumptions and validating the beliefs of the investigation.
- **Participant observation** : the researcher becomes a participant in the context being observed, which takes months of intensive work because the researcher needs to become accepted as a natural part of this learning context.

This present work uses the direct observation, since the researcher is limited in time and observation is put, namely to establish objective data concerning what goes on in the classroom.

- The focus of the observation can be on the teachers; the techniques they use, their physical presence, voice projection and quality, use of gesture and management procedures.
- The focus can be on the students; the way they work, the way they interact, the way they respond toward their teaching.
- The focus can be on the context in which the teachers do the lectures. The classroom layout; the teaching aids available and how they are used, and the use of posters and visual aids (if any) in the classroom.

The classroom observation starts from the beginning of the academic year 2015/2016. The class is observed during twenty sessions, for one hour and a half in a week. The number of students in the classroom was fifty, but only thirty-five were present. The researcher is an observer behaves like an investigator, an analyst, as well as an evaluator of the teaching / learning situation in the classroom. Besides, the main goal of this classroom observation is to find the gap between the reading process and students' motivation. The researcher focuses on the Students' attitudes towards the reading skills and motivation among the students in the classroom.

1.12 Conclusion

This chapter has focused on the idea of describing the conditions which the learning /teaching process has been interpreted. The objectives of teaching the reading skills, the teaching staff as well as the students' profile have been identified, since they are essential for the analysis of the results. All these elements will allow the present work to examine the students' engagement in reading and thus bring invaluable information to the investigation. In addition, the importance of motivation in reading has been mentioned, in order to find possible answers to the research questions. It has also been important to acknowledge the status of the English language as well as the world English education at the beginning of this chapter. Finally, the choice of the population and the research instruments have been described for the sake of obtaining available results. The results obtained will be analysed and interpreted in chapter three. In the following chapter, a substantial definition of the reading process and motivation are needed to achieve this research.

Notes

1) Phillipson (1992) argued that: “English has been regarded by some as a way of promoting military, cultural or economic hegemony”.

2) Radosh (2005) added that countries such as the USA, Britain, Canada and Australia do their best to promote their culture overseas and to attract people to choose them as a study destination.

3) Crystal (2003) noted that in many countries, lack of government support, or a shortage of foreign aid, has hindered the achievement of language teaching goals.

4) The LMD system (Licence -Master -Doctorate) is a new organizational framework for university courses which is currently being implemented in all European countries including Italy, Germany, Great Britain. It has been introduced in Algeria in September 2004 and it is made of.

- Licence (3 years) : 180 credits for 30 credits a semester (2 semesters a year)
- Master (2 years) : 120 credits – for 30 credits a semester (2 semesters a year)
- Doctorate : 3 years of research.

This system responds as put by Herzallah & Baddari (200: 21) to the necessities of the globalization of knowledge by improving higher education.

5) “Foreign language students are surrounded by their own native language and have to go out of their way to find stimulation and input in the target language. These students typically receive input in the new language only in the classroom and by artificial means, no matter how talented the teacher is.”(Oxford and Shearin, 1994)

6) This method attempts to present the data from the perspective of the subjects or observed groups, so that the cultural and intellectual biases of the researcher did not distort the collection, interpretation, or presentation of the data (Jacob, 1987).

7) It is defined by Bogdam and Bicklen (1998:597) in the following words : Charts and graphs illustrate the results of the research, and commentators employ words such as variables, population and result as part of their daily vocabulary, research then as it comes to be known publicly, is synonym for quantitative research.

8) The interview used was of a semi-structure type. Students were asked to answer a set of pre-established questions, but were probed and encouraged to extend their ideas and further express any detail that seemed important for them. This kind of interview is generally advised by the researcher since it is at the same time guided by specific objectives to reach and can look for new sources of information.

Chapter Two

Survey of motivation theories and reading skills

Chapter II: Survey of motivation theories and reading skills

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2.1 Introduction

A major consideration in this second chapter is put on the theoretical aspects of reading skills as well as motivation since they represent the core interest of the present work. In this chapter, a description of humanistic teaching is presented before the description of the main concerns which are motivation and reading skills in order to demonstrate the importance of classroom environment. Therefore, there is a major interest among teachers about students who cannot read but more seriously about those who can read but do not have the motivation to do it. However, Students' reading motivation has been a reoccurring problem for teachers in education because the lack of motivation is one of the crucial challenges that teachers face in teaching the reading skills. The researcher wants also to detect the use of the reading strategies to foster the students' understanding of an English text. Finally the chapter ends with a description about assessing the reading skills as well as preparing students for exams, since teaching rhymes with assessing.

2.2 Humanistic teaching

In the theory of FL acquisition, many researchers have discovered that the cognitive domain of students' behaviour is of great importance in the acquisition of both a second and a foreign language. Teachers agree that the process of storing and recalling in reading comprehension are central to the understanding of the written texts.

With regard to mental functioning, cognition is associated with knowing and knowledge representation, memory, attention, learning, information processing, abstract thinking, appraisal, judging, reasoning, problem-solving, decision-making, etc. thus, the cognitive system is broad in its scope, and in fact there has been a tendency in psychology over the past decades to try to “cognitize” every conscious mental operation, including those related to motivation and affect.

Dörnyei (2009: 202)

When students face a new language, they seem to be disengaged, unmotivated. In the same way, the students' feelings about the world look like being unmeaningful. For example, when the teachers introduce new words within the task of reading skills, they may create an aid (push them to guess, or imagine how the word looks like). In doing so, it will help them to have an emotional attachment to the word when they will use it all along their studies. Students' feelings or students' affect deal with how people learn and remember language items. They associate to the whole learning experience and influence how students feel about themselves. In the other side, with the presence of negative feelings such as fear, stress, anxiety or anger when students have in front of them English texts. Their optimal learning capacity maybe compromised. Stevick (1976) calls these negative feelings "alienations" and suggests that to counter these states, humanist¹ approaches have been called for. Teachers claim that the beneficial value of comprehensible input depends upon the students being relaxed in their classrooms, and having positive attitude toward the reading skills in order to be fully engaged in reading. Students should feel that what they are learning is personally relevant to them, that they have to experience learning. For example, teachers should make them feel that learning is not limited by the walls of the classrooms and make them think about enlarging their knowledge in order to fight anxiety and other negative feelings.

In a humanistic classroom, students are emotionally involved in the learning, they are encouraged to reflect on how learning happens and their creativity is fostered. The teacher can achieve this by keeping criticism to a minimum and by encouraging them, in plain terms, to feel good about themselves.

Harmer (2007: 58 - 59)

The role of the teacher is to create a safe atmosphere, especially when students have in front of them a reading passage. The teacher's aim is to push them exteriorize their own internal text, encourages them to interact from their inner selves, saying how they feel about their lives and experience. Lastly, paying much attention to affective² issues in learning does not mean that teachers neglect their

students' intellectual development. Nevertheless, it has been clear that having positive feelings is quite better than processing negative ones. Everyone knows that his/her students are for more likely to acquire effectively the reading process if their attention is aroused.

2.2.1 Intelligence

Recent research has sought to explain why some students succeed more than others as well as how students are classified as intelligent and dull, motivated and unmotivated. The very earliest work in individual differences in psychology focused on intelligence. And since reading is a cognitive process, the present work seems to be obliged to know more about this psychological side. However, intelligence has been seen as the general set of cognitive abilities involved in performing a wide range of learning tasks. According to Dörnyei (2005) intelligence is a general sort of aptitude that is not limited to a specific performance domain but is transferable to many sorts of performance. Otherwise, the present work believes that the reading process could not be learnt in isolation from the other skills.

Intelligence is also a factor where cognitive academic language proficiency (CALP) is concerned, but less so where basic interpersonal communication skills (BICS) are involved. Cummins (1983) distinguishes these two types of language proficiency.

(1) The ability to participate in context-embedded as opposed to context - reduced communication and (2) the extent to which the communication involved is cognitively demanding or undemanding. CALP concerns the proficiency needed to engage in the kinds of context- reduced and cognitively demanding tasks characteristic of academic study, whereas BICS consists of those skills required for oral fluency and the sociolinguistically appropriate use of a language in face- to- face interaction. All teachers of reading skills are conscious that students should be fully engaged in reading comprehension. They should interact with their students through fruitful discussions about what interest them in order to stimulate their thinking. Finally, intelligence is viewed as a general ability involving the capacity to engage in analytical thinking. Sternberg (2002) proposes a theory of successful

intelligence, he distinguishes three types of intelligence; analytical intelligence (the ability to analyse, compare, and evaluate), creative intelligence (the ability to produce novel solutions to problems) and practical intelligence (the capacity to adapt, to shape, and to select environments suited to one's abilities). According to some researchers like Obler (1989), different types of intelligence should be implicated in different aspects of language proficiency.

2.2.2 Personality

Personality can be seen as those characteristics of a student that account for patterns of thinking, behaving and feeling. It is also composed of a series of traits such as extraversion and introversion.

Extraverts are sociable, have many friends; they are sensation-seekers and risk-takers, like practical jokes and are lively and active. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends.

Eysenck and Chan (1982: 154)

In the view of many teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning in general and reading comprehension in particular. Researchers in the domain of psychology consider personality factors to be important, they are conscious that personality comes higher before intelligence and memory.

Extraverted students, according to Griffiths (1991) will do better in acquiring BICS, since sociability "an essential feature of extraversion" will result in more opportunities to practice, more input, and more success in communicating in FL. On the other hand, introverted students will do better at developing CALP, since they enjoy more academic success because they spend more time writing and reading. The important variables concerning extraverted students are responsiveness, talkativeness, and gregariousness.

The introverted students use a more explicit speech style and a much richer vocabulary in the formal task. In classroom participation, the teacher may notice immediately the type of personality of his/her students and will help the teacher select appropriate texts which could foster their reading motivation. Finally,

teachers should not ignore the fact that the effects of personality maybe mediated by other variables such as language - related attitudes, motivation, and situational anxiety.

2.2.3 Working memory

Working memory has been seen as a memory store of very limited capacity that holds information for a few seconds. Many cognitive activities such as learning, reasoning and comprehending depend on working memory. However, students need not only to learn a lot of words but to remember them. For example, when the student is holding in his/her head a title of a book for as long as it takes to be able to find it in the library or to repeat a word that he/she has just heard the teacher modelling. Memory and reading are in close interaction with each other since memory takes a large part on the reading process.

Braddeley and Hitch (1974) identify three key components, the phonological loop which holds information briefly in a phonological form and it allows for articulatory rehearsal. This rehearsal occurs within a limited time (about 2 seconds) and is an optional process. The visual sketchpad is used in the temporary storage and manipulation of spatial and visual information. And the central executive is the most important component, since it serves as variety of functions, including selective attention to specific stimuli while ignoring others. It is considered as a temporary activation of material in long-term memory, and resolution of potential conflicts between schemas. Working memory means the cognitive process that maintains information in the reader's mind during active processing of information. It can be thought of as a kind of work bench, where information is first placed, studied and moved about before being filed away for later retrieval.

Long-term memory is seen as a kind of filing system, unlike working memory which has a limited capacity and no permanent content. It has an enormous capacity and its contents are durable over time. According to Taylor (1990:22): *long-term memory is a practically unlimited amount of relatively permanent knowledge and skills: thousands of words and grammatical rules, information about your conversational partner(s) and world events, and so on.*

Reading comprehension and learning through reading rely both on working memory and on long-term memory. It requires different functional structure of memory, it can however effect reading comprehension in various ways. Working memory effects the ability to maintain information in the mind at a given moment to activate a long-term memory during reading. Long-term memory in turn effects through its contents and organizes the ability to understand the language and its abstractness as well as pragmatic and other meanings of the English language. It had been seen that reading comprehension is primarily based on three essential conditions for memory.

- 1) Mechanic reading skills are sufficient and close to or fully automated; the capacity of the student is mainly bound to mechanical reading, and the student cannot at the same time effectively process the meaning of a text.
- 2) The long-term memory stores are; for example in terms of vocabulary, sufficient for understanding the meanings of a text.
- 3) Working memory functions effectively enough and in a focused way during a reading process.

Individual's working memory capacity differs, since teachers note in their classrooms that this difference occurs in their ability to repeat phonological sequences (a process teachers consider important for reading).Some teachers suggest that this difference can be genetic, for example dyslexics have poor phonological memory, students cannot make a difference between signals, thus their readings become weak. This is not because they are unmotivated to read and their teachers should help them overcome their handicap.

Some researchers like Skehan (1998) argue that the role of memory has been underestimated and suggest that those students with larger working memory are better equipped to acquire FL. Finally, teachers of reading skills report that students with greater working memory capacity achieve higher level in comprehending an English text with the association of long-term memory. In doing so, students are better placed to take advantage of word order information because they can hold

more information in their minds. In the following section, there is a need to mention Krashen's work which deals with the affective side of the acquisition of FL.

2.3 Krashen's input hypothesis

Krashen's theory of language acquisition consists of five main hypotheses:

1-Acquisition learning hypothesis: Krashen (1981) distinguishes between acquisition and learning. The former is an implicit, subconscious process. The latter is an explicit, conscious process and results in metalinguistic knowledge. According to him, fluency in FL performance is due to what students have acquired, not what they have learnt. Students should do as much acquiring as possible in order to achieve fluency; otherwise, they focus on rule learning and they pay too much conscious attention to the forms of language. Krashen claims also that no interface between acquisition and learning is used to strengthen the argument for recommending large doses of acquisition activity in the classroom, with only a very minor role assigned to learning.

2-Monitor hypothesis: the monitor is involved in learning, not in acquisition. It is a device for making alterations as they are consciously perceived. According to Krashen, such explicit and intentional learning ought to be largely avoided, as is presumed to hinder acquisition.

3-Natural order hypothesis: when students follow the morpheme order studies of Dulay and Burt (1974), they acquire language rules in a predictable or natural order.

4-Input hypothesis: comprehensible input is the only true cause of FL acquisition. The language that students are exposed to should be just far enough beyond their current competence that they can comprehend most of it but still be challenged to make progress.

5-Affective filter hypothesis: the best acquisition will occur in environments where anxiety is low and absent. In Krashen's terms, context where the affective filter is low. In the following figure, the present work is interested in the affective filter hypothesis, which stipulates that a number of affective variables play a facilitative role in language acquisition. These variables include motivation and anxiety.

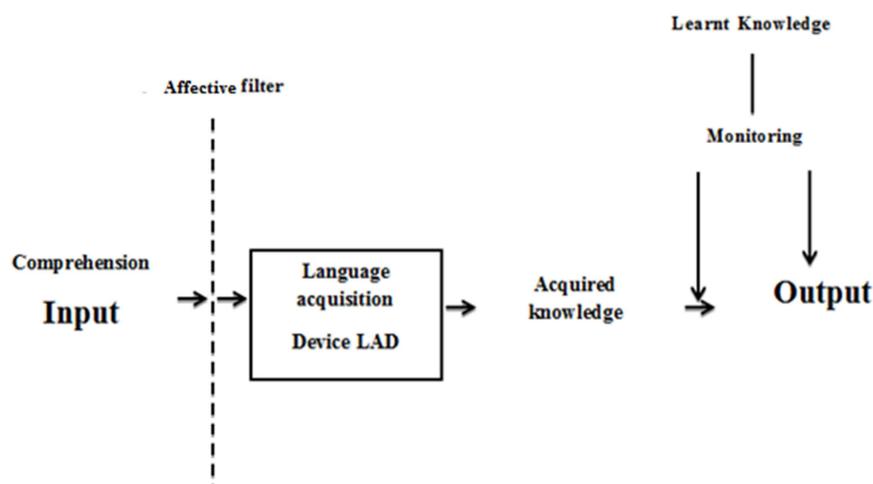


Figure 2.1 The input hypothesis model (adapted from Krashen 1982:16)

The principal way that teachers can influence students' motivation is by making the classroom a supportive environment in which students are simulated, engaged in activities that are appropriate to their interests and most importantly, where student can experience success. This in turn can contribute to positive motivation, leading to still greater success. Krashen claims that students with high motivation and a low level of anxiety are better equipped for success in FL acquisition. Low motivation and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. Finally, the effectiveness of providing a reasonable challenge to students in a supportive, low anxiety environment can hardly be denied by any teacher.

2.4 Individual differences

Individual differences have been described as any attribute or personal characteristic that marks a student as a unique human being. According to Dörnyei (2005: 181): *IDs are characteristics or traits which individuals maybe shown to differ from each other.*

For example, motivation was seen to concern the affective characteristics of the student, referring to the direction and magnitude of learning behaviour in terms of student's choice, intensity and duration of learning. *Learners were classified as*

good and bad, intelligent and dull, motivated and unmotivated (Horwitz 2000: 532). More recent research, however, has sought to explain why some students succeed more than others. The purpose behind mentioning IDS in this present work is to understand the general principles of the human mind and explore the uniqueness of the individual mind. In the following section, there is a need to recognize how IDS impact on the cognitive processes responsible for the acquisition of the English language in general and the reading process in particular.

2.5 The ID factors

Many researchers like Dörnyei (2006) describe a lot of best-known ID factors in foreign language acquisition. An early work (Altman 1980) presents a long list of such characteristics for consideration. Table 2-1 below, shows that Skehan (1989), Robinson (2002), and Dörnyei (2005) all include language aptitude, motivation, personality, and anxiety in their lists. These, then, can be considered “core factors”.

Skehan (1989)	Robinson(2002)	Dörnyei (2005)
Language aptitude	Intelligence	Personality
Motivation	Motivation	Language aptitude
Language learning strategies	Anxiety	Motivation
Cognitive and affective factors:	Language aptitude Working memory	Learning and cognitive styles
Extroversion/ introversion	Age	Language learning strategies
Risk- talking		Other learner characteristics
Intelligence		Anxiety
Field independence anxiety		Creativity
		Willingness to communicate
		Self- esteem
		Learners' beliefs

Table2 .1 Factors listed as influencing IDs in language learning in three survey

(Ellis; 2008:644)

In addition, there are many factors considered less central, but which figure in the lists of one or two of these researchers, such as, intelligence, learning, strategies, and age.

- a) Abilities = cognitive capabilities for language learning that are relatively immutable.
- b) Propensities = cognitive and affective qualities involving preparedness or orientation to language learning that can change as a result of experience.
- c) Students' cognitions and language learning = conceptions and beliefs about language learning.
- d) Students' actions= learning strategies.

Category	Factors
Abilities	Intelligence Working memory Language aptitude
Propensities	Learning style Motivation Anxiety Personality Willingness to communicate
Learners' cognitions about language learning	Learners' beliefs
Learners' actions	Learning strategies

Table 2.2 Factors responsible for ID in language learning (Ellis 2004 b:530)

According to Dörnyei (2005), it is not always easy to decide whether a particular ID factor constitutes an “ability” or a “propensity” while “actions” cannot easily be viewed as an ID factor at all. Dörnyei (ibid:05) adds that : *I will not attempt to clarify the various ID factors but, instead, treat them separately* .The important point which should be raised is that classroom is made by individuals not as a whole group. Teachers must think about person-to-person, treat student as being unique.

2.6 Theories of motivation

Motivation may mean different things to different people, at different times and in different contexts.

However simple and easy the word motivation might appear. It seems to have been impossible for theorists to reach consensus on a single definition .No single individual differences factor in language learning has received as much attention as motivation.

Ellis (2013: 677)

Theorists within the field of motivation present explanations for how students become motivated to perform tasks such as reading. Psychological theories of motivation have provided clarification related to the manner in which students begin to value reading. It refers to the reasons that underlie behaviour that is characterized by willingness and volition. Motivation involves also constellation of closely related beliefs, perceptions, values , interests ,and actions.

Initially in the 1970s and 1980s, theorizing and research about motivation centered on Gardner and Lambert's (1972) social psychological construct of integrative motivation. Then in the 1990s, attention switched to a more cognitive-situated of motivation where the significance of situation- specific factors such as the classroom learning situation was examined (Crookers and Schmidt 1991, Williams and Burden 1997).The 1990s in particular have shown an explosion of interest in the role motivation played in language learning.

Dörnyei and Otto (1998) believe that motivation is not a relatively constant state but rather a dynamic entity that changes through time, with the level of effort invested in the pursuit of particular goal. They have illustrated this view of motivation in a model based on two main dimensions.

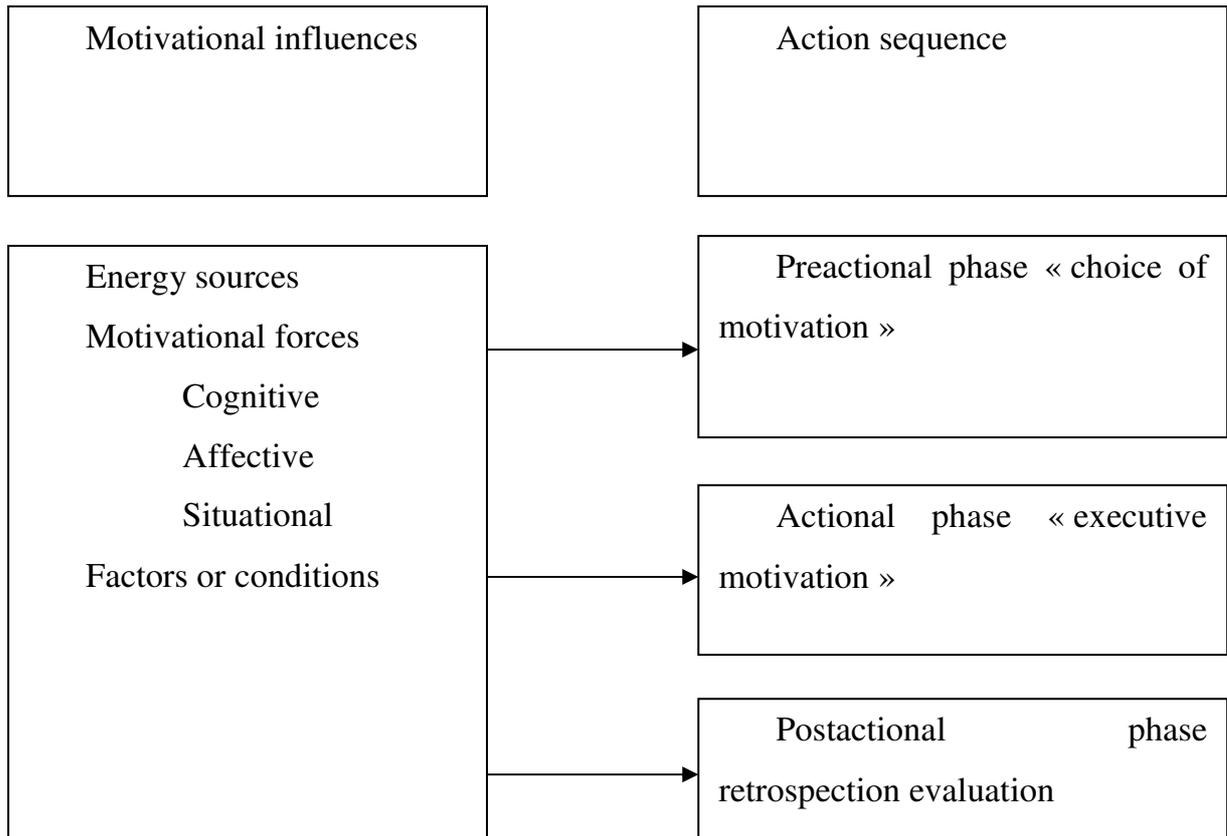


Figure 2.2 Complex visualization of motivation (Dörnyei and Otto 1998: 25)

The first dimension or action sequence represents a continuum divided into three main phases. First, the preactional phase corresponds to the choice motivation that leads to the selection of the goal or the task to be engaged in. Second, the actional phase corresponds to the executive motivation that maintains the initial generated motivation and protects the student from all possible distractions. Third, the postactional phase entails the motivational retrospection allowing the students to conduct a retrospective evaluation of how events went. On the other hand, the second dimension or motivational influences comprises energy sources and motivational forces that underlie and stimulate the action sequence, that is, the success or failure of the goal set by the students. In sum, through this model, Dörnyei and Otto have described the complexity of the motivational process, which they illustrated as a broad array of mental processes and motivational conditions that play important roles in determining why students behave as they do.

Ellis (2008) in his turn describes an approach, which identify key motivational constructs. It can incorporate a historical perspective, but mainly because it affords the student a rapid view of the “state-of-art” of language-learner motivation research .The key constructs are:

1) Integrative motivation

Integrative motivation is characterised by the students’ positive attitudes towards the target language and the desire to integrate into the target language community. It can be defined as involving three subcomponents.

- 1) Integrativeness (including integrative orientation, interest in foreign languages and attitudes towards the language).
- 2) Attitudes towards the learning situation, i.e. attitudes towards the teacher and the course .
- 3) Motivation: the effort, desire, and attitude toward FL learning.

The integratively³ motivated student is one who is motivated to learn FL, has an openness to identification with the other language community and has favourable attitudes toward the learning situation. In the model, integrativeness and attitudes toward the learning situation are viewed as two different, yet correlated, supports for motivation, but motivation is seen to be the major affective individual-difference variable contributing to achievement in learning another language. According to Gardner (1985), the correlation between motivation and language achievement should be higher than the correlations of either integrativeness or attitudes towards the learning situation with language achievement.

Motivation refers to goal -directed behaviour, it involves four aspects: a goal, an effort, a desire to attain the goal, and favourable attitude toward the activity in question.

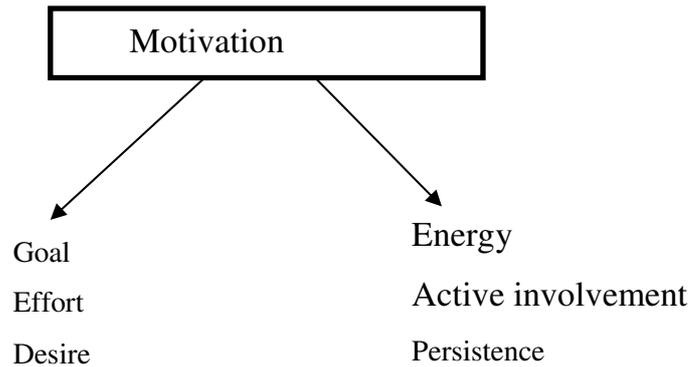


Figure 2.3 The desire to achieve a goal (Gardner 1985:06)

The motivated individual expends effort, is persistent and attentive to the task, has goals, desire, enjoys the activity, experiences reinforcement from success and disappointment from success and disappointment from failure and makes use of strategies to aid in achieving goals. That is, the motivated individual exhibits many behaviours, feelings and cognitions that the individual who is unmotivated does not.

2) Instrumental motivation

It is also a component of Gardner's socio-educational model, it is important to recognize what it can work in conjunction with, rather than in opposition to, integrative motivation. It refers to the motivation that derives from a perception of the concrete benefits that learning FL might bring about. Here it is again useful to distinguish between "orientation" and "motivation". There have been few studies which have investigated the direct effect of an instrumental⁴ motivation through the provision of some kind of incentive to learn. For example, Dunkel (1948) offered financial rewards to students learning and found that although this did not result in a significantly better performance on a grammar test. Gardner and MacIntyre (1991) reported a study in which 46 university psychology students were rewarded with 10 dollars if they succeed in a paired- associate (English-French) vocabulary task, while the same number were just told to do their best. The students offered the reward did significantly better. They also spent more time viewing the pairs of words, except on the sixth and last trial in the task, when the possibility of a reward no longer existed. This led Gardner and MacIntyre to claim that once any chance for

receiving a reward is eliminated, students may cease applying extra effort. They saw this as a major disadvantage of instrumental motivation. Students with an instrumental reason for learning can be successful although overall it appears less influential than integrative motivation. Providing students with incentives such as money may also aid learning by increasing the time students spend studying, but the effects may cease as soon as the reward stops.

3) Linguistic self-confidence

Another influential of Canadian researchers proposed a different model of motivation based on the construct of linguistic self-confidence. The best prediction of language proficiency proved to be self-confidence. It is the belief in one's ability to learn a language successfully. According to Clement (1986:287): *frequency of contact and the concomitant self-confidence might be more important in determining second language proficiency than socio-contextual or affective factors.*

In a later study, Clement, Dörnyei and Noels (1994) showed that linguistic self-confidence also contributed to learning in FL learning situations where the students had little contact with FL outside of the classroom.

4) Attributions

The term attributions refer to the explanations students give for their progress in learning the language. As Dörnyei (2005:79): *the subjective reasons to which we attribute our past success and failures considerably shape our motivational disposition underlying future action.*

The key attributions are ability and effort. The recognition that such attributions can affect a student's motivation originated in research showing that motivation can result from as well as lead to success in language learning. Other studies, however, suggested that students' motivation was strongly affected by their achievement. Students who do well are more likely to develop motivational intensity and to be active in the classroom. Such research led Gardner (1995) to acknowledge the effect that learning could have on motivation.

Ushioda (2003) investigates what factors enable students to maintain a positive self-concept and their belief in their capacity to learn English. She identifies two attributional patterns that contributed to this.

a-Attributing positive FL outcomes to personal ability or effort.

b-Attributing negative FL outcomes to temporary shortcomings, such as lack of effort or of opportunity to learn, which could be overcome.

Ellis, Hacker, and Loewen (2006) examine whether prior language study in a school context influences students' motivation to learn FL. They reported that those who had experienced two years of FL study in their schools reported greater intrinsic interest in learning FL. Both of these studies investigate FL settings, where the attributions' students form maybe especially potent in influencing motivation. The students' motivation appeared to broaden as a result of the course with two motivational factors, labelled "support" and "interest", emerging. It is likely that relationship between motivation and achievement is an interactive one. A high level of motivation does stimulate learning, but perceived success in achieving FL goals can help to maintain existing motivation and even create new types. Conversely, a low motivation brings low achievement.

5) Intrinsic motivation and self-determination

The notion of intrinsic motivation is an old one in psychology, although until recently it has not figured strongly in FL research. It was developed as an alternative to goal-directed theories of motivation that emphasize the role of extrinsic rewards and punishments. Keller (1984) identifies "interest" as one of the main elements of motivation, defining it as a positive response to stimuli based on existing cognitive structures in such a way that students' curiosity is aroused and sustained.

Teachers see it as their job to motivate students by engaging their interest in classroom activities. Interest is engaged if students become self-directed; for example to be able to determine their own learning objectives, and evaluate their

own progress. Involving students in decision-making tends to lead to increased productivity (Bachman 1964).

Noels, et al (2000) develop a detailed model based on the distinction between intrinsic and extrinsic motivation. They define extrinsically motivated behaviours as.....*those actions carried out to achieve some instrumental end* (p61). They also distinguish three types.

- 1) External regulation, which involves behaviour motivated by sources external to the students such as tangible benefits and costs.
- 2) Introjected regulation, which involves behaviour that results from some kind of pressure that individuals have incorporated into the self.
- 3) Identified regulation, consisting of behaviour that stems from personally relevant reasons.

Intrinsic motivation is defined as *motivation to engage in an activity because it is enjoyable and satisfying to do so* (Noels et al 2000:61). In the following figure, the present work describes clearly the difference between intrinsic and extrinsic motivation.

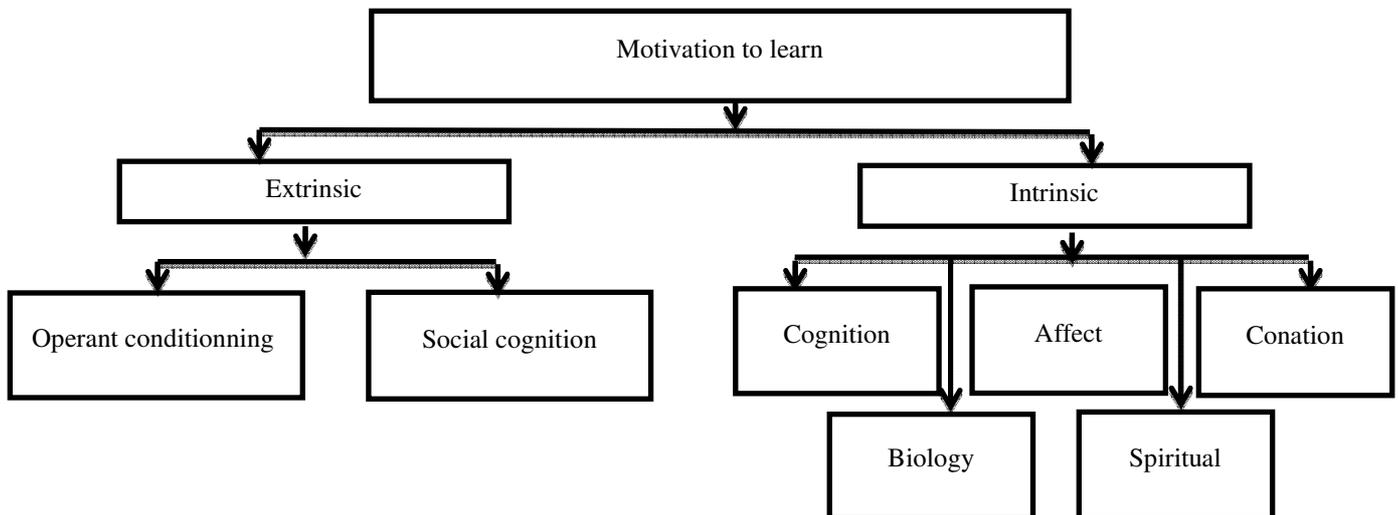


Figure 2.4 Motivation to learn (Andrew 2001:10)

In general, explanation regarding the sources of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person). Intrinsic sources can be subcategorized as either body/ physical, mind/ mental; for example

cognitive, affective, conative or transpersonal or spiritual. As it has been mentioned in the following table.

Extensive vs intrinsic motivation	
Extensive	Intrinsic
Classical conditioning	Body (Physical)
Operant conditioning	Mind
Modeling	Cognitive
Vicarious	Affective / Emotion

Table2.3 Extrinsic and intrinsic motivation (Andrew 2001:20)

Motivation comes from several different sources; some of these sources are internal, while others are external. Internal motives push a student toward a desired goal, a preferable outcome. Whereas, external motives push a student toward a goal or incentives he/she wishes to obtain at the end of the tasks (for grades). In doing that, the student brings varying degrees of both intrinsic and extrinsic motivation to learning area.

In the following table, the present work summarizes intrinsic and extrinsic motivation as sources of motivational needs.

	Sources of Motivational Needs
Behavioral/External	Elicited by stimulus associated/ connected to innately connected stimulus Obtain desired, pleasant consequences (rewards) or escape/ avoid undesired, unpleasant consequences Imitate positive models
Biological	Increase/ decrease stimulation Activate senses (taste, touch, smell, etc) Decrease hunger, thirst, discomfort, etc
Affective	Increase / decrease affective dissonance (inconsistency) Increase feeling good Decrease feeling bad Increase security of or decrease threats to self- esteem Maintain levels of optimism and enthusiasm
Cognitive	Maintain attention to something interesting or threatening Develop meaning or understanding Increase/ decrease cognitive disequilibrium; uncertainty Solve a problem or make a decision Figure something out Eliminate threat or risk
Conative	Meet individually developed/ selected goal Obtain personal dream Take control of one's life Eliminate threats to meeting goal, obtaining dream Reduce others' control of one's life
Spiritual	Understand purpose of one's life Connect self to ultimate unknowns

Table 2.4 The different sources of motivation (Andrew 2001:60)

The table above provides a brief overview of the different sources of motivation that have been described.

6) Self- regulation

Self- regulation⁵ refers to the ability to monitor one's learning and make changes to the strategies that one employs.

The basic assumption underlying the notion of motivational self-regulation is that students who are able to maintain their motivation and keep themselves on-task in the face of competing demands and attractions should learn better than students who are less skilled at regulating their motivation.

Dörnyei (2005:91)

This involves both the ability to exercise control over one's attitudinal or motivational state and to engage in self-critical reflection of one's actions and underlying belief systems.

7) Motivational phases

One of the major developments in the study of FL students' motivation has been the recognition of its dynamics, temporal aspects; motivation can change over the course of learning FL, Williams and Burden (1997) distinguish three motivational phases.

1-Reasons for doing something.

2-Deciding to do something.

3-Sustaining the effort or persisting.

Similarly, Dörnyei (2001 a) distinguishes a "preactional stage" involving "choice motivation", which relates closely to the idea of orientation, an "actional stage" involving "executive motivation", which concerns the effort the student is prepared to invest to achieve the overall goal and which is heavily influenced by the quality of the learning experience, and a "postactional stage" involving "motivational retrospection", where the student evaluates the learning experience and progress to date determines preparedness to continue. Such a model is able to account for how motivation⁶ changes over time and, as such, is far superior to the static models of motivation that have dominated research to date. It is also capable of integrating other models of motivation. For example, the preactional stage incorporates such constructs as integrative motivation, the actional stage

incorporates instrumental motivation, and intrinsic motivation, and the postactional stage incorporates attribution theory.

2.6.1 Definition of motivation for the purpose of this study

There are two sides to reading. One side are the skills which include phonemic awareness, phonics, word recognition, vocabulary and comprehension. On the other side is the will to read. A good reader has both skill and will. In the “will” part, the present work is talking about motivation to read.

A student with skill maybe capable, but without will, she/he cannot become a reader. It is her / his will power that determines whether she/he reads widely and frequently. Teachers should take care about motivation because it is the other half of reading. Sadly, it is the neglected half.

The vast majority of teachers will readily concede that the major problem is not ability but level of motivation: students have talent in plenty but many lack the interest and willingness to work hard that are needed for high achievement.

(Hargreaves, 1982:171)

Motivation is probably the most important factor that teachers can target in order to improve learning. The fact is that human beings in general and students in particular are complex creatures with complex needs and desires.

A motivated person is likely to be engaged in a related task. Engaged readers have inherent motivational goals, which incorporate interest, desire and commitment to learn, understand, share, interpreter, and enhance the subject matter and content. They also employ complex cognitive strategies to fulfil motivational goals.

Guthrie et al. (1997: no p)

According to Guthrie (2004), motivation is also related to metacognition, which is defined most simply as “thinking about thinking”. It is defined as beliefs and attitudes that affect the use and development of cognitive and metacognitive skills.

A lot of teachers think of motivated readers as a student who is having fun while reading. This maybe true, but there are many forms of motivation that might not be related to excitement. What the present work means by motivation are the values, beliefs, and behaviours surrounding reading for an individual. In figure below, Guthrie and Wigfield⁷ (2000) mention that some productive values and beliefs may lead to excitement, yet other values may lead to determined hard work.

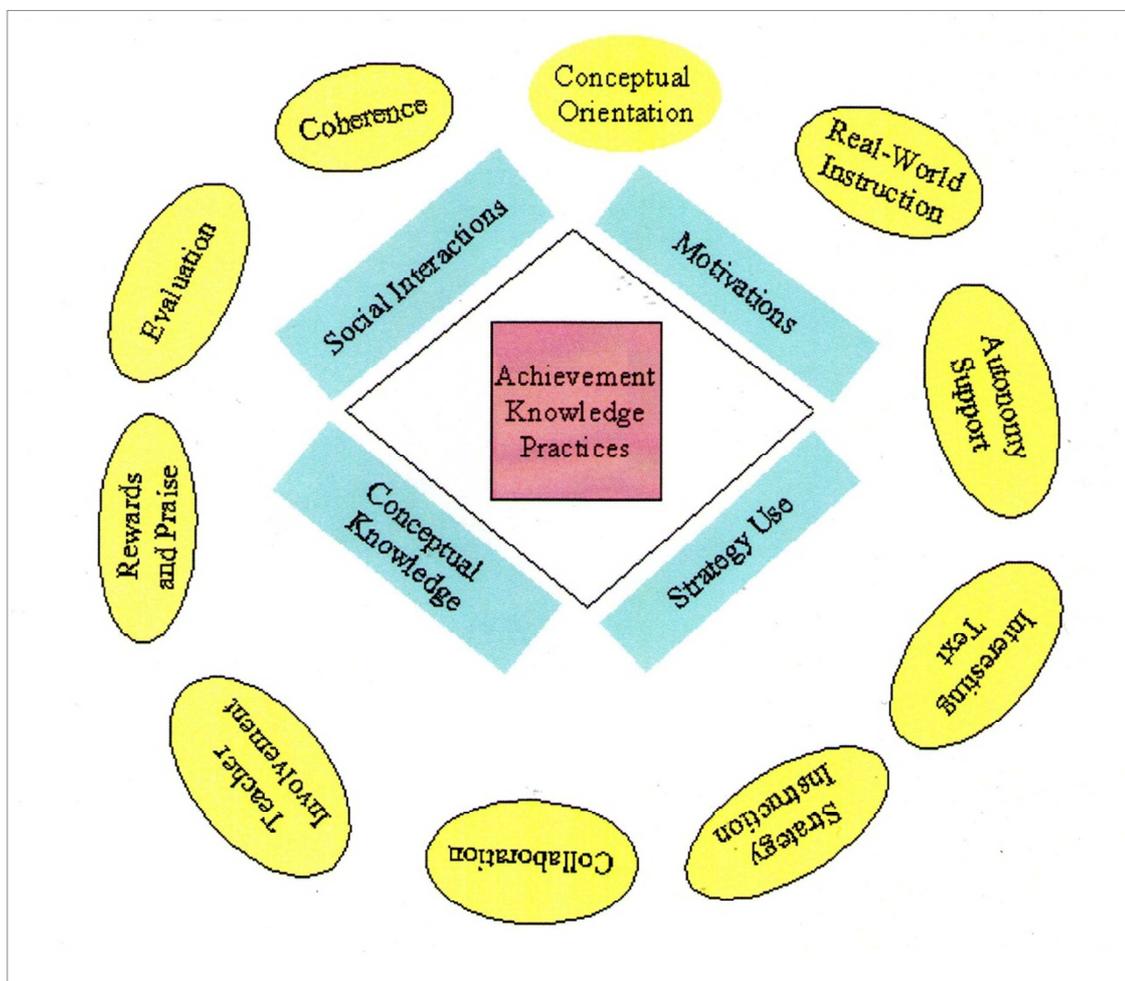


Figure 2.5 The engagement's model of reading development
(Guthrie and Wigfield, 2000: no p)

Students want to read and choose to read for a wide range of personal reasons such as involvement, curiosity, social interchange, and emotional satisfaction. Guthrie and Wigfield (2000) present one reading comprehension instructional program on which they focus on Concept-Oriented Reading Instruction⁹. This programme integrates strategy instruction and instructional practices to foster students' reading motivation. According to them students' engagement in reading activities and classroom instructional practices influence achievement in reading. They also define engaged readers as motivated to read, strategic in their approaches to reading, knowledgeable in their construction of meaning from English texts⁸, and socially interactive while reading. Here are some instructional practices;

-Interesting texts refers to the practice of providing an abundance of high interest texts in the classroom.

-Autonomy support is based on premises from self-determination theory (Ryan and Deci, 2009) that giving students some control over their own learning is motivating.

-Strategy instruction concerns the kinds of reading strategies teachers teach.

-Collaboration is the social discourse among students in a learning community that enables them to see perspectives and to socially construct knowledge from text.

-Students are evaluated in classrooms in a myriad of ways. Some methods of evaluation can provide meaningful information about students' learning and actually can support students' motivation.

-Teacher involvement represents the teacher's knowledge of individual students, caring about their progress and pedagogical understanding of how to foster their active participation in the classroom.

Finally, praise and rewards involve the ways in which teachers provide feedback to students. Rewards are often used in reading instruction as a way to build students' motivation. Guthrie and Wigfield (2000) review evidence for the connections of each of these practices to reading outcomes. The aim of mentioning Guthrie and Wigfield's framework is to describe how instruction, motivation, behavioural engagement, and achievement are related to reading.

2.6.2 Reading motivation

Nowadays there is a great interest in exploring factors that are specifically associated with reading motivation so that teachers can create rewarding environment for reading because reading is an important factor in becoming successful in the academic area . When teachers give their students a solid foundation in reading, they are going to provide their students with a positive attitude in reaching their goals. However, providing students with a strong foundation in reading is not simple. In order for students to become good readers, they must first be motivated to do so.

Research suggests that motivated readers read more than those who are less motivated. Although, students' motivation is a key concern of a large number of teachers since it is one of the challenges that they encounter when it comes to teaching. If a student is not motivated to read, there is nothing a teacher can do in order to make him/her reads. This is why, it is important for teachers to comprehend what motivates student to read.

Reading motivation correlates with students' amount of reading. Therefore the engagement in reading involves interaction with text that are interesting and the role of motivation in literacy development is grounded in the belief that teachers play a critical role in helping students foster their reading motivation¹⁰. Bandura (1986) suggests that motivation is the result of individual's self-efficacy related to a task. She defines self- efficacy¹¹ as the beliefs students have about themselves that cause them to make choices, put forth effort, and persist in the face of difficulty. Students who believe they can read well are going to read often .When they have high self-efficacy in reading, the potentially daunting task of reading a text that is challenging

becomes surmountable. They work towards goals and enjoy the feeling of success that comes with tackling a difficult passage.

When teachers guide students to repeat tasks until they are proficient, students enjoy increases in self-efficacy. Teachers who support students' self-efficacy also evaluate students' work based on efforts and accuracy. All these promote students willingness to place effort on challenging texts and reading tasks, which then has reciprocal effect of the students experiencing meaningful success.

Guthrie (2004: no p)

Teachers must create challenging tasks that build upon and extend the students' current capacities. This means providing decodable text for students' that is slightly above their reading level, but within a level of comfort where the students are able to become engaged and read fluently with little interruption. On the other hand, maintaining success improves self-efficacy. Teachers who support their students' perception that they are capable of reading well are setting the students' up for success as a major reason to become engaged in reading.

In the classroom context, Bandura (1986) notes that one of the most powerful sources of self-efficacy is mastery experience. Mastery experience¹² occurs when a student evaluates his/her own competence after reading and believes his/ her effort has been successful. In doing so, the student's mastery experience increases confidence and willingness to try similar and more challenging tasks. In addition, studies have also found that social experiences play a powerful role in the development of self-efficacy.

When teachers support this need for collaboration by allowing students to share ideas and build knowledge together, a sense of belongingness to the classroom community is established, and the extension and elaboration of existing knowledge is facilitated. Students gain the perspective of others while debating topics in the classrooms, extending their initial views.

Wentzel(2005: no p)

Students are social beings, and this is apparent both in and out of the classroom. Discussion and collaboration are natural parts of a student's learning and development, and student will readily accept collaboration with peers as a reason to read. When given the opportunity to interact with friends during class time, student will approach the given task with more enthusiasm. Finally, once the student has successfully attained the reading strategy and has shown proficiency in decoding that text, the difficulty of the text maybe increased, always challenging the student but never overwhelming him/her. This approach fosters self-efficacy and encourages reading motivation.

2.6.3 Students' engagement

In defining students' engagement, prior research has identified two distinct dimensions to the construct, mainly, behavioural, cognitive, and emotional engagement. According to Fredericks and Colleagues (2004)

- 1) Behavioural engagement draws on the idea of participation; it includes involvement in academic activities. It is usually defined in two ways. The first entails positive conduct, as well as the absence of disruptive behaviours such as skipping university. The second definition concerns involvement in learning and academic tasks and includes behaviours such as effort, persistence, concentration, attention, asking question, etc.
- 2) Cognitive engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.
- 3) Emotional engagement encompasses positive and negative reactions to teachers, classmates, and is presumed to create ties to an institution and influence willingness to do the work. It refers to students' affective reactions in the classroom, including interest, boredom, happiness, sadness and anxiety.

	Engagement	Disaffection
Behaviour Initiation On-going participation Re-engagement	Action initiation Effort, exertion Working hard Attempts Persistence Intensity Focus, attention Concentration Absorption Involvement	Passivity, procrastination Giving up Restlessness Half –hearted Unfocused, Inattentive Distracted Mentally Withdraw Burned out, Exhansted Unprepared absent
Emotion Initiation On-going participation Re-engagement	Enthusiasm Interest Enjoyment Satisfaction Pride Vitality Zest	Boredom Disinterest Frustration/anger Sadness Worry/anxiety Shame Self-blame
Cognitive orientation Initiation On-going participation Re-engagement	Purposeful Approach Goal strivings Strategy research Willing participation Preference for challenge Mastery Follow-through, car Thoroughness	Aimless Helpless Resigned Unwilling Opposition Avoidance Apathy Hopeless Pressured

Table 2.5 A motivational conceptualization of engagement and disaffection in the classroom (Christenson,et al, 2012:03)

The motivational conceptualization of engagement includes not only behaviour but also emotion and cognitive orientation; the behavioural dimension of engagement includes also effort, intensity, persistence, determination, and

perseverance in the face of obstacles and difficulties, emotional or affective engagement includes enthusiasm, enjoyment, fun, and satisfaction; and cognitive engagement encompasses attention, concentration, focus, absorption, and a willingness to go beyond what is required. This conceptualization also includes the opposite of engagement, referred to as disaffection or burnout. Motivational conceptualization of disaffection comprises the ways in which students withdraw from learning tasks, including physical withdraw of effort, such as passivity, lack of concentration, apathy, inattention, or amotivation¹³. Emotional reactions are critical components of disaffection because patterns of action differ depending on whether lack of participation is based on boredom, anxiety, shame, sadness, or frustration.

Engagement is viewed as multidimensional, involving aspects of student's emotion, behaviour, and cognition. In other words, academic engaged time is important but not enough to accomplish the goals of schooling-student learning across academic, social-emotional, and behavioural domains. Student engagement is the glue, or mediator, that links important context-home, school, peers, and community-to students and, in turn, to outcomes of interest.

Christenson et al., (2012: 03).

Engaged students do more than attend or perform academically; they also put forth effort, persist, self-regulate their behaviour toward goals, challenge themselves to exceed, and enjoy challenges and learning.

There has been less interest in research on motivation to read over the past decade; however, more research is needed that will help teachers better understand reading engagement and how they can support students in becoming proficient, persistent, and passionate readers. If students are not motivated to read, they will never reach their full literacy potential. Teachers hope that their students will become motivated readers. Highly motivated students who see reading as a desirable activity will initiate and sustain their engagement in reading and thus become better readers.

According to Gambrell (2011), engaged¹⁴ readers are intrinsically motivated to read for a variety of personal goals, strategic in their reading behaviours, knowledgeable in their construction of new understandings from texts, and socially interactive about the reading of text. Gambrell (2011) talks about seven research-based rules of engagement for supporting students' motivation to read. The present work describes these seven rules in chapter three in order to collect information about the reading process within the classroom observation. *Motivation to read can be defined as the likelihood of engaging in reading or choosing to read (Gambrell 2011: 172).*

Finally, engagement is a part of the process of everyday academic resilience, and an energetic resource that helps students cope more adaptively with daily challenges. Therefore, engagement can be seen as a key player in the development of academic assets that takes place across the university year and over the entire educational career of a student.

2.6.4 Internal and external aspects of motivation

One main theory which has been proposed to explain why students are motivated to read is the intrinsic- extrinsic theory of reading motivation. The intrinsic and extrinsic theory differentiates between internal and external reasons to explain why students read. Intrinsic motivation arises from a desire to read a text due to its inherent interests, for enjoyment and to achieve mastery of the subject. On the other hand, extrinsic motivation is motivation to succeed and perform for the sake of accomplishing a specific outcome. However, students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated. For example, if a student chooses to read because they find reading interesting or enjoyable, this is regarded as an internal reason (commonly known as intrinsic motivation). If a student reads to get better grades or to gain recognition or praise from his/her teachers, then this is regarded as an external reason (commonly known as extrinsic motivation).

Intrinsic reading motivation	Extrinsic reading motivation
<p>Curiosity A student's desire to learn more or new things through reading</p> <p>Involvement A student's level of engagement or involvement when reading</p> <p>Preference for challenge A student's desire to work with or master complex reading materials</p>	<p>Competition A student's desire to outperform others in reading</p> <p>Recognition A student's desire for their reading</p> <p>Grade A student's desire to achieve good marks in reading</p> <p>Compliance A student's conformity to an external requirement to read</p> <p>Social A student's engagement in social interactions involving books and/or reading</p>

Table 2.6 Intrinsic and extrinsic dimensions of reading motivation (adapted from Wang and Guthrie: 2004)

The eight dimensions of reading motivation which have been described above provide quite different reasons or explanations about why students are motivated to read. In general, students' intrinsic reading motivation is positively associated with their reading skills. Therefore, students with better reading skills are typically more intrinsically motivated to read. On the other hand, students' extrinsic reading motivation is generally unrelated to their reading skills.

Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifested in behaviours such as play, exploration, and challenge seeking that people often do for external rewards, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation.

Deci et al., (1999: 658)

This difference between intrinsic and extrinsic motivation has led some to conclude that fostering intrinsic reading motivation is particularly beneficial for

students' reading. It is thought that students who are intrinsically motivated to read are reading out of curiosity, they learn more, they have the desire to develop their reading skills. They will be more engaged in what they are reading. As a result, intrinsically motivated students will gain a richer or deeper understanding of what they have read. According to Lei (2010): *students who are motivated externally are at a greater risk of performing lower academically than intrinsically motivated students*. Individuals who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement. On the other hand, individuals who are motivated extrinsically rely solely on rewards and desirable results for their motivation. When students read a text, they usually have a reason for doing it. Likewise when they avoid reading a text, they usually have a reason for their resistance. This reason refers to interest or intrinsic motivation, which means doing something for its own sake, and these motivations are internal to the students. Students who consistently read for their own interest are often quite competent and are usually highly achieving readers. They spend more time reading than students who have low intrinsic motivation for reading. Finally, internal motivations (interest, intrinsic motivation) are positively correlated with reading achievement, and external motivations (pressure, requirement, rules) are not correlated with reading achievement.

2.7 Definition of reading

Reading is an essential skill because most new knowledge is transferred either via printed or digital text. In addition to this, reading comprehension is crucial for university learning. Basic literacy, that is, knowing how to decode words, read texts aloud, and spell accurately is simply not enough. *Reading demands a two-pronged attack. It involves cracking the alphabetic code to determine the words and thinking about those words to construct meaning.*

(Harvey and Goudvis 2000:05)

Students must have an adequate knowledge base, vocabulary, numerous metacognitive skills, and sufficient motivation.

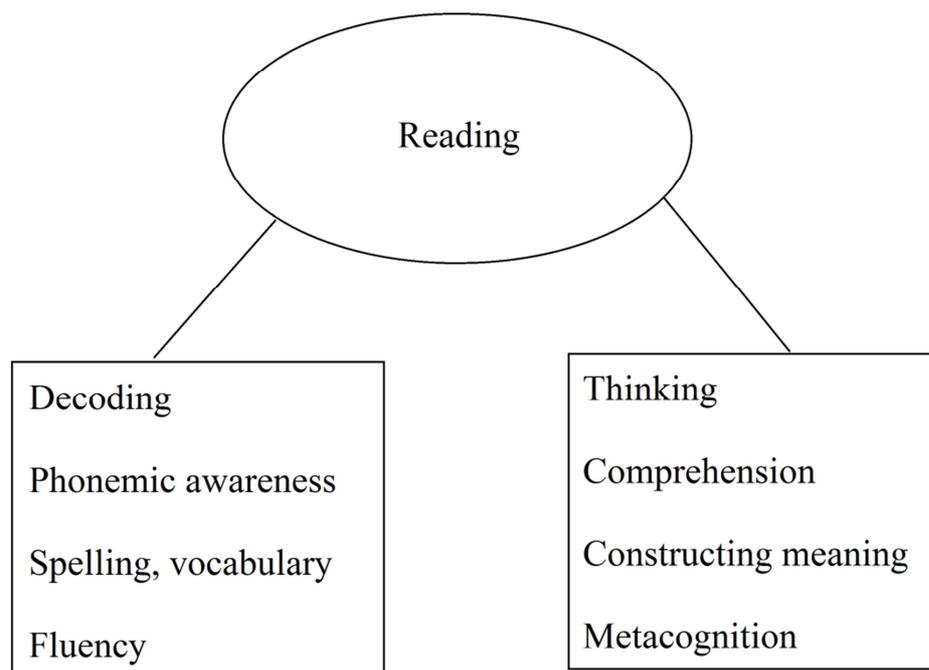


Figure2.6 The reading process (Harvey and Goudvis 2000:05)

Students need to become engaged readers since reading is an effortful task that students often can choose to do or not to do, simply it also requires motivation. However, the motivational consequences of reading attitudes are that students with more positive attitudes are more motivated to read.

There is a growing problem in Algerian universities of students who are experiencing difficulty in reading and comprehending English texts. Because the engagement perspective on reading integrates cognitive, motivational, and social aspects of reading. Students who do not participate in discussions about any text are unmotivated to participate or simply do not understand the material and are unmotivated to ask questions for clarification. The fact that reading is a complex process and consequently, it can pose problems for students at all different point in the developmental continuum. According to teachers, the struggling reader as a student who is also disengaged with reading, who has low self-efficacy, who is more extrinsically motivated and consequently does not engage in reading for enjoyment. Everyone knows that interest relates to text comprehension and other important reading outcome is a very important ingredient for a successful and

complete comprehension of an English text. Simply because student is seen as being a low achiever who lacks the cognitive ability to read. For struggling readers, motivation can be an especially important factor because these readers often try to avoid reading. Even the reader with the strongest cognitive skills may not spend much time reading if he/she is not motivated to read. Finally, reading comprehension is remarkably complex, involving many processing skills that are coordinated in very efficient combinations.

2.7.1 Basic reading processes

In the last four decades, tremendous progress has been made in the development of reading theory. Theory has moved from quite simply views of reading to more elaborate frameworks that involve cognitive, metacognitive¹⁵ and motivational aspects. A major goal of reading comprehension research has been to identify effective reading strategies that increase students' comprehension. Good comprehenders are knowledgeable and strategic readers. However, comprehension of challenging text seems to require not only cognition but also motivation. The aim of the present work is to examine the contribution of motivation to text comprehension.

For skilled readers, however, reading comprehension involves the complex orchestration of multiple cognitive attentional variables, such as recognizing phonological, semantic, and syntactic features, while employing strategic and metacognitive process.

Adams (1990; 50)

Some researchers have developed models to explain the reading process. They have focused on two terms commonly used, as it has mentioned by Adams (1990) to describe the activity of reading: skills and strategies. Skills represent linguistic processing abilities that are relatively automatic in their use and their combinations. Students are engaged in "lower processes". This lower processes are focused on the word level and include word recognition (phonics, sight words), fluency (rate, accuracy, and expression), and vocabulary (word meanings). Strategies are often

defined as a set of abilities under conscious control of the reader. The student is engaged in the use of higher-order thinking skills and learning is like building, students acquire small chunks at a time and they gradually fit together but sometimes students have to tear down what they have built and start again because of some new information. In other words, the students are relating BK to text content, engaging in conscious learning, and selecting and controlling the use of multiple cognitive strategies to assist in remembering and learning from text. When they read they build onto previous facts they already know and construct links to understand the new material.

If we say that a student is “good at comprehension”, we mean that he can read accurately and efficiently, so as to get the maximum of information from a text with a minimum of misunderstanding.

(Swan 1976: 01)

Students who master these lower processes may appear to be proficient readers who comprehend English texts. However, unless they move on the second stage, students cannot fully comprehend the text. Teachers agree that awareness and monitoring of one’s comprehension processes are critically important aspects of skilled reading. Such awareness and monitoring processes are often referred to in the literature as metacognition which can be thought of as the knowledge of the readers’ cognition about reading and the self-control mechanisms they exercise when monitoring and regulating text comprehension.

Recent trends within the domain of reading comprehension have led to an increasing emphasis on the role of metacognitive awareness of one’s cognitive and motivational processes while reading.

Pressley (2000: no p)

Teachers also generally believe that metacognition refers to the knowledge about cognitive states and abilities that can be shared among individuals while at the same time expanding the construct to include affective and motivational characteristics of thinking.

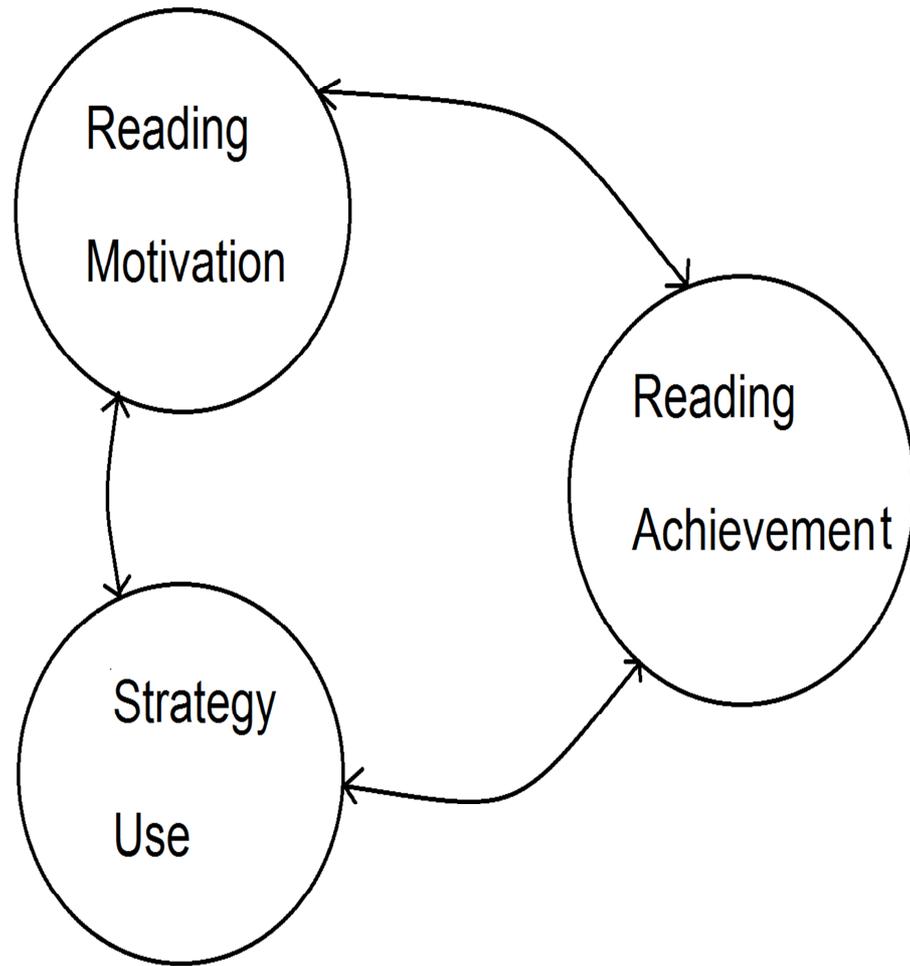


Figure 2.7 Metacognition (Guthrie2008:no p)

Reading engagement and reading achievement; however, interact with each other indicating that students, who are highly engaged in reading, read more and become high achievers while those who are less engaged in reading, read less and achieve less. To improve students' achievement¹⁶ through reading comprehension, students must be provided with the reading skills and must be motivated to engage with a variety of texts.

2.7.2 Metacognition and strategy use in reading

Good readers are metacognitive, that means they have an awareness, or an understanding, that their brains need to be doing specific things while they are reading to help them understand an English text. According to Gear (2006) the concept of metacognition or awareness of thinking has become paramount in the teaching of reading.

Profile of a proficient reader

A good reader is metacognitive aware of and able to use and articulate the following strategies in order to interact with the text and enhance meaning.

Make connections: a good reader is able to draw from background knowledge and personal experiences while reading to help create meaning from the text.

Ask question: a good reader asks both literal and inferential questions before, during, and after reading to clarify meaning and deepen understanding.

Visualize: a good reader is able to create multi-sensory images in the “mind’s eye” while reading to help make sense of the text.

Determine importance: a good reader is able to sort through information in the text, select key ideas, and remember them.

Draw inferences: a good reader knows that not all information is able to reasonably “fill in”, hypothesize, and predict, based on evidence in the text.

Analyse and synthesize: a good reader is able to break down information and to draw conclusions based on both the text and his or her own thinking.

Monitor comprehension: a good reader is aware when understanding is being compromised and is able to stop, go back, and reread in order for understanding to occur.

Table 2.7 Profile of a proficient reader (Gear 2006:09)

When students read, they need to think since thinking is a prerequisite for becoming a successful reader. For example, the teacher is impressed by the reading of some of his/her students but when asking them a few questions, they are not able to answer a single question. So, how it could be possible for students to be reading the words from a text so well, yet not have a single idea about what they have been reading. Good readers know that reading is not just being able to say words on the page. Reading is being able to say the words and also to think about what those words mean to them. Some students know that in order to be successful readers, they need to be thinking about the story while they are reading. It is clear that students' brains are not empty at all. In fact, their brains are already filled with these strategies. The only problem is, they are not necessarily aware of them. The teacher's job is not to fill their brains, but to focus their brains on the cognitive strategies that are already in their heads. Good readers have busy brains when they read according to many specialists of the reading skills. Teachers must help students become metacognitive.

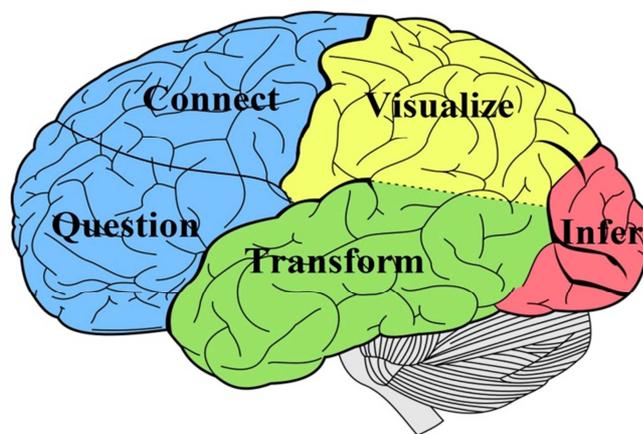


Figure 2.8 A powerful brain reads well (Gear 2006:21)

It is very important that this metacognitive awareness be incorporated into the teaching of reading, so that the students could have a concrete image of what needs to be going on inside their heads as they read. Teachers are conscious that metacognition promotes reading comprehension with the use of effective strategies that help students think as they read. Teaching these strategies provides students with the tools to become more thoughtful and meaningful readers as well as how to

become metacognitive or aware of their thinking while they read. For most FL students, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedure, and others enhance the top-down processes as mentioned in the following section.

2.7.3 Reading as an interactive process

Researchers use the term interactive to describe the relationship between top-down and bottom-up processing within the individual reader. Interactive reading may be seen also as a process during which meaning is created by the students, not only through interaction with the text but also through interaction with their friends in the classroom environment. The interactive model demonstrates in figure 2-9 students' BK, motivation and attitudes toward FL learning as dreams and goals.

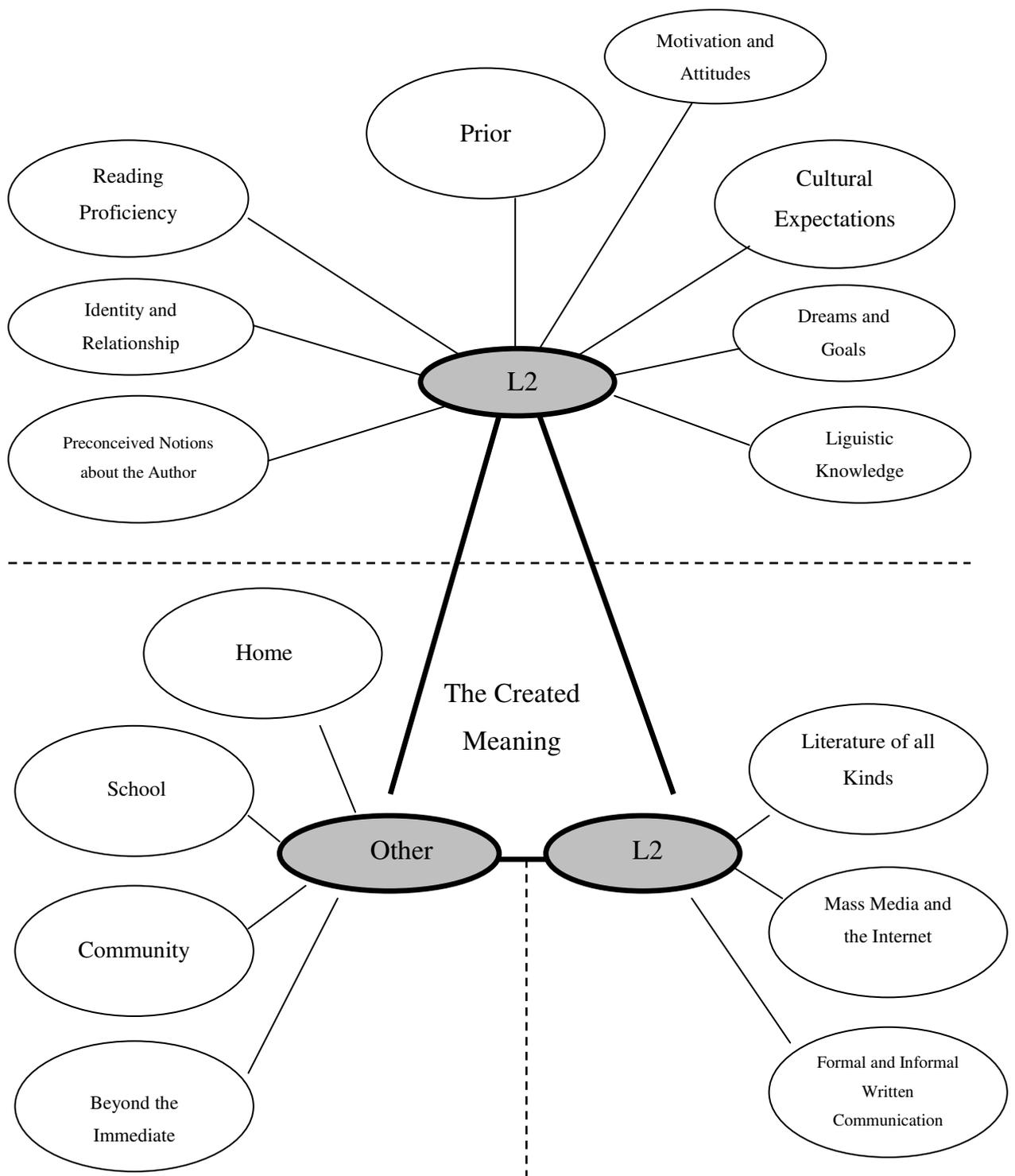


Figure 2.9 Reading as an interactive process (Brown 2007: 137)

The student relates to FL texts all these factors (mentioned in figure 2.9 above) in order to create the meaning. If the interpretation does not occur the student may return to the text to reread and re-construct the meaning again.

Led by Goodman's work (1970), which entitled "Reading: a psycholinguistic guessing game", the distinction between bottom-up and top-down processing became a cornerstone of reading methodology for years to come.

2.7.3.1 Bottom-up processing

This approach was typically associated with behaviourism in the 1940s and 1950s and with phonic approaches to the teaching of reading that argue that students need to learn to recognize letters before they can read words. In this traditional view, students are passive decoders of sequential graphic, phonemic, syntactic and semantic systems.

Bottom-up approaches are serial models, where the reader begins with the printed words, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings.

Alderson (2000:16)

The students focus on such things as individual words, phrases or cohesive devices and achieve understanding by stringing these detailed elements together to build up a whole. Eskey, Carrell and Devine (1988) indicate that meaning is built up for a text from the smallest textual units at the bottom, including letters and words to larger units at the bottom including letters and words to larger units at the top with phrases clauses and links. *Bottom-up processing, those which make use of syntactic clues and systems in reading and understanding.*

Carter and Nunan (2001: 215)

In most foreign language classrooms most of the materials deal with the recognition and comprehension of bottom-up details. Gough (1992) adds that the bottom-up approach is viewed as..... *a chain of isolated words, each of which is to be deciphered individually.*

The student begins with the printed word, recognises graphic stimuli, decodes them to sound, recognizes words and decodes meanings.

In the image (see appendix F), Nuttall (1996) presents metaphorically the bottom-up approach .The picture gives an image of a student's approach towards

reading comprehension .The student is seen as being a meticulous scientist, who is examining the text carefully from the bottom like in a bottom-up processing.

In bottom-up processing, students must first recognize a multiplicity of linguistic signal (letters, morphemes, syllables, words, and grammatical, cues) and use their linguistic data-processing mechanisms to make sort of order on these signals. From all the perceived data, the students select the signals that create meaning. According to Goodman (1970) all reading involves a guessing game, infer meanings, decide what to remember and not to remember, and move on.

2.7.3.2 Top-down processing

In the top-down processing ,the students have a general view of the reading passage by , in some way , absorbing the overall picture .This is greatly helped if their schemata allow them to have appropriate expectations of what they are going to come across. Top-down approach emphasises the importance of these schemata, the students' contributions, over the incoming text. *We would claim that in natural language understanding a simple rule is followed .Analysis proceeds in a top-down predictive manner .Understanding is expectation based.*

(Shank, 1978:94)

Smith (1971) claims that non-visual information transcends the text, and includes the student's experience with the reading process, knowledge of the context of the text, familiarity with the structures and patterns of the language and of specific text types, as well as generalised knowledge of the world and specific subject matter knowledge.

In the image (see appendix G), Nuttall (1996) presents again metaphorically the top-down approach, Nuttall (1996) compares the student to an eagle with a good eye's view that can see everything better from the top like in a top-down processing.

A frequent distinction was made between bottom-up and top-down processing by Harmer (2008) in metaphorical terms. This is the difference between looking at a forest (top-down), or, instead, studying the individual trees within it (bottom-up).

Reading specialists, a half-century ago have argued that the best way to teach reading is through bottom-up methodology. Teach symbols, syllables and lexical recognition first, then comprehension will occur from the sum of the parts. More recent research on teaching reading emphasises that a combination of top-down and bottom-up processing, or what is called interactive reading, is a primary ingredient of successful teaching methodology because both processes are important.

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

Nuttall (1996: 17)

It is clear that field-independent and field-dependent cognitive styles are analogous to bottom-up and top-down processing respectively. For most FL students, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes.

2.7.4 Building from the known to the unknown

Great importance has been placed on promoting student's reading comprehension by fostering schematic connections to text. Schema theory was developed by Rumelhart (1980) to describe how knowledge of events is retained in a student's memory. Students have to imagine, for a moment, that schemas are a filing cabinet inside their brains. The student draws on schemas by opening up different files of information to comprehend what have been read. Each student's schemas are in a student's head might look something the ones highlighted in figure 2.10 below.

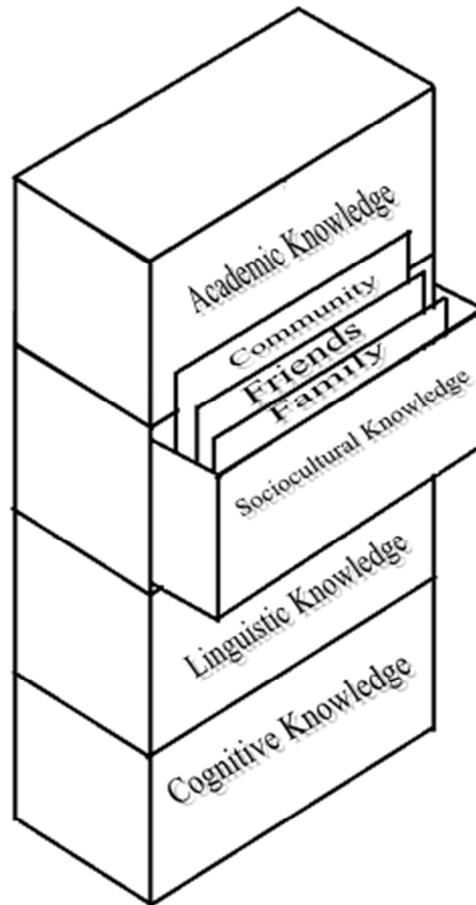


Figure 2.10 Schema theory (Gear 2006:22)

Schemas help reading comprehension by enabling the students to connect existing knowledge with new information presented in the text. In order to foster their comprehension, teachers must engage their students in discussions about their own lives and experiences to promote schematic connections to text. Teachers have to talk with each student about the types of strategies he/she has learned to promote the application of these strategies that everyone brings something different to the reading process based on his/ her own schema.

Supporting students' connections to text via schematic connections is one of the first ways teachers can approach reading comprehension instruction. To enhance students' reading comprehension, modelling of reading comprehension strategies is extremely beneficial.

2.7.5 Motivating students through strategic reading

Reading is one of the most important academic language skills for students learning English as FL; however, *reading strategies are the tactics used by readers to comprehend texts better*, according to Paris, Wasik and Turner (1991). The appropriate use of reading strategies leads to effective reading. Thus, the goal of academic reading instruction should be to develop strategic reading abilities in order to make each student a strategic reader.

Research indicates that teaching students how to use reading comprehension strategies improves students reading improvement. Herrera and Murry (2005: 301) note that when it comes to the application of learning strategies, the following can be said about less successful language students.

- 1-They are more likely to use phonetic decoding.
- 2-They tend to focus on cognitive strategies when they use strategies.
- 3-They are more likely to use strategies that are ineffective for a task and are less flexible in strategy use.
- 4-They tend to use only one strategy to resolve a situation.
- 5-They view comprehension discretely; if they get stuck on a word, comprehension is lost in the details.
- 6-They tend to focus more on form or structure than comprehension.

The following points demonstrate different types of strategy instruction which help create more successful language students according to Herrera and Murry (2005: 301).

- 1-Rely on B. K (inferences, predictions, elaborations).
- 2-Focus more on metacognitive strategies.
- 3-Be more flexible in using and adapting strategies to fit particular tasks.
- 4-Use multiple strategies to resolve situations.

5-View comprehension holistically; coming to an unknown word does not hinder comprehension.

6-Use more complex strategies more appropriately.

7-Focus more on meaning than decoding.

Research indicates that students who are less successful do not seem to have a wide range of strategies available to them and tend to repeat the same strategies without realizing that they are not working. In addition, according to Anderson (2005) strategies cannot be judged as to their inherent effectiveness. He makes this clear when he says that there are no good or bad strategies, only good and bad applications of strategies. Based on his earlier research, Anderson (1991) finds that both successful and not successful FL students have used similar strategies but the difference is in how the strategies have been orchestrated.

During the process of reading, the strategies used are usually applied spontaneously, and they often come to the student naturally as the situation demands after having been learnt from the teacher. However, the teachers place great importance on certain reading strategies used to enable students to define their objectives, build on what they have already learnt. The goal is to help students become more independent and metacognitively aware. Finally, for most FL students, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. On the other hand, deep processing strategies have been found to facilitate vocabulary development. However, there has been a resurgence of interest in the role of vocabulary knowledge on the acquisition of reading skills, with findings that support a strong relationship between vocabulary knowledge and reading ability.

2.8 Anxiety as an important affective aspect

In the teaching and learning of English as FL, the acquisition of the four skills of reading, writing, listening and speaking are considered crucial. However, reading is by far one of the most important skills for students to learn. This is particularly true for university students because they spent a great amount of time reading

academic materials. The role of affective factors in describing differences in individual performance mainly center on the role of motivation, interest and attitude. However, anxiety is considered to also play a significant role in influencing FL readers' performance in reading. According to Spielberger (1983:01): *anxiety is defined as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.*

FL reading research has indicated that anxiety is among one of the important factors in explaining individual differences in reading. Reading anxiety is also highly related to negative self-perception of one's ability that it is potentially a source of performance decrement among FL students. Studies have shown that anxiety can hinder comprehension by interfering with the readers' cognitive systems which are responsible for processing the information in the reading texts .It appears that anxious readers are most likely to experience interference with their cognitive ability resulting in deficits in their comprehension performance .

MacIntyre (1989) identifies three general approaches of anxiety in language learning : trait anxiety, state anxiety and situation-specific anxiety.

1) Trait anxiety

It refers to the likelihood of an individual to become anxious in any situation.

2) State anxiety

It is a feeling of anxiety experienced in the current situation such as an anxious feeling experienced before taking an examination.

3) Situation-specific anxiety

It is a type of anxiety that is specifically applicable to a given context and a well-defined situation such as public speaking, writing examination and class participation in reading.

It is important to consider the internal factors as parts of FL students' personality. Individual personality traits influences FL acquisition processes in a way that students are constantly aware of how they feel about their capabilities in

performing in the language learning situations and their perception of their abilities can facilitate or hinder learning.

Students might face difficulties in comprehending academic reading texts because they are long and complex, and dense with information. A confrontation with such texts could render a sense of dread and uncomfortable feeling among the students, which could stimulate anxiety reactions each time they are required to read and comprehend English texts. Reading anxiety, a feeling which is associated with a feeling of worry when engaging in reading tasks, is likely to occur in this situation and is assumed to have its influence on comprehension performance of FL readers due to its ability to reduce concentration and increase distractibility of FL students. Anxiety is also characterized by worry, hinders comprehension ability which interferes with the students' working memory, an important component in reading which is responsible for storing information. The worrisome thoughts due to low self-perception of one's ability to perform the reading task cause a diversion on the attention capacity of the students on task-irrelevant thoughts more than on task-relevant thoughts which ultimately tax the functions of the working memory. Thus, a high level of anxiety could impede students' attention on the task because anxiety essentially contributes to narrowing of attention capacity. The interference on the working memory results in inability to process the information in the text and to store the information in the short-term memory. Consequently, the students experience deficits in their performance to comprehend and to remember salient points in the texts. Hence, the influence of reading anxiety on FL students' comprehension performance is reflected in their reading comprehension exams.

Reading anxiety develops if students have bad learning experiences: for example, when students do not know how to use the appropriate strategies for understanding the text. If they have not been taught to use these strategies by teachers. This then has a debilitating effect on learning. MacIntyre and Gardner (1931 a) propose the developmental model; it is summarized in the table below.

Stage	Type of Anxiety	Effect on Learning
Beginner	Very little; restricted to state anxiety.	None.
Post- beginner	Situation anxiety develops if learner develops negative expectations based on bad learning experiences.	Learner expects to be nervous and performs poorly.
Later	Poor performance and continued bad learning experiences result in increased anxiety.	Continued poor performance.

Table 2.8 A model of the role of anxiety in the development process (MacIntyre and Gardner1991a:13)

According to this model, the relationship between anxiety and learning is moderated by the students' stage of development and by situation- specific learning experience. MacIntyre and Gardner (1991 b) also point out that anxiety can be hypothesized to affect the different stages for the reading process; the input stage, when students encounter material for the first time. The processing stage, when they make connections between the new information and existing knowledge. And the output stage, when they demonstrate the new knowledge.

There is a clear evidence to show that anxiety is an important factor in reading. However, anxiety is best seen not as necessary condition of successful reading but rather as a factor that contributes in different factors such as their motivational orientation and personality.

2.9 Assessment of the reading skills

A reading text is a means of determining with some precision the extent to which a student has approached one or more goals of a university reading instruction. Such an instrument may measure attainments in or attitudes towards reading. The main function of the teacher of reading is to bring about improvements in the student's level of reading competence.

The changes in performances which the teacher expect her/his students to achieve in reading constitute the goals of her/his reading programme. Reading tests can make a contribution to the improvement of standards of literacy in the Algerian universities. Teachers should be more aware of students' attainments in and attitudes

towards reading, by increasing the teachers' understanding of the nature of the reading process and of the specific difficulties faced by many students learning to read, the incidence of reading failure can be reduced.

The goals should be specified in terms of behaviour that is both observable and measured, this is presented diagrammatically in figure 2-11 below.

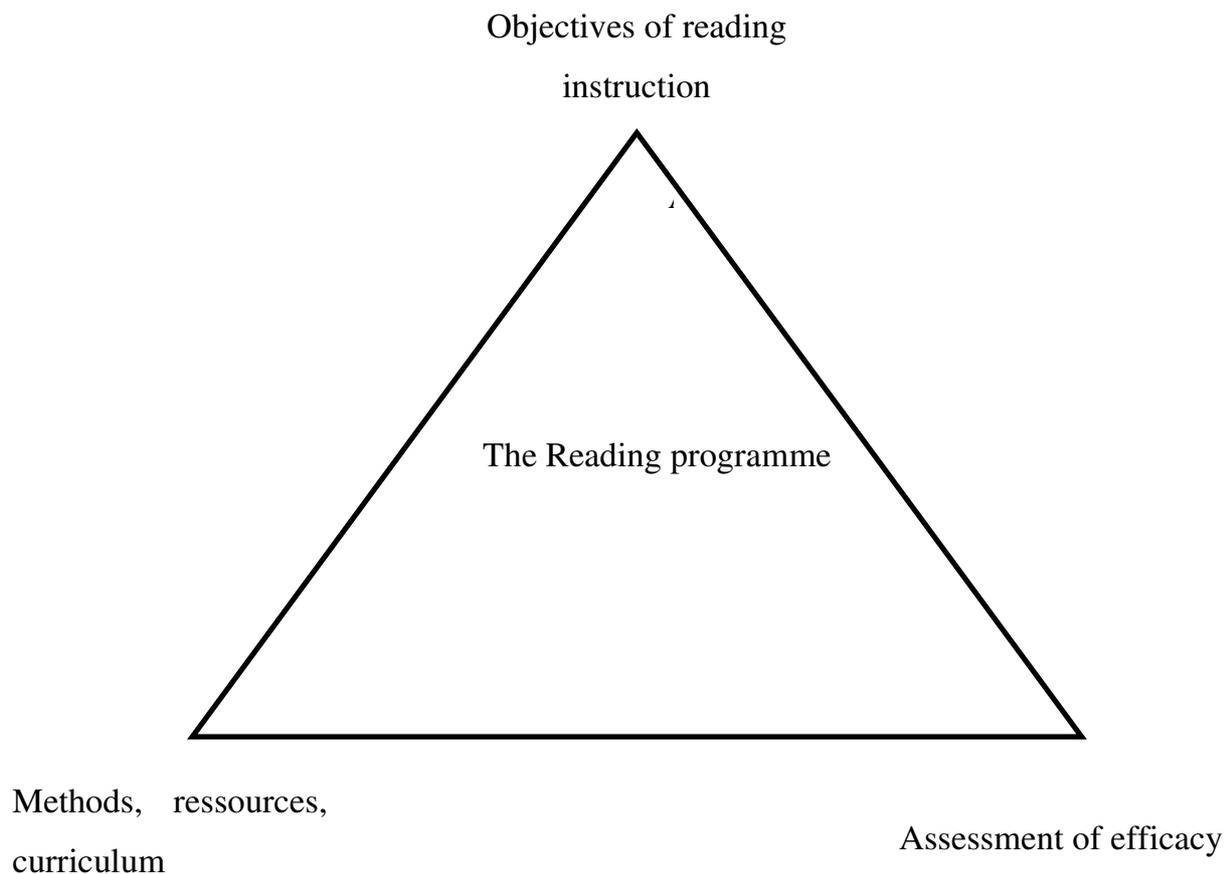


Figure 2.11 Essential elements of any reading programme

Burgess and Head (2008:30)

Most teachers of reading would agree that two of their aims are to enable every student to become a competent reader and to enable every student to obtain pleasure from reading. Teachers should consider the relationships between the objectives of the reading programme, the methods and materials to be used and the assessment of the effectiveness of the programme.

One of the reading teachers' major aim is to facilitate students' progress in reading since reading process is far more than decoding of print to sound. It is also more than being able to answer questions on the explicit content of a passage, reading is seen as a constructive thinking process.

Teachers use assessment to provide feedback and measure progress. So there are two forms of reading assessment. The first is to find out how well students are reading in order to help them improve. Teachers call it diagnosis assessment, it is about giving feedback and assistance to students. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction.

The use of reading tests is identifying students' specific strengths and weaknesses can enable the teacher to help them more effectively that would have been the case without such information. Before thinking about testing, teachers should prepare students for exams. In the following section, the present word focuses on preparing students for exams.

2.9.1 Preparing students for exams

Teachers find that preparing students for exams is satisfying, simply because there are many reasons for this; the students have a shared goal and strong motivation to succeed in their studies .Today millions of students nationwide are exposed to a battery of tests several times. The purpose of the exam is to help the students acquire a certain level of competency which means that they will be able to understand very well what they have attained as well as knowing how and when to use it effectively..... *students have usually had plenty of reading practice before they begin an exam.*

Burgess and Head (2005:27)

Teachers spend a lot of time testing, evaluating and assessing students; preparing students for an exam requires disciplined teaching and good time-management skills. Prepare students for an exam is a special responsibility. Teachers need to familiarize themselves with the text their students are taking, and

they need to be able to answer their students' concerns and worries. Teachers also should persuade students of the importance of homework, and of practising the reading skills. They must know how to foster each student's ability to recognize their own strengths and weaknesses.

Teachers need to be prepared for a range of possible frustrations and challenges, they have to cope with students' anxiety in the weeks leading up to the exam; this may include counseling students who are not going to do well perhaps because they have not used their study time effectively. On the other hand, students must aim to be familiar and confident with the tasks that occur in the exam they are taking, and with the procedures to be followed when tackling these tasks. They should also highlight study techniques which develop independent learning, and provide guidance on the use of reference materials such as dictionaries. Students must know that success comes to those who have predetermined goals, and clear vision of their studies, for that, they must be motivated. At the end of all efforts, when the exam results are good, the teacher feels that his/her teaching has contributed to the success enjoyed by the students.

2.9.2 Preparation begins with motivation

Students need to have a sense of curiosity and interest in their courses in order to learn and retain material and perform well in exams. Most students start with a strong belief that they can succeed, and the teachers need to support them by understanding and supporting that belief, especially when they are becoming anxious.

A different kind of the teacher's authority is involved in creating the sort of classroom atmosphere in which students can feel confident and happy about their learning; An effective teacher will remain aware of each student as an individual and supervise both the learning process, in terms of the students' motivation and effort, and their progress towards the desired outcome or exam results. Students must also take into consideration the following important points:

-Attend the university regularly and be on time.

- Come to class prepared and ready to learn.
- Spend time everyday studying and reviewing material.
- Ask for help if you do not understand the lecture.
- You must develop your own interest in what you are studying.
- Know that procrastination is the enemy of achievement.

(Alderson 1981:no p)

In order to have motivated students, the teacher must acquire the following qualities:

- Explain the exam format in advance; provide appropriate tools to help students study for the exam effectively.
- Give students a practice exam; make sure the same types of questions you ask on the practice exam also appear on the real one; many teachers use old exams as a source of questions.
- Advise students on how to study; provide models for organizing answers to questions.
- Model techniques for discerning important points from lectures.
- Advise students on how to take exams; remind students about what materials will be needed and what aids will be permitted (notes, dictionaries...etc).
- Make clear to students what the teacher consider important in his/ her subject throughout the course.
- Listen to students' concerns and anxieties.
- Motivate students and foster autonomous learning.

(Widdowson 1979: no p)

Under the pressure of the exams, students may find that they forget pertinent details.

2.9.3 Coping with anxiety

A high level of anxiety before an exam has a negative influence on students' performance. "Exams" the word alone engenders an unexplained fear in most students.

Teachers may notice in the students' minds this kind of question; « was the time spent in preparing for the exam sufficient to lead to a desirable outcome? There is no magic formula for reducing exam anxiety; here are some points that can help:

- a) Much of exam anxiety comes from a fear of poor performance; students must prepare themselves for success by reading and studying.
- b) Replacing negative statements such as; 'I am going to fail this exam' with positive statements "I am studying hard and I did passably well during the term, I should do well on this exam".
- c) Students might find it helpful to remind themselves of the elements of the course that they know, since focusing on what they are not sure of only raises their anxiety.
- d) It is important to reduce students' stress and increase confidence during the lectures so that when test-taking time comes, students will feel well-prepared and at ease.
- e) If the students are disappointed after taking an exam, reassure them and tell them that there will be plenty of opportunities to improve and succeed.

(Ausbel 1963:no p)

Many theorists focus on the following points for having a successful preparation for the exam.

- 1) Teachers must assess the test situation; before the teachers start to write the exam, they need to remind themselves of the context in which the exam takes place.
- 2) Teachers have to decide how much time should be given to the test-taking, when and where it will take place, and how much time there is for answering.
- 3) Teachers must decide what to test; teachers have to list what they want to include in their tests, it means knowing what syllabus items can be included, and what kinds of topics and situations are appropriate for their students.

4) Teachers must weigh the scores; the perception of our students' success or failure will depend upon how many marks are given to each section of the exam.

(Burgess, Head 2005:63)

The present work ends this chapter by mentioning important tips which may help the students achieving their goals.

- Remind your students to read the instruction of each question carefully.
- Organize your thoughts before beginning to write with a brief outline, mind-maps, and diagrams.
- Tell them to attempt to answer all of the questions and not to leave any blank.
- Your first choice is usually correct. Do not change an answer unless you have a good reason to do so.
- Explain the importance of using time wisely. If the student gets stuck on a question, encourage him or her to make the best guess and move on.
- Circle or underline key words in questions.
- Begin with the easiest questions to accumulate marks quickly and to boost confidence.
- Encourage them to stay focused on the exam, even if other students finish early.
- Smart students know to use all available time to double-check their work.
- Plan a little time to review.

All these points will enhance the students' engagement for having a positive idea about examination.

2.10 Conclusion

In this chapter, definition of motivation as well as the main aspects of the reading skills has been described. Accordingly the researcher hypothesizes in this present investigation that motivation affects the students' engagement toward the reading skills. Motivation has been studied extensively in many fields, but there has been limited attention given to the role of motivation in reading development. It has been always seen as an essential factor in students' becoming proficient readers. The chapter has also discussed the importance of the use of the reading strategies like the use of B.K in order to comprehend an English text. Therefore, the students' assessment has been introduced in the present work since teaching has to go with assessing or testing. Students' evaluation has one purpose of helping them to progress in their reading. However, there is a necessity to analyze the data collection results in the following chapter to establish if the notion of motivation exists among the students while reading.

Notes

- 1) Humanistic theories of learning tend to be highly value-driven and hence more like prescriptions rather than descriptions. They emphasise the natural desire of everyone to learn. They maintain that students need to be empowered and to have control over the learning process. So the teacher relinquishes a great deal of authority and becomes a facilitator. In humanistic classroom, students are emotionally involved in the learning, they are encouraged to reflect on how learning happens and their creativity is fostered.
- 2) The student's affective state is influenced by a number of factors, for example, anxiety, a desire to compete, and whether students feel they are progressing or not. It is hypothesized that it can influence the rate of L2 acquisition and the ultimate level of achievement.
- 3) An integratively oriented students would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language (Gardner:1985).
- 4) It refers to the student's desire to learn a language for utilitarian purposes such as university requirement, employment or travel.
- 5) It highlights the establishment of goals, the development of a plan to attain those goals, the commitment to implement that plan, the actual implementation of the plan, and subsequent actions of reflection and modification or rediction (Bandura:1986,1997).
- 6) Motivation is defined as the impetus to create and sustain intentions and goal-seeking acts (Ames and Ames, 1989). It is important because it determines the extent of the student's active involvement and attitude toward learning. (Ngeow, Karen :1998). Motivation is like food for the brain. (Davies:1990) <http://www.quotelady.com/subject/motivation.html>
- 7) Wigfield and Guthrie (2000) divide reading motivation into the following three categories, which entail 11 sub-components.

Competence and reading efficacy:

1-reading efficacy

2-reading challenge

3-reading work avoidance

Achievement values and goals:

Intrinsic motivation

4-reading curiosity

5-reading involvement

6-importance of reading

Extrinsic motivation

7-competition in reading

8-reading recognition

9-reading for grades

8) In this dissertation, the term text is used to mean any type of written material. A text can be, for example, a page of a novel, an entire short story, an article in a newspaper or magazine as well as the print on a computer screen.

9) It was developed by Guthrie (2000), in this programme teachers provide reading strategy instruction and also implement teaching practices that focus on enhancing the students' motivation.

10) It highlights the belief that a particular action is possible and that the individual can accomplish it. (Bandura:1986, 1997)

11) Reading motivation is the individuals' personal goals values, and beliefs with regard to the topics, processes, and outcomes of reading.

12) Mastery goals also called learning goals, which focus on gaining competence or mastering a new set of knowledge or skills.

13) Stradling et al (1991:27) provide the following characteristics of the amotivated students.

- Lack of persistence and expectation of failure when attempting new tasks.
- High level of dependency on sympathetic teachers (needing constant attention, direction, supervision and reassurance).
- Sign of anxiety, frustration and defensive behaviour.
- Apathetic non-participation in the classroom.
- Non- attendance and poor attendance.
- Frequent expression of view that university is boring and irrelevant.

Here are some factors which lead to students joining the category of reluctant students.

- Low expectations by teachers.
- Not being sufficiently stretched in lessons.
- Insufficient reinforcement of learning.
- Course contents and teaching methods which are insufficiently stimulating or relevant to students' needs.

14) Engaged students do more than attend or perform academically: they also put forth effort, persist, self-regulate their behavior toward goals, challenge themselves to exceed, and enjoy challenges and learning.

15) The metacognitive system comes into play when students have decided to become involved in learning. Important aspects of this system include setting personal goals for learning and a process for achieving the learning goals. It also monitors and adjusts as the learning takes place effectively, this system provides also a greater surety that students will complete the tasks, even when they become difficult.

16) Individuals with a high need for achievement are interested in excellence for its own sake rather for extrinsic rewards, they tend to initiate achievement activities, work with heightened intensity on these tasks, and persist in the face of failure.

Chapter Three

Reading strategy training results

Chapter III: Reading strategy training results

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3.1 Introduction

In the previous chapter, a considerable amount of theories about definitions of motivation as well as the approaches of the reading skills were reviewed. This chapter aimed at collecting data on the students' lack of motivation while reading and if motivation is entirely the responsibility of the student or if it involved teachers as well. The description of the data collection tools and the analysis of the results were exposed, as well as the verification of the research hypotheses. It had been noticed that a triangulation of the research tools had been used all along the data collection period in order to validate the results. To this end, a classroom observation, two questionnaires, two-reading-proficiency-tests and an interview had been introduced just for sake of obtaining information about the research problematic.

3.2 The data collection procedure

The data collection tools described in chapter one had been used in order to find various answers to the research questions and possible confirmation of the hypotheses to the present work, for the sake of providing solutions to the problematic.

Two methods had been used for collecting data, which were mainly qualitative and quantitative methods. These methods are called qualitative or quantitative according to the type of data they provide. Quantitative methods yield results in the form of numbers; qualitative methods yield verbal statements about human experiences and the meaning people attribute to them.

In modern research, teachers tend to adopt a combination of qualitative and quantitative approaches and to allow statically reliable information obtained from numerical measurement to be substantiated by information provided by the research participants. Both kinds of research have made important contributions to the field of foreign language learning and teaching.

Vygotskian scholars like Steiner and Mahn (1996) and other socioculturalists¹ have brought together both kinds of research in their efforts to study cognitive and social change.

Sociocultural researchers emphasize methods that document cognitive and social changes. Rather than seeing a dichotomy between quantitative and qualitative research, approaches are chosen that emphasize process, development, and the multiple ways in which both can be revealed.

Steiner and Mahn (1996: 198)

Learning another language has been considered so complex and involved sociocultural as well as cognitive factors, no two students will get there by exactly the same way. And the teachers should always find out what the needs of the students are before trying to teach them. They may want to know more about the students and what they find motivating and challenging. Teachers also might want to gauge the interest generated by certain topics or judge the effectiveness of certain activity types, to investigate whether reading is more effective with or without motivation. The real purpose is to find out why something is not working. The next step is about the classroom observation.

3.3 Classroom observation

An unstructured observation that ought to demonstrate that motivation aids comprehension within the reading comprehension lectures was used. It took place through the academic year of 2015 and 2016, with a group of forty-three students from the first-year-students of English at Djillali Liabes University. At that time, until now the module of reading comprehension had been combined with the module of written expression. One hour and a half per lecture and twice a week seemed to be very short period for having two skills (writing skills and reading skills) for teaching them within the same lecture.

Observation plays a central role in teaching, it will permit the investigator to focus on how the teacher teaches, on such things as how the teacher create a positive atmosphere for learning, on the strategies and procedures used by the teacher, how he/she gives feedback to students, as well as if the teacher is going to adopt instruction practices that promote intrinsic motivation and develop lifelong engaged readers who truly love reading.

At the beginning of the year, the first preoccupation of both the teacher and the students was to know each other. The purpose of the teacher was to get maximum of information about his/her students, and the latter wanted also at their turn to know his/her teacher.

The choice of the topics was made at random since the teacher at that stage did not have any idea about his/her students, especially about their lives experiences. After a few weeks, the teacher was now capable of distinguishing if the students were motivated or not when they were reading. Texts also should be neither too easy nor too hard since the purpose of the teacher was to make students read. Choosing texts at the beginning of the year of the right difficulty and interest levels will encourage them to read and to enjoy what they are reading. The students were attracted by the simplicity of the text and thus, comprehended better. They were also motivated enough in order to finish until the end of their readings.

At the middle of the year, the teacher started to know her/his students attitudes toward the reading skills and the choice of the texts. The teacher had known that some topics may motivate them, may also activate their capacity of understanding the text, like topics in which they had found with ease something to talk about it in front of an interesting topic, since they were motivated to participate even when their level of the spoken language was bad. They were so enthusiastic in front of interesting topics. They were conscious, both the teacher and the students that reading comprehension was about motivation. Students should be motivated in order to comprehend an English text. According to Olson (1997), motivation is probably the most important factor that educators can target in order to improve learning.

At the end of the year, many steps had been achieved by both the teacher and the students. It was therefore important that the teacher had to know as much as possible about the factors, which influence reading motivation.

Motivation is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus², or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act (Webster, 1997); and the expenditure of effort to accomplish results (Dubrin, 2008). That is, students ideally

should have many sources of motivation in their learning experience in each classroom.

Through this classroom observation, the present work had noticed five important elements impacting students' motivation. These five elements were; the teacher, the student, the method, the content and the environment. According to Palmer (2007), students' motivation is an important element that is necessary for quality education. Teachers were allowed to know if their students were motivated, when they pay attention, when they begin working on tasks immediately, when they ask questions and volunteer answers, and when they appear to be happy and eager to read. The researcher observed a few students, which were not motivated and realized that learning can occur if they were motivated.

- **The teacher**

Montalvo (1998) said that students displayed more motivational benefits from teachers they like and over teachers they dislike. The role of the teacher seemed to be very important for the sake of motivating his/her students. Teacher should also be empowered to exercise professional judgment in the classroom to attain clearly expressed goals, as had been noticed throughout the classroom observation. Students were motivated by their teacher's knowledge of the subject matter, the teacher's sense of humor, the motivational level of the teacher, high quality of teaching, intellectual challenge, engagement in classroom. Even when lecture ended, the teacher pushed his/her students to do extra work at home and to send them via emails in order to encourage them to work hard. The present work noticed here one important extrinsic factor in the educational environment, which is the instructor students performed better if they received a challenging tasks, it was the case within the classroom. Students performed better if they had a teacher with greater expertise and experience, it was the case within the classroom.

The teacher skills included also staying calm, eliminating negative thoughts or feelings, disengaging stress and maintaining a sense of humor. It was the case of the teacher all along his/her teaching, she/he tried to do his/her best just for promoting and fostering students' reading motivation.

The present work remarked that the teacher from time talked about test giving. Teachers started to give instructions about exams since he/she had in front of her/his first-year-students, they should have an idea about testing. This preparation seemed to motivate them; they were attentive to each detail concerning the types of the exercises as well as the type of texts.

The teacher explained that exams needed to aim at checking what students had learned and whether they can apply it to real-life tasks. In addition, exams that were more demanding on challenging than anything practised in class will have negative effects on students' motivation. They should also be based on course objectives and should not involve surprise.

The present work noticed the use of inventive teaching techniques in order to avoid routine for example; she/he asked her/his students to use their smart phones in order to find a synonym of difficult words instead of using the traditional dictionary. In doing so, the teacher encouraged students to embrace technology in order to make learning both interesting and entertaining. She/he created a classroom environment where students were passionate about reading. According to McCombs (2000): *Almost everything (teachers) do in the classroom has a motivational influence on students- either positive or negative*".

This included the way information was presented, the kinds of activities that teacher used, the way teacher interacted with students, the amount of choice and control given to students, and opportunities for students to work alone or in groups. The researcher noticed at the beginning of each lecture that students were free to choose whether they will work alone, in pairs or as a whole class. Students were motivated and engaged in their reading when their teacher gave them the choice of doing the activities and the atmosphere seemed to be calm and safe even the teacher had forty-three students in front of her/him. Both students and teacher felt comfortable in the classroom.

The researcher was attracted by the teacher made eye contact and smile, actively listened to each student, avoided criticism, talked to students about negative concerns privately as not to embarrass them in front of others, walked around the classroom and gave the students an okay sign as appropriate for their attention for learning. The

teacher was conscious that students' engagement is a key to academic motivation. Another important detail which raised the researcher's intention which was enthusiasm, when the teacher is more enthusiastic about a topic, then the students will be more inclined to believe that the topic has value for them. That is, teacher's enthusiasm can motivate students. Enthusiasm can be expressed by facial expressions, body language, using humor, putting energy into his/her lesson preparation, and meticulously preparing materials.

- **Students**

Students brought varying degrees of both intrinsic and extrinsic motivation to the learning environment. Intrinsic motivational factors found to be at work with most students, included involvement (the desire to be involved), curiosity (find out more about their interests), challenge (figuring out the complexity of a topic), and social interaction (creating social bonds). Extrinsic motivational factors included compliance (to do what one is told), recognition (to be publicly acknowledged, competition, and work avoidance (avoid more work than necessary), the present work noticed that some students were intrinsically motivated, since they were interested to read, they behaved well, seemed to have a great attention toward the text as well as their teacher. On the other hand, individuals who were motivated extrinsically relied solely on rewards. Lei (2010:08) added that: *students who are motivated externally are at a greater risk of performing lower academically than intrinsically motivated students.*

The majority of the students were not motivated to read, they were passive, they did not maintain energy and focus. Even when the teacher asked them to do homework, they were not motivated to do them at home. Teachers noticed that his/her students were devoting less time to their studies while the quality of time spent studying has an influence on performance, this influence is moderated by the students' study habits. Also, the ability to concentrate influences performance positively. The researcher noticed also that lectures are viewed as valuable and interesting learning experiences for students. Then, why is it possible that students skip lectures? Students generally see lectures as optional and not always as a beneficial or enjoyable part of their learning.

- **The method**

The method is the way in which content is presented, that is, the approach used for instruction. According to Alderman (1999) two basic approaches for supporting and cultivating motivation in the classroom ;

- 1) Creating a classroom structure and institutional method that provides the environment for optional motivation, engagement, and learning.
- 2) Helping the student to develop tools that will enable him/her to be self-regulated.

Positive verbal statements of encouragement and praise that had been noticed by the researcher through the classroom observation used by the teacher can strongly influence students' motivation and praise for effort and for improvement can build a students' self-confidence.

After reading an English text, the teacher used to push his/her students to have a guided discussion, since discussion seemed to be a viable strategy for motivating students. Through guided discussion, students can integrate their BK into their reading in order to comprehend the text. The teacher pushed his/her students to use critical thinking for analysis and synthesis of information. Students were able to discuss and made connections between the textual knowledge, news or current events, and their personal experiences that motivate their thinking. By doing this, the teacher put a stress on the strategies that could be used to increase students' motivation.

- **Content**

Allowing students to select learning partners had been shown to improve their motivation to learn. *Human beings are naturally curious and self-directed, that is, they want to learn, make choices, and achieve.*

Truby (2010: 48)

The present work noticed that students will be more motivated when they are given choices doing something one chooses rather than what one has been told to do, can be very motivating. Some choices might include, who they work with, what text to read, their assignment topics, how the assignment will be presented, and when the assignment is due. The various choices options need to be based on students' needs,

interests, goals, abilities, and cultural backgrounds. All these details had been noticed within the classroom observation. The teacher was conscious that content should build students' competency, required assignment that challenge students' beliefs, actions and imaginations. The teacher used lessons that were more interesting and more personally relevant were more motivating to his/her students.

Making also the content relevant to real life, which can increase students' motivation? Tasks that are meaningful to the students' real life motivate them (Frey and Fisher 2010) students love the Internet, so the teacher gave them example, videos or demonstrations of topics from Internet sites that were interesting to them. The Internet is a great way to keep up-to-date and to show important ideas in order to motivate the students.

- **Environment**

If the environment is not safe, it is difficult to put all the students' attention on reading. The teacher created an effective environment, for example; encouraging critical thinking; what do you mean or how would you... In doing so, teacher wanted to develop positive attitude through the use of engaging activities among students. Being here as an observer within an environment which is the classroom seemed to be agreeable for both students and teachers, even there were no interactive whiteboard (see appendix H) and no computers but the atmosphere was simply good for the learning contexts. Motivation in the classroom is a function of five elements according to this classroom observation. The fact is that human being in general and students in particular are complex creatures with complex needs and desires.

The reading process is essentially unobservable; teachers need to make significant efforts in the classroom to understand those behaviours as well. The teacher has also the responsibility to push the students to use the appropriate strategies by showing them how to use them. For example, how to predict³ from a title or a word or how to skim by giving to them activities which are based on such strategies. The purpose of these strategies is to facilitate the students' comprehension when they have in front of them an English text, especially when the teacher is not around. Teaching reading is not an easy task even with the modern technology in which a simple click with the IWB is capable of giving a big number of examples in order to motivate the students

when they are reading. However the reality is somehow difficult to bear, since the Algerian universities are growing too fast with nice and big structures but with no enough materials for teaching and motivating the students even the teachers. So the role of the teacher in that stage is to replace those negative waves within the classroom each day in order to have positive waves just for the sake of fostering students' reading motivation.

Finally, the unstructured observation had mentioned that the students use mental activities in order to construct meaning from text but they should be motivated before doing it. Students' motivation depends on the extent to which the teacher is able to satisfy the students' needs, for example: feeling in control of their learning, feeling competent and feeling connected to others. As such, content also should be included to satisfy each of these students' needs. In the following section, results and interpretations had been described.

3.4 Results and interpretations

In order to find solid results, more than one tool had been used. After dealing with the classroom observation, the investigator gave one questionnaire for the students and the other one for the teachers.

3.4.1 The questionnaires' results

When researchers are interested in finding out how a variable such as motivation is related to reading skills, they usually select a group of people give them a questionnaire to measure the type and degree of their motivation. *We use questionnaires when we want to tap into the knowledge, opinions, ideas and experiences of our learners, fellow teachers Wallace (2000:124).*

This research technique "questionnaire" which involves asking questions, permits the respondents to report on themselves, their views, their beliefs and their interactions.

3.4.1.1 The students' questionnaire results

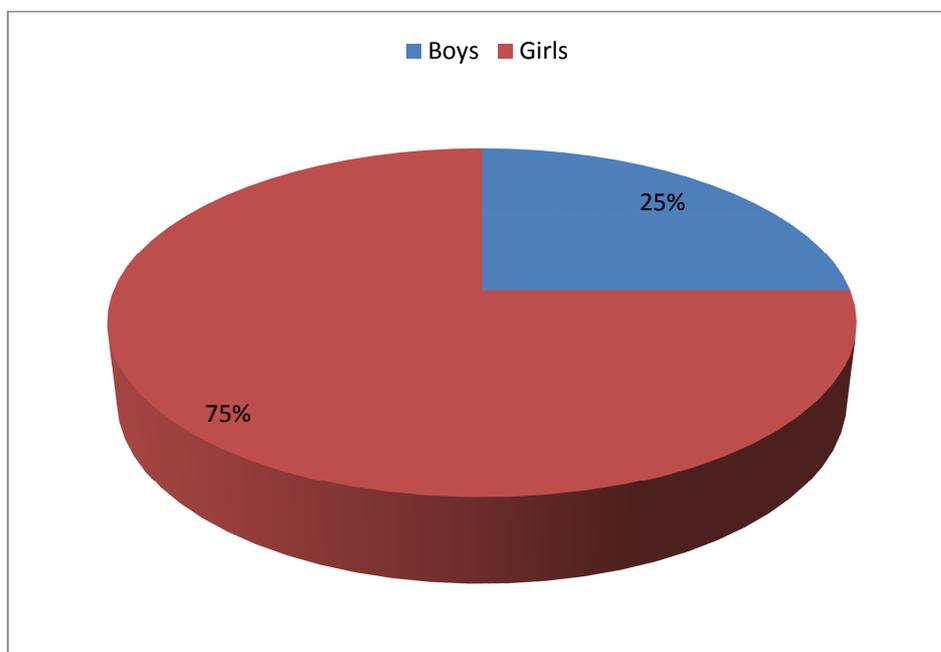
The students' questionnaire had been used in order to collect data information about the present work's investigation which is fostering reading motivation, the case of first-year-students at Djillali Liabes University of Sidi Bel-Abbes.

The purpose of this questionnaire (see appendix A) was to bring if possible solutions to the problematic.

At the beginning, the researcher wanted to have an idea about if the majority of the students were boys or girls. In fact girls seemed to be attracted by learning the English language for many reasons. For example, the university started to give many opportunities for jobs, and girls were thinking of escaping the routine of staying at home.

	Respondents	Percentage
Boys	20	25%
Girls	60	75%

Table 3.1 Male/female participants' majority in the classroom



Pie-chart 3.1 The percentage of male/female participants' majority in the classroom.

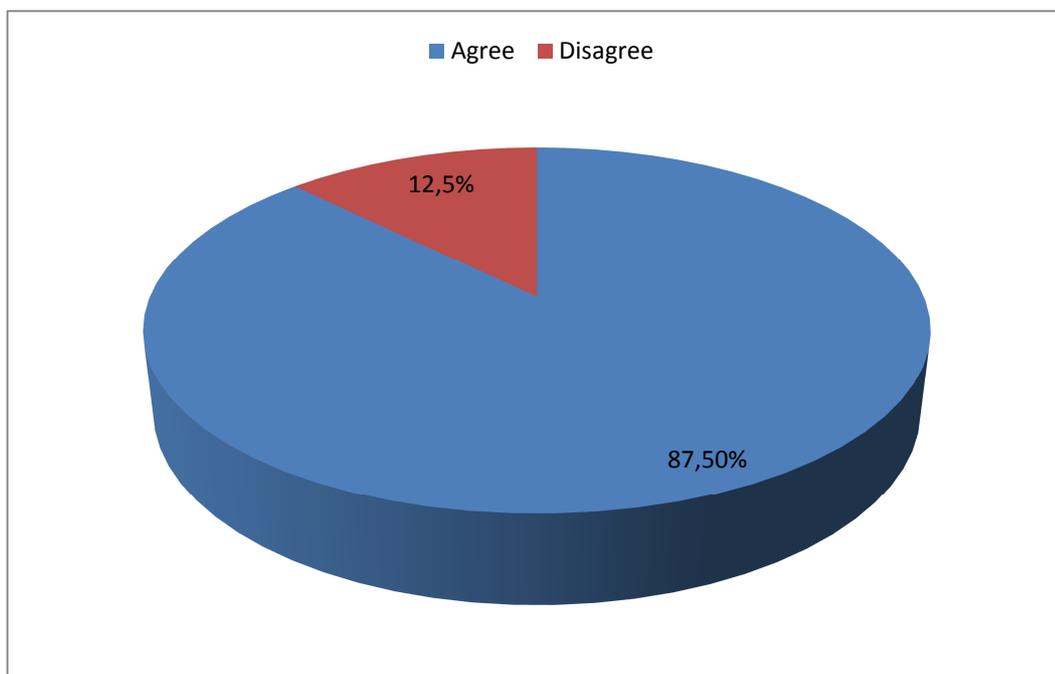
In a few years ago, the number of boys was too low in comparison with this percentage of twenty percent of boys learning the English language. Boys were conscious like girls that studying the English language will permit them to have a job in the future inside or outside the university.

The second point of this questionnaire had been asked for the sake of having an idea about the age of the students; the intention behind this information was to allow the investigation to know their way of behaving via the English language. Since the individual differences is very important when the researcher is investigating on reading motivation, and the age of students is important for the adaptation of each lecture. The students were between eighteen and forty years old. It had been noticed that this category of students were adults, so some of them had a wider range of life experiences to draw on, both as individuals and as students.

The objective of question one (see appendix A) had been asked for the sake of having an idea about if English was an important language.

	Respondents	Percentage
Agree	70	87,5%
Disagree	10	12,5%

Table 3.2 The importance of English language.



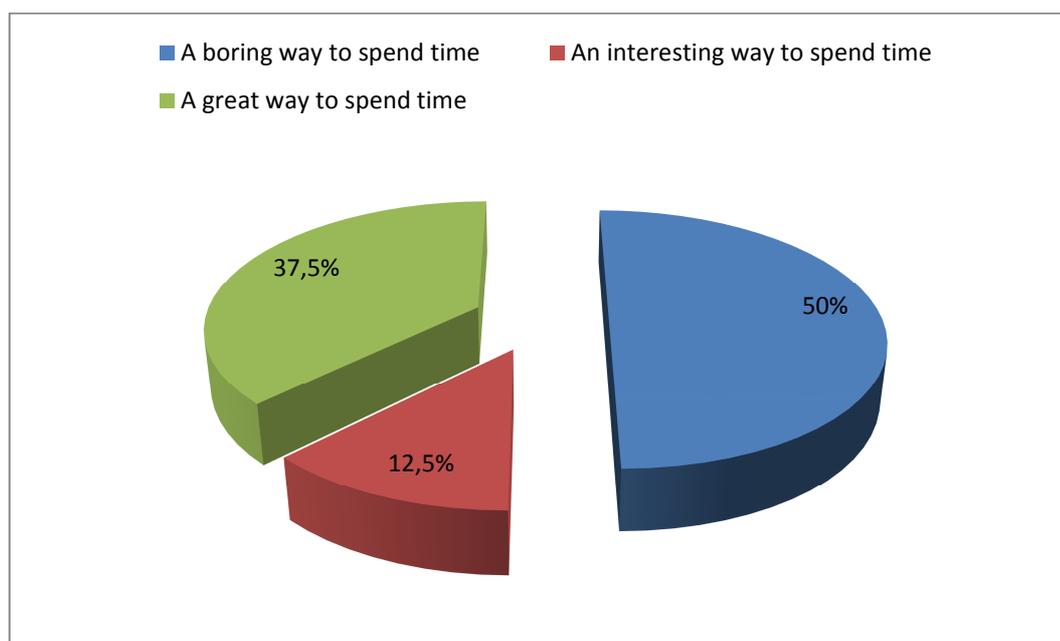
Pie-Chart 3.2 The percentage of the importance of English.

Seventy students answered “Strongly agree”, They were conscious that English became an international language. Language of the world education and trade. Students strongly agreed that learning English is just like French or German; they learnt it because they have to.

The objective of question two (see appendix A) had been asked for the sake of having an idea about what did students think about reading.

	Respondents	Percentage
A boring way to spend time	40	50%
An interesting way to spend time	10	12,5%
A great way to spend time	30	37,5%

Table 3.3 Reading according to students.



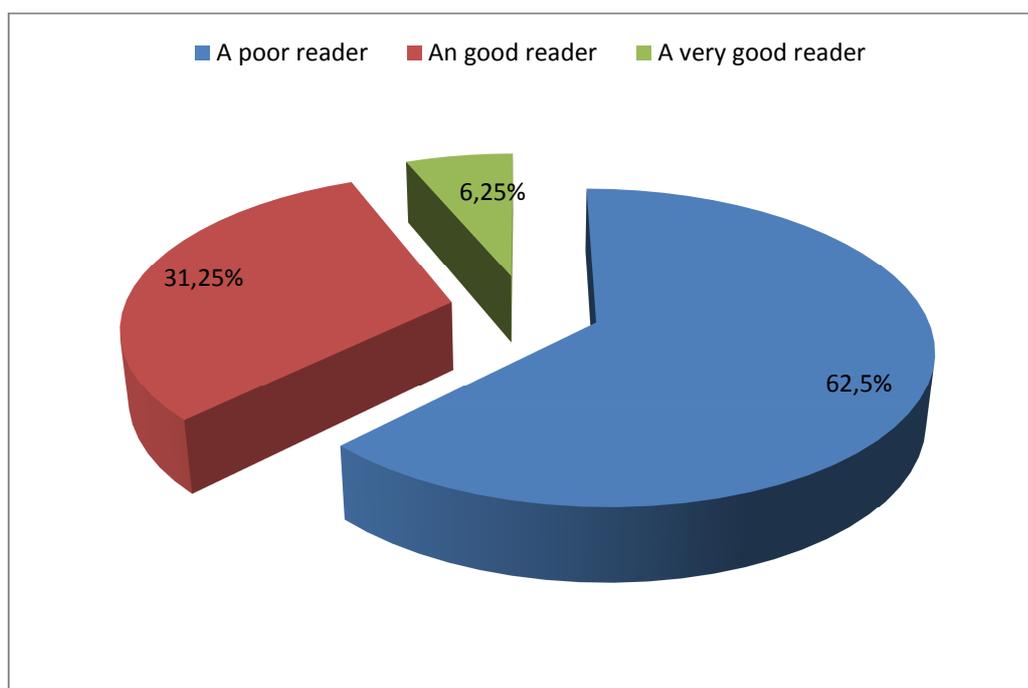
Pie-chart 3.3 The percentage of reading according to students.

Forty students found reading as a boring way to spend time, maybe they did not have the habit of reading. Only ten students who found reading as an interesting way to spend time, because they simply enjoyed reading. Thirty students found reading as a great way to spend time, maybe they appreciated a lot the reading process. They were motivated to read.

The objective of question three (see appendix A) had been asked for the sake of having an idea about if students were poor, good or very good readers.

	Respondents	Percentage
A poor reader	50	62,50%
A good reader	25	31,25%
A very good reader	05	6,25%

Table 3.4 The students' status toward the reading skills.



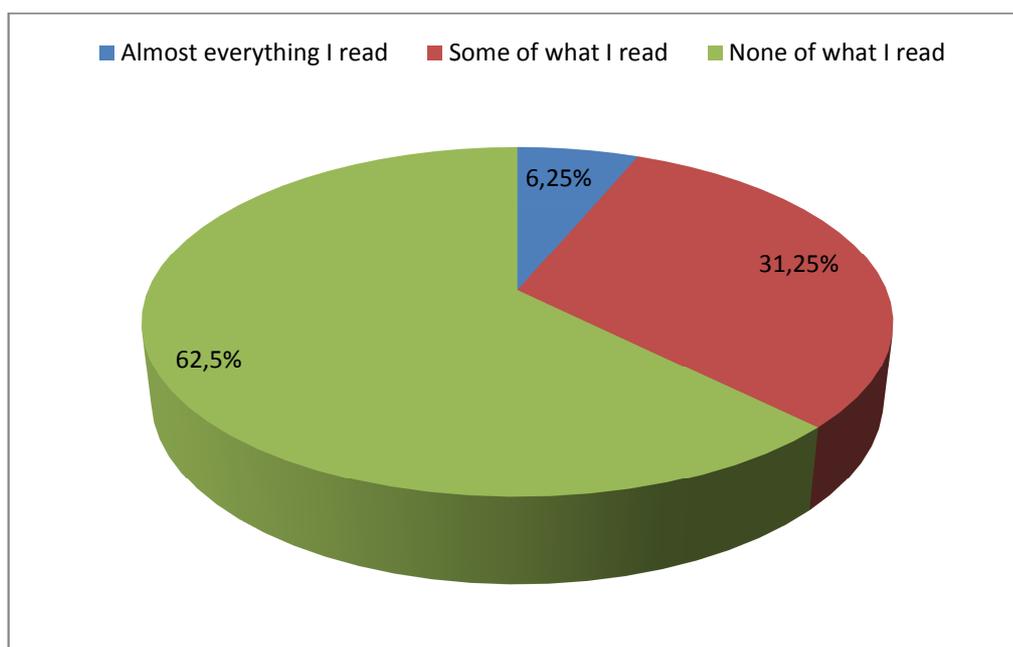
Pie-chart 3.4 The percentage of students' status toward the reading skills.

Fifty students considered themselves as being poor readers, maybe because they were not enough motivated for doing it. On the other hand, twenty-five students considered themselves as being good readers, maybe because they seemed to have acquired enough knowledge for reading. Finally, five students considered themselves as being very good readers, they seemed to have reached a good high level of achievement.

The objective of question four (see appendix A) had been asked for the sake of having an idea about students' understanding of the written text.

	Respondents	Percentage
Almost everything I read	05	6,25%
Some of what I read	25	31,25%
None of what I read	50	62,50%

Table 3.5 The students' understanding of text.



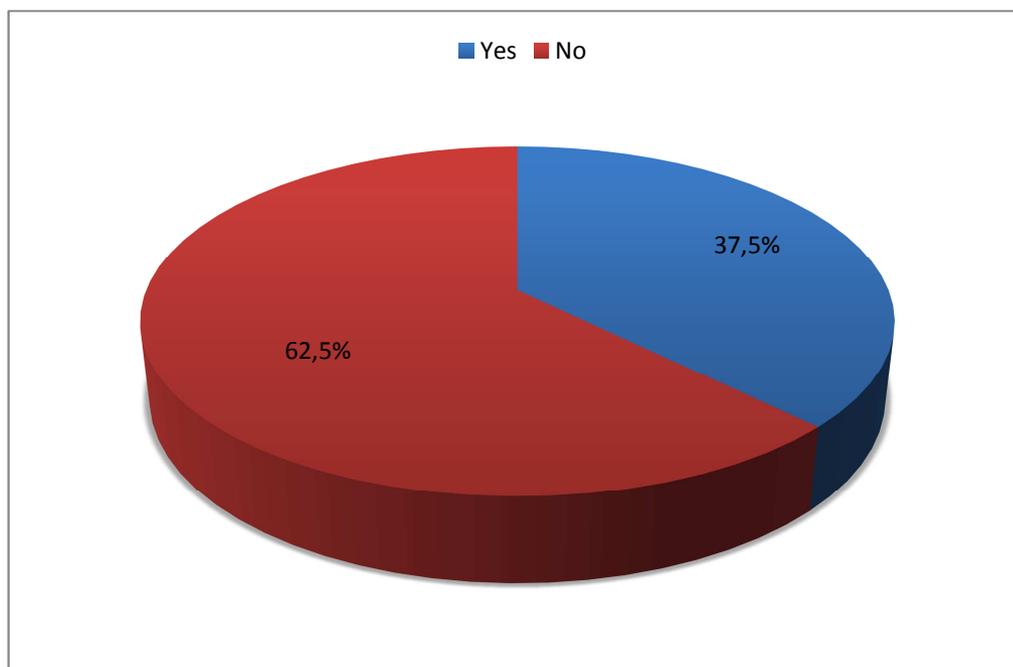
Pie-Chart 3.5 Percentage of students' understanding of text.

Only five students understood almost everything they read, twenty-five students understood just some of what they read, and finally fifty students did not understand what they read. It seemed that more than a half of students (eighty students) did not have any idea about the meaning of the written texts. They have lost their motivation toward the reading process.

The objective of question five (see appendix A) had been asked for the sake of having an idea about the students' purpose for reading.

	Respondents	Percentage
Yes	30	37,50%
No	50	62,50%

Table 3.6 The students' purpose for reading.



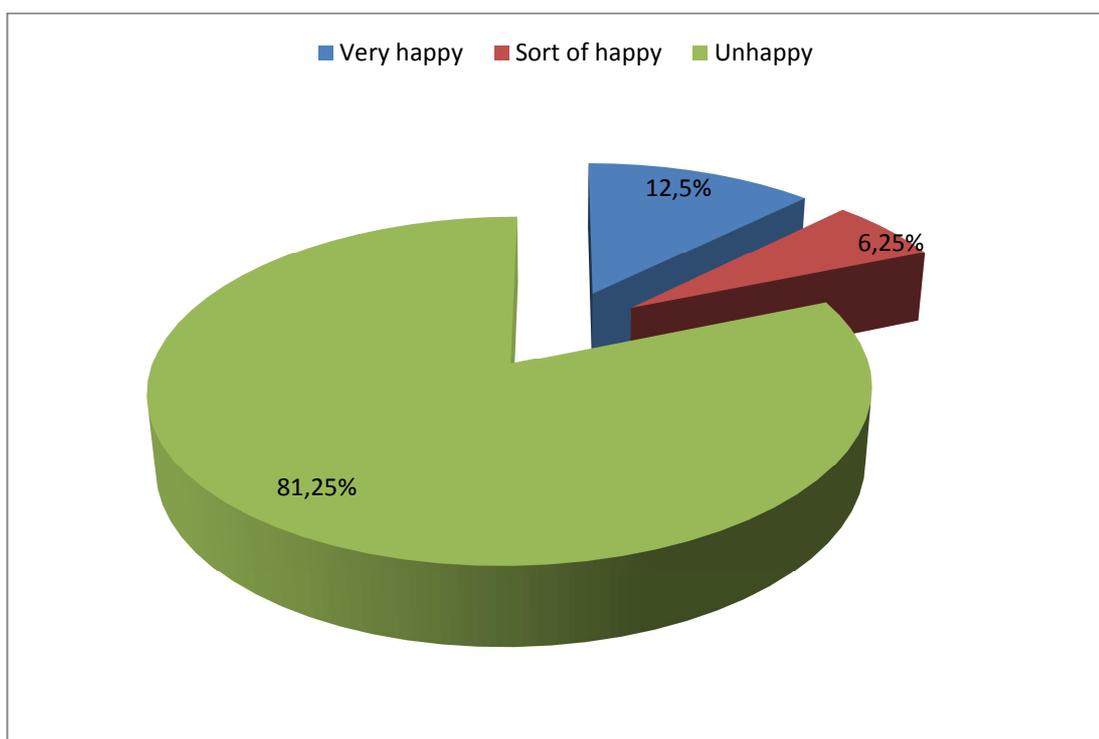
Pie-Chart 3.6 The percentage of students' purpose for reading.

Thirty students claimed of having a purpose for reading they justified that in order to improve their reading, they have to take in to consideration the purpose for reading. For example, to read for having a good pronunciation, for enlarging their vocabulary and for having a good model for their writing. On the other hand, fifty students answered “No”. Very few students justified their answers by mentioning that they were learning English just for one reason “to speak”. They did not know that reading may also let them speak by memorizing simple words as well as difficult words in order to formulate correct sentences.

The objective of question six (see appendix A) had been asked for the sake of having an idea about their feelings when someone gave them a book as a present.

	Respondents	Percentage
Very happy	10	12,5%
Sort of happy	05	6,25%
Unhappy	65	81,25%

Table 3.7 Feeling of receiving a book as a present.



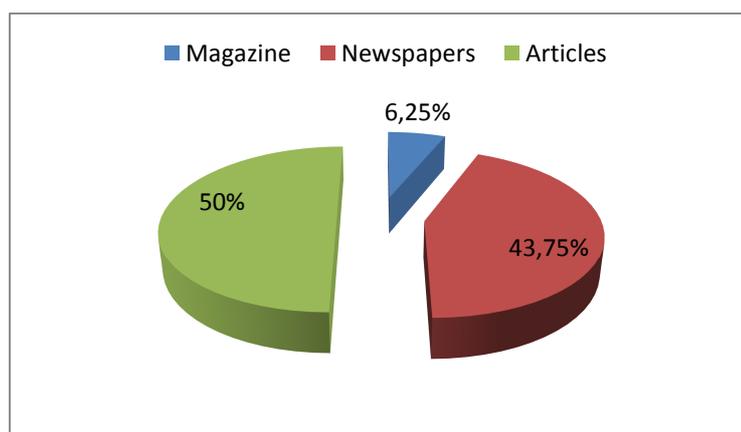
Pie-Chart 3.7 The percentage of the feeling of receiving a book as a present

The purpose of this question had been asked to know whether students value books or not. It was clear that ten students answered “very happy”, so they valued books and they seemed to be motivated to read just with the idea of receiving a book as a present. Five other students answered “sort of happy”, so they were less optimistic with the idea of reading. Concerning the others (sixty-five students), they answered “unhappy”, books according to them had been considered as something not really important. In doing that, they had expressed any kind of motivation toward reading.

The objective of question seven (see appendix A) had been asked for the sake of having an idea about kinds of texts students desired to read.

	Respondents	Percentage
Magazine	05	6,25%
Newspapers	35	43,75%
Articles	40	50%

Table 3.8 Kinds of texts students like to read.



Pie-Chart 3.8 The percentage of kinds of texts students like to read.

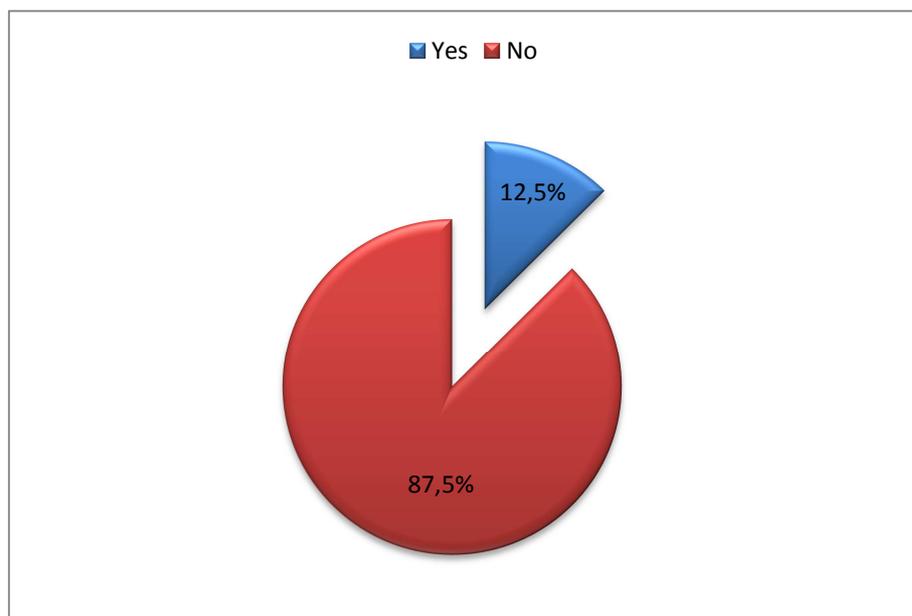
Five students answered “magazine”, they read texts dealing with pop stars, music and fashion. Thirty students preferred reading newspapers; they acquired the habit of reading newspapers in Arabic language. Boys preferred the section which deals with sport and girls preferred the section about a set of instructions on how to prepare and cook something. Finally, forty students preferred to read articles on the Internet since their teachers asked them to look for extra work in order to comprehend the lectures. But when asking them to give their favourite websites, no one was able of giving just one example of websites.

The present work will move directly to the question number nine, since question number eight was dealing with nine statements and the researcher applied graphs for the results obtained not like the other questions (tables and pie-charts). It was impossible to put the question eight by the end within the students’ questionnaire because the researcher had ended her questionnaire with questions dealing with suggestions.

The objective of question nine (see appendix A) had been asked for having an idea about whether students applied reading strategies when reading.

	Respondents	Percentage
Yes	10	12,5%
No	70	87,5%

Table 3.9 The use of the reading strategies.



Pie-Chart 3.9 The percentage of the use of the reading strategies.

Ten students used the reading strategies, a few students had listed predicting and guessing, few others had listed using BK and summarizing. Just one student had classified a wide range of strategies as follow;

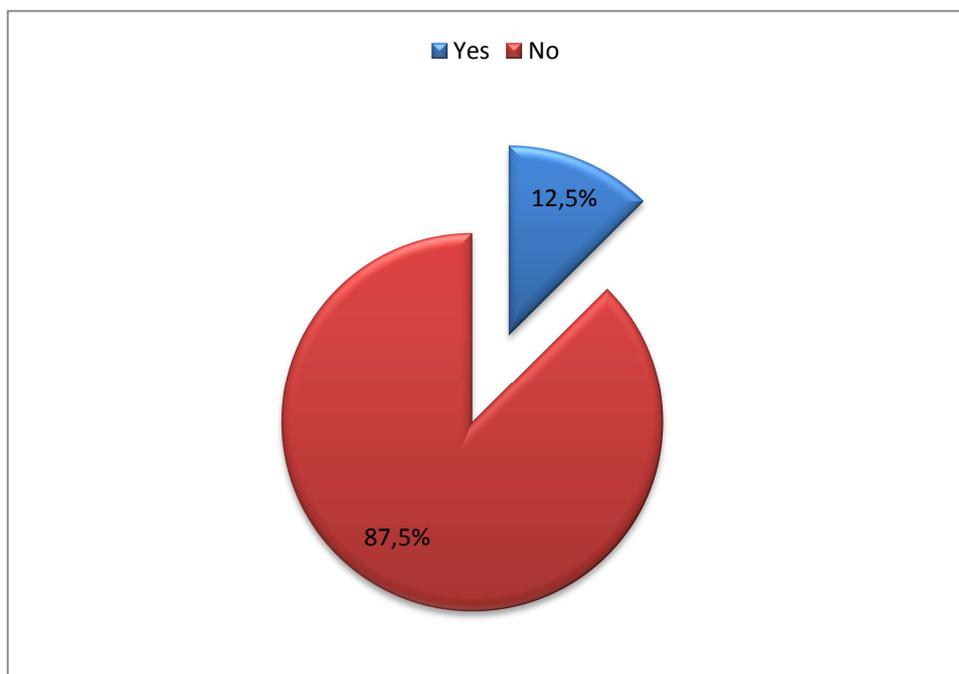
- Skimming and scanning.
- Using BK.
- Predicting and guessing.
- Summarizing.

It seemed that only few students were able to talk about the reading strategies. On the other hand, seventy students answered “No”, they did not know in fact the meaning of reading strategies.

The objective of question ten (see appendix A) had been asked for the sake of having an idea about whether students had been taught how to use the strategies in order to comprehend an English text.

	Respondents	Percentage
Yes	10	12,5%
No	70	87,5%

Table 3.10 Teaching the use of the reading strategies.



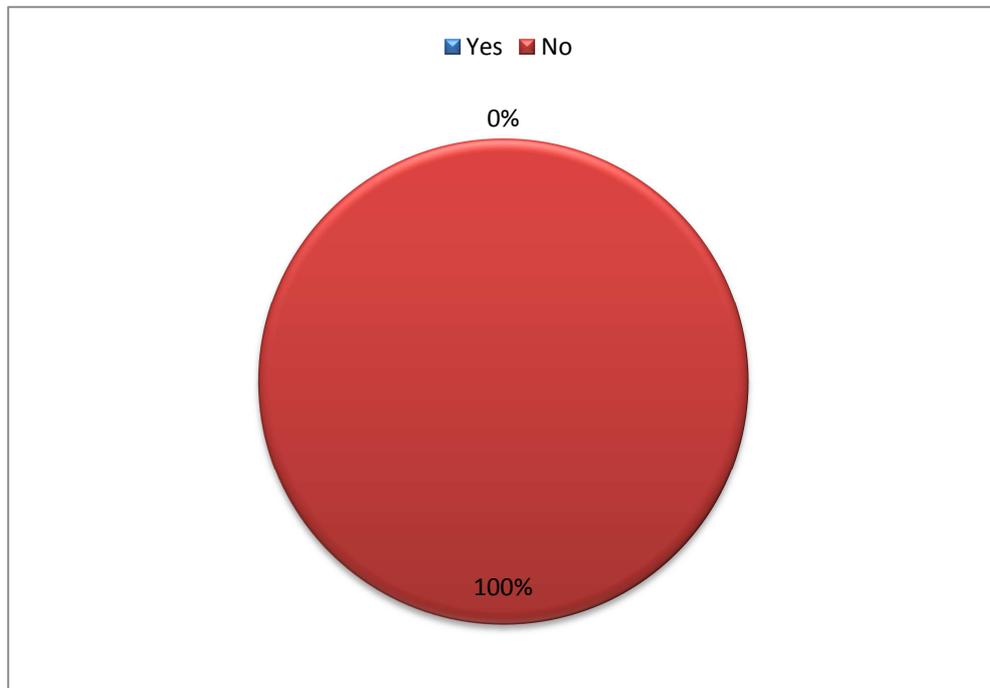
Pie-Chart 3.10 The percentage of teaching the use of the reading strategies.

Ten students answered “Yes”, it was clear that they had an idea about the question above concerning the strategies since they had been taught about the use of the reading strategies in order to comprehend the text. The others (seventy students) did not know the meaning of reading strategies. It was clear that these seventy students were not attentive to the lecture or simply they were not motivated of learning the appropriate tools for the achievement of the meaning of the English texts.

The objective of question eleven (see appendix A) had been asked for the sake of having an idea about whether the teacher gave them ample opportunities to read and choose the text being read.

	Respondents	Percentage
Yes	00	00%
No	80	100%

Table 3.11 The students' choice of texts.



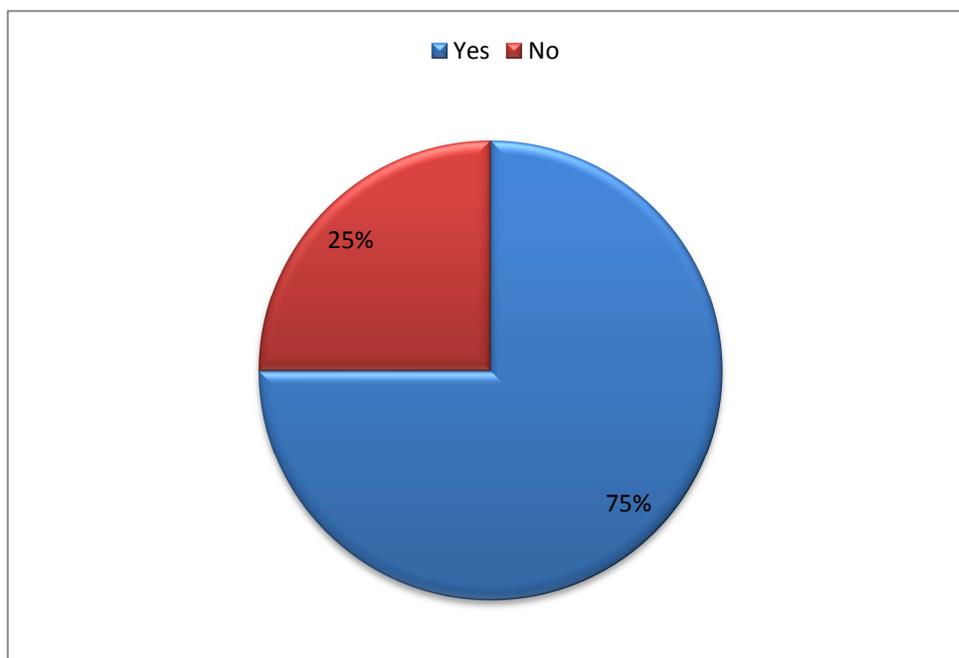
Pie-Chart 3.11 The percentage of students' choice of texts.

Eighty students replied “No”, it was clear that students did not have the right to choose what they read. They had to read what the teacher gave to them.

The objective of question twelve (see appendix A) had been asked for the sake of having an idea about how classrooms' practices influenced their reading comprehension and motivation.

	Respondents	Percentage
Yes	60	75%
No	20	25%

Table 3.12 Classrooms' practices to influence reading motivation.



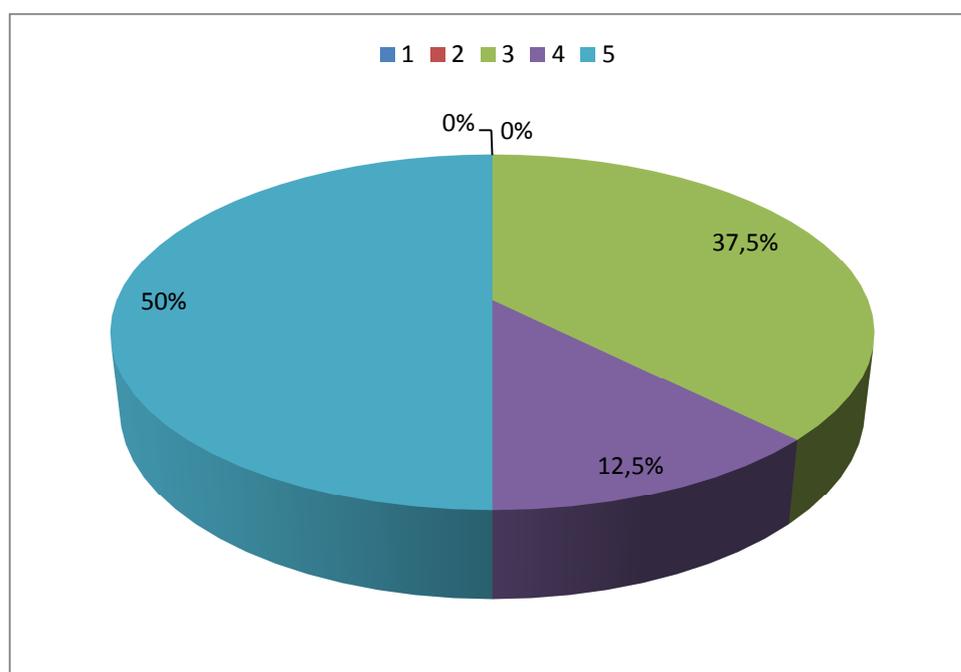
Pie-Chart 3.12 The percentage of classrooms' practices to influence reading motivation.

Sixty students found that their teachers gave them difficult texts to practice in classroom. On the other hand, twenty students found that they had really simple texts, they felt at ease toward the texts. Among the sixty students, some students justified that they were not motivated to read when they had in front of them difficult texts. They even tried to read until the last line but they failed since they found no meaning through their reading. According to the twenty students, teachers gave them simple texts, meaningful with no difficult words and they were able to finish their reading, even being motivating of doing activities without problem. It was clear that the notion of difficulties differ from one student to another one.

The objective of question thirteen (see appendix A) had been asked for the sake of having an idea about the kind of teachers did students prefer.

	Respondents	Percentage
1	00	00%
2	00	00%
3	30	37,5%
4	10	12,5%
5	40	50%

Table 3.13 Kind of teachers do students prefer.



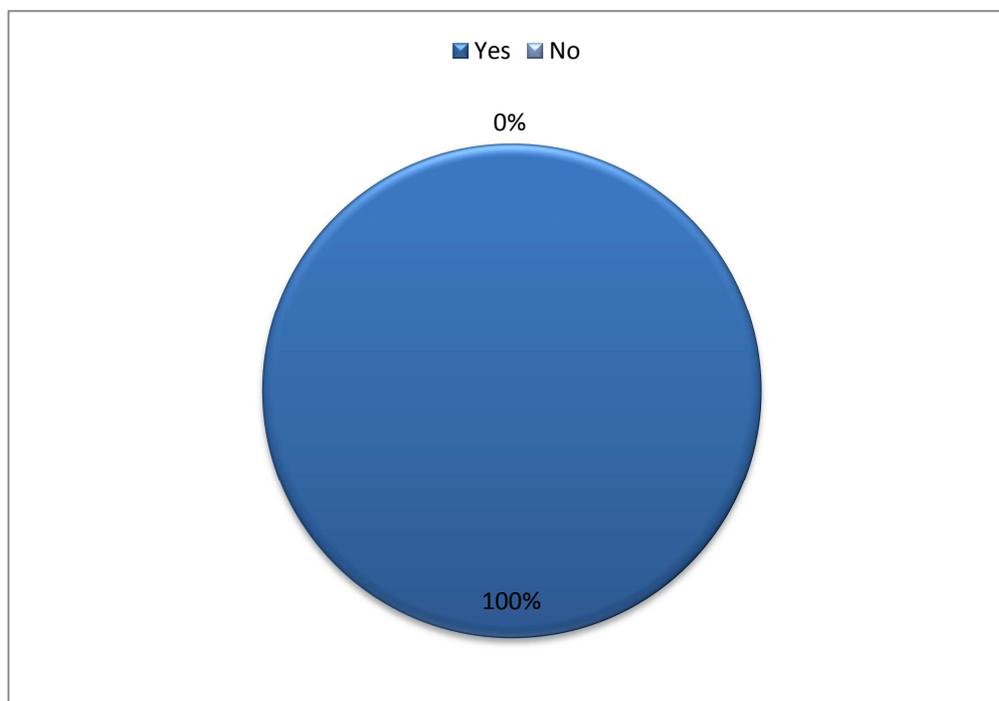
Pie-Chart 3.13 The percentage of the kind of teachers do students prefer.

Thirty students had chosen statement number three, they preferred to have a friendly teacher instead of having an active teacher. Ten students had chosen statement number four (see appendix A), they preferred to have a teacher who knows how to deal with students. Finally, forty students had chosen statement number five, they preferred to have a funny teacher who can be serious when necessary instead of having a teacher who cannot understand what students' expectations are.

The objective of question fourteen (see appendix A) had been asked for the sake of having an idea about if they read more they would comprehend more.

	Respondents	Percentage
Yes	80	100%
No	00	00%

Table 3.14 Read more in order to comprehend more.



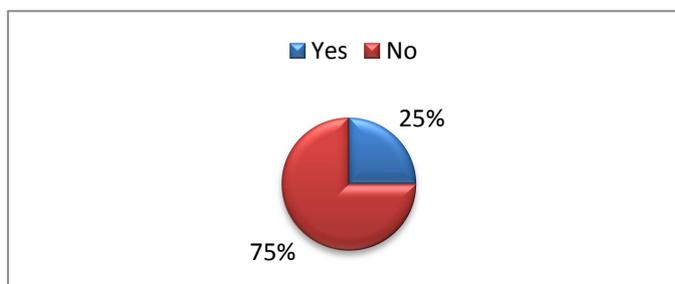
Pie-Chart 3.14 The Percentage of reading more in order to comprehend more.

All students answered “Yes”, each student was conscious about the importance of reading, even those who were seen as being poor readers, they were conscious that reading took a great part in learning the English language. They had commented that reading permitted them to acquire the knowledge of the language as well as the capacity to interact with each other if the topic of the text was interesting in order to find enough information to talk about them.

The objective of question fifteen (see appendix A) had been asked for the sake of having idea about if students were motivated to read.

	Respondents	Percentage
Yes	20	25%
No	60	75%

Table 3.15 The students' motivation to read.



Pie-Chart 3.15 The percentage of students' motivation to read.

Twenty students were considered motivated to read. Their reasons of motivation were mentioned below;

- Teachers asked them to work hard.
- Encouraged them to read all the time in the university.
- Pushed them to read at home.
- Talked with them about the importance of the library.
- Finally, teachers showed them also the importance of attending all the lectures included in the academic year.

On the other hand, sixty students had not been very attentive to the advice of their teachers since they answered “No”. Their reasons were mentioned below;

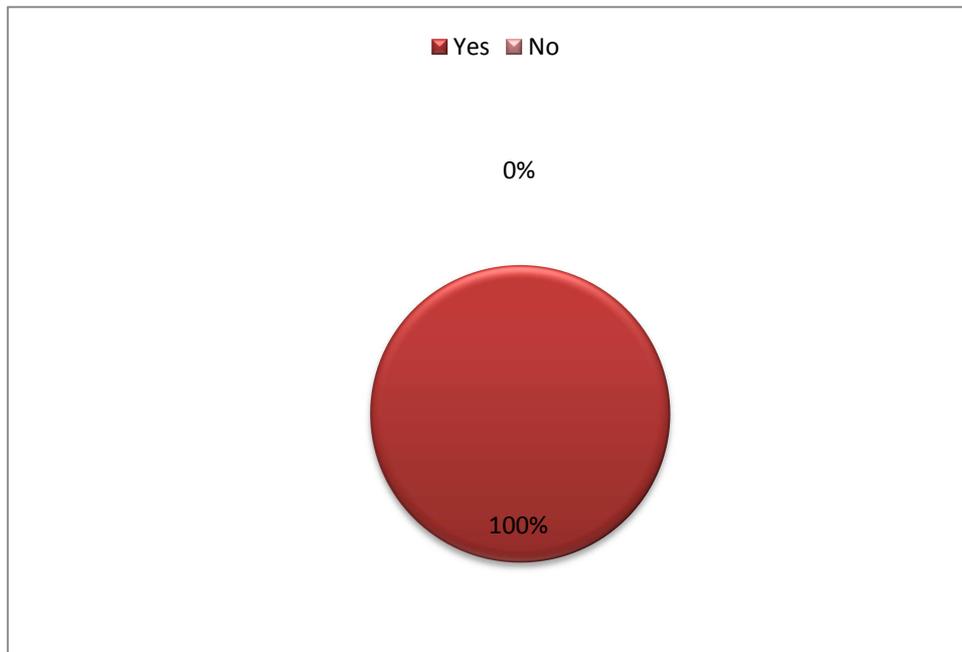
- Find that teachers gave them difficult texts.
- They were not able to understand the English text.
- When they answered the questions of one activity, they were just writing the same sentence, which had been mentioned in the text.
- Finally, find also difficulties in writing paragraphs.

According to the commentaries of the students, teachers played an important role in motivating their students to read.

The objective of question sixteen (see appendix A) had been asked for the sake of having an idea about if motivation was one of the key factors that helped students persist on their reading.

	Respondents	Percentage
Yes	80	100%
No	00	00%

Table 3.16 Motivation as being a key factor for reading.



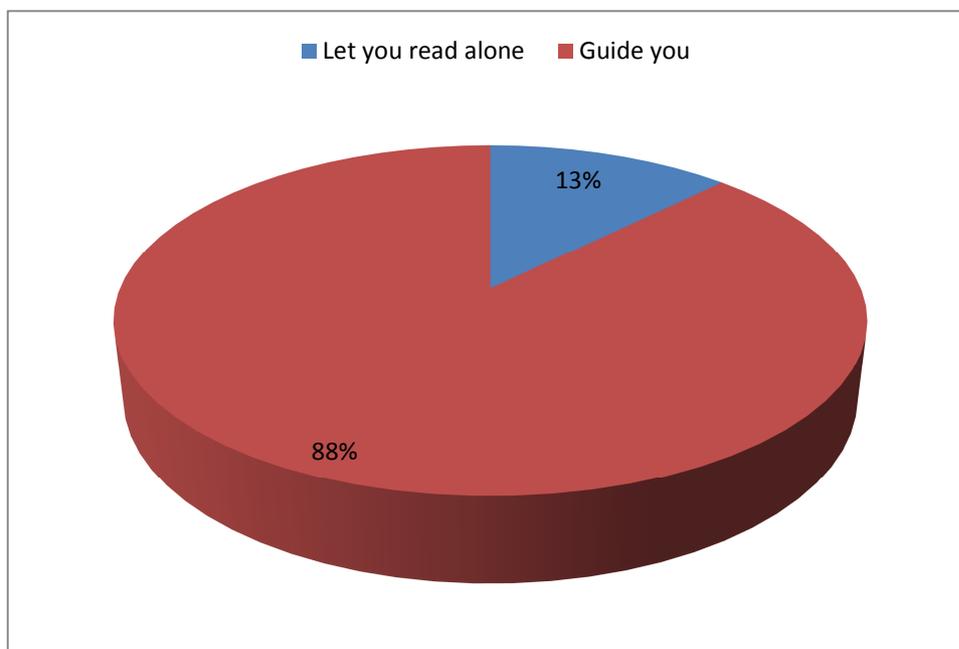
Pie-Chart 3.16 The percentage of motivation as a key factor for reading.

Without exception all students answered “Yes”, they were conscious that motivation is one of the key factors that help students persist on their reading. Persistence on reading permitted the students to improve their reading from being poor readers to become very good readers. Motivation helped the students to achieve their goals as well as maintaining their positive attitudes toward reading.

The objective of question seventeen (see appendix B) had been asked for the sake of having an idea about what did teachers do to motivate students to read.

	Respondents	Percentage
Let you read alone	10	12,5%
Guide you	70	87,5%

Table 3.17 Teachers' job in motivating students.



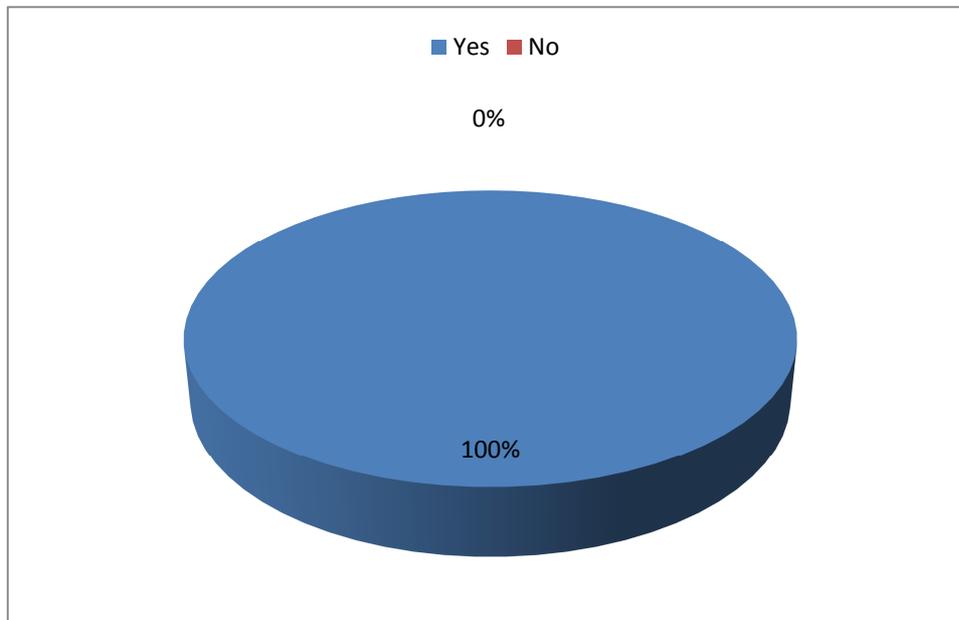
Pie-Chart 3.17 The percentage of teachers' job in motivating students.

Ten students answered “Let Them Read by Themselves”. They did not need being guided by their teachers since they had been taught how to use the appropriate strategies, now they had to read by themselves. On the other hand, seventy students considered being guided by their teachers and it was very important for them maybe because they had to rearrange themselves in learning the reading strategies again by their teachers.

The objective of question eighteen (see appendix A) had been asked for the sake of having an idea about if teachers used supportive language techniques to raise students' self-esteem during reading comprehension lecture.

	Respondents	Percentage
Yes	80	100%
No	00	00%

Table 3.18 The teachers' use of supportive language techniques.



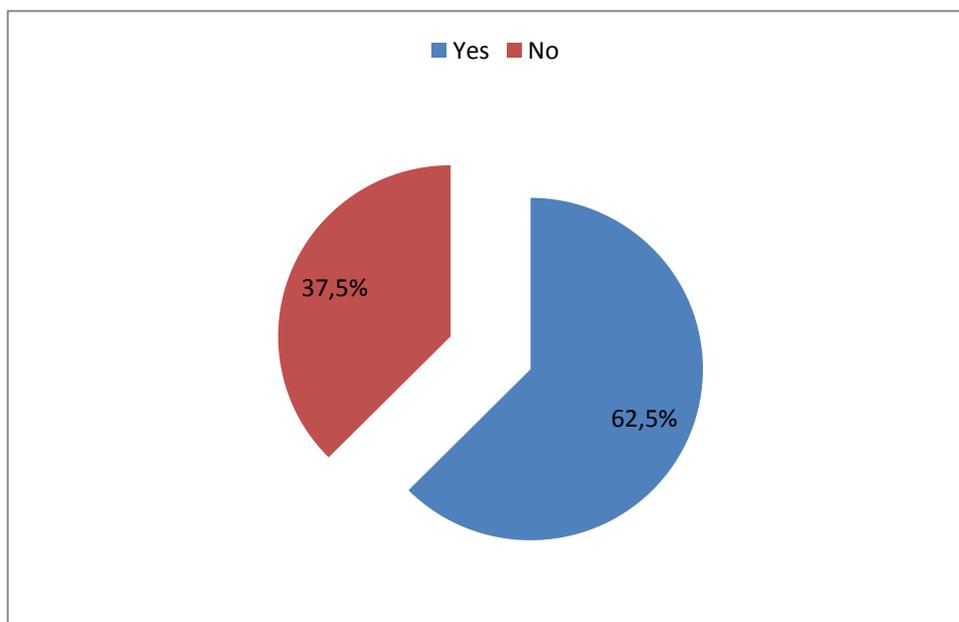
Pie-Chart 3.18 The percentage of teachers' use of supportive language techniques.

All students answered “Yes” for the use of supportive language techniques to raise self-esteem during the lecture of reading comprehension. They justified that when their teachers used supportive language techniques, they will cooperate as well as interact better with their teachers. Their self-esteem toward reading was raised thanks to their teachers' positive attitudes. In doing so, students will obtain positive attitudes and were motivated to read. Students replied also that they felt at ease and relaxed even in front of difficult and challenging tasks. Being attentive and helpful, the teachers succeed to have in front of them motivated students and were able to work hard inside and outside the classroom.

The objective of question nineteen (see appendix A) had been asked for the sake of having an idea about if teachers were always looking for ways to foster students' reading motivation.

	Respondents	Percentage
Yes	50	62,5%
No	30	37,5%

Table 3.19 The teachers' suggestions to foster reading motivation



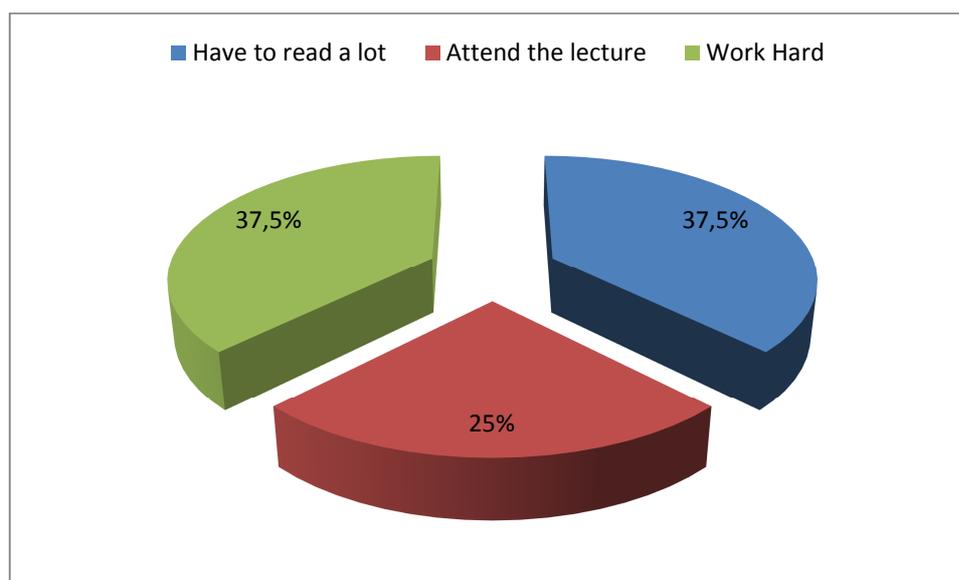
Pie-Chart 3.19 The percentage of teachers' suggestions to foster reading motivation

Fifty students replied “Yes”. They were conscious about the teachers’ interests in the domain of reading motivation. Both teachers and students should find solutions and suggestions in order to have good learning contexts within the classroom. On the other hand, thirty students did not care about their teachers’ suggestions to foster their reading motivation. They were really passive readers without bringing any attention⁴ to the reading process.

The objective of the last question (see appendix A) had been asked for the sake of having an idea about what could students advise their friends who struggle in reading in order to motivate them and make them read.

	Respondents	Percentage
Have to read a lot	30	37,5%
Attend the lecture	20	25%
Work Hard	30	37,5%

Table 3.20 Advising students who struggle in reading



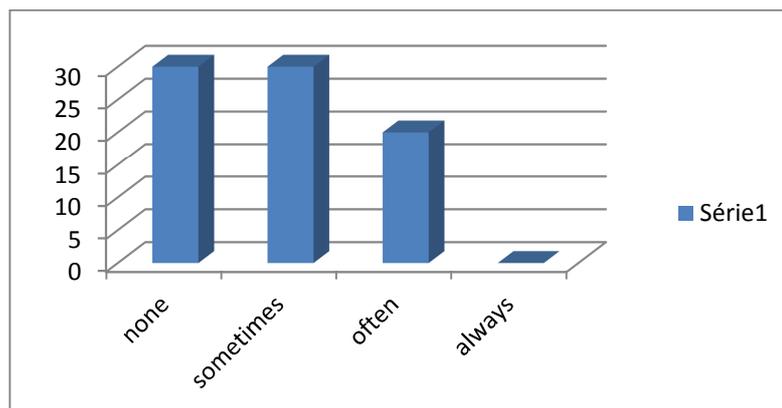
Pie-Chart 3.20 The percentage of advising students who struggle in reading.

Thirty students had written about the idea of reading a lot, students should read in order to improve themselves by practising the language and they will get step by step the appropriate motivation of doing it. Twenty students replied the idea of attending the lecture since students should attend all the lectures in order to comprehend and acquire what had been taught in the classrooms. Motivation came when the students enjoyed attending each lecture without any exceptions. Finally, thirty students had written about the idea of working hard. Students should read inside as well as outside the classrooms. It was clear that working hard brought success and when students succeed they felt themselves motivated to learn and read more.

The present work returned to question number eight (see appendix B) in order to analyze the results obtained from the statements.

The objective of question eight had been asked for the sake of having different students' point of views about their motivation toward reading.

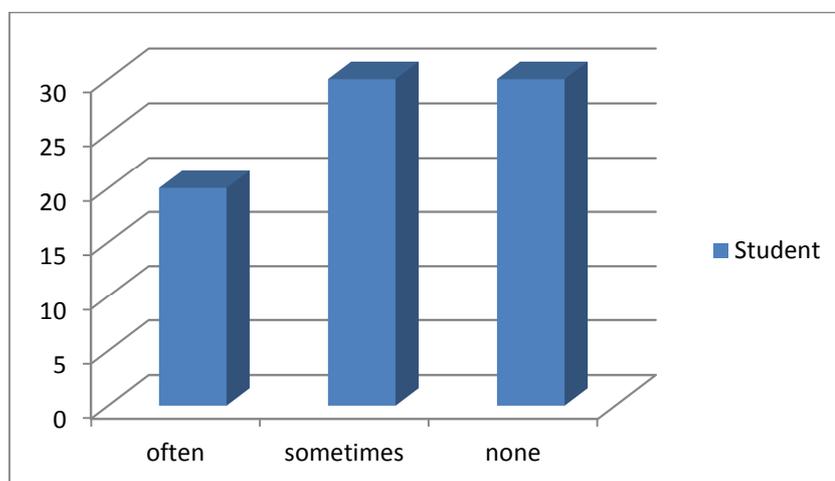
Statement number one had been dealt with the idea that “I visit the library”.



Graph 3.1: Visiting the library

Twenty students answered “They often visit the library”. Thirty students answered “They sometimes visit the library. Finally, thirty students answered” they never visit the library”. It was clear that the interest of books was very low among some students. The present work noticed no one had answered “I always visit the library”. There was little motivation from some students to go to the library.

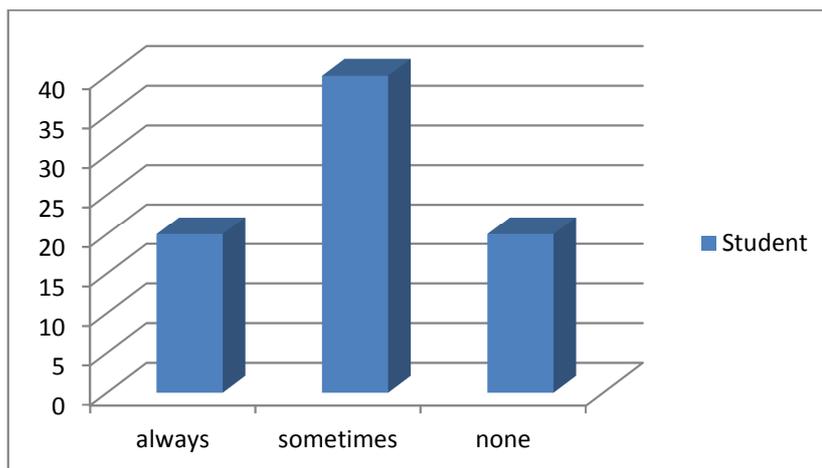
Statement number two had been dealt with the idea that “I do a little homework as possible”.



Graph 3.2: Doing a little homework in reading.

Twenty students answered “I always do a little homework as possible”. Forty students answered “I sometimes do a little homework as possible”. Finally, twenty students answered “I never do a little homework as possible. It was clear that few students were conscious about the importance of homework, and were motivated to do them.

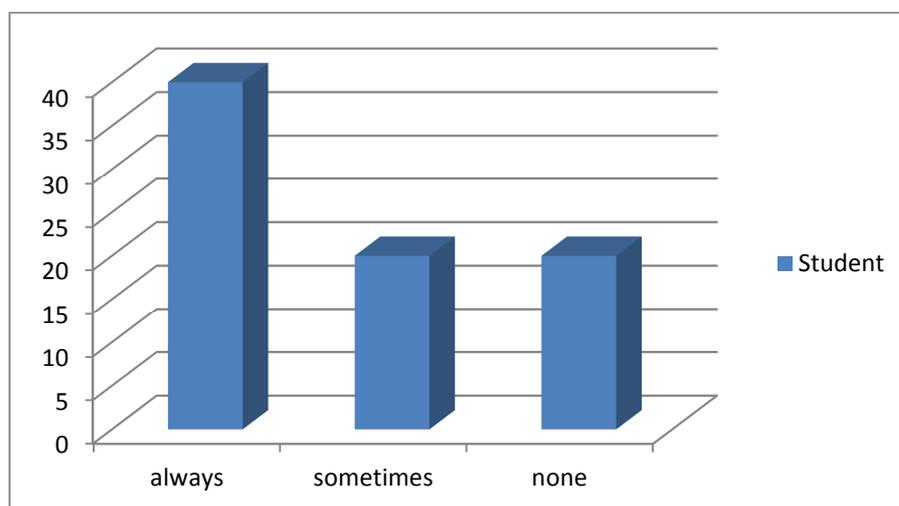
Statement number three had been dealt with the idea that “I read because I have to”.



Graph 3.3: I have to read.

Twenty students answered “I always read because I have to”, forty students answered “I sometimes read because I have to”, twenty students answered “I never read, I have not to”. It was clear that some students did not have the habit of reading and they were not motivated to do it.

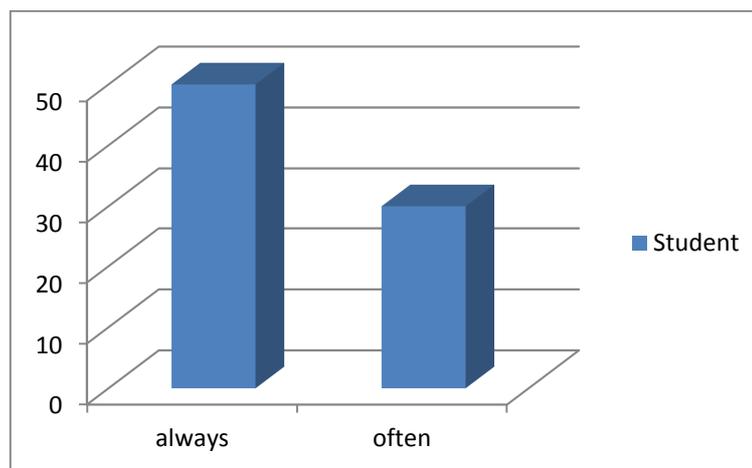
Statement number four had been dealt with the idea that “I like reading when the questions make me think”.



Graph 3.4: The importance of questions.

Forty students answered “I always like reading when the questions make me think”. Twenty students answered “I sometimes like reading when the questions make me think”. Twenty students answered “I never read even when questions make me think”. It was clear that students were motivated to read when the questions boosted their cognitive thinking.

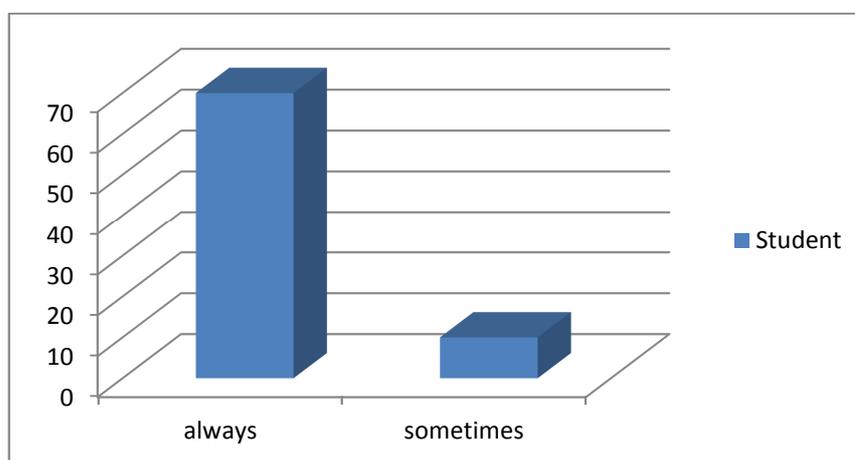
Statement number five had been dealt with the idea that “I read to learn new information about topics that interest me”.



Graph 3.5: Reading when topics are interesting.

Fifty students answered “I always read to learn new information about topics that interest me”. Thirty students answered “I often read to learn new information about topics that interest me”. It was clear that topics played a great role in students’ reading motivation.

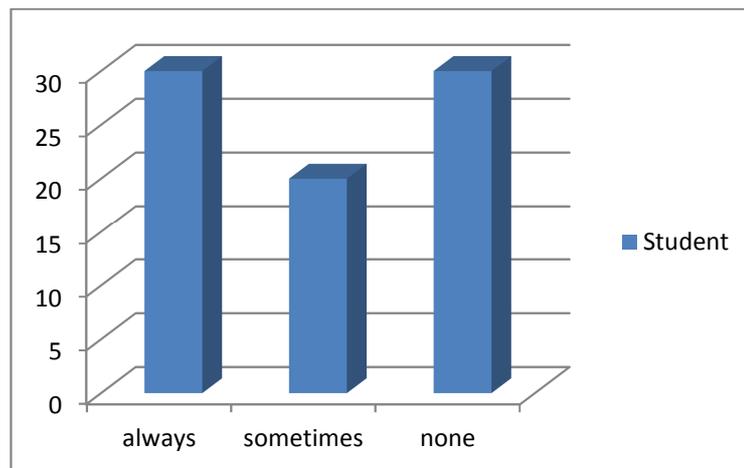
Statement number six had been dealt with the idea that “I do not like reading something when words are too difficult”.



Graph 3.6: Reading difficult texts.

Seventy students answered “I always do not like reading something when words are too difficult”. Ten students answered “I sometimes do not like reading something when words are too difficult”. It was clear that the majority of students did not appreciate or were not motivated to read texts with complicated words. On the other hand, few students appreciated reading challenging texts.

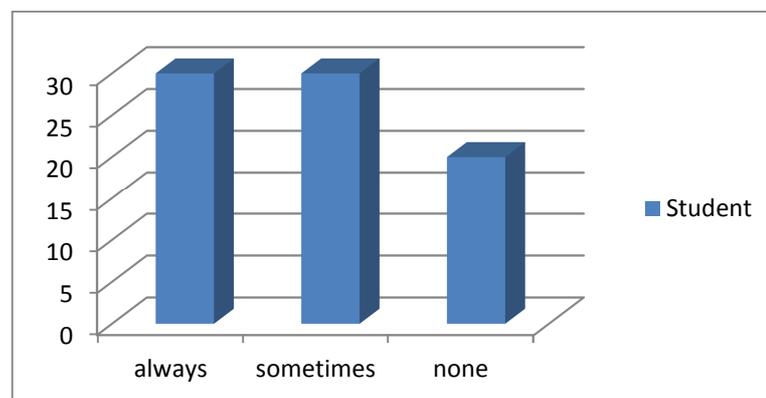
Statement number seven had been dealt with the idea that “If I am reading about an interesting topic, I sometimes lose track of time”.



Graph 3.7: Losing track of time with interesting topics.

Thirty students answered “If I am reading about an interesting topic, I always lose track of time”. Twenty students answered “I sometimes lose track of time”. Finally, thirty students answered “I never lose track of time”. It was clear that few students were motivated to read without being attention to time.

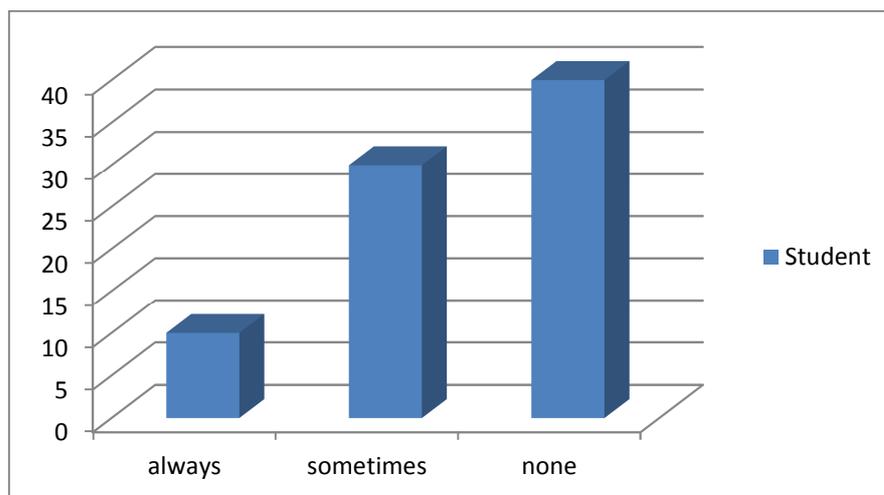
Statement number eight had been dealt with the idea that “If the text is interesting, I do not care how hard it is to read”.



Graph 3.8: Interesting text, even difficult students read it.

Thirty students answered “If text is difficult, I always not care how hard it is to read”. Thirty students answered “I sometimes not care how hard it is to read”. Finally, twenty students answered “I never care how hard it is to read”. It was clear that the majority of the students were motivated to read even difficult text when they were interested by the topic of the text. Students were involved in their reading process. Few students were not motivated simply to read.

The last statement had been dealt with the idea that “I make pictures in my mind when I read”.



Graph 3.9: The use of strategies when reading.

The students answered “I always make pictures in my mind when I read”. Thirty students answered “I sometimes make pictures in my mind when I read”. Finally, forty students answered “I never make pictures in my mind when I read”. It was clear that a few students used the strategy; making pictures in their minds. Others they were not able to use it maybe they did not know or did not want to make pictures in their minds in order to comprehend the English text. Some students were motivated to use one appropriate strategy among others to get the meaning from the text.

3.4.1.2 The teachers’ questionnaire results

Teaching is a complex and dynamic activity, and during a lesson many things occur, for that reason the teachers’ questionnaire (see appendix B) provides answers for this investigation.

The first information concerned the teaching experience. It had been mentioned that the experience differs from one teacher to another. It had been also noticed that some teachers had six months experience, others from one year experience to twenty-five-years’ experience.

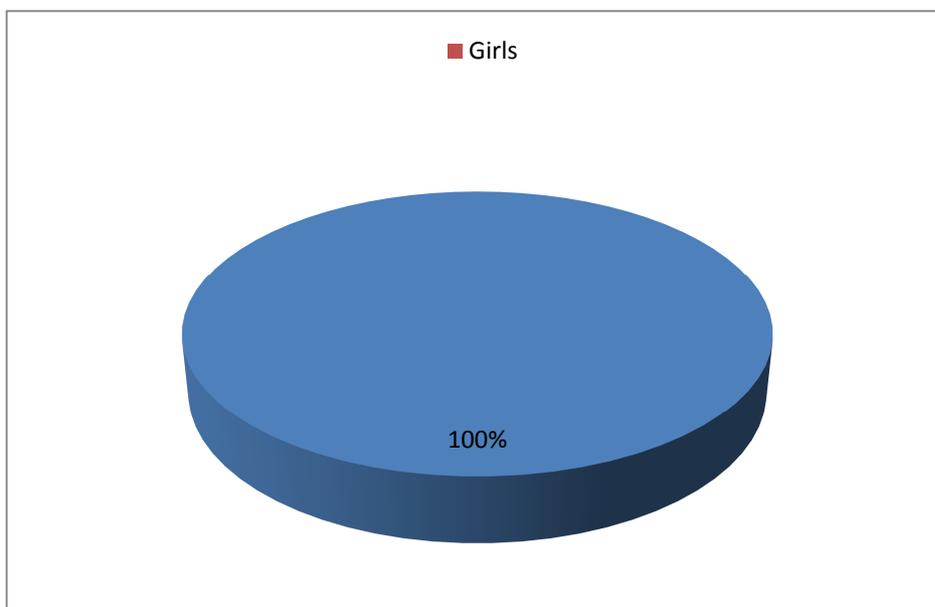
The objective behind this information about the teaching experience was to know whether beginner teachers had the same impact on students’ reading motivation as teachers who had more experience in the domain of reading comprehension. It had been noticed that the teachers who had less than one year experience produced more

energy and made a great effort in teaching since they had the feeling of being controlled all the time. For that reason, they did their best just because they wanted to be effective teachers. On the other hand, experienced teachers had acquired and are still acquiring the appropriate knowledge of teaching. They did not have the idea of being controlled by other teachers in order to become effective teachers.

The second information concerning the sex of the students (see appendix B) had the objective of distinguishing between the environment of each other (boys or girls). It was agreed upon that the motivation of girls are different from those of boys. For example, in table below, it was largely mentioned that the majority of students were girls. Girls were more motivated for learning the English language. For example, girls used to have ladies as teachers, they would like to become teachers as well.

	Respondents	Percentage
Girls	10	100%
Boys	00	00%

Table 3.21 The male/female participants' majority in the classroom.



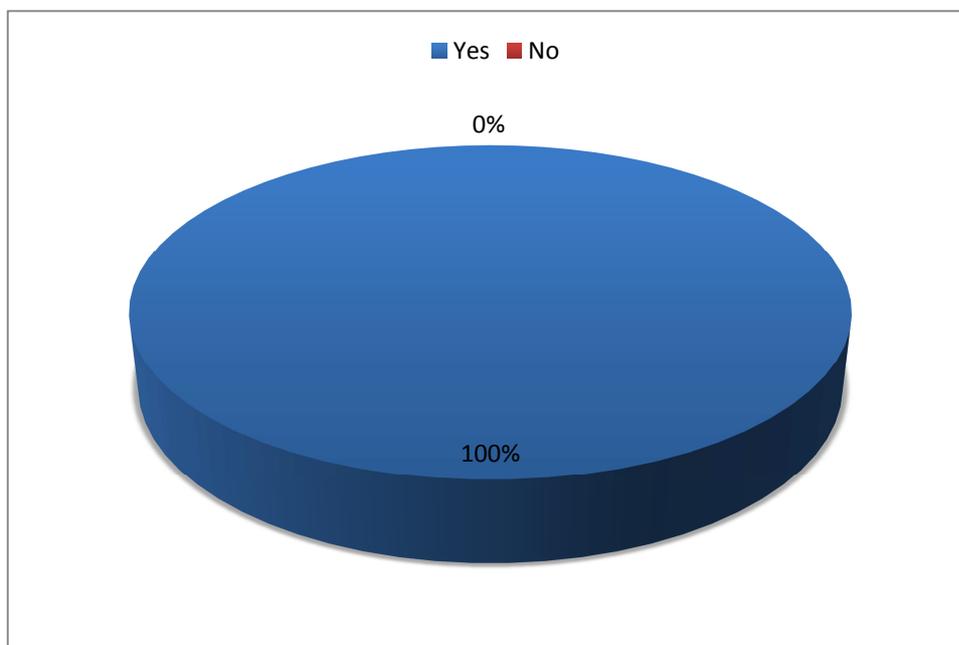
Pie-Chart 3.21 The percentage of male/female participants' majority in the classroom.

It was clear that the majority of the students were girls, and the English language was learnt by girls as a whole number, because English became an international language. Boys started to be interested in the English language since Algeria opened the door to the world of trade and business. Boys had noticed the necessity of learning the language in order to gain its prestige.

The objective of question one (see appendix B) had been asked for the sake of having an idea about if the understanding the written word by students was one of the most essential of all academic skills.

	Respondents	Percentage
Yes	10	100%
No	00	00%

Table 3.22 The reading is one of the most essential skill.



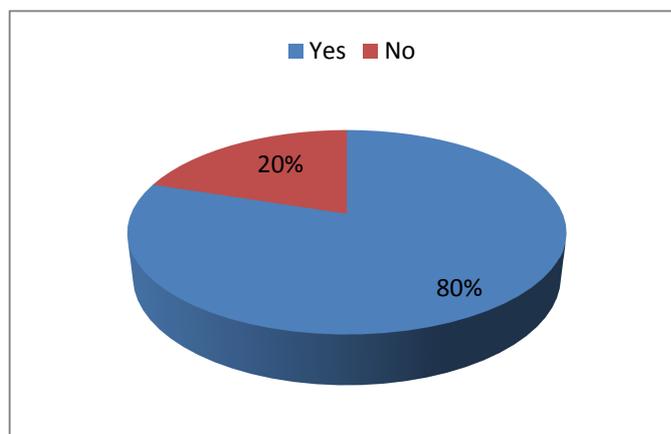
Pie-Chart 3.22 The percentage of reading as one of the most essential skills.

It was clear that all teachers without exception answered “Yes”, students should read and comprehend the written text if they want to study English. One teacher mentioned that students who perceived reading as valuable and important have personally relevant reasons for reading. They will also engage in reading in a more planned and effortful manner. Another teacher claimed that the reading skills is the most essential of all academic skills but teachers as well as students should associate it with the writing skills and also with the speaking and the listening skills. When a student is reading a text loudly, he or she is speaking, someone else is listening. After reading, he/she is going to write a summary. In doing all these steps, the students had used the four skills through reading.

The objective of question two (see appendix B) had been asked for the sake of having an idea about students’ difficulties with the reading skills.

	Respondents	Percentage
Yes	08	80%
No	02	20%

Table 3.23 Students' difficulties with the reading skills.



Pie-Chart 3.23 The percentage of students' difficulties with the reading skills.

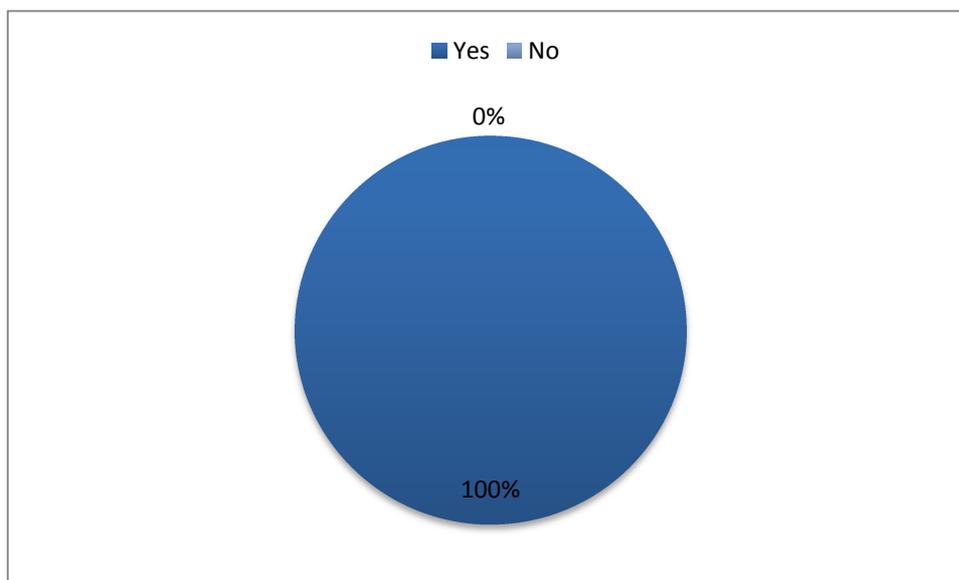
It was clear that few teachers (just two teachers) disagreed with the idea that students were motivated to speak and listen and of course had no difficulties with the reading skills. They replied that students had no problem with reading since they were quiet when they had being given an English text to read it. But in fact quiet did not mean comprehending the text. In fact, when after reading, the teacher asked them to speak, students were able to talk and interact with their teacher as well as being attentive to them.

Concerning the eight teachers, they noticed that their students had really difficulties with the reading skills. They did not enjoy reading an English text, they were not concentrated, less effort was produced, no energy and no interest. One teacher noticed that her/his students were able to speak and listen when he/she moved on a conversation concerning an event of the moment, which had no relation with the text. Students were not motivated for reading but they were listening attentively to another subject which seemed to be interesting than the topic of the text. For that reason, they found no boundaries for speaking.

The objective of question three (see appendix B) had been asked for the sake of having an idea about if the teaching of the reading strategies will foster reading comprehension and motivation.

	Respondents	Percentage
Yes	10	100%
No	00	00%

Table 3.24 Fostering reading motivation through the teaching of reading strategies.



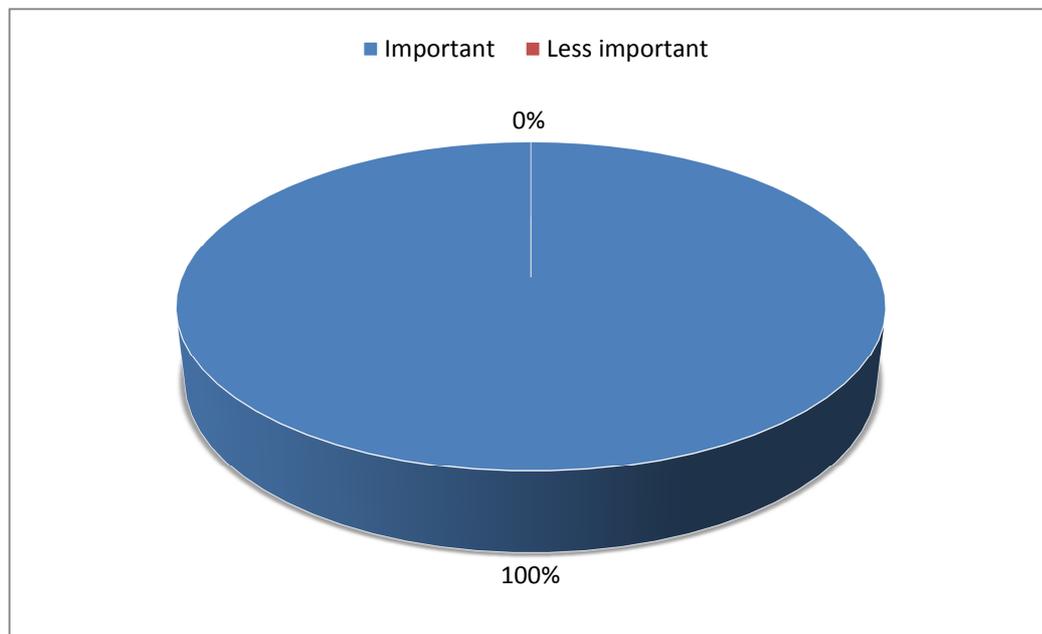
Pie-Chart 3.24 The percentage of fostering reading motivation through the teaching of reading strategies.

All teachers replied “Yes” automatically without any hesitation. One teacher wrote “teaching reading strategies is a must”. If a student did not know how to use appropriate strategies “skim, scan, predict or BK”, he/she would not be able to comprehend English texts. This situation pushed the students to lose motivation since they did not know how to open the door and start understanding the text. For that reason, all the teachers agreed with the idea of teaching the reading strategies in order to create in them the motivation for fostering their reading. If teachers can increase the reading motivation of their students, the students’ strategies and skills in reading will increase.

The objective of question four (see appendix B) had been asked for the sake of having an idea about the role of motivation in learning the reading skills.

	Respondents	Percentage
Important	10	100%
Less important	00	00%

Table 3.25 The role of motivation in learning the reading skills.



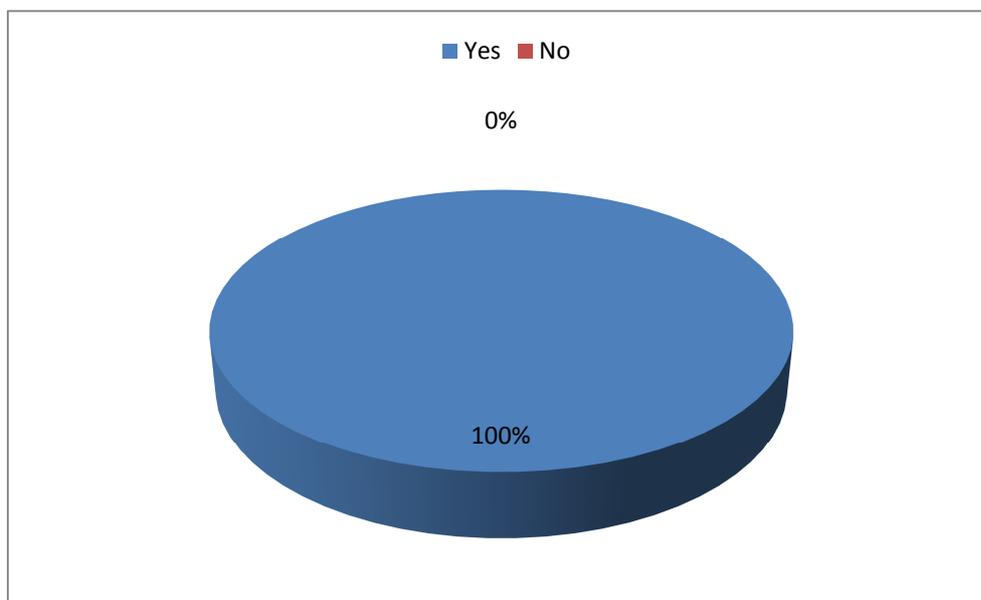
Pie-Chart 3.25 The percentage of motivation in learning the reading skills.

The researcher had summarized the commentaries of all the ten teachers in the few following lines concerning their answers about the idea that the role of motivation is important in learning the reading skills. Students who are motivated to learn are easy to teach, they want to be at university, they want to read, and they want to succeed. Engagement with text occurs when students are motivated to participate and strategic in their reading.

The objective of question five (see appendix B) had been asked for the sake of having an idea about if students' motivation was a key factor in successful reading.

	Respondents	Percentage
Yes	10	100%
No	00	00%

Table 3.26 Students' motivation for a successful reading.



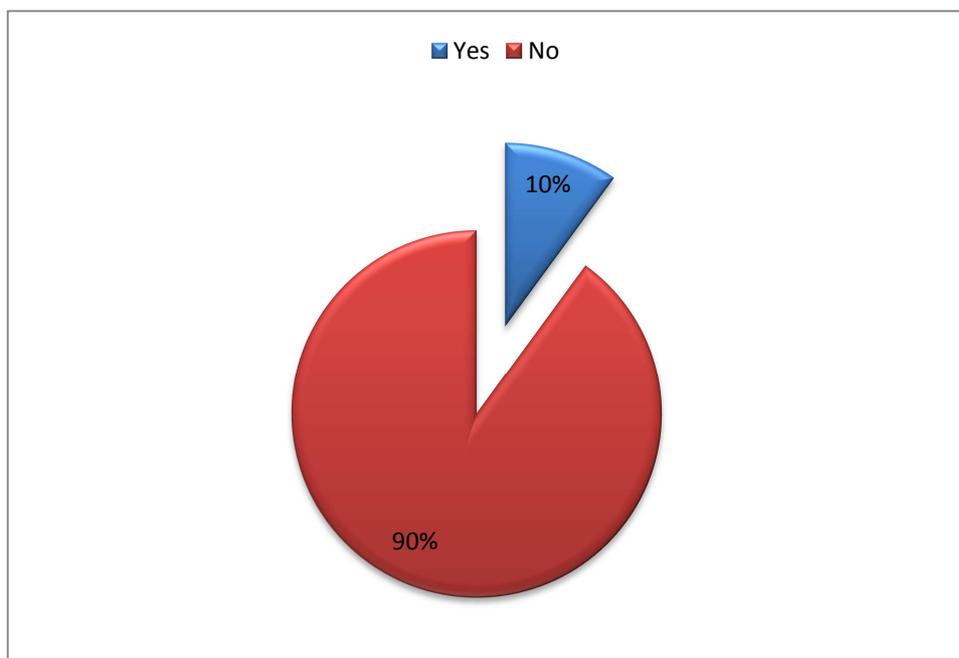
Pie-Chart 3.26 The percentage of students' motivation for a successful reading.

All teachers responded “Yes” since they shared the same opinion about the most important predictor of success in FL acquisition is motivation. Supporting reading motivation and achievement is crucial for all students, but especially for those who struggle. Students should be nurtured in both effective reading instructions and the development of reading motivation. Students who were motivated to read generally developed into more skillful readers.

The objective of question six (see appendix A) had been asked for the sake of having an idea about if students had been provided with exposure to a wide range of texts.

	Respondents	Percentage
Yes	01	10%
No	09	90%

Table 3.27 Students' exposure to a wide range of texts.



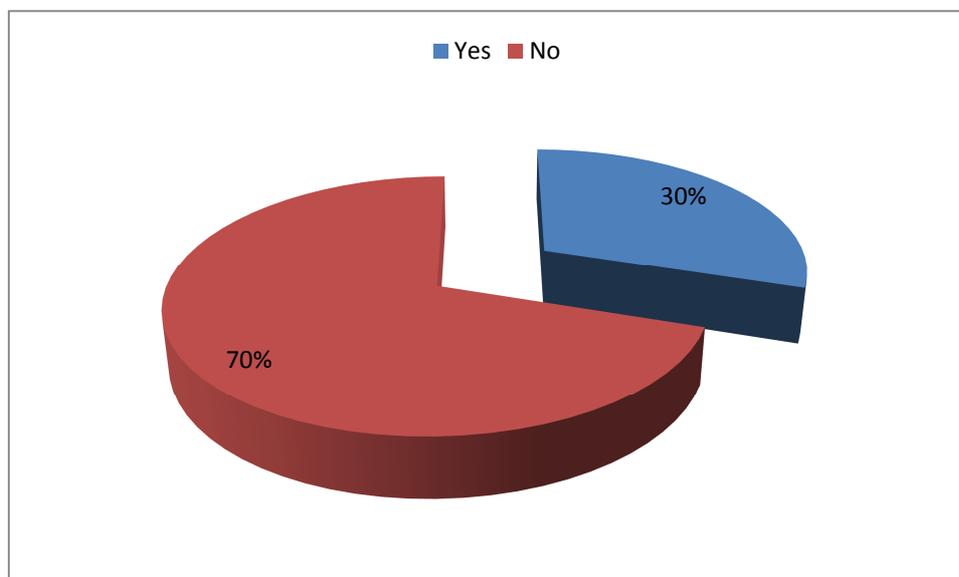
Pie-Chart 3.27 The percentage of students' exposure to a wide range of texts.

One teacher said that he/she had done his/her best to give enough texts to his/her students for reading in the classroom, as well as giving them additional texts as homework. But in doing so, they were not able to read those texts in the classroom the day after since the module of reading comprehension is included with the module of written expression. The teacher should switch from reading to written activities, there is no time to read as much as possible. The other teachers (nine teachers) were pessimist since they replied "No exposure of texts". Time did not allow them to give to their students a wide range of texts. Three hours a week were not efficient for simply reading and writing. Teachers were conscious that if the students were faced with a lot of reading materials, they would automatically start reading one day. Maybe at the beginning of the year, students would not have the notion of reading, but by the end of the year they would have the habit of reading the English texts.

The objective of question seven (see appendix B) had been asked for the sake of having an idea about if the teachers should create motivating contexts for reading.

	Respondents	Percentage
Yes	03	30%
No	07	70%

Table 3.28 Motivating contexts for reading.



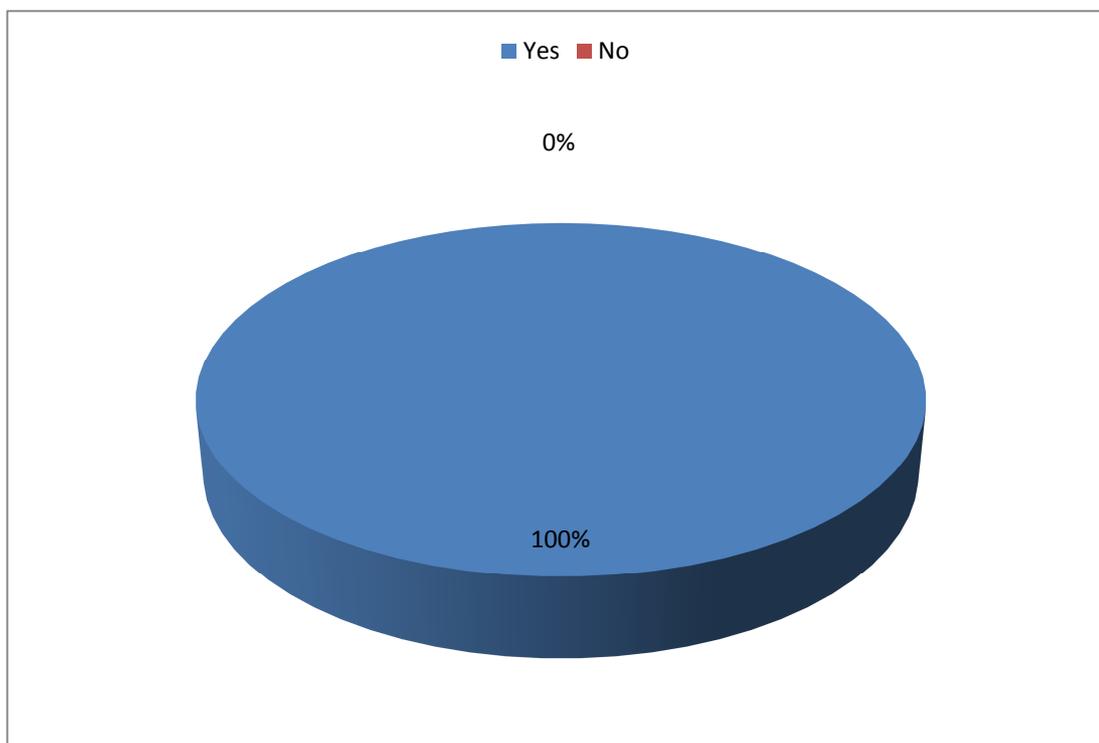
Pie-Chart 3.28 The percentage of motivating contexts for reading.

Seven teachers persisted on the idea that students must be intrinsically motivated in order to succeed in their reading. Have the interest and desire to read were important for successful reading. Students who read because the teacher told them to do it were extrinsically motivated. In doing so, they were not be able to become long life readers. A student who works hard for a sake of comprehending an English text because it is considered to be interesting is regarding as being intrinsically motivated. On the other hand, extrinsic motivation occurs when a student undertakes a task to gain an award or to avoid punishment. Concerning the three other teachers who answered “Yes”, they focused on the idea that the teacher should behave like a coach in directing, controlling and supervising the students in their reading.

The objective of question eight (see appendix B) had been asked for the sake of having an idea about if motivation was closely related to attention and anxiety.

	Respondents	Percentage
Yes	10	100%
No	00	00%

Table 3.29 Motivation related to attention and anxiety.



Pie-Chart 3.29 The percentage of motivation related to attention and anxiety.

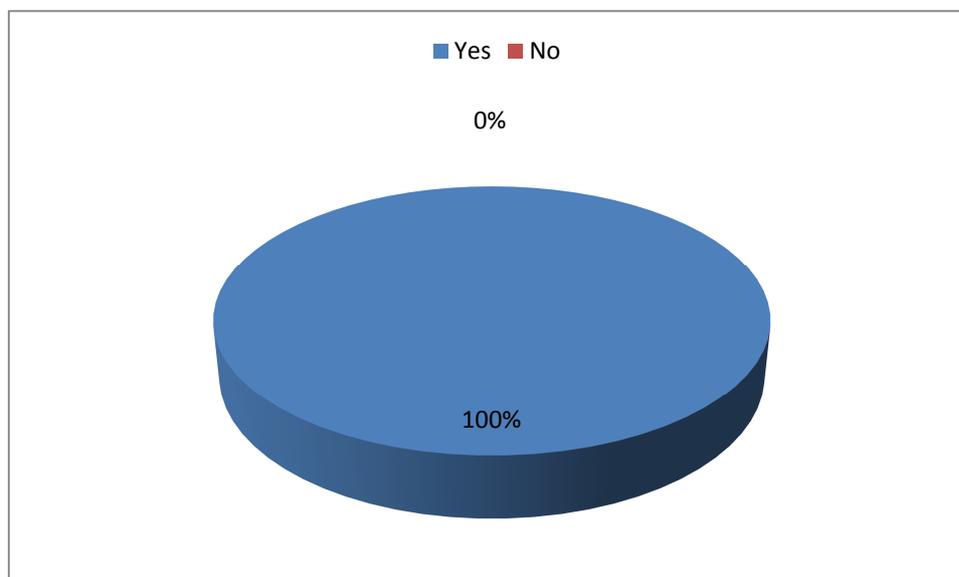
Teachers included in this investigation had answered “Yes” in the questionnaire that had been made for them in order to get maximum of information concerning reading motivation. They replied that motivation had a strong link with attention and anxiety. When students gave much attention to learning in general and to reading in particular. They will focus on what is going on in the classroom. Students will do their best to read more in order to comprehend better. It will also affect their behaviours, students who gave a great importance to attention had been seen as being well behaved students. Teachers will try to move mountains for students who are polite and respectful. Teachers love to work with students who are pleased and positive. Having a positive attitude will have a positive impact on learning through paying attention to the teachers’ instructions. However, students need to maintain a positive attitude since a poor attitude can quickly lead to failure.

According to teachers anxiety is a kind of a poor attitude, students will think just about failure. They are going to set goals in their studies, and everyone knows that success comes to those who have predetermined goals and clear vision of their future. One teacher advised the students to be always positive, she/he added “an open positive attitude is the most important ingredient for success”. Another one talked about fighting anxiety just with one word “persist”, she/he replied, “without being persistent your efforts (students’ efforts) may become counter-productive and you may not get there, students have to choose to win”. So persistence and determination are key determinants of success in reading. Another teacher proclaimed that it is up to the teacher to help their students overcome their anxiety toward the reading skills by making them enjoy the process of reading.

The objective of question nine (see appendix B) had been asked for the sake of having an idea about if students who engage in reading for pleasure were motivated to read.

	Respondents	Percentage
Yes	10	100%
No	00	00%

Table 3.30 Students' reading for pleasure.



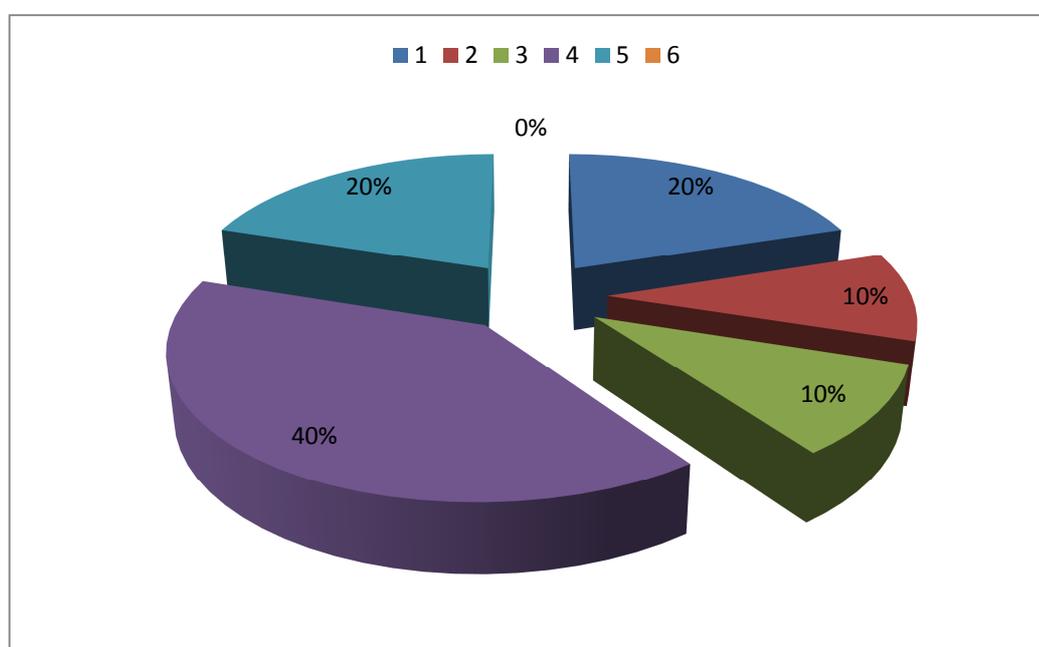
Pie-Chart 3.30 The percentage of students' reading for pleasure.

All teachers responded that when engagement in a text occurs primarily because it is an enjoyable piece of writing. One teacher added that he/she noticed that students in his/ her classroom who are struggling readers, tend to have a lack of motivation, and those students may have trouble selecting appropriate texts, and therefore they do not like to read for pleasure. Allowing them to make choices about their reading material increased the likelihood that they would engage more in reading for pleasure. Students will read a great deal in FL, they become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabulary get richer. They develop the love of reading and increased motivation to study English.

The objective of question ten (see appendix B) had been asked for the sake of having an idea about the components of motivation.

	Respondents	Percentage
1	02	20%
2	01	10%
3	01	10%
4	04	40%
5	02	20%
6	00	00%

Table 3.31 The components of motivation.



Pie-Chart 3.31 The percentage of components of motivation.

Two teachers were interested on students' curiosity or interest they added that when students were curious or interested on their reading they tended to be motivated, and the most powerful reward are those that are intrinsically motivated within the student. Because the behaviour stems from needs, wants, or desires within oneself, the behaviour itself is self-rewarding, since everyone can improve and become a better student if they desire to do so. Therefore, no externally administered reward is necessary; those students who are motivated to succeed will likely do well in the area of reading skills. One teacher replied that some students were fascinating by challenges, they will make more effort and energy in doing them. Another unique teacher had chosen involvement. He added that; reading motivation is caused by

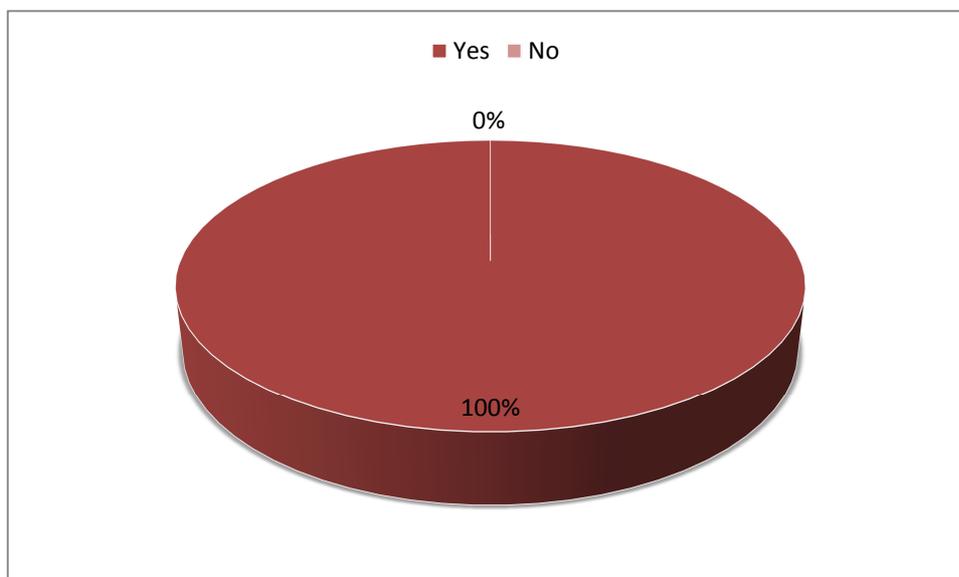
intrinsic action to read for numerous reasons including curiosity, challenge and involvement. According to the teacher, reading takes a large amount of effort, but if students are without the involvement to read, they will put little effort into the task of reading. Four teachers perceived self-efficacy, or students' personal beliefs about their capabilities to learn play an important role in their motivation. Self-efficacy is a key mechanism in cognitive process, which indicated that achievement depends on interactions between behaviours and personal factors. It also affects choice of tasks, persistence, and achievement. Students have goals and a sense of self-efficacy for attaining them, those who feel efficacious for reading participate more, work harder, persist longer when they encounter difficulties, and achieve at a higher level.

Two other teachers proclaimed that some students were running just for having good grades, they did not care about acquiring the language or setting goals and determination but their objectives were focused on obtaining good marks. Competition with peers is present on students' minds, they need to be all the time seen as being the best students of the classroom and those who read because they need to have awards from teachers are extrinsically motivated. One teacher added that teachers should find ways for students to become lifelong readers who are intrinsically motivated.

The objective of question eleven (see appendix B) had been asked for the sake of having an idea about if cognitive thinking and certain external behaviors were classified as strategies.

	Respondents	Percentage
Yes	10	100%
No	00	00%

Table 3.32 Cognitive thinking and external behaviours.



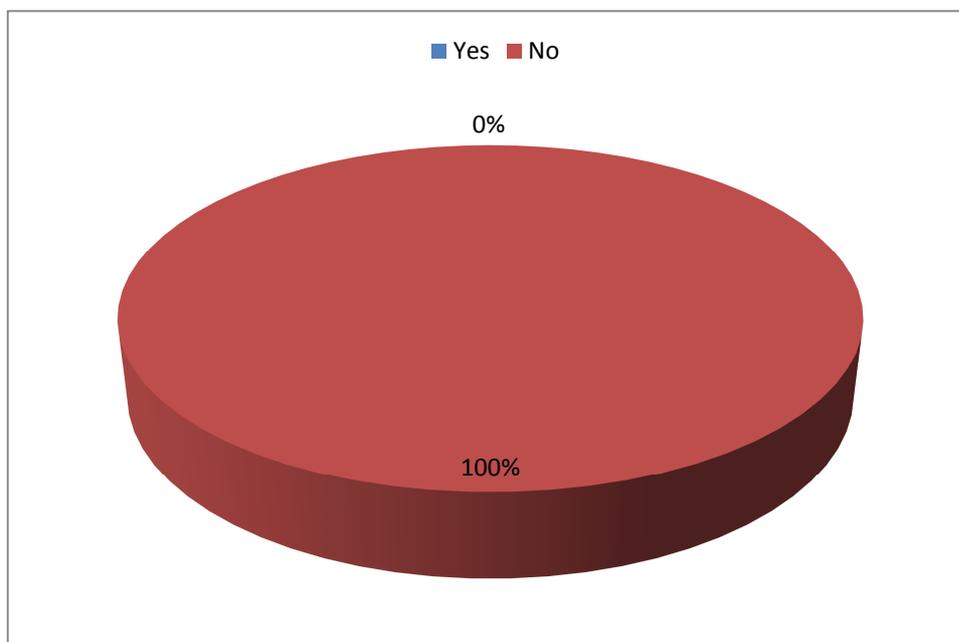
Pie-Chart 3.32 The Percentage of cognitive thinking and external behaviours.

It was clear that all teachers formulated the same point of view, they had mentioned clearly that the combination of what went inside the students' brains and certain external behaviours could be classified as strategic. Everyone knows that reading is a thinking process. It is up to the student to use strategies to comprehend the text; the cognitive complexity which involves the type of thinking required for the completion of the reading task. Of course, external factors like classrooms, teachers, friends and parents. Since parents also play an important role, they have to encourage their children to read by asking them from time to time to stop watching TV or play videogames and take a book and share together the reading process. In doing so, the students will be influenced by reading at home as well.

The objective of question twelve (see appendix B) had been asked for the sake of having an idea about students' individual needs.

	Respondents	Percentage
Yes	00	00%
No	10	100%

Table 3.33 The students' individual needs.



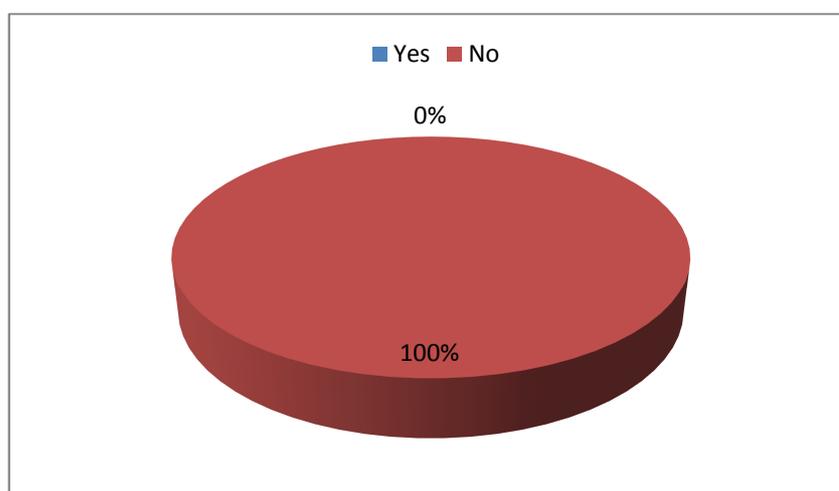
Pie-Chart 3.33 The percentage of students' individual needs.

To differentiate instruction and to provide each student with an education that meets their own individual needs had been seen as something impossible by all the questioned teachers (ten teachers). Teachers had complained, started from three years ago, about the big number of students within the same group; around sixty students per group. Teachers could not give specific instructions to each student, sometimes even one instruction addressed to the whole group seemed to be impossible.

The objective of question thirteen (see appendix B) had been asked for the sake of having an idea about if finding a way to foster reading motivation in students can be a difficult process.

	Respondents	Percentage
Yes	00	00%
No	10	100%

Table 3.34 Fostering reading motivation.



Pie-Chart 3.34 The percentage of fostering reading motivation.

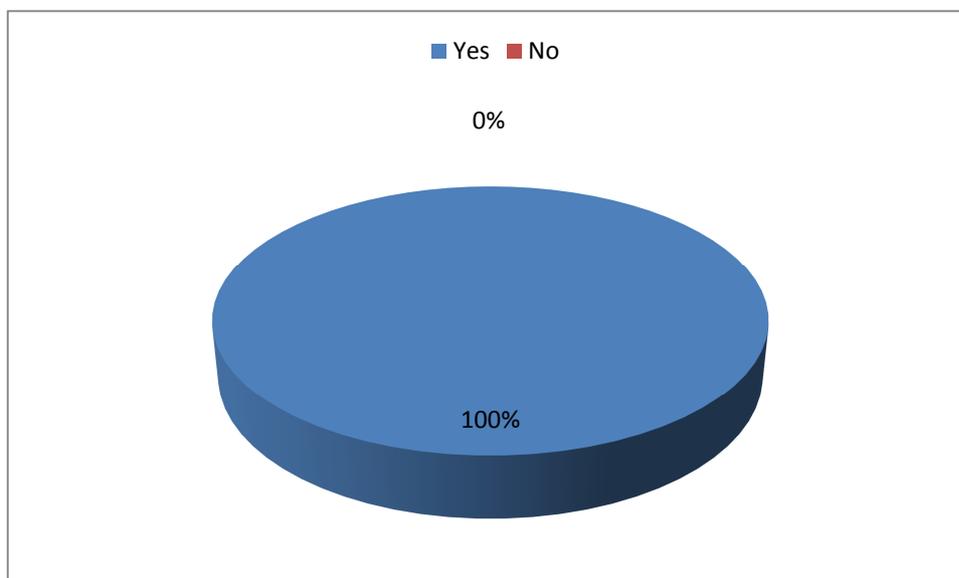
All teachers answered “No”, fostering reading motivation in students cannot be a difficult process. The summary of all the teachers’ commentaries had been mentioned below:

- Encourage students to read all the time, inside and outside the classroom.
- Provide them with interesting topics.
- Create a discussion just after reading.
- Teach them the reading strategies.
- Help the poor readers to read more in order to improve their reading.
- Create a good atmosphere for reading.
- Make them work in groups.
- Give them challenging tasks in order to raise their interest.

The objective of question fourteen (see appendix B) had been asked for the sake of having an idea about what occurs in the language classroom must be extended beyond the walls of the classroom.

	Respondents	Percentage
Yes	00	00%
No	10	100%

Table 3.35 Autonomy in reading.



Pie-Chart 3.35 The percentage of autonomy in reading.

It was clear that , all teachers replied “Yes”. Autonomy is very important for the acquisition of the reading skills in particular and learning the language in general. According to teachers, what is given in the classroom can be considered as just an introduction, it was up to the students to look for additional information to complete their comprehension. The teachers, of course, have an important role of guiding and helping the students inside as well as outside the classroom. They can interact with them by sending emails to each other. Autonomy will increase within the students the habit of working hard in order to achieve their goals.

The objective of last question (see appendix B) had been asked for the sake of having an idea about the teachers’ suggestions in motivating students to read. Teachers’ suggestions were based on some specific points mentioned below:

- Teachers can reduce classroom anxiety⁵ by making the learning context less stressful, for example a small personal word of encouragement is sufficient.
- Integrate technology inside the classrooms. Even if the university cannot provide IWB in each classroom, teachers must possess computers.

- Use plenty of activities, teachers should diverse their tasks in order to raise interest and curiosity among their students.
- Let students comment after reading, having a text in front of students and let them just read without discussion is not enough.
- Choose interesting topics, for example, using up- to -date subjects, students like interacting with their teachers about something which is related to the present situation or event.
- Provide students with challenging activities, students like being asked to do something which may differ from others.
- Promote students' autonomy by pushing them to read extensively.

Teachers were conscious that their suggestions were important for having in front of them motivated students for reading. Some teachers added that some students were demotivated when the teacher; talked constantly, criticized students, and gave answers before students have finished the task.

In contrast, students felt engaged and motivated for the task when teachers did these; things picked up on students' questions, listened, gave encouraging feedback and recognized challenges.

3.4.2 The reading -proficiency -tests results

The use of two reading proficiency tests (see appendices C and D), had been necessary for the sake of this research since they had been very informative for this investigation.

The first -reading -proficiency -test whose title was "Astronomy" was introduced to students at the beginning of the year, whereas the second -reading -proficiency -test, entitled "Stress" was introduced to students at the end of the year, and was followed by an interview (see appendix E) with ten students.

The reading -proficiency -test responses about "Astronomy" were analyzed to assess students' reading motivation level (interest and achievement), and the use of their reading strategies. The researcher was exploring how teachers can increase comprehension and motivation for their students but motivation is a complex process, which makes it difficult to measure. The difficulty in measuring motivation is due to

the difficulty in finding specific aspects of motivation that can be assessed through examination. The principal objective of this present work was to know if students were interested by the topic (intrinsic motivation), as well as the difficulty of comprehending the text. Students had not obtained a good score since the majority of the students did not have any idea about the topic. They were not interested in this topic, even the title did not give them any idea or help in order to activate their BK. It was clear that the students' schemata about the topic did not exist, so their comprehension about the topic was absent. On the other hand, a few students had well done in activity five (see appendix C) which was concerned about written expression. It seemed that students were interested by the topic, since they were motivated to write about their favourite job. A big amount of students found the topic without any interest; they did not have any desire to achieve their goals of achievement and engagement in reading.

The second- reading -proficiency -test responses about "Stress" were analyzed and the results were amazing, the students had obtained a very good score since they had associated the topic with their daily lives. This topic was very interesting and seemed being very simple according to them. This analysis had been checked through the post-test -interview- results below. Students had also well done in activity C (see appendix D) since they gave many examples about the theme. It was clear that they had activated their BK in order to comprehend an English text.

The present work found that students were not motivated to read the first -reading- proficiency -test because the topic about "Astronomy" was not interesting for them. In a contrary, students were motivated to read the second -proficiency -test about "Stress" because they were interested by this topic .

Through the analysis of the two -reading -proficiency -tests, the present work found similarities with Gambrell's seven rules (Gambrell :2011) of fostering reading motivation.

- Rule one: students are more motivated to read when reading tasks and activities are relevant to their lives; students were motivated to read when the activities made a real sense to them, the case of the second- reading- proficiency- test,

students related the meaning to their lives. They were more likely to be motivated to engage in that topic.

- Rule two: students are more motivated to read when they have access to a range of reading materials. The first-reading-proficiency-test was introduced at the beginning of the year and students did not have plenty of reading experience. And when students had multiple text types, they were more likely to be motivated and achieved better comprehension levels in reading. Having a large number variety of texts is very important in regards to reading motivation.
- Rule three: students are more motivated to read when they have ample opportunities to engage in sustained reading. Students were not motivated to read the topic about “Astronomy” since they had insufficient time reading in the classroom. The insufficient time is one cause of decreasing reading motivation, students were more likely to read more when they were given ample opportunities to read in the classroom. Reading more often can lead to an increase in reading motivation.
- Rule four: student are more motivated to read when they have opportunities to make choices about what they read and how they engage in and complete literacy tasks. When students were given choice to what they read, they were more likely to be motivated and engaged readers. When teachers allowed their students the opportunity of choice of texts in the classroom, the students were likely to show an increase in reading motivation, tried harder, and comprehended the text better. If for example, the researcher gave the students the chance to choose among many texts just one text to read, probably they would be motivated and engaged in their reading.
- Rule five: students are more motivated to read when they have opportunities to socially interact with others about the text they are reading. Social interaction supported reading motivation in many ways, students’ comments about text can motivate classmates to read that text, seeing their classmates succeeded can motivate students to want to read. Students with bad scores within the first-reading- proficiency -test were not interested by the topic of “Astronomy” and

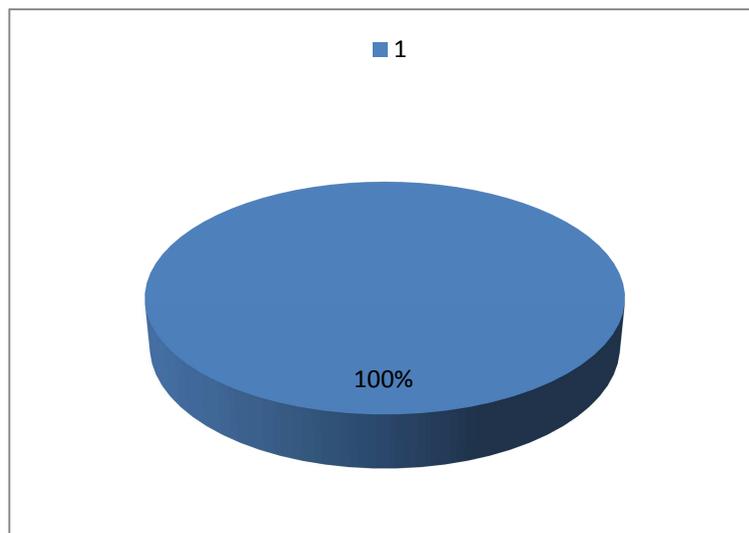
they were not able to interact with their classmates in order to share ideas and comments.

- Rule six: students are more motivated to read when they have opportunities to be successful with challenging texts. The effort should be minimal so as not to bore the students. If the students picked up a text that is too difficult, they were more likely to give up and stop reading. The text about “Astronomy” was somehow difficult for the majority of the students, they could not decode enough words and their ability of comprehending the text was absent.
- The seven rule : students are more motivated to read when classroom incentives reflect the value and importance of reading. Positive and encouraging teachers’ feedback gave students the motivation to continue reading. The interest and the desire of reading led to lifelong readers. When students were intrinsically motivated, they were engaged and interested in their reading. The failure of the students did not depend only on the lack of motivation but also in the decrease of reading habit. Reading motivation has a positive correlation with the amount that students read. The more a student’s reads, the more he/she comprehends, which is why, it is so important to increase students’ reading motivation. The next step is about the post-test- interview results.

3.4.3 The post-test -interview results

The post-test- interview had been used with ten students in order to get more data on students’ reading motivation just after the second- reading- proficiency- test, which entitled “Stress” (see appendix D). Several questions had been asked to them directly and orally in order to obtain maximum of information for this investigation.

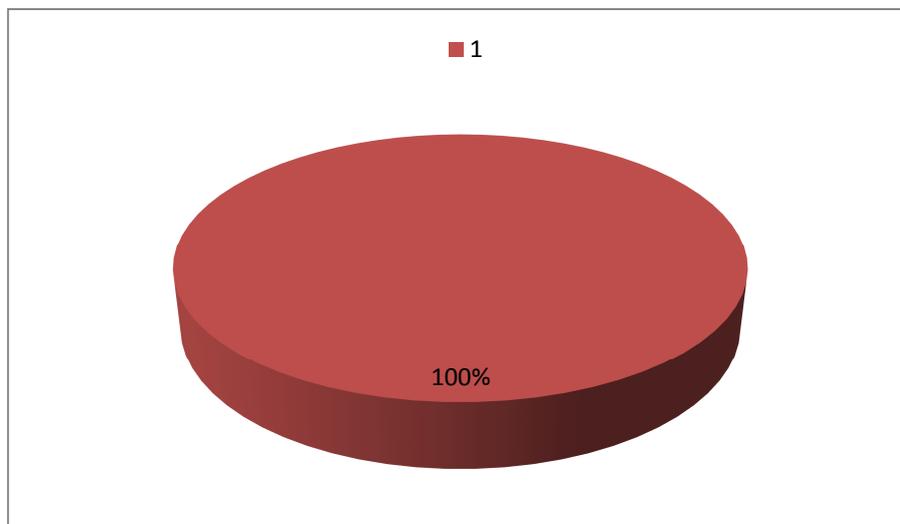
The purpose of the first question (see appendix E) was asked in order to know if the students were reading the text for several times or not.



Pie-chart 3.36 The number of times about students' reading

All students without exception confirmed that one reading was enough for them, they proclaimed that they had in front of them very simple text. Seven students compared the text about “Stress” with the first text, which was about “Astronomy” (see appendix C). The students explained that they had difficulties with the text of “Astronomy”, since they tried to read it for several times just for the sake of achieving a complete comprehension.

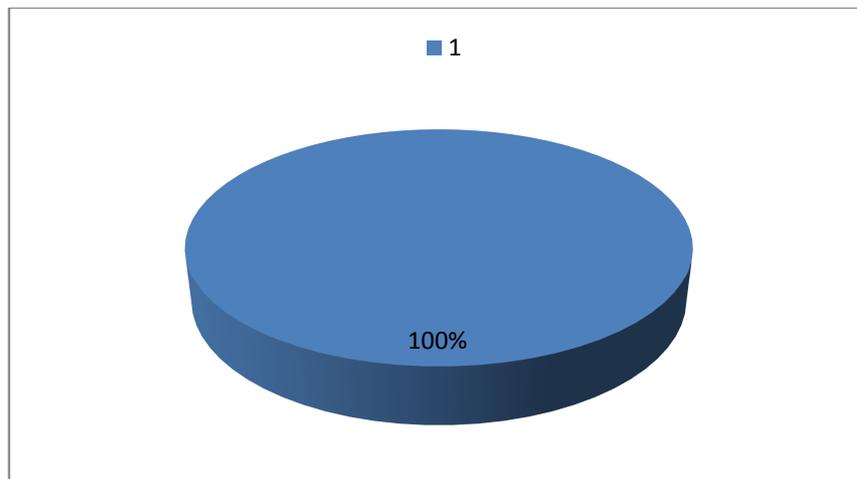
The purpose of the second question (see appendix E) was asked in order to know if the title played a role in the comprehension of an English text.



Pie-chart 3. 37 The title's help in understanding the text

All the students (ten students) found the title very helpful since it allowed them to have an idea about the text before reading it. Some students added that their teachers explained to them the importance of predicting from the title in order to boost their comprehension.

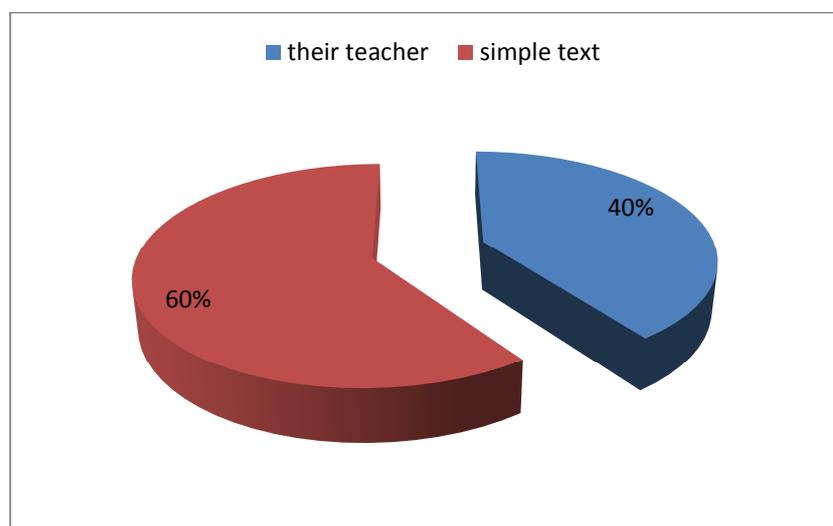
The purpose of the third question (see appendix E) was asked in order to know if the students had any idea about the word “Psychology”.



Pie-chart 3. 38 The meaning of psychology

Here again, all the students had associated the term “Psychology” to their social lives. They added that they were all the time stressed by their studies, their parents were stressed by life and even their teachers were somehow stressed people.

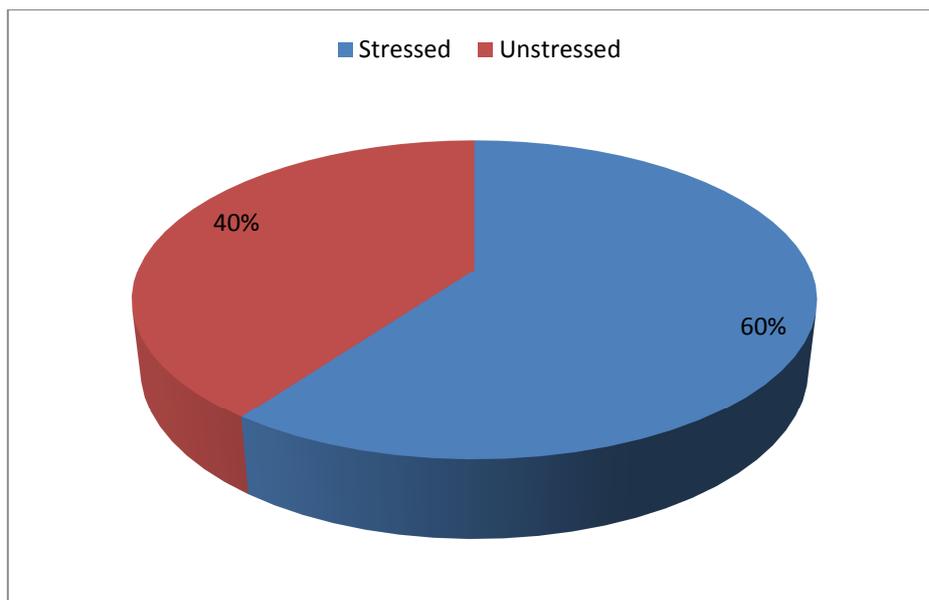
The purpose of the fourth question (see appendix E) was asked in order to know what motivate them to read the text.



Pie-chart 3. 39 The students' motivation for reading

Some students proclaimed that their motivation for reading was raised by their teachers. They added that their teachers pushed them to read in order to acquire the habit of reading. Others talked about being motivated when the texts were very interesting and simple to comprehend and when they were faced with difficult texts, they gave up reading all the time.

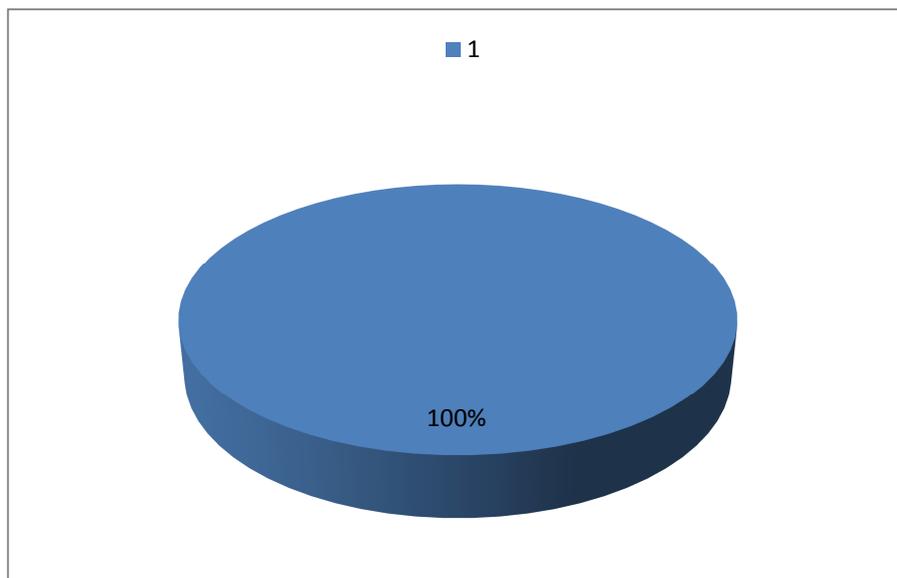
The purpose of the fifth question (see appendix E) was asked in order to know if they have stressed people in their families.



Pie-chart 3.40 Stressed people among students' family

One student said that her/his mother suffered a lot in the past and it was a kind of a taboo to talk about psychology a few years ago. For that reason, the text was rather easy for her/him since she/he had the experience of her/his mother. Five students expressed their experience about stress since they replied that they stressed before exams. On the other hand, four students claimed that stress did not exist for them; the practice of sport and a habitual practice of homework were a good process for preventing them even from thinking about stress.

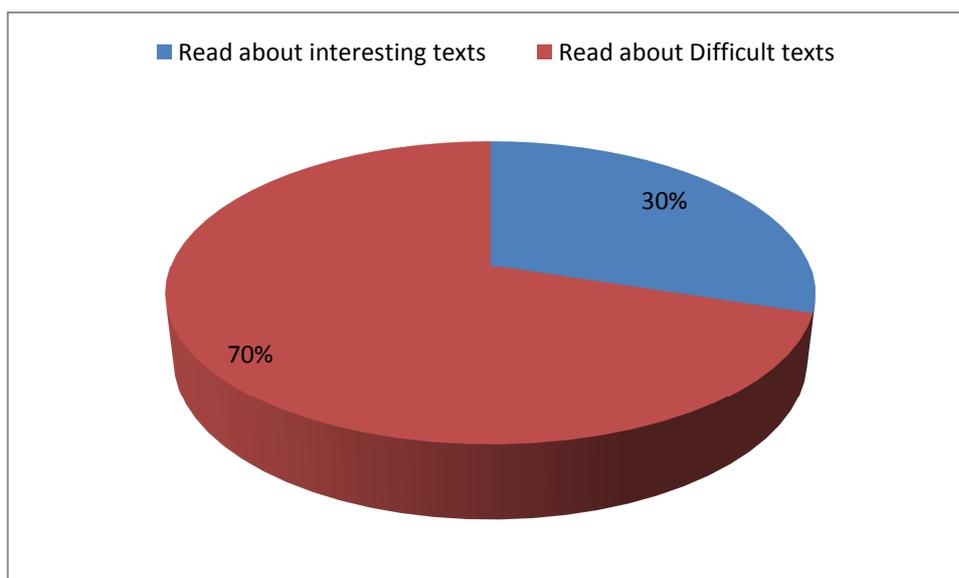
The purpose of the sixth question (see appendix E) was asked to know if the text was interesting.



Pie-chart 3.41 Students' interest about the text

All students had one idea in their minds “the text was very interesting”. They replied that an interesting text will motivate and stimulate their thinking in order to be engaged in their reading.

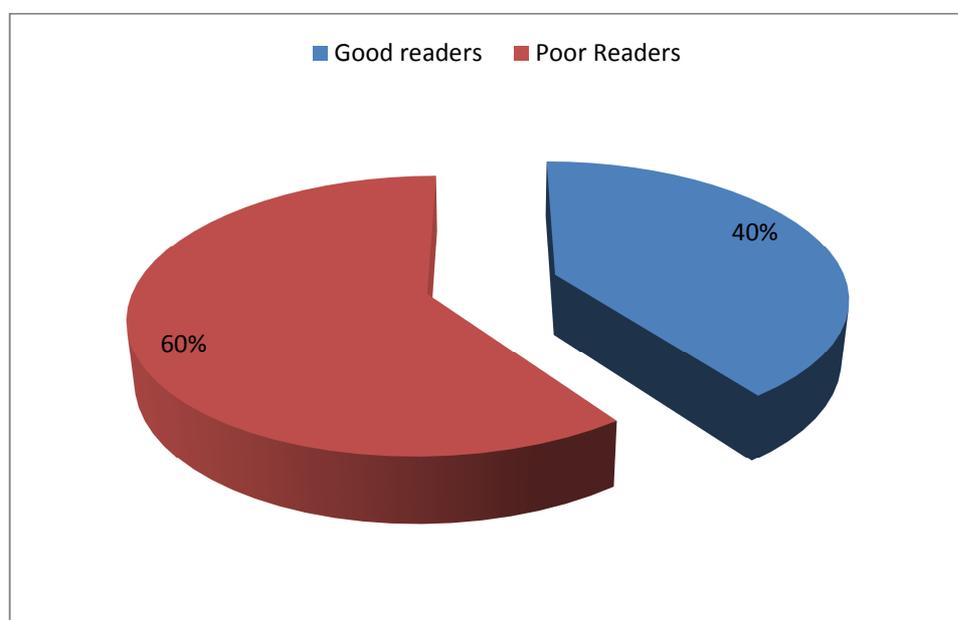
The purpose of the seventh question (see appendix E) was asked to know if the students have read interesting texts.



Pie-chart 3.42 The most interesting texts among their reading

Only three students proclaimed that they have read about “Living in campus”, “Sport” and “Fast food or fat food” which seemed to them being very interesting texts since just after reading they were allowed to comment and give opinions about their reading. They added that they gave many examples about real situations. Seven students expressed their feelings about texts, which were not interesting at all. On the other hand, others expressed their feelings about having read uninteresting texts through the last weeks. They added that they were not motivated to comprehend and even read those texts.

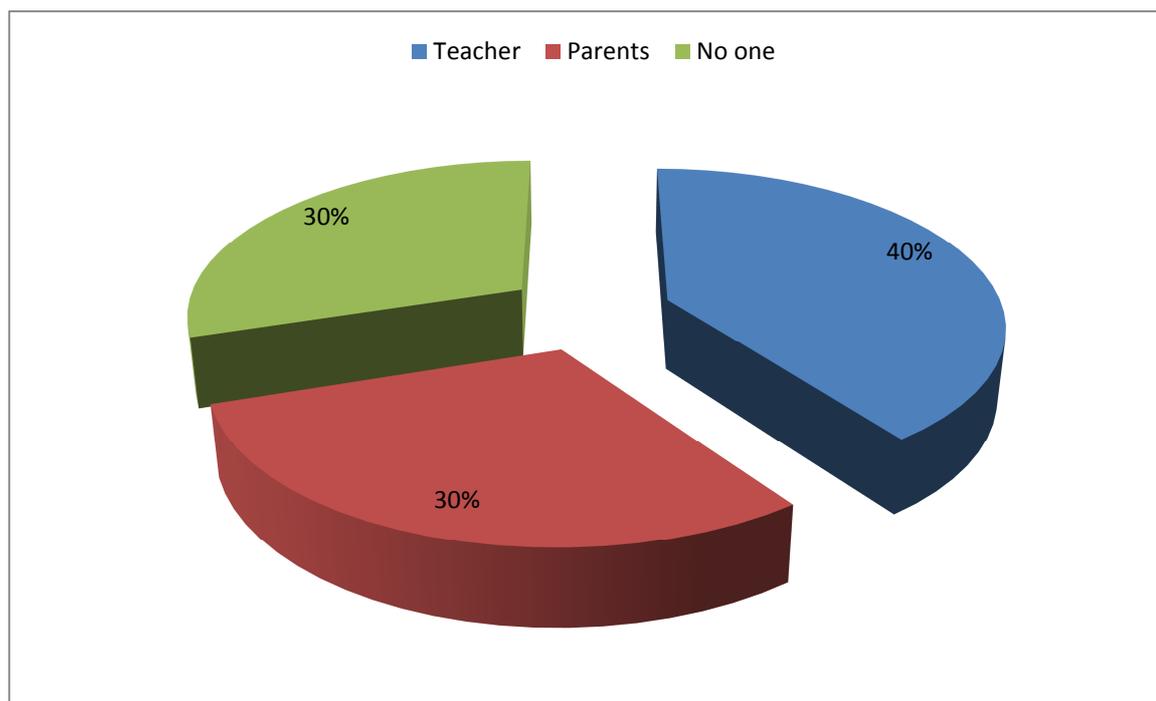
The purpose of the eighth question (see appendix E) was asked to know if the students considered themselves as good readers.



Pie-chart 3.43 Students' consideration about themselves

Four students considered themselves good readers since they replied that their teachers taught them how to use the reading strategies like the use of BK and predicting in order to get the meaning from an English text. Teachers also encouraged them to read all the time. Six students considered themselves as being poor readers since they did not have the interest and the desire to read. They had the feeling of being bored by reading; they added also that their teachers gave to them all the time difficult texts. One student among the fifth students replied that if the teachers gave them the possibility to choose the type of texts they have to read, he/she would be able to put all his/her energy in order to read.

The purpose of the last question (see appendix E) was asked to know who get the students interested about reading.



Pie-chart 3.44 Students' influence about the reading skills

Four students replied “The teacher”, three others replied “Parents” and three students replied “No one”. It was clear that some students were influenced by their teachers, others were influenced by their parents and few students did not have any influence about reading.

Through the analysis of the questions (see appendix E) , it had been recognized that many factors contributed in fostering reading motivation . Students' interest about the topic seemed to be very important for motivating them to read .For that reason, the teacher should provide his/her students with interesting topics in order to stimulate their desire for reading as well as their engagement for the sake of achieving a complete and successful comprehension. The integration of simple texts at the beginning of the year seemed to be of a great necessity since teachers had in front of them individuals with different cultural backgrounds and they should start with simple texts just for attracting their attention and curiosity first. After a few weeks, teachers could provide them step by step with somehow difficult texts. In doing so, the students were not going to be bored by reading right from the beginning. On the other hand,

texts should be also interesting for the students, if the teachers gave them texts without any interest , students would lost the desire to read .

The role of the teacher in motivating students appeared to be a necessity since he/she should encourage his/her students to read inside as well as outside the classroom. The teacher should also teach his/her students how to enter and start comprehension by mentioning them how to use appropriate reading strategies. Finally, when the students realized that they were capable of understanding an English text , their motivation will raise .

3.5 Discussion and interpretation of the main results

In this section the focus will be on discussing the main results which came out from the questionnaires, the classroom observation, the two- reading-proficiency tests and an interview. This triangulation in the present research had allowed both qualitative and quantitative data regarding the factors that promote students' reading motivation.

In addition to analyzing these data, there is a need to involve in a process of interpreting the research findings thus discussing them for the sake of comprehending and confirming or refuting one's research hypotheses. Indeed, to understand such factors, the present work had put a stress on the idea that a student reads a text to understand its meaning, as well as to put that understanding to use. And the purpose of reading is closely related to a student's motivation for reading. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading, since motivation is a complex construction. The relationship between motivation for reading and reading achievement can be explained by Grabe's (2009) statement that "students with high interest are more engaged in reading tasks" (p181). Like many EFL students in Algeria, the students at Djillali Liabes University, English Department are not motivated to read in English, because they are not eager to learn the language as well.

The main point which emerged from the evaluation of the first hypothesis, i.e. Students who are intrinsically motivated read widely than those who are extrinsically motivated. Motivation which is defined as *...some kind of internal drive which pushes someone to do things in order to achieve something* Harmer (2001:51), *has*

been widely accepted to be a key factor in language learning (Ehrman,1996;Grabe,2009;Harmer2001). Intrinsic motivation is defined primarily in terms of three features according to Wigfield and Guthrie, 1997); reading curiosity, reading involvement and importance. Extrinsic motivation, in comparison, is composed of three different features; reading for grades, competition in reading, and recognition for reading or the satisfaction in receiving a concrete form of recognition for success.

Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic is governed by reinforcement contingencies. Otherwise, students with high intrinsic reading motivation have been shown to read more frequently than students with low intrinsic motivation. This hypothesis was confirmed by the students' questionnaire results, which had mentioned clearly that intrinsic motivation is considered to be more desirable and to result in better learning outcomes than extrinsic motivation.

The second hypothesis specified that the teacher plays a great part in fostering their reading engagement. The both questionnaires analysis results indicated that teachers must attempt to give students more autonomy or control over their own learning by allowing them to make choices and use collaborative or cooperative learning approaches. In addition, teachers must create a supportive classroom environment with respect to goal structure, and attributions.

Guidance in reading should be recognized as a function of every instructor. It is generally assumed that an instructor is responsible for directing the study activities necessary to the successful persuade of the course which he is teaching. When reading difficulties arise in the study of a subject, it is not unreasonable to expect an instructor to accept the responsibility for aiding students to overcome these difficulties. Such guidance is an essential phase of the instructional procedure in any course.

(McCallister 1936:200-201)

Teachers have a crucial role to play in increasing students' motivation to read. They can influence students' motivation in three main ways:

- 1- By taking every opportunity to show them how important it is for them to learn English, since today's world English provides extensive opportunities for further study and possible employment.
- 2- By fostering their self-image as successful language students, since teachers can do their best to make sure that their students will succeed in tasks and give them tests only when they are sure they will be able to perform well. Teachers need to be careful to provide negative or corrective feedback tactfully and supportively, and take every opportunity to praise and encourage.
- 3- By ensuring that classroom activities are interesting because it is not enough that tasks are "communicative" or that texts are interesting. Teachers need to employ a number of strategies that can help to create and, even more importantly, maintain students' interest.

A teacher can tailor reading instruction according to individual needs in order to make more purposeful instructional decisions. However, physical environment affects learning. *The overall orientation of the classroom environment is also an important condition for enhancing motivation* (Mastropieri and Scruggs 2000:280).

Teachers are faced with changes as never before to make the learning experience a positive one, to make their students want to read. In fact all these have a large effect on students' reading motivation.

The third hypothesis consists of teaching appropriate reading strategies which enhances reading motivation. The two-reading-proficiency-tests analysis results demonstrated that reading is a meaning-making process, involving an interaction between the reader and the text. Students use mental activities in order to construct meaning from the English texts. Through the reading process, successful students will consciously or unconsciously engage in specific behaviours to enhance their comprehension of texts. Good readers are purposeful and active; they use a wide variety of strategies often simultaneously in order to create meaning from text. Hence, many students struggle in reading since they have not been taught how to use appropriate strategies. It is evident that besides decoding written words into sound, reading is a complex communication process that requires the cognitive construction of meaning for individuals. Through text, students have the opportunity to understand

and appreciate the dynamic relationships that exist between reader, writer and text. Their background experiences particularly in terms of their cultures, allowing them to make connections, to themselves, other texts, and the world.

Skilled readers know when they understand a passage and when they do not. When they do not understand, they know to pause and utilize strategies to improve their understanding. They use also their BK in order to make connections between their previous knowledge and the new information, just for building adequate meaning. Teachers must push the students to use predictions while reading, since good readers often make predictions as they read. Using both the knowledge they bring to a text as well as what they can derive from the text. Students also must ask questions about what they read and subsequently search for answers, they are interacting with the text to construct meaning. Teachers must also learn them to summarize a story, since when the students determine the main idea and find the important information and use their own words; they will demonstrate a real understanding of an English text.

Students must receive the gift of reading because they are not born wanting to read, they learn from their teachers. Teachers must show them the way toward becoming successful readers by teaching them how to comprehend and how to use strategies that will help them understand what they are reading. For that, the third hypothesis was confirmed by the two-reading-proficiency- tests results.

The last hypothesis demonstrates that managing a good classroom atmosphere permits the students to get a positive attitude toward reading and increases their motivation. Through the classroom observation analysis, and when the teachers adopt humanistic teaching, students are emotionally involved in reading, they are engage and their creativity is fostered. The teacher can achieve this by keeping criticism to a minimum and by encouraging them, in plain terms, to feel good about themselves. Teachers must provide opportunities for individuals and group learning, students' choice and support for autonomy, cooperative versus competitive achievement opportunities. Provide also challenges, stimulates curiosity, allow for self-determining constructions and engage imagination in order to avoid the same routine which seems to stop the students to interact with the teacher as well as their friends in the classroom. This hypothesis was confirmed by the classroom observation results, which

had been mentioned clearly that creating a supportive classroom environment fosters reading motivation.

Finally, research confirms that students' motivation is a key factor in successful reading.

- First, students who are intrinsically motivated read widely than students who are extrinsically motivated.
- Second, the teacher plays a great part in fostering their students' reading engagement.
- Third, teaching appropriate reading strategies enhances reading motivation.
- The last hypothesis deals with managing a good classroom atmosphere which permits the students to get a positive attitude toward reading and increases their motivation.

Motivation plays an important role in reading, but alone it is so difficult to achieve any progress. For that reason, the teacher is a must for learning, he/she has to teach his/her students how to use appropriate reading strategies in an adequate classroom environment which may give students positive attitudes toward learning FL. Teachers must respect also the student's choice in reading in order to make him/her interest increases all along his/her studies.

3.6 Limitations

There are a couple of limitations to this research. One is that the researcher has a very short period of investigation since the beginning of the academic year (2014 - 2015) started on October, than on December it was the Winter holidays. Just after these holidays, 2 weeks after, students started a few lectures because of the absences of some teachers and students and the planning for the exams had been planned. So students begun their revision of the first semester and they were not motivated for having new lectures, they had just one idea in their minds "Exam".

After the exams, students had just around six weeks of lectures than Spring holidays, the students were facing again the month of few weeks of March, April and May.

At the end of the academic year, students were having few lectures, it was not enough for the researcher as well as the students to accomplish their tasks.

The second is based on the big sample size since having more than sixty-five students within one classroom was very difficult for both the teacher to manage the whole group and for the researcher who was for the majority of the time disturbed by the noise which was very annoying for collecting data within the classroom observation.

3.7 Conclusion

In this chapter, many factors that promote students' reading motivation had been revealed by the results of the analysis of the research instruments. The results had also mentioned that motivation affects the students' willingness to read and the interest in the topic to be learned by students can be an affective factor in reading. The analysis had been illustrated in forms of tables, pie-charts and graphs in order to have a clear vision of each question. It had been revealed that motivation helped the students to foster their comprehension of an English text, and the role of the teacher was very important for motivating their students and made them read as much as possible inside and outside the classroom by creating a positive environment for reading. The motivated student expends effort, is persistent and attentive to the task at hand, has goals, desires, and enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success or failure, is aroused, and makes use of strategies to aid in achieving goals. That is, the motivated student exhibits many behaviours, feelings, cognitions, that the student who is unmotivated does not. Finally, The results of classroom observation, two questionnaires, two -reading -proficiency -tests and an interview confirmed that motivation is a key factor for successful reading among first-year-students, with the integration of a supportive classroom for learning the English language.

Notes

- 1) From the branch of SLA that draws on the work of Vygotsky in viewing learning as the product of mediated activity. Higher order language functions are seen as developing both in and out of social interaction. Students' progress from object- and other-regulation to self-regulation through interacting with others.
- 2) Schumann (1997) proposed a theory of motivation involving students assessing the emotional relevance of stimuli on the basis of their novelty, pleasantness, and relevance to their individual goals or needs, their ability to cope, and compatibility with their self and social image. He saw the stimulus-appraisal system as having a neurobiological basis.
- 3) Prediction is the process of students trying to anticipate what they will hear or see in reading and listening texts.
- 4) Attention is the cognitive process by which students perceive linguistic features in input or their own output. Attention can be focused or divided. The extent to which attention is an entirely conscious process or is subconscious remains a matter of some controversy.
- 5) Reducing students' anxiety by:
 - a- Monitoring activities to reduce undue pressure.
 - b- Give students in competitive tasks a reasonable chance to succeed.
 - c- Avoid making anxious students perform in front of large groups.
 - d- Give examples or models of how the task is done when starting a new type of task.
 - e- Teach skills explicitly and provide study guides.
 - f- Vary assignments over different modes of language learning.
 - g- Energize students by giving them a chance to be physically active.
- 6) Feedback is what teachers tell students about how well they have done in terms of the language they have used or a task they have performed.

Chapter Four

Recommendations and suggestions

Chapter IV : Recommendations and suggestions

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4.1 Introduction

In this chapter a number of suggestions and recommendations like managing the classroom, the teacher as well as motivated students in classroom have been introduced first in order to give a great advantage to the teaching/learning process. Elements for successful English language learning and integrating the four skills have been then presented since they seem to be important for the acquisition of EFL and the reading motivation, too. The chapter also suggests the idea of promoting autonomy among students and the reading skills should be learnt outside the classroom environment; for that reason, the present work describes the role of both extensive and intensive reading. But before all, teachers should motivate their students to start reading first in the classroom and the reading skills must be put at the students' disposal in order to attract them with interesting topics and make them read. It is important to integrate into the present work the notion of technology, since motivation works more if students learn FL with a wide range of materials, which have been proposed in this chapter. Finally, reading principles and reading lesson sequences have been given for the benefit of motivating the students to read as much as possible.

4.2 Elements for successful English language learning

Students need exposure, motivation and opportunities for language use. Teachers acknowledge that different students may respond more or less well to different stimuli depending on variables such as the students' age, personal learning styles and the language in question. According to some authors like Nunan (1995), Woods (1996), Ellis(2008) and Dörnyei (2009); most teaching sequences need to have certain characteristics or elements, whether they take place over four minutes, half an hour, a lesson or a sequence of lessons. These elements are engage, study and activate (Harmer 2007: 52)

Engage¹ =>in classrooms, students are not paying attention, they seem not engaged emotionally with what is going on, they are not curious, involved or passionate. According to Harmer (2007: 52): *yet lessons can be learnt much better if both their minds and hearts are engaged*. However, Engagement is one of the important

elements for successful learning. In order to engage students, teachers should integrate activities and materials, which frequently motivate them. In the case of reading comprehension, teachers include discussions, stimulating pictures, and amusing anecdotes according to the topic for enhancing their interest in the module. Otherwise, lectures can be learnt much better if students' minds and hearts are both engaged in reading.

Teachers can do their best to ensure that their students engage with the topic by asking them to make predictions, or relate new elements of the topic to their BK. Teachers depend also on what the individual students are like and how the teacher encourages engagement taking into consideration all these important details. According to Ur (1996:147), engagement of students toward the reading skills must start with this statement.

The texts should be accessible, if learners cannot understand vital information without looking up words or being given extra information from elsewhere then the activity may improve their vocabulary and general knowledge, but will be less useful as an aid to improving their reading skills as such.

Teacher's aim is to encourage their students to use appropriate strategies and some of them "not all" have been mentioned in the table below.

Efficient and inefficient reading		
	Efficient	Inefficient
1- Language.	The language of the text is comprehensible to the learners.	The language of the text is too difficult.
2- Content.	The content of the text is accessible to the learners; they know enough about it to be able to apply their own BK.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.
3- Speed.	The reading progresses fairly fast: mainly because the reader has "automatized" recognition of common combinations, and does	The reading is slow: the reader does not have a large "vocabulary" of automatically recognized items.

	not waste time working out each word or group of words.	
4- Attention.	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be significant.	The reader pays the same amount of attention to all parts of the text.
5- Incomprehensible Vocabulary.	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and / or feels discouraged from trying to comprehend the text as a whole.
6- Prediction.	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
7- Background information.	The reader has and uses background information to help understand the text.	The reader does not have or use background information.
8- Motivation.	The reader is motivated to read: by interesting content or a challenging task.	The reader has no particular interest in reading.
9- Purpose.	The reader is aware of a clear purpose in reading; for example, to find out something, to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
10- Strategies.	The reader uses different strategies to different kinds of reading.	The reader uses the same strategy for all texts.

Table 4.1 Efficient and inefficient reading (Ur 1996: 148)

Teachers should also make sure that their students are provided with a variety of different kinds of reading tasks, and encourage them explicitly to use different strategies. Tasks should push the students to apply their BK and experience to the reading of texts. All these elements possess one unique goal “Have an Efficient Reading Purpose”. The reason why the element of engagement is so important in teaching, therefore, is that students are engaged², their involvement in the study will be considerably greater.

Study => study activities are those where the students are asked to focus on the construction of meaning. The purpose of the teachers is to make students think about language construction. For example, when teachers ask students to repeat words when they are reading a text with the correct pronunciation, it is because teachers want them to think about the best way to say the words. Teachers also want them to think of the construction of the words' pronunciation when they read. Ur (1996) adds in table below some recommendations which can be very useful for both teachers and students.

Recommendations
1- Make sure your students get a lot of successful reading experience; through encouraging them to choose their own simplified readers, for example, and giving them time to read them.
2- Make sure that most of the vocabulary in reading texts is familiar to your students, and that words that are unknown can be either easily guessed or safely ignored.
3- Give interesting tasks before asking learners to read, so that they have a clear purpose and motivating challenge. Or use texts that are interesting enough to provide their own motivation.
4- Make sure that the tasks encourage selective, intelligent reading for the main meaning, and do not just text understanding of trivial details.
5- Allow, and even encourage, students to manage without understanding every word: by the use of scanning tasks, for example, that require them to focus on limited item of information.
6- Provide as wide a variety of texts and tasks as you can, to give learners practice in different kinds of reading.

Table4.2 Different kinds of recommendations (Ur, 1996: 149)

All these recommendations are really important for the study of the English language for two main reasons. First, motivating students for reading. Second, acquiring vocabulary in order to enlarge their knowledge. But before having such motivation, the present work needs to describe the third element for having successful English language which is “Activation”.

Activate³ => activation is not just about producing language in speaking and writing. But when students read or listen they are involved in language activation. They are using many elements of the language to comprehend the reading or listening text. Once students have been through an activation stage they may go back to what they have read and focus upon its construction in order to get an adequate understanding. According to many researchers cited above, all three ESA elements need to be present in most lessons. For example, in a reading skills exercise, students all the time need to be engaged, so they can get the maximum of information from the reading experience. In the table below, Ur (1996) gives some important ideas for reading activities just for the activation of the English language.

Ideas for reading activities	
1-	<u>Pre-question</u> : A general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text.
2-	<u>Do-it-yourself questions</u> : Learners compose and answer their own questions.
3-	<u>Provide a title</u> : Learners suggest a title if none was given originally; or an alternative, if there was.
4-	<u>Summarize</u> : Learners summarize the content in a sentence or two. This may also be done in the mother tongue.
5-	<u>Continue</u> : The text is a story; learners suggest what might happen next.
6-	<u>Preface</u> : The text is a story; learners suggest what might have happened before.
7-	<u>Grapped text</u> : Towards the end of the text, four or five gaps are left that can only be filled in if the text has been understood. Note that this is different from the conventional close text (a text with regular gaps throughout) which tests grammatical and lexical accuracy and actually discourages purposeful, fluent reading.
8-	<u>Mistakes in the text</u> : The text has toward the end, occasional mistakes (wrong words; or intrusive ones; or omissions). Learners are told in advance how many mistakes to look for.
9-	<u>Comparison</u> : There are two texts on a similar topic; learners note points of similarity or difference of content.
10-	<u>Responding</u> : The text is a letter or a provocative article; learners discuss how they would respond, or write an answer.
11-	<u>Re-presentation of content</u> : The text gives information or tells a story; learners re-present its content through

Table 4.3 Ideas for reading activities (Ur 1996: 146)

Reading skills need to be fostered so that students can cope with more and more texts and tasks, and deal with them efficiently, quickly, appropriately and skillfully. Just because the three elements of ESA need to be present in lesson sequences, this does not mean that they should always occur in the same order. In the following

section, the present work is going to present three examples about ESA lesson sequences (Harmer 2007) in order to keep students' enthusiasm and motivation.

4.2.1 Straight arrows sequence

One type of teaching sequence takes students in a straight line (see figure 4.1 below). First the teacher gets the students interested and engaged; then they study the text; then they try to activate it by putting it into production.

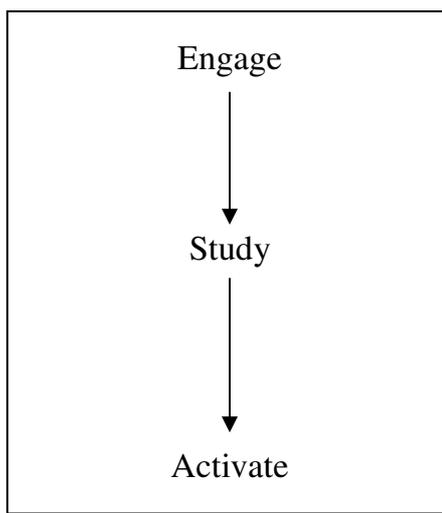


Figure4.1 ESA Straight arrows sequence (Harmer 2007: 54)

- 1) **Engage:** students look at a picture or read the title written on the whiteboard. Perhaps the title is about “Robots in our daily lives” they may say whether they like or do not like the idea of robots.
- 2) **Study:** the teacher tries to make sure the sentences read on the text are pronounced correctly and that students use accurate grammar.
- 3) **Activate:** students work in groups or pairs to describe the role of robots in the development of society. They make a presentation to the class saying what are the advantages and disadvantages of robots, of course, according to the text.

This straight arrows lesson give students a chance to practise the language in a controlled way and then give them the chance to begin to activate the new language in an enjoyable way.

4.2.2 Boomerang sequence

There are other possibilities for the sequence of the EAS elements, which is a boomerang sequence (see figure 4.2 below). It consists of answering the needs of the students, they are not taught language until and unless they have shown that they have a need for it. This makes much better sense because the connection between what students need to learn and what they are taught is more transparent.

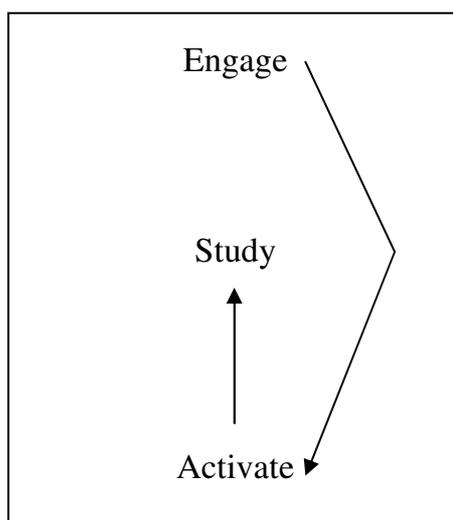


Figure 4.2 ESA (A) Boomerang sequence (Harmer 2007: 55)

- 1) **Engage:** students discuss issues surrounding “the importance of books”, what kind of book you want to read? Hopefully, the students get interested in the topic.
- 2) **Activate:** the teacher describes the necessity of reading books and students are going to speak about having books at home. They are going to find situations in which books are important. The interaction between teacher and students gives birth to a kind of debate. While they are doing this, the teacher makes a note of language difficulties they have and particular mistakes that can be worked on later.
- 3) **Study:** when the reading task is over, the teacher works with the students on the vocabulary and pronunciation which caused them trouble.

- 4) **Activate:** some time later, students read another text about “newspapers”, having absorbed the corrections to the language they used last time. In this sequence the teacher is answering the needs of the students.

4.2.3 Patchwork sequence

Many lessons are a mixture of procedures and mini-procedures, a variety of short episodes building up to a whole. A version of a patchwork lesson sequence is represented in the following way:

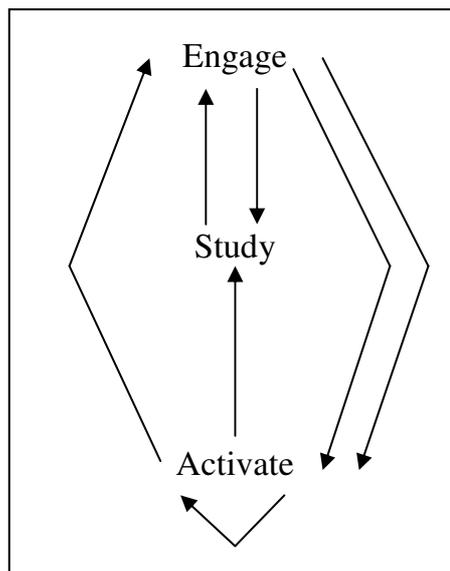


Figure 4.3 EAASASEA Patchwork sequence (Harmer 2007: 57)

- 1) **Engage** → **Activate:** students look at a picture of sunbathers and respond to it by commenting on the people. Then they act out a dialogue between a doctor and a sunburn victim after a whole day at the beach.
- 2) **Activate :** students look at a text describing people with different skin types and the effects the sun has on their skin (see appendix I). The discussion turns around “how they feel about the effects of the sun?”
- 3) **Study:** the teacher focuses on words such as “fair-skinned” and “pale”, etc. Ensuring that students comprehend the meaning of some of them, and they are able to pronounce them correctly.

- 4) **Activate:** students give examples of people they know in the same kind of ways as the reading text.
- 5) **Study:** the teacher pays attention on the students' mistakes.
- 6) **Engage:** the teacher discusses advertisements with the students.
- 7) **Activate:** the students summarize the text in small paragraphs.

Engage, study and activate are the basic building block for successful language teaching and learning. By using them in different and varied sequences, teachers are doing their best to promote their students' motivation, engagement and success in learning the English language.

4.3 Motivated students in classroom

The present work described in chapter two a variety of factors which can create a desire to learn. Perhaps the students love the module they have, or maybe they are simply interested in seeing what it is like. They also can be curious about learning the foreign language. According to Ellis (2013:144): *the desire to achieve some goals is the bedrock of motivation and, if it is strong enough, it provokes a decision to act.*

Motivation which comes from outside the classroom and maybe influenced by a number of external factors such as the attitude of society, family and peers is often referred to as extrinsic motivation, the motivation that students bring into the classroom from outside. Intrinsic motivation, on the other hand, is the kind of motivation that is generated by what happens inside the classroom; this could be the teachers' methods, the activities that students take part in, or their perception of their success or failure. One of the teachers' main aims should be to help students to sustain their motivation. Teachers can do this in a number of ways, the activities the teachers ask students to take part in will motivate them, if they involve the students or excite their curiosity and provoke their participation in the classroom. They also help them to stay interested in the module. Teachers need, as well, to select an appropriate level of challenge so that things are neither too difficult nor too easy. Ur (1996:148) believes that: *the reader is motivated to read: by interesting content or a challenging tasks.*

Behind students' motivation, the researcher needs to display appropriate teacher qualities so that students can have confidence in their abilities and professionalism in fostering their students' reading motivation inside and outside the classroom.

The present work needs to consider the issue of affect, that is, how the students feel about the learning process. Students need to feel that the teacher really cares about them; if students feel supported and valued, they are far more likely to be motivated to read. Another way of helping students to sustain their motivation is to give them some agency which means that students should take some responsibility for themselves. For example, they will have some decision-making power over the choice of which activity to do. If students feel they have some influence over what is happening, rather than always being told exactly what to do, they are more often motivated to take part in the lecture. But however much teachers do to foster students motivation, teachers can only encourage, offering their support and guidance. Since real motivation comes from within each individual, from the students themselves. And their learning is likely to be less successful than if they themselves become active students rather than passive recipients of teaching.

4.4 Managing the classroom

When teachers want to manage classrooms effectively, they have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how teachers organize classroom time. But after all, teachers must look at the techniques and principles for implementing cooperative learning in classrooms, since cooperative learning can lead to a more dynamic classroom interaction that promotes more learning.

- **Less teacher talk**
- **Increased student talk**
- **More varied student talk**
- **More negotiation of meaning**
- **A greater amount of comprehensible input**
- **A more relaxed classroom atmosphere**
- **Greater motivation for learning**

(Richards and Renandya 2002: 49)

Managing the classroom helps teachers use appropriate techniques for obtaining positive learning and teaching process. In the following section, the present work is going to describe how the teachers appear to students, and how they use their most valuable asset; their voice and also the way they talk to students.

4.4.1 The teacher in the classroom

Teachers' physical presence can play a large part in their management of the classroom environment; they can influence this classroom environment by motivating unmotivated students. *Teachers do influence the classroom environment by motivating unmotivated students (Richards and Renandya 2002: 41).*

The way the teachers move and stand can have also a clear effect on the management of the classroom. Most importantly, the way teachers are able to respond to what happens in class, the degree to which they are aware of what is going on, often marks the difference between successful teaching and less satisfactory lessons.

Teacher can motivate students to make an interest in the subject, but the language teacher is looking for more than interest. Language is a skill, and a skill needs to applied, not just stored in the head or admired at a distance.

(Richards and Renandya 2002: 41)

According to Richards and Renandya (2002), the role of the teachers is not just their presence in the classroom but above all the way they transmit the message to students. All teachers have their own physical characteristics and habit, and they will take these into the classroom with them. There are a number of issues to consider which are not just matters of personality, which have a direct bearing on the students' perception of their teachers. For example, first proximity, teachers need to consider how close they should be to the students they are working with. Some students are uncomfortable if their teacher stands or sits close to them. For some, on the other hand, distance is a sign of coldness. Teachers should be conscious of how close they are to their students in order to motivate them, if necessary, modify their behaviours. Second, appropriacy, deciding how close to the

students teachers should be when they work with them is a matter of appropriacy. Many teachers create an extremely friendly atmosphere when they work with students in pairs. It will permit to the teachers to share a special moment with their students, discussing about a special theme. Third, movement, some teachers tend to spend most of, their class time in one place, at the front of the class, or in the middle, or to the side. Others spend a great deal of time walking from side to side. For example, some teachers are constantly in motion, they can turn their students into tennis spectators, their heads moving from side to side until they become exhausted. Teachers have to move around the classroom to some extent, that way they can retain their students' interest. How much teachers move around in the classroom will depend on their personal style, where they feel most comfortable for the management of the classrooms. The teacher's physical approach and personality in the class is one aspect of class management to consider. Another is one of the teacher's chief tools: the voice.

4.4.1.1 Using the voice

The most important instrument of teaching is the teacher's voice. How the teachers speak and what their voice sounds like have an important impact on classes. There are three issues to think about, when considering the use of the voice in the teaching process.

—→ **Variety:** the important point for using the voice is that teachers should vary the quality of their voices, as well as the volume they speak at, according to the type of lesson and activity. For example, the kind of voice the teachers use to give instructions or introduce a new activity will be different from the voice, which is most appropriate for conversation or an informal exchange of views or information. Teachers often use very loud voices, in one particular situation, when they want students to be quiet or stop doing something. But speaking quietly is often just as effective as a way of getting the students' attention, since when they realize that the teachers are talking, they will want to stop and listen in case the teachers are saying something interesting and know how to motivate them.

- **Audibility:** teachers need to be audible, they should be sure that the students at the back of the classroom can hear them just as well as those at the front. Teachers do not have to shout to be audible, since a rasping shout is always unpleasant. Speaking too softly or unpleasantly loudly are both irritating and unhelpful for students. In order to motivate the students and keep them concentrated all along the lecture, the teachers should be conscious about the idea that good voice projection is more important than volume.
- **Conservation:** teachers have to take care of their voices, just like singers. It is important that teachers vary their voices throughout the day, avoiding shouting wherever possible, so that they can both conserve their vocal energy and keep the students concentrated on their reading tasks. Conserving the voice is one of the things teachers will want to take into account when they enter the classroom (Harmer 2007:36).

4.4.1.2 Talking to students

The way in which teachers interact as well as talk with their students is one of the important teacher skills. Otherwise, it does not demand much effort but it requires teachers to empathies with the students they are talking to by establishing a harmonious relationship. Teachers need to be aware of three major points. Firstly, they must consider the kind of vocabulary use in order to be understood by students. Secondly, they need to think about what they wish to say to the students and how best to do it. And thirdly, they need to consider the manner in which they will speak, in terms of intonation, tone of voice, etc. Another important aspect of teaching is that classes are sometimes criticized because there is too much teacher talking time⁴ (TTT) and not enough student talking time (STT). The overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practise their speaking and of course it is the students who need the practice of the English language, not the teacher. For that reason, a good teacher should maximize STT and minimize TTT. In doing so, the students are not going to be bored by the lecture, in a contrary they are going to interact and have a kind of a dialogue with their teacher.

It is an important feature in language acquisition. Therefore, this present work should not talk simply about the difference between STT and TTT, but also consider teacher-talking quality TTQ. Teachers who are using language, which is not useful or appropriate, are not offering students the right kind of talking, whereas teachers who engage students with their experience and interaction, using appropriate comprehensible input will be helping them to comprehend, acquire the English language and motivate their learning.

4.4.2 Teachers' tasks and skills

The teaching process does not just involve the relationship the teachers have with their students. But as professionals, teachers are also asked to perform certain tasks in order to obtain good results by the end of the academic year. Effective teachers are well prepared, this preparation resides in the knowledge teachers have of their modules and the skill of teaching. Being well prepared is having thought in advance what to do in the lectures. For example, as the teacher walks towards his/her classroom, he/she needs to have some ideas of what the students are going to achieve in the reading process; teacher should have some learning outcomes in his/her mind.

On the other hand, the way teachers interact with their students are essential components in successful teaching, as well as the tasks, which teachers are obliged to undertake. Otherwise, these will not make effective teaching unless teachers possess certain teacher skills. Students will learn more successfully if they enjoy the activities they are involved in and are interested by the topics teachers bring into the classroom. Teachers should vary activities and topics over a period of time. For example, a best activity type will be less motivating the fifth time teachers ask the students to take part in it than it was when they first came across it. The value of an activity resides in its freshness. For example, when teachers get students to read texts, they will not always have them work on comprehension questions in the same way. Students have to compare their answers in pairs, or have to interview each other about the text, or have to do all the work on their own.

4.4.2.1 Giving instructions

The way of talking to students becomes crucial when teachers give them instructions. Harmer (2007:37) points out that: *the best activity in the world is a waste of time if the students do not understand what they are supposed to do.*

The present work suggests two general rules for giving instructions: they should be kept as simple as possible and should be logical. Teachers should ask themselves the following questions before giving instructions.

- What is the important information I am trying to convey?
- What must the students know if they are to complete this reading material successfully?
- What information do they need first? Which should come next?

It is very important for the teachers to check that the students have understood what they are being asked to do, when teachers give instructions. For example, teacher may ask the students to explain the activity after the teacher has given the instruction or by asking one student to show the other students how the activity works.

4.4.2.2 Creating lesson stages

Teachers have to include different stages in their lessons in order to obtain an effective learning/teaching process. The purpose of each teacher is to start the lesson in such a way that the students' interest is aroused so that they become engaged. Teachers will tell the students what they will be doing, discuss with them about different topics in order to stimulate their desire for reading before giving them the texts. Teachers need also to re-focus the students' attention in order to help them to stay concentrated and motivated all along the teaching process if possible. When a teacher ends a lecture for example, he/she will provide some kind of closure, a summary of what has happened, or a prediction of what will take place in the next lecture, or will give students a new text to read it at home just for rising their curiosity. Tell them also, it is important to use the dictionary for the acquisition of the language in general and vocabulary in particular. The main

objective of the teacher before all is to create enthusiasm for learning so that they come to their next lesson with a positive attitude toward both the learning situation and the teacher as well.

4.4.3 Different seating arrangements

Students sit in orderly rows in many classrooms around the world. The students have desk in front of them and at the front on a raised platform, “so that all students can see the teacher” stands the teacher. Having the students sit in rows can seem somehow restrictive, but there are advantages to this arrangement. The teacher has a clear view of all his/her students and the students can all see the teacher. It enables the teacher to maintain eye contact with the students he/she is talking to. Teachers can easily walk around all the students and make more personal contact with individual students and watch what they are doing. Especially when students are reading a text, the teacher may supervise them and guide them if students are not concentrated in their work.

Orderly rows imply teachers working with the whole class and some activities suit this kind of organization such as explaining texts, or watching a PowerPoint. If all the students are concentrated on one particular task at the same time, the whole class gets the same messages from their teacher since this latter has a clear vision of a whole class.

The main important point is that when teachers are teaching a whole class of students who are sitting in orderly rows, it is vital to make sure that they keep everyone involved in what they are doing. For example, if the teacher asks the class questions, he/she should remember to ask the students at the back rather than just the ones nearest him/her. In the case of reading, the teacher may ask student after student, line by line to read the text, by doing that the whole class is going to participate in the reading activity.

Pairwork and groupwork (see below) are possible when the class is seated in orderly rows, students can work with people next to them or front of them or behind them. In many classrooms around Algeria, teachers are faced with classes between forty and seventy students at a time. In such circumstances, orderly rows may well

be the only solution. In smaller classes, many teachers prefer circles or horseshoes (see appendix J). In a circle, the teacher's position where the board is situated is less dominating. For example, people sitting in a circle, there is a far greater feeling of equality than when the teacher stays out at the front.

Classes which are arranged in a circle make quite a strong statement about what the teacher and the students are sharing about the teaching and learning process. Another advantage which is the fact that all students can see each other. It can be very motivating for students to sit in a circle and share feelings and information through talking and eye contact since in orderly row classroom, students have to turn round if one student wants to make eye contact with someone behind him/her. But in reality, having more than sixty students, it will be difficult to have this kind of arrangement.

Circles and horseshoes seem rather formal compared to classes where students are seated in small groups at individual tables called "separate tables". When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. It is very useful for both teachers and students since they can benefit from concentrating on different tasks. For example, students may read different texts and by the end they can have a kind of debate about their opinions about each text. It will permit the students to be engaged in their reading. But according to some researchers to have this kind of arrangement makes the whole-class teaching more difficult, since the students are more difficult and separated.

Whatever the seating arrangements in a classroom, students can be organized in different ways: students can work as a whole class, in groups, or in pairs according to the quality of the activity to be dealt with.

→ **Whole-class:** there are plenty of situations when the best type of classroom organization is a teacher working with the class as a whole group. However, this does not mean the class sitting in orderly rows, whatever the seating arrangements, teachers can have the students in front of them. This is useful for reading a text, presenting information and giving important instructions in order to motivate the

students. Whole- class teaching can be dynamic and motivating if the teacher treats everyone as part of the same group. Teachers are also conscious about the idea that when a class is working as a whole group, students get fewer individual opportunities either to read or to speak (considering the great number of students in a unique classroom). Teachers consider whole- class teaching less effective if they want to encourage individual contributions and discussion, since speaking out in front of a whole- class is often more demanding and more inhibiting than speaking in smaller groups.

→ **Groupwork and pairwork:** they have been very popular in language teaching for many years and have many advantages. They seem to foster cooperative activity among students in order to complete the task. In pairs and groups, students tend to participate more actively, for example when they discuss a topic or do a role play. They also have more chance in taking risk with the language than is possible in a whole-class arrangement. With the whole class in most cases, only one student can talk at a time, while with groups or pairs students start working or talking about something without any limit. Both pairwork and groupwork give the students chances for greater independence, because they are working together without the teacher controlling every move, they are somehow responsible of their learning, they decide what language to use to achieve a certain task and they can work without the pressure of the whole- class listening to what they are doing.

Richards and Renandya (2002) describe one way of managing the large class for the teacher to work with different groups of students in the following table.

Organization Activity Purposes		
Whole- class	Them – based building on individual interests	Social, language input, fluency
Class in two halves one with self-access materials, the other with the teachers as above-reversed	1. Independent tasks 2. Direct teaching	Language practice ,self - assessment, preparation for independent work
Individual, pairs, or small groups	1. Communicative tasks 2. Independent work Choice of tasks	Focus on meaning, follow up to direct teaching One-to-one interaction with teacher and other students

Table 4.4 Different student groupings (Richards and Renandya 2002: 46)

The table above summarizes the student groupings, the activities used as well as the purposes behind the organization of classroom in term of whole- class, small groups or pairs.

The objective of the teachers is to push the students to be engaged and motivated in their learning process. For example, the teacher gives just the title of a text to the groupwork and let the students guess or predict about what is coming next in the text. The teacher is going to activate the students' BK in order to make them react through discussion between groups of students. The aim is to let even poor readers participate with the group, this is a great advantage of groupwork, it gives the teacher more opportunity to focus attention on this particular student who needs special help.

The ability of a teacher is to manage students and the environment to make the most of the opportunities for learning and practicing language. It is called cooperative learning (Richards and Renandya 2002), since the teacher has different roles at different times.

For example:

- **Answering or asking questions.**
- **Up-front roles or supporting individuals.**
- **Language informant or eliciting language.**
- **Congratulating or encouraging individuals.**
- **Designer of tasks or materials.**

(Richards and Renandya 2002: 46)

Every teacher wants their students to feel comfortable while involved in intellectual activity, and to be listening to one another as well as the teacher. Finally, the teacher should allow and encourage originality in students, giving information and correct their mistakes without criticizing them.

4.5 Promoting students' autonomy

Students will find it difficult to learn a language unless they aim to learn outside as well as during class time. According to Harmer (2008:397): *language is too complex and varied for them to have enough time for students to learn all they need to in a classroom.*

Even if students have plenty of varied modules for learning EFL, it will take a great number of weeks before they obtain a real progress. In order to compensate for the limits of classroom time and to enhance the chances for successful language learning and acquisition, students need to be encouraged by both teachers and parents to develop their own learning so that as far as possible, they become autonomous students. Giving students agency is one way of helping to sustain their motivation, enabling them to be the doers rather than the recipients of learning action. Enthusiastic students spend more positive about themselves and about learning both during and after a term in which self-directed learning had been actively promoted by their teacher. They were confident that they would continue learning on their own after the course. The less enthusiastic students, however, suffered from low self-esteem, have an ambivalent attitude to students' autonomy and spend less time in self-study than their friends. They were unlikely to continue studying on their own after the course has finished. The aim of English language teaching is that students become effective outside the classroom what they have learnt inside the classroom.

Successful mastery of FL will depend to a great extent on students' autonomous ability both to take initiative in the classroom and to continue their learning to success beyond the classroom and the teacher. Students need to be encouraged to develop their own learning strategies. Cotterall (2000) suggests that language courses, which aim to promote students' autonomy, should have a number of defining characteristics. In the first place, the course should reflect the students' goals its language, tasks and strategies. This means raising the students' awareness of ways of identifying goals, specifying objectives and identifying resources, which will help them to realize these goals. Next, the course tasks should be explicitly linked to a simplified model of the language learning process. In other words, students are not motivated to manage their own learning if they have no idea of how learning works. For example, the tasks should promote reflection and challenge on learning, by giving them simple texts at the beginning of each academic year. Then start to procure them with more difficult texts by the end of this academic year.

Teachers must promote extensive reading, because if students read only in classrooms, they are not going to acquire the habit of reading. Reading outside the classrooms is a must of each individual, the more students read the more they will promote reading habit. Researchers consider a number of classroom implications of autonomy:

- 1) Students at the beginning stages of a language will of course be somewhat dependent on the teacher, which is natural and normal. But teacher can help even beginners to develop a sense of autonomy through guided practice and by allowing some creative innovation within limited forms.
- 2) As students gain confidence and begin to be able to experiment with language, implement activities in the classroom that allow creativity but are not completely beyond the capacity of students.
- 3) Do not forget that pair and group work and other interactive activities in the classroom provide opportunities for students to “practise” language on their own.

- 4) In oral and written production in the classroom, teachers encourage creativity and praise students for trying language that is a little beyond their present capacity.
- 5) Remember, teacher is a facilitator and coach, so while his/ her students are in his/ her “care”, provide feedback on their speech just enough to be helpful, but not so much that teacher stifles their creativity.
- 6) Suggest opportunities for students to use their language (gauged for their proficiency level) outside of class. Examples include movies, TV, Internet, books, magazines and practicing with each other.

Autonomy should be integrated as a module among other modules in the Algerian universities. Students know that the LMD system deals with autonomy, but they do not know the real meaning of it. Teachers must give them a real definition of autonomy before the first lecture of the academic year, which is ; to get additional knowledge by yourselves by the help of your teacher in order to acquire rapidly the English language.

4.6 Integrating the four skills

Teachers tend to talk about the way they use language in terms of four skills; reading, writing, speaking and listening. These are divided into two types. A receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. A productive skill is the term for speaking and writing, skills where students actually have to produce language themselves. *Receptive skills are somehow passive, whereas production skills are in some way more active (Harmer 2008:265).*

When students speak or write they are producing language. But reading and listening also demand considerable language activation on the part of the reader or listener. Students cannot access meaning unless their brains are fully engaged with the texts they are interacting with. In other words, they have to think to understand, using all of their language knowledge to get meaning from what they are seeing or hearing. *In meaningful communication, people employ incremental language skills not in isolation, but in tandem (Hinkle 2006; 113).*

Teachers cannot talk about skills in isolation, since students are bound to listen as well as to speak because otherwise they could not interact with the students or teacher they are speaking to. For example, teachers frequently rely on their notes they have written previously, and students listening to teachers often write notes of their own. Even reading, generally is a private activity, often provokes conversation and comment.

Writing is rarely done in isolation; much of today's communication is electronic via text messages and emails. Students read what their friends send to them and answer by writing messages. And even when students are writing on their own, they read what they have written before they send it off.

The purpose of the teacher is to provide maximum learning opportunities for the students in his/her classroom, as well as integrating the four skills. That is why, many learning sequences like the patchwork model which is appropriate for the integration of the four skills.

- **Speaking as preparation and stimulus:** teachers often ask students to discuss a topic as a way of activating their schemata or engaging them in a topic that they are going to read or hear about. Speaking sessions allow students to investigate their thoughts and feelings about a topic.
- **Texts as preparation and stimulus:** much language production work grows out of texts that students see or hear. A reading passage maybe the springboard for discussion or for a written task. Students are going to use all the skills in one hour and a half within one lecture.
- **Integrated tasks:** frequently teachers ask students to listen to something and take notes. They might ask them to prepare a spoken summary of something they have read. Almost any speaking activity, for example, is bound to involve listening to the instructions of the teacher. And sometimes when students are involved in some kind of cooperative writing they will be speaking, listening, writing and reading almost simultaneously. It is impossible to complete a task successfully in one skill without integrating some other skills, too. Skill integration is a major factor in lesson

planning , teachers should initiate the four skills if possible within one activity. It will permit the students to speak, listen, read and write.

Receptive skills and productive skills feed each other in a number of ways. What students say or write is heavily influenced by what they hear or see. The most important information about language comes from this input, the more students see and listen to comprehensible input, the more they acquire and learn EFL. This input takes many forms , teachers provide massive language input like reading texts that students are exposed to. They may also interact with other English speakers both inside and outside the classroom.

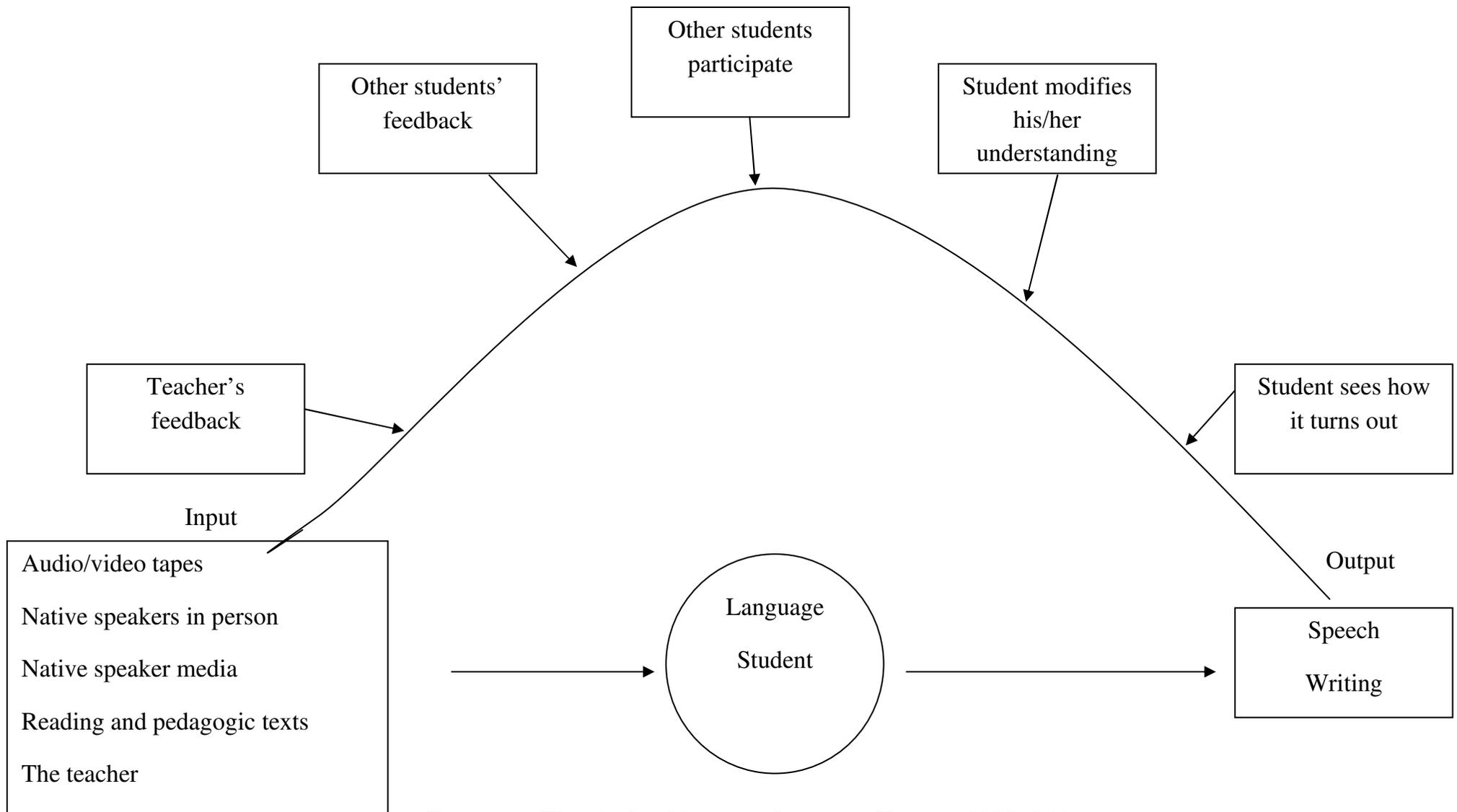


Figure 4.4 The circle of input and output (Harmer 2008: 266)

Students get other input, too, especially in relation to their own output. When a student produces a piece of language and sees how it turns out, that information is fed back into the acquisition process. Teachers can provide feedback, not just when a student finishes a piece of work, but also during the reading process. In order to have a good output students must employ the language skills not in isolation.

4.7 Technology to foster reading motivation

When someone visits or walks into some classrooms around the world, he /she will see fixed data projectors, interactive whiteboards and computers with Internet access. Whenever teachers want their students to find any information out, they can get them to use a research on Google for example and the results can be shown to the whole- class on the IWB⁵.

In other classes, around the world, there is a whiteboard in the classroom or perhaps a blackboard often not in a very good condition. Finally, there are some classrooms where neither teacher nor students have anything at all in terms of educational technology or other learning aids.

Hadfield (2003) represents these differing realities in a “reversed pyramid” of resources (see figure 4.5, below)

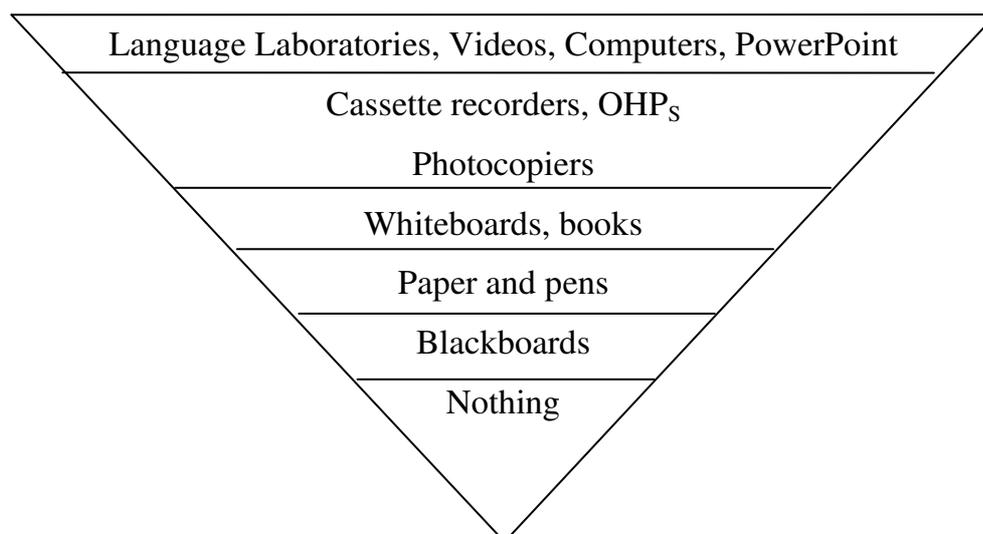


Figure 4.5 Reversed resources pyramid (Hadfield, 2003:175)

According to some people, being at the bottom of the pyramid is likely to be at the top for language learning. Hadfield (2003) adds that, there are lots of things teachers can do with minimal or even no resources. For example, in Algeria, there are whiteboards and students. Apart from that, there are no other educational aids, not even central heating in Winter and air-conditioner in Summer.

Hadfield (2003) proposes in figure 4.6 below, turning the pyramid the other way up.

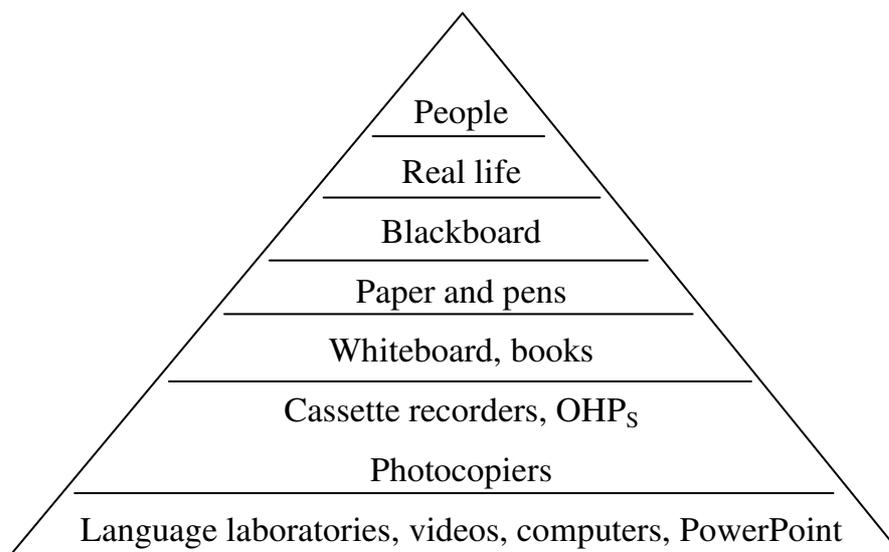


Figure 4.6 “Other way up” Resources pyramid (Hadfield 2003:176)

The resources that have been mentioned in the pyramid are truly amazing, they offer an amazing variety of routes for learning and discovery. Yet teachers should not see them as methodologies for learning, but rather as tools to help and foster students’ motivation not just in developing just the reading skills but in all the other skills.

4.7.1 Technology in the classrooms

Technology is invading both teachers’ personal and professional lives, and the students are using technology more and more. And between the writing and ending this present work new technology will have been produced that most of people are as yet unaware of. So, why technology is still missing in most of the Algerian universities?

Teachers are conscious about the most resources in the classroom are the students themselves. Through their thoughts and experiences they bring their knowledge into the classroom, and this is a powerful resource for teachers to draw on. But students

need solid materials in order to motivate⁶ them and make them really involved in their learning.

4.7.2 Technology in language teaching

Teachers often ignore the use of information and communications technology, they are sometimes far less skilled and knowledgeable than their own students when it comes to use technology. Technology in language teaching is not new; it has been around in language teaching for decades if teachers classify the blackboard as a form of technology. Tape recorders and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world.

The use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important, and it will become a normal part of ELT practice in the coming years. According to Dudeney and Hockly (2008), there are many reasons for this:

- Internet access is becoming increasingly available to students.
 - Students are growing up with technology, and it is a natural and integrated part of their lives. For these, the use of technology is a way to bring the outside world into the classroom. And some of these students will in turn become teachers themselves.
 - English, as an international language is being used in technologically mediated contexts.
 - Technology, especially the Internet, presents students and teachers with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.
 - The Internet offers excellent opportunities for collaboration and communication between students who are geographically dispersed.
 - Technology offers new ways for practising language and assessing performance.
 - Using a range of ICT tools can give students exposure to and practice in all of the four main language skills, speaking, listening, writing and reading.
- (Dudeney and Hockly 2008: 07)**

The contexts in which the teachers are working with technology can vary widely, and the access that teachers have to computer will affect what teachers can do with their classes in terms of implementing technology (see section 4.8.3 below).

A general lack of ICT training for teachers also means that they will have some way to go until the normalization of technology in language teaching, where the use of technology in teaching becomes as natural as the use of pens and paper.

4.7.3 Implementing ICT in the classroom

Over the years, technology has changed the way that teachers and students are able to face the world with most important functions of classroom equipment. The present work insists on the most versatile piece of classroom teaching equipment which is the board, it is the traditional chalk-dust variety, a whiteboard written on with marker pens. Teachers are very proud when they enter the classroom and have the chance to write a variety of different purposes since boards provide a motivating focal point during whole-class grouping. For example, note-pad, explanation aid, picture frame and game board.

After the simple board, one of the major technical developments in the last few years has been the IWB. This has the same properties as a computer hooked up to a data projector, the teacher can present visual material as well as Internet pages. Teachers and students can write on the board which the images are being projected onto, and they can manipulate images on the board with the use of special pens or even with nothing but their fingers. The pen or finger acts as a kind of computer mouse. Teachers can also save or print what have been written in order to be looked at it again. It is very attractive to move text and graphics around the board with pen or finger in a magnified way for everyone to see.

It has never been as easy to find things out as it was in the twenty-first century. The wide range of reference material both online and offline (in the form of CDs) is infinite. Students can access dictionaries in paper or electronic form, there is no denying that there is a greater range of dictionary reference tool available than was the case even some years ago. *If you are lucky enough to have access to an IWB, you will know that the “wow” effect is extremely high. IWBs look and sound impressive.*

(Dudeny and Hockly 2008: 123)

Everyone can imagine a full-size color screen in his/her classroom (see appendix H), with video, CD audio, pictures, interactive exercises like these found on a CD-ROM, and access to the Internet. This means that a huge bank of resources is always available at the touch of a simple pen. The experiences and opinions of teachers who have used IBWs in the classroom tend to be positive. Teachers point to increase students' motivation through the introduction of a new multimedia tool into the classroom. Research carried out into the impact of IWBs suggests that they can directly affect students' motivation, interest and attention levels. Having access to an encyclopedia means to have a large set of shelves on which to store all of the volumes. This collection of volumes then became a small CD-ROM sitting next to students and teachers computers. People may also have access to a collection of web addresses to useful sources online. Informational reference sites based on printed material are a good starting point for any research paper such as, the Encyclopedia Britannica, as well as Microsoft Encarta, which was originally published on CD-ROM.

4.7.4 Using email with students out of classroom

Email⁷ is one of the most used and useful in ICT tools around the world today. Most of people write emails in both their personal and professional lives. Email allows teachers to keep in touch with other teachers around the world via mailing lists and discussion groups, thus helping in their professional development. It also permits teachers to communicate with their students outside the classroom, for example receiving homework and other written assignments. The teachers can email students a summary of classwork or extra material after each class. The objective of the teachers is to stimulate their students' curiosity about learning even outside the classroom without controlling the students like they use to do it if they are inside the classroom. The teachers can ask pairs to prepare information on a particular topic, which they can do via email. It will help students to be well prepared for the lecture before entering the classroom. Finally, one of the biggest advantage of using email with students from the teachers' point of view is that technology is relatively simple to use, and most of their students will already be familiar with it. If the students are not familiar with email, it is not difficult to teach them how to use it. It will permit the teachers to share a good moment with their students since it differs from teaching them how to read well.

4.8 Extensive and intensive reading

The teachers want their students to be able to read better with a complete comprehension, in order to achieve this stage; the students need to read more. To get maximum benefit from their reading, they need to be involved in both extensive and intensive reading. The teacher encourages students to choose for themselves what they read and to do so for pleasure. There is a need to make distinction between extensive and intensive reading.

4.8.1 Extensive reading

The term extensive⁸ reading refers to reading which students do often but not exclusively away from the classroom. Students may read novels, magazines, web pages or any other reference material. And if possible, extensive reading should involve reading for pleasure; for example, Day (1998) calls it “Joyful Reading”. This is enhanced if students have a chance to choose what they want to read, if they are encouraged to read by the teacher, and of course if some opportunities are given for them to share their reading experiences. Nuttall (1982:168) believes that: *the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.*

Teachers’ objective is to make their students be able to read fast, with a complete comprehension and in order to do this they need to read more. It is not enough to tell students to read a lot; teachers need to offer them a programme, which includes appropriate materials, tasks and facilities, such as books and libraries.

- **Extensive reading materials:** one of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can comprehend. If for example, students are struggling to understand every word, they can hardly be reading for pleasure. Teachers need to provide books accessible to their students’ needs; this means that students can read them with ease and confidence. To encourage students to read extensively, texts and books must be comprehensible. People need to act in the following:
- **Setting up a library:** people need to build up a library of suitable books. The university must buy and bring interesting books in order to motivate the

students. Once books have been integrated the shelves of the library, people should code them for level and genre so that students can easily identify what kind of books they will read. If the teacher persuades the students to take part in the extensive reading programmes, he/she is sure in the fact that students make a great step in the engagement of the reading process.

- **The role of the teacher in extensive reading programmes:** most students will not do a plenty of extensive reading by themselves unless they are encouraged to do it by their teachers. For example, the teachers can from time to time read aloud from books or just from a text they like and show, by their manner of reading, how exciting text can be. Having persuaded their students of the benefits of extensive reading, they can organise reading programmes where they indicate to them how many books they expect them to read over a given period of time.

4.8.2 Intensive reading

The term intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts, which takes place usually in classrooms. Teachers may ask students to look at written texts from poems, magazines, Internet websites, novels, newspapers and a wide range of other text genres. In order to get students to read enthusiastically in classroom, teachers need to create interesting topics and tasks. However, there are further roles teachers need to adopt when asking students to read intensively. Since intensive reading is usually accompanied by study activities.

- **Organizer:** teachers have to tell students exactly what their reading purpose is, give them clear instructions about how to achieve it and explain how long they have to do this.
- **Observer:** when teachers ask students to read on their own, they need to give them space to do it. This means restraining themselves from interrupting that reading, even though there is a temptation for more information or instruction. While students are reading, teachers can observe whether students are engaged or motivated in their reading. It will also tell teachers if they should give them some extra time or, instead, move to organizing feedback more quickly than they had anticipated.

- **Feedback organiser:** when students have completed the task, teachers can lead a feedback session to check that they have completed it successfully. Teachers may start by having them compare their answers in pairs and then ask for answers from the class in general or from pairs in particular. When teachers ask students to give answers, they should always ask them to say where in the text they find the relevant information. This provokes a detailed study of the text which will help them the next time they come to a similar reading text.
- **Prompter:** when students have read a text, teachers can prompt them to notice language features within it. As controllers, teachers should clarify ambiguities and make them aware of issues of text structure, which they had not come across previously.

The purpose of an intensive reading is to improve students' vocabulary. Students should acquire the vocabulary knowledge by reading a lot. On the other hand, the purpose of the teachers is to motivate the learning inside the classroom first, by giving them interesting topics. After that, the teachers must do their best to push their students to read outside the classroom as well.

4.9 Reading motivation principles

Acquiring EFL consists of motivating the students to read in order to enlarge their language, since the academic benefits of knowing English is to be able to use it effectively. The teachers' role is to encourage their students to work hard; they must also take into consideration as well as the students, the following principles for having a successful reading process.

- **Principle 1:** encourage students to read as much as possible. Everything teachers should do, is to encourage them to read extensively as well as intensively. It is a good idea to discuss this principle with students.
- **Principle 2:** students need to be engaged with what they are reading. For example, outside lesson time, when students are reading extensively, they should be involved in joyful reading. Teachers should help them get as much pleasure from it as possible. But during lessons, too, teachers have to do their best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

- **Principle 3:** encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction. It is important that they should be allowed to show their feelings about the topic.
- **Principle 4:** prediction is a major factor in reading. For example, book covers give students a clue about what is in the book as well as titles. Students' brains start predicting what they are going to read. Expectations are set up and the active process of reading is ready to begin. In class teachers should motivate the students by giving them hints so that they have a chance to predict what is coming. In the case of extensive reading, when students are choosing what to read for pleasure, teachers must encourage them to look at covers and back cover copy to help them select what to read.
- **Principle 5:** match the task to the topic when using intensive reading texts. Teachers need to choose good reading tasks, the right kind of questions and appropriate activities, before, during and after reading. Challenging activities are very useful for fostering reading motivation.
- **Principle 6:** good teachers exploit reading texts to the full. It does not make sense just to get students to read a text and then drop it and move on to something else. Good teachers integrate the reading text into interesting and challenging lesson sequences, using the topic for discussion and using the language for study and then using a range of activities to bring the text to comprehension (activation).

If all students are motivated to perform all classroom tasks, people might not even need teachers! But in reality not all students are engaged in the reading process. Teachers must encourage them by first considering carefully the intrinsic motives of their students and then by designing classroom tasks that feed into those intrinsic drives. The students perform the task because it is fun, useful, interesting or challenging and not because they anticipate some cognitive or affective rewards from their teachers.

4.9.1 Reading lesson sequences

Students must recognize words and sentences and they must comprehend them. To help them, teachers need to give students practice in understanding written sentences. The emphasis must be on understanding meaning not on repeating sentences aloud. Teachers use reading sequences in classroom for a number of reasons. The main reason is to make students being motivated within the lesson of reading, then make them use the appropriate strategy for each activity. Most reading sequences involve more than one reading skills. Teachers may start by having students read for gist and then get them read the text for detailed comprehension. Students may start by identifying the topic of a text before scanning the text quickly to recover specific information, they may also read for specific information before going back to the text to identify features of text construction. In the following section, many different kinds of reading tasks have been described.

4.9.2 Examples of reading sequences

In the following examples, the reading activity is specified, the skills which are involved are detailed and the way that the text can be used within a lesson is explained.

Example one

Title => Stay at Home Dads

Text => See appendix K

Focus => Reading to confirm expectations

Skills => Predicting, reading for gist; reading for detailed comprehension.

In this example, students predict the content of a text not from a picture, but from a few clues they are given in form of phrases from the passage they will read. The teacher gives each student in the class a word taken from the text, for example; home, money, mother stay, decision, etc. The teacher puts then the students in groups of five, by discussing their words, each group has to try to predict what the text is all about and the teacher can go round the groups motivating and encouraging them, perhaps, feeding them with new words like temporary, back to work, dads, etc. Finally, when

the groups have made some predictions, the teacher asks them whether they would like to hear the text that all the words came from, as a prelude to reading the following text, making the reading enjoyable.

Example two

Title =>Village of Snakes

Text => See appendix L

Activity => Modified close text

Skills =>Reading for gist; reading for detailed comprehension.

The teacher gives to his /her students text where many words are replaced by blanks. It can be a good way to help them arrive at a general understanding of a piece of text and a detailed understanding of the sentences in it. In this example, students are going to read about snakes and snake charmers in an Indian village. The teacher starts by asking students if they know any words about snakes and the people who play music to snakes. Words like poison, poisonous and snakes charmer will then be elicited. Students are asked to work in pairs to see if they can fill in the blanks as they read. When the teacher and students have checked the answers to the blanks, they can read the complete text.

This kind of close procedure can be used with poems (see appendix M). First the students are shown, line by line, in the poem. They are told that they have to try to guess what words go in blanks, however crazy their guesses are. The purpose is to create a good atmosphere in the classroom. The students almost certainly will not be able to come up with the original words, but they can compare their guesses to see if anyone has come up with the same idea. The teacher may help them by giving them the first letter of each word, i.e. (1) p... (2) t..., (3) y..., etc. Through this procedure, the students will know that this is a kind of game. Finally, they see the complete poem, this activity works extremely well because students are constantly trying to make sense of what they are seeing. And because teachers give them a bit of information each time, they gradually get to guess almost all the words. Somewhere between reading and vocabulary practice, this activity is enjoyable and dynamic.

Example three

Title => Younger Plastic Surgery Patients

Text => See appendix N

Activity => Reading for discussing

Skills => Reading for gist; reading for more detailed comprehension.

It is an example of the kind of text which some teachers find extremely appropriate for their classes because it engages the students' interest or, it can run the risk of causing some students disquiet since it discusses something they may not be comfortable with.

The sequence starts when the teacher asks the students what they would say if they met someone who had just had plastic surgery. Students can discuss this as a whole class or in pairs or small groups. They are then asked to read the text, they can discuss again before the teacher makes sure that they have got the main points of the text by answering the following questions:

- 1) Why are younger people turning to plastic surgery?
- 2) Why did the doctor refuse plastic surgery to one patient?
- 3) Why is plastic surgery now more popular with men?

The possibilities after a text like this are many and varied. Students could discuss different kinds of plastic surgery and what they think of them. They can take a position about whether or not plastic surgery is something they approve of or not.

The purpose behind these three examples is to avoid a kind of routine of having a text in front of the students and waiting for someone to read. In doing so, the teacher has many objectives in classrooms:

- Motivate the students to read.
- Motivate the students to speak.
- Motivate the students to listen.

- And make them write, since after reading any text, the role of the teacher is to ask his/her students to summarize it in a few lines.

4.9.3 More reading suggestions

Reading seems to be a very easy task but on the contrary, many students are afraid of reading, since they could not know how to enter the text. It is up to the teacher to open the door for them, to give them appropriate tools by helping them and advising them to read; here are some reading suggestions:

- **Jigsaw reading**

Students read a short text which sets up a problem and then, in three groups, they read three different texts, all of which are about the same topic. When they have read their texts, they come together in groups where each student has read a different text, and they try to work out the whole story, or describe the whole situation. This kind of jigsaw technique gives students a reason for reading, a challenging activity as well as being motivated from the beginning until the end.

- **Reading puzzles**

Apart from jigsaw reading, there are many other kinds of puzzle, which involve students in motivating reading tasks. For example, teachers can give them texts which have been chopped up that each paragraph is on a different piece of paper. Students have to reassemble the text. It seems that this activity has been made for children but it can be a good idea for avoiding routine among adults students.

- **Play extracts**

Students read an extract from a play or film, after ensuring that they understand it and analyzing its construction, they have to work on acting it out. This means thinking about how lines are said, concentrating on stress, intonation, speed, etc.

- **Predicting from pictures**

Students are given a number of pictures, working in groups they have to predict what kind of a text they are going to read or what story the text tells. They then read the text to see if their original predictions were correct. This activity is going to motivate the students in the sense that they are going to be curious about what is coming next.

- **Different responses**

There are many things students can do with a reading text apart from answering comprehension questions with sentences, saying whether something is true or false or finding particular words in the text. For example, when a text is full of facts and figures, teachers can get students to put information into tables. They can also ask them to describe the people in the text where no physical description is given. This will encourage students to visualize what they are reading. Teachers can also let them read stories, but leave off the ending for them to guess or predict what will happen next. Finally, there are plenty of opportunities for the teachers to create an adequate activity for their students within the classrooms. But they must encourage them to read extensively (outside the classroom). By the way, there are four factors, which contribute to the success of reading motivation.

→ **Library**

Students need to have access to a collection of books. The library must provide them with a range of different genres (novels, poems, short stories and adaptation of films).

→ **Choice**

A major aspect of joyful reading is that students should be able to choose what they read, both in terms of genre but also level. Students are much more likely and motivated to read with enthusiasm if they have made the decision, about what they read.

→ **Feedback**

Students should have an opportunity to give feedback on what they have read, either verbally or in written form. There might be a quick comment about their reactions to a book they have read. Other students looking for a new book to read can use those comments to help them make their choice.

→Time

It is a good idea to leave a ten-minute reading period at various times during a lecture just to get students comfortable with the text because not all students become active readers, while some are highly motivated and consume books avidly others do not have the same appetite. Teachers cannot force students to read, of course, but they should do everything they can to encourage them to do so.

4.10 Conclusion

This last chapter has tried to cover the main aspects of teaching/learning process in general and reading motivation in particular in term of suggestions and recommendations. These aspects become the center of preoccupation of each teacher, it is also a fundamental educational goal and the ability to read opens up new opportunities for the students to face the world. Teachers should arouse interest and certain excitement in personal development in this area by motivating them all along the academic year. The suggestions of activities enable the students to be motivated when dealing with these activities, such as the use of appropriate strategies for reading like predicting, guessing and using BK through groupwork or pairwork depending on each student's interest for doing the task. In the other hand, the use of technology has been suggested in order to foster reading motivation but they are not available in the Algerian universities. It is up to the teachers to find each time new suggestions to help students raise their motivation inside as well as outside the classroom with the integration of the four skills, and the focus is on the reading skills because it is the domain of interest of the researcher.

Notes

- 1) Is the involvement of the students through curiosity or emotion that means their hearts as well as their minds.
- 2) To provide support for engaged reading, university teachers can use six classroom practices:
 - a) Construct rich knowledge goals as the basic of reading instruction.
 - b) Use real-world interactions to connect reading to student experiences .
 - c) Afford students an abundance of interesting books and materials.
 - d) Provide some choice among material to read.
 - e) Give direct instruction for important reading strategies.
 - f) Encourage collaboration in many aspects of learning.

Using these practices create a context for engagement in literacy learning.

- 3) Is what happens when students try to use all or any language to complete some kind of a task.
- 4) Teacher talking time :As long ago as 1985, Lowe was discussing the value of teacher talking time as roughly-tuned input. On classroom language, see Smith (2001). On the nature of teacher talk in more facilitative classrooms, see Clifton (2006).
- 5) An interactive whiteboard (IWB) is made 'interactive' by being linked to a computer which uses special IWB software. The three essential components needed to use an IWB are the whiteboard itself a computer which has IWB software installed and a data projector which projects the image from the computer screen onto the whiteboard. What makes the interactive whiteboard different from a normal whiteboard is that the teacher uses a special pen to manipulate content on the whiteboard itself ,rather than using the mouse to manipulate images on the computer screen ,which the teacher can also do .The latest IWBs can also be used with a wireless tablet PC(a smaller, hand-held computer) instead of a large desktop or laptop computer .This has the added

advantages that it can be passed around so that students can manipulate the IWB from the tablet PC.

- 6) Ten motivational macrostrategies or commandments for motivating language students (Dornyei and Csizer, 1998:215).
 - a) Set a personal example of your own behaviour.
 - b) Create a pleasant, relaxed atmosphere in the classroom.
 - c) Present tasks properly.
 - d) Develop a good relationship with the students.
 - e) Increase the students' linguistic self-confidence.
 - f) Make the language classes interesting.
 - g) Promote student autonomy.
 - h) Personalize the learning process.
 - i) Increase the students' goal-orientedness.
 - j) Familiarize students with the target language culture.

7) Email is one of the most used and useful information and communication technology (ICT) tools around today. Reading and writing emails either in or outside class time gives a student more exposure to the target language and interaction is real in the sense that students are writing to real people –either the teacher or other students –using a real medium. One of the biggest advantages of using email with students from the teacher's point of view is that the technology is relatively simple to use, and most of students will already be familiar with it. If students are not familiar with email, it is not difficult to teach them to use it, and the technology is both ubiquitous and free.

8) Extensive reading: Nuttall (1996:127) talks about vicious and virtuous reading circle. The former occur when weak readers read less and less and so read slower and less effectively, whereas a virtuous circle occurs when students read faster and therefore more effectively.

General Conclusion

General conclusion

The proposed research was an attempt to investigate the factors that promote students' reading motivation. There is no doubt to state that, there is a direct link between motivation and success in reading. It had been noticed, however, that motivation is not always present among students because they were not really engaged in their readings. Some students were struggling readers, and tended to have a lack of motivation; these students had trouble selecting appropriate texts and therefore did not like to read for pleasure. However, teachers were always looking for ways to boost their reading motivation.

The present work indicated that reading is a very important skill in teaching and learning FL, which leads students to acquire and learn the target language effectively without any difficulties or obstacles. That is why, reading has a great importance in our research. Moreover, reading is considered as a complex process, which consists of many operations that students need to do in order to get the meaning effectively.

Reading takes also a large amount of effort, but if students were demotivated to read, they will put little energy into the task of reading. Students who identify themselves as readers are the ones who are more likely to read and to gain knowledge from reading. Teachers support this by explaining that texts are important and functional, and that reading is relevant for student long-term interest and personal development. When teachers support students' identity as readers, students have a commitment to complete the act of reading, not just to the satisfaction of the teacher, but to their own personal standard of excellence.

It is just as unreasonable to expect students to want to read without motivation. When students are highly motivated to read, the likelihood that they will comprehend the reading material increases. Engaged readers seek to understand, enjoy learning and they believe in their reading abilities, they are intrinsically motivated. And being intrinsically motivated refers to the importance of interest related to the action students are engaging in. Although students with high intrinsic motivation to read are generally active and proficient readers. Since, intrinsic

motivation is the self-desire to seek out new issues and new challenge, to analyze one's capacity, to observe and to gain knowledge. On the other hand, extrinsic reading motivation can only work for a limited amount of time until the student is no longer driven by the external factor. The present work had come to the view that intrinsic motivation produces better results than its extrinsic counterpart. Students should not only have the proficiency to read but the resolution to read as well as to become efficient readers. One of the teacher's goals is to have students become lifelong readers by giving positive feedback that supports students' beliefs that they can do well.

Reading does not only mean the understanding and decoding of written texts but also the willingness to read, the ability to engage in reading and all the reading motives that make these possible. Engagement implies the motivation to read and includes a range of affective and behavioural processes. The purpose of this thesis was to describe a theoretical framework of reading and motivation as a drive for reading. Many struggling students at Djillali Liabes university, English department are disengaged from reading ; in addition to low achievement, these students can have low motivation for reading. Many factors contribute to disengagement, for example, reading instruction is often disconnected from context, making reading tedious.

Students possess the main qualities of engaged reading; the most obvious characteristics is cognitive competence, referring to comprehension skills and cognitive strategies for learning from texts. They are able to use BK, form questions, search for information, summarize accurately, organize their new-found knowledge, and monitor their comprehension as they read. However, engaged readers want to learn; they take satisfaction in successful reading, and believe in their reading skills. Importantly, they persist in the face of difficulty and exert continuing effort until they have attained their goals for understanding a passage or have completed a portion of a project.

Once the students have successfully attained the reading strategy, and have shown proficiency in decoding that text, the difficulty of the text maybe increased.

In order to foster students' achievement through reading comprehension, students must be provided with the reading skills and must be motivated to engage with a variety of texts.

The motivation that brings students to read can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the environment from which the students engage with reading. In the case of this present work, one of the strongest outside sources of motivation is the goal which students perceive themselves to be learning for, they will bring with them attitudes from the society they live in, whether these attitudes are thoroughly positive or negative.

Teachers play the largest role in students' reading motivation, since students' performance and motivation depend on their perceptions of their teachers' instructional practices. Teachers must provide opportunities for individual and group learning as well as students' choice and support for autonomy, cooperative versus competitive achievement opportunities, and facilitate the learning of the reading skills. Teachers must provide through the teaching of the appropriate strategies of reading challenges, stimulate curiosity, allow for creative and self-determining constructions and expression of knowledge and engage imagination in order to push the students to discuss and comment about their readings. They have to diagnose and understand students' unique needs, interest and goals for motivating them.

The result obtained confirmed the hypotheses about factors which foster students' reading motivation. Therefore, teachers must procure a suitable classroom atmosphere in order to promote their students' reading motivation. The results analysis established the importance of motivation to reading and comprehending English texts; the result analysis also provided direct evidence that having a higher level of motivation increased a high level of comprehension among students.

Supporting students as they read to learn is an essential goal for the acquisition of the English language; it is also important to remember that the real goal of reading is to understand the English texts by the use of reading strategies and to be

able to learn from them in a good atmosphere .Students brought with them to university enormous enthusiasm for FL which they found enjoyable and the teachers were seen as having a major bearing on how enjoyable and challenging lessons were perceived to be.

What has been present in this dissertation is a set of problems and solutions that are believed to be crucial. Moreover, if teachers can increase the reading motivation of their students, their strategies and skills in reading will increase. Students who were engaged were intrinsically motivated, strategic in their reading behaviours, interact socially about texts. And when students were not given ample opportunities to read and choose the appropriate texts being read, they would not be motivated and engaged readers.

Finally, fostering students' reading motivation is very important. Certain factors such as, student choice, having a large library that is easily accessible, students having ample time to socially interact about the text they read, will increase the students' reading motivation. Reading motivation has a positive correlation with the amount that students read. The more a student reads, the more he/she comprehends, which is why it is so important to increase students' reading motivation. Since teachers have little control over what happens outside the classrooms, they must do everything they can to set up a classroom where the goal is to make their students enjoy reading.

Undoubtedly, reading is a fundamental skill which contributes to enhance knowledge in a way or another. Thus, getting a student who dislikes reading to be motivated is not easily accomplished and fostering students' reading motivation can be challenging for teachers. Yet, when EFL students face obstacles when reading, it is up to the teacher to find a remedy in order to foster their motivation. At the level of the university and particularly literary classes, students must be autonomous in their learning. They should work hard in order to acquire the habit of persistence, self-determination and self-efficacy just for their engagement toward the reading skills.

To conclude, some interesting questions remain unanswered; Why girls are more motivated than boys? Why is the age of the student important in acquiring the FL? And what does aid university provide to help students achieve their aims? All these questions need to be answered by further research.

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Appendices

APPENDICES

Appendix A : The students' questionnaire.

Appendix B : The teachers' questionnaire.

Appendix C : The reading- proficiency -test 1 “Astronomy”.

Appendix D : The reading -proficiency -test 2 “Stress”.

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Appendix A

The student's questionnaire

Dear student,

You are kindly asked to complete the following questionnaire in order to accomplish this present work.

I am a

Boy.

Girl.

My age is

1- Do you think that English is a very important language?

Strongly agree.

Agree.

Disagree.

2- I think reading is

A boring way to spend time.

An interesting way to spend time.

A great way to spend time.

3- I am

A poor reader.

A good reader.

A very good reader.

4- When I am reading, I understand

Almost everything I read.

Some of what I read.

None of what I read.

5- Do you have a purpose for reading?

- Yes

- No

Say why

6- When someone gives you a book for a present.

I feel

- Very happy.
- Sort of happy.
- Unhappy.

7- What kind of texts do you like to read?

- Magazines.
- Newspapers.
- Articles on the Internet.

If you like to read articles on the Internet, what are your favourite website?

.....

If you like to read newspapers, what section do you like to read?

.....

8- Read each sentence in the box and decide whether it describes you. (put a cross in front of 1, 2, 3 or 4).

- 1) None.
- 2) Sometimes.
- 3) Often.
- 4) Always.

1) I visit the library.	<input type="checkbox"/>
2) I do a little homework as possible in reading.	<input type="checkbox"/>
3) I read because I have to.	<input type="checkbox"/>
4) I like reading when the questions make me think.	<input type="checkbox"/>
5) I read to learn new information about topics that interest me.	<input type="checkbox"/>
6) I do not like reading something when the words are too difficult.	<input type="checkbox"/>
7) I am reading about an interesting topic, I sometimes lose track of time.	<input type="checkbox"/>
8) If the text is interesting, I do not care how hard it is to read.	<input type="checkbox"/>
9) I make pictures in my mind when I read.	<input type="checkbox"/>

9- I apply reading strategies such as Bk, predicting, guessing and other skills when reading an English text.

- Yes
- No

If you said you use strategies, then list them here.

-
-
-
-

10- Have you been taught how to use the strategies in order to comprehend an English text?

- Yes
- No

11- Does your teacher give you ample opportunities to read and choose the text being read?

- Yes
- No

12- How classroom practices influence your reading comprehension and motivation?

- Difficult texts
- Simple texts

Justify

13- What kind of a teacher do you prefer?

- 1) An active teacher.
- 2) A teacher who can understand.
- 3) A friendly teacher.
- 4) A teacher who knows how to deal with students.
- 5) A funny teacher who can be serious when necessary

14- Do you think if you read more you will comprehend more?

- Yes
- No

If yes, comment

15-Are you motivated to read?

- Yes

- No

Why?

16-Do you think that motivation is one of the key factor that helps you persist on your reading?

- Yes

- No

17-What can teachers do to motivate you to read?

- Let you read by your own.

- Guide you in your reading.

18-Do you think that teachers should use supportive language techniques to raise your self-esteem during reading comprehension lecture?

- Yes

- No

Justify.....

19-Do you think that your teachers are always looking for ways to foster your reading motivation?

- Yes

- No

Why

20-What do you advise your friends who struggle in reading to do in order to motivate them and make them enjoy their reading?

.....

Thank you very much four your help.

Appendix B

The Teacher's Questionnaire

Dear teacher,

The following questionnaire aims to know your own opinion about the teaching/learning process of the reading skill at the university level (first-year-EFL-students) with a special emphasis on reading motivation. You are therefore kindly asked to mention how much you agree or disagree with the following questions by answering this questionnaire as well as commenting when necessary.

Teaching experience.....

The majority of the students are:

- Girls

- Boys

1- Do you agree with the idea that understanding the written word is one of the most essential of all academic skills?

- Yes

- No

Say why

2- Do you think students are motivated to speak or listen, but are not motivated or find difficulties with the reading skills?

- Yes

- No

Justify

3- Do you think you have to foster reading comprehension and motivation through the teaching of reading strategies?

- Yes

- No

If yes, say why

4- What is the role of motivation in learning the reading skills?

- Important

- Less important

Why

5- Do you agree with the idea that students' motivation is a key factor in successful reading?

- Yes

- No

6- Are students provided with exposure to a wide range of texts?

- Yes

- No

If yes, say why

7- Do you think that you should create motivating contexts for reading?

- Yes

- No

Why

8- Do you think that motivation is closely related to attention and anxiety?

- Yes

- No

Say why

9- Do you believe that students who engage in reading for pleasure are motivated to read?

- Yes

- No

10-Choose appropriate components of motivation according to your own experience about students' motivation.

1) Curiosity or interest

2) Preference for challenge

3) Involvement

4) Self-efficacy

5) Competition or grades

6) Social interaction

11-Do you believe that what went on inside the brain and certain external behaviours could be classified as strategies?

Comment

12-Is your job to differentiate instruction to provide each student with an education that meets their own individual needs.

Justify

13-Finding a way to foster reading motivation in students can be a difficult process.

- Yes

- No

Say why

14-Do you believe that what occurs in the language classroom must be extended beyond the walls of the classroom?

- Yes

- No

Say why

15-What do you suggest in order to motivate students to read an English text?

.....

Thank you very much for your cooperation.

Appendix C: The reading -proficiency -test 1

Astronomy

Read the following text carefully and then answer the questions:

The astronaut class of 1978 is new and different. Now, the US Space Corps needs scientists and not just test pilots to fly their space rockets. Women are obviously scientists as well as men; so why not let them train too.

Women show that they can take most of the physical pressures of training. There is no medical reason to stop them doing it. The six women who took part in the training dropped 400 feet from a plane into the sea; they rode small boats in rough seas and held on to a rope dragging them behind motorboats. The training is hard but the women are not having any problems so far.

Why do they do it? They are interested in their scientific work and want to know more about it from a different point of view. Judith Resnick, an electrical engineer, says she does it because she is excited about any progress in science. Sally Ride, a physicist trains because she can't do all her experiments on the ground, she needs to be in space to do them.

The women feel their male colleagues treat them well. They do not protect the women too much, or make them do more difficult tasks than the men. But there are still traditional male attitudes.

One of the problems the women have is with newspaper reporters. Anna Fisher, a doctor who is training as a space pilot says that the women have too much attention from the reporters. The women astronauts were annoyed when, during a training, reporters arrived. A television reporter called out: "Hey, Miss!" to surgeon Margaret Seddon. "It's not Miss," she replied coldly. "It's a Doctor!"

You need more than a sense of adventure to go through the hard training to be a member of the space team. The six women show that they are dedicated to their work. And they are just as capable of flying the rockets as the men.

- 1) Give a title to the Text
- 2) Give short answers to the following questions:
 - a. Do women want to travel in space?
 - b. Do reporters show a lot of interests in the women pilots?
 - c. Is training women as difficult as training men?
 - d. Do the women find the physical training difficult?
 - e. Do any members of the press show traditional male attitudes towards the women?

3) Supply punctuation, capitals where necessary :

shigeru miyamoto works for the japanese company nintendo in 1983 when he was thirty-two he created super mario brothers this became the most successful video game in the world with annual sales of\$ 4,3 billion

4) Supply adjectives, nouns and verbs of the same root:

Adjective	Noun	Verb
➤ Believable	➤	➤
➤	➤	➤ To depend
➤	➤ Creation	➤
➤ Demonstrative	➤	➤

5) Write a paragraph about your favourite job?

Appendix D : The -reading –proficiency- test 2

Stress

Stress is said to be the disease of modern societies. Psychologically, it is when a person feels tension and anxiety that make him or her worried, uncomfortable, fearful and nervous system. In some individuals; excessive stress produces body disorders called psychosomatic disorders that are the result of psychological factors. These include pain in the region of the heart, loss of appetite, asthma, etc.

Individuals differ greatly in their emotional reaction; some persons can have the most fearful experiences with little or no emotional response.

Other reacts violently to their anxieties. For certain persons, illnesses like obesity or the loss of weight are one of the most apparent consequences of chronic stress.

Some scientists indicate that stressful activities, however, prepare us for rest and sleep. On the other hand, emotional stress before going to bed or which wakes a person during the night is a cause of insomnia. It is reported that one third of all human illnesses, from the common cold cancer apparently are definitely related to reaction to trouble produce illnesses of all sorts.

Stress has, therefore, direct causal relation with our health problems. Thus, one can notice that man is doubling his problems by letting stress invade his life, since it exposes him to more serious problems related to his body and mind.

Questions

A- Comprehension (10 pts)

1. What is the text speaking about?
2. Why is stress the disease of modern societies?
3. When does a person feel stressed?
4. Is stress a disease? (Justify your answer)
5. What are the consequences of stress on people's lives?
6. Do all people suffer from stress? Explain why.

B- Vocabulary (04pts)

*Explain the following words according to the text: -anxiety -
fulfilment - excessive.

1. How can people get ride of stress
2. Are you stressed person? (Explain why).

C- Writing (choose one question only) (06pts)

1. What are the main causes of stress?
2. When can stress be necessary for a person?

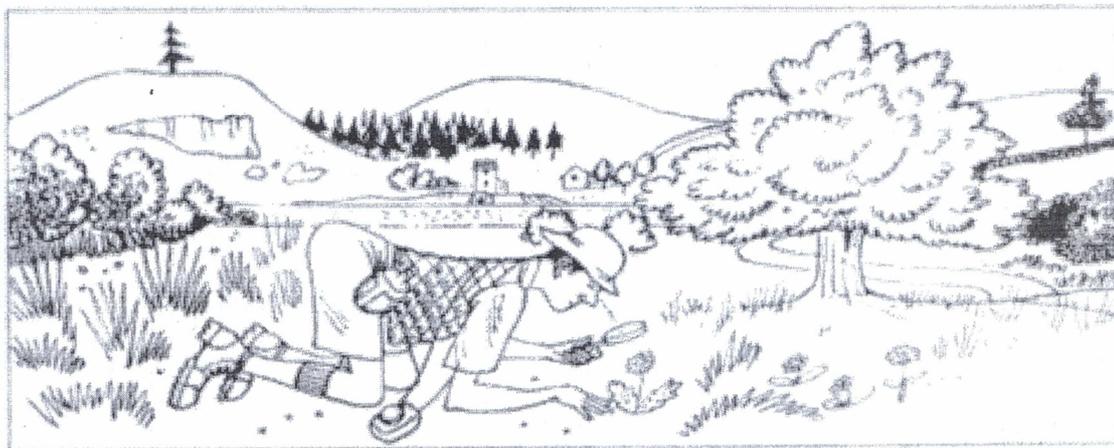
Appendix E

The post-test interview

- 1) How many times have you read the text?
- 2) Is the title helping you to understand the text?
- 3) What does the word "psychology" means to you?
- 4) What motivate you to read this text?
- 5) Are there any stressed persons in your family?
- 6) Have you found the text interesting?
- 7) Tell us about the most interesting text you have read this month.
- 8) Do you consider yourself a good reader?
- 9) Who gets you interested about reading?

Appendix F

Appendix F: The Bottom-up Approach (Nuttall 1996) (chapter two)



Nuttall (1996) compared the learner as being a meticulous scientist ,who is examining the text carefully from the bottom.

Appendix G



Nuttall (1996) compared the learner as being an eagle with a good eye's view that can see everything from the top.

Appendix I

POLLY GRIFFITHS GOES DOWN TO THE SEA FOR ADVICE ON HOW TO LOOK GOOD AND STAY SAFE.

So you think you're too pale and want to get a good suntan this summer? Why not? Except that unless you're careful the sun can make your skin old and leathery and can even give you skin cancer.

If you must sunbathe (and let's face it, lots of us think it's a good idea), then have a look at these gorgeous guys and babes I found on the beach and see which of them is like you.



ROGER

I'm the type who always burns. It's because I'm fair-skinned – and I've got red hair and freckles.

That's why I'm so good-looking! But I still burn unless I use a really high SPF (sun protection factor) – about 20 in strong sun.



MIKE

Yeah I tan easily. People like me who are dark-skinned (with dark hair and brown eyes)

are not only really cool but we go even browner in the sun. I still use sunscreen though, something light with an SPF of about 6 ...



MELINDA

I have to be careful 'cause I'm the type who burns easily. But I do tan in the end. If you've got

fair hair and blue eyes like me you'd better use quite a strong sunscreen (an SPF of 15 to start with) ...



ALICE

Me, I've got built-in protection! I don't burn, but I don't sunbathe anyway. I mean what for? I like

messing around on the beach though.

SO THE MESSAGE IS: CHECK OUT WHAT KIND OF SKIN YOU'VE GOT AND THEN BE SAFE AND SENSIBLE – AND HAVE A GOOD TIME! SEE YOU AT THE POOLSIDE BAR!

There are any number of activation possibilities with this text: students can write descriptions of themselves for the same page in the magazine. They can decide which of the four people they would most like to meet and why. They can role-play an interview with the characters in the article (see page 125), or they can prepare a short talk on how people should protect themselves against the sun, depending on skin type.

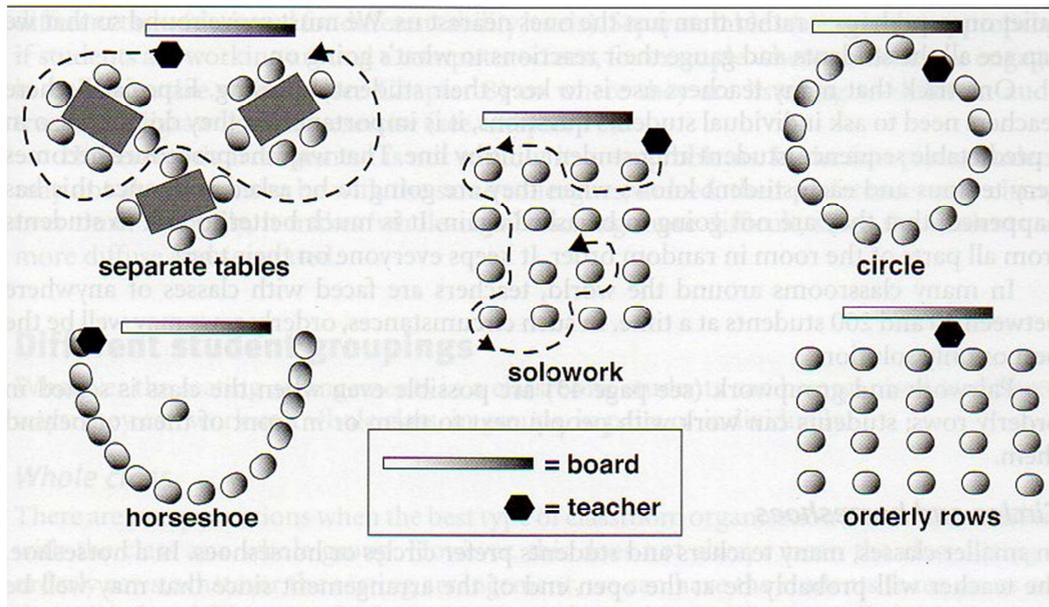
Many magazines have articles like this which we can bring into class. However, we will need to make sure that the language is not too complex for our students' levels, and we will need to think carefully about the kinds of tasks we ask students to do with them.

Example 2: campaigns (intermediate)

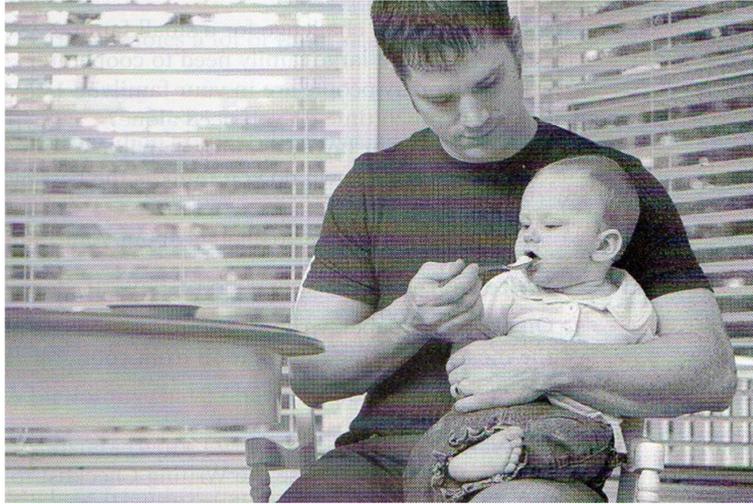
The following reading sequence is designed for teenage students. After doing comprehension work on the reading text, students are involved in a role-play which follows on from the reading they have done.

The sequence starts when students are asked to look quickly at the reading text and say where they think it comes from and what – at a first glance – they think it is likely to be about. They may do this in pairs, or in response to the teacher's prompting. This 'first glance' should both engage students and also allow them to start predicting what they are going to read. The teacher listens to their predictions but does not confirm or deny them at this stage.

Appendix J



Appendix K



Stay-at-Home Dads

¹ Andrea and Matt Brock had their first child four years ago. That's when they made an important decision. Matt remembers the day well. He said, "I'll **quit** my job. I'll stay home and take care of the baby." Andrea was surprised, but she agreed. Matt said, "It's a **temporary** situation. I'll stay home for six months. Then we can hire a babysitter, and I'll go back to work." At first, it was hard for Matt to **adjust** to his new role¹ as a stay-at-home dad. But he enjoyed it, and he decided not to go back to work. Today, four years and three children later, Matt is still home taking care of the children. And he still loves it.

² Why did the Brocks make this choice? Matt says, "The reason was simple. It was a **financial** decision." Like other couples, the Brocks realized that it did not make sense² for both parents to work. They thought about the high cost of childcare, but a full-time babysitter is **expensive**. They also thought about the higher income taxes³ they paid when they both made money. Andrea said, "We realized that if Matt and I both worked, we made only a few thousand dollars more." Andrea earned more money than Matt did, so that's the reason she decided to keep her job.

³ It is still more common for mothers to stay home and raise the children, but the number of stay-at-home dads is growing every year. In 2003, there were 98,000 stay-at-home dads in the United States. Today there are

over 159,000. The number of stay-at-home dads in other countries **increases** every year, too. From Canada and Mexico to Japan and Australia, more and more fathers are staying home to care for their kids.

⁴ Stay-at-home dads have many challenges. Most say the biggest challenge is loneliness. Stay-at-home dads often feel like outsiders⁴ in a world of mothers and children. Matt says, "When I go to the park with my kids, the mothers often don't talk to me." Matt knows only two other stay-at-home dads. They meet once a week to have lunch. "It helps," Matt says, "but I still feel lonely a lot. I wish I knew more men in my situation."

⁵ In the past, most of the information about parenting was for mothers. That is still true, but today dads can get information, too—especially on the Internet, where there are many websites⁵ for stay-at-home dads. The number of books for stay-at-home dads is also growing. One of the most popular books is *The Stay-at-Home Dad Handbook*, which gives **practical** advice to stay-at-home fathers. There is also a convention.⁶ Thousands of dads from around the country go to the convention every year to share information and to take classes about parenting. Two of the most popular classes are Child Safety and Kids and the Internet.

⁶ Most fathers say that raising children isn't easy. Matt says, "It's the hardest job in

¹ **role**: the position or job that someone has in a situation or an activity

² **make sense**: If it makes sense to do something, it is a reasonable or sensible thing to do.

³ **income tax**: money you give the government when you earn money

⁴ **outsider**: someone who does not belong to a particular group

⁵ **website**: a set of pages on the Internet about a particular subject or belonging to a particular organization

⁶ **convention**: a large meeting of people who have the same interests

Appendix L

VILLAGE OF SNAKES

by Sohan Devu

Saperagaon isn't an ordinary Indian village – (1) _____ a village of snake charmers. In (2) _____ house in the village there are (3) _____ lot of poisonous snakes; vipers, kraits (4) _____ cobras. Each one of these snakes (5) _____ poisonous enough to kill you, but (6) _____ children love playing with them.

It (7) _____ the beginning of a new day (8) _____ Saperagaon. The sun is coming up. Twelve-(9) _____-old Ravi is happy because it (10) _____ warm enough to wake the cobras. (11) _____ opens the basket and a king cobra (12) _____ its head. It hisses and then (13) _____ to bite. 'It doesn't like waking (14) _____!' says Ravi, laughing.

The villagers use (15) _____ snakes to earn money for food. '(16) _____ day we walk 15 or 20 (17) _____ to the nearest town,' says Ravi. '(18) _____ play music on the pipes and (19) _____ snakes dance. People enjoy the show, (20) _____ they don't like paying. Each day (21) _____ earn only 25 or 30 rupees.' ((22) _____ not enough for an ice cream (23) _____ the UK).

'There aren't many snake charmers (24) _____ India now,' says Sanjay Nath, (25) _____ father.

'Do many snake charmers die (26) _____ snake bites?' I ask.

'No, not (27) _____,' says Sanjay, 'but that isn't the (28) _____. We haven't got much money or (29) _____. It's too difficult to earn money. (30) _____ is not a good enough life (31) _____ children. They go to school now. (32) _____ learning a different way to live.'

Appendix M

The Confession (version 1)

When he showed her the (1) _____ again, she said,
'Yes, I remember (2) _____ it.
I was incredibly (3) _____ then.
You handed me the (4) _____
And telling me over and over how to use it
You posed, (5) _____ (6) _____ .
You were so (7) _____ , so (8) _____ to everything.
'It was a July afternoon.
The day was (9) _____ and my (10) _____ hummed.
I was (11) _____ and in search of (12) _____ (13) _____
That seemed beyond you.
'Yet how can I forget that (14) _____ ?
Look closer at the (15) _____ .
See there (16) _____ (17) _____ (18) _____ ,
In the (19) _____ (20) _____ you
The other (21) _____ , (22) _____ so (23) _____ .'

The students almost certainly won't be able to come up with the original words, but they should compare their guesses to see if anyone has come up with the same idea. Throughout the activity, students should know that this is a kind of game.

We now tell them that we will show them the lines again, but this time we will add the first letter of each word, i.e. (1) p____, (2) t____, (3) y____, etc.).

The next time the students see the poem, they get the first two letters of each word (i.e. (1) p____, (2) ta____, (3) yo____, etc.). By now several students will have guessed a proportion of the words.

Finally, they see the completed poem:

The Confession (final version)

When he showed her the photograph again, she said,
'Yes, I remember taking it.
I was incredibly young then.
You handed me the camera
And telling me over and over how to use it
You posed, smiling stiffly.
You were so pompous, so blind to everything.
'It was a July afternoon.
The day was hot and my body hummed.
I was bored and in search of an adventure
That seemed beyond you.
'Yet how can I forget that day?
Look closer at the photograph.
See there in the background,
In the corner behind you
The other boy, grinning so openly.'

This activity works extremely well because students are constantly trying to make sense of what they are seeing. They are searching for all and any of the language they know.

Appendix N

Example 6: Plastic surgery	Activity: reading for discussion
	Skills: reading for gist; reading for more detailed comprehension.
	Age: adult
	Level: intermediate plus

YOUNGER PLASTIC SURGERY PATIENTS

Surgeons at clinics specialising in plastic surgery are reporting increasingly younger patients, according to a report released recently by the National Association of Plastic Surgery in the United States.

"They want to look like the people they see in films or the models they see in magazines. It's becoming an obsession," said one doctor in a beauty clinic in California. "Last week we had a woman in here who, at 30, said she was looking too old and wanted a facelift. I told her to come back and see me in 15 years."

The average age for patients undergoing plastic surgery over the last year was 32, down from 34 just the year before. In England recently, a 15-year-old girl was in the news for announcing that her parents were going to pay for breast enlargements as her 16th birthday present.

Her mother said, "If it makes her happy and gives her more chance of success in life, then what is the problem?" Though women still dominate the plastic surgery scene, men are growing increasingly concerned with their physical appearance and are doing something about it. According to the report, men now make up 39% of all surgeries performed — that's an increase of nearly 20% from last year.

One man, who wished to remain anonymous, said he got his liposuction — removal of excess fat — after pressure from his wife. "She's a very athletic woman and, well, I enjoy a good steak." Liposuction tops the list of plastic surgery performed on men, followed by hair implants and breast reduction. For women the top order is still breast enlargement, followed by liposuction and facelifts.

Glossary

Glossary

-Accuracy: accuracy “concerns the extent to which the language produced conforms to target language norms” (Skehan, 1996: 22). A typical measure of accuracy is percentage of error-free clauses.

-Acquisition: Krashen (1981) uses the term acquisition to refer to the spontaneous and incidental process of rule. Internalization that results from natural language use, where the student’s attention is focused on meaning rather than form. It contrasts with learning.

-Affect: the emotional factors which influence language learning.

-Agency: students have agency when they take responsibility for their decisions or have some students’ autonomy or decision-making power.

-Anxiety: anxiety is one of the affective factors that have been found to affect acquisition. Different types of anxiety have been identified: (1) trait anxiety (a characteristic of a students’ personality), (2) (apprehension that is experienced at a particular moment in response to a definite situation), and (3) situation specific anxiety (the anxiety aroused by a particular type of situation). Anxiety maybe both facilitating (i.e. it has a positive effect on FL acquisition), or debilitating (i.e. it has a negative effect).

-Cognitive strategies: O’Malley and Chamot defined cognitive strategies as “learning strategies that operate directly on incoming information, manipulating it in ways that enhance learning” (1990: 44). They involve such operations as rehearsal, organizing information, and inferencing.

-English as an international language (EIL): this term is used to refer to the use of English across a wide range of contexts throughout the world.

-Explicit learning: explicit learning is a conscious process and is also likely to be intentional. It can be investigated by giving students an explicit rule and asking

them to apply it to data or by inviting them to try to discover an explicit rule from an array of data provided.

-Extraversion/introversion: these terms describe the dimension of personality which has been most thoroughly investigated in SLA research. They reflect a continuum: at one end are students who are sociable and risk-taker, while at the other end are students who are quiet and avoid excitement.

-Fluency: various definitions exist Skehan (1996) defines it as concerning the learners' capacity to produce language in real time without undue pausing or hesitation (Segalowitz 2003, 2007) operationalized it in terms of access fluidity and attention control. A common measure of fluency is the number of syllables per minute.

-Foreign language acquisition: a number of researchers distinguish 'foreign language acquisition (for example, the learning of French in schools in the united states) and second language acquisition (for example, the learning of English by speakers of other languages in the united states).

-Implicit learning: implicit learning is typically defined as learning that takes place without either intentionality or awareness. It can be investigated by exposing students to input data, which they are asked to process for meaning, and then investigating (without warning) whether they have acquired any FL linguistic properties as a result of the exposure.

-Individual learner differences (ID_S): the term individual learner differences refers to the differences in how students learn a language, in how fast they learn, and in how successful they are. These differences include both general factors such as language learning aptitude and motivation, and specific student strategies. The differences can be cognitive, affective, or social in nature.

-Intelligence: intelligence is the general set of cognitive abilities involved in performing a wide range of learning tasks. It constitutes a general sort of aptitude that is not limited to a specific performance area but is transferable to many sorts of performance; (Dörnyei 2005: 32).

-Intrinsic motivation: this refers to the motivation that derives from a student's internal curiosity about the target language or the interest generated by participating in a language – learning activity. It is closely linked to the idea of self-determination in language learning.

-Learning: Krashen (1981) uses the term learning to refer to the development of conscious knowledge of L2 through formal study. It means the same as explicit knowledge.

-Learning style: it refers to the characteristic ways in which individuals orientate to problem-solving. It reflects “the totality of psychological functioning” (Willing 1987) involving affective as well as cognitive activity.

-Metacognitive strategy: many L2 students are able to think consciously about how they learn and how successfully they are learning. Metacognitive strategies involve planning learning, monitoring the process of learning, and evaluating how successful a particular strategy is.

-Motivation: in general terms, motivation refers to the effort that students put into learning FL as a result of their need or desire to learn it. In one theory of motivation, Gardner and Lambert (1972) distinguish “instrumental motivation”, which occurs when a student has a functional goal (such as to get a job or pass an examination) and “integrative motivation, which occurs when a student wishes to identify with the culture of FL group.

-Personality: Personality is generally conceived of as composed of a series of traits such as extraversion/introversion and neuroticism/stability. It constitutes a factor believed to account for individual differences in L2 learning.

-Students' strategy: students' strategies are the behaviours that students engage in, in order to learn. They are generally considered to be conscious-or, at least, potentially conscious-and, therefore, open to inspection.

-Self-confidence: this is a motivational factor consisting of belief in one's ability to learn FL successfully.

-Self-regulation: this is the ability to monitor one's learning and make changes to the strategies that one employs. It involves both the ability to exercise control over one's attitudinal/motivational state and to engage in self-critical reflection of one's actions and underlying belief systems.

-Working memory: working memory is a mental construct that accounts for how the key processes of perception, attention and rehearsal take place. It is believed to play a central role in FL acquisition and there are different models of working memory including a capacity limited model and a multiple resources model.

Summary

The present study investigates on the field of reading skills where first -year-students of English at Djillali Liabes University of Sidi Bel-Abbes encountered difficulties while reading. The researcher noticed that motivation affected the students' willingness to read and the interest of the topic to be learned. To the formulated hypotheses, many research tools were used to investigate the factors that fostered students' reading motivation. Based on results obtained from data analysis, this study revealed that motivation helped the students to increase their understanding of an English text as well as the role of the teacher in motivating and integrating a supportive classroom environment for reading and learning English as a foreign language.

Key words: reading – motivation – interest – factors.

Résumé

La présente étude porte sur le domaine des compétences en lecture où les étudiants d'anglais de l'Université Djillali Liabes de Sidi Bel-Abbes ont rencontré des difficultés lors de la lecture. Le chercheur a remarqué que la motivation affectait la volonté de lire des étudiants et l'intérêt du sujet à apprendre. Aux hypothèses formulées, de nombreux outils de recherche ont été utilisés pour étudier les facteurs qui ont favorisé la motivation des élèves à lire. Sur la base des résultats obtenus à partir de l'analyse des données, cette étude a révélé que la motivation aidait les étudiants à mieux comprendre un texte anglais et le rôle de l'enseignant dans la motivation et l'intégration d'un environnement scolaire favorable à la lecture et à l'apprentissage de l'anglais.

ملخص

تركز هذه الدراسة على مجال مهارات القراءة حيث واجه الطلاب الإنجليزية في جامعة جيلالي ليايس في سيدي بلعباس صعوبات في القراءة. وأشار الباحث إلى أن التحفيز يؤثر على الرغبة في قراءة الطلاب ومصلحة الموضوع للتعلم. إلى الفرضيات التي صيغت ، تم استخدام العديد من أدوات البحث لدراسة العوامل التي فضلت دوافع الطلاب للقراءة. استنادًا إلى النتائج التي تم الحصول عليها من تحليل البيانات، كشفت هذه الدراسة أن التحفيز ساعد الطلاب على فهم نصوص اللغة الإنجليزية بشكل أفضل ودور المعلم في تحفيز ودمج بيئة مدرسية. مواتية للقراءة وتعلم اللغة الإنجليزية.