

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF
HIGHER EDUCATION AND SCIENTIFIC RESEARCH UNIVERSITY OF
DJILLALI LIABES – SIDI-BEL-ABBES
FACULTY OF LETTERS, LANGUAGES AND ARTS**



Reading Disabilities Among Adult English Majors

**The Case of First and Second Year Students at the
Department of English, Mascara University**

Dissertation Submitted to the Department of English in Candidacy of the Degree of
Doctorate in English Language Didactics

Submitted by:

Mrs. Nour-Elhouda REMIL

Supervised by:

Dr. Abdellah BARAKA

Board of Examiners

Prof. Belabbes OUERRAD	President	University of Sidi Bel Abbes
Dr. Abdellah BARAKA	Supervisor	University of Mascara
Prof. Mohamed MELOUK	Examiner	University of Sidi Bel Abbes
Prof. Zouaoui MERBOUH	Examiner	University of Sidi Bel Abbes
Prof. Mohamed GRAZIB	Examiner	University of Saida
Dr. Djamila BENCHENANE	Examiner	University of Mascara

Academic Year 2021/2022

Abstract

Language is the exclusive human talent. It is that systematic means of interaction that distinguishes humans from all other living creatures. Today, English has become the most useful and practical language for the whole global contact. Therefore, achieving English proficiency has become the ultimate purpose of millions of learners. Yet, learning English is not always an unproblematic assignment. Acquiring a language, as exposed by a lot of theorists, is a question of going through four famous skills: listening, speaking, reading and writing. The present enquiry is an attempt to elucidate a slight issue in the learning of the reading skill. The spur behind such excessive desire to accomplish this survey is certainly the sharp deficits in the reading skills of our EFL learners. Accordingly, the study aims to investigate the reading disabilities among English students at university. It attempts to analyse the difficulties face in both reading and reading comprehension among undergraduate students at the English Department of Mascara University. In other words, the research tries to detect the factors leading to reading errors and reading comprehension failure. The mixed-method approach is employed to collect and examine data. The quantitative approach is represented by the use of a students' questionnaire and the IELTSs reading test. On the other hand, the qualitative approach is characterized by the use of the teachers' interview, observation and verbal protocols. The random stratification method is employed to select the sample. Thus, the target population is composed of 95 undergraduate EFL learners and 6 EFL teachers exercising at the same ground. Findings show that students of English face various reading impediments. Mispronunciation, failure of word recognition, structural errors, and the disability to understand and analyse the discourse marks are among the reading disabilities students encounter. It is also perceived that the reasons behind such a failure are the absence of reading practice, the unawareness of reading strategies, and the weakness of vocabulary basis. The study concludes that there is an urgent need for the implementation of a reading course which may, on one hand, introducing learners to different reading strategies, and, on the other hand, enriching their vocabulary.

Keywords: English- Reading- Disabilities- Vocabulary- Strategies-Comprehension- Phonology- Awareness

Dedications

To my mother, may Allah bless her soul

To my father, whom I inherited the love of teaching from

To my husband, my reason of my happiness

To my daughter Israa Qatre Nada, may Allah protect her

To all my family and friends who supported me throughout my life.

Acknowledgements

First and foremost, I would like to thank Allah, the Almighty, for granting me guidance, strength and courage to complete this dissertation, and because **'feeling gratitude and not expressing it is like wrapping a present and not giving'** (William Arthur) , I would like first, to articulate my truthful gratitude to my supervisor Dr. Abdellah BARAKA for the incessant assistance of my doctorate revise and related research, for his tolerance, patience, inspiration, motivation and immense knowledge. Second, I would like to express sincere thanks and indebtedness to the board of examiners namely Prof. Mohamed MELOUK, Prof. Belabbes OUERRAD, Prof. Zouaoui MERBOUH, Prof. Mohamed GRAZIB, and Dr. Djamila BENCHENANE for quietly accepting to review my work and for their perceptive remarks and comments. I am also deeply indebted to Mr. Ali BELABBES for providing me with enlightenment, invaluable support, brilliant guidance, enthusiasm and encouragement throughout the research. As I owe sincere and earnest thankfulness and appreciations to the whole teaching staff of the department of English at the University of Mascara. Special thanks are granted to my students at the University of Mascara for the interesting discussions, and scientific collaborations. At last, but by no means least, I owe a debt of gratitude to Djillali Liabes University of Sidi-bel-Abbes for its warming host. Finally, special thanks are due to all the people who have contributed significantly to the achievement of this work.

List of Acronyms and Abbreviations

3H:	Here- Hidden- on in my head
DRTA:	Direct Reading-Thinking Activity
EFL:	English as a Foreign Language
EFLs:	English Foreign Language Learners
ELT:	English Language Teaching
ER:	Extensive Reading
ERD:	Emerging Reading Disability
ESL:	English as a Second Language
ESP:	English for Specific Purposes
FL:	Foreign Learner
FLL:	Foreign Language Learning
IELTs:	International English Language Testing System
IGI (Global):	International General Insurance
INES:	National Institute of Higher Education
IR:	Intensive Reading
LDs:	Learning Disabilities
LMD:	Licence-Master-Doctorat
MESH:	Mapping Educational Specialist knowHow
PhD:	Philosophical Doctorate
POSSE:	Predict-Organize-Search-Summarize- Evaluation
RDs:	Reading Disabilities
SFL:	Spanish as a Foreign Language
SPSS:	Statistical Packages for Social Sciences
SRS:	Stratified Random Sampling
TPACK:	Technological Pedagogical Content Knowledge

V protocols: Verbal Protocols

List of Tables

Chapter Two

Table.2.1. Effective Readers Strategies (Mc Ewan and Butler, 2007).....	55
Table.2.2. Reading Approaches Contrasted (Hamp-Lyons,1985:367).....	66
Table.2.3. Rating Scale (Ngozi, 2008: 82).....	70

Chapter Three

Table 3.1. Distribution of 1 st Year Students.....	96
Table 3.2. Distribution of 2 nd Year Students.....	96
Table 3.3. The Teachers' Profile.....	96

Chapter Four

Table 4.1. The Students Age Distribution.....	115
Table 4.2. The Students Educational Level Distribution.....	115
Table 4.3. English Academic Level.....	117
Table 4.4. Reading Materials	119
Table 4.5. Classroom Reading Activities.....	121
Table 4.6. Reading Difficulties	122
Table 4.7. Results of the Reading Test.....	124
Table 4.8. Reading Comprehension skills levels.....	125
Table 4.9. Words' Mispronunciation.....	129
Table 4.10. Word Recognition.....	130
Table 4.11. French Language Influence.....	131
Table 4.12. Teachers' Age.....	132
Table 4.13. Teachers' Experience.....	133

Table 4.14. The Verbal Protocols Results.....141

Table 4.15. The Verbal Protocols (Coding Stage).....144

Chapter Five

Table 5.1. Printed vs Online Reading Strategies Chen (2009: 42)164

Table 5.2. Reading Rates (Huang: 2014:221)166

Table 5.3. Group vs One-to-One Reading (Kucirkova: 2018 :54)170

List of Figures

Chapter One

Figure 1.1. Levels of Processing Reading Comprehension (Williams & Kirby, 1991).....37

Figure 1.2. The Phases of Reading and Reading Strategies (K. Walt, 2012).....38

Chapter Two

Figure 2.1. Critical Reading Strategies (Begunova, 2018).....66

Chapter Three

Figure 3.1. The Research Design.....95

List of Graphs

Chapter Four

Graph 4.1. The Students' Academic Level.....	116
Graph 4.2. Students Preference Skills.....	117
Graph 4.3. Students' Reasons for Reading.....	120
Graph 4.4. Reading Problems Tips.....	123
Graph 4. 5. The Use of the Reading Materials Among Teachers.....	134

Table of Content

Abstract.....	I
Dedications.....	II
Acknowledgements.....	III
List of Acronyms and Abbreviations.....	IV
List of Tables.....	VI
List of Figures.....	VIII
List of Graphs.....	IX
Table of Contents.....	VIII
General Introduction.....	01

Chapter One: Setting the Ground

1.1. Introduction.....	8
1.2. The Importance of Teaching Reading.....	9
1.3. Reading Types.....	13
1.3.1. Extensive Reading.....	13
1.3.2. Intensive Reading.....	15
1.3.3. Printed Reading Versus E-reading.....	17
1.4. Reading Motivation.....	17
1.4.1. Sociocultural Environment.....	18
1.4.2. The Integrative Orientation.....	19
1.4.3. Instrumental Motivation.....	19
1.4.4. Perceived Competence.....	20
1.4.5. Reading Materials.....	20

1.4.6. Electronic Reading Motivation.....	21
1.5. Background of the Study.....	24
1.5.1. Reading Disabilities.....	24
1.5.2. Adult English Foreign Learners.....	25
1.5.3. Adults EFLs in Algeria.....	27
1.5.4. Adults English Learners at Mascara University.....	28
1.6. The Statement of the Problem.....	29
1.7. Purpose of the Study.....	30
1.8. The Research Questions and Hypotheses.....	31
1.9. Significance of the Study.....	32
1.10. Organization of the Thesis.....	32
1.11. Definition of Key Terms.....	33
1.11.1. Reading.....	33
1.11.2. Reading Comprehension.....	34
1.11.3. Reading Strategies.....	35
1.11.4. Reading Difficulties.....	36
1.11.5. English as a Foreign Language.....	37
1.12. Conclusion.....	37

Chapter Two : Literature Review

2.1. Introduction.....	40
2.2. Language Learning Disabilities.....	41
2.2.1. Factors of LDs in Foreign Language Classes.....	41

2.2.2. Studies on Learning Disabilities among Foreign Language Learning	43
2.3. Reading.....	45
2.3.1. Definition of Reading	45
2.3.2. The Importance of Reading	47
2.3.3. Different Reading Types.....	48
2.3.3.1. Reading Aloud	49
2.3.3.2. Silent Reading.....	50
2.3.3.3. Extensive Reading	50
2.3.3.4. Intensive Reading	51
2.3.3.5. Supplementary Reading.....	52
2.4. Reading Strategies.....	52
2.4.1. Reading Strategies for the Narrative Text	54
2.4.2. Reading Strategies for the Expository Text.....	54
2.5. Critical Thinking and Critical Reading.....	57
2.5.1. A Brief Overview on the History of Critical Thinking.....	57
2.5.2. Critical Thinking.....	59
2.5.3. Critical Reading	60
2.5.4. The Importance of Critical Reading	61
2.6. Types of Academic Texts.....	63
2.7. Teaching Reading.....	65
2.8. Previous Studies on Reading Disabilities among Language Learners.....	67
2.9. Conclusion.....	83

Chapter Three: Methods and Procedures

3.1. Introduction.....	86
3.2. Research Methods.....	86
3.3. Design of the Study.....	90
3.4. Case Study.....	93
3.5. Population and Sampling.....	94
3.5.1. Population.....	94
3.5.2. Sampling.....	94
3.6. Students' Profile.....	95
3.7. Teachers' Profile.....	96
3.8. Instrumentation.....	97
3.8.1. Quantitative Data Collection Tools.....	97
3.8.1.1. Questionnaire.....	97
3.8.1.2. Reading Test.....	101
3.8.2. Qualitative Data Collection Tools.....	102
3.8.2.1. Observation.....	102
3.8.2.2. Teachers' Interview.....	104
3.8.2.3. The Verbal Protocols.....	106
3.9. Validity and Reliability of the Research Instruments.....	108
3.9.1. Validity.....	108
3.9.2. Reliability.....	108
3.10. Data Analysis Methods.....	108

3.10.1. Qualitative Data Analysis.....	109
3.10.2. Quantitative Data Analysis.....	109
3.11. Methodological Limitations.....	110
3.12. Conclusion.....	111

Chapter Four: Findings and Discussions

4.1. Introduction.....	114
4.2. Findings.....	114
4.2.1. Findings of the Quantitative Tools.....	114
4.2.1.1. The Students' Questionnaire	114
4.2.1.2. The Reading Test.....	124
4.2.2. Findings of the Qualitative tools.....	126
4.2.2.1. The Classroom Observation.....	127
4.2.2.2. The Teachers' Interview	131
4.2.2.3. The Verbal Protocols	137
4.3. Discussion.....	144
4.3.1. The Phonological Awareness	145
4.3.2. The Lack of Vocabulary	146
4.3.3. The Ambiguity and Word Recognition	151
4.3.4. The Impact of the French Language.....	152
4.3.5. The Psycholinguistic Factors.....	153
4.4. The Answers of the Research Questions.....	154

4.4.1. The Answers of the 1 st Research Question.....	154
4.4.2. The Answers of the 2 nd Research Question	154
4.4.3. The Answers of the 3 rd Research Question.....	155
4.5. The Suggested Reading Framework.....	156
4.5.1. The Learning Goals	156
4.5.2. The learners' Needs	157
4.5.3. The lectures Presented.....	157
4.5.4. The Classroom Activities	157
4.6. Conclusion.....	158

Chapter Five: Implications and Recommendations

5.1. Introduction.....	161
5.2. Electronic Reading.....	161
5.2.1. Rate How Fast Learners Read	165
5.2.2. Attitudes Towards Reading	166
5.2.3. Teaching Reading and Digital Devices	168
5.2.3.1. MESH Guide	168
5.2.3.2. TPACK Model.....	169
5.3. Course plan.....	171
5.3.1. Level: 1 st Year English.....	171
5.3.2. Nature: (1h30 as a TD)	171
5.3.3. Duration: 30 weeks (One TD a week)	171

5.3.4. Course Description.....	172
5.3.5. Required Textbooks	172
5.3.6. Evaluation	172
5.3.7. Course Requirements	173
5.3.8. The Tutorial.....	173
5.3.9. Course Objectives	175
5.3.10. Syllabus Outline.....	175
5.4. Summary.....	175
5.5. Conclusion.....	177
5.6. Implications.....	178
5.7. Limitations.....	179
5.8. Recommendations.....	181
5.9. The Conclusion of the Chapter.....	181
General Conclusion.....	183
References.....	186
Appendices.....	207
Résumé (French).....	226
Résumé (English).....	227
Résumé (Arabic)	228

General

Introduction

General Introduction

General Introduction

As universally envisaged, language is the particular human talent and supremacy. It is that orderly aptitude of communication that differentiates humans from all other living species. Language is potentially a communicative medium able of conveying thoughts and perceptions as well as moods, feelings, attitudes and cultures. Today, English has turned into the most functional and convenient language for the worldwide contact. English has acquired the position of a global language dominating several spheres. English is the leading language on the Internet, representing over 80% of data and resources. English has over time replaced French as the lingua franca of the international diplomacy. Therefore, attaining the English language proficiency has become the ultimate objective of millions of language learners. They are taking parts in countless learning programs all over the world.

Yet, learning English is not always an easy idea. Researchers are working hard to boost the situation and make English learning more than just simple. Teaching English has become a major challenge for EFL teachers who are supposed to teach, assess, score, provide feedback then decide next steps in learning. Acquiring a language, as exposed by a lot of theorists, is a question of going through four famous skills: listening and reading as receptive or input skills and speaking and writing as productive or output skills.

Accordingly, learning a second language today is becoming a challenging task for all the social strata. English as a lingua franca is demanded in both the speaking and non-speaking English communities. Nowadays, one cannot use a smartphone, play a game, or watch a YouTube video if he or she does not know English. Generally, in all the non-speaking English communities, the English language is taught in academic environments (schools, universities, private schools...etc.), and at different levels. In Algeria, English is taught at middle school, secondary school and at university levels. At university, English students

General Introduction

study it extensively focusing on various fields and areas of the language for the first time. They are devoting 3 to 5 years, sometimes more, to graduate in English.

Thus, students majoring in English study all aspects and learn all the skills of the target language. They focus on linguistic domains including (phonetics, phonology, morphology, syntax, semantics and pragmatics), and on different language skills (writing, reading, speaking, and listening). Several English departments in the Algerian Universities give importance to teaching the skills of language. However, students most of time show less attention to learn the four skills, and consider this matter as a must process to get good marks. Among these skills is reading. Reading is a receptive skill that allows learners to process knowledge and information from books and texts.

The present work highlights the topic of reading skill and comprehension among English students at Mascara University. It sheds light on the importance of reading and comprehension as tools to help learners master the language and succeed in English learning process. Specifically, it tackles the several reading problems faced by the English students, and the main difficulties they encounter when practicing reading. The main group the researcher focuses on in this study is the young English learners (first and second year LMD system students) because as fresh learners, they find it difficult to cope with the course supports that are provided by teachers. They may fail not only to perform the reading tasks, but the reading comprehension as well.

Therefore, the present research aims to find answers to the research questions that include; (1) what are the main reading difficulties faced by first- and second-year English majors at the department of English, Mascara University? (2) What are the reasons behind the failure of reading texts inside the classroom, and what causes the difficulties of understanding the author messages and reach text comprehension? Finally, (3) how to

General Introduction

overcome these difficulties, and what is the suggested framework to reach adequacy in reading and comprehension? In an attempt to answer these questions, the researcher conducts systematically this research following the Mixed-Method Approach which includes both qualitative research tools and quantitative ones. The former includes the verbal protocols, the teachers' interview and the classroom observation, and the latter consists of a questionnaire submitted to students, and a reading test. Eventually, the researcher presents the findings and discusses the results as an attempt to find solutions and remedies to the reading disabilities phenomenon.

The present work is divided into five chapters. The first chapter presents an introduction. The researcher presents the importance of teaching reading to foreign language learners, and highlights the different reading types that include the extensive, intensive, printed- and E-reading. the chapter also entails the reading motivation which is found to have a crucial role in improving reading skills and comprehension. The sociocultural environment of both learners and teachers, the integrative orientation, the perceived reading competence and the different reading materials used in EFL learning classrooms. Additionally, the researcher finds it advisable to tackle the electronic reading motivation since it is the age of e-learning and the students are too addicted to their smartphones. Further, the researcher states the background of the study including a general overview on reading disabilities, adults' English Foreign learners, adults EFLs in Algeria and at Mascara University. This introductory chapter also contains the statement of the problem, the purpose and the significance of the study, the research questions and hypotheses, an organization of the thesis and the definition of key-concepts such as reading, reading disabilities, and reading strategies. The researcher has used different references including Mather and Goldstein (2001) who discussed reading problems among foreign language learners from a cognitive perspective, and Wawryk, Harrison and Prentice (2004) who have studied students who are unable to decode words and spell them.

General Introduction

The second chapter provides a bird's eye view on the literature of reading skills, comprehension and disabilities. It introduces the language learning disabilities including the factors of LDs on foreign language classes such as, the lack of motivation and anxiety. The researcher also highlights several studies in the field of learning disabilities such as Ganschow and Sparks (1991), Ganschow and Sparks (1993), Viskari (2005), Swerling (2006), and Otanjac (2016). These scholars have used different research methodologies (quantitative, qualitative and mixed methods) when trying to reach possible reasons for the disabilities in reading among students. Additionally, the definition of reading, the importance of reading and the different types of reading which include silent, aloud, extensive, intensive, and supplementary reading are highlighted in the Chapter of Literature Review.

Reading strategies term is a key concept used along this work. It is emphasized on because the researcher has noticed that learners are not aware of the reading strategies and are unable to use them to perform a reading task. Other very important topics of critical thinking and critical reading are focused on as well. The term of critical thinking refers to the cognitive activities that humans perform when processing the world around them (Sousa, 2015). The term critical reading indicates the ability to analyse the text using logic and objective reasoning (Tran, 2015). Moreover, since this research is based on reading disabilities among university students, the researcher finds it important to shed light on the different types of academic texts such as essays, research paper, articles...etc. Eventually, the researcher tackles some previous studies in the field of reading disabilities among language learners such as; the study of Hamp- Lyons (1985) who suggests two approaches to teaching reading, Traditional Approach and Text-Strategic Approach in the classroom setting.

Chapter three is a guide for the methodological processes used in this work. It represents the design of the study in a form of a figure, the definition of the case study, and an explanation to the present case study, the target population and the target sample, students'

General Introduction

and teachers' profiles. In addition, the researcher underlines the used data collection tools that include the quantitative tools (the students' questionnaire and the IELTS reading test) and the qualitative ones (the classroom observation; the teachers' interview and the verbal protocols). The Validity and Reliability of the research instruments are also discussed in chapter three, and the data analysis methods as well. Lastly, the methodological limitations encountered by the researcher are presented; such as the problem of participants being interested in the subject and the Covid 19 pandemic.

In chapter four, the researcher exhibits the findings of the data collected that include the results of the qualitative and the quantitative tools. The results show that there are uncountable errors and mistakes of reading made by 1st and 2nd year English students at Mascara University, the English Department. These mistakes are grouped into phonological errors, morphological errors, psycholinguistic factors such as the lack of attention, and anxiety. Also in this chapter, the researcher provides the discussion of the results and answers of the research questions.

In the concluding chapter, chapter five, the researcher focuses on providing solutions and implementations to the research problems. Also, a number of recommendations and limitations are discussed.

Last but not least, the present work researcher insists on finding possible suggestions for the phenomenon of reading disabilities and reading comprehension problems. The phenomenon requires attention among researchers in the field of didactics and teaching foreign languages mainly, English.

Chapter One:

**Setting the
Ground**

Chapter One: Setting the Ground

1.1. Introduction.....	8
1.2. The Importance of Teaching Reading.....	9
1.3. Reading Types.....	13
1.3.1. Extensive Reading	13
1.3.2. Intensive Reading	15
1.3.3. Printed Reading Versus E-reading.....	17
1.4. Reading Motivation	17
1.4.1. Sociocultural Environment	18
1.4.2. The Integrative Orientation	19
1.4.3. Instrumental Motivation	19
1.4.4. Perceived Competence	20
1.4.5. Reading Materials.....	20
1.4.6. Electronic Reading Motivation.....	21
1.5. Background of the Study.....	24
1.5.1. Reading Disabilities.....	24
1.5.2. Adult English Foreign Learners.....	25
1.5.3. Adults EFLs in Algeria	27
1.5.4. Adults English Learners at Mascara University	28
1.6. The Statement of the Problem.....	29
1.7. Purpose of the Study	30
1.8. The Research Questions and Hypotheses	31
1.9. Significance of the Study	32

Chapter One: Setting the Ground

1.10. Organization of the Thesis 32

1.11. Definition of Key Terms 33

 1.11.1. Reading 33

 1.11.2. Reading Comprehension 34

 1.11.3. Reading Strategies 35

 1.11.4. Reading Difficulties..... 36

 1.11.5. English as a Foreign Language..... 37

1.12. Conclusion 37

Chapter One: Setting the Ground

1.1. Introduction

Latest studies in the field of English as a Foreign Language (EFL) shed light on English teaching and learning environment, and on the most successful teaching approaches to language. Specifically, researchers have always tackled subjects related to teaching English appropriately, and how to achieve proficiency in learning it. So far, English has been the destination of young adults, as they seek to learn it for different purposes. Some seek to learn English in order to leave the country looking for better life circumstances. These learners generally look for extensive language learning programs in private schools to gain time. However, other learners pick English as a profession. Once they get their Baccalaureate results, they major in English to be future teachers. In the English departments, they study 3 to 5 years including bachelor and master studies. They study different subjects related to English such as grammar and phonetics, and focus more on literature and linguistic fields. When learning, they face different struggles and various problems that block the learning process. Learning English becomes a real challenge for them. These learning problems include their disabilities to acquire the rules of language, that is why they find themselves unable to free their sentences from mistakes even after three or four years of English studies. They also find themselves unable to read correctly, or express themselves in English inside the classroom. Kathleen and Tim (2005) claim that although non-native English students have various cultural background and are multilinguals, they have the lowest rates in English studies. Most of these issues did not come out of the blue. Some students struggle because they have some learning disabilities that prevent positive outcome as Rodríguez and Rodríguez (2017) have stated. They (2017) have mentioned that foreign students of English are different from learners who speak English at home because they face many barriers in learning this language including them being bilinguals, the lack of the appropriate teaching strategies, and assessment. Further, EFL learners suffer when learning skills of language; reading and

Chapter One: Setting the Ground

writing, speaking and listening. As language learners, they are required to learn these four skills to appropriately master English and become able to express their thoughts and ideas. However, advanced foreign learners face skill learning problems. Reading issues, or reading disabilities are one of the main issues that cross the path of foreign English learners.

In the following chapter, the researcher is going to present the background of the study, and highlights the gap in the literature on reading and learning disabilities among EFL learners. As an introduction, the researcher aims at investigating the phenomenon of reading disabilities among adult learners of EFL at Mascara University, English department. Additionally, the researcher introduces the statement of the problem, the research questions and the research hypotheses. Also, the significance and the purpose of the study will be discussed.

Eventually, the researcher reveals how the thesis is going to be presented including the number of chapters and what each chapter includes.

1.2. The Importance of Teaching Reading

In general, reading is escaping one's real life toward unknown life to meet strangers as friends or/and enemies where a reader will live the moments as if he/she is in. It is storing knowledge, words, and experiences to use it in specific target context. However, reading is a crucial skill that motivate a learner to achieve his/her desire with making less mistakes since it is a receptive process. Furthermore, it is the first skill that is emphasized in the Holly Quran. Consequently, this chapter provides an overview about the importance of teaching reading and types of reading, as it tries to compare traditional reading to electronic reading.

Harmer (2010:101) states that "the more students read the better". Moreover, the word (reading), which is mentioned in the first verse of the Holy Quran, Surat Al'Alaq, emphasizes the teaching of reading skill. However, listening, writing, and speaking skills are not cited because reading is the crucial and the primary input channel.

Chapter One: Setting the Ground

There is a large volume of published studies describing the importance of teaching reading in EFL classrooms. In this vein, Troike (2006: 155) highlights that:

“Reading is the most important area of activity for individuals to engage in for the development of L2 academic competence, and it is important as well for interpersonal functions and for merely “getting along” in any literate society. For many learners, reading is the primary channel for L2 input and a major source of exposure to associated literature and other aspects of the L2 culture.”

In other words, reading is an important language skill for heightening the level of EFL learners, collecting and storing vocabulary, communicating, and many other cultural aspects. In this regard, Ortega (2009) mentions that Grabe (2002) “has listed four goals for teaching reading: finding information, general understanding; learning, criticizing and evaluating”. Along the same lines, Harmer (2010) points out that students want to be able to read texts in English for many reasons; such as pleasure or specific academic or/and non-academic purposes. Additionally, students writing style is influenced by reading and focusing on the text’s vocabulary and punctuation. By reading different texts, the learner is able to get ideas about how to make his/her writing more interesting” (Protacio: 2012 :74)

Yet, in the last decade, some cross-sectional studies suggest an association between reading comprehension and fluency. For example, Westwood (2008) argues that reading comprehension is very important in teaching reading and there is a strong relationship between comprehension and fluency:

“We cannot read fluently any text that we do not understand; but we can read a text much more fluently when we do understand it. Thus, fluent reading may therefore signal to the teacher that the text a student is using contains vocabulary and concepts that are beyond the reader’s current capabilities.” (Westwood: 2008: 40)

Chapter One: Setting the Ground

For more explanation, the absence of reading comprehension in learning a language is like filling a pierced cup or talking to a deaf person. Learners can neither gain information from a text nor read it fluently without comprehending what it is about. Understanding the meaning of a text's words and thoughts increases students' knowledge and reading-fluency, and influences their writing style.

Teaching reading comprehension is a difficult task to be implemented into instruction. But, many researchers, such as Boulware-Gooden et al. (2007); Kemple et al. (2008); McKown & Barnett (2007); and Westwood (2008), argue that the best way to solve this problem is through demonstrating ambiguous text's ideas and words, thinking aloud, self-questioning, self-talk, providing feedbacks, and summarizing the major point of a text. Graham and Bellert (2005) add, in addition to the prior items, analyzing a text for achieving the reading comprehension skill:

“Most strategies tend to focus on activating prior knowledge, raising questions, making inferences or predictions, reading carefully to seek evidence to support or refute these predictions, and summarizing or paraphrasing. Some strategies are based only on the text, while others also involve structured response sheets and may require students to write or to construct graphics such as story maps or tables.”

(Westwood: 2008: 44-45)

Several lines of evidence establish that reading comprehension strategies are fruitful in teaching reading. In this vein, Westwood (2008) suggests three strategies to consider while teaching reading comprehension skill:

The first strategy is **POSSE** strategy that is relied on an instructional discussion between a teacher and a learner. It is an acronym which stands for:

Predict: Students guess what the printed words is about, and using their previous knowledge, they jot-down questions that will be answered by the end or during reading activities.

Chapter One: Setting the Ground

Organize: learners draw up a plan or schema that presents the previous predictions.

Search: students read a text carefully, and then, they will confirm their hypothesis.

Summarize: the major points of text will be summarized.

Evaluation: The previous hypotheses, which are mentioned in the pre-reading activity, will be answered and clarified.

The second is **Direct Reading-Thinking Activity (DRTA)**. It is similar to the POSSE strategy except that it aims to foster student's reading fluency rather than to activate prior knowledge and answer hypothesis, as The POSSE strategy does. The latter is useful for students facing problems with reading. Furthermore, some steps should be taken into consideration while using this method of teaching reading comprehension. Students are asked to :

- Write their prior knowledge and questions about the text to be read.
- Read the text and answer the previous questions at one time.
- Cite out the conclusion or the moral lesson learnt from the text.

The third is **3H (Here, Hidden-on in my Head)** which encourages learners to go beyond words to understand what the text is about. The 3H strategy stands for: "Here" where the answers are explicitly in the text, "Hidden" where the answers are implied in the text, and "Head" in which the answer should be sought for because it is out of the reader's knowledge.

Up to now several studies suggest that the three reading comprehension strategies mentioned above are based on two processes. The Bottom-up process which was identified by Troik (2006) as "the prior linguistic knowledge is necessary because it enables readers to recognize, understand, interpret, correlate words, phrases, and sentences together; hence, it limits L2 input meaning". The Top-down process was also illustrated by Troik (2006) as "an approach to a trouble that starts at the highest conceptual level of linguistic knowledge and works down to the details". Moreover, many researchers, in addition to Troik and Westwood, shed light on the

Chapter One: Setting the Ground

fact that English students should learn reading comprehension strategies in order to achieve reading accuracy, fluency, and efficiency.

In a nutshell, reading books is an effective way to boost the linguistic competence and is the most beneficial approach to teach and learn vocabulary in English learners' classes. Besides, English learners should be taught how to read a book. Reading in general enriches English learners' knowledge and influences their way of thinking and writing. Since teaching reading is very important in EFL context, as it is mentioned by many researchers (Grabe, 2002; Troik, 2006; Ortega, 2009; and Harmer, 2010); then, what are the types of reading?

1.3. Reading Types

Harmer (2010) notes that students should be encouraged to read as often as possible, because it is an input process through which they build up their vocabulary and linguistic knowledge. Furthermore, EFL learners should respond to, and focus on the text's content to enhance their language skills (reading, listening, speaking, and writing). However, the teacher also plays a crucial role in order to advance the reading skill of EFL learners extensively and intensively.

1.3.1. Extensive Reading

Many researchers have focused on extensive reading such as Brown (2009); Grabe (2009); Harmer (2010); Stoeckel, Reag and Hann (2012). Brown (2009) illustrate that extensive reading involves large quantities of different kinds of literature such as journals, technical reports, novels, and so forth. Furthermore, Harmer (2010) cites that extensive reading is reading for pleasure; whereas, and Bamford and Day (2004) name this type of reading "**joyful reading**".

Bamford and Day (2004) define this kind of reading as a method of teaching and learning a language which offers English learners the opportunity to make up their minds about what, where, when, and how they want to read. Hence, Krashen (2009) argues that reading for

Chapter One: Setting the Ground

pleasure is the basic step for enhancing and fostering reading comprehension, fluency, and accuracy, and motivating students who have a lower linguistic level.

Multiple studies have shown that English learners developed positive attitudes toward English literature and became motivated to read as a result of extensive reading. For example, Brown (2009) states that the reason behind teaching and doing such type of reading is that it endows EFL learners to concentrate on the two basic comprehension reading strategies which are the top-down and bottom-down processes. They are crucially important to be implemented in reading activities. However, Harmer (2010) finds out that “joyful reading should be taken into account by English language learners, because the one who reads more is the one who has language knowledge baggage and a good grade”. In this line, he highlights that teachers have to encourage students to read extensively by giving them the chance to exchange what they have read with their classmates, on the one hand. On the other hand, Grabe (2002) brings up that extensive reading aims to boost the language system but has no relationship with reading curriculum; as he says (2009: 313) “extensive reading is not a major component of most reading instruction.”

Krashen (2009) claims that students should read because they like to do so; they should not be evaluated or assessed while they are reading. However, many experts disagree with this idea by pointing out that students will not read voluntarily; therefore, teachers should motivate them and verify if they read and what they read. In this vein, Grabe (2002: 353) declares that readers are assessed or/and evaluated in order to:

- Identify students’ competence toward reading comprehension, proficiency, accuracy and fluency,
- Determine if students achieve the reading curriculum goal or not,
- Foster reading syllabi inside classroom;
- Measure students’ level and outcome.

Chapter One: Setting the Ground

Additionally, Brown (2009: 212) suggests a number of activities to consider while assessing extensive reading:

- Impromptu reading plus comprehension questions,
- Short-answer tasks,
- Editing,
- Scanning,
- Ordering,
- Information transfer
- Interpretation (discussed under graphics)

1.3.2. Intensive Reading

A large number of researchers focused on intensive reading, such as Harmer (2010), Brown (2009); Troik (2006), and Grabe (2002). Harmer (2010) names this type of reading “intensive reading”; whereas, Troik (2006) calls it “academic reading”, and Grab (2008) “reading instruction”. Harmer and Brown argue that the latter includes academic reading genre, like reading magazines, thesis, books, etc.; that is to say, it involves learners in specific academic and formal purposes. For example, a passage from *Introducing Second Language Acquisition* by Troik (2006) should be read, understood, annotated, and summarized or paraphrased, for writing a thesis. Another example of students in a classroom reading a text using reading comprehension strategy to understand its meaning, and later on, they should answer specific questions related to reading comprehension and the curriculum aim. As Orlich et al. (2010: 329) says “You have learned already that asking thoughtful questions about the learning task and providing sufficient wait time for students to think and generate responses lie at the heart of questioning for formative feedback.” By way of explanation, questioning is an effective way that integrates all students in the learning process and enables them to achieve their goals. The term intensive reading, on the other hand, refers to the detailed focus on the construction of

Chapter One: Setting the Ground

reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, Internet websites, novels, newspapers, plays and a wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing). (2010: 99)

According to Harmer (2010), intensive reading, which means that a reader selects a passage from a book or article and analyses it, is usually involved in EFL classes as a tool of teaching. EFL teachers are able to use this type of reading as a kind of research for increasing their students' accuracy, comprehension and retention, by providing them with extract reading sources, such as novels, articles, theses, etc. that are related to the lesson's aims or students' interests or purposes. In general, it develops students' reading skill and knowledge's rate. Troike (2006) adds that EFL students focus, in intensive reading activity more on learning specific vocabulary and knowledge, and on answering the question how they can make use of it in a target goal. Moreover, she concludes that academic reading requires L2 linguistic knowledge, as Grabe (2002) lists:

- The role of vocabulary in acquiring second language;
- The effect of Punctuation and intonation on constructing clauses and sentence;
- Collocate word for achieving meaningful sentences;
- The fruitful process for writing a meaningful text.

According to Brown (2009) and Harmer (2010), a number of comprehension strategies should be taken into consideration during intensive reading activities:

- Skimming a text for getting what the text is about,
- Scanning a text for sorting out students' needs (specific vocabulary, information, data, etc.

To conclude, extensive reading and intensive reading are different. Extensive reading covers a large area of sources and long texts, while intensive reading covers a narrower area of

Chapter One: Setting the Ground

reading sources and short texts. Moreover, the former aims to gain and understand specific data and vocabulary, while the latter focuses on developing students' reading comprehension and fluency. Another difference is that extensive reading activities are somewhat complex and can be neglected by English language teachers; whereas, intensive reading tasks can never be ignored in English language classrooms because they are simple exercises that bring all students, not just those with a high level, into achieving the lesson's purposes. Troike (2006) declares that extensive reading and academic reading go hand in hand since both aim to foster students' accuracy, fluency, comprehension, knowledge, and rate.

1.3.3. Printed Reading Versus E-reading

Several investigations related to the field of language teaching and technology has focused on learners' choice about electronic and paper reading i.e. their comprehension, rates, attitudes, motivation, and fluency while reading online compared to when reading printed books. For instance, Michaels and Waterman (2013) conducted a survey of 101 students to compare between electronic reading and paper reading. They found that 53% of graduate students prefer electronic journals over printed journals; whereas, 50% of them like printed text. Commonly cited screen reading's reasons include lower prices, facilitation of reading and preparation for exams. By contrast, the 50% of graduate students, who like paper reading, argue that it enables them to jot-down notes and further explanations, and highlight the important points. It is of great importance to go deeper on how printed sources and screen sources motivate learners to read.

1.4. Reading Motivation

A number of authors have defined motivation as an ambition or purpose that a student wants to achieve. As Hammer (2010: 278) clarifies that it "is the degree to which students, perceiving some goal, have a desire to do something." In other words, motivation is crucially important in teaching and learning in EFL classrooms. Additionally, setting goals and dreams

Chapter One: Setting the Ground

are the bedrock of motivation; through which learners derive pleasure to learn English and become knowledgeable. Many other researchers such as Orlich, Harder, Richard C. Callahan; Harmer; Brown; Wigfield, Kathleen, Perencevich; and John (2012) argued that motivation has a decisive influence on teaching and learning; thus, it should be useful to find out how motivation and reading can be coordinated in EFL classrooms, whether through using printed or electronic sources.

Grab (2009) declares that pervious investigations concerning teaching and learning reading skill did not place more emphasis on reading motivation; they rather focused much more on motivation in general. In other words, motivation has been included in many books; such as *How to Teach English* by Harmer (2010) and *Teaching Strategies: A Guide to Effective Instruction* by C. Orlich; Harder; Callahan, et al. (2012), as a sub-title within one chapter. Even though they shed light on the importance of motivation in teaching and learning English as a foreign language, for example C. Orlich, Harder, Callahan, et al. (2012: 19) state “Teachers can teach only if the learner has some desire to learn. We call that desire motivation.” However, Protacio (2012) has tried to answer the question “how can motivation boost English students reading skill?” by conducting a study through interviewing immigrant students coming from different countries. That research was based on qualitative data. The conclusions show that there are certain factors that stimulate and motivate English learners to read English books. Those factors are mainly socio-cultural environment, integrative orientation, instrumental motivation, perceived competence, and reading materials. These factors are overlapped as it appears in the following lines:

1.4.1. Sociocultural Environment

According to the previously mentioned research investigation (Protacio, 2012), immigrant students like reading English books because they usually feel a great desire to imitate their parents, members of their families, or friends taking a book between. Eventually, they found

Chapter One: Setting the Ground

themselves affected by their immediate environment. Other English learners set a kind of competition compete about who will finish and unmistakably comprehend a book first. To conclude if they have seized the text message, the readers share and debate what they have read, while others question their friends in order to evaluate their reading understanding. Protacio (2012) reported in her research that some readers wanted to be like their parents and be able to read in their native language. Meanwhile, others were influenced by their friends' huge reading abilities. Selena also mentioned that two informants used to read the same book over a given period of time, and when they meet, they would ask each other about what they have read. Doing so, they would help each other in understanding the text.

1.4.2. The Integrative Orientation

It may be of great importance to consider with whom EFL readers are going to share, discuss, and assess what they have read and how, because of certain influencing factors namely: their reading skill level of proficiency, their cultural environment, and their mental vision and opinions. Protacio (2012) mentioned in her work that some informants selected their friends when it came to reading. They usually did not cooperate with non-competent learners. Another informant mentioned that he did not like talking to his Chinese friends about what he read in English is that they accused him of becoming "too American".

1.4.3. Instrumental Motivation

While English learners identify their needs, goals, and the value of reading, they will be motivated to read in English. They will realize that, through reading, they might be more proficient, increase their vocabulary and knowledge, gain new information, or/and improve one or/and all the following skills: reading comprehension, speaking, and writing. For instance: EFL learners may appreciate the association between reading in English and gaining new vocabulary. Reading in English is also related to an enhancement in English-speaking abilities.

Chapter One: Setting the Ground

Moreover, reading influences automatically the writing abilities of the learners, Protacio (2012: 74).

1.4.4. Perceived Competence

Perceived competence is a dynamic factor that boosts foreign learners to read in English since EFL learners usually need to be assured that they are competent in English in order to be motivated English readers. Advanced English learners may be able to comprehend and evaluate what they have read, compare what they read with various texts, and also discover the connection between the different texts they have read. On the contrary, beginners may encounter obstacles while reading English texts. Consequently, they may not be motivated.

1.4.5. Reading Materials

Harmer (2012) states that English learners should determine their needs, goals, and desires in terms of topics and genres because these elements are bedrocks of motivation. In the same line, Protacio (2012) agrees with Jeremy's view, and adds that teachers should play a crucial role in encouraging and making students meet their interests.

Moreover, Harmer (2010), Troike (2006), Grabe(2009) , Brown(2009) , Orlich et al (2012)) indicate that English learners can also be motivated to read in English through web-based sources (different electronic devices such as mobile, computer, tablet, and etc.) for increasing reading motivation and autonomy. As Troike (2006:155) points that reading ability (literacy) in general "is needed not only for access to printed resources such as books and journals but may also be needed for access to computers and the Internet." Consequently, the following will answer what make EFL learners motivated to read in English using electronic devices?

Chapter One: Setting the Ground

1.4.6. Electronic Reading Motivation

Dutton, Dutton, and Perry (2002), Muilenburg and Berge (2005), and Roblyer (1999) claim that many students drop out of E-learning devices due to poor motivation; by means they cannot easily highlight crucial ideas and/or new words. In this line, Hara and Kling (1999) proclaim that there are number of factors that should be presented while using electronic devices to motivate learners which are: learning atmosphere, distant contact among student, self-discipline, isolation, anxiety, and confusion. The absences of these elements cause the poor E-reading motivation. As well, Cvitkovik and Sakamoto (2009) underline the same Hara' and Kling's (1999) idea, but they indicate that certain special features related to student's learning strategies and autonomy should be presented in teaching or/and learning using electronic sources. These features are strategic competence, self-reflection and involvement in the learning process.

Kucirkova (2018:47) claims "it is worth repeating that teachers are key stakeholders in mediating access to and ways of using learning sources, including digital books." Natalia emphasizes that teachers have an important role in stimulating student to use reading electronic sources or digital books. They are like a bridge that connects between EFL learners and technology. Moreover, Guthrie et al. highlight the role of teachers saying:

"...such multimedia may be appropriate for the purpose of initiating students' interest in a topic. Teachers can exploit the inherently appealing quality of multimedia to launch a new science unit. After viewing a video or working on an interesting computer activity, students are often enthusiastic about the topic and continue by reading." (2004:161)

In other word, EFL learners need to meet their interest or/and their needs for being motivated to read English books. In this line, Guthrie et al. (2004) state that the electronic reading devices are appropriately used to support students to discover what they prefer to read. For example, videos make EFL learners more vivid, interesting and lively. EFL learners' target

Chapter One: Setting the Ground

goals and needs are brought to classes through using videos; where they will find themselves living the moments with the characters as if they are participants in producing the video. Salamon (2011) outlines four key processes that contribute to the pedagogy of digital books.

- Planning the importance of a clear aim.
- Encouraging exploration and building in motivation.
- Focus on sharing collaboration.
- Ensuring that learning outcomes are aligned with assessment.

As mentioned in Kucirkova (2018:50), Salmon's pedagogical process (2013) is aimed to foster online learning in different context and to achieve different and variety goals. This method is divided into four stages:

1. Identifying learners' needs, goals, and attitudes through short icebreaker activities (they are called also warmer to get students' attention).
2. Involving stimulation and effect by supporting learner to read and understand. In this point a number of authors answer the question how can learners be motivated during a course using technology?

Korat, Kozlov, and Segal (2017) claim that playing music in reading lectures (during reading a story) boosts learners reading comprehension. As cited in Kucirkova (2018: 20). In other word, storytelling helps learners to compass a wide range of adjectives, nouns, and adverbs that describe a context or/and action. This bank of vocabulary is beneficial to develop the linguist skills. Moreover, Kucirkova (2018:20) states: "The researchers found that the children who read digital books with moving images learnt the words in the book better than children who read the same book but with static images."

Kucirkova (2018) allude that silent method is the fruitful approach for motivating learners; since, electronic devices are more attractive and fuller of special visual effect, enable readers to highlight important ideas and new words using colors. They can learn and understand new

Chapter One: Setting the Ground

word through a dynamic picture; this is thanked to digital reading materials' options. While teachers use this/ these technique(s) students will be autonomous learners; meanwhile teachers will just function as a guide, as Harmer clarifies (2010: 282) "Silent Way - a methodology developed in the 1970s where the teacher tries to remain as silent as possible, directing students themselves to find answers, make corrections, etc."

3. Create a pleasant and supportive classroom environment by asking student share and discuss what they read with their friends.
4. Assessing or/and evaluating students' attitudes, skill, knowledge, behaviors, and thinking through using different assessment methods during the presentation of a lesson. Assessment enables teachers to monitor learners' progress, provide them with useful feedbacks, correct errors, and find out learners' needs.

Salmon (2013) outlines a strategy for online learning in general and in different context; However, Roskos, Burstein and You (2012) identify a pedagogy that is fruitful in teaching reading using technology. Roskos and his colleagues suggest that learners and teachers, both are the key stakeholders in interacting with digital books, but learners should interact more with electronic text than teachers, because teachers only guide. Additionally, the two stakeholders use four senses (sight, sound, touch, and move). By means, they are going to gaze on the screen, interpret the printed text, and tap the dynamic screen for moving from content to another.

To sum up there are significant studies that show that learners use electronic reading sources much more than traditional version. As Paula Garrett-Rucks, Les Howles and William M. Lake (2015) find that 77% are more motivated by electronic sources; whereas, 90% are not but they use them because it facilitates reading comprehension and fluency and do not consume a long time to be finished. Consequently, to what extent does the use of digital reading influence EFL student comprehension and fluency when compared to a non-digital reading?

Chapter One: Setting the Ground

1.5. Background of the Study

Reading disabilities are the problems faced by readers when reading in a given language, these problems can be phonological, morphological, related to meaning or reading comprehension. This linguistic problem forms a block for English language learners. They find reading not only a challenging skill to learn, but also difficult. Chen and Chen (2015) have conducted a study on reading problems, and have found that 52% of adult language learners who face difficulties of reading face various foreign language learning problems. This can result because of the lack of reading among learners. Logically, when learners do not understand what they read, they may stop reading. This ignorance may affect negatively the process of learning a foreign language, and it prevents these students from developing their potentials and enhance their level of English language.

1.5.1. Reading Disabilities

The term reading disabilities is used to refer to the mistakes of reading learners fall in. According to Mather and Goldstein (2001), reading disabilities or reading difficulties refer to the problems of reading skills and comprehension faced by individuals. These individuals encounter difficulties regardless their age, but are strongly related to their cognitive abilities, in addition to the instructions and the intervention received (Lundberg & Høien, 2001). Additionally, reading disabilities occur at the level of word accuracy when learners struggle to break words into phonemes and syllables, and match them to form meaning, and at the level of reading comprehension which refers to the ability to understand what one reads, and to detect the main idea of the texts. Also, at the level of fluency which refers to the act of reading without pronunciation mistakes, speed, accuracy and reading rate including the text punctuation analysis, Gretchen (2021).

Therefore, reading difficulties are demonstrated in the performance of the students inside the classroom. Most of learners meet some deficiencies that happen to block the

Chapter One: Setting the Ground

process of learning the language. When failing to read words, the problem occurs at the level of phonological processing. Clearly put, being unable to decode or spell out words, the disability to read sight words, and the misunderstanding of the words and their meanings connotatively and denotatively are happened to be the main features of reading difficulties (Wawryk, Harrison and Prentice, 2004).

Reading in English has been always a confrontation. Foreign English learners seems to put effort to read correctly in this language. Inside the classroom, when teachers ask them to read, they prefer to read silently to avoid getting embarrassed in front of their classmates. Most of cases, teachers spot mistakes in reading when they read loudly. However, when it comes to paraphrasing a text, or explaining what the author means, the whole story is different. Reading difficulties appear to be one of the initial struggles of language learners. Being aware of their needs, learners look for solutions to avoid reading mistakes, they use previous knowledge, life experience, ask each other to form meaningful interpretation of what meaning a text can hold (Razali and Razali, 2013).

The need to determine solutions to these reading difficulties is urgent. Teachers' ought to teach their learners new strategies and develop new instructions to help learners achieve successful reading process.

1.5.2. Adult English Foreign Learners

Recently, individuals around the world seek to learn the English language due to globalization and modernism. The need to learn English creates different motivational attitudes among non-native English learners. Devoting time and money has not become an issue for these learners as they seek proficiency in the target language. As stated by Broughton, Brumfit, Flavell, Hill and Pincas (2003), English as a Second Language (ESL) learners have two types of learning purposes; instrumental and integrative. The former represents the operational needs similar to learning how to read a book, communicate, or perform in the target language such as

Chapter One: Setting the Ground

English Students. However, the latter refers to the learners willing to be integrated in the target speech community and aiming to learn the English language varieties. When learning with integration purposes, the learners prefer to communicate and understand the culture mainly for immigration. As students at the English department, learning English is a matter of future career. Their desire to be teachers drive them to learn academic English. The place to fulfill the need of becoming an English teacher is the English department. According to Broughton, Brumfit, Flavell, Hill and Pincas (2003), the English department is the place where students get the necessary support and encouragement to successfully learn the language. They (2003) insist on a number of elements to successfully run these departments:

- Suggesting a responsible head.
- The availability of the necessary textbooks for both teachers and learners.
- Supporting co-operation among the English department staffs
- References and books available for learners.

The need for these elements creates a successful learning environment. As adult learners studying different English subjects related to either linguistics, civilization or literature, they struggle to find necessary textbooks and additional information related to the lectures. Therefore, the English department administration and staffs ought to look for books necessary for students. Additionally, the use of technology at the English department also helps learners to widen their input on whatever subject they prefer. The need to read in English is the most important key of succeeding in learning it. The story does not end at the difficulties or the material needed for both students and teachers at the department. Other very crucial issues need to be highlighted. One of these issues that are faced by English adult learners at the English department is the recognition of their needs, and the subjects that are required to study in order to fulfill their needs, in addition to the syllabus designers, and the selected approach to

Chapter One: Setting the Ground

teach these students. All of these issues need to be underlined by the System of High Education Ministry.

1.5.3. Adults EFLs in Algeria

Teaching is an honorable job, but a very careful one. Teachers of English hold a great responsibility in determining the needs of their learners and attempting to fulfill the task of teaching. In Algeria, the relationship between both teachers and students said to be complementary. After getting their baccalaureate¹, students who choose English at the university will be following the LMD system. Bouhadiba (2013) in his article entitled, *LMD system in Algeria*, has explained that this system begins in Algeria in the academic year of 2003-2004. The system is divided into three stages, the L refers to *Licence*², the M refers to Master, and the D refers to the doctorate. Students start with *la Licence (first cycle)*; then pass to master (*second cycle*), and study two years. The master degree is not given to all the bachelor students. In the third stage, students pass a PhD contest. In case they succeed, they become PhD holders (*third cycle*). The efficiency of the LMD reform was questioned by many universities in Algeria and different researchers and scholars due to the challenges faced by students and teachers mainly. Bouhadiba (2013) has mentioned that one of the obstacles the new system faced is the absence of human and material resources. First, the great number of students in the classrooms causes deficiencies in accomplishing the objectives of the lectures. Next, teachers did not receive any training on how the system works. Also, the LMD system is based on the learners self-learning which minimized the teacher roles. This is a problem especially in Algerian English departments since learners cannot achieve high levels

¹ Baccalaureate: is a formal exam in Algeria students take at the end of secondary school. According to their scores, they will have limited choice to the fields they study at the university.

² Licence: A French word refers to the Bachelor Degree.

Chapter One: Setting the Ground

without the help of their teachers. The LMD system is struggling in Algerian universities and still cause problems as an educational system (Bouhadiba, 2013).

However, this system serves many students and teachers allowing both of them to read more about the reform and work hard to achieve success. Students learn how to make further reading and become autonomous learners about the different subjects they are studying. Also, they are able to choose which field of study to follow in Masters as they make research on their own. Besides, researchers today have many themes to tackle as the new system appears. New colloquiums and conferences were held on the LMD reform, new training programs were adopted for teachers, and new teaching methods are brought to classrooms.

1.5.4. Adults English Learners at Mascara University

Mascara University is situated in Northwest of Algeria. It was founded in 1986 as a National Institute of Higher Education (INES). Mustapha Stambouli University has contributed in both the cultural and scientific development of the city of Mascara. At the first glance, Mascara University was specialized only in Agronomy, later on, it becomes a university with 7 faculties, The Faculty of Exact Sciences, The Faculty of Sciences and Technologies, The Faculty of Sciences, Nature and Life, The Faculty of Humanities and Social Sciences, The Faculty of Letters and Languages, The Faculty of Economics, Business, and Management Sciences, The Faculty of Law and Political Sciences, and The Faculty of Letters and Languages (retrieved from <https://www.univ-mascara.dz/index.php/en/>).

In The Faculty of Letters and Languages, there is the English Language Department. It accepts each year around 300 new bachelor students of English. These students have to study three years to graduate with a bachelor degree, then; choose whether to study masters or not. English majors are students with less background in English. Their journey in the department does not only require teaching the grammar rules and vocabulary words necessary for communication. However, they need to master the language as they are going to be teachers

Chapter One: Setting the Ground

in the future. These students study different subjects in first, second and third year. In each, they are going to learn new linguistic aspects and have input about different fields of English studies such as literature, civilization, cultural studies, linguistics, psycholinguistics, ESP, sociolinguistics, psychological education...etc.

1.6. The Statement of the Problem

The field of teaching English as a foreign language has provoked many researchers and created infinite numbers of debates and controversies. One of the sensitive topics of research is teaching students effective reading. The topic of reading was highlighted as a research subject because teachers of English around the world have noticed the lack of reading competences among English learners. A study conducted by Yaseen (2013) entitled: *The Reading Difficulties in English and How to Deal with Them as Perceived by Teachers and Students in Nablus District* has found out that there are many factors that affect the behaviour of reading among students of English such as the content (the textbooks), the teaching aids and the teaching methods.

Therefore, the problems in reading have negative effects on learning the target language, because it does not only affect reading, but it affects writing and comprehension as well. Shehu (2015) has tackled the issue of reading comprehension problems encountered by foreign language learners in Albania, Croatia, and has explained that students find difficulties in acquiring reading. They complain most of time about their disabilities to understand written texts and passages in the English language.

A number of researchers have also conducted different studies on how can reading difficulties affect the progress of the teaching English process (Smith (1994), Van (2009) Kibby and Hynd (2001), Schroeder (2015)). These studies have brought to light the importance of finding urgent solutions to these reading problems, and creating various and systematic reading strategies to overcome them.

Chapter One: Setting the Ground

The present study focuses on the issue of reading disabilities faced mainly by Algerian English students after noticing the problems they encounter in reading due to the lack of practice, the lack of awareness of the reading strategies, the absence of time to be well-trained inside the classroom, and many different reasons. The researcher as a teacher of English has observed that students refuse the task of reading as they are asked to because they are afraid of making mistakes when reading. For first- and second-year English students at the Department of Mascara, reading is a very challenging task as they prefer to put their heads down when their teachers ask them to read. On another side, these students fail to fulfill their homework because they do not know how to retrieve answers from google due to the issue of reading adequately. Besides, the researcher has also noticed that the English students at the English Department have some phonological and spelling mistakes that prevent them from reading appropriately and loudly inside the classroom. Also, the lack of vocabulary background which is another problem to discussion.

As a result, the researcher has decided to get involve in a study aiming to figure out the effects of reading disabilities on achieving progress in learning English. The problem of this study represents the reading difficulties faced by English majors at the English department, Mascara University, and the possible solutions found to help learners read adequately and learn the English language appropriately without problems or disabilities that prevent learners from reading inside the classroom.

1.7. Purpose of the Study

The present study aims at exploring major reading problems faced by students of foreign language mainly, English. Precisely, it tends to investigate the reasons of making mistakes and errors in reading, and failing in comprehending texts and passages. The researcher also attempts to find out if these reading difficulties learners face are caused by psychological problems such as shyness and embarrassment from their peers in the classroom, or are caused

Chapter One: Setting the Ground

by the lack of input such as the lack of vocabulary and phonological rules. Moreover, the study focuses on the students' disabilities to understand the content of the text and the writers' messages and ideas. Further, the researcher seeks to present a framework to help students with reading difficulties to overcome them.

1.8. The Research Questions and Hypotheses

The current research aims to answer three straightforward research questions:

1. What are the main reading difficulties faced by first- and second-year English majors at the Department of English, Mascara University?
2. What are the reasons behind the failure of reading texts inside the classroom, and what causes the difficulties of understanding the writers' main ideas and reach text comprehension?
3. Finally, how to overcome these difficulties to help students of English reach adequacy in reading and comprehension?

In an attempt to answer the previously mentioned questions, it is hypothesized that:

1. The reading difficulties occur at the level of phonetics and phonology. Most English students fail to decode the words phonetically. They miss-spell some unfamiliar words they encounter.
2. Also, Algerian students read some English words as if they are French words because the most used foreign language in Algeria is French.
3. In terms of morphology, semantics and pragmatics, English 1st and 2nd year students misunderstand the meaning of some words in a text, and fail to understand the author intention of integrating these words in a given passage.
4. The researcher suggests a reading framework that may assist English majors to overcome reading obstacles.

Chapter One: Setting the Ground

1.9. Significance of the Study

Broadly speaking, the present study is intended to add significant data to the literature of language teaching and learning field of study. Particularly, it tends to give a sufficient background to researchers who are interested in the field of reading disabilities among Foreign English Learners. Further, the study will be noticeably beneficial to English students who face difficulties in reading texts and books. Additionally, researcher finds it advisable to provide some tested reading strategies that will be significant to readers as they read texts loudly in the classrooms or when preparing their homework. Finally, the researcher points out some major implications and recommendations to future research in reading and reading difficulties.

1.10. Organization of the Thesis

This thesis is made up of five chapters. Each one aims at accomplishing the research objectives and reaches significant solutions to the research problems.

Chapter one is the first chapter of the thesis. It presents a general overview of the study. It tackles the background of the study which includes a definition of reading disabilities and a run-through the adult English Foreign Learners (EFLs). Further, the researcher sheds light on English students in Algeria who are following the reform of LMD system since 2004, and exposes the LMD system obstacles and some of its deficiencies faced by both learners and teachers. In this chapter, the researcher finds it crucial to set forth a short presentation on the sample of this study, i.e., English students at Mascara University. Moreover, chapter one also presents the statement of the problem, the significance of the study, the research question and hypotheses, the organization of the thesis, and the definition of the key terms used in this research.

Chapter two describes the review of literature, and includes a review of the reading disabilities, reading skills and critical thinking, the different types of an academic text, reading types and strategies, and reading in ELT classrooms, in addition to some selected previous

Chapter One: Setting the Ground

studies on reading disabilities among foreign language learners which will be compared to the present study later in chapter four.

Chapter three represents the methods used in this research. It highlights the case study (a definition, types, and advantages), and describes the sample of the study including both teachers and students. In addition, it underlines the research instruments used to fulfill the requirements of the present study. The researcher has used a reading test, a questionnaire submitted students, an interview discussed with the teachers; the classroom observation tool and the verbal protocols.

Furthermore, the researcher points out the reliability and the validity of the research tools. Data analysis methods, and the research process which is also presented in details in this chapter. At the end, the researcher highlights the major methodological limitations that hamper the success of the present study.

Chapter four is the fruit of this study. It includes the results found and the discussion of these results. More precisely, this chapter encompasses the findings of all the research instruments, the discussion of the findings, and the answers of the research questions.

Chapter five is devoted to present some recommendations for further research, in addition to a brief summary, a general conclusion, limitations that faced the researcher and the implications of the study.

1.11. Definition of Key Terms

1.11.1. Reading

Reading is one of the language skills related to the other skills of speaking, listening and writing. It is the skill of decoding written symbols to understand the meaning of texts. The act of reading enables language learners to enrich their background of vocabulary and knowledge of the target language, and improve their skill of writing. Through developing reading skills,

Chapter One: Setting the Ground

language learners will be able to summarize a text and extract information from (Grabe and Stoller, 2002).

Schoenbach et al. (1999) view reading as a complex process, not just a basic language skill. According to them, the process of reading a text that someone is unfamiliar with leads to the growth in the mental processing and the understanding of the world. Having experience in reading, readers will develop a mental representation as named by Schoenbach et al. (1999), *a gist of a text*. This latter helps readers to evoke parts from the text in many other different contexts, and use them as previous knowledge.

“Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the readers’ expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as a reading process.” (Goodman, 1967:128)

Goodman (1967) refers to reading as a process that entails the perceptual background language learners have. The input used to process a text, or a written piece is mainly selected on how readers perceive what they are reading. Therefore, reading is based mainly on the choice of the reader, and his or her decision to either confirm what is being read, reject it or refine it.

1.11.2. Reading Comprehension

It is defined as the ability to understand and comprehend a text with a thorough interpretation of the author’s message (Grabe and Stoller, 2002). Comprehension develops many other language skills such as writing and vocabulary. When processing a text, learners will be able to determine the author thoughts, and the main ideas that he/she wants to deliver. According to Williams & Kirby (1991) reading comprehension is a method used to understand a text, and identify its purpose. As an application of processing, reading comprehension occurs at two levels; bottom up, and top-down. This idea is presented by Williams & Kirby (1991);

Chapter One: Setting the Ground

humans read basically using these two levels, the bottom-up level of processing reading which works in a linguistic form. Readers start recognizing phonemes and combining them to syllables, then combine those syllables to words, phrases and sentences to build a higher-level of processing that leads to a contextual input information. The top-down level, on the other hand, happens to work at the information level. First, readers focus on the general knowledge of the text to identify the lower-level of processing, then, switch to the semantic, syntactic, and phonological features as in figure 1.1.

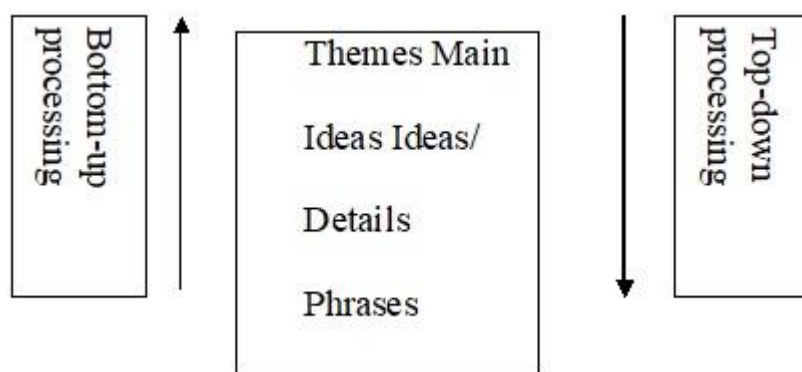


Figure 1.1. Levels of Processing Reading Comprehension (Williams & Kirby, 1991)

1.11.3. Reading Strategies

The term reading strategies refers to the use of systematic ways to read adequately a text. Students need to learn the right strategies to understand the information presented in a given text. Therefore, inside the classroom, these reading strategies have to be highlighted by teachers to avoid the misinterpretation of texts or passages. According to Nuttal (1992), there are four basic reading strategies which are presented as follow:

1. *Scanning* is a way of reading a text without reading each word of it. When scanning, learners concentrate on dates, places, or other specific details they need. Sometimes, they look for answers to a given question, so they do not bother reading the whole text (Harmer, 2007).
2. Similar to scanning, *skimming* refers to reading without going deep. It is all about getting a general overview of the text students are reading. Maxwell (1972) identifies skimming as a surface reading that allows readers to quickly select the main ideas of a text without a thorough

Chapter One: Setting the Ground

reading. Through scanning and skimming, learners build self- confidence about their ability to understand the message of the author without reading every single word in a text (Grellet, 1999).

3. *Extensive reading* occurs generally when readers have to make long reading. They read and focus mainly on the general meaning. Long and Richards (1987) view that extensive reading is a strategy where readers skip unfamiliar words and focus only on understanding the overall message, similarly to reading a story or a novel. Thus, extensive reading helps readers to enjoy what they are reading.

4. *Intensive reading* focuses on the smallest detail of the text. Macleod (2011) defines it as a thorough reading where readers look for the main ideas of a text through the smallest details. Generally, intensive readers look for specific information in a text, to build a clear understanding.

Reading strategies can be divided into three main phases; before reading, after reading and during reading. The following figure represents the phases and the strategies followed in each phase.

Reading phase	Reading strategy
Before reading	<ul style="list-style-type: none">• Identify Text Type• Identify Purpose for Reading• Activating Prior Knowledge• Predicting
During reading	<ul style="list-style-type: none">• Monitoring
After reading	<ul style="list-style-type: none">• Clarifying• Questioning• Summarisation

Figure 1.2. Reading and Reading Strategies phases (Kiapwljk and Walt, 2012)

1.11.4. Reading Difficulties

When performing a reading task, readers face some problems with language especially when it is a foreign language. According to Shehu (2015), these reading difficulties occur at the level of decoding and spelling, vocabulary, working memory, absence of extensive reading,

Chapter One: Setting the Ground

or the type of the text readers are facing. When learners meet new words in a text they fail to spell because they are unfamiliar with their meanings whether the literal meaning or the contextual one. Also, students fail to process information for a long time, as they express discomfort about having the information retrieved from a text last longer. Further, due to the absence of reading tasks and practices, students find it difficult to cope with the level of the texts; they seldom read because of an assignment or a classroom activity. Another difficulty is the type of texts students encounter. The level of foreign English learners does not allow them to be able to comprehend high level texts, which may lead to burden and giving up the task of reading (Shehu, 2015).

1.11.5. English as a Foreign Language

Nordquist (2020) defines EFL as a term used to refer to learning English for non-native speakers in different countries in the world where English is not the first language spoken. According to IGI Global Publisher of Timely Knowledge, EFL is spoken only in a classroom environment with zero or a limited use outside the learning environment.

1.12. Conclusion

This chapter presented the background of the current study. The research aims to provide a general overview on how reading difficulties affect the process of learning English as a foreign language. It is an introductory chapter that guides the work. First, the researcher presented the background of the study referring to the reading disabilities faced by foreign English learners, and a brief explanation of Adult EFLs in the world and Adults EFLs in Algerian Universities. In short, the researcher tackled the statement of the problem, the research questions and hypotheses, in addition to the significance and the purpose of the study. At the end, the organization of the thesis and the definition of the necessary terms used in this study are discussed.

Chapter Two:

Literature

Review

Chapter Two: Literature Review

2.1. Introduction.....	40
2.2. Language Learning Disabilities	41
2.2.1. Factors of LDs in Foreign Language Classes.....	41
2.2.2. Studies on Learning Disabilities among Foreign Language Learning	43
2.3. Reading	45
2.3.1. Definition of Reading.....	45
2.3.2. The Importance of Reading.....	47
2.3.3. Different Reading Types	48
2.3.3.1. Reading Aloud.....	49
2.3.3.2. Silent Reading.....	50
2.3.3.3. Extensive Reading.....	50
2.3.3.4. Intensive Reading.....	51
2.3.3.5. Supplementary Reading.....	52
2.4. Reading Strategies.....	52
2.4.1. Reading Strategies for the Narrative Text	54
2.4.2. Reading Strategies for the Expository Text.....	54
2.5. Critical Thinking and Critical Reading	57
2.5.1. A Brief Overview on the History of Critical Thinking	57
2.5.2. Critical Thinking	59
2.5.3. Critical Reading.....	60
2.5.4. The Importance of Critical Reading.....	61
2.6. Types of Academic Texts	63

Chapter Two: Literature Review

2.7. Teaching Reading.....	65
2.8. Previous Studies on Reading Disabilities among Language Learners	67
2.9. Conclusion	83

Chapter Two: Literature Review

2.1. Introduction

Learning is a daily process. Humans search for knowledge everywhere. As they live, they attempt to comprehend the world around them and figure things out through thinking and processing. Learning is simply an activity of acquiring new knowledge, or better yet reinforcing the existing one. Generally, people tend to learn new skills, abilities, behaviour, aptitudes and so forth. One of the main skills humans seek to learn is language. Humans attempt to learn different languages to communicate their ideas, feelings, desires, or thoughts. Learning a language is a challenging and a time-consuming task for learners. They need to learn the different skills of a given language including listening, speaking, writing and reading. The following chapter presents the literature review necessary to the study. The researcher provides an introduction to the language learning disabilities, and the main factors of LDs in foreign language classes, in addition to the previous studies published in the field of Learning Disabilities among foreign language learners. Precisely, the researcher introduces the core theme of this study, i.e., reading. This chapter includes thorough and various definitions of reading, the importance of reading, and the different models of reading that cover the aloud reading, the silent reading, the extensive reading, the intensive reading and the supplementary reading. Moreover, the literature review chapter tackles the diverse reading strategies for the narrative and the expository texts. Critical thinking and critical reading are also highlighted in this chapter. The researcher gives a brief overview on the history of critical thinking, identification of critical thinking and critical reading and their vital role in the learning process. Additionally, the various types of academic texts and the significance of teaching reading are also discussed. Finally, the researcher reviews the previous studies on reading disabilities among language learners.

Chapter Two: Literature Review

2.2. Language Learning Disabilities

In the journey of life, humans seek to learn new behaviour, skills, aptitudes, and knowledge. The reasons of learning differ from one person to another. they seek to learn new activities to gain experience, to solve life problems, to change, to challenge themselves or others, or to prevent life issues. Simply put, learning is the core of humans' survival. Education happens to be the source of learning. Once facing a life issue, people seek for help from an educated man who facilitates the process of learning. When getting sick, people consult a doctor, and when feeling discomfort, they look for a psychologist. Computer sciences, math, languages, and many other skills are learnt through systematic instructions. Learning is never an easy task. When learning, People face some noticeable difficulties named by Kirk (1981) as "*Learning Disability*". This latter is an umbrella term that encompasses different learning struggles including language difficulties that occurs among students such as writing, reading, and non-verbal learning disabilities. Swchwarz (1997) claims that students with learning difficulties are always stressed and humiliated when it comes to their disabilities. Therefore, students feel lots of pressure inside the classroom, they hold the responsibility toward their teachers, parents, and colleagues. When they fail to read, write, or perform a classroom task, they feel burden, shy, and humiliated. Disabled learners have been getting less attention until recently. Swacharz (1997) claims that lately ESL teachers show more interest on disabled learners because they have noticed that the number of difficulties faced by English learners has increased. This issue has opened the doors for research and debates, and has created many controversies among researchers on the field of teaching languages. The need for solutions, then, is becoming necessary and urgent for a successful academic process.

2.2.1. Factors of LDs in Foreign Language Classes

Similar to different language teaching and learning issues, learning disabilities happen due to different reasons. Learners suffer anxiety, humiliation, stress, lack of motivation...etc.

Chapter Two: Literature Review

Anxiety

Disabled students suffer anxiety in foreign language classroom. Zdena (2015) refers to the different factors influencing learning languages, among them; anxiety. She (2015) relates anxiety to the negative emotional reactions' students have against the target language. Anxiety in foreign language classrooms has become a scope of research thanks to Krashen (1981). Krashen (1981) assumes that success in EFL classrooms is controlled by some affective factors that include, anxiety, motivation, and self-esteem. On the same page, Horwitz (2001) adds that foreign language anxiety performs number one issue examined by educational psychologists in English Foreign Language classrooms. Particularly, a study conducted by Pappamihel (2002) on English classroom anxiety has proven that the relationship between anxiety and achievement in English class is strong. Though many researchers found that anxiety helps language learners (Aida, 1994; Cheng, Horwitz and Schallert, 1999), it will always be one of the reasons for learning difficulties. Zdena (2015) states that language acquisition anxiety occurs at the level of grammar, pronunciation, mistakes of reading, understanding the teachers' instructions, and maybe recalling vocabulary when needed. These are the main reasons that cause anxiety among English learners. As a result, one can deduce that the learning disabilities and Anxiety are two sides for the same coin.

Lack of Motivation

Language learners show less interest in learning foreign languages at schools or at universities. Their first motive might be the mark. Motivation performs the backbone of learning languages, that is why teachers spend time evaluation the phenomenon of motivation among learners. Locke (1996) maintains that motivation is one of the key elements that affects the average of success among foreign language learners. Harter (1981) defines motivation as a *driving force* that helps human reach their objectives. Motivation in learning languages is seen into either intrinsic or extrinsic. Both of these terms refer to the source of motivation

Chapter Two: Literature Review

students have. Students who are intrinsically motivated perform the learning tasks on their own, for their own sake, to have fun, to enjoy or because they like the feeling that success evokes. Learners with intrinsic motivation happen to learn quicker, and achieve more in the process of learning foreign languages. On the other hand, extrinsic motivation occurs when learners perform a task to get something in return, they wait for a reward, such as a gift from parents, a good mark, or they exhibit the fear from punishment (Lepper, 1988).

The other factors that include *humiliation, stress, lack of background*, and shyness also hold the responsibility for the difficulties learners face when learning foreign languages. Sometimes, when a student makes mistake inside the classroom, teachers make them feel ashamed, and foolish just because they fail to correctly pronounce, read a given word, or perform well in front of them. The learning disabilities are higher in similar cases and the fear of learning increases to become a difficulty.

2.2.2. Studies on Learning Disabilities among Foreign Language Learning

Different studies and research have been conducted for the sake of diagnosing these disabilities and attempting to find possible solutions to the phenomenon of foreign learning difficulties such as, Ganschow and Sparks (1993), Ganschow and Sparks (1991), Viskari (2005), Swerling (2006), and Otanjac (2016).

First, Ganschow and Sparks (1991) have organized a comparative study to diagnose the difficulties faced by foreign language learners. They (1991) compare between high-grades and low-grades students of foreign languages. Using quantitative research methods, the researchers compared between learners in term of intelligence, aptitude, native oral and written language achievement, and mathematics. Additionally, low-grades students have been given petitions to abandon the foreign language requirements. The results have shown no significant difference among the groups concerning intelligence and reading comprehension. However, significant differences were found between both groups concerning modern language aptitude test, oral

Chapter Two: Literature Review

and written tests specifically in syntax and phonology, and on calculation in Math. Ganschow and Sparks (1991) concluded that learning difficulties among foreign language learners are exhibited greatly in syntax and phonology.

Another study is conducted by Ganschow & Sparks (1993) *entitled Foreign Language Learning Disabilities: Issues, Research, and Teaching Implication*. They (1993) indicate that high school foreign language bright learners have difficulties in mastering skills in foreign language classes. Though they are bright students at high school, few of them go to college, and later on drop because they cannot pass the exam of foreign language requirement. These students choose universities where the foreign language requirement is not compulsory. Also, they look for universities that granted waivers or presented additional courses of the languages they failed in such as Harvard University. Those students generally pay additional courses fees to finish their classes and drop the requirement of foreign language as the case of Harvard University.

Next, Swerling (2006) in a different study attempts to provide practical tips to identify disabled learners and develop appropriate recommendations. The participants of this study were disabled children and youngsters who study English. The findings of the study have shown that both samples have low grades in reading because of different reasons. Children reading problems are related to phonological processing which affects their skills of identifying English words. Subsequently, youngsters face reading problems in English as a Foreign Language, especially speaking and writing skills, but show high achievement in the same skills in their native tongue. The situation happens to be very complex because of the difficulties faced. As remediation, Swerling (2006) suggests that children and youngsters with LDs should benefit from explicit phonemic awareness instructions, structured and systematic phonics instructions, explicit instruction in comprehension strategies, and peer-assisted learning (Swerling, 2006:1).

Chapter Two: Literature Review

Another study prepared by Otanjac (2016) aims at presenting a brief review on the different factors that impact the foreign language learners' difficulties and disabilities. The researcher focuses on identifying the relationship between native language skills and the aptitude of foreign language acquisition. The study also highlights the teacher-role in finding suitable methods of teaching for learners with difficulties. The results have shown that both students with no previous LDs in native language skills, and those who are diagnosed with learning difficulties in foreign language learning have typical phonological and orthographic problems of language. The study has also proven that these students have weaker aptitude in learning English. Otanjac (2016) insists that teachers as well need to be well-trained to be able to deal with similar cases, and manage the classrooms of different students' abilities and disabilities. As teachers, they need to know how to recognize disabled students, and make crucial instructions to meet their needs.

2.3. Reading

2.3.1. Definition of Reading

Generally, language is taught and assessed in terms of four skills, which are divided into productive (writing and speaking) as well as receptive skills (reading and listening). The relationship between those skills, which is said to be complementary, identifies the core of language as a means of communication and interaction among individuals. To be a good speaker, one needs to be a good listener, and to be a good writer, one ought to be a good reader. This relationship leads to enhancing the quality of the message delivered.

In English, reading is not just a matter of memorizing 26 letters and 26 sounds. It is a complex cognitive process of decoding signs and symbols, which are the tools required for understanding. As Scharer (2012:1) claims:

“Understanding, knowledge, and comprehension are words we often use to describe what we want to achieve through the act of reading.

Chapter Two: Literature Review

Letters and words are, of course, vehicles required for understanding.

But the act of comprehension takes place, not on the page, but in the brain.”

Therefore, reading is not only a productive skill, it is a cognitive process that goes from decoding to gaining input from the texts. To be able to comprehend a text, readers need to learn the right way to read appropriately. Reading ability is related to human cognition. As humans, we think when we figure out the world around us. So, when reading, a reader establishes an exploratory relationship with the text he or she is reading using the brain. According to Urquhart & Weir (1998), reading skill is described as cognitive ability which a person is able to use when interacting with texts. As a result, improving reading abilities is a necessary task for learners in general and language learners in particular. First, it enables them to achieve fluency in the target language. It helps them learn new vocabulary words, and enhance literacy. Learning how to read effectively will encourage learners to enhance their writing skills. When learning how to read, readers will be able to use their cognitive skills in analyzing, interpreting, and comprehending texts.

Reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and efficiently. It serves as an important tool in every field of professional service (Abdul Halim and Ibrahim, 2006).

Read to grow, read to change, read to understand the world around you. Reading is the skill of gaining knowledge through the task of decoding written symbols. It has been defined differently by many authors, linguists, teachers and philosophers. According to Alyousef (2005), reading is a method to gain knowledge from the text. It is an interactive process that relates the text and the reader to achieve comprehension, or fluency. Briefly, the relationship between readers and texts happens to be dynamic in the sense that readers attempt to form

Chapter Two: Literature Review

linguistic or systematic knowledge through reading. Silberstein (1994) distinguishes the skill of reading from other language skills and defines it as a complex information processing aptitude that helps learners interact with a text to make meaning out of it using a bottom-up methodology. Similarly, Nunan (1999) views reading as a skill of decoding linguistic signs, and combining smaller units with larger ones, i.e., from letters, and phonemes to words, phrases and sentences in a systematic way. Nuttal (1996) claims that reading is extracting messages from the text simply because the writer has put messages in it. The responsibility of reader is to get the message and extract the main ideas.

Accordingly, Abbot (2006) refers to reading as the fluent process in which readers relate the text information with their background knowledge. In different way, Abbot (2006) insists that reading is not just a process of decoding and receiving whatever information in the text, it is however a process where the mind is present, and a cognitive analysis or interpretation of texts is due.

Reading is not just a simple skill as claimed, it is beyond that. When referring to reading, one should know its importance in developing knowledge on a given language, and other fields in life. It requires concentration, deep understanding, the use of cognitive abilities, and a good level of language.

2.3.2. The Importance of Reading

Today, the field of teaching and learning foreign languages is full of debates, questions and issues. Some teachers are still struggling to choosing the appropriate method of teaching, identifying learners needs and abilities, facing problems in the syllabus designed, time required for lectures of different subjects, and so many issues that burden the process of teaching. Teachers of foreign languages focus more on the rules of languages including grammar, and the phonological rules. They forget about the nature of teaching and using the language (Lochana & Deb, 2006). Having different reasons, teachers provide less time for learners to

Chapter Two: Literature Review

practice the target language inside the classroom. Reading is one of the most important cues for successful achievement in learning a foreign language. It plays a vital role in helping learners acquire English and perform well different language tasks. Through reading, learners upgrade their writing skills, and improve their speaking skills. When teachers listen to their students reading loudly inside the classroom, they can correct their mistakes, and make sure they are pronouncing the words correctly, and understanding their meaning in context. In this veins, Zutell and Rasinski (1991) claim that teachers are required to ask their students to read loudly in order to make judgments about their achievement in reading fluency.

Palani (2012: 91) reports that: “*Effective reading is the most important avenue of effective learning.*” Therefore, successful reading leads to successful learning, and the well performance in academic career is guided by effective and fluent reading. The source of knowledge today is written in books, on the internet, in encyclopedias, journals, or on smartphones. Therefore, when learners are able to read, they are able to extract knowledge and information from these sources. Abramson (2004) claims that in the 21st Century, being a good reader is not just a choice or an admiration, it is a must. People may read novels, stories, and enjoy texts, or newspaper articles, however, these are not the only reasons that push them to learn reading. It is by all means, a fundamental act in life and schools, and it helps learners and students achieve success in education, and perform life acts. Reading paves, the way for learners to succeed in different tasks as they study at different academic environments.

2.3.3. Different Reading Types

Reading is one of the linguistic skills that are used in learning foreign languages. Learning reading has been always a challenging matter since it requires learners’ attention and intensive practice. There are many reasons for reading. Readers may read because they find reading a pleasure, they enjoy reading stories, novels, political articles.... etc. Sometimes, learners read because they are seeking information, fetching for knowledge, and learning new experience.

Chapter Two: Literature Review

Reading as a language skill has many types based on readers' choice. Many authors have suggested that reading mode will affect the comprehension of a text in one way or the other (Juel & Holmes, 1981). There are many types of reading which include; loud and silent reading, an extensive and intensive reading, and a supplementary reading Chowdhary (2020). Each of these types are discussed in the following:

2.3.3.1. Reading Aloud

Reading loudly also known as oral reading refers to reading with making sounds. According to Hale et al (2007), reading loudly helps readers extract the meaning from the text while using pronunciation, intonation, and vocalization. For readers, this type of reading is a completed task when readers are introduced to the suprasegmental features of language including the pitch, intonation, stress, and pronunciation. Chowdhary (2020) adds that reading loudly enables students to enhance their pronunciation, correct their articulation, and learn about the use of pitch, stress, pause, pace and rhythm. Also, it helps them learn how to read and express themselves.

a. Advantages of Loud Reading

Chowdhary (2020) mentions that:

Loud reading helps students to learn the correct pronunciation of words.

It encourages them to participate in the classroom, and to develop speech.

It trains the sensory organs, eyes, ears and mouth.

These advantages motivate students to read aloud and learn reading in the target language.

However, loud reading also has some disadvantages that are worth mentioning.

b. Disadvantages of Loud Reading

It becomes a source of burden in public places such as the library. Once a student is accustomed with loud reading, he or she cannot practice other reading types.

Chapter Two: Literature Review

Sometimes, it can be misleading because readers fail to identify the meaning of the words, phrases or sentences.

2.3.3.2. Silent Reading

Reading silently is another type of reading skill and comprehension. It is certainly not the first stage to learn how to read. It occurs when readers acquire fluency in the target language. Chowdhary (2020) explains that reading silently allows students to read speedily, easily, and fluently. It enables them to comprehend and understand a text thoroughly. It also helps them to acquire new vocabulary words. Similar to any reading type, silent reading has its advantages and flaws stated by Chowdhary (2020).

a. Advantages of Silent Reading

It saves time and energy as the reader can go quickly through a passage or a text. It also helps learners to develop self-correct option since they can correct their own reading mistakes. Reading slowly can be advantageous because readers can read critically a text or a passage, asking as much questions as they want.

b. Disadvantages of Silent Reading

It is not suitable for beginners.

Teachers cannot hear learners when reading, therefore, mistakes cannot be corrected.

Difficult to teach pronunciation and other suprasegmental features of language.

Teachers cannot figure out if students are really reading with concentration or thinking about something else.

2.3.3.3. Extensive Reading

Extensive reading has been considered as a method to improve reading and to provide satisfying output in learning. Naely (2019) defines ER as a different approach of reading that allows students to read and comprehend a large number of texts. The concept of extensive reading has been explained by Day (2015). He (2015) mentions that the general purpose of

Chapter Two: Literature Review

reading extensively is to reach fluency and smooth reading, and to obtain information and enjoy the passage as well. Also, extensive reading focuses on the overall meaning of the text, and neglects the meaning of words in isolation. Moreover, this method of reading is a faster way of reading that relies on minimum use of the dictionaries (Day, 2015).

Once students carry out extensive reading, teacher plays the role of a supervisor. This action serves the students positively as they learn how to expand their vocabulary from practicing reading. Reading extensively as mentioned by Chowdhary (2020) is determined by long texts for students' pleasure. It seeks to help learners develop a sense of self-study, and enables them to increase the concentration power.

a. Advantages of Extensive Reading

Extensive reading method has the following advantages as stated by Chowdhary (2020):

It encourages students to learn new vocabulary words.

It activates the classroom and motivates the students.

It helps the students develop a habit of self-study.

b. Disadvantages of Extensive Reading

The extensive reading method has some shortcomings that affect the learners' outcomes.

These shortcomings are presented by Chowdhary (2020) as:

Extensive reading concentrates on one topic only.

It aims to focus only on the meaning of the text chosen.

Less concentration on phrases and expressions

Elimination of the teacher's role.

2.3.3.4. Intensive Reading

Naely (2019) defines intensive reading as method of reading that highlights the language aspects in the first place. It aims to making a careful analysis of what is being read. Following this type, readers ought to read aloud, controlled by their teacher, and seek to explain new words

Chapter Two: Literature Review

and phrases that occur in the reading passages. Inside the classroom, teachers play an active role as they choose the texts, supervise the students' reading activities, and direct students to understand the detailed meaning of the target text. Intensive reading objectives are to enable students to comprehend the text syntactically, semantically and pragmatically (Chowdhary, 2020).

a. Advantages of IR

Similar to the other types of reading, IR has its advantages and shortcomings as well.

The advantages as stated by Chowdhary (2020) are:

It helps students learn new words and expressions.

It encourages them to ask questions and answer them.

It makes them interested in the text they come across.

b. Disadvantages of IR

It is a time-consuming process, because students keep reading the text many times.

It kills the pleasure and the joy because of repetition

Students' interest is controlled by the teacher and exams.

2.3.3.5. Supplementary Reading

According to Chowdhary (2020), this type is similar to intensive reading. It is carried out under the direction and the supervision of the teacher. It aims to supply readers with detailed prose lesson that will help learners acquire new knowledge. This method of reading is centered on repetition since the text is repeated twice and three times a week. Supplementary reading mainly takes place in the middle stage of language learning.

2.4. Reading Strategies

Reading cannot be just a casual activity when readers read a piece of writing in a daily newspaper article because they are bored waiting at a bus station. It is a deep process when gaining knowledge about a given area of interest requires comprehension and thorough analysis

Chapter Two: Literature Review

of what is being read. If reading is a learning activity, it is then the most crucial activity to shed light on, among learners and teachers.

As there are different types of reading, there are different types of readers. Inside the classroom, teachers can notice three types of readers; readers, good readers and strategic readers. Roit (2015) mentions that *readers* aim to read fluently, without spelling mistakes. They attempt to read smoothly without translating each word they stop at. *Good readers* may read differently since they focus more on the semantic part of the text. They try to read semantically with an attempt to understand how the words they read are combined together to create meaning. *Strategic readers*, however, read with skills and strategies. They think about what they are reading, and create variety of meaning form different types of texts. (Roit, 2015)

Roit (2015) also adds that learning how to be strategic is not a skill that can be taught by drills, it is indeed an approach of learning reading and reading instructions. Particularly, reading strategies give readers systematic techniques on getting ready to read, engaging in reading, reacting to reading, and providing different instructions to follow when reading.

First of all, Tierney and Hayes (1982) suggest the following reading strategies that are associated with comprehension:

Using prior knowledge to understand the writer's words, students may rely on their previous background to make a link between what exists in their mind and what the nature of the text is. When, using their prior knowledge, readers might be able to grasp the message and reach the intended meaning.

Predicting the intended meaning of a text through reading the title or the topic sentence allows readers to gain information from the text in hands, and reinforce their prior knowledge through thinking and processing.

Identifying the main ideas, when fully reading a text, readers ought to select the general idea of what a text is all about, and the main ideas the author draws through writing the passage.

Chapter Two: Literature Review

When identifying the main ideas, students will be able to select what is important for them from the text, and can easily paraphrase the writer's words.

Questioning, Questions stimulate people to find a response. Therefore, when students read a text and form some questions, they will by all means find answers to these questions. This might help them to gain understanding and achieve effective reading. Teachers might be of a good help as they ask their students questions about the text to raise their curiosity.

Inferencing, making inference is a good strategy that help readers reach texts comprehension. It occurs when they collect key ideas in the text and merge them with their previous knowledge to reach understanding to the authors intention.

Visualizing, to visualize a text means drawing a mental picture of it. This strategy works when the type of text is a narrative, or when reading a story or a novel. This way, students will have a sophisticated understanding of the passage they are reading.

There are other reading strategies that pave the way for readers to achieve reading goals, that is to say, comprehension and understanding, and gaining information from the text. These strategies are different because they serve a function. They are workable only with a specific type of text.

2.4.1. Reading Strategies for the Narrative Text

Also, Tierney and Hayes (1982) claim that when reading a narrative text, a story, a short story, a novel, a fictional story or a real one, readers ought to draw a picture of the scenes they are reading. This is called *Story Map*. Readers identify the setting, the plot, the characters, the problem, the important event, the themes and the outcome.

2.4.2. Reading Strategies for the Expository Text

Generally, an expository text presents facts and information. It has a visual structure that helps readers to identify the nature of the passage through skimming and scanning. It is characterized by headings and subheadings, contains direct information, clearly states what is

Chapter Two: Literature Review

being discussed from the topic sentence. Strategies used to reach effective reading in an expository text are summarizing and drawing graphs.

Another strategy of reading presented by Ogle (1986) is called the K-W-L process. The three letters refer to three questions readers ask themselves when they confront a text:

- a. What I Know: refers to the prior knowledge. Students write all they know about the general topic of the text.
- b. What I Want to know: refers to what students are willing to know from the text. They ask questions about the text.
- c. What I want to Learn: refers to the answers of *What I want to know* questions.

In addition, McEwan (2007) has presented other strategies that encourage readers to reach effectiveness. The following table summarizes these seven strategies:

<i>Strategy</i>	<i>Definition</i>
Activating	"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text
Inferring	Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text
Monitoring-Clarifying	Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
Questioning	Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.
Summarizing	Restating the meaning of text in one's own words--different words from those used in the original text
Visualizing-Organizing	Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text

Table 2.1. Strategies of effective readers (McEwan and Butler 2007)

From the above table, one can notice the kind of strategies McEwan and Butler (2007) highlighted. According to them (2007) activating is the first strategy that is advisedly used by readers because it activates their brains through the use of prior knowledge. The use of prior

Chapter Two: Literature Review

knowledge helps readers extract information from the text. The second strategy refers to inference, the reader will combine what is written in the text with the embodied meaning (the pragmatic meaning), and what s\he already knows to comprehend the text. Monitoring and clarifying are also two interrelated strategies that help readers reach comprehension of a written passage. Both strategies require readers to question themselves about how and what they are reading during and after finishing the reading task.

Insider the classroom, students use the strategy of questioning when reading. Their teachers may ask questions about the texts, and make conversations with everybody inside the classroom to make sure readers comprehend the text. The list of questions asked can be prepared by teachers before the reading class starts.

Searching and selecting refer to the reading strategies that enable readers to communicate with authors through the text by looking for additional sources such as the internet, books related to the theme of the text, or dictionaries to look for definitions of the difficult words.

The strategy of summarizing a text can be a helping hand for readers. Teachers may ask their students to sum up or paraphrase a passage or a text, therefore they will use their own words.

Visualizing and organizing refer to the method of reading where picturing a visual image on the text theme and organizing it will fulfil the objectives of reading and help readers reach comprehension. (McEwan and Butler, 2007)

To conclude, reading strategies are effective methods that lead to effective reading and comprehension. To reach effective reading and texts comprehension, readers are ought to use the already mentioned strategies which pave the way for them to achieve adequacy in learning foreign languages.

Chapter Two: Literature Review

2.5. Critical Thinking and Critical Reading

“It is not so very important for a person to learn facts. For that, he does not really need a college. He can learn them from books. The value of an education in a liberal arts college is not the learning of many facts, but the training of the mind to think something cannot be learned from textbooks, Albert Einstein”
(Frank, 1984:185)

Skills of critical thinking plays an important role in humans' life. When people think critically, they find ways of solving daily life problems, and avoid being tricked. Critical thinkers keep asking questions about why things are the way they are, and how they are. According to Einstein cited in Frank (1984) having to go to school does not teach students how to learn real facts, or question life. However, a person can learn about life and reality through thinking and processing what is being learnt from books. Through deep thinking, one can understand facts, and develop mental processing. However, not all that is in books or textbooks is logic and true, but critical thinking blazes a trail for people to reach the proper understanding of the world around them.

2.5.1. A Brief Overview on the History of Critical Thinking

The concept of critical thinking roots to the time of Socrates 2500 years ago. Back then, Socrates said that people cannot provide proofs on what they believe, knowledge, and to what extent these claims are true. Thanks to Socrates, traditions, common beliefs, and common sense were questioned. After Socrates' thoughts of critical thinking, Plato, Aristotle, and the Greek skeptics support Socrates views and claimed that things are not as they may appear. They confirmed that our understanding of the world and our views are controlled by the way we think. They added that the trained minds are capable to see how things are on the surface and

Chapter Two: Literature Review

through it. This concept is referred to as *delusive appearances*, and *the deeper realities of life* refers to how things are beneath the surface (Sacramento, 1997).

Then, in the Middle Ages, Thomas Aquinas aims to teach and write about critical thinking. He has systematic thinking, and always aims to answer all criticism of his ideas as a necessary step to develop them. Aquinas explained that those with critical thinking are not always rejecting beliefs, they only reject what is illogical and does not fit in human processing. A good example to this is the spread of stereotypes (Sacramento, 1997).

Later, in the renaissance era (15th and 16th C), a group of European thinkers and philosophers such as Colet, Erasmus, and Moore started judging society, art, religion, natural sciences, law, and freedom. They believed that these fields require thorough research and logical judgments. In his Book, the Advancement of learning, Bacon (1605) explained the different ways human mind uses to achieve understanding, and seek knowledge (Sacramento,1997).

Fifty years later, Descartes has written a text entitled Rules for the Directions of the Mind. In this text, Descartes refers to the idea that the mind is governed by thinking. He develops a method of critical thinking that is based on founding assumption to any given idea. He believed that every part in thinking should be questioned, doubted and tested.

Events and development of critical thinking kept evolving during the period of Italian renaissance, 18th, and the 19th century by European philosophers. In the 20th century, understanding the concept of critical thinking has become more explicit. Sumner (1906) published the *Folkways* study that presented the tendency of human mind and how it thinks socially and critically.

To conclude, critical thinking concept does not come to existence overnight, it goes back to the ancient time, and has developed since then. It is today a very influential connotation that

Chapter Two: Literature Review

is taught in schools and universities. It has influenced many fields of study such as language teaching and foreign language studies (Sacramento, 1997).

2.5.2. Critical Thinking

To be able to decode letters and words is one thing, to understand what is meant by putting these words together is another. Understanding a text, whether implicitly or explicitly requires one to use his or her abilities of thinking and analyzing. So, it all begins from critical thinking. What is meant by critical thinking? What are the characteristics of a critical thinker, and how critical thinking is related to reading?

First, according to Foster, Postigo and Hardy (2015), the term critical thinking is viewed differently by many people. For some, critical thinking refers to the idea of taking some pieces of information from a text, then carry on their own understanding. For others, however, critical thinking is developing a conflicting opinions or views that go against the author. Additionally, the idea of critical thinking is maintained as a way of seeking the intended meaning, or to some extent the truth.

The term critical thinking is unpacked into two main words. The word thinking which refers to different cognitive activities, and certainly, humans have various way of thinking. For Sousa (2015), people may think analytically, creatively, and strategically. Respectively, thinking analytically refers to the way when thoughts analyse a given phenomenon by dividing its components. These components can be divided according to the situation involved. For instance, when someone reads the following sentence: Noah is leaving the classroom. The analytical thinker will ask why is Noah leaving the classroom by dividing the sentence into components. Next, the reader will analyse each component in isolation. Who is Noah? Where is this classroom? Why Noah? What makes him leave...etc. Therefore, asking these questions will enable the reader to take the whole as he or she is examining. It also allows the reader to

Chapter Two: Literature Review

analyse each component and understand how these components fit with each other (Souise, 2015).

To think creatively means freeing our minds from all kinds of boundaries such as rules and conventions. Creative thinking is based on using different tools such as finding relationship between components. Its tools are imagination and innovation as mentioned by Foster, Postigo and Hardy (2015). For instance, when watching a movie, you are eager to know the end. So, despite the components of the film you have in hands, you expect the endings using your imagination freeing your mind from all kind of scenes (components) you are watching.

Thinking strategically is another way of thinking critically. It includes using strategies to find solutions to certain issues. For instance, when thinking about a wedding day, you face problems such as the date of the wedding, the place of the wedding, whom to invite, what to wear...etc. Thinking strategically allows you to find solutions to these kinds of arrangements by breaking the planning into smaller goals.

On the other hand, the word critical does not refer to a judgment, or criticizing a person negatively by looking to his or her faults and weaknesses. In fact, it refers to the habit of evaluating ideas and beliefs carefully (Foster, Postigo and Hardy, 2015).

2.5.3. Critical Reading

While critical thinking refers to the evaluation of information to decide what to believe and accept, critical reading is a way of discovering ideas and information in a text. It is a technique of analyzing a piece of writing taking into account the author, the purpose, the audience and the information delivered. Tran (2015: 5) indicates that:

“...reading critically does not necessarily mean being critical of what you read- claiming that it is somehow faulty or flawed. Critical reading involves presenting a reasoned argument that evaluates and analyses what you have read.”

Chapter Two: Literature Review

She (2015) defined critical reading as an activity based on a judgment involving logic and objective reasons. This indicates that readers ought to judge a text or any piece of writing based on arguments not their personal choice. According to Harris and Hodges (1981), to critically read means to judge the author's words, to evaluate the relevance and the adequacy of what is written. They (1981) add that critical reading is an act of reading and asking questions about the attitude of the author, considering some established standards developed through previous experience, and using logic when analyzing what is being read.

The skill of reading critically requires the reader to develop a thorough understanding of the text, question and evaluate the claims of the author, and form an adequate opinion. Reading and critical reading are two different skills, processes, and acts. According to Kreis (2000) reading refers to the basic grasp of the text, it is an activity of absorbing and understanding, and it focuses on what the text says. However, critical reading refers to how the text work, what does it do, and what it means. It is the art of interpreting, analyzing and evaluating. Generally, readers are with the text, but critical readers are against it.

2.5.4. The Importance of Critical Reading

Reading is a crucial skill in the process of learning. Through reading, one can learn new information, acquire new skills, and develop new experience. Reading enables learners to learn new vocabulary words and language structures, and improve their writing style. Critical reading is one of the most important areas in teaching and learning reading skills. Today, it becomes a necessity to teach students how to be critical in reading. In academic environment, teaching critical reading gives students a chance to understand what they are learning and why they are learning. According to Hudson (2007), Critical thinking is one of the types of reading skills that encourages students to ask questions, analyze, synthesize, and evaluate the reading materials. Through understanding a text, students will be able to put forward the ideas retrieved from the text, reject or accept them, agree or disagree with the author's opinions, and most important of

Chapter Two: Literature Review

all of these is knowing why they accept or refuse it. Teaching the critical reading skill will automatically boost learners' ability to think critically, because when reading, they are learning and this way new skills are developed. Hudson (2007) suggests that when teaching these skills, students will be able to develop three main subskills which are; word attack skills, comprehension skills, and fluency skills in language. The word attack skill is learning how to convert orthographic symbols to language. Comprehension skills represents the skills of using context and knowledge to comprehend what is read, and finally, the fluency skills are the skills used to help students read correctly and fluently in the target language Hudson (2007). As a result, developing critical reading skills allows students to learn languages and develop new competencies in this language.

The successful critical reading is strategic. According to Begunova (2018) critical reading similarly to reading has some strategies that enable readers to read analytically. These strategies include previewing, contextualizing, questioning, reflecting, outlining and summarizing, evaluating, and finally comparing and contrasting. These strategies are explained in the figure 2.1.

Chapter Two: Literature Review

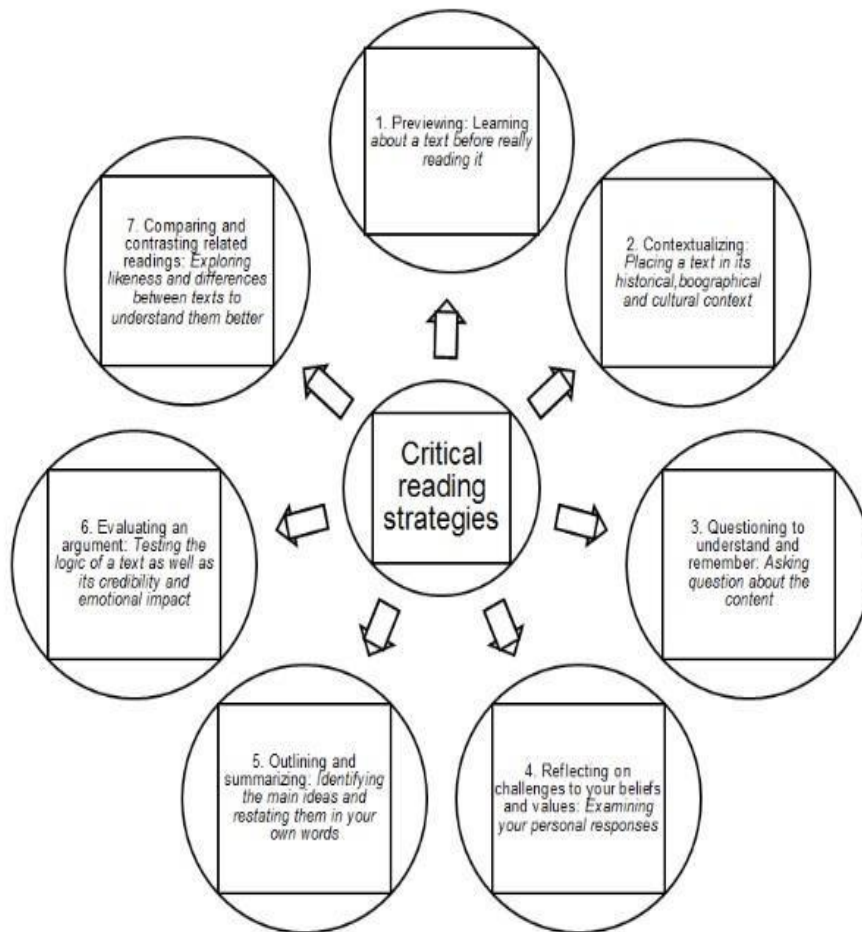


Figure 2.1. Critical Reading Strategies (Begunova, 2018)

So far, reading critically simply provides students with the ability to read effectively highlighting the implied and the pragmatic meaning of the text. In one way or another, learners will be able to grasp the hidden message of the author considering the ideas between the lines. Also, it allows students to analyse and interpret academic texts related to any course or subject they are taking.

2.6. Types of Academic Texts

Academic reading is required at all levels, subjects, courses and stages of learning. In the process of searching for knowledge and input related to school and academic research, students are required to read different academic texts to fulfill some assignments and projects. Tran (2015) states some types of academic texts when readers can use critical reading.

Chapter Two: Literature Review

Essays

They are short pieces of writing that serve a communicative function, and deliver information about a given subject. Most of them are argumentative and vary from 1500 to 6000 words. An essay should include an introduction, a body and a conclusion.

Research paper

It is introduced in a form of a longer essay (3000 to 6000 words). It involves a library or internet research, and presents information that are not based on a creation or an expression. It, rather, includes parts that are retrieved from a book or a website...etc.

Research article

It is an academic text written by a researcher to be published in a scientific journal, later it is purchased by readers interested in a given area. In length, it depends on journal requirements and policies.

Dissertation

It is a research paper presented in an academic environment. It can be a final term project for a student following her or his studies in a specific discipline at university. According to Tran (2015), it varies in length from 6000 words to 20.000.

Thesis

Thesis can refer to the research done by a student over studying a number of three or four years in specific field of study such as biology, economy, language teaching, linguistics...etc. It is supposed to be original and contributes to a given area of interest.

Technical reports

They represent scientific research in a certain area. they describe the methodological process involved in a given research study, they include the results and the analysis of the data.

Research project

Chapter Two: Literature Review

A research project is an academic text where a case study is being investigated, analysed and examined by a researcher in a certain topic.

Course book

Course book is the most examined academic text generally. It is the book suggested by the teacher during a semester or along the academic year. Sometimes, it is not suggested by the teacher, but by an authority that controls the system of education such as the Ministry of Education (case of primary, middle school and secondary school in Algeria).

2.7. Teaching Reading

Historically speaking, reading was taught in schools the time teaching languages began. As one of the fundamental four skills of languages, more attention is given to the subject of teaching reading among teachers, learners and even researchers (Kelly, 1969). In the last few decades, studies on the effective ways to teach reading, and the appropriate approaches and methods teachers can use are enormous. Researchers have been looking for the most appropriate approach to help students learn how to read and understand texts adequately and fluently.

There are many factors that lead researchers to engage in teaching reading methods. First, reading is one of the key elements of language that helps in assessing learner's linguistic competence. Second, it is through effective reading that learners can make achievement in learning the language. Also, enhancing their vocabulary, writing skills, and grammatical input can occur through effective reading (Collins, Onwuegbuzie, and Jiao, 2007). So, what approaches might help readers to learn how to read correctly and fluently, and comprehend textbooks.

Chapter Two: Literature Review

In order to explore the effect of teaching EFL reading on students' progress at the University of Edinburg, Hamp-Lyons (1985) suggested two approaches to teaching reading, Traditional Approach and Text-Strategic Approach, based on a classroom study. Both approaches details are shown in the following table:

<i>Traditional (Approach 1)</i>	<i>Text-Strategic (Approach 2)</i>
product-centered	process-centered
reading is passive (receptive)	reading is active (interpretive, communicative)
bound to specific context	generalizable
focus on form	focus on meaning
schema not considered	schema important
reading as a form of behavior	affective domain considered
sentence level	discourse level
analytic	analytic synthetic
emphasis on content lexis	emphasis on structure lexis
discussion <i>around</i> text	discussion <i>of</i> text
emphasis on facts/details	emphasis on ideas/generalizations
one definition of 'comprehension'	comprehension varies with purpose/need
comprehension measured by means of	comprehension measured by varied
literal, inferential, critical	activities: questions, logical
questions	manipulations (e.g. reorganization outlining, non-linear response) etc
glosses	no glosses
decoding "right" answers	encoding range of responses
reading aloud (teacher, ?student)	silent reading
individual work	groups/pairs: sharing
teacher as authority	teacher as facilitator

Table.2.2. Reading Approaches Contrasted (Hamp-Lyons, 1985: 367)

Briefly speaking, both approaches seek to facilitate the task of teaching reading for teachers. As a comparative study made by Hamp-Lyons (1985), the text-strategic approach is proved to be more effective than the traditional approach. The text-strategic approach is centered on communication, and focuses on the meaning rather than the form. It also focuses on drawing generalization from the text rather than limiting to a specific context or theme. Therefore, text-strategic approach gives more opportunities to learners to benefit from the reading text they are reading.

Another study conducted by Reutzel, Parker and Fawson (2005) has suggested two other different approaches to reading, namely; Dominant-Less, and Dominant-Mixed Models. These two approaches are evaluated among children of four second-grade classroom. Dominant-Less

Chapter Two: Literature Review

approach relies on teaching comprehension explicitly through one-at-a-time strategy, and the Dominant-Mixed approach is about teaching comprehension strategies in a communicative and an interactive way among children. These two approaches are proven to be helpful not only for children, but also for adult language learners.

Finally, approaches to language teaching and learning are very important to facilitate the process of learning languages, specifically, foreign languages. These approaches provide systematic ways to acquire languages and their skills.

2.8. Previous Studies on Reading Disabilities among Language Learners

Since 1939, Studies have been organized to diagnose the difficulties faced by language learners when learning how to read. These difficulties prevent them from learning adequately the language. Each study took the subject of teaching and learning reading skill from a different angle. Most of these studies are case studies that aim to find out possible remedies and recommend possible solutions for students with reading problems. The reading disabilities occur at different levels as explained by many researchers and specialists in the field of language teaching, therefore, the following case studies explain how these disabilities are marked and possibly treated.

First, Townsend (1940) presented a paper entitled “*A Study of the Causes of the Reading Difficulties of Thirty Children in the Butler Reading Clinic the Summer of 1939*”. The researcher applied different reading tests on thirty child in order to diagnose and analyze the causes of the reading difficulties among these children, and asked 20 teachers to follow the progress or the regress of each child. These tests are presented as follow:

Bett Visual Sensation and Perception Test (Tele-binocular)

Photograph of eye movement

Dominance tests

Stanford Revision of the Binet-Simon Test

Chapter Two: Literature Review

California Test of Mental Maturity by Elisabeth Sullivan and others

Reading Capacity Test

Aspect of Personality Test

Durrell Analysis of Reading Difficulty

Ingraham-Clark Diagnostic Reading Tests. (*Townsend, 1940: 56*)

Additionally, the study aims to find out the most common and the most significant causes of reading disabilities among children of Butler Clinic. To explain more, these children were sent by their parents to this clinic because they show some regress in learning. The causes found have been grouped under the four heads: *Physical adjustment, mental development, emotional adjustment, and specific reading difficulties*. Townsend (1940) has found that there is an absence of the ability to merge at distance reading among children in the area of physical adjustment while measuring the test of *Tele-binocular*. Second, in mental development, the participants show high level of intelligence in non-language tests compared to language test which has led to the conclusion that their reading disability is caused by their limited experience. Thirdly, in emotional adjustment, the results show that emotions affect children's reading difficulties. Concerning the four heading; specific reading difficulties: children have shown two main possible causes: (1) An inadequate sight vocabulary, and (2) the lack of word mastery skill. Finally, Townsend (1940) has claimed that the failure in reading is caused by teaching reading without teaching the appropriate and the necessary techniques. Reading can be correctly done, if teachers prepare these children before they exposed them to texts.

Studies in reading disabilities among FLL have continued to look for suitable solutions to this issue. Banks (2008) has prepared a thesis on foreign language learning difficulties and teaching strategies. Banks (2008) has noticed that high school learners exhibited high number of learning disabilities, and faced many challenges in leaning foreign languages. Precisely, the researcher when teaching Spanish as a Foreign language has noticed that the methods used to

Chapter Two: Literature Review

teach advanced learners are useless and unsuccessful among beginners. Therefore, this study is conducted to examine the causes of difficulties among second language acquisition for *at-risk students* and those with LDs. It also aims to present methods and strategies used by teachers to help students with LDs. It attempts to answer the following research questions

Why some students are unsuccessful in FL classes?

What can teachers do to help them?

In order to answer them, Banks (2008) investigates the pedagogies used in teaching FL learners, and analyses the reasons learners struggle in their classes. The purpose of the study is to find out helping strategies that will enhance content retention, strengthen student communicative abilities, raise motivation, and decrease anxiety. As a result, Banks (2008) finds out that students, who have negative attitudes toward learning Spanish scoreless-grades. Also, these students find difficulties in leaning Spanish because they actually find difficulties in learning English. They face problems to figure out their style of learning, they also exhibited a lack of motivation, and the high anxiety inside the classroom.

Similarly, Banks (2008) has suggested the following tips to minimize the effect of the causes of Learning difficulties mentioned above. As beginner adult learners of Spanish, the researcher proposed that teachers need to teach disabled learners the alphabetical and the phonetic system of Spanish explicitly, teaching morphology and words, in addition to Latin roots in details, teaching words through puzzles and games, teaching grammatical rules, involving students in projects, encouraging them to express their ideas through writing, and teaching them the art of taking notes (Banks, 2008:64)

The study of Banks (2008) has encouraged teachers by given them strategic tips to help disabled and at-risk students of Spanish as a Foreign Language (SFL). As English native speakers, these students find it difficult to achieve development in learning Spanish as a foreign

Chapter Two: Literature Review

language. As a result, Brank (2008) has conducted this work to help both learners and teachers understand the learning and the reading difficulties, and pave the way for better achievement.

Another study presented by Ngozi (2008) has tackled reading difficulties experienced by Second language learners in Junior Secondary Schools in Nsukka, Nigeria. It aims at identifying reading difficulties encountered by junior secondary school English students in Nuskka Education Zone. It also tends to find out if slow reading is related to reading difficulties, and how this relation is shaped? Further, it investigates whether or not the native language of the participants 'affects reading comprehension, and the impact of place students belong to (rural and urban) on reading difficulties.

A number of 200 students participated in the study, two schools are urban, and two schools are rural. The researcher has extracted students recommended texts as instruments used to fulfill the objectives of the study. Variables were identified while the students read the texts and the researcher ticks the column of rating as shown in the table below:

	better than those in the rural areas		200	
14	Students in the rural areas read better than those in the urban areas	200	140 200	0.7
15	Students read by finger pointing words	200	100 200	0.5
16	Students read by sub-vocalizing words	200	100 200	0.5

Table.2.3. Rating Scale (Ngozi, 2008: 82)

The results have shown that there are no significant differences in reading disabilities in scores achievement among students who belong to rural areas, and urban ones. However, participants fail most of time to recall what they already read when their teachers ask them to read a passage. Also, in Junior Secondary school classes, students meet some strange difficult words so they go back to read, then; stop reading and go back to the starting point of the passage. Ngozi (2008) finds out that urban students have traces of the mother tongue and fail to

Chapter Two: Literature Review

pronounce words with /r/ and /l/ sounds, saying the word *road* as *load*. Additionally, students with LDs fail to sum up a text because they are unable to comprehend it.

To conclude, Ngozi (2008: 67) has grouped the reading difficulties into physical, emotional, home and educational factors. Throughout the study, a number of suggestions were made:

- Teaching disable readers constant repetition and association.
- Using library and audio-visual aids to minimize the reading mistakes.
- Extensive reading
- Organizing workshops and seminars to help improving reading.
- Allowing more time in the classrooms to teach oral reading.

An investigation done by Chawwang (2008) on the problems of readings in English among Thai 12th grade students in Nakhon Ratchasima Educational Zone 1.2.3.and 7. The study aims at exploring the problems of reading in the academic year 2006. Participants are 840 students grade 12. 420 students are science stream and 420 students are arts stream. The researcher has used a reading test to assess their abilities of reading in English. The test is divided into three sub-tests: sentence structure test, vocabulary test, and reading comprehension test. The results show that reading ability is at a low rate. Chawwang (2008) claims that 70% of the students fail to reach correct answers in the tests. Concerning the differences in both streams; science and arts, 30 % of the participants in both streams have completed the task correctly, and have been able to answer the three sub-tests. However, 70% have failed to provide correct answers. As a conclusion, Chawwang (2008) found no significant differences between science and arts groups in reading abilities.

As recommendations, Chawwang (2008) has suggested the changing of teaching reading methods, and the techniques and the strategies used by teachers. Teachers need to be

Chapter Two: Literature Review

aware of these problems, they need to prepare appropriate teaching materials and aids in order to improve learners reading disabilities.

Barus and Rasita (2009) engaged in a research paper in the area of reading difficulties of undergraduate students in The Institute Pertanian Bogor. Barus and Rasita (2009) aim at finding answers to the inquiry of whether the English non-speakers reading difficulties are a matter of reading problem or a language problem. The focus of this study is on English for specific purposes course and the ability to read a specialized text related to a different field of study. the investigation aims to determine whether students can cope with reading in a specialized course (ESP course), or not. The reason for choosing this area of research is because of the availability of scientific books, research papers and articles in English. Consequently, finding solutions to reading problems is necessary. The data collection methods used is a questionnaire administrated to students who study English in the first and Second semester. These participants are chosen because of their low-grades (D or fail). The findings reveal that the failure in reading scientific texts is a language problem not a reading one but both need to be considered because students show less output in grammar knowledge. The participants also claim that they lack a sufficient background of texts that is why the texts need to be selected carefully. Likewise, students believe that their abilities to read a scientific text is incompetent because the lack of vocabulary background on the scientific field. As a result, Barus and Rasita (2009) suggested that readers of a specialized English texts are required to:

Look for a topic sentence of each paragraph

Identifying key words and ideas of the texts

Identifying the discourse markers

Using skimming and scanning strategies of reading

Learning tenses, noun phrases, noun clauses, adjective and adverb clauses as a grammatical input to help in analyzing a text.

Chapter Two: Literature Review

Similarly, Yaseen (2009) presents her work on reading difficulties in English and how to deal with them as perceived by teachers and students in Nablus District. Yaseen (2009) notices that Arab learners of English face many deficiencies when reading in the target language. These difficulties are due to:

- The misuse of tone
- Punctuation marks
- False sentences' structure

These reasons have led to the creation of reading problems among 10th grade students and their teachers of English, and the necessity to find remedies and recommendation is due. In an attempt to do so, Yaseen (2009) has used two questionnaires and an interview. The first questionnaire is administrated to teachers of English and the second questionnaire is administrated to English 10th grade learners after translating it into Arabic. Teachers were also interviewed to have more details about the topic and in order to answer the research questions. Concerning the participants, the researcher has used the Stratified Random Sample to select participants who are only 10 % of the whole population. The results reveal that the difficulties encountered in reading among 10th grade learners are very high. These difficulties are highly affected by:

- Teaching Aids
- Teaching Methods
- Course books

It is also necessary to mention that the difficulties in reading are related to

- Grammar
- Phonology
- Word formation
- Structure of sentences

Chapter Two: Literature Review

Vocabulary

and the influence of the mother tongue, Arabic

Yaseen (2009) has suggested that training courses to both teachers and learners are necessary to reduce and why not illuminate these difficulties of reading among English foreign 10th grade learners.

In Iowa states University, Chugh (2011) has prepared a dissertation entitled “*Teachers Perceptions of Students with Late Emerging Reading Disabilities*”. In her study, Chugh (2011) investigates the teachers’ perception of the appearing signs of reading difficulties among 4th grade students and higher. Also, Chugh (2011) attempts to examine the differences in perception of the late emergence of Reading Disabilities between teachers teaching grades 1 to 2 and teachers teaching 4 to 6 grades. The study is addressed to 79 teachers, 58 are early elementary school teachers, and 21 are intermediate elementary teachers belonging to six schools in Central Iowa Districts. Data were collected from the use of a questionnaire with open and closed questions administrated to theses teachers.

For the results, Chung (2011) finds out that teachers identify late reading disability among early and intermediate elementary students. Also, the researcher figures out that teachers prefer to make an intervention earlier in elementary school for students with difficulties of reading in the field of phonetics and phonology. In addition, both groups of teachers convey the interference from phonetics and phonology to vocabulary and comprehension among late disabled readers.

However, Chung’s (2011) results show no differences among both groups of teachers concerning preference of intervention among both late and early elementary students. This is caused by the lack of appropriate instruction, and lack of awareness of the phenomenon of late Emerging Reading Disability (ERD). Therefore, teachers need to be well trained in the area of

Chapter Two: Literature Review

teaching reading to perceive their students and learn how to help them perform well in the task of reading and learning foreign languages.

In an attempt to investigate the effect of explicit strategy instruction of EFL reading on undergraduate English majors in Thailand, Khaokaew (2012) has organized this study. Considering the important role of English as a foreign language in Thai community, the researcher notices that English majors read with less-confidence and are less-motivated. Khaokaew (2012) aims to find answers to the following research questions:

- What are the reading strategies that Thai undergraduate English major students employ in EFL reading process?
- Do reading strategy instructions affect students use of reading strategies in English. A quasi-experimental design method has been used and a number of 50 students in one class have participated in the study. These participants attend 12-week courses in reading with explicit instruction strategy, whereas, 30 other students who belong to a different class, but share the same background with the participants are the controlled group. The findings reveal that the 50 students who are exposed to reading instruction strategy show greater improvement in reading compared to the controlled group. Khaokaew (2012) has suggested that readers need to use careful reading and a strategic approach to reading in order to improve reading and comprehension of English.

In another survey, Mule (2014) has investigated the types and the factors that led to reading difficulties in English. The study took place in selected schools in Ogong, Namibia among grade 4 learners. It is based on a mixed method research approach. A number of 92 learners and 3 teachers from 14 school in Ogong Circuit were selected to participate in the study. Mule (2014) has employed qualitative and quantitative research tools of collecting data; reading test and observation. The results obtained show that the causes of difficulties of reading are:

Chapter Two: Literature Review

- Unsuitable reading materials and textbooks
- Inadequate teaching reading methods
- Insufficient English language achievement
- Lack of teacher-learners' classroom interaction.

The reading test results point out that grade 4 students reading achievement is affected negatively by:

- Lack of decoding
- Shortage in the phonemic awareness
- Failure of the word recognition skill
- Comprehension

69.6% of the participants failed to read the texts beyond the frustration level, and 30.4% at the instruction level. This means that even if learners do not have anxiety and stress when reading, they still fail to read because of the text instructions, and the failure to answer the questions.

For recommendations, Mule (2014) recommended that it is better if the school administration provide resources and additional reading materials for learners. also, it would be better if the teachers encourage their learners to borrow books from libraries in order to have independent background and to prepare for the reading class.

Karanja (2015), from Kenya, presented his study on the effect of reading difficulties on academic performance among three students in public Secondary school in Kiambu. The objective of the study is to explore how secondary school learners' academic performance is affected by reading difficulties. The researcher has employed The Piaget¹ Theory of cognitive development (1983) to guide the study. 100 students from five school, and ten teachers in Kiambu District were intentionally chosen to participate in the study. Questionnaires were

¹ A theory introduced by Piaget (1983) indicates that children develop intelligence, construct mental model of the world and acquire knowledge as they grow.

Chapter Two: Literature Review

administered to teachers of English, and cloze test with reading passage were research tools used to collect data among students. It has taken too weeks to collect the data needed. Data were analyzed using Statistical Packages for Social sciences (SPSS). Findings reveal that participants scored highly in the reading test (B+ and C+) because they have less problems in:

- *Word Substitution*
- *Word omission*
- *Mispronunciation*

On the other hand, 5% of the participants score below average in the cloze² test performance which indicates the poor academic performance in relation to reading skills. Concerning teachers, they stated that they do not have experience in teaching reading because of the lack of library lessons which is resulted by the lack of library resources. Other deficiencies of reading stated by teachers are:

- Students' ignorance of the reading tasks
- Misinterpretation of texts and the authors' words
- Poor knowledge of Punctuations
- Poor vocabulary knowledge
- Shortage in the use of dictionary

To conclude, Karanja (2015) recommended that training teachers is due, and teaching students vocabulary and reading strategies is becoming necessary to avoid learning and reading difficulties. Also, the school's administration is asked to provide library resources to take reading to the next level.

An article entitled "*Reading Difficulties: Comparison on Students and Teachers Perception*" presented by Jayanthi (2016) seeks to highlight the difficulties encountered by students when exposed to texts, and aims to examine the perception of teachers as well as

² Cloze test is a test suitable for a specific audience (Neilson, 2011)

Chapter Two: Literature Review

learners regarding these difficulties. Using Stratified Random Sampling (SRS), the researcher asked 80 students and 4 lecturers from the English Department at the university of Bengkulu, Indonesia to be a part of this survey. The research tools used are two questionnaires: one for teachers, and one for students, and an interview done with some students and teachers. The findings reveal that both teachers and students show similar perceptions on some ideas and disagree on other.

They agree that reading difficulties are caused by:

- The lack of vocabulary
- The difficult syntactic complex structures that exist on the texts. They disagree on the following points:
 - Reading is difficult because of the idiomatic expression used in text (teachers' perception)
 - Poor strategies used (teachers' perception)
 - Frustration (teachers' perception)

Based on these findings, the study seems beneficial to help students and their teachers spend more time and effort to improve reading programs for reading classes (Jayanthi, 2016).

Sultana (2016) has conducted a study on reading difficulties and strategies in the Bangladesh context among tertiary level learners. The main objectives of this study are to survey the different reading deficiencies face by advanced tertiary level students, and the various strategies used by learners to avoid making mistakes in reading. Sultana (2016) has collected data from 60 students of tertiary level in different English Departments at different universities, and has interviewed teachers who were chosen randomly. The results have shown that students are conscious about their reading deficiencies and claim that among these reading problems is the lack of vocabulary. The results also show that it is the responsibility of teachers and parents to help them develop reading skills. Concerning strategies used in learning, the

Chapter Two: Literature Review

participants claim that they most of time use scanning, rereading, summarizing, prior knowledge, and open discussion inside the classroom.

In a different study, Ismail (2017) has aimed to reading skills and how to improve them through the use of the Translation Method. Ismail (2017) seeks to find out in classroom action research how students respond to the reading texts using translation method, and how teachers implement it among 39 students used as participants. The research method used in the current research is a mix-method type. The researcher has used qualitative (observation checklist) and quantitative tools (Questionnaires). The results reveal that the translation method used in reading tasks has improved the skills of reading, and the scores of learners. When assessing these students, the results found before and after the use of translation method are highly significant. Before the use of translation methods, the students score 40 as the lowest score, and 82 as the highest one. However, after the use of the translation method, the highest score in the reading test is 85 and the lowest one is 60.

Ismail, Syahrurah, and Basuki (2017) have observed the implementation of translation method in grade VII which refers to the process of transferring the first language written texts to the target one, or the other way around (Richards and Richard, 2002). This method helps the students of MTs Mualimin Muhammadiyah Yogyakarta since it focuses more on the overall meaning of the text rather than the exact words, or the little details. Therefore, both teachers and students find it advisable and strategic to apply translation methods on improving reading skills.

Recently, Obiegbu (2018) has presented another study on reading errors made by second language learners. In his intervention, Obiegbu (2018) aims to find out the sources of these reading mistakes and the proposed strategies used to avoid them. The study was applied on Nigerian first and second year education students, and first year of tertiary level. Specifically, it involves 300 participants, 150 pupils of primary education and 150 of secondary education

Chapter Two: Literature Review

belonging to private and public schools. The results mark that reading competence was low, and the reading errors were caused by:

- Inadequate linguistic competence
- Low grammar input
- Weak abilities of semantics
- Less training in literacy.

Obiegbu (2018) has recommended extensive reading approach as a strategy to improve reading and avoid making errors, and enhance their linguistic competencies in reading and learning skills in the target language.

Ratih (2018) makes a survey in order to analyse the difficulties of reading comprehension of the final test in the university of Ngudi Waluyo, Diponegoro, Ungaran, Indonesia. This study aims to find out suitable techniques or strategies to help students overcome these errors.

Ratih (2018) has asked the following research questions:

- What are the difficulties faced by students in doing reading comprehension test?
- What are the possible methods to overcome the reading difficulties?
- What causes these difficulties?

The researcher has used a reading test to measure the reading difficulties, and understand the causes through the analysis of this test. Also, a questionnaire was administered to 8 second semester students of English literature class in order to measure their expectations. As a result, the students have difficulties in:

- Vocabulary knowledge
- The use of contextual words
- Failure in finding the main ideas
- Competing parts of speech
- Close reading

Chapter Two: Literature Review

In addition, Ratih (2018) claims that these difficulties of reading are due to poor reading habits and less interest in reading comprehension course in the classroom among students. As recommendations, Ratih (2018) has suggested that students need interactive learning activities to be applied in the classroom. For example, the use of games and audio-visual media to reduce anxiety in the classroom and expand their interest.

Similarly, Dasrul (2018) conducted a research paper entitled: “*Students Difficulties in Reading Comprehension at the First Grade of Sman 1 Darussalem, Aceh Besar*”. She (2018) focuses on senior high school students, and attempts to detect their difficulties in reading. The research method used is a descriptive quantitative method. The tools used are a reading test and a questionnaire submitted to 19 students belonging to IPA class. The test used measures:

- the extraction of the main idea from the text,
- understanding detailed information,
- making inferences,
- locating references,
- Understanding questions,
- and vocabulary

The findings show that all the participants have problems of reading in the previous ideas. However, locating the main ideas in a text was the most difficult reading task. Concerning the findings of the questionnaire, Darsul (2018: 40) finds out that these students face difficulties in:

- understanding vocabulary
- poor mastery of grammar
- the ability to understand long sentence
- lack of media learning
- less support from parents and teachers
- lack of strategies knowledge in reading comprehension

Chapter Two: Literature Review

As for suggestions, Darsul (2018) has proposed that students need to learn more tips on reading comprehension, reading strategies, and test-taking methods that can be useful in reading tests. In addition, extensive reading is advised among learners since it helps them become habitual readers and minimize their difficulties. As for teachers, Darsul (2018) has suggested that teachers need to teach students different strategies on how to survive in reading, they also need to provide authentic material and suitable English texts that are adequate to their age and education level.

Researchers kept engaging themselves in studies on reading difficulties. Most of them attempt to look for the reasons and factors, and provide different strategies as remedies for the phenomenon as well. Another study on the impact of Strategy-based workshops on tenth grade learners was conducted by Ramos (2018) in the university of Externado, Colombia. Precisely, the study focuses on three theoretical constructs: materials development, reading strategies and reading comprehension. The participants were a group of tenth graders at a public school in Bogota. The researcher has guided them along the research process in their English learning course. Data were gathered from interviewing, reading test, field notes (observation checklist), and students' artifacts. Ramos (2018) finds out that the materials used encourage and challenge the students to engage in an EFL reading process. Also, the strategy-based workshops were found very helpful for learners to establish a good relationship with English texts, and other texts written in different languages in other courses. However, it was proven successful only at the level of literature not the deep understanding of the text. Among the strategies suggested by Ramos (2018), there are the following:

- Good readers should look for connection between old and new information.
- Good readers need to identify essential ideas in a passage.
- Competent readers ought to learn how to ask questions before, after and during the task of reading.

Chapter Two: Literature Review

- They need to make inferences and predictions.
- They have to learn how to summarize and draw conclusions from the text.

Telmah (2019) hypothesizes that among the causes of reading difficulties in English is the interference of mother tongue in the reading disability of the target language. As an objective, Telmah (2019) aims to find out how reading abilities in L1 affect learning reading skills in L2. Interviews were used as a research instrumentation to collect data necessary to the study. The results reveal that there is no significant relationship between reading in L1 and learning reading in L2. Hence, she (2019) claims that the need for libraries, computer laboratories, and textbook are necessary to facilitate the task of reading. Also, the large number of students per a class caused a break in the process of learning since it reduces students' attentions and motivation inside the classroom.

To sum up, these previous studies have confirmed the existence of reading deficiencies as a serious problem in the process of learning a foreign language, and aim to find the causes, the factors, and the suitable recommendations for this phenomenon. It is both students and teachers' responsibilities to get rid of the reading disabilities and aim to find strategic techniques that enhance reading skills and reading comprehension development.

2.9. Conclusion

The present chapter aims to highlight the literature review on learning and reading disabilities. First, the researcher presents an overview on learning disabilities, and the most popular studies on the field of LDs. Second, the chapter tackles the field of reading including a definition of reading skills, the importance and the types of reading. Also, the reading strategies were highlighted in the beginning of this chapter. Moreover, the researcher focuses on the critical thinking and the critical reading since they play a vital role in learning reading skills and comprehension. The research also finds it advisable to shed light on the different academic texts' learners may use when learning a foreign language. Additionally, the chapter

Chapter Two: Literature Review

of literature review ended with presenting a brief review on teaching reading, and around 18 studies on the field of reading difficulties and disabilities among foreign English language learners are presented. The researcher tends to use them later on in chapter four, discussion of the results, in order to compare her study with these studies.

Chapter Three:

Methods and

Procedures

Chapter Three: Methods and Procedures

3.1. Introduction.....	87
3.2. Research Methods.....	87
3.3. Design of the Study.....	90
3.4. Case Study.....	93
3.5. Population and Sampling	94
3.5.1. Population	94
3.5.2. Sampling	94
3.6. Students' Profile.....	95
3.7. Teachers' Profile	96
3.8. Instrumentation.....	97
3.8.1. Quantitative Data Collection Tools.....	97
3.8.1.1. Questionnaire	97
3.8.1.2. Reading Test.....	101
3.8.2. Qualitative Data Collection Tools.....	102
3.8.2.1. Observation	102
3.8.2.2. Teachers' Interview.....	104
3.8.2.3. The Verbal Protocols.....	106
3.9. Validity and Reliability of the Research Instruments	108
3.9.1. Validity.....	108
3.9.2. Reliability	108
3.10. Data Analysis Methods.....	108
3.10.1. Qualitative Data Analysis	109

Chapter Three: Methods and Procedures

3.10.2. Quantitative Data Analysis	109
3.11. Methodological Limitations.....	110
3.12. Conclusion	111

Chapter Three: Methods and Procedures

3.1. Introduction

The present chapter is a guide of the present research. It presents the methodologies used and the research design followed to fulfill the objectives of the study. First, it represents the methods used, the target population and sampling, and the data collection tools which include a questionnaire submitted to the students, an interview discussed with the teachers, observation checklist, a reading test, and verbal protocols. Also, it highlights the validity and the reliability of the research instruments, and provides a detailed explanation about the methods used to analyze the data. Finally, the researcher presents the methodological limitations encountered while conducting the research.

3.2. Research Methods

Research is a scientific approach that requires answers to research questions. It aims at solving research problems, and developing new knowledge using systematic ways of analysing information (Kabir, 2016). Scientifically speaking, any research needs to be based on objectivity, experiments, and exactness. If a researcher includes his or her feeling, use creative ideas without a thorough experiment, and find speculation rather than exact data, the research will be a failure.

Any researcher engages in research, attempts to find solution to a given problem, or provides answers to the research questions. According to Kabir (2016), scientific research is featured by the following:

- Rooted by a research question or a problem
- Set with goals and objectives
- Designed according to a plan or a procedure
- Contains set of assumption and hypotheses
- Requires data collection and interpretation

Chapter Three: Methods and Procedures

- Reach certain findings as an attempt to solve a problem.

A research method is a systematic process to find research solutions to a research problem. First, the researcher assumes a set of hypotheses to a certain scientific phenomenon, then, through a systematic or a scientific analysis, aims to find implications or recommendations.

“The research method is a strategy of enquiry which moves from the underlying philosophical assumption to the research design and data collection” (Myers & Avison, 2002:7)

In an attempt to explore the major reading problems faced by students of foreign language learners, specifically, 1st and 2nd year English students at the English Department, Mascara University, the researcher has conducted the present study. The phenomenon of reading difficulties requires the researcher to use a mixed-method approach. The mixed- method approach is defined by Creswell (2014) as:

“An approach to inquiry involving collecting both quantitative and qualitative data, integrating two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.” (Creswell, 2014: 2)

Therefore, the mixed-method approach in research combines the use of both qualitative and quantitative methods. This combination involves mainly the data collection of both open-ended and close-ended data to help the researcher answers the research question, and confirms or unfirms the research hypotheses.

Chapter Three: Methods and Procedures

Also, the use of both qualitative and quantitative data collection and analysis has rigorously required the use of adequate sample or subjects, appropriate research instruments, suitable data analysis methods and sources of information (Creswell, 2014). The spread of mixed-method approach goes back to the 1980s and the early 1990s, and was integrated in diverse fields of study including education, social sciences and humanities, management, and health sciences. In addition, the selection of a mixed method approach in writing thesis and dissertation must be a neutral choice. As stated by Creswell (2014), the causes of this choice occur at three levels:

- *At a general level:* This method is known by its strength at drawing on both qualitative and quantitative research, and minimizes the limitations of the two methods.
- *At a practical level:* It works as a sophisticated and a complex approach, and gives access to the researcher on both qualitative and quantitative data.
- *At the procedural level:* It gives a thorough understanding on the research procedures, research questions and problems.

In order to investigate the phenomenon of reading difficulties on the target population in the present study, the researcher has collected, analysed the data, and presented the finding through employing both qualitative and quantitative methods. According to McLeod (2008), the quantitative approach to research is more formalized and explicitly controlled, and is based on exactness. The quantitative tools included in the study are a questionnaire administrated to a group of students of English as a foreign language at Mascara University, and a reading test. The qualitative data represents the procedures that are not strictly formalized (Mouton and Marais 1988). Qualitative methods final report of the results has a flexible structure. Further, the researcher in this type of inquiry is responsible on interpreting the meaning of data. In this study, the researcher used observation checklist, and verbal protocols and teachers' interview

Chapter Three: Methods and Procedures

submitted to English teachers at the English Department in Mascara as qualitative tools to achieve the objectives of the study.

Geerne, Caracelli and Graham (1989) mention that the mixed-method approach of research is characterized by the use of triangulation, complementarity, development, initiation, and expansion.

Triangulation: refers to the mixture of research tools and research methods used to collect the required data

Complementarity: refers to the use of two methods. Using one to clarify and illustrate the data through the other.

Development: results obtained from a set of steps through subsequent methods in the research process

Initiation: stimulation new research questions and results through one method

Expansion: adding more details to the study and enriching the results.

3.3. Design of the Study

The research design is defined as a framework that guides the researcher throughout the study. It is considered as the structure of the research that leads to the identification of research type (survey, case study, experimental, semi-experimental, correlation...) (Creswell & Clark, 2007). The research design purposes are to explain the procedures used, the methods applied in collecting and analysing data, and how researchers implement these elements to find answers to the research questions, and thus, solutions to the research problems (Creswell, 2014). According to Akhtar (2016), there are mainly four types of research design:

- Exploratory: used when little research is made on a given phenomenon
- Explanatory: explains why a phenomenon exists, it investigates a problem that has not been surveyed before.

Chapter Three: Methods and Procedures

- Experimental: using an experiment under a controlled situation
- Descriptive: statistical research described the phenomenon as it exists.

The present study uses a descriptive research design. First, the researcher sets the research problem on the main difficulties faced by Algerian English major students, and the possible solutions to minimize them. Then, the researcher asks the research questions about the subject (see chapter one), and provided the hypotheses (also in chapter one). Later, the researcher presents the research methods used in data collection and data analysis through the use of a mixed-method approach. The data were collected using a questionnaire submitted to the students, English teachers' interview, the observation checklist, the verbal protocols, and a reading test as research instruments. Eventually, data collected were analysed qualitatively and quantitatively using description, statistical programs Excel, and Omni Test Grade Calculator for Teachers. After the analysis of data, results were presented and discussion of the findings was made to finally answer the research questions and find appropriate solutions to the research problems. The following figure summarizes the plan of this research:

Chapter Three: Methods and Procedures

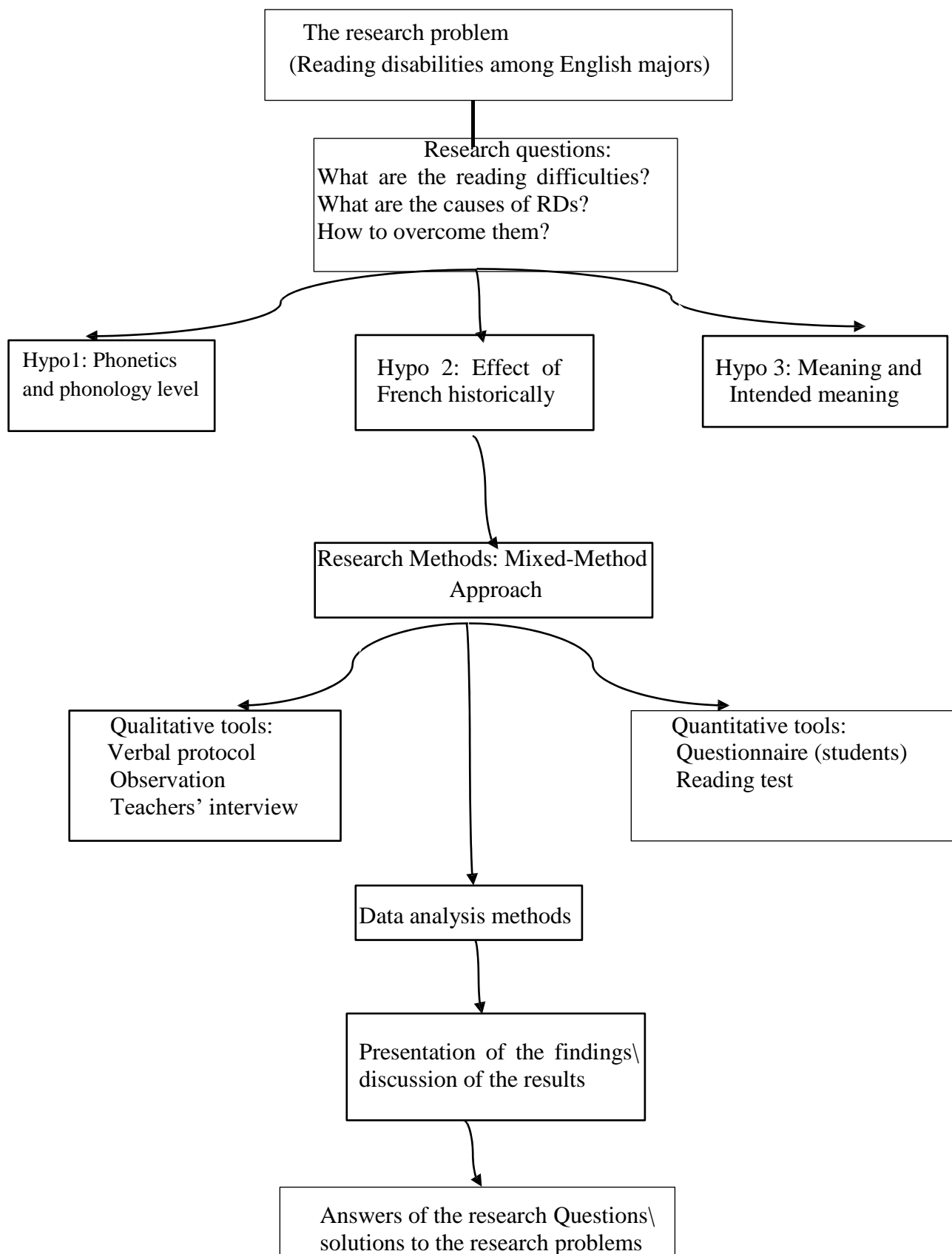


Figure 3.1. The Research Design

Chapter Three: Methods and Procedures

3.4. Case Study

Case studies as research methods are used in different scientific fields today. It is a qualitative type of research methods based mainly on investigating various research problems in psychology, history, education, and medicine (Flyvbjerg,2011). Zainal (2007) argues that case studies are widely used in social sciences investigations as a research method for data collection. As for researchers, they tend to closely examine a group of individuals as the subjects of the study. Yin (1984: 23) defines case studies as:

“An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”

In this definition, (Yin, 1984) attempts to explain the nature of a case study and how crucial the role it plays to identify a social phenomenon in a real situation. In short, case studies examine the subjects, observe events, collect and analyse data, present the results and discuss them.

The case study used in this research is the reading disabilities among 1st and 2nd year students at the English Department, Mascara University, Algeria. The researcher seeks to examine the reading process of many subjects over a period of time. Also, this case is a natural phenomenon which will be observed in-depth in order to find the reasons why these students are disable learners and face different obstacles to read correctly and fluently. In addition, the researcher will collect data through questioning the subjects, testing them, and through the use of the verbal protocol. It is also important to mention that the researcher questions the teachers to find possible answers for the research questions.

Chapter Three: Methods and Procedures

3.5. Population and Sampling

3.5.1. Population

In research, population refers to a large group of individuals or objects whom the researcher builds a study on. Bhandari (2021) defines population as an entire group that researchers draw conclusions about. In the studies of social sciences and humanities, the group of people that is represented in the target population should share a given set of characteristics such as age, educational level, psychological situation, belonging to the same ethnic group, or sharing the same religion or language (Cardwell, Clark & Meldrum, 2004).

In this study, the population includes all students of English as a foreign language in Algeria studying 1st and 2nd year at the Algerian universities. Since all of these students are studying according to the LMD system, with the same programs and subjects' syllabus, the researcher notices that the reading difficulties is not only a problem at Mascara University, but also at Saida University, Batna University, Taref University Oran University and different other universities in Algeria. This is a serious problem in education that leads to a quick intervention among teachers and the Ministry of High Education.

3.5.2. Sampling

The process of sampling is defined through selecting a unit from the population the researchers targeted. The results obtained from the study sample can be generalized to the whole population as claimed by William (2006). Statpac (2014) mentions that the population is too large to be covered in a study, whether a research paper, a thesis, or even a PhD dissertation, therefore, the researcher selects a sample from the target population.

A sample is a specific group that the researcher will have direct interaction with. The size of a sample is by necessity smaller than the size of population as Fox (2015: 2) explains:

Chapter Three: Methods and Procedures

“In social sciences, it is not possible to collect data from every respondent relevant to our study, but only from some fractional part of the respondents. The process of selecting the fractional part is called sampling. Sampling Design means the joint procedure of selection and estimation. Sampling should be such that error of estimation is minimum.”

The present study sample is selected based on “*the random stratification technique*”. This latter refers to a sampling method that tends to restrict all the possible samples to those which are “*less extreme*” through making sure that all units of the target population are represented in the chosen sample in order to have effective results (Nickolas, 2015). The random stratification method divided the whole population into *strata (group)*. In the current study, the researcher divided the sample into two specific strata, 1st year students and 2nd year students at the English department, Mascara University. The same research procedure will be applied on both groups; however, the results will be different since both groups have different levels of knowledge and are exposed to English differently in the matter of time.

3.6. Students’ Profile

The total number of the 1st year students is 255 aged between 17 and 21 years old divided into 8 groups, and the total number of the 2nd year students is 234 aged between 20 and 23 years old. The researcher has chosen randomly two groups from each level. 1st year students are a total of 69 students, and a total of 59 students from 2nd year. The teacher has accompanied the students (128 students) of 1st and 2nd year in 2020\2021. The following two tables represents the participants according to their age and level of education:

Chapter Three: Methods and Procedures

1 st year students	Number of students
Group A	33
Group B	36

Table 3.1. Distribution of 1st Year Students

2 nd year students	Number of students
Group A	28
Group B	31

Table 3.2. Distribution of 2nd year students

3.7. Teachers' Profile

Teachers who participated in the study are language teachers at the Department of English, Mascara University. They are 6 teachers specialized in different fields. The following table shows the profile of the teachers:

Teacher	Age	Fields	Years of	Subject	level taught
A	29	Linguistics	4	Grammar	1 st year
B	30	Literature	5	Literature	2 nd year
C	32	ESP	8	Linguistics	1 st and 2 nd
D	35	Literature	11	Literature	1 st year
E	42	Civilization	13	Civilization	2 nd year
F	45	Literature	15	Literature	2 nd year

Table 3.3. The Teachers' Profile

Chapter Three: Methods and Procedures

3.8. Instrumentation

A set of instruments and data collection methods are used in this research for the sake of reaching adequate and valid findings. These research tools are labeled under the title of mixed-method research approach which includes both qualitative and quantitative methods. The use of this method led the researcher to highlight the term “*Triangulation*” which refers to the use of multiple perspectives on a given case study through the use of different sources of data, researchers, theories, and methods in order to reach a valid interpretation to the findings (Denzin, 1978).

All the data collection methods used in this investigation are presented and discussed in the following:

3.8.1. Quantitative Data Collection Tools

3.8.1.1. Questionnaire

For the sake of finding quantitative data that is valid and authentic, the use of questionnaire is due. It is considered as a very popular data collection method in social sciences studies. It is submitted to the target people via different modes; in person, online, or sent by poste. The researcher asks the participants kindly to participate in his or her study and request them to answer the questions. In most cases, the questionnaire consists a number of questions open and closed that serve in one way or another the research objectives.

A questionnaire is defined as a data collection instrument employed to extract specific information from the subjects, and it helps researchers to collect a large amount of data unlike many types of research tools as Dorneyi (2007: 101) agreed:

“The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile

Chapter Three: Methods and Procedures

and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible.”

The questionnaire is useful in case studies because it is less expensive, and free from bias. The researcher cannot intervene in the respondents’ answers. Through the questionnaire, a large number of subjects can be included and results are always reliable and varied. However, it has some demerits that necessitate the use of other tools. Respondents generally leave some questions unanswered. It is also a time-consuming process since the control over the questionnaire is lost once, they are administrated (Rahman, 2020).

The questionnaire used in this study is formed based on the research questions or spins around them. It is a type of structured questionnaire where the type of questions is definite, concrete and pre-determined. The questions are both closed and open. The closed questions are based on yes\no answers or a definite choice such as (agree\disagree). The open questions invite the respondents to answer freely. Ruane (2005: 131) has explained that:

“With closed-ended questions, the researcher provides a set of pre-determined response alternatives for the respondent to use when answering the question. With open-ended questions, respondents are free to devise their own unique answers to the questions posed.”

In an attempt to investigate the phenomenon of reading disabilities, the researcher presents one questionnaires administrated to first and Second year English students at Mascara University.

Students’ Questionnaire

It consists of 15 questions varied between close and opened questions. The researcher aims to ask the 1st and 2nd year LMD students different questions related to reading skills, reading comprehension, and reading difficulties. The questions are as follow:

Chapter Three: Methods and Procedures

Question 1: How old are you?

This question is asked to identify students' age. Generally, age is a very crucial variable in research surveys because it limits the respondents' characteristics, shows if they are young, adults, or old learners and reveals their responsibility toward the topic and the questions.

Question 2: Are you first or second year student?

This question is asked to group the students' questionnaires according to their levels of education to facilitate the task of analysis and discussion later on in chapter four.

Question 3: How do you assess your general academic level?

The answers of this question vary from low, average, intermediate to upper intermediate. It seeks to identify the students' levels to be aware of their achievement and outcomes.

Question 4: How do you evaluate your level in English?

Since this study is based on English language and reading skills, the researcher wants to know the students' self-assessment. The researcher, then, will be able to assess their skills of language acquisition and learning. The choices of answers to this question are low, average, or good.

Question 5: What is your favourite language skill?

This study is based on reading skills and reading comprehension. Through asking this question, the researcher will learn whether reading is the preferred skill among the respondents or no. If the answer is no, the researcher aims to know why? The choices of this question's answers are reading, listening, speaking, and writing.

Question 6: Why do you prefer a skill over the other?

The student's preference of one skill over the other is an important matter to the present research. The researcher gives the students the chance to choose more than one answer.

Question 7: According to you, what is reading?

Chapter Three: Methods and Procedures

This question is asked to figure out the students' awareness of what reading is. Their awareness tells about their ability to perform the skill well or not.

Question 8: What are the materials you use to practice reading?

The answer of this question should be different according to each respondent. Language learners use different reading materials for different reasons. This question is asked to understand the type of reading materials used and whether or not it affects reading skill and comprehension.

Question 9: What are the reasons behind your readings?

The reasons behind reading are the motives. Students seek to learn reading when they are interested in specific texts or books such as novels and short stories. However, the motives may turn out to be an assignment required by teachers.

Question 10: What are the materials do you read in the classroom?

The researcher seeks to know what materials are used inside the classroom to understand whether the choices of the texts is one of the factors behind reading difficulties. Question 11: How many times do you read inside the classroom?

Loud reading is a very crucial way to help the researcher and the teacher check whether each student is disable or not. Therefore, this question is asked to check if students control the times of reading inside the classroom to comment on that later on in chapter 4.

Question 12: When reading, do you face any difficulties? \ Question 13: What are these difficulties?

The difficulties will be selected through observation, reading test and the verbal protocols. However, the researcher asks this question because she believes that students need to be aware of their needs and lacks.

Question 14: What do you do when you face these difficulties?

Chapter Three: Methods and Procedures

Knowing the factors behind their difficulties will motivate them to look for the cure themselves and try to overcome these difficulties, therefore, this question is asked.

Question 15: Why do you think you face these difficulties?

This question provides a great help to the teacher to answer the research question of what are the main factors behind these reading disabilities.

3.8.1.2. Reading Test

The reading test used in this study is the International English Language Testing System (IELTs). It is the world's most popular English test developed by experts in the field of language evaluation and assessments. The test is not purely reading, it tests all the four English skills, however, the researcher selects IELTs for reading. The test is created to reflect how people are going to study, work and use English in their daily life in the English language speaking communities. It is the test required for visa applications to the English worlds, but in different cases, the test is helpful to meet with different opportunities in people's homeland. It is also crucial to mention that the British Council is the first responsible on the IELTs test. They provide their customers with exclusive preparation materials such as tutorials, videos and activities for free. The booking is also available online or at the Official British Council Center, and the payment is through Banc transfer (Retrieved from <https://www.britishcouncil.dz/en/exam/ielts/prepare>).

According to the British Council, there are two main reading tests in IELTs; academic reading test, and general reading test. The former which is the one used in this study consists of 14 questions. Participants are going to find matching information from the paragraphs (A-B-C-D...) in each question. Other questions are multiple choices, true or false, yes, no, not given, and diagram questions which are based on the data provided in the passage, and it can be a process chart or flow chart. (Retrieved from <https://www.britishcouncil.dz/en/exam/ielts/prepare>).

Chapter Three: Methods and Procedures

Concerning the present study, the researcher has used the IELTS test because it is an official test, and aims to analyse learners' level of reading fluency. The test is made by experts in language assessment, and provides various concepts in reading skills and reading comprehension. In addition, it presents the flaws learners fall in when practicing reading. (See the test in Appendix D)

3.8.2. Qualitative Data Collection Tools

In terms of qualitative tools, the researcher has used observation and verbal protocols to collect data and answer the research questions. Both are discussed in the following:

3.8.2.1. Observation

According to Marshall and Rossman (1989:79): "*Observation is the systematic description of the events behaviour, and artifacts of a social setting.*" In fact, it is a qualitative research tool used in social sciences as a method of collecting data from people. It provides researchers with the ability to observe and comprehend the case study they have selected for research purposes. Among these case studies, observation allows researchers to collect data from classrooms, work, and social environments.

Historically speaking, Kawulich (2012) has mentioned that observation tool has been used by anthropologists for more than 100 years. In the 19th century, Cushing, Pueblo and Webb have used it to study the social context of poor neighborhoods in London. Today, researchers in many fields including language teaching aim to conduct case studies and provide answers to research questions through the use of observation.

In language teaching, observation is used as a primary tool to collect data from the target setting. It requires a checklist that consists of a set of questions/themes necessary to solve the research problem. Kawulich (2012) refers to the different types of observation which include; participant observation, non-participant observation, uncontrolled, and structured observation. The selection of one type depends on the nature of the study being conducted.

Chapter Three: Methods and Procedures

Participant Observation relies on the participation of the observer. The observer is the researcher who will share the activities with his\her group.

Non-participant observation is distinguished with the absence of the observer as a participant in the study. S\he tends to observe and take notes either from a distance, or sit and watch inside the group activity.

Controlled Observation refers to the observer and the participants as both controlled in the external and the internal to reach accuracy and precision.

Structured Observation includes specific standards in the process. It aims to answer the questions of what, how and when to observe (Kawulich, 2012).

The ability to mix between types of observation is always available for researchers (Kawulich, 2012).

In this case study, the researcher uses the non-participant structured observation type in which two groups from first and second year LMD system students of English at Mascara University are being observed from a distance. The observer remains silent, passive, sits at the end of the classroom and keeps taking notes. The process of observation takes place in the school year 2020\2021 in the months of October and November. Due to the Covid 19 pandemic, Mascara University, similarly to all the universities in Algeria, follows the orders of the High Ministry of Education concerning teaching through groups per a month. Therefore, first year students are taught in the month of October, and second year students are taught in the month of November. The observer uses a checklist that helps on identifying the major difficulties related to reading, and aims to answer the research questions. During this process, the researcher observes both the physical and the pedagogical environment. This includes taking notes on the classroom settings, the students' and teachers' behaviour, the reading activities presented, the reading strategies employed, the reading mistakes types made by students, and the reaction of their teachers (see the observation checklist in appendix C.)

Chapter Three: Methods and Procedures

3.8.2.2. Teachers' Interview

Interviews are qualitative research tools used generally when the number of participants is few, and when these participants are available. According to Creswell (2014), when interviewing, the researcher particularly seek for useful data from the participants' experiences that go around the topic. Usually, the researcher asks open-ended questions in an attempt to receive impartial answers. Kvalve (1996) has highlighted the main characteristics of an interview that should be:

- Structured
- Knowledgeable
- Clear and simple, providing easy and short questions
- Ethical (Gentle, tolerant and sensitive)
- Steering, which refers to the fact that the interviewer needs to control the conversation and avoid digressions from the topic.
- Critical
- Reliable and valid answers of the interviewees

There are several types of interviews which include mainly the structured and unstructured. The former involved the already prepared questions that permit the interviewee to select their answers. The latter refers to the unstructured format which makes the researcher ask random question and allows the respondents to brainstorm their minds before answering (Creswell, 2012).

In the present research, the investigator attempts to mix between structured and unstructured interviews to get the respondents involved in the subject quickly. The researcher asks introductory questions to the teachers to establish a good relationship with them and have a smooth conversation, in addition to avoiding biased information, and obtaining truthful answers.

Moreover, teachers are involved into this study because the researcher thought that they need to be aware of their learners' disabilities, lacks, needs, weak or strong points. Teachers

Chapter Three: Methods and Procedures

play a crucial role in providing the necessary help to learners in order to overcome these difficulties.

The researcher asks the following questions (a total number of 09) to six teachers in order to find adequate results:

Question 1: How old are you?

The researcher has asked teachers about their age just as a general question to fill teachers' profile table. Age does not add any necessary information since the teaching experience matters more than the age or the gender of the teachers.

Questions 2: How long have you been teaching English at university?

The years of experience matter in this research. The researcher hypothesizes that the more experience teachers have, the more they are aware concerning their students learning and reading difficulties.

Question 3: What materials do you use to teach reading skills?

As classroom controllers, they know about the sources they use in order to choose a suitable reading text or a passage. The researcher finds it advisable to receive direct answers from the teachers participating in this study.

Question 4: According to you, what are the main reasons behind the failure of reading among students?

Teachers are aware of their students' reasons of failure, therefore, the researcher asked them to check whether both teachers and students have the same answers about the subject matter.

Question 5: What affects the reading comprehension achievements?

As teachers who are teaching different courses, they know the level of comprehension students have concerning each course and what affects it.

Question 6: What kind of reading strategies do you teach your students?

This question tells the researcher about the teachers' awareness of the reading strategies, and if they know them and teach them to their students of English.

Chapter Three: Methods and Procedures

Question 7: What reading problems do your students usually face?

A direct question that will help the teacher to gather answers for the first research question

Question 8: What do you often do to overcome the previously mentioned problems?

The teachers' suggestions count because they are all aware of the problem of reading difficulties.

Thus, the researcher takes them very seriously.

Question 9: What do you suggest to help students perform well in reading?

Similar to the previous question, the teachers' strategic ways to help learners avoid reading problems are very crucial and need to be taken into consideration.

The interview aims at providing the explicit reasons behind the difficulties in reading skills and comprehension, and the possible solutions provided by both teachers and students.

However, the other research tools provide other details on the subject and aim to find out the hidden reasons behind these difficulties.

3.8.2.3. The Verbal Protocols

A qualitative research method that depends on thinking-aloud protocols used in order to analyse the processes of reading (Yoshida, 2008). Reading is most of time a silent process, and the use of observations and tests happened to be insufficient research tools to analyse reading and comprehension. Therefore, Yoshida (2008) claims that the process of verbal protocols occurs when the researcher asks the readers to provide verbal reports in a direct way. These reports include three types of data:

Self-report: learners describe their behaviour when they practice reading.

Self-observation: inspecting the specific language behaviour directly after the learning activity takes a place.

Self-revelation: referred to as "*a stream of consciousness disclosure of thought processes while the information is being attended to*" (Cohen, 1996:13). That is to say, the reader will record the imaginative thoughts that comes to him or her when practicing reading.

Chapter Three: Methods and Procedures

In the present study, the researcher asks the first- and the second-year students to follow the verbal protocols instructions when reading. Therefore, participants will be performing the self-report, the self-observation and the self-revelation. The reasons this method is used are:

- To understand the cognitive and the physical process of reading and comprehension among learners
- To describe the process of reading by the participant themselves
- To train the participants for further reading activities

Following Yoshida (2008) steps of the verbal protocol, the researcher has used these steps to apply the verbal protocols in this study:

Step 1: Defining the process to students

Step 2: Training the participants on how they are going to perform this protocol, and teach them that they need to write down all the ideas that come to their minds even if they make no sense.

Step 3: Using an audio recorder to record students, or through writing.

Step 4: Transcribing the data into written analysis

Step 5: Using the coding

Step 6: Analysing the results and discussing them

Chapter Three: Methods and Procedures

3.9. Validity and Reliability of the Research Instruments

To ensure the quality of the research conducted, validity and reliability need to be considered. Both terms are used interchangeably. Validity refers to whether a test measures what it is supposed to measure (Phelan and Wren, 2006). However, reliability refers to the idea of producing stable and consistent results (Phelan and Wren, 2006).

3.9.1. Validity

“A valid instrument measures what the researcher claims to measure...” (Wyckoff, 1987:169). It refers to the researcher’s intention to get the results he or she is expecting to get, and whether or not it goes hand in hand with the hypotheses claimed earlier in the beginning of the study.

In the present study, the researcher aims to measure the difficulties of reading disabilities faced by 1st and 2nd year English students at Mascara University through the use of a reading test and questionnaire for the learners. Both the questionnaire and the test contain questions and skills to find out the learners’ disabilities.

3.9.2. Reliability

“.. a reliable instrument measures the data in a consistent and an accurate manner rather than randomly” (Wyckoff, 1998:169). This denotes that reliability is as important as validity when it comes to consistency in measurement.

In this research, the researcher used the different tools including; the verbal protocols, the test, classroom observation, the questionnaire, and an interview to make sure the results obtained are not varied, but homogeneous, regular, coherent, and have a reliable relationship with the answers of the research questions.

3.10. Data Analysis Methods

Data analysis is the most important element in any research. Creswell (2014) claims that data collected need to be presented in a form of communicative ideas where conclusions are

Chapter Three: Methods and Procedures

drawn. After data were collected, they require to be analysed according to the nature of the research questions. Both quantitative data and qualitative data are analysed qualitatively and quantitatively respectively. In the present study, the process of data analysis includes discourse and narrative analysis for the qualitative data, and statistical analysis for quantitative data (Cohen, Manion and Morrison, 2018).

3.10.1. Qualitative Data Analysis

The descriptive method sources of information are qualitative tools such as the interviews, open ended questions, and observations...etc. The data collected using these tools are communicated through the identification of different themes, patterns, and relationships (Dudovskiy, 2016). Therefore, the data collected from the qualitative tools used in this study which include the verbal protocol, teachers' interview and observation are analysed by grouping the reading difficulties into the emergent different types (errors, mistakes, pronunciation difficulties... etc.). both observation and verbal protocols allow the researcher to identify the emergent reading skills and reading comprehension difficulties.

3.10.2. Quantitative Data Analysis

The tools that require data to be analysed quantitatively are the quantitative tool that include yes/no questions and tests. the data that are number-based always require quantitative analysis (Dudovskiy, 2016). Since numbers are included, it is not surprising to use statistical analysis techniques. Jansen and Warren (2020) define the technique as a way in which different statistical operations are performed. They added that the technique involves various tools such as the SAS (Statistical Analysis System), SPSS (Statistical Package for the social sciences), Excel program, and more.

In the current research, the measurement of quantitative data collected is described statistically. The process involves the interpretation and validation of the results. The researcher has used Microsoft Excel program to convert the numerical data extracted from the tests and the questionnaire to tables and graphs for a better comprehension of the results, and a systematic

Chapter Three: Methods and Procedures

way of drawing conclusion. Additionally, the researcher has used Omni Software as test grade calculator created by Pamuta (2021) to analyse the IELTS test scores. See appendix F

3.11. Methodological Limitations

In all field research, researchers fall in some limitations and face some noticeable challenges. Mentioning these limitations is just another version of denoting the reliability and the validity of research (Glesne and Peshkin,1992). Therefore, the methodological limitations faced the researcher in the study are worth highlighting.

First, when gathering data from the questionnaires, students show less interest in answering all the questions. Among 128 students, the researcher has got only 95 questionnaires back. The verbal protocols tool was a challenging task for learners, even when they tried to verbalize their thoughts, they refused to record them because of different psychological reasons including shyness and anxiety.

Also, time was a very challenging factor. Due to Covid 19 pandemic, students are studying in “waves” i.e., groups. So only 5 to 7 weeks per a semester. This was an issue since the researcher had less time in observing, testing and applying the verbal protocol.

It is also advisable to mention that the sample chosen is too big to be all studied. At university, students of 1st and 2nd year are numerous, and covering them all using all the tools will be a difficult mission. Thus, the researcher uses the test and the verbal protocols with few students selected randomly from both levels.

Finally, all these methodological limitations did not prevent the researcher from fulfilling the objectives of the study.

Chapter Three: Methods and Procedures

3.12. Conclusion

In conclusion, the chapter of methods and procedures aims at summarizing the different methodological processes followed in this research. It tends to identify the research tools used in this study. The qualitative tools used are the verbal protocols teachers' interview and the observation, and the quantitative tools used are the students' questionnaire, and the reading test. Also, the researcher sheds light on the different data analysis methods to present accurate, valid and reliable results. Finally, the methodological limitations are highlighted at the end of the chapter.

Chapter Four: Findings and Discussions

Chapter Four: Findings and Discussions

4.1. Introduction.....	114
4.2. Findings.....	114
4.2.1. Findings of the Quantitative Tools	114
4.2.1.1. The Students' Questionnaire	114
4.2.1.2. The Reading Test.....	124
4.2.2. Findings of the Qualitative tools	126
4.2.2.1. The Classroom Observation.....	127
4.2.2.2. The Teachers' Interview	131
4.2.2.3. The Verbal Protocols	137
4.3. Discussion	144
4.3.1. The Phonological Awareness.....	145
4.3.2. The Lack of Vocabulary.....	146
4.3.3. The Ambiguity and Word Recognition.....	151
4.3.4. The Impact of the French Language	152
4.3.5. The Psycholinguistic Factors	153
4.4. The Answers of the Research Questions	154
4.4.1. The Answers of the 1 st Research Question	154
4.4.2. The Answers of the 2 nd Research Question.....	154
4.4.3. The Answers of the 3 rd Research Question.....	155
4.5. The Suggested Reading Framework	156
4.5.1. The Learning Goals.....	156
4.5.2. The learners' Needs.....	157
	112

Chapter Four: Findings and Discussions

4.5.3. The lectures Presented.....	157
4.5.4. The Classroom Activities	157
4.6. Conclusion.....	158

Chapter Four: Findings and Discussions

4.1. Introduction

This chapter presents the analysis of the data and the findings collected through the use of the research tools that include the students' questionnaires, reading test, Teachers' interview, the verbal protocols and the classroom observation. The quantitative data are presented in tables and graphs to be purposefully discussed. The qualitative data are being analysed descriptively in order to achieve a noticeable discussion, and to be able to reach adequate answers to the research questions. Therefore, the results will be grouped into two parts; the first part is the presentation of the quantitative results, and the second one is the presentation of the qualitative results.

4.2. Findings

4.2.1. Findings of the Quantitative Tools

This section presents the data analysis results of the students' questionnaire and the reading test. The results obtained represent the answers of 90 students on 15 questions (open and closed). Additionally, the researcher has analysed the results of the IELTS test of students and presents the scores. To clarify more, the researcher does not care about the scores as much as she cares about the reading process followed in the test in terms of fluency and comprehension skills.

4.2.1.1. The Students' Questionnaire

In order to reach an adequate understanding of the phenomenon of reading disabilities among students of English as a foreign language, the researcher has employed a questionnaire consisting of 15 questions distributed to 128 participants at the department of English, The Faculty of letters and languages at Mascara University (see appendix A). It is also important to mention at the very beginning that the researcher has submitted 128 questionnaires and received only 95 copies. Each question will be analyzed separately in the following:

Chapter Four: Findings and Discussions

Question1: How old are you?

The age of the students who participated in the study ranges between 17 and 23. First year students' age ranged between 17 and 21, and students of second year age ranged between 20 to 23. There is only one student whose age is 47 and has joined the English Department because of his interest in English. The following table shows the age distribution:

Age	17 to 19	20 to 21	21 to 22	23 to 47
N°of Participants	25	28	36	6
Percentage	26.32%	29.47%	37.90%	6,31%

Table 4.1. The Students Age Distribution

Age is a key variable in conducting research. This study indicates that 93.69% of the students are aged between 17 to 22. This shows that the participants are young students, enthusiastic, and may have interest in the process of completing the questionnaire and tools employed in the study. Additionally, students share the same educational level as well as similar age range which minimizes the differences in the characteristics.

Question 2: Are you first or second year student?

1 st year	55	58%
2 nd year	40	42%
Total number	95	100%

Table 4.2. The Students Educational Level Distribution

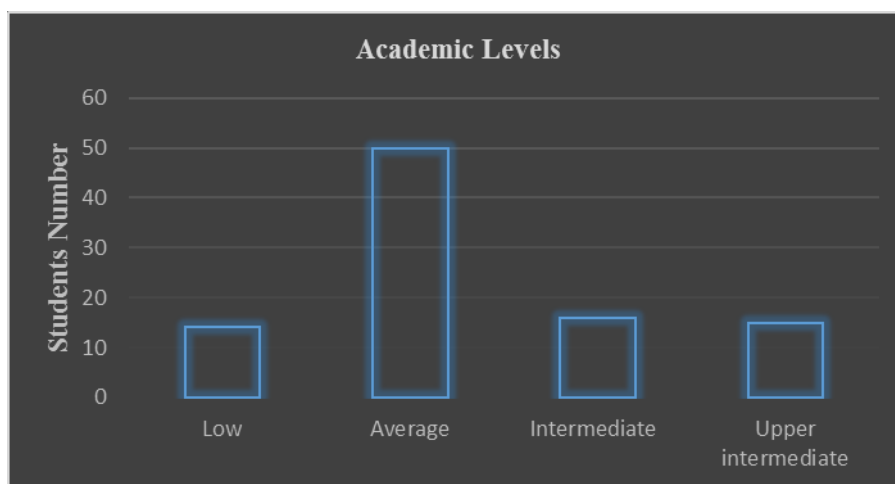
First year students are numerous (58%) than second year students (42%). As it is always known, first year students are always great in number compared to other levels. Many students

Chapter Four: Findings and Discussions

quit studying in their first year, transfer to another department or repeat the year. That's why there are 8 groups in the first year and 5 groups in 2nd year mainly 2020\2021.

Question 3: How do you assess your general academic level?

The answers of this question are four multiple choices. They are low, average, intermediate, upper intermediate. The participants' answers are shown in the following graph:



Graph 4.1 The Students' Academic Level

This graph shows that students rate themselves differently. 14 students think they are weak and have a low level of the academic achievement. 50 students believe they are average.

16 consider themselves as intermediate learners, and 15 ones are upper intermediate. The academic achievement refers to how well students perform in an academic environment, i.e., classrooms. This performance is perceived in terms of grades and scores. It is referred to by Rodrigues (2001) as the students' school results. In other words, he (2001) claims that the academic achievement is tightly related to students' individual efforts, capacities and abilities.

Question 4: How do you evaluate your level in English?

Chapter Four: Findings and Discussions

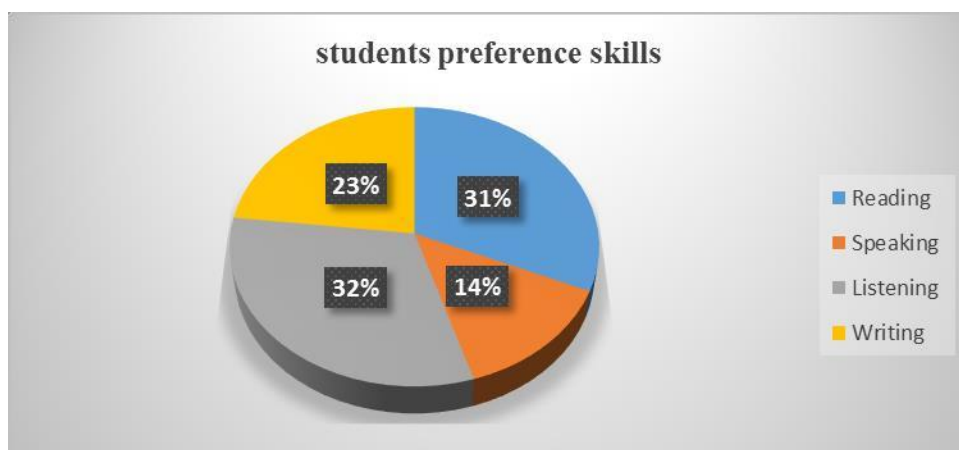
English Academic	Low	Average	Good
Students number	25	46	24

Table 4.3. English Academic Level

Students' assessment to their level is shown in the table above. Most of the students (46 ones) believe they are average learners. Only 25 think they are of low level and 24 believe they have a good academic level of English. The English level of these university students is generally determined by the students' performance in the exams, tests, quizzes and tutorials marks which most of time include participation in the classroom, presence, and different assignments. However, the English proficiency level is also related to the teachers training, the learning materials and attitudes of the learners (Orodho, 2009).

Question 5: What is your favourite language skill?

The answers of this question are classified into four skills; speaking, listening, reading and writing. The students' responses are represented in the following pie-chart



Graph 4.2. Students Preference skills

The pie-chart shows the students preference skills. Reading and listening are the most preferred skills among the participants (31% and 32% respectively). However, they do not favorite writing and speaking (23% and 14% respectively). This indicates that students tend to practice the receptive skills and have difficulties in mastering the productive skills. According to Sreena and Iankumaran (2018), the students communicate with one another

Chapter Four: Findings and Discussions

and their teachers using the skills, and the communication process works when the students develop the productive skills through the receptive ones. Students find it difficult to produce language whether through writing or speaking because of different social, psychological and educational factors. Anxiety, shyness, social problems, and the failure in schools in addition to many other factors that have a negative effect in preventing students from producing language (Ordulij and Grabar, 2014). Therefore, students who preferred the receptive skills over productive skills are generally students who find it difficult to perform a language task due to the already mentioned factors.

Question 6: Why do you prefer one skill over the other?

The answers of this question vary tremendously from one group to another, and from one student to the other. Each student who preferred a given skill has his or her own reasons.

However, the researcher grouped the answers in the following:

About 30 students prefer reading because they find it: helpful to improve their writing skills, a fun and a pleasant task, and useful to enrich their vocabulary.

30 students choose the listening skills because they like to listen to music all the time, listen to American and British accents through watching movies and series, and find listening a good skill to learn how to speak English through imitation and repetition.

22 Students prefer writing because they find themselves in writing, and they claim that they face difficulties to speak inside the classroom, so they prefer to write and express their feeling and thoughts instead.

Only 13 students favorite speaking, and claim that through speaking they are practicing English, participate in the classroom, get good marks. Speaking allows us to express ourselves and communicate in different contexts as they claim.

Chapter Four: Findings and Discussions

These answers reveal that students' preference skill is linked to their interest and their reasons behind learning English. Generally, the reasons are the source of motivation. As long as these students are motivated, they will learn how to practice the different skills appropriately.

Question 7: According to you, what is reading? Few have answered this question. They have defined reading differently, and the answers of the participants are grouped in the following:

Reading is a skill of language.

Reading is an activity of learning a language.

Reading is a task where we read texts and novels.

Reading is practicing language.

Their answers seemed to be short and incomplete. Some students have left the space of the answer empty. This shows that students are unaware of the definition of reading, or they are unable to express their input into a correct English sentence due to their lacks in grammar and language production.

Question 8: What are the materials do you use to practice reading?

The materials students generally use to practice reading are journals, books, and stories. The following table shows what students read most:

Reading materials	Journals and articles	Books	Stories
Number of students	12	50	33
Percentage	12.63%	52.63%	34.74%

Table 4.4. Reading Materials

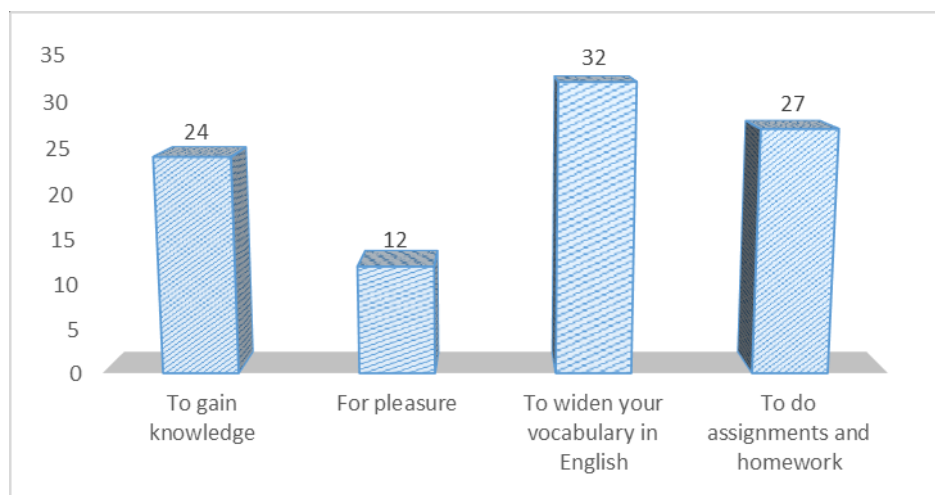
Student practice reading from different sources. As it is shown, 52.63% of the participants prefer to read books and 43.74% read stories. Books and stories are fruitful in helping English students get knowledge and enrich their vocabulary background. The next

Chapter Four: Findings and Discussions

question explains the reasons why most of the students prefer books and stories over articles, and journals.

Question 9: What are the reasons behind your reading?

The researcher provided four reasons for the participants to tick. The answers are as follow:



Graph 4.3. Students' Reasons for Reading

Students are interested in reading in order to widen their vocabulary are 32 students out of 95. This shows that students are aware that reading helps them gain new words and expressions. 27 students perform reading only to do assignment and homework through reading different field-related books in different courses they take such as literature and linguistics. In these veins, reading is not a choice, but a necessity to perform well inside the classroom, and accomplish different activities.

Question 10: What are the materials you read in the classroom?

Participants have argued that they read texts especially in exams, slides of PowerPoint presentations, course books and handouts. Students are asked to read in the class, they are not compelled or forced to practice reading, and the activity is not graded. This is may be why students refuse to read because they are afraid of making mistakes, and even if they do so, there are no outcomes. Also, the type of the materials depends on the teachers' choices. If

Chapter Four: Findings and Discussions

a teacher agrees on using slides, texts or course books, the learners are asked to read and together will analyse and explain what is written.

Question 11: How many times do you read inside the classroom?

The answers of this question are relative. The participants' answers are not valid all the times. Sometimes, students read more than once in the class, some other times they do not read maybe because they are not picked to read, or they are not in the mood for reading. Their answers are displayed in the following table:

Times students read	Once	More than once	I do not read inside
Number of students	22	43	30
Percentage	23.16%	45.26%	31.58%

Table 4.5. Classroom Reading Activities

Reading inside the classroom has many advantages. It helps students reduce anxiety and stress, become familiar with their teacher and colleges, practice reading, and enable teacher to detect the reading errors they make.

Question 12: When reading, do you face any difficulties?

This question requires a yes/no answer. 79 participants answer with yes and 16 answer with no. A large number of students are aware of the difficulties they face when practicing reading. This awareness is a positive stimulus to help students learn how to overcome them. The other students who answer with no may have difficulties in reading or in comprehending texts, but they are not aware.

Question 13: What are these reading difficulties?

The researcher grouped the answer of these question into 5 groups:

- a. Pronunciation difficulties

Chapter Four: Findings and Discussions

b. Literal meaning of words

Ambiguity c. Complex structures

d. Aloud reading

Students' answers are presented in the following	Pronunciation difficulties	Literal meaning of words Ambiguity	Contextual words ambiguity	Complex Structures	Aloud reading
Number of students	33	23	16	15	16

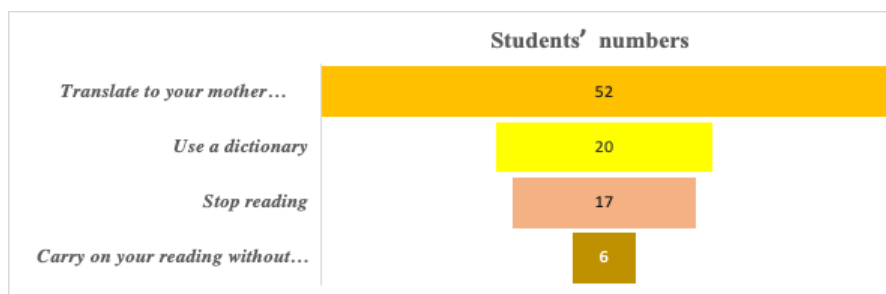
Table 4.6. Reading Difficulties

Most of the difficulties students face when reading refer to pronunciation, spelling and words ambiguity (literal or contextual meaning). Sometimes students find difficulties in understanding complex structures. The pronunciation and spelling errors require students to learn phonetics and phonology. The phonological awareness plays an important role in helping students read correctly texts. When students face ambiguous words, they need to use the dictionary to check their meanings and clarify the ambiguity. The contextual words are only understood in context, therefore, the students are required to read and reread with careful analysis, and use the reading strategies to understand them.

Question 14: What do you do when you face these difficulties?

Students have different ways of avoiding mistakes in reading and overcome the difficulties. The nature of these solutions is not as important to them as the difficulty itself. They seek to translate to the mother tongue or French, use dictionaries such as Oxford and Cambridge, they may cut off reading or carry on without understanding. Students' answers are displayed in the graph below:

Chapter Four: Findings and Discussions



Graph 4. 4. Reading Problems Tips

Question 15: Why do you think you face these difficulties?

This question is asked to see whether the students are aware of the reasons of their disabilities in reading. There are multiple reasons of why learners face difficulties. the factors that led to the emergence of this issue according to the participants are:

- The lack of practicing reading
- Short time provided to finish the reading task
- Shyness, anxiety, and other psychological factors
- The nature of texts provided

The researcher can add other factors:

- Students' cognitive disabilities
- Lack of phonological awareness
- Lack of reading strategies
- Time issue
- Teachers' ignorance of the task of reading

These findings contribute in drawing conclusions to the issue of reading disabilities; however, they are not the only results obtained. In the following, the questionnaire of teachers and other quantitative as well as qualitative data are analyzed.

Chapter Four: Findings and Discussions

4.2.1.2. The Reading Test

To reach sophisticated quantitative data from the reading test, the researcher has used Omni Software, a test grade calculator for teachers. The IELTS reading test used in this study consists of 14 questions, therefore in Omni Startup, there are three voids to fill; the point\questions, wrong, and correct; and two spaces for the grade and the percentage of success (See Appendix F). The test is administrated to all the sample. Students are 128 in all the groups, but some of the students were absent the day of the test, subsequently, 109 tests were received. The results are shown in the following table:

Students'	Points (14)	Test Grades	Percentage	Total
2	14	A+	100%	1.84%
11	12	B	85.71%	10.09%
14	10	C	71.43%	12.84%
09	9	D	64.29%	08.26%
19	6	F	42.86%	17.43%
13	3	F	21.43%	11.92%
37	2	F	14.29%	33.95%
04	1	F	7.14%	3.67%

Table 4.7. Results of the Reading Test

Table 4.9. displays the scores of the IELTS test among the students who participate in the study. Among 109 students, 37 students get an F (14.29%), which means they fail in the test in the sense that they answered only 2 questions correctly. 19 students from the whole sample answer 6 questions correctly, and get an F as well. These results indicate that more than half of the students fail in the task which tells that their reading comprehension skills are very poor. The test is used to identify different values which include the reading

Chapter Four: Findings and Discussions

comprehension, the students' abilities to skim, extract the main ideas, understand the theme of the passage, relate between the paragraphs (from A to H), and to check whether or not they are able to identify the writer's objectives and purposes. The following table show the results of the comprehension skills detected in students answer sheets:

Comprehension skill	Questions' number	Students' level: Good	Students' level: Average	Students' level: poor
Extracting main	14-15-16-17			X
Inferential	23-24			X
Lexical	21-25-26		X	
Literal	18-19-20-22-27		X	

Table 4.8. Reading Comprehension skills levels

In the table above, students have a poor level in identifying the main idea in the passage, most of the students fail to answer correctly the questions 14/15/16/17. Similarly, they fail to detect the inferential (hidden) meaning in the questions 23\24. However, only few students were able to find out the answers of lexical comprehension that include questions 21\25\26. Lastly, students have an average level in the literal comprehension skill as well. In the following, the differentiation between the four comprehension levels:

Extracting the Main Ideas

The questions (14-15-16-17) are asked to test whether the participants are able to detect the main ideas mentioned in the passage. Most of the students fail in these specific questions.

Chapter Four: Findings and Discussions

Inferential Comprehension

It refers to the hidden and the pragmatic meaning in the text. Specifically, it refers to the ability of readers to identify the writer's objectives (Erliana, 2014). In this test, questions (from 23 to 24) require the pragmatic analysis because their answers are hidden in the text.

The Lexical Comprehension

It includes the ability to successfully detect and understand the key vocabulary in the passage. (Buslon and Alieto, 2019).

The Literal Comprehension

It refers to the understanding of the information and facts that are stated directly in the text. Most of time it is recognized through basic levels of reading (skimming and scanning) (Erliana, 2014).

The ability to extract the main ideas, detect the literal, lexical, and inferential meaning in the text or a passage indicates that the reader is able to comprehend the text. Students may face difficulties in doing so because they lack the awareness of these four levels of comprehension skills. In this test, the research aims to identify the comprehension skill difficulties encountered by students, and the results show that students face many difficulties including their disability to extract the main ideas, identify the literal, lexical and inferential meaning.

4.2.2. Findings of the Qualitative tools

The qualitative tools include the observation and the verbal protocol. The results obtained from both tools aim to answer the research questions on what are the main reading disabilities of 1st year and 2nd year students, and the possible factors that created them. In the following, the results of each data collection tool:

Chapter Four: Findings and Discussions

4.2.2.1. The Classroom Observation

The classroom observation period lasted two months (October and November 2020\2021). The results of the observation tool have provided great profits to the present study. It helps the researcher depicts the various differences between the students answers and their classroom behaviour. The following are the results obtained from observation:

a. The Classroom Environment

The classroom environment is observed in terms of two components: physical and human components: the physical components are greatly shown in the lack of communication tools, smart board, electronic devices such as the data shows, and amplifiers. Also, the classes are crowded, numerous and noisy. However, it is necessary to add that the classes are big and have enough space where the students sit. According to Riaz and Asad (2018, 208): “*The physical component comprises all the physical objects present in the classroom e.g., black board, furniture, lightings, projectors, books, computers etc.*” These elements are very important in the learning teach process development.

On the other hand, the human components are the individuals (teachers and students), and their interaction among each other. When observing, the researcher notices that the students-teacher relationship is relatively positive as they both learn how to communicate with each other for the sake of making the teaching\learning process a success. Teachers are committed to their job, and they help their students to feel comfortable especially in literature and oral classes through giving them time to express themselves and perform tasks. However, it is important to mention that the learning process is based on teacher-centered approach which is a very traditional method of teaching as claimed by Garrett (2008). Also, the teachers focus more on teaching the content of the lectures rather than the language, the skills or the structure. That is to say, teachers randomly intervene to correct students’ pronunciation or reading mistakes because they have insufficient time to present the course, so they favorite

Chapter Four: Findings and Discussions

the course content over the language form. Concerning students, most of them are distracted, using their phones, drawing, and talking to their classmates, especially the students who sit back in the class. In terms of participation, students are introvert learners, they keep listening to their teachers and seldom intervene to ask a question or to answer another. Further, the students are not motivated in all courses, they prefer to study oral expression, and literature, but in all other courses they show no interest (linguistics, grammar, and civilization).

b. The Reading Process

Concerning reading, the researcher has stated that students *rarely read*. When reading inside the classroom, the students fall in various types of mistakes and errors that are remarkable and require a necessary intervention of the teacher to correct them. The following are the different types of reading mistakes and some examples:

Mispronunciation

The word	Mispronunciation	Correct Pronunciation
know	Know with (k)	nəʊ
Reciprocal	(rekiprocoul)	rɪ 'sɪprəkəl
Trachea	Trachia (with ʃ sound)	trə 'ki(:)ə
Premise	As promise	'premi s
Adjust	are just	ə 'dʒʌst
Written	Wraitin	'rɪtn
This	dis	ðɪs
Tissue	Tisu	'tɪʃu:

Chapter Four: Findings and Discussions

Revolution	Revoluyoution	,revə'lu:ʃən
Decades	Dicades	dɛkeɪdz
Either	Eiter	'aɪðə
Utilitarian	Itilitarin	,ju:tɪlɪ'teəriən
Determined	Determained	dɪ'tɜ:mɪnd
Prior	Priour	'praɪə
Such	Sash	sʌʃ
Rather	Reider	'rɑ:ðə
Purposes	Purpozes	'pɜ:pəsɪz
Horizontal	Without h	,hɒrɪ'zɒntl

Table 4.9. Words' Mispronunciation

Failure in Word recognition

The students fail in the process of word recognition. It is a process of identifying words and their parts. It occurs at the level of letters and their identification to sounds and phonemes. When observing, the researcher has noticed that students' word recognition problems occur when they are asked to read and stop suddenly in the middle of reading, or they try to divide the word into two or three parts, the following example show the students' failure in words recognition:

Word	How it is read
inconsistent	In\consi\stent
Articulatory	Arti\ culat\ our
Executed	Ex\ku\ tid

Chapter Four: Findings and Discussions

Utterance	Youtran\ce
Empirical	Emp\ ric\l
Managerial	Manage\ ral
organizational	Org\an\ aiz\ ashion
Accomplish	Asom\ plish
Unconsciously	Un\con\ shious\ly
Initiation	Inshi\ ation
Establish	Estab\ lish

Table 4.10. Word Recognition

From the data in the table, one can notice that the word recognition failure happens when students face new words, they are unfamiliar with, or long words they are unable to spell. The reasons behind the failure are the alphabetic principle, phonemic awareness, sound-letter relations, spelling and writing, reading fluency (Snow, Bums, and Griffin,1998).

Ignorance of Discourse Markers

Students have disabilities in identifying discourse markers when reading. When they read, they do not give importance to the sentence connectors (additionally, moreover, besides, however, although, since, as, the commas, semi colon, and, full stop, question marks, umm...etc.). These markers help the reader to link between ideas, and give him\her a break during reading.

French Language Effect

The researcher observes that there are some words students read in the French language way of pronunciation. English and French share many similarities and characteristics based on the fact that both are Indo-European languages. They share the same accents for many words, the same alphabetical system, the same words or roots, and the same written forms. Due to the French colonization in Algeria, many people talk French language and consider

Chapter Four: Findings and Discussions

it as a second language. Therefore, students have problems in reading English Words the French way. The following examples are the English words students read them in French:

Word in English	French pronunciation
Aviation ,eɪvɪ'eɪʃ(ə)n	Aviation
Energy 'enədʒi	Énergie
Heritage 'hɛrɪtɪdʒ	
Age eɪdʒ	Age
Menu 'menju: '	Menu
Natural nætʃrəl	Naturel
Uniform 'ju:nɪfɔ:m	Uniforme
Television 'telɪ,vɪʒən	Télévision
Appetite 'æpɪtaɪt	Appetit
Reason	Raison
Occasion ə'keɪʒən	Occasion
Register	Registre

Table 4.11. French Language Influence

There are other factors the researcher has noticed in the observation process. These factors lead to reading disabilities:

- Phonological and morphological awareness
- Psycholinguistic factors including (Motivation, anxiety, attention problems, destructions).

4.2.2.2. The Teachers' Interview

The process of teaching and learning languages requires the contribution and the interaction of both teachers and students. Therefore, the researcher finds it advisable to

Chapter Four: Findings and Discussions

include the teachers as participants of the study. Surely, teachers are aware of their learners’ lacks and disabilities. In this respect, they are asked to provide the researcher with the necessary answers that will serve the objectives of the study. Six teachers who teach first- and -second year English at Mascara University, English Department are interviewed by the researcher. The Questions of the interview are analysed in the following:

Question 1: How old are you?

In terms of age, the six teachers’ age is between 29 and 45. 66.67% of the participants (teachers) are within 29-45 age range, while 33.33% of them are within 42-45 age range as shown in the following table.

Teachers number (6)	Age	Percentage
4	29 - 35	66.67%
2	42 - 45	33.33%

Table 4.12. Teachers’ Age

Question 2: How long have you been teaching English at university?

The six teachers have different years of experience. The table below shows these differences:

Chapter Four: Findings and Discussions

Teachers	Years of experience
A	4
B	5
C	8
D	11
E	13
F	15

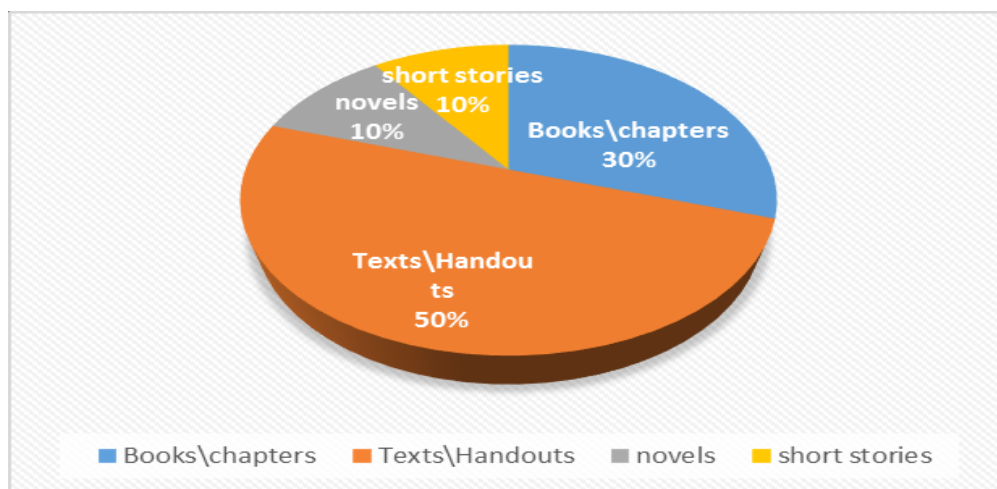
Table 4.13. Teachers' Experience

The teaching experience plays an important role in this study. There is a great difference between novice teachers and experienced ones, for instance, the teacher (A) with four years of experience cannot be compared to the teacher (E) or (F) with 13 and 15 years of experience respectively. The teachers experience has a great impact over the students' achievement and effectiveness of the teaching process. Podolsky, Kini, and Hammond (2019) claim that the more years of experience teachers have, the positively students can perform in the learning process.

Question 3: What materials do you use to teach reading skills inside the classroom?

The sixth teachers responded that they use different reading materials depending on the course and its context. The following graph highlights the different materials in the teaching process.

Chapter Four: Findings and Discussions



Graph 4. 5. The Use of the Reading Materials Among Teachers

The graph shows that 50% of the reading materials used by teachers are texts and handouts. 30% are books and book chapters. 10% are novels and 10% are short stories. The teachers claim that they use different materials according to the nature of the course whether grammar, literature or linguistics.

Question 4: According to you, what are the main reasons behind the failure of reading among students?

Teachers write different reasons for the failure of reading among students, these reasons are:

- Commitment and Seriousness of the students
- Lack of time to practice reading
- Lack of the reading strategies
- Lack of mastering pronunciation
- Difficult words students face

Question 5: What affects the reading comprehension achievements?

The participants indicate that insufficient time given to each lecture, the crowded classrooms, and the students' lack of the reading strategies, in addition to the students' interests in getting marks rather than language development led to their regress not only in

Chapter Four: Findings and Discussions

reading, but in all the language skills. Moreover, the students lack of attention, stress, shyness, anxiety and fear are also the factors that drive students to fail in the reading tasks.

Question 6: What kind of reading strategies do you teach to your students?

Four of the total number of teachers claim that they use no reading strategies because they do not teach reading in the class, and they concentrate on the content of the courses, not the skills of language. Two teachers insist that they taught their students about the SQ3Rs strategy of reading, and focus on teaching students how to pronounce correctly. According to Robinson (1970), the SQ3Rs reading strategy is designed to help learners improve their skill of reading. It consists of the following elements:

S for Survey: The learner is required to read the introduction, the highlighted word (bold or Italic), the conclusion or the summary, the headings and the subheadings, and graphs or figures. This will allow him\her to gain a broad overview about the nature of the text.

Q for question: The second step of SQ3Rs strategy requires learners to form questions based on what they survey in the first step. It is a pre-reading step. They are asked to relate between the reading rate and their comprehension level.

The first R for read: In this phase, the learner is asked to read the text or the activity, select the key-words and key-ideas. It aims to answer the questions asked in phase one using the learners' own words to check if he\she understood.

The second R is for recite: Here, the learners are asked to call information about the text from their memory as much as they can. The reciting occurs out loud and, in the learners' own words.

The third R is for Reviewing: When reviewing, learners are asked to briefly check out or to revise all that they have read so far orally or in writing an outline. This step

Chapter Four: Findings and Discussions

is helpful because it prevents forgetting, and allows students to make call of the information whenever they want. (Robinson, 1970)

Question 7: What reading problems do your students usually face?

According to the teachers, the reading problems student faced are:

Switching words: dyslexia

Wrong spelling\ wrong pronunciation

The effect of the French language

Question 8: What do you often do to overcome the previously mentioned problems?

Teachers suggest various tips to help learners overcome the difficulties they face when reading. They proposed the following solutions:

- Ask students to read out loud in the classroom.
- Correct the students when making reading mistakes.
- Select interesting topics to read in the class.
- Encourage them to read novels and short stories.
- Teach them pronunciation when they have free time.
- Give them extensive reading tasks as assignments and homework.
- Give students more chances to read inside the classroom.
- Ask them to read and repeat.
- Teach them how to read slowly.

Question 9: What do you suggest to help students perform well in reading?

The teachers have proposed the following solutions for students to perform well in reading:

- Extensive reading
- Homework (using internet)
- Reading novels and short stories
- Participate in the reading tasks inside the classroom

Chapter Four: Findings and Discussions

- Take notes when reading

4.2.2.3. The Verbal Protocols

The last tool used in this study is the verbal protocol, or think-aloud technique. The researcher has given the reading passage entitled “*Mother’s Day*” to the learners to receive similar background, and draw a table to help the participants write down their thoughts. The following are the findings obtained from the verbal protocol, only few examples from different participants are presented in this table: P1 to P24 refer to the 24 participants who participated in the V protocols.

Text Excerpt	The thoughts obtained	The question asked	The answer of the	Other details
The modern Mother's Day is celebrated on various days in many parts of the world, most commonly in March, April, or May as a day to honor mothers and motherhood.	P1: mother day\ Party\ 8 th of March in Algeria\ like us.... gifts\ ...she is tired job\ what is motherhood? P2: mother day is women's day\ gifts\ having parties\ day-off at work	Mother's Day is celebrated on the same date around the world. a. True b. False	P1, P2, P3, and P4 answers are: b. false	Participants are referred to as P1\P2\ P3\P4 have provided different verbal thoughts along the text, but the researcher provided examples related to the first idea in para 1

Chapter Four: Findings and Discussions

	<p>P3: where is father day\ why only mothers\ March 8th \ happy day like aid</p> <p>P4: what is commonly\ my mother\ sick\ she needs gifts\ they celebrate...</p>			
Text Excerpt	The thoughts obtained	The question asked	The answer of the questions	Other details
<p>Historically, the celebration has its origin customs and traditions. The ancient Greeks kept a festival to <i>Cybele</i>, a great mother of Greek gods. The ancient Romans also had another holiday, <i>Matronalia</i>, that was dedicated to <i>Juno</i> (an ancient Roman goddess), though mothers were usually given gifts on this day.</p>	<p>P5: what is customs\ origins\ history of mother's day\ Greek\ Europe\ what is festival\ how to read Cybele\ God is only one\ without s\Matronalia??\ Juno?</p> <p>P6: there is one God\ no goddess\ who is Mtronalia\ why we celebrate\ festival\ party\ in history\ Greek and Latin language</p>	<p>The celebration's origin is ancient.</p> <p>a. True</p> <p>b. False</p>	<p>P5 answers with a. true</p> <p>P6. Answers with b. false</p>	<p>P5\P6\P7 have commented differently on this passage.</p>

Chapter Four: Findings and Discussions

	<p>P7: gifts\ buy\ tell mom\ ancient story\ the history of mothers' day</p> <p>P8: Umm\moms\ special day\ festival\ before\ people believe in many gods\ and goddess\</p>		<p>P7: answers with a. True</p> <p>P8: answers with b. False</p>	
<p>In Europe there were several long-standing traditions where a specific Sunday was set aside to honor motherhood and mothers such as <i>Mothering Sunday</i></p>	<p>P9: europe\ develop\ appreciate women\ cultur and religions\ unlike in islam\ P10: women' party in europs is on Sundays/ traditions and customs\very historical</p>	<p>In Europe, people honored Mother's Day on: A:Sundays B: March C: April D. Mondays</p>	<p>P9 answers B P10\P11 answer A</p>	<p>None</p>
<p>One of the early calls to celebrate Mother's Day in the United States was the "<i>Mother's Day Proclamation</i>" by Julia Ward Howe.</p>	<p>P13: what is proclamation?\Julia\feminism/ she asks for a celebration</p> <p>P14: women have great jobs\ Julia proclaims\ responsibility of mothers at home and outside\ women\ work</p>	<p>In the USA, Mother's Day was initially related to the feminists demands to recognize the importance of women a. True b. False</p>	<p>P13\P16\P15 Answer a. true</p>	<p>None</p>

Chapter Four: Findings and Discussions

Text Excerpt	The thoughts obtained	The question asked	The answer of the	Other details
<p>Written in 1870, the Proclamation was tied to Howe's feminist belief that women had a responsibility to shape their societies at the political level.</p>	<p>P15: society\ job\ responsibility\ since a long time in US P16: in politics and in society, women have a great job and responsibility. They need time out\ breaks\ relax\ and celebrate P17: thanks to Howe, women have their day in the US\ People are celebrating Mother's Day since 1870.</p>	<p>In the USA, Mother's Day was initially related to the feminists demands to recognize the importance of women a. True b. False</p>	<p>P14\P17 Answer b. false</p>	<p>None</p>
<p>Today the holiday has become very popular around the world. People take the day as an opportunity to pay tribute to their mothers and thank them for all their love and support.</p>	<p>P18: mothers support their children\ holidays\ umm\ thinking to rest\ tired\ buy gifts and celebrate P19: have a day out\ break\ celebrate with your mother</p>	<p>People around the world take one day to celebrate with their mothers a. true b. false</p>	<p>P18\P21 b. False</p>	<p>None</p>

Chapter Four: Findings and Discussions

	<p>P20: holiday\ buy a cake and a gift for the family\ thank you mom P21: family union\ celebrating our mothers\ gifts\ smiles.</p>		<p>P19\ P20 answer a. True</p>	<p>None</p>
<p>There is also a tradition of gifting flowers, cards and other gift to mothers on the occasion</p>	<p>P22: I buy my mother a gift\ why it is a day\ I celebrate with my mother every day P23: the gifts\ scarf or watch\ or broch P24: flowers and cards\ I write I love you\ the day is very important in our life</p>	<p>Do mothers ask for the day to receive gifts and flowers: a. True b. False</p>	<p>P22\ P23\ P24 Answer with b. false</p>	<p>None</p>

Table 4.14. The Verbal Protocols Results

In the table above, the researcher has picked some examples from the 24th verbal protocols received statements. The researcher used one given idea in the text from each participant to be fair with everyone. However, in the coding step, the researcher transcribes and analyses all their answers and puts labels that serve the objective of the study. The following table includes the different reading perspective made by learners.

Chapter Four: Findings and Discussions

The coding	The definition of the code	Examples from the participants responses	The text excerpt
Vocabulary level	All the vocabulary words students fail to identify their meaning\ synonyms	Motherhood Customs Tribute Proclamation Festival.....	When reading, students fail to find meaning in their minds in the whole text
Main ideas identification	The student's failure to identify the main ideas appeared in the answer of the questions	More than half students (66.67%) fail to answer all the questions. The questions are asked to check the students' abilities to answer the main ideas	Q1 answer is on the first sentence of the first paragraph. From the modern.....to March/April Q2: answer is on the 1st sentence in the second paragraph. From the celebration..... to tradition Q3: Answer of question three exists on paragraph 2 From in Europe....to Lent. Q4: the answer is in the last sentence in para 4. Q5. The answer is in the second sentence in para 3 Q6: the answer is the last sentence in the passage (para 3)

Chapter Four: Findings and Discussions

Paraphrasing	Students' abilities to say differently the parts in the passage , which refers to their level of comprehension.	Students are not asked to paraphrase, but in the written verbal protocols, there are only few students who paraphrased correctly some ideas e.g.women 'party in Europe is on Sundays thanks to Howe, women have their day in the US.	In Europe, there were Several long-standing traditions where a specific Sunday was set aside to honor motherhood. One of the early calls to celebrate Mother's Day in the United States was the "Mother's Day Proclamation" by Julia Ward Howe.
Use of Reading Strategies	Reading strategies such as skimming\ scanning \ reviewing\ analyzing	Students are not familiar with the reading strategies	None
Meaning Construction	constructing meaning occurs at	Students construct meaning in the	None

Chapter Four: Findings and Discussions

	<p>the level of comprehension among learners and their ability to correctly answer the questions</p>	<p>passage through personal experience; for example; a participant writes that his or her mother is sick\ other writes that he is going to buy gift such as scarf\ Islam\ my...</p>	
--	--	---	--

Table 4.15. The Verbal Protocols (Coding Stage)

The results obtained from the verbal protocols confirmed that students reading disabilities highly affect their reading comprehension. The lack of vocabulary, the disability to from the main ideas, the failure of paraphrasing, and the wrong answers of the questions prevent students from comprehension. Further, the researcher finds out that both 1st and 2nd year English students use their personal feelings and thoughts toward the text, in addition to their previous knowledge on Mother’s Day, and the different kind of experience they had. For example; in Algeria, people celebrate women’s day on 8th of March. Students make a link between Mother’s Day and Women’s Day in their mind. The following section (discussion) aims to discuss the results and provide answers to the research questions.

4.3. Discussion

Reading is one of the basic skills in language. It has a crucial role in helping students develop the other skills. Through reading, learners will develop writing skills and improve their level in English. As stated in earlier chapters, this study aims at exploring the major reading problems faced by students of English. Precisely, the researcher intends

Chapter Four: Findings and Discussions

to investigate the reading disabilities and the factors that cause them. Additionally, the study aims to understand the failure of comprehension process in reading texts and passages among English students. The findings of the study have shown that students have various reading disabilities when asked to read inside the classroom. This is one of the critical issues in language teaching and learning that requires attention among scholars and researchers. Similarly, in 1st and 2nd year classes, students face many difficulties including:

4.3.1. The Phonological Awareness

The phonological awareness is a crucial element in reading. Students have shown that they mispronounce and wrongly spell some words when reading. According to Trehearne (2003), the phonological awareness refers to how the speech sound is structured in language. That is to say, language is based on the principle of combining. Speakers combine sounds together to form syllables, and combine syllables together to form phonemes, then combine phonemes and morphemes together to form words. This process makes language. Students with reading difficulties are unable to decode the phonological elements of language, therefore, they mispronounce words, and this leads to the failure of reading. The phonemic or phonological awareness occurs at the level of small units in language as stated by Berrill (2018). The phonemic awareness includes mainly five types that students of English are not aware of (Reading Rocket, 2014):

- a. Phoneme matching: When words begin with the same phoneme, they need to be distinguished and identified.
- b. Phoneme isolation: When the student is able to isolate the sound from within a given word.
- c. Phoneme blending: When sounds and syllables are blended to form word.
- d. Phoneme segmentation: Breaking words into syllables and sounds.

Chapter Four: Findings and Discussions

e. Phoneme manipulation: Phonemes are able to be modified and change their places in a given word.

f. Phonological awareness is a very necessary skill to help learners avoid reading disabilities and problems.

Compared to the previous studies mentioned earlier in the literature review, Yaseen (2013), Chung (2011) and Mule (2014) have confirmed that mispronunciation and the lack of phonological awareness are the main difficulties encountered by foreign language learners. Yaseen (2013) has proved that the misuse of tone and other features of phonetics and phonology are the main reading difficulties found among students in Nablus District. Additionally, Chung (2011) finds out that students with difficulties of reading are exhibited in phonetics and phonology, and he (2011) confirms that teachers Iowa University are aware of their reading disabled students and are required a quick intervention of extensive courses in phonetics and phonology. Mule (2014) adds that the reading failure among the students of the selected schools in Ogong, Namibia is strongly but negatively affected by the shortage of phonemic awareness. These studies go hand in hand with the actual study. The present researcher as well has confirmed that without a thorough understanding of the rules of phonetics and phonology students of English, at the English Department, Mascara University cannot overcome their reading difficulties.

4.3.2. The Lack of Vocabulary

Students when reading face many words they have never met before. Vocabulary has a great effect on enhancing the reading skills and reading comprehension. Joshi (2005) states that vocabulary background is an important variable that influences reading comprehension. In his work, Alpino (2017) suggests that learning vocabulary affects the reading, therefore, teachers need to teach vocabulary words to students who lack vocabulary and find difficulties

Chapter Four: Findings and Discussions

in understanding texts. Alpino (2017) suggested the following strategies to teach students new words in English:

- Teaching vocabulary using Objects
- Teaching vocabulary by drilling, spelling, and active involvement
- Teaching vocabulary using drawing and picture
- Teaching vocabulary using mime, expressions and gesture
- Teaching vocabulary using enumeration and contrast
- Teaching vocabulary through guessing from Context

These strategies give teachers a chance to enhance their students' reading skills and comprehension. When reading a passage with words readers do not understand, they fail to understand the text and maybe wanting to quit reading. Besides, the lack of vocabulary lead students to use translation, i.e., google translate, and look for an easy way to solve the problem without caring about the pronunciation or the contextual meaning of the word.

The idea that vocabulary is one of the reading difficulties has been confirmed earlier in previous studies such as Karanja (2015), Jayanti et al (2016) and Obiegbu (2018). These scholars have insisted that the lack of vocabulary and the lack of linguistic competence prevent students from enhancing their reading skills and comprehension.

4.3.3. The Ambiguity and Word Recognition

Ambiguity occurs when students read a text or a passage, and they are unable to distinguish its words. According to Chukwuma and Otagburuagu (2002), the words readers come in contact with, and they do not understand, they would better move ahead because their meaning is detected from context. However, this is not always the case. Students need to carry on a dictionary with them whenever they are reading, whatever text they are reading. Once they meet a word, they are unable to recognize, the situation requires the use of a dictionary.

Chapter Four: Findings and Discussions

There are many strategies teachers can use to help students overcome the ambiguity of words and the failure of word recognition (Chard and Osborn, 1999):

- a. Using dictionaries (Oxford and Cambridge)
- b. Repeating the reading tasks over and over again
- c. Learning word's structure
- d. Using context

Ambiguity and word recognition are not recent issues, they have been studied and considered a long time ago in many studies such as; Townsend (1940) and Mule (2014). Townsend (1940) indicates that the main reasons of the failure in reading is the lack of word mastery skills. Mule (2014) also insists that reading without word recognition skills is a never meet-end process. Further, Ratih (2014) adds that the understanding and the use of contextual word are tips to avoid readings problems.

4.3.4. The Impact of the French Language

Algerian English students are affected by the French language enormously. As students at the university level, they have been studying the French language since third grade. Due to the similarities between French and English that include the alphabetical system, similar words, and similar pronunciation in some cases; students read English Texts in a French way. For example, they say *linguistique* instead of *linguistics*, *reduction* as *reduction*, *system* as *systeme*.... Etc. Taking into account, that both languages belong to Indo-European languages, these similarities happen to exist. The effects of French on English do not include only words; it includes other language aspects:

a. Phonetics

Crystal (1995) indicates that many Middle English consonants are greatly influenced by the French consonants. These consonants become silent in English in certain positions.

Chapter Four: Findings and Discussions

e.g., /k/ before /n/ in knit

/G/ before /n/ in gnaw

b. Spelling and pronunciation

/h/ is a speech sound that gradually becomes pronounced in English in some words e.g., honor, honest, hour and heir

This reading error is widely noticed among students of English (omitting the h in horizontal).

c. Grammar

There are many grammatical rules shared to English. for instance, the French affixes such as con- pre-pro- trans- action-ment- ism.... etc. (Lawless 2006). Students read these affixes as they are pronounced in French (*production Eng - production fren*)

4.3.5. The Psycholinguistic Factors

There are some psychological factors that prevent learners from practicing readings such as anxiety, stress, fear, shyness, attention problems and distractions. These factors work as a block to stop learners from practicing reading and improve their language skills. Therefore, teachers play an important role in encouraging students, motivating them, and inspiring them to feel at ease inside the classroom and participate in reading tasks and other language tasks as well.

In conclusion, students need to learn different strategies to improve their reading skills and reading comprehension. It falls into the teachers' responsibilities to allow time and create opportunities for these learners and try to teach them different reading strategies, and how to read different types of texts.

The following are the answers to the research questions:

Chapter Four: Findings and Discussions

4.4. The Answers of the Research Questions

4.4.1. The Answers of the 1st Research Question

Question 1: What are the main reading difficulties faced by first- and second- year English majors at the Department of English, Mascara University?

As stated earlier, the main difficulties found in the data analysis, and are faced by 1st and 2nd English majors at the English Department, Mascara University are:

- Mispronunciation of different words, the wrong English accent, and fluency problems
Students' failure to identify the literal meaning of words in the texts
- Lack of awareness of the English Structure (words, sentences, and phrases)
- Reading aloud as one of the reasons that affect the students' concentration
- Thinking in Arabic, reading in English
- Fear, shyness and other psychological factors
- Time provided to the reading task and the correction process
- Lack of the reading strategies (mentioned earlier in chapter 2)

4.4.2. The Answers of the 2nd Research Question

Question 2: What are the reasons behind the failure of reading texts inside the classroom, and what cause the difficulties of understanding the author message and reach text comprehension?

There are some factors that lead to the failure in reading especially in the classroom, this failure led to the lack of reading comprehension to the texts. The reading disabilities are caused by:

- Students rarely practice reading inside the classroom.
- Teachers seldom give students the chance to read because of the short time provided, and the necessity to present the lectures.

Chapter Four: Findings and Discussions

- The lack of English language knowledge including the linguistic awareness
- The fear from other peers from bullying, and shyness prevent learners from performing reading tasks inside the classroom
- The nature of texts; sometime, when the text is not interesting for learners.
Students' cognitive disabilities in decoding words and sentences
- Lack of reading strategies
- Students' commitment to the learning process in general, and reading activities in particular
- The influence of French language
- Lack of motivation

4.4.3. The Answers of the 3rd Research Question

Question 3: How to overcome these difficulties and what is the suggested framework to reach adequacy in reading and comprehension?

The researcher has offered the following suggestions to help students avoid these problems in reading:

- The use of dictionaries whenever students face a difficult word in the texts. The dictionaries need to be valid and sophisticated with phonetic transcription (such as the Oxford Dictionary)
- Learning the English phonetic and phonological system at the beginning of their English classes, and being able to realize and recognize the English speech sound production, in addition to the awareness of the syllables and syllables blending techniques.
- Advising students to never give up on reading no matter how hard the task is, or how difficult the text can be.

Chapter Four: Findings and Discussions

- Teachers' ought to ask students to read loudly inside the classroom and encourage them through giving them extra points.
- Teachers also need to correct the student mistake in an intelligible manner when they make errors and mistakes in order not to embarrass them in front of their classmates. Teachers need to select interesting and up-to-date texts for their students to read in the class.
- Teachers' ought to encourage their students to practice reading outside the classroom through suggesting interesting short stories and novels.
- Teaching students the applicable reading strategies that will enable them to successfully read in different courses and fields.
- Suggesting an independent course of reading to allow students to practice reading without having time as a shortcoming.
- Suggesting Vocabulary course to help students learn different vocabulary words and enhance their level of English.

4.5. The Suggested Reading Framework

The reading framework is a model created by the researcher after a thorough investigation of the reading disabilities among students of English. This framework is a suggestion to be used in the classrooms at the English departments, and it includes:

4.5.1. The Learning Goals

It needs to include the objectives of the course of reading being presented. For example, if the course is about vocabulary; the teacher needs to present vocabulary words using different strategies (In the bank, in the kitchen, in the classroom.... etc.), using pictures, videos, and music may also help students to remember the vocabulary words learnt.

Chapter Four: Findings and Discussions

4.5.2. The learners' Needs

Students' lack of phonemic and phonological awareness needs to be taken into consideration. In this part teachers need to include extensive lectures on teaching places of articulation, the different English speech sounds, phonemes, and morphemes and how to pronounce them, in addition to the syllables blending techniques and how they are used to form English words.

4.5.3. The lectures Presented

For instance, the themes for the lectures can include:

- a. Reading strategies
- b. Critical reading strategies
- c. Phonetic and phonological implication in readings
- d. Spelling and decoding
- e. Vocabulary words strategies
- f. Word recognition and word meanings (Connotation and Denotation)
- g. Differences between English and French (Specific to Algerian students)

4.5.4. The Classroom Activities

The classroom reading activities may include:

- The loud reading
- Asking students to write down the mistakes they made when reading
- Homework and assignments about Extensive reading given to students
- Giving Students texts and passages to apply the reading strategies
- Suggesting short stories and interesting books to help students practice reading outside the classroom.

The framework can be applied as a special course devoted to learners with reading difficulties. It can be optional, and why not a summer class. Also, students should not exceed

Chapter Four: Findings and Discussions

20 students per a class.

4.6. Conclusion

Chapter four intends to present the major findings of the study, and discusses them through the answer of the research questions. As a result, the researcher finds out that the students reading disabilities are due to their lack of phonological awareness, mispronunciation, syntactic or sentence structure awareness, in addition to the lack of reading strategies and students' cognitive disabilities to recognize words and phrases in texts. These difficulties are caused by various factors which include the lack of practicing reading, lack of knowledge and the short time devoted to reading tasks. Furthermore, the psychological factor such as stress, anxiety and lack of motivation play a negative role in the reading process inside the classroom. Finally, the researcher suggests possible proposals for the teachers and the students to avoid reading problems. The researcher insists that students need to be committed not only toward reading, but to the language learning process as well. Further, teachers' job is to encourage them, teach them different reading strategies, and carefully select the appropriate reading text.

Chapter Five:

Implications and

Recommendations

Chapter five: Implications and Recommendations

5.1. Introduction.....	161
5.2. Electronic Reading	161
5.2.1. Rate How Fast Learners Read.....	165
5.2.2. Attitudes Towards Reading.....	166
5.2.3. Teaching Reading and Digital Devices.....	168
5.2.3.1. MESH Guide	168
5.2.3.2. TPACK Model.....	169
5.3. Course plan	171
5.3.1. Level: 1 st Year English.....	171
5.3.2. Nature: (1h30 as a TD)	171
5.3.3. Duration: 30 weeks (One TD a week)	171
5.3.4. Course Description.....	172
5.3.5. Required Textbooks	172
5.3.6. Evaluation	172
5.3.7. Course Requirements	173
5.3.8. The Tutorial.....	173
5.3.9. Course Objectives	175
5.3.10. Syllabus Outline.....	175
5.4. Summary	175
5.5. Conclusion.....	177
5.6. Implications.....	178
5.7. Limitations	179

Chapter five: Implications and Recommendations

5.8. Recommendations	181
5.9. The Conclusion of the Chapter	181

Chapter five: Implications and Recommendations

5.1. Introduction

The following and the last chapter of this work tackles the researcher recommendations to help students perform reading activities extensively. This framework is the electronic reading. Taking into account that almost every student at university owns a smartphone or a laptop, it is possible that each student will use online reading, not only for homework, but also for pleasure. Thus, the electronic reading might be a solution to those students who seldom read and have reading difficulties. Another suggestion is a course plan and its implementation in academia. The researcher proposed a syllabus of reading practices as a suggestive course to be included in the 1st academic year of English majors. The course represents the different units such as the reading strategies and the use of dictionary, and the different characteristic of a course such as the course objectives and evaluation. Further, it introduces the summary of the present research investigation which includes the main ideas discussed along the thesis taking into account the reading disabilities and the reading issues faced by language learners. Additionally, it highlights the implications of the study that reveals how beneficial the study is, and the different fields it affects. It also includes the major limitations faced by the researcher when investigating the phenomenon. Finally, some recommendations are suggested for the present research problem as well as some suggestions for future research.

5.2. Electronic Reading

A limited number of studies focused on the impact of digital reading comprehension compared with traditional reading comprehension. Garrett-Rucks, Howles and Lake (2013) find out that 90% of readers use online version; whereas, 6% of readers state that printed version is more beneficial to understand a text. However, Larson (2012-2013) shows that 53% of participants prefer e-books, which boost their reading comprehension, and 16% of the participants mention that electronic books hindered their reading comprehension.

Chapter five: Implications and Recommendations

Besides, Chen (2009) cites that there are a number of printed reading difficulties that hindered learners' comprehension. Such as, the difficulties to decode language; thus, they cannot read fluently; since there is a strong relationship between reading comprehension and fluency as Westwood (2008: 40) mentions: "We cannot read fluently any text that we do not understand ". Additionally, learners face problems when they would like to restructure knowledge for encoding or/ and summarizing what they have read and understood. In the same line, Stahil and Hiebert (2005) claim that reading comprehension, or as Stahil names "the recognition of words", is influenced by two factors semantic properties of words and reading fluency, rate, and accuracy. That is to say, linguistic units (morpheme, word, sentences, and etc.) contribute to text meaning and readers comprehension. Moreover, Collins et al, (1980) mention that the inability of controlling the reading comprehension process is a significant reason behind reading difficulties.

Chen (2009: 55) states that "With the advent of computer technologies in elementary school classrooms, many educators turned to electronic materials to assist students who have difficulties in reading. Electronic reading helps learners to solve reading difficulties that are mentioned above (Higgins & Boone, 1997; Kulik & Kulik, 1991).

Kucirkova (2018: 20) states that Electronic reading versions help learners to understand words' meaning; moreover, digital reading devices are accompanied by spoken texts which enable learners to imitate words' pronunciation and at the same time highlights ambiguous or/ and key ideas and/or words. Additionally, digital reading devices provide readers with words' meaning only by tapping on the dynamic screen. Consequently, thanks to technology, printed reading comprehension difficulties are solved by different online reading devices.

"Reading an electronically formatted text may require
instructors to teach students new literacy practices, such

Chapter five: Implications and Recommendations

as digital note-taking and highlight, searching, using virtual bookmarks and glossaries, manipulating screen resolution, understanding pages orientation and text size preference setting, and turning text read-aloud features on. Struggling readers, in particular, may benefit from electronic text features such and hearing words spoken aloud and looking up word definitions by clicking on a word in the text.” (Hyman, Moser, and Segala: 2014:37)

Moreover, several authors, like Boulware-Goden et al., 2007; Kemple et al., 2008, argue that reading comprehension strategies are the best way to solve reading problem. However, a small range of studies have emphasized on comparing e-reading strategies and traditional reading strategies. However, Chen (2009) reviews what previous studies had shown.

	Printed Reading Strategies	Online Reading Strategies
Before	<ul style="list-style-type: none"> -Set a purpose and goals for reading (e.g., to study, for entertainment) -Preview the text (e.g., title, introduction, headings, pictures/graphics, captions, summary, questions) -Plan how to read the text (e.g., front to 	<ul style="list-style-type: none"> -Plan or set up a purpose Scan the hypertext (e.g., title, headings, pictures, graphics) Preview hyperlinks -Search for information or locate -Websites using keywords or terms in a systematic manner

Chapter five: Implications and Recommendations

During	<ul style="list-style-type: none"> -Think about what is already known about the topics Anticipate and utilize text structures - Ask questions and seek answers -Predict, confirm, or modify predictions 	<ul style="list-style-type: none"> - Notice hypertext structure and main ideas -Make decision about exploring or giving up for specific Websites or Web pages -Apply non-linear, non-sequential, and
	<ul style="list-style-type: none"> -Identify important information and details Relate important points across the text -Paraphrase and summarize as a means to remember what was read - Infer, add missing details, make associations - Visualize what is described -Monitor comprehension Mend breakdowns in comprehension (e.g., re-read, use the glossary, consult graphics) -Take notes and highlight important ideas. 	<ul style="list-style-type: none"> non-hierarchical strategies of thinking -Use visual literacy skills to comprehend and evaluate multimedia components - Transfer hypertexts or graphics to a jump drive or Word processor for further work -Organize information from the search list to deduce an answer
After	<ul style="list-style-type: none"> -Summarize -Reflect -Synthesize -Write 	<ul style="list-style-type: none"> -Save Websites or Web pages as an Internet bookmark -Search for related Websites for further research or interests -Evaluate HyperText

Table 5.1. Online vs Printed Reading Strategies Chen (2009: 42)

Chapter five: Implications and Recommendations

5.2.1. Rate How Fast Learners Read

A significant study that is conducted by Garrett-Rucks, Howles and Lake (2013) on French learner to answer the question of how electronic books affect the reading rate when compared to a traditional reading? They show that 46% of French participant claim that reading a printed book takes much more than reading an e-book.

Hyman, Moser, and Segala (2014: 37) cite that “learners prefer electronic version rather than printed one while conducting a research work, because they enable them to achieve their desire at a short time. E-readers, for instance, google their desires in online search label, then, many results are displayed on screen. However, in traditional versions they are obliged to check many books for finding what they looking for. That is to say they can find what they seek for only few minutes while conducting research using digital instruments, but in traditional version they spend hours to achieve their target goals.

Students are already more likely to search for references electronically, on their computer, or on tablet such as an iPad, than to physically go to the library to conduct research believing it is a tiring job to go all the way to the library when an e-library is very close and time gaining. Additionally, Grace and Needham (2014:20) state that Students will be able to search the content within the books, and access and use parts that are relevant to them, without barriers. This will include the ability to connect content within the e-book with content from other sources. To sum up, e-learners read fast than traditional readers, because they are able to seek for their target desires within books; whereas this function does not exist in printed books; since, traditional books are not a dynamic.

Yet, Fraser (2007) states that reading rate is associated with encoding and retrieval self-efficiency; whereas, Craver (1997) mentions that reading rate is depended on reading materials. In addition to Craver, 1997; Craver, 2007, there are other researchers, such as Walczyk et al. 2001; Duggan and Payne, 2009; who compare traditional reading rate with

Chapter five: Implications and Recommendations

electronic one. They show that there are a number of statues that should analyze while measuring reading rate. They are how fast learner read and how much they have remembered, learnt, skimmed, and scanned. In this line Chen et al. (2014) summarize prior investigation about reading rate in traditional and online reading devices. Liang & Huang, (2014) highlight that electronic reading is from 0 to 1000 **wpm** (unite that measure reading rate); while off reading rate is less than 1000.

Reading statues	Reading	Study
Online Reading	0-1,000	(Harris & Sipay, 1990; Rasinski, 2000; Walczyk et al., 2001) (Carver, 1977, 1990; Duggan & Payne, 2009; Fraser, 2007; Gillett & Temple, 1986; Z. M. Liu, 2005; Z. M. Liu & Huang, 2008; Rasinski, 1999; Reader & Payne, 2007; Reading, 2012; Stroud & Henderson, 1943)
Slowing	<50	
Memorizing	50-100	
Learning	100-200	
Skimming	400-700	(Carver, 1977, 1984; Harris & Sipay, 1990)
Scanning	700-1,000	
Offline Reading	≧1,000	
Flipping	≧1,000	

Table 5.2. Reading Rates (adopted from Huang: 2014:221)

5.2.2. Attitudes Towards Reading

Many investigators argue that students' attitude toward reading influence learning reading rate. As Liang and Huang (2014: 226) point that the reading rate, as noted by many other researchers, is a very effective indicator to identify reading behaviour. Moreover, Fredericks (1997: 38) states that teachers who play an important role create positives

Chapter five: Implications and Recommendations

attitudes or/and negatives one toward reading; since, they are the key stakeholders in motivating students' reading skill. Since reading achievement is affected by student attitude toward reading, teachers should plan instruction that promotes positive feelings.

Fredericks (1998:39) lists a number of activities that should be considered because they are beneficial for teachers to create positive attitudes toward reading in both reading materials, either digital or printed. These activities are summarized as following:

1. Help students to meet their desires by planning different assessment instructions.
2. Ask students to read, each month, a book that they are interested.
3. After finishing what they have read, give them the opportunity to presents their works as if they are the source of knowledge.
4. Provide them with the chance to use the different electronic devices such as mobiles, computers, and etc., while they present their works.
5. Ask students to read fiction or creative stories to their brothers, cousins, or other younger students.
6. Teachers are able to assess students' reading skill and encouraged them to read at the same time by asking them to write a report that inquires a book's analysis or summary; additionally, learners can also be assessed through playing the role of their favorite character. Then, ask students to make up one's mind which report or play they prefer.
7. Teachers might help their students to publish their works.

However, Larson (2015) and Liang and Yueh-Min Huang (2014) cite that the different reading devices' functions are the reasons behind the creation of the positive and negative reading attitudes. They agree that printed reading attitudes differ from electronic ones. As Larson (2015) states that a number of elements that play an important role to create reading attitudes such as screen setting (changing page size, front, and color, highlighting ideas and key or ambiguous word, putting notes..) and immersion reading (Readers are able to select

Chapter five: Implications and Recommendations

an appropriate reader to interpret to them the text, wherein they can choose their favorite accents, British or America) these functions motivate students to read and solve some reading problems at the same time, as pronunciation and remembering all that they have read. In this line, Larson cites (2015: 72): “some learners prefer Kindle because they can highlight words without blending onto the text page and there is a pop-up dictionary that shows them how to pronounce.”

5.2.3. Teaching Reading and Digital Devices

An important argument for increasing the exploration of technology and reading is that technology has already arrived into student’s lives, so students should learn to interact with, use, and learn from technologies that are involved in literacy” (Grabe: 2009: 384). That is to say, technology becomes a crucial element that affects student’s daily life and their learning progress, in particular. However, both stakeholders, teachers and learners, should be in touch with this modern process, identified learners’ desires, and should measure students’ reading skills to motivate learners. When introducing digital books into the classroom, it is important to consider the entire classroom environment and the intention, or purpose, of the activity in hand...etc. The keyword for effective use of digital books is ‘personalised’. Personalising is the process through which teachers make the book more relevant to individual children’s lives and understanding. Kucirkova (: 2018: 53)

Yet, limited authors have emphasized on how teaching can be reading coordinated with electronic devices. Consequently, Kucirkova (2018) notes two theories that are fruitful in teaching reading using digital books devices. These theories are MESH Guide (**M**apping **E**ducational **S**pecialist know**H**ow) and TPACK model (**T**echnological **P**edagogical **C**ontent **K**nowledge).

5.2.3.1. MESH Guide

According to Kucirkova (2018), Mapping Educational Specialist knowHow (MESH) theory is applied by 186 countries. Moreover, she highlights that MESH Guide plays the

Chapter five: Implications and Recommendations

role of teachers' guide. That is to say, enable teachers to sort out beneficial electronic reading devices' sources that are useful in teaching reading. "The guide provides links to some of the key applications and research to guide teachers, including a set-by-set description of the process of the bringing digital books into a classroom" (Kucirkova: 2018:52)

5.2.3.2. TPACK Model

Kucirkova (2018) notes another framework, in addition to MESH Guide, that is used while using an electronic reading material which is Technological Pedagogical Content Knowledge model (TPACK). The latter is excogitated by Mishra and Koehler, 2006. TPACK is based on three main principles as Kucirkova (2018) lists:

- Technological knowledge: electronic teachers' background, that is to say, teachers should be aware about how digital reading materials function.
- Pedagogical knowledge: teachers should incorporate digital books with the curriculum, through supporting peer learning, focus on learner pronunciations, and etc.)
- Pedagogical content: how teachers should coordinate e-books with specific topic or teaching a specific teaching skill, by enhancing learning reading comprehension.

Kucirkova (2018) notes a number of strategies that are applicable while teaching reading skill through electronic reading devices. The following table summarizes a number of strategies that are reviewed by Kucirkova (2018).

Chapter five: Implications and Recommendations

One-to-One Reading	Group Reading
<p>1. One-to-one reading sessions using digital books:</p> <p>It is effective if each learner has his/her individual electronic reading material where teachers use shared devices to control a student's e-reading devices. In this strategy, a teacher provides his/her students with a relevant and an interested e-book to read, but a teacher is able to access to all the learners' reading devices.</p> <p>2. Individual reading with the 'read to me' feature: The latter motivates learners to read by themselves without facing any reading problems, such as how to pronounce unfamiliar words; since, the text is accompanied by an audio text. This strategy is used in dictation session or/and in golden time activities. "golden time" is a lesson or part of lesson during which teachers leave the choice of activities to learners</p>	<p>1. Buddy reading or Paired reading:</p> <p>Teachers should consider the learners' age, level performance using electronic reading, and interest. After classifying their readers, they will be able to pair them up.</p> <p>2. Large-group reading:</p> <p>It is based on socio-culture theories. Its bedrocks are enhancing students to play dialogues to boost their speaking skill through reading; additionally, to enhance their performance in target desires.</p> <p>3. Small- group reading:</p> <p>This strategy aims to foster students' listening and speaking. Teachers ask their students to read a text using 'read to me' feature, then, learners are going to reviewing what they have read, through either oral summaries or creating dialogues with their peers.</p>

Table 5.3. Group vs One-to-One Reading (Kucirkova, 2018 :54)

Chapter five: Implications and Recommendations

5.3. Course Plan

Subject Title: Reading Practices

5.3.1. Level: 1st Year English

This course is devoted to first year English students following the LMD system in Algerian Universities. The content is reserved to first year students because they are fresh learners and who still fail to learn autonomously. Therefore, the integration of reading practices course will encourage beginners in learning English as a foreign language to acquire skills of reading and thinking critically.

5.3.2. Nature: (1h30 as a TD)

It is widely known that there are lectures and TDs in Algerian higher educational system. The lectures are happened to have large number of students taking place at an amphitheater and it is optional which means that students are free to attend, however the TD consists of few students and it is compulsory. Taking into account the necessity of a reading course among Algerian English learners, the researcher suggests that the course needs to be a TD rather than a lecture.

5.3.3. Duration: 30 weeks (One TD per a week)

Similar to other course such as phonetics, phonology, grammar, linguistics, the course of reading is an annual course that takes place on both semesters. The researcher recommends one TD per a week to help learners become up-to-date and gain knowledge from the course presented. If the teacher notices that one lecture is not enough, a decision from the administration after an academic meeting is due.

Chapter five: Implications and Recommendations

5.3.4. Course Description

The present course is designed for students who face reading disabilities and are adult foreign English learners. Generally, the course aims to help the non-native English students at university to overcome the problems encountered when practicing reading and comprehension. It seeks to underline the students' previous knowledge and prerequisites as the ongoing step toward the improvement of their reading skills. It highlights the learners present knowledge, lacks, and the major reading deficiencies faced by these learners. Also, the resources available, such as time, human and physical resources in addition to the training and the skill of the teachers which are considered. It is also a help for prospective teachers who are less experienced about teaching reading. different reading skills and strategies are included.

5.3.5. Required Textbooks

- Debbie, M. Reading with Meaning: Teaching Comprehension in the Primary Grades. 10th Edition (2006). (*Available on PDF*)
- Serravallo, J. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers (**available on Amazon**)

5.3.6. Evaluation

a. Tutorial: out of 20 pt

A book summary 06 pt

A Critique 06 pt

A Presentation 04 pt

Class participation and attendance policy 04 pt

b. Final Exam: out of 20 pt

A Reading text with questions of input and comprehension. The reading text could include some questions that are related to phonetics and phonology to assess whether they develop

Chapter five: Implications and Recommendations

phonological awareness or not. Also, the teacher can provide students with a text and asks them to summarize it during the exams to assess their level of understanding and comprehension

5.3.7. Course Requirements

Students are asked to be responsible toward the course. The following are the basic requirements

- Attendance (all sessions are compulsory)
- Participation is due.
- Assignments are required and students are asked to complete all the activities taking into consideration the deadlines (via Moodle, and in the class)
- Ethics and manners are important
- Group work
- Performing aloud reading inside the classroom (in front of plays and acts)

5.3.8. The Tutorials

a. The Summary

In order to fulfill the summary assignment, the teacher will give the students books\ novels\articles...etc. to read using the reading strategies and ask them to summarize these texts using the techniques of summarizing. According to Buckley (2004), to sum up a text means to reduce it to one third or one quarter its original size. However, the summary should articulate the author's intended meaning, and keeps the main idea of the text. This course plan includes the summary because it will make students read and analyse the texts, they are reading using the learnt reading strategies and methods. Additionally, through summarizing students will learn how to organize their ideas and how to build a general understanding to the reading materials they are exposed to. Hacker (2008) proposed some techniques to summarize a text which include the following:

Chapter five: Implications and Recommendations

- Reading the text to understand the author's intent.
- Paraphrasing using their own words the main ideas of the text.
- Using headnotes as a tip to write an accurate summary.
- Highlighting the keywords in the text which the student finds crucial.
- Omitting the extraneous descriptors, details and examples that are unnecessary.
- Rereading the original work and compare it with the summary to make sure it represents the author's intent.

b. The Critique

The students are asked to write three pages passage as a critique to a given chapter suggested by the teacher (**p.s. The chapter could be a part of the course book**). The critique is generally what the reader pictures when reading a text. It could be his\her own opinion.

The critique answers the following questions:

- What the students like or do not like about the reading material and why.
- Is the text easy to read and understand?
- Does it make sense?
- Is the title and the text content are on the same page?
- Are the ideas represented coherent?

c. The Presentation

In the class presentations, students are asked to work in groups and the teacher is responsible for the division of the topics: the topics suggested in this course plan for presentation are

1. Techniques to reading strategies
2. Type of texts
3. Text analysis
4. Discourse markers

Chapter five: Implications and Recommendations

5. Learning vocabulary strategies
6. Text comprehension
7. Decoding and recognition

5.3.9. Course Objectives

At the end of this course students will be able to:

- Perform reading and comprehension
- Be able to use the reading strategies
- Understand the importance of phonetics and phonology in reading
- Be able to use their critical thinking skills
- Understand their reading weaknesses and be able to strengthen them
- Perform reading tasks both in the classroom and at home
- Be able to minimize their reading deficiencies

5.3.10. Syllabus Outline

Unit 1: Reading Principles and Basics

Unit 2: Word Characteristics (phonetic, phonological and morphological traits)

Unit 3: Vocabulary Meaning and Strategies

Unit 4: Use of Dictionaries

Unit 5: Reading Comprehension

Unit 6: Reading Strategies

Unit 7: Texts

5.4. Summary

The present study is a research investigation for academic purposes. It is designed in the field of language teaching and learning to investigate the phenomenon of reading skills and reading comprehension in English language learning environment. The researcher

Chapter five: Implications and Recommendations

of this study tends to analyse the most common and the non-common reading mistakes and errors learners of English make when performing different reading tasks. To start with, the present study intends to explore the major reading disabilities faced by 1st and 2nd English students at the English Department, Mascara University. It also attempts to find out why these reading problems occur and the main reasons that affect the students' reading skill progress. Additionally, it seeks to provide some strategies and recommendations to help learners avoid these deficiencies. Concerning the methodologies used in this study, the researcher has employed a mixed-method descriptive approach used in social sciences research and investigations. The data collection tools are; two questionnaires submitted to six teachers and 128 students of 1st and 2nd year students, the IELTSs reading test to measure the students' reading achievement, observation tool which took place in the classroom during the month of October and November, in addition to the verbal protocols where the research gives the students a text entitled: Mother's Day and asks them to verbalize their thoughts as they read the text, and answer the questions. As a result, the researcher found out that the reading disabilities are enormous. They are phonetics and phonological mistakes, grammatical and syntactic mistakes, word literal and contextual meaning identification mistakes...etc. The results also showed that there are many reasons that affect the reading process progress including the lack of practicing reading inside and outside the classroom, in addition to the lack of the awareness of the reading strategies, and the short time devoted to reading. Finally, the researcher suggested that creating a reading course and a vocabulary course in early classes at university is urgent. Besides, she suggested that teaching reading strategies is also a task that will help learners to enhance their reading skills and text comprehension.

Chapter five: Implications and Recommendations

5.5. Conclusion

Languages are learnt for different purposes. People seek to learn languages mainly for communicative purposes. They join private language schools, universities and language learning programs to enhance their language levels. English is the most demanding language among individuals in the world today. They seek to learn English because it is the language of technology and scientific development. Among these individuals, students desire to study English because of the bright future they hope to reach. English at university is a different level compared to the English studied at middle and secondary schools. It is a major that focuses on different language areas such as phonetics and phonology, syntax, semantics, pragmatics, literature, civilization, comparative linguistics ...etc. Further, it emphasizes on the various language skills such as reading, writing, speaking and listening. The present study aimed to highlight the teaching of reading skill as a crucial skill that help students and learners of English enhance their English language level.

When discussing the skill of reading, it is important to mention that students face many difficulties and problems as they attempt to read correctly and seek to comprehend a passage. These difficulties are referred to in the present work as the research problem that requires necessary and quick solutions. In the current study, the researcher aims to shed light on the reading disabilities faced by English students of 1st and 2nd year, at the English Department, Mascara University. The reading disabilities are defined as the problems faces by learners when trying to read a text and comprehend its nature and context (Mather and Goldstein, 2001). These difficulties occur among learners regardless their age and their intelligence level. However, they are strongly related to the learners cognitive processing.

The problem discussed in this work is the reasons of these reading disabilities and how to avoid them. The nature of this problem has provoked many scholars to engage into finding its sources and provide remedies for learners with reading issues.

Chapter five: Implications and Recommendations

In this study, the researcher has used a mixed-method approach to collect data and analyse them. She has used quantitative tools including the questionnaires of teachers and students, and an IELTS reading test to check out these difficulties. Also, she has used the qualitative tools including the verbal protocols and observation to identify the reading problems and to valid the results of the quantitative tools. In the verbal protocols, the researcher employs a text of *Mothers' Day* to help students verbalize their thoughts and provide answers to how the reading process is a cognitive one.

As a result, the researcher finds out that the reading disabilities occur at different language levels including grammar, phonetics and phonology, language structure...etc. The difficulties found are the mispronunciation, lack of phonetic awareness, and the failure in words recognition. The researcher suggests that these disabilities occur due to the lack of practicing reading, the lack of awareness of the reading strategies, and the teachers' job to give students the chance to read inside the classroom, in addition to the students' commitments toward the task of reading which is almost rare. This happens because most of the students do not think of improving their level of English as much as they care about marks and grades. As solutions, the researcher provides different tips to help students improve their reading skills and comprehension taking into account the teachers' role in encouraging students to engage themselves in reading tasks whether inside or outside the classroom.

5.6. Implications

Reading disabilities are a critical issue in the field of foreign language learning. If this problem is not taken seriously and investigated, many students will fail in realizing their difficulties, and therefore, never being able to read correctly. Also, if the students are not aware of their disabilities, or care less about them, their language skills will not develop and they will face many difficulties in developing communicative abilities such as speaking and writing.

Chapter five: Implications and Recommendations

When students enhance their reading skills, the comprehension will not be a difficult task. They will be able to read different references such as books and articles, and learn about different subjects. Simply, students will not have fear over reading extra texts in a given course, prepare for the future lectures, or perform activities and assignments.

Also, reading aloud is just a task that students are afraid to do, once they read and reread out loud in front of their peers, the task of reading will be interesting and pleasant. The fear and the stress students feel when reading inside the classroom will vanish once the students practice reading and overcome their difficulties. Practice will make better if not perfect.

In their future academic career, when students will be asked to write their bachelor and master dissertations, the work cannot be done without learning how to read and overcome the reading disabilities. The students need to paraphrase, quote, analyse, explain, write and organize their work, therefore reading needs to be successfully accomplished without these disabilities.

Even in real life situations, reading solves many problems. The fact that individuals are able to read without any difficulties the medicine prescriptions, newspaper, general news, trends on social media, stories on Facebook, or religious books...etc., is thanks to their awareness of the reading disabilities they once had.

5.7. Limitations

In Every study, limitations exist. Generally, limitations in research are obstacles that researchers face when investigating different phenomenon. The good researcher is not the one who does not face obstacles; however, s/he is the one who faces obstacles and learn how to avoid them.

While conducting this survey, the researcher had no chance to control the truthfulness of the answers collected from the participants in both questionnaires. Besides,

Chapter five: Implications and Recommendations

some parts in the questionnaires were left blank, and not all the students bother to fill in the answers' spaces. Further, there were 128 submitted questionnaires, and the researcher has received only 95. The other students have withdrawn the activity.

Another key limitation of this study is the use of the verbal protocols research tool, the researcher finds it difficult to explain to the participants the different steps to apply the verbal protocols when reading. Additionally, the verbal protocols data are not always easy to be transcribed and coded, that is why; the researcher has asked students to record their thoughts, however, students feel uncomfortable to perform the recordings. So, the students were asked to switch to writing their thoughts about the text chosen. Moreover, the students are non- native English learners. They are accustomed with thinking in Arabic speaking in English. Thus, the students find it difficult to verbalize their thoughts in English.

The Covid 19 pandemic has negatively affected the research process. The students have been studying in *waves*, one month for each level. Thus, the researcher could not observe the participants for a long time. Also, lectures and tutorials were presented in one hour, which was not sufficient to observe the students' reading disabilities, and assess their levels in reading tasks.

Furthermore, it is important to mention that the researcher encounters difficulties in finding up-to-date references due to the poor and outdated Algerian libraries. The educational system needs to give higher importance to this phenomenon. Recent work contributes to the value of any research conducted.

Finally, students' low level of English prevents the researcher to collect data adequately. The students or participants seldom take researchers seriously and show interest in participating.

Chapter five: Implications and Recommendations

5.8. Recommendations

The researcher has just scratched the surface. The subject of learning disabilities among English majors is wide and has many different aspects. The researcher suggests that new studies can tackle the nature and the causes of written disabilities. She has noticed in the questionnaire, the interview, and the verbal protocols sheets that the students' written abilities require a serious help, for example; some students write *It is as it iz*. Additionally, the researcher proposes that future researchers can conduct studies on the cognitive processes of the disable readers, and how to help them succeed in learning English. Moreover, there are many topics related to reading such as Dyslexia and ADHD that affect second language learners and require investigation.

More importantly, the need to make a special course for reading skills and reading comprehension is vital for students of foreign languages in general and English particularly. Thus, the researcher suggested that the Higher Ministry of Education needs to entail a reading course with extensive program on how to read, the different reading strategies, and the various types of reading including extensive, quick, and detailed reading. This course will be beneficial to the students in all their academic pathway.

5.9. Conclusion of the Chapter

Chapter five, the last chapter of this work presents the summary of this study. The summary provides a brief explanation on the different steps followed in the investigation. Additionally, it refers to the implementations of the study, the limitations faced by the researcher, and some recommendations such as suggested topics for further research. Moreover, in this chapter, the researcher has dealt with several clarifications and investigations of the concepts related to the topic being investigated Reading Interest in a Digital Age: Understanding EFL Learners' Choices, by highlighting different studies concerns teaching and learning reading skill in both reading materials (printed books and

Chapter five: Implications and Recommendations

electronic books). Yet, the previous chapter has tackled the types of reading (reading extensively and intensively), as well as the importance of teaching reading and teaching reading comprehension strategies, and then, it is concluded by inquiring framework for teaching and learning using digital books. Moreover, the previous chapter has aimed to give a clear image to the Algerian Educational system about how reading devices influence teaching and learning reading skills.

General Conclusion

General Conclusion

Once the end is near, it is important for the researcher to wrap up all the work's important aspects. In the general conclusion, it is vital to refer to the answers of the research questions, identify the key point of the work, explain why one's work is important, and present the suggested recommendation proposed by the researcher. Thus, the current study is an attempt to analyse and investigate the main reading disabilities English foreign learners fall in when aiming to read whether for pleasant purposes such as reading short stories and novels, or academic purposes such as the classroom assignments. Also, it tends to highlight the reasons why these learners commit these mistakes and errors and what affect their reading skill progress or regress. In addition, the researcher intended to provide some recommendation for the learners to help them avoid making these mistakes and overcome their reading difficulties. The reason this study was conducted is that the researcher, as a teacher at Mascara University, has noticed that students of 1st and 2nd year are unable to read a slide of PowerPoint in the Linguistics and Phonetics courses due to their disabilities in reading. Some students put their heads down in order to not be picked by the teacher, some other students start reading but want to stop in the middle, others have read but through enormous errors. This problem was not depicted only among 1st and 2nd year English students, but also Master I and II students. The motives are to encourage learners to correct their reading mistakes, and help them enhance their level of English since reading is one of the pillars in the field of Foreign Language Learning. Additionally, after a thorough research on the field of language teaching and learning, the researcher found only few if no Algerian researcher that highlighted the topic of reading disabilities among English students. Therefore, this gap in literature needed to be filled.

Further, the study could be relevant to the field of foreign language education because it makes both teachers and learners aware of one of the fundamental issues in learning foreign languages, i.e., reading disabilities, and provide tips and hints for them to overcome this issue

General Conclusion

and make the learning process a success. Sometimes, the problem is not what you lack, is not knowing what you lack.

Furthermore, after detecting the problem, the researcher decided to engage in this work. She has employed the mixed-method approach that includes both the qualitative and the quantitative data collection and data analysis methods. In the former, the researcher presented two tools of data collection, namely; observation and the verbal protocols. When observing, the researcher attends the 1st and the 2nd year classrooms, remains silent and takes some remarks that are beneficial to the study. In the verbal protocols, the researcher asks the students to verbalize their thoughts when reading the selected text. These thoughts were written in English. In the latter, the researcher used two tools the questionnaires; submitted to six teachers and 128 learners; and the IELTS reading test to measure the students' achievement in reading. As a result, the researcher found out that the students of English are unable to read different English words, they mispronounce them and fail to recognize them. Additionally, the disabilities occur at different linguistic aspects and are caused by different factors including the lack of practicing reading, the lack of the reading strategies, the lack of sufficient time, lack of vocabulary...etc. The researcher suggested that the need to present two English course is due. The first English course is Reading. It is advisable if the Algerian English committee assigned by the Algerian Minister of Higher Education presents a framework of reading course in all Algerian universities. Also, the necessity to a vocabulary course where learners are going to learn without time constraint vocabulary skills, because it is very inappropriate to find an English master student unable to identify a school staff in English, kitchen tools, or even providing a simple example in English.

Finally, this work has just scratched the wall, there are many topics and issues that require teachers and researchers to engage in investigations. For instance, it is preferable if future researchers conduct studies on written disabilities, speaking disabilities, the effect

General Conclusion

of reading on enhancing vocabulary and vice versa. The problem of reading as well is not all covered here, dyslexia is a very important issue in the field of foreign language learning. It requires the help of neurologists and neurolinguists to identify any dyslexic learner.

References

1. Abbott, M. L. (2006). ESL Reading Strategies: Differences in Arabic and Mandarin Speaker Test Performance. *Language Learning*, 56(4), 633-70. <https://doi.org/10.1111/j.1467-922.2006.00391.x>
2. Abdul Halim, Ibrahim, A. H. (2006). The Process and Problems of Reading. *Masalah Pendidikan*, 29, 115-130.
3. Abramson, J.E., 2004, 'Reading: Essential Life Skills in 21st century', *U.S. Mayor Newspaper*, 13 September, 2004, viewed 05 January 2015, from <http://www.usmayors.org/usmayornewspaper/documents/09.13.04/Abramson.asp>
4. Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese. *The modern language journal*, 78(2), 155-168.
5. Akhtar, D. M. I. (2016). Research Design. *Research Design (February 1, 2016)*.
6. Alyousef, H. S. (2005). Teaching Reading Comprehension to ESL/EFL Learners. *Journal of Language and Learning*, 5(1), 63-73.
7. Alpino, S. (2017). The Teaching of Vocabulary: A Perspective. *Jurnal KATA*, 1(2), 128. <https://doi.org/10.22216/jk.v1i2.2136>
8. Bamford, J., & Day, R. R. (Eds.). (2004). *Extensive reading activities for teaching language*. Cambridge University Press.
9. Banks, T. (2008). Foreign Language Learning Difficulties and Teaching Strategies. *Online Submission*.
10. Bacon, L. (1605). *the Advancement of learning* (2006 ed.). M.A. New York.
11. Barus, G., & Rasita, I. (2009). The Study and Analysis of Reading Difficulties of the Undergraduate Students. *Jurnal Ilmiah Manajemen Bisnis Ukrida*, 9(2), 96783.
12. Begunova, M. (2018). Critical Reading Strategies in Teaching University Students in Non-Linguistic environment. *Web of Scholar*, 4(2), 73-77

References

13. Berrill, D. (2018). Learning to Read: The Importance of Both Phonological and Morphological Approaches. *Learning Disabilities Association*. <https://www.ldatschool.ca/phonological-morphological-approaches>.
14. Bhandari, D. (2021). <https://www.scribbr.com/author/pritha/>. Scribbr.
15. Bouhadiba, Z. (2013). *The LMD System in Algeria: The Case of English-* IATED Digital Library. Retrieved from <https://library.iated.org/view/BOUHADIBA2013LMD>
16. Boulware-Gooden, R., Carreker, S., Thornhill, A., & Joshi, R. M. (2007). Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students. *The reading teacher*, 61(1), 70-77.
17. Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2003). *Teaching English as a Foreign Language*. Abingdon-on-Thames: Routledge & Kegan Paul Ltd Fq.
18. Brown, D. (2009). Why and how textbooks should encourage extensive reading. *ELT journal*, 63(3), 238-245.
19. Buckley, J. (2004). *Fit to Print: The Canadian Student's Guide to Essay Writing*. (6th ed.) Toronto: Nelson
20. Buslon, J. B., & Alieto, E. O. (2019). Lexical Inferencing Strategies and Reading Comprehension in English: A Case of ESL Third Graders. *Online Submission*, 22(1), 72-94.
21. Cardwell, M., Clark, L., & Meldrum, C. (2004). *Psychology for A Level*. London: InSITE
22. Carver, R. P. (1997). Reading for one second, one minute, or one year from the perspective of reading theory. *Scientific Studies of Reading*, 1(1), 3-43. https://doi.org/10.1207/s1532799xssr0101_2
23. Chard, D. J., & Osborn, J. (1999). Phonics and Word Recognition Instruction in Early Reading Programs: Guidelines for Accessibility. *Learning Disabilities Research & Practice*,

References

- 14, 107-117. https://doi.org/10.1207/sldrp1402_4
24. Chawwang, N. (2008). An Investigating of English Reading Problems of Thai 12th Grade Students in Nakhon Ratchasima Educational Region 1, 2, 3 and 7, Master Thesis, Srina kharinwirot University, Bangkok, Thailand.
25. Chen, H. Y. (2009). *Online reading comprehension strategies among general and special education elementary and middle school students*. Michigan State University.
26. Chen, K. T. C., & Chen, S. C. L. (2015). The Use of EFL Reading Strategies among High School Students in Taiwan. *The Reading Matrix: An International Online Journal*, 15(2), 156-166.
27. Chen, G., Cheng, W., Chang, T. W., Zheng, X., & Huang, R. (2014). A comparison of reading comprehension across paper, computer screens, and tablets: Does tablet familiarity matter?. *Journal of computers in education*, 1(2), 213-225.
28. Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999). Language Anxiety: Differentiating Writing and Speaking Components. *Language Learning*, 49(3), 417-446.
29. Chowdhary, S. H. (2020, March 5). *Reading: - Types, Process and Techniques*. CSH STUDY WEB. <https://cshstudyweb.wordpress.com/2020/03/05/reading/>
30. Chugh, S. (2011). Teachers' Perceptions of Students with Late Emerging Reading Disabilities [Master's Thesis]. <https://dr.lib.iastate.edu/handle/20.500.12876/24614>
31. Chukwuma, H. and Otagburuagu, E (2002). *English for Academic Purposes*. Onitsha: African Feb- publishers.
32. Cohen, A. (1996). Verbal Reports as a Source of Insights into Second Language Learner Strategies. *Applied Language Learning*, 7(1&2): 5-24.
33. Cohen, L., Manion. L., & Morrison, K. (2011). *Research Methods in Education*. London: Routledge.

References

34. Cohen, L. (2007); Manion, L.; Morrison, K. *Research Methods in Education*; Routledge: New York, NY, USA,.
35. Collins, K. T., Onwuegbuzie, A. J., & Jiao, Q. G. (2007). A Mixed Methods Investigation of Mixed Methods Sampling Designs in Social and Health Science Research. *Journal of Mixed Method Research*, 1(3), 267-294.
36. Collins, A., & Smith, E. E. (1980). Teaching the process of reading comprehension. *Center for the Study of Reading Technical Report; no. 182*.
37. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage
38. Creswell, J., & Plano Clark, V. (2007). *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage.
39. Danz, N. P., Regal, R. R., Niemi, G. J., Brady, V. J., Hollenhorst, T., Johnson, L. B., & Kelly, J. R. (2005). Environmentally Stratified Sampling Design for the Development of Great Lakes Environmental Indicators. *Environmental Monitoring and Assessment*, 102(1), 41-65.
40. Dasrul, H. (2018). *Students Difficulties in Reading Comprehension at the First Grade of Sman 1 Darussalem, Aceh Besar* [Master's thesis]. <https://repository.ar-raniry.ac.id/id/eprint/2865>
41. David Crystal, *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995. Pp. vii+489.
42. Day, R. R. (2015). Extending Extensive Reading. *Reading in a Foreign Language*, 27(2), 294-301.
43. Denzin, N. (1978) *Sociological Methods: A Sourcebook*. NY: McGraw Hill.
44. Derek Jansen (MBA). (2021, September 23). Grad Coach. <https://gradcoach.com/about/derek-jansen/>

References

45. Doneyi, Z. (2007). *Research Methods in Applied Linguistics*. New York: Oxford University.
46. Dudovskiy, J. (2016). Concepts of Customer Services and Customer Satisfaction: Introduction.
47. Duggan, G. B., & Payne, S. J. (2009). Text skimming: The process and effectiveness of foraging through text under time pressure. *Journal of experimental psychology: Applied*, 15(3), 228.
48. Dutton, J., Dutton, M., & Perry, J. (2002). How do online students differ from lecture students. *Journal of asynchronous learning networks*, 6(1), 1-20.
49. Erliana, S. (2014). Improving Literal and Inferential Comprehension Using Know-What to Learn-Learned (KWL) Strategy. Institut Agama Islam Negeri, Indonesia, Palangka Raya. DOI:10.18592/let.v4i2.1402
50. Flyvbjerg, B. (2011). Case Study. In: N. K. Denzin and Y. S. Lincoln (eds.). *The Sage Hand- book of Qualitative Research*, 4th ed. Thousand Oaks, CA: Sage, pp. 301–316.
51. Fraser, C. A. (2007). Reading rate in L1 Mandarin Chinese and L2 English across five reading tasks. *The Modern Language Journal*, 91(3), 372-394.
52. Fredericks, A. D. (1997). *Science Challenge*. Good Year Books.
53. Garrett, T. (2008). Student-Centered and Teacher-Centered Classroom Management: A Case Study of Three Elementary Teachers. *The Journal of Classroom Interaction*, 34-47.
54. Garrett-Rucks, P., Howles, L., & Lake, W. M. (2015). Enhancing L2 reading comprehension with hypermedia texts: student perceptions. *CALICO Journal*, 32(1), 26-51.
55. Glesne, C., & Peshkin, P. (1992). *Becoming Qualitative Researches: An Introduction*. New York, NY: Longman
56. Goodman, K.S. (1984). „Unity in reading“ in *Becoming readers in a complex society*.

References

Eighty-third yearbook of the national society for the study of education: Part I. Chicago:

University of Chicago Press.

57. Goodman, Kenneth S. 1967. Reading: A Psycholinguistic Guessing Game. *Literacy Research and Instruction* Vol. 6 No. 4, 126-135.
58. Grabe, W. (2002). Applied Linguistics: An Emerging Discipline for the Twenty-first Century. In B. Kaplan (Ed.), *Oxford Handbook of Applied Linguistics* (pp. 3- 12): Oxford University Press.
59. Grabe, W., & Stoller, F. L. (2002). Teaching and Researching Reading. *Reading in a Foreign Language*, 14(2), 291.
60. Graham, L., & Bellert, A. (2005). Reading comprehension difficulties experienced by students with learning disabilities. *Australian Journal of Learning Difficulties*, 10(2), 71-78.
61. Grace, C., & Needham, G. (2014). Ebooks and the distance learner. *Ebooks in education*, 15.
62. Greene JC, Caracelli VJ, Graham WF (1989) Toward a Conceptual Framework for Mixed-Method Evaluation Designs. *Educa Eval Policy Anal* 11(3):255–274
63. Grellet. F. (1999). *Developing Reading Skills* NY: Cambridge University Press. (pp. 2-25).
64. Gretchen. (2021, November 7). *Fluency: An Introduction*. Reading
65. Rockets. <https://www.readingrockets.org/article/fluency-introduction>
66. Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., ... & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of educational psychology*, 96(3), 403.

References

67. Hacker, D. (2008). *A Canadian Writer's Reference*. (4th ed.) Boston: Bedford/St. Martin's.
68. Hale, A. D., Skinner, C. H., Williams, J., Hawkins, R., Neddenriep, C. E., & Dizer, J. (2007). Comparing Comprehension Following Silent and Aloud Reading Across Elementary and Secondary Students: Implication for Curriculum-Based Measurement. *The Behavior Analyst Today*, 8(1), 9-23. <https://doi.org/10.1037/h0100101>
69. Hamp-Lyons, L. (1985). Two approaches to teaching reading: A classroom-based study.
70. Hara, N., & Kling, R. (1999). Students' frustrations with a Web-based distance education course. *First Monday*, 4(12). <https://doi.org/10.5210/fm.v4i12.710>
71. Harmer J. 2007. *How to Teach English*, New edition. Pearson Education Limite
72. Harmer, J. (2007). *The practice of English language teaching*. Pearson longman.
73. Harris, T.L., & Hodges, R.E. (1981). *A dictionary of reading and related terms*. Newark, DE: Inter-national Reading Association.
74. Harter, S. (1981). A new self-report scale of intrinsic versus extrinsic orientation in the classroom: Motivational and informational components. *Developmental Psychology*, 17(3), 300–312. <https://doi.org/10.1037/0012-1649.17.3.300>
75. Hayes, D. A., & Tierney, R. J. (1982). Developing readers' knowledge through analogy. *Reading Research Quarterly*, 17(2), 256–280. <https://doi.org/10.2307/747486>
76. Higgins, K., & Boone, R. (1997). *Technology for Students with Learning Disabilities: Educational Applications*. Pro-Ed, Inc., 8700 Shoal Creek Blvd., Austin, TX 78758-6897; toll-free tele.
77. Hitchcock, D. (2017). Critical thinking as an educational ideal. In *On reasoning and argument* (pp. 477-497). Springer, Cham.

References

78. Horwitz, E. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126.
79. Huang, Y. M., & Liang, T. H. (2015). A technique for tracking the reading rate to identify the e-book reading behaviors and comprehension outcomes of elementary school students. *British Journal of Educational Technology*, 46(4), 864-876.
80. Hudson, T. (2007). *Teaching second language reading*. Oxford: Oxford University Press
81. Hyman, J. A., Moser, M. T., & Segala, L. N. (2014). Electronic reading and digital library technologies: understanding learner expectation and usage intent for mobile learning. *Educational Technology Research and Development*, 62(1), 35-52.
82. Ismail, H., Syahrurah, J. K., & Basuki, B. (2017). Improving the students' reading skill through translation method. *Journal of English Education*, 2(2).
83. Jansen, D., & Warren, K. (2021, January 14). *Quantitative data analysis methods & techniques 101*. Grad Coach. <https://gradcoach.com/quantitative-data-analysis-methods/>
84. Jayanthi, M., Dimino, J., Gersten, R., Taylor, M. J., Haymond, K., Smolkowski, K., & Newman-Gonchar, R. (2017). The impact of teacher study groups in vocabulary on teaching practice, teacher knowledge, and student vocabulary knowledge: A large-scale replication study.
85. Juel, C. L., & Holmes, B. (1981). Oral and silent reading of sentences. *Reading Research Quarterly*, 16(4), 545-568.
86. Kabir, S. M. S. (2016). Basic Guidelines for Research. *An Introductory Approach for All Disciplines*, 168-180.
87. Karanja. (2015). *Effects of Reading Difficulties on Academic Performance Among Form Three Students in Public Secondary Schools, Kiambu County, Kenya* [Master's thesis]. <https://ir.library.ku.ac.ke/bitstream/handle/123456789/13253/EFFECTS%20OF>

References

- [%20READING%20DIFFICULTIES%20ON%20ACADEMIC%20PERFORMANCE..
....pdf?sequence=1&isAllowed=y](#)
88. Kathleen, L., & Tim, D. (2005). Learning Disabilities in English Language Learners: Identifying the Issues. *Learning Disabilities Research & Practice* , 205(1), 1-5.
89. Kawulich, B. B. (2012). Collecting Data Through Observation. In *Doing Social Research: A global context* (pp. 150-160). McGraw Hill.
90. Kelly, L. G. (1969). 25 Centuries of Language Teaching.
91. Khaokaew, B. (2012). *An Investigation of Explicit Strategy Instruction on EFL Reading of Undergraduate English Majors in Thailand* [Doctoral dissertation]. <http://hdl.handle.net/10547/293774>
92. Khaokaew, B. (2012). *An Investigation of Explicit Strategy Instruction on EFL Reading of Undergraduate English Majors in Thailand* [Doctoral dissertation]. <http://hdl.handle.net/10547/293774>
93. Klapwilk, N., & Walt, C. (2012). Measuring reading strategy knowledge transfer: Motivation for teachers to implement reading strategy instruction. *Per Linguam*, 27(2), 25- 40. <https://doi.org/10.5785/27-2-106>
94. Kibby M. Y., & Hynd, G. W. (2001). Neurobiological basis of learning disabilities. In D. P. Hallahan & B. K. Keogh (Eds.), *Research and global perspectives in learning disabilities* (pp.25-42). Mahwah, NJ: Lawrence Erlbaum Associates.
95. Kirby, J. R., & Williams, N. H. (1991). *Learning Problems: A Cognitive Approach*
96. Kirby, John R., Williams, N. Kagan & Woo Ltd (June 1, 1991).
97. Kirk, S. A. (1981). A Republication of Learning Disabilities: A Historical Notes. *Academic Therapy*, 17(1), 5-11.

References

<https://journals.sagepub.com/doi/abs/10.1177/1053451214531393>

98. Korat, O., Kozlov-Peretz, O., & Segal-Drori, O. (2017). Repeated E-Book Reading and Its Contribution to Learning New Words among Kindergartners. *Journal of Education and Training Studies*, 5(7), 60-72.
99. Krashen, S. D. (1981). Bilingual education and second language acquisition theory. *Schooling and language minority students: A theoretical framework*, 51-79.
100. Krashen, S. (2009). Anything but reading. *Knowledge Quest*, 37(5), 18.
101. Kreis, L. T. (2000). Critical reading and critical thinking The State of the Art. *Ilha do Desterro, Florianópolis*, 38, 15-31. doi.org/10.5007/%25x
102. Kucirkova, N. (2018). *How and why to read and create children's digital books: A guide for primary practitioners* (p. 200). UCL Press
103. Kulik, C. L. C., & Kulik, J. A. (1991). Effectiveness of computer-based instruction: An updated analysis. *Computers in human behavior*, 7(1-2), 75-94.
104. Kvale, S., & SAGE Research Methods Online. (2008). *Doing interviews*. Thousand Oaks; London: SAGE Publications, Limited.
105. Larson, L. C. (2012). It's time to turn the digital page: Preservice teachers explore e-book reading. *Journal of Adolescent & Adult Literacy*, 56(4), 280-290.
106. Lawless, L.K. (2006). *The Everything French Grammar Book*. USA :F+W Publications,Inc
107. Liang, T. H., & Huang, Y. M. (2014). An investigation of reading rate patterns and retrieval outcomes of elementary school students with e-books. *Journal of Educational Technology & Society*, 17(1), 218-230.
108. Lochana, M. and Deb, G. (2006). Task Based teaching: learning English without tears
Asian EFL Journal, 8(3), 140-154

References

109. Locke, E. A. (1996). Motivation through conscious goal setting. *Applied and preventive psychology*, 5(2), 117-124.
110. Long, M.H. & Richards, J.C. (1987). *Methodology in TESOL, A Book of Readings*, New York, NY: Newbury House.
111. Loni, K. (2000). Critical Reading and Critical Thinking the State of the Art. *Ilha do Desterro a Journal of English Language Literatures in English and Cultural Studies*, 15-37.
112. Lundberg, I., & Høien, T. (2001). Dyslexia and phonology. In A. Fawcett (Ed.), *Dyslexia. theory and good practice* (pp. 109-123). London, UK: Whurr Publishers.
113. MacLeod, M. (2013). Types of Reading *Article (Online)*. ([http://fis.ucalgary.ca/ Brian/611/reading type. html# what itis intensive](http://fis.ucalgary.ca/Brian/611/reading%20type.html#what%20it%20is%20intensive), accessed on 6th February 2014)
114. Mark R. Lepper (1988) Motivational Considerations in the Study of Instruction, *Cognition and Instruction*, 5:4, 289-309, DOI: 10.1207/s1532690xc0504_3
115. Marshall, C., & Rossman, G. B. (1989). *Designing Qualitative Research*. Newbury Park, CA: Sage.
116. Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91-102.
117. Mather, N., & Goldstein, S. (2001). *Learning Disabilities and Challenging Behaviors: A guide to intervention and classroom management*. Baltimore, MD: Paul H. Brookes Publishing.
118. Maxwell, M. J. (1972). Skimming and scanning improvement: The needs, assumptions and knowledge base. *Journal of Reading Behavior*, 5(1), 47-59.
119. McEwan, C., & Butler, R. (2007). Disability and Development: Different Models, Different Places. *Geography Compass*, 1(3), 448-466. <https://doi.org/10.1111/j.1749-8198.2007.00023.x>

References

120. McLeod, S. A. (2008). *Qualitative vs. Quantitative*. Retrieved 7 July 2017 from <https://www.simplypsychology.org/qualitative-quantitative.html>
121. McKown, B. A., & Barnett, C. L. (2007). Improving Reading Comprehension through Higher-Order Thinking Skills. *Online Submission*.
122. Miao, L., & Kirby, J. R. (2014). The Effects of Vocabulary Breadth and Depth on English Reading. *Applied Linguistics*, 36(4), 611-634.
123. <https://doi.org/10.1093/applin/amu007>
124. Michaels, S. Ji, S.W., & Waterman, D. (2014). Print vs. electronic readings in college courses: cost-efficiency and perceived learning. *Internet and Higher Education*, 21, 17–24. *sciences*. Hsrc Press.
125. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, 108(6), 1017-1054.
126. Mouton, J., & Marais, H. C. (1988). *Basic concepts in the methodology of the social*
127. Muilenburg, L. Y., & Berge, Z. L. (2005). Student barriers to online learning: A factor analytic study. *Distance education*, 26(1), 29-48.
128. Mule, K. (2011). Types and causes of reading difficulties affecting the reading of English Language: A case of Grade 4 learners in selected schools in Ogongo Circuit of Namibia (Master Thesis, The University of Namibia). Retrieved from <http://repository.unam.edu.na/bitstream/handle/11070/851/Mule2014.pdf?sequence=1>
129. Naely, M. (2019). Intensive and Extensive Reading in Improving Teaching Reading Comprehension. *LINGUA PEDAGOGIA (Journal of English Teaching Studies)*, 1(2), 3-13.
130. Ngozi, C. (2008). *Reading Difficulties Experienced by Studying English as a Second Language in Junior Secondary Schools in Nsukka Educational Zone* [Master's thesis].
131. Nielsen, J. (2011, February 28). *Cloze Test for Reading Comprehension*. <https://www.nngroup.com/>. <https://www.nngroup.com/articles/cloze-test-reading->

References

comprehension/

132. Nordquist, B. (2020). Educational Progress-Time and the Proliferation of Dual Enrollment. *Journal of Adolescent & Adult Literacy*, 64(3), 251–257. <https://doi.org/10.1002/jaal.1097>
133. Nunan, D (1999), *Second Language Teaching and Learning*, Boston, MA: Heinle & Heinle, pp.249–26
134. Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Bath: Heinemann.
135. Nuttall, C. (1982). *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books.
136. Obiegbu, I. R. (2018). Reading Errors in Second Language Learners. *Sage Open Journal*, 8(3), 1-10. <https://doi.org/10.1177%2F2158244018792973>
137. Ogle, D. (1986) K-W-L: A Teaching Model That Develops Active Reading of Expository Text. *The Reading Teacher*, 39, 564-570. <http://dx.doi.org/10.1598/RT.39.6.11>
138. Ordulij, A., & Grabar, I. (2014, May). Shyness and Foreign Language Anxiety [Paper presentation], C.
139. Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2012). *Teaching strategies: A guide to effective instruction*. Cengage Learning.
140. Orodho, J. A. (2009). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi. Kanezja publishers.
141. Ortega, L. (2008). *Understanding Second Language Acquisition* (1st ed.). Routledge. <https://doi.org/10.4324/9780203777282>
142. Otanjac, M. I. (2016). Students with language learning disabilities and difficulties in a foreign language classroom. <https://doi.org/10.5937/specedreh15-12071>

References

143. Palani, K. K. (2012) Promising Reading Habits and Creating Literate Social. *International Reference Research Journal* Vol. III Issue 2(1) pp 91. 105.
144. Pamula, H. (2021, October 13). *Test Grade Calculator*. Omni Calculator.
<https://www.omnicalculator.com/other/test-grade>
145. Pappamihiel, N. E. (2002). English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom. *Research in the Teaching of English*, 36, 327-355.
146. Phelan, C., & Wren, J. (2007). Exploring Reliability in Academic Assessment.
<https://www.uni.edu/chfasoa/reliabilityandvalidity.htm>
147. *Phonological and phonemic awareness*. (2020, October 16). Reading Rockets. <https://www.readingrockets.org/teaching/reading-basics/phonemic>
148. Piaget, J. (1983). Piaget's theory. P. Mussen (ed). *Handbook of Child Psychology*. 4th edition. Vol. 1. New York: Wiley.
149. Podolsky, Kini, & Hammond. (2019). Does Teaching Experience Increase Teacher Effectiveness? A Review of US Research. *Journal of Professional Capital and Community*, 4(33).
150. Postigo, G. Z., James Hardy, J., & Foster, C. (2015). *With Good Reason: A Guide to Critical Thinking*. Bridge point Education
151. Protacio, M. S. (2012). Reading motivation: A focus on English learners. *The Reading Teacher*, 66(1), 69-77
152. Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Suzannah, H., & Drummond, K. (2008). The Enhanced Reading Opportunities Study: Early Impact and Implementation Findings. NCEE 2008-4015. National Center for Education Evaluation and Regional Assistance.

References

153. Rahman, M. (2020, September 29). *Advantages and disadvantages of questionnaires*. <https://howandwhat.net/>. <https://howandwhat.net/advantages-disadvantages-questionnaires/>
154. Ramos, M. L. M. (2018). The Impact of Strategy-Based Workshops on Tenth Graders Reading Comprehension [Universidad Externado de Colombia]. Recovered from <https://bdigital.uexternado.edu.co/bitstream/001/1300/1/CBA-Spa-2018>
The_impact_of_strategy_based_workshops_on_tenth_graders_reading_comprehension_Trabajo.pdf.
155. Ratih, N. (2018). The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test. *Metathesis Journal of English Language Literature and Teaching*, 2(2), 253.
156. Razali, K., & Razali, I. (2013). Strategies in improving reading comprehension through vocabulary acquisition. *Englisia: Journal of Language, Education, and Humanities*, 1(1), 1- 16.
157. Rasinski, T. V. (2000). Commentary: Speed does matter in reading. *The Reading Teacher*, 54(2), 146-151
158. Reutzel, D. R., Parker, J. A., & Fawson, P. C. (2005). An Evaluation of Two Approaches for Teaching Reading Comprehension Strategies in the Primary Years Using Science Information Texts. *Early Childhood Research Quarterly*, 20(3), 276-305.
159. Riaz, H., & Asad, A. (2018). Effect of Classroom Learning Environment on Students' Academic Achievement in Mathematics at Secondary Level. *Bulletin of Education and Research*, 40(2), 207-218
160. Richards, J. C. & Rodgers, T. (2001). *Approaches and methods in language teaching*. New York, NY: Cambridge university press
161. Richards, J.C. & Richard, S. (2002). *Longman Dictionary of Language Teaching*

References

- Applied Linguistic, 3rd Edition. Longman: person education
162. Robinson, K. (1970). Education and Initiation. *Educational Philosophy and Theory*, 2(2), 33-46. <https://doi.org/10.1111/j.1469-5812.1970.tb00157.x>
163. Roblyer, M. D. (1999). Is choice important in distance learning? A study of student motives for taking Internet-based courses at the high school and community college levels. *Journal of research on computing in education*, 32(1), 157-171.
164. Rodriguez, M. C. (2001). Applied Measurement in Education. *The Role of Classroom Assessment in Student Performance on TIMSS*, 17(1), 1-14.
doi.org/10.1177/106286060101600607
165. Rodríguez, D., & Rodríguez, A. (2017). English Learners with Learning Disabilities: What Is the Current State? *Insights into Learning Disabilities*, 14(1), 97-112.
166. Roit, M. L. (2015). Effective Teaching Strategies for Improving Reading Comprehension In K-3 Students. *Mc Graw Hill Education*, 4(15), 3-20.
167. Roskos, K., Burstein, K., & You, B. K. (2012). A Typology for Observing Children's Engagement with eBooks at Preschool. *Journal of Interactive Online Learning*, 11(2).
168. Ruane, J.M. (2005) *Essentials of Research Methods: A Guide to Social Science Research*. Blackwell Publishing, Hoboken.
169. Sacramento. (1997). *California Teacher Preparation for Instruction in Critical Thinking: Research Findings and Policy Recommendations*. Foundation for Critical Thinking.
170. Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press
171. Salmon, G. (2013). *E-tivities: The key to active online learning*. Routledge.

References

172. Scharer MT, Nemeth MI, Mann DA, Locascio JV, Appeldoorn RS, Rowell TJ (2012) Sound production and reproductive behavior of yellowfin grouper, *Mycteroperca venenosa* (Serranidae) at a spawning aggregation. *Copeia* 2012:135–144
173. Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.
174. Schroeder, D. A., & Graziano, W. G. (Eds.). (2015). The field of prosocial behavior: An introduction and overview. In D. A. Schroeder & W. G. Graziano (Eds.), *The Oxford handbook of prosocial behavior* (pp. 3–34). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195399813.013.32>
175. Schwarz, R. (1997). *Learning Disabilities and Foreign Language Learning*. Retrieved October 2016. from <http://www.ldonline.org/article/6065>
176. 130. Shehu. (2015). Reading Comprehension Problems Encountered by Foreign Language Students, Case Study: Albania, Croatia. *Academic Journal of Interdisciplinary Studies*, 4(1). [Doi:10.5901/mjss.2015.v4n1s1p91](https://doi.org/10.5901/mjss.2015.v4n1s1p91)
177. Silberstein, S. (1994) *Techniques and Resources in Teaching Reading*. N.Y, Oxford.
178. Smith, F. 1994. *Understanding Reading*. 5th ed. Hillsdale, NJ: Lawrence Erlbaum
179. Snow, C. F., Burns, S. M., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children* (416 465th ed.). National Academies Press.
180. Sousa, M. A. (2015). Initial teacher Education and the Relationship with Research: Student Teachers' Perspectives. Universidade Federal de Pernambuco, Recife.
181. Sparks, R. L., & Ganschow, L. (1991). Foreign language learning differences: Affective or native language aptitude differences? *Modern Language Journal*, 75(1), 3–16. <https://doi.org/10.2307/329830>

References

182. Sparks, R. L., & Ganschow, L. (1993). The impact of native language learning problems on foreign language learning: Case study illustrations of the Linguistic Coding Deficit Hypothesis. *Modern Language Journal*, 77(1), 58–74.
183. Spear-Swerling, L. (2006). *Learning Disabilities in English Language Learners*. Retrieved October 2016. from http://www.donline.org/spearswerling/Learning_Disabilities_in_English_Language_Learners
184. Sreena, S., & Ilankumaran, M. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. *International Journal of Engineering & Technology*, 7(4), 669-673. <https://doi.org/10.14419/ijet.v7i4.36.24220>
185. Stahl, S. A. (2005). Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction). In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 95-114). Mahwah, NJ: Lawrence Erlbaum.
186. StatPac, (2014) Survey Sampling Methods, [online]. Available: <https://www.statpac.com/surveys/sampling.htm> [Accessed July 06, 2020]
187. Stoeckel, T., Reagan, N., & Hann, F. (2012). Extensive reading quizzes and reading attitudes. *TESOL quarterly*, 46(1), 187-198.
188. Stroud, J. B., & Henderson, M. (1943). Rate of reading and learning by reading. *Journal of Educational Psychology*, 34(4), 193.
189. Sultana, K. (2016). *Assessing Reading Difficulties and Reading Strategies in the Context of Bangladesh: Tertiary Level* [Doctoral dissertation].
190. Sumner, W. G. (1906). *Folkways a Study of the Sociological Importance of Usages Manners Customs Mores and Morals*. New York: Ginn and Company.

References

191. Swerling, L. (2006). Children's reading comprehension and oral reading fluency in easy text. *Reading and Writing: An Interdisciplinary Journal*,19(2), 199–220. <https://doi.org/10.1007/s11145-005-4114-x>
192. *Take IELTS with the British Council*. (2021, December 4). British Council IELTS. <https://www.britishcouncil.dz/en/exam/ielts/prepare>
193. Telmah, N. (2019). Causes of reading difficulties in English 2nd language in grade 4 at a school in Katima Mulilo circuit. *European Journal of English Language and Literature Studies*, 7(5), 27-35.
194. Townsend, E. (1940). "A Study of the Causes of the Reading Difficulties of Thirty Children in the Butler Reading Clinic the Summer of 1939". Graduate Thesis Collection. Paper 67.
195. Tran, T. (2015). Critical reading: A Guidebook for postgraduate students. *Hue University Publishing House*. Retrieved July, 23, 2018.147. Trehearne, M. (n.d.). Comprehensive Literacy Resource for Kindergarten Teachers. ERA Cuisenaire.
196. *Types of reading disabilities*. (2021, April 7). Understood - For learning and thinking differences. <https://www.understood.org/articles/en/types-of-reading-disabilities>
197. University of Mascara. (2021, December). *the rector's Word*. <https://www.univ-mascara.dz/index.php/en/>
198. Urquhart, A. H., & Weir, C. J. (1998). Reading in a second language: Process, product and practice. London and New York: LongmanWawryk-Epp, B; Harrison, G; Prentice. (2004). Teaching Students with Reading Difficulties and Disabilities: A Guide for Educator..
199. Van, M. (2009). The Relevance of Literary Analysis to Teaching Literature in EFL Classroom. *Forum*, 47

References

200. Viskari, K. (2005). Foreign Language Learning Disabilities. Theoretical and Practical Tools for English Teachers in Finnish Upper Secondary School. Ph.D. Dissertation, University of Jyväskylä, Jyväskylä, Finland.
201. Walczyk, J. J., Marsiglia, C. S., Bryan, K. S., & Naquin, P. J. (2001). Overcoming inefficient reading skills. *Journal of Educational Psychology*, 93(4), 750.
202. Wawryk-Epp, L., Harrison, G., & Prentice, B. (2004). Teaching Students with Reading Difficulties and Disabilities: A guide for educators. Regina: Saskatchewan Learning.
203. Westwood, P. S. (2008). *What teachers need to know about reading and writing difficulties*. Aust Council for Ed Research.
204. William, S. (2006). Survey Sampling (2nd ed.). S. Roger & J.Victor (Eds.). <https://dx.doi.org/10.4135/9781849208802.n2>
205. Wyckoff, M. L. (1987). Measures of attitudinal consistency as indicators of ideological sophistication: A reliability and validity assessment. *The Journal of Politics*, 49(1), 148-168
206. Yaseen, A. (2013). The Reading Difficulties in English and How to Deal with Them as Perceived by Teachers and Students in Nablus District [Master's thesis].
207. Yin, R.K., (1984). *Case Study Research: Design and Methods*. Beverly Hills, Calif: Sage Publications.
208. Yoshida, M. (2008). Think-aloud protocols and type of reading task: The issue of reactivity in L2 reading research. In *Selected proceedings of the 2007 second language research forum* (Vol. 199209). Somerville, MA: Cascadilla Proceedings Project.
209. Zainal, Z. (2007). Case study as a research method. *Jurnal Kemanusiaan bil*, 9.
210. Zdena, K., & Daniela, S. (2015). Language Learning Anxiety. In *Teaching Foreign Languages in Inclusive Education: (A teacher-trainee s handbook)*. Constantine the Philosopher University. <https://doi.org/10.17846/SEN.2015.91-100>

References

211. Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice*, 30(3), 211-217.

Appendix A: Students' Questionnaire

The present questionnaire is a part of an academic research work that inquiries about the EFL learners' reading difficulties. You are kindly invited to leave a print by responding to the following questions.

Question1: How old are you?

.....

Question 2: Are you first or second year student?

.....

Question 3: How do you assess your general academic level?

low Average

Intermediate

Upper intermediate.

Question 4: How do you evaluate your level in English?

Low

Average

Good

Question 5: what is your favourite skill?

Reading

Speaking

Listening

Writing

Question 6: Why do you prefer a skill over the other?

.....

.....

.....

Question 7: According to you, what is reading?

.....

.....

.....

Question 8: what are the materials do you use to practice reading?

Journals

Books

Stories

Question 9: Why are the reasons behind your

reading? To gain knowledge

For pleasure

To widen your vocabulary in English

To do assignments and homework

Others, please

specify

.....

.....

Why?

.....

.....

.....

Question 10: What are the materials you read in the classroom?

Texts

Course books

Articles

Slides

Question 11: How many times do you read inside the classroom?

Once

More than once

I do not read inside the classroom

Question 12: When reading, do you face any difficulties?

Yes

No

Question 13: What are these difficulties?

Problems in pronunciation

Ambiguous difficult words

Meaning of words in context

Facing new words

Reading loudly in front of your peers

Question 14: What do you do when you face these difficulties?

Translate to your mother tongue\ French

Use a dictionary

Question 15: Why do you think you face these difficulties?

Carry on your reading without understanding

Stop reading

Others, please specify.....
.....
.....

Lack of practicing reading

Lack of reading strategies

Short time provided to finish the reading task

Shyness, tension and other psychological factors

Type of text

Other factors, Specify Please:

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

Thank you for your collaboration

Appendix B: Teacher' Interview

The following questions are asked to fulfill some research objectives, you are kindly asked to be a part of this study and kindly answer the questions:

Question 1: How old are you?

.....

Question 2: How long have you been teaching English at university?

.....

Question 3: What materials do you use to teach reading skills inside the classroom?

.....

.....

.....

Question 4: According to you, what are the main reasons behind the failure of reading among students?

.....

.....

.....

.....

.....

Question 5: What affects the reading comprehension achievements?

.....

.....

.....

.....

Question 6: What kind of reading strategies do you teach your students?

.....

.....

.....

.....

Question 7: What reading problems do your students usually face?

.....

.....

.....

Question 8: What do you often do to overcome the previously mentioned problems?

.....

.....

.....

Question 9: What do you suggest to help students perform well in reading?

.....

.....

.....

.....

Thank you for your fruitful answers

Appendix C: Observation checklist
Mascara University, The English Department

Teacher: X Subject: Linguistics Level: 1 st year	Observer: the researcher Lesson title: Structuralism Date: 08\10\2020 Time: 1h per a week
--	--

1. Classroom Environment	Absolutely	Partially (relative)	certainly not
Crowded		x	
Small			x
Equipped	x		
Noisy	x		
Heat			
Communication tools			
Board			
Electronic devices		x	
2. Teachers			
Committed teachers		x	
Teacher centered learning	x		
Teachers' role (In teaching students how to read)			x
Structure-based lecture		x	
Content-based lecture	x		
3. Students			
Most of time distracted		x	
Introvert learners		x	
Extrovert learners		x	
Motivated Learners		x	
4. Reading Process			
Mistakes in reading			
Mispronunciation			
Phonological Awareness			x
Morphological Awareness			x
Awareness of the use of strategies			x
Fluency			x
Decoding structures			x
Comprehension deficits			x

Other psycholinguistic factors:

Motivation		x
Anxiety		x
Attention problems	x	
Destruction	x	

|

Appendix D: IELTS Reading Test

IELTS Academic Reading Test 11. Section 2

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-27**, which are based on Reading Passage 2 below.

All The Ways Women Are Still Pressured To Put Family Before Career

(A) There's no denying that women around the world have made great strides toward equality in the past century. One hundred years ago, women in the United States still didn't have the right to vote, and very few were allowed to pursue higher education or a meaningful career outside of their household duties. Fast forward to today, and more than 70 percent of women between the ages of 20 and 54 are active members of the national workforce. On top of this, 2015 marked the first year when women were, on average, more likely to have a bachelor's degree than men, and this trend is on the rise.

(B) But despite all this newfound opportunity, the prevailing societal attitudes about what women are historically supposed to value still have a long way to go. That's why we've partnered with SK-II to learn more about all of the ways women are still pressured to stick to outdated gender norms. "Women have won unprecedented rights thanks to the feminist movement, but as a society, we still expect women to prioritize family over career, or even over their own needs," says Silvia Dutchevici, president and founder of the Critical Therapy Center in New York City. Dutchevici says many women feel pressure to "have it all," meaning both a thriving career and the perfect family, but that can be very difficult to achieve.

(C) "Most women try to balance work and family," Dutchevici says, "but that balance is seldom equal." In fact, she says working mothers — even those with partners — often find

themselves essentially working two full-time jobs: keeping their career together while doing the brunt of housework, cooking and child-rearing. This happens for a variety of reasons, but societal expectations about the roles of women and men at home are still very much to blame, says Tamra Lashchuk, a Wall Street executive, business coach and author of the book “Lose the Gum: A Survival Guide to Women on Wall Street.”

(D) “No matter how successful she is, the burden of running a household still falls on the woman’s shoulders,” Lashchuk says. “Men get more of a pass when it comes to these duties, especially those that involve children.” Lashchuk says much of this pressure on women to conform to a more domestic lifestyle comes from friends and family.

(E) “In many people’s minds, a woman’s career success pales in comparison to having a family,” she says. “Especially if the woman is single, no matter how great her professional achievements, almost every single one of her conversations with her family will include questions about her romantic life or lack thereof. I could literally tell my family I’d cured cancer and the conversation would still end with, ‘But are you dating anyone?’” While covert societal expectations might contribute to some of this inequality, workplace policies on maternity and paternity leave can hold a lot of the blame.

(F) “Unfortunately, many workplace policies regarding taking time off to care for family do not the changing times,” Dutchevici says. “Both men and women suffer in their careers when they prioritize family, but women carry far harsher punishments. Their choice to take time off and start a family can result in lower pay, and fewer promotions in the future. The right to family leave is not a woman’s issue, it is a society’s issue, a family’s issue.” Lashchuk agrees with this sentiment. “There should be more flexibility and benefits [in the workplace], like longer periods of time for paternity leave....If paternity leave was extended, men could share a

greater responsibility in child care, and they could also spend more time bonding with their infant children, which is beneficial for the entire family

(G) Another less visible way the modern workplace forces women to choose family over career has to do with the fact that women are pushing back pregnancy, says Jeni Mayorskaya, a fertility expert and CEO of Stork Club, an online community for women dedicated to fertility issues. “Compared to our parents, our generation is having children a decade later,” Mayorskaya says. “Unfortunately, when we hit our mid-30s and we’re finally ready for that managing position or that title of a partner at a firm we fought so hard for, we have to think about putting our career on pause and becoming a mom.”

(H) So what can women do to combat these societal pressures? Finding workplaces that offer flexible schedules, work-at-home opportunities and ample maternity and paternity leave is a good first step, but Dr. Neeta Bhushan, an emotional intelligence advocate and author, says women should also learn to put themselves first. “The first step is being mindful of your emotional health in your relationships with others and the relationship you have with yourself,” Bhushan says. “When you put yourself first, you are able to make a bigger impact on your community. This is different than being selfish — think beyond you. You want to make sure that you are being taken care of so that you can take care of others.”

Questions 14-21

Reading Passage 2 has eight paragraphs, **A-H**.

Which paragraph contains the following information?

Write the correct letter, **A-H**, in boxes 14-21 on your answer sheet.

14. Two "jobs" that women essentially do

15. Question about dating

16. Delaying pregnancy

17. The first year, when women are more likely to have bachelor's a degree

18. The reasons to put yourself first

19. The source of conformation to domestic lifestyle

20. Our expectancy over women's prioritization

21. Pros of extended paternity

Questions 22-27

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 22-27 on your answer sheet.

22. One hundred years ago, women in USA:

- A. had no rights.
- B. were not allowed to pursue higher education.
- C. couldn't vote.

D. were members of the national workforce.

23. According to Silvia Dutchevici:

- A. feminist movement has more disadvantages than advantages.
- B. now we expect women to prioritize career over family.
- C. now we expect women to prioritize their own needs over family.
- D. women rarely achieve equal balance between family and work.

24. Tamra Lashchyk, a Wall Street executive, says that

- A. most women are still responsible for the house duties.
- B. men don't really need to do any housework.
- C. it's more important for a women to have a career than a family.
- D. both A and B.

25. Lashchyk agrees with Dutchevici on

- A. women's rights and feminism.
- B. the fact that he right to family leave is a society's issue.
- C. the state of women's rights in America.
- D. the reason why women want to pursue their careers.

26. Jeni Mayorskaya says that

- A. nowadays women give birth later than they used to.

- B. now women don't push pregnancy back.
- C. when women are in their 30s, they have to think about putting career on pause to become a mother.
- D. Both A and C.

27. According to the last paragraph, how can women deal with societal pressure?

- A. They should be selfish.
- B. They shouldn't work at home.
- C. They should put themselves first.
- D. They should avoid marriage at all.

ANSWERS

Each question correctly answered scores 1 mark. **Correct** spelling is needed in all answers.

Section 2

- 14. C
- 15. E
- 16. G
- 17. A
- 18. H
- 19. D
- 20. B
- 21. F
- 22. C
- 23. D
- 24. A
- 25. B
- 26. D
- 27. C

Appendix E: Verbal Protocol Text

Mother's Day

The modern **Mother's Day** is celebrated on various days in many parts of the world, most commonly in March, April, or May as a day to honor mothers and motherhood. In the UK and Ireland, it follows the old traditions of Mothering Sunday, celebrated in March/April.

Historically, the celebration has its origin in ancient customs and traditions. The ancient Greeks kept a festival to *Cybele*, a great mother of Greek gods. The ancient Romans also had another holiday, *Matronalia*, that was dedicated to *Juno* (an ancient Roman goddess), though mothers were usually given gifts on this day. In Europe there were several long-standing traditions where a specific Sunday was set aside to honor motherhood and mothers such as *Mothering Sunday* which is a Christian festival celebrated throughout Europe that falls on the 4th Sunday in *Lent*. One of the early calls to celebrate Mother's Day in the United States was the "*Mother's Day Proclamation*" by Julia Ward Howe. Written in 1870, the Proclamation was tied to Howe's feminist belief that women had a responsibility to shape their societies at the political level.

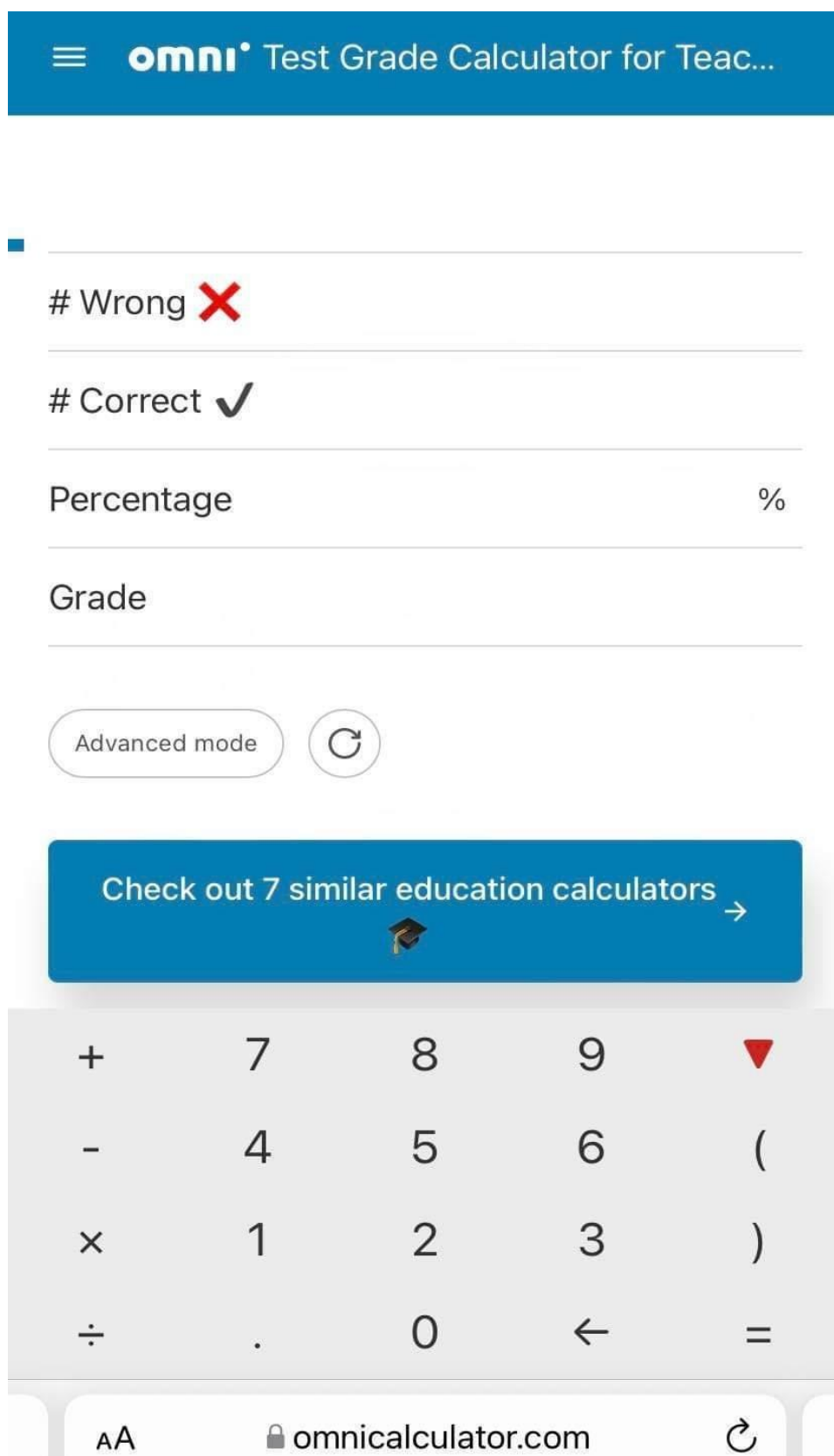
Today the holiday has become very popular around the world. People take the day as an opportunity to pay tribute to their mothers and thank them for all their love and support. There is also a tradition of gifting flowers, cards and other gift to mothers on the occasion.

Comprehension

1. Mother's Day is celebrated on the same date around the world.
 - a. True
 - b. False
2. The celebration's origin is ancient.
 - a. True
 - b. False
3. In Europe, people honored Mother's Day on:
 - a. Sundays
 - b. March
 - c. April
 - d. Mondays
4. Mothering Sunday is observed in the United States.
 - a. True
 - b. False
5. In the USA, Mother's Day was initially related to the feminists demands to recognize the importance of women.
 - a. True
 - b. False
6. People around the world take one day to celebrate with their mothers
 - a. true
 - b. false
7. Do mothers ask for the day to receive gifts and flowers:
 - a. True
 - b. False

Appendix F: OMNI Software

Figure 5.1. Omni Software Sample



Résumé

La langue est le talent humain exclusif. C'est ce moyen systématique d'interaction qui distingue les humains de toutes les autres créatures vivantes. Aujourd'hui, l'anglais est devenu la langue la plus utile et la plus pratique pour l'ensemble du contact mondial. Par conséquent, la maîtrise de l'anglais est devenue le but ultime de millions d'apprenants. Pourtant, apprendre l'anglais n'est pas toujours une tâche sans problème. L'acquisition d'une langue, comme l'exposent de nombreux théoriciens, consiste à passer par quatre compétences célèbres : écouter, parler, lire et écrire. La présente enquête est une tentative d'élucider un léger problème dans l'apprentissage de la compétence en lecture. La motivation derrière un tel désir excessif d'accomplir cette enquête est certainement les déficits aigus dans les compétences en lecture de nos apprenants EFL. En conséquence, l'étude vise à enquêter sur les troubles de lecture chez les étudiants anglais à l'université. La recherche tente d'analyser les difficultés rencontrées en lecture et compréhension chez les étudiants de premier cycle du département d'anglais de l'Université de Mascara. En d'autres termes, l'étude tente de détecter les facteurs conduisant aux erreurs de lecture et à l'échec de la compréhension en lecture. L'approche à méthodes mixtes est utilisée pour collecter et examiner les données. L'approche quantitative est représentée par l'utilisation d'un questionnaire pour les étudiants, d'un questionnaire pour les enseignants et d'un test de lecture de l'IELT. En revanche, l'approche qualitative se caractérise par l'utilisation de protocoles d'observation et verbaux. La méthode de stratification aléatoire est utilisée pour sélectionner l'échantillon. Ainsi, la population cible est composée de 95 apprenants EFL de premier cycle et de 6 enseignants EFL exerçant sur le même terrain. Les résultats montrent que les étudiants en anglais sont confrontés à divers obstacles à la lecture. La mauvaise prononciation, l'échec de la reconnaissance des mots, les erreurs structurelles et l'incapacité à comprendre et à analyser les marques du discours font partie des difficultés de lecture rencontrées par les élèves. Il est également perçu que les raisons d'un tel échec sont l'absence de pratique de la lecture, la méconnaissance des stratégies de lecture et la faiblesse du vocabulaire de base. L'étude conclut qu'il y a un besoin urgent de mettre en place un cours de lecture qui puisse, d'une part, initier les apprenants à différentes stratégies de lecture, et, d'autre part, enrichir leur vocabulaire.

Mots clés : Anglais - Compétences en lecture - Compréhension de l'écrit - Vocabulaire - Stratégies de lecture - Phonologie - Discours

Abstract

Language is the exclusive human talent. It is that systematic means of interaction that distinguishes humans from all other living creatures. Today, English has become the most useful and practical language for the whole global contact. Therefore, achieving English proficiency has become the ultimate purpose of millions of learners. Yet, learning English is not always an unproblematic assignment. Acquiring a language, as exposed by a lot of theorists, is a question of going through four famous skills: listening, speaking, reading and writing. The present enquiry is an attempt to elucidate a slight issue in the learning of the reading skill. The spur behind such excessive desire to accomplish this survey is certainly the sharp deficits in the reading skills of our EFL learners. Accordingly, the study aims to investigate the reading disabilities among English students at university. It attempts to analyse the difficulties face in both reading and reading comprehension among undergraduate students at the English Department of Mascara University. In other words, the research tries to detect the factors leading to reading errors and reading comprehension failure. The mixed-method approach is employed to collect and examine data. The quantitative approach is represented by the use of a students' questionnaire and the IELTSs reading test. On the other hand, the qualitative approach is characterized by the use of classroom observation, an interview and verbal protocols. The random stratification method is employed to select the sample. Thus, the target population is composed of 95 undergraduate EFL learners and 6 EFL teachers exercising at the same ground. Findings show that students of English face various reading impediments. Mispronunciation, failure of word recognition, structural errors, and the disability to understand and analyse the discourse marks are among the reading disabilities students encounter. It is also perceived that the reasons behind such a failure are the absence of reading practice, the unawareness of reading strategies, and the weakness of vocabulary basis. The study concludes that there is an urgent need for the implementation of a reading course which may, on one hand, introducing learners to different reading strategies, and, on the other hand, enriching their vocabulary.

Keywords: English – Reading Skills- Reading comprehension- Vocabulary- Reading Strategies- Phonology- Discourse

الملخص

تعتبر اللغة المملكة الحصرية الخاصة بالبشر. إنها وسيلة التفاعل المنظمة التي تميز البشر عن جميع الكائنات الحية الأخرى. أصبحت الإنجليزية اليوم اللغة الأكثر فعالية للاتصالات العالمية برمتها. لذلك أصبح تعلم وإتقان اللغة الإنجليزية الهدف المشترك لملايين المتعلمين. إلا أن تعلم اللغة الإنجليزية ليس دائماً مهمة بسيطة. إن تعلم اللغة، كما يشرحها الكثير من النظريين، هو مسألة اكتساب أربع مهارات شهيرة: الاستماع والتحدث والقراءة والكتابة. تعتبر هذه الدراسة مساهمة بسيطة لتوضيح مسألة تعلم مهارة القراءة. الدافع وراء هذه الرغبة المفرطة في إنجاز هذا الاستطلاع هو بالتأكيد العجز الحاد في مهارات القراءة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وعليه، تهدف الدراسة إلى التعرف على إعاقات القراءة لدى طلاب اللغة الإنجليزية في الجامعة. كما يحاول البحث تحليل الصعوبات التي تواجه طلاب المرحلة الجامعية الأولى في قسم اللغة الإنجليزية في جامعة معسكر في القدرة على القراءة وفهم المقروء. بمعنى آخر، يحاول البحث الكشف عن العوامل التي تؤدي إلى الأخطاء في القراءة وال فشل في الفهم. تم استخدام مقارب الطريقة المختلطة لجمع البيانات وفحصها. حيث تمثل المنهج الكمي في استخدام استبيانين الأول موجه للمتعلمين و الثاني للمعلمين بالإضافة لاختبار القراءة IELTS. من ناحية أخرى، تمثل المنهج النوعي في استخدام وسيلة الملاحظة داخل القسم وبروتوكول لفظي. كما تم استخدام طريقة التقسيم الطبقي العشوائي لاختيار العينة. وبالتالي، فإن المجموعة المستهدفة تتكون من 95 طالب إنجليزية و 6 مدرسين للغة الإنجليزية من نفس الجامعة. أظهرت النتائج أن طلاب اللغة الإنجليزية يواجهون عوائق مختلفة عند القراءة من بينها يمكن ذكر مايلي الخطأ في نطق الكلمات الانجليزية، الفشل في التعرف على معاني هيكلية بعض الكلمات و الجمل، عدم القدرة على تحليل الخطاب و تحليله. إضافة إلى بعض العوامل النفسية كالخجل و الخوف من التمر داخل القسم. و باختصار فإن الأسباب الكامنة وراء هذا الفشل هي غياب ممارسة القراءة، وعدم الوعي باستراتيجيات القراءة، وضعف قاعدة المفردات. وخلصت الدراسة إلى أن هناك حاجة ملحة لإدراج مقرر للقراءة يمكن من جهة تعريف المتعلمين باستراتيجيات قراءة مختلفة وإثراء مفرداتهم من جهة أخرى.

الكلمات المفتاحية : اللغة الإنجليزية - مهارات القراءة - فهم المكتوب - المفردات - استراتيجيات القراءة - علم الأصوات - الخطاب