



Mohamed Khider University of
Biskra Faculty of Letters and
Languages Department of Foreign
Languages



MASTER DISSERTATION

Letters and Foreign
English Language
Sciences of the Language
Submitted and Defended by:
Asma FERHAT

**On: Investigating the Role of Assigning Research Papers in Developing
EFL Students' Reading Strategies**

**The Case Study of Second Year Master Students of Civilization and
Literature at Biskra University**

Board of Examiners

President: Mr. Walid AOUNALI	MAA	Biskra University
Supervisor: Dr. Saliha CHELLI	MCA	Biskra University
Examiner: Mr. Bilal ZINOUE	MAB	Biskra University
Examiner: Mrs. Nadjet MOUSSAOUI	MAB	Biskra University

Academic Year: 2019-2020

Declaration

I, **FERHAT Asma**, declare that this proposed Dissertation for Master Graduation is my genuine product submitted to Mohammed Kheider University, English Foreign Language Department, Section of English at Biskra and not to any other university.

I acknowledge that the work builds upon authors' theories and quotes, to confirm its integrity and ethics, all the sources of information used to the fulfilment of this research are acknowledged in the list of references.

Algeria.

Certified:

Miss. FERHAT Asma

Master Student, Sciences of the Languages

Signature:

Dedication

This decent work is warmly dedicated to:

The reason for my existence, my dearest *Mother Akila* and my beloved *Father ABDALLAH*

My precious Brothers

Lizhari, Adel, Alladin, Fares, Hossam and Sohaib

My beloved Sisters

Hakima, Hadjer, Manel, Sameh and Mawahib

My soul mates and the apple of my eyes *Saouli Sihem, Sid Lamia*

To my forever lasting friend and sister *Saidi Aicha*

My beloved Friends: *Aisaoui Meriem, Slimani Fairouz, Barkat Hayat*

The ones whom I have been blessed to know: Soundous, Malki Ikram, Salma, Naziha, Omaima, Rima, Asma, Nadjwa, Shiekh Ikram, Amani, Djana, Hasna, Saadia, Nesrin, Sara, Ikram Yaakoub

All my friends and classmates from Applied Linguistics 2020 Graduates, it is an honour meeting you fellows

To every heart that prays for me and wishes me luck, to every soul that supported and encouraged me

THANK YOU from the bottom of **My Heart**

Acknowledgements

The foremost Thanks is to **ALLAH** for his guidance to achieve the fulfilment of this research

I would like to express my sincere honour, respect and gratitude to my supervisor **Dr.**

Saliha CHELLI for her guidance, feedback, support and efforts.

A great appreciation to the board of examiners who assess my Thesis: **Mr. Walid**

AOUNALI and Mr. Bilal ZINOUE. Thank you for your remarks and feedback.

To the teachers of English Foreign Language Department at the University of Biskra, I appreciate your collaboration to complete this research.

Exceptional gratitude to Master Two students of Civilization and Literature at Biskra University for their assistance.

In the end, I would like to say to every person who taught me a word in English, please accept my sincere gratitude.

Thank you

Abstract

English Foreign Language students at the University of Biskra often read-only for necessity and obligation to accomplish reading tasks, when preparing for exams or to get a grade. The present study aimed to investigate the effective role of assigning research papers as a teaching-learning approach in developing EFL learners' reading strategies and fostering reading skills. This research has an exploratory nature, it falls within the qualitative approach and the descriptive method. To validate the research hypotheses, that knowing the reading strategies would facilitate research for students, and assigning research papers would be effective in developing EFL students' reading strategies. A semi-structured questionnaire applied in this research work a combination of both open-ended and close-ended questions, to collect the perspectives and attitudes of the sample of EFL teachers and Master students of Civilization and Literature at the University of Biskra. As a result, the findings proved that teachers and students extremely support and advocate the effectiveness of assigning papers in developing EFL students' reading strategies. Reading and research are two faces of one coin, the more students search the more they read and that improves their proficiency and literacy level which unlock the doors of opportunities in academic and real-life status.

Keywords: Research; Research papers; reading skills; strategies; dissertation.

List of Abbreviations

EFL: English Foreign Language

ELT: English Language Teaching

ELL: English Language Learning

ESL: English Second Language

APA: The American Psychological Association

MLA: Modern Language Association

NRP: National Reading Panel

PhD: Doctor of Philosophy

Ibid: Ibidem (Latin) (the same previous source)

RQ: Research Question

RH: Research Hypothesis

N: The whole Population

n: Sample of the case study

Et al.: Et alii (And Others)

S/he: She or he

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General Introduction

1. Study Background

In higher education, learners are supposed to promote their language skills in the process of learning by depending on their efficient strategies. Some EFL students at the university level encounter many obstacles when conducting their research particularly while the process of searching and selecting the appropriate information. This may happen for the reason that they have inadequate English language skills, or simply they are not skilled readers

2. Statement of the Problem

Conducting research papers is not an easy task, especially for novice researchers in English foreign language. Reading as a complex process is one of the significant skills that offers learners a rich account of knowledge concerning vocabulary, grammar, and writing style. In addition, being customized with the previously mentioned skills would pave the way for students conducting research, for instance, the selection of appropriate data, and familiarity with language structures that make the procedure fast, smooth, and easy to conduct.

When students enter university, a considerable number of people assume they can deal with the learning challenges they face, yet few of them may not be skilful enough. The printed works present an obstacle whether in vocabulary, grammar, or knowledge. They battle to translate the meaning of each word. They doubt what techniques to use and when to use them. However, becoming knowledgeable about their reading strategy choices and techniques will facilitate the reading comprehension task. Novice researchers as well can seize the opportunity and improve their reading strategies through training, guided by their teachers during the whole academic years. In this respect, the current issue leads us to conduct this study to investigate the role of assigning research papers in developing English foreign language learners' reading strategies.

3. Aims of the Study

This study aimed to investigate the role of assigning research papers in improving EFL students' reading strategies. More specifically, it aimed at:

- Highlighting the importance of reading skills and strategies.
- Emphasizing the usefulness of reading strategies in facilitating the research process for novice researchers.
- Exploring to what extent assigning research papers as a teaching-learning approach can be effective for developing EFL students reading strategies.

4. Research Questions

This study aimed to answer the following questions:

RQ1: To what extent can reading strategies facilitate the research process for students?

RQ2: What is the role of assigning research papers in developing EFL students' reading strategies?

5. Research Hypothesis

The purpose of this study is to confirm or disconfirm the use of assigning research papers. Therefore, we hypothesize that:

RH1: We hypothesize that knowing the reading strategies would facilitate research for students.

RH2: Assigning research papers would be effective in developing EFL students' reading strategies.

6. Research Methodology

6.1 Research Approach

The proposed research is a case study that tackles the role of assigning research papers in developing English foreign language students' reading strategies. Because of its exploratory nature, it falls within the qualitative approach and the descriptive method since it investigates the perspective, attitudes and the experience of students and teachers as well on the issue.

6.2 Data Collection Tools

This research was planned at first to include two data collection tools, an interview and a questionnaire but under the circumstances, only an online questionnaire would serve the case. A semi-structured questionnaire, distributed to five teachers and fifteen EFL students of civilization and literature at Biskra University.

6.2.1 Questionnaire

The semi-structured questionnaire used in this research work is a combination of both open-ended and close-ended questions. This data collecting tool intended to investigate the perspectives and attitudes of EFL teachers and learners towards the effectiveness of assigning research papers as an approach to develop EFL students' reading strategies.

6.3 Population and Sample

The population involves English foreign language teachers (N=57) at Biskra university, with a sample of (n=5) teachers who teach Master EFL students of civilization and literature at Mohamed Kheider University of Biskra (N=40). A sample of (n=15) students were chosen randomly. The reason behind the choice of the participants was that they spent the whole master

years doing research, reading books and different materials; moreover, now they are preparing their master dissertations. They are more accustomed to reading and writing research papers.

7. Structure of the Study

This dissertation is divided into three main parts. Chapter one highlights the literature review of research in general and research papers with special concern. Besides, Chapter two gives clear insights on reading skills and strategies. Whereas, chapter three covers fieldwork and data analysis.

Entitled Research papers, chapter one is a combination of two sections. Section one starts by giving general information about research definition, its significance, the objectives from doing research and shed lights on the types and characteristics of good research. Section two gives include definition, importance, types and features of a valuable research paper.

Chapter two tackled the reading skill from different angles. It starts with definitions of reading, defining who is a reader, highlighting reading significance for English foreign language learners and mentioning its types and models, then, focusing on reading strategies, their importance to the readers, providing the research with a set of strategies that would facilitate the reading process.

Chapter three is the practical part of the research including data analysis and interpretations of the results. After collecting data through an online questionnaire to teachers and students of the English section at Biskra University, they were statistically analyzed, followed by the interpretation of the findings.

Chapter One

Research Papers

Introduction

Research has a long tradition in various fields as a device to assemble information and bridge the gaps between uncertain concepts and thoughts to reach the unknown. This chapter is aimed to shed light on research in general and research papers particularly to highlight its significance, determine its objectives, identify its types, characteristics and components. Moreover, it spots light on the qualities of good research papers and a good researcher.

1.1.1 Definition of Research

The term research has been defined by several scholars and researchers from different perspectives depending on their field of study, aims and purposes. Generally, it is a systematic process that searches for knowledge to reach a new insight on a specific phenomenon, by asking a question, formulating a hypothesis, collecting, and analysing the data.

Research has wide-ranging definitions, which varied based on the diversity of fields and studies. According to Festinger (2005, p.1), the degree of progress in approximately all scientific fields relies upon the contributions made by researchers; subsequently, research is regularly seen as the foundation of logical advancement. Besides, by conducting research, researchers try to lessen the difficulty of the issues, find the connection between apparently irrelevant phenomenon, and eventually improve life. Along with the online Oxford Dictionary (2020) definition of research as “the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions”. In other words, research is an organized searching process of knowledge, gathering and analysing data, and testing new theories for the sake of finding answers.

Similarly, Kumar (2017, p.2) stated that research is more than a set of skills, it is an intelligent way of investigating critically the several features of our daily proficient work, through

comprehending, and framing values that administrate a procedure, and evolving and testing new concepts for the improvement of the field tackled. In the same path, Fred and Perry (2005, p. 8) agree with the pre-mentioned definition, they said: “research is a process whereby questions are raised and answers are sought by carefully gathering, analysing, and interpreting data”. Thus, the systematic procedure during which the research construct consists of formulating hypotheses and seeking for solutions pursued from data collecting, examining, and result reporting. Moreover, Higgins (1996) states,

Research is an act with an objective. The act entails a person (the researcher) searching for, enquiring about, investigating, exploring, repetitively, carefully, closely, some specified matter (the topic, the subject of the research). This matter may be an event, a fact, a cause, a relation, an elucidation, a demystification, a pattern, a meaning. So, in any research: a person searches for a clue (p. 1).

In the light of the previous quote, research basically searches for the answer of certain questions which have not been responded yet, while the findings rely on the researchers’ investigation. Overall, the concept of Research has constantly received great attention mainly at the educational field which requires a systematic process through an investigation seeking evidence. Thus, a new insight brought to light and achievements in the field is to be fulfilled.

1.1.2 Significance of Research

Research conducted frequently in all domains to discover new notions, solve problems, and stay updated to the enrolment of evolution. Along with this, a clear claim of the significance of research mentioned by Hudson (1853-1927) as his famous maxim “All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry, and inquiry leads to invention” (as cited in Kothari, 2004, p.5). In other words, curiosity is the engine that motivates researchers to seek for answers to undiscovered questions which has an important role in the

development of numerous domains. Therefore, progress has measured by the augmentation of research, which encompass “scientific” and “inductive” thoughts and it helped the progress of rational behaviours and community.

Research is not restricted to one field of study as Kothari claims (2004, pp.5-6) thus, the role of research whether related to business or the economy has critically improved in modern times since it acts as an aid to the settlement of government economic problems. Moreover, he adds that in the academic field, the significance of the research lies on the researchers’ intellectual achievement of grades, objectives, and the accomplishment of tasks meant to be settled in the social sciences.

In brief, research as an investigation or experimentation in the social sciences, academic field or real-life situation brought to the field of study and enriches it with new concepts, answers question and hypothesis, bridge the unattached gabs and open the door for other recommended researches.

1.1.3 Objectives of Research

Research is an act done by researchers with an objective, trying to achieve accomplishments in a certain field. Accordingly, Kothari (2004, p.2) mentioned that research aims to seek to find out answers to questions via the usage of “scientific procedures”. So, the significant purpose of the research is reaching the unknown and filling the gaps which do not reveal yet. However, Kothari (2004, p.2) adds that the objectives varied from one research study to another, he proposes a set of aims from a different perspective. For instance, the aim from the exploratory side is to become aware of notions or reach fresh perceptions into it. From the descriptive sake is to show correctly the characteristics of a specific individual, or states. Then, from the diagnostic

sake is to define the rate with which something occurs and with what it is accompanied. Also, the reason for the correlational perception is to test a hypothesis in order to find out the relationship between variables.

In brief, well-arranged research would assign clear objectives to guide a researcher while conducting his/her investigation. A research aim should be explicit, narrowed, direct and gives clear insights to the results to be accomplished via research.

1.1.4 Types of Research

Research has many types according to a different point of views namely: from application view to pure and applied research, from objectives to four types, exploratory research, descriptive research, explanatory research, and correlational research. Then from the mode of inquiry to two types: qualitative research and quantitative research.

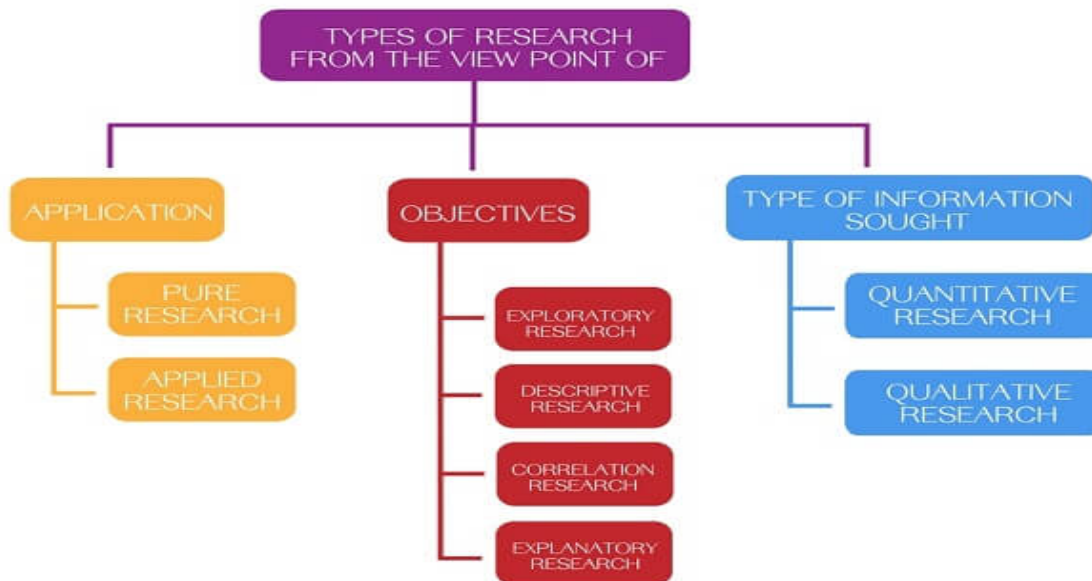


Figure 1.1: Types of the research methods and disciplines (cited in VectorStock Website (2020))

1.1.4.1 From the Application Perspective

From the application point of view, the types of research are two mainly; pure research and applied research according to Kumar (2011, p.9).

1.1.4.1.1 Pure Research

The pure or also known as “basic” and “fundamental” research “it is a systematic investigation set to achieve a better and more detailed understanding of a research subject or phenomenon, not to solve a specific problem” (Formplus Blog, 2020). In other words, pure research is an organized and well-framed study aims to look for clear insights to certain issues, notions, and concepts, yet its aim not to settle problems. Moreover, this fundamental type of research “is academic in nature and is undertaken in order to gain knowledge about phenomena that may or may not have applications in the near future, and to develop new techniques and procedures that form the body of research methodology” (Chelli, 2017). Thus, basic research intends to develop knowledge tries to comprehend the research study and modify current methods by improving them but not to reach solutions and gives final answers.

1.1.4.1.2 Applied Research

Researches that occur in social sciences are mainly applied investigations. Unlike pure research, applied research is intended to provide the research with an effective solution to a definite problem not given a great intention to gaining knowledge. Along with that “Applied research refers to scientific study and research that seeks to solve practical problems” (Verywell mind Blog, 2020). Therefore, researchers conduct this type of research to investigate everyday problems or in different fields of study to find answers to research problems. Moreover, applied research is connected with the pure research in a way that they complete the work for each other “it further

investigates the outcomes of pure or basic research in order to validate these findings and apply them to create innovative solutions to specific problems” (Formplus Blog, 2020). In brief, pure research is theoretical investigations that enhance current theories taking into consideration reaching an understanding of certain subjects and the amount of knowledge gained from the findings. Whereas The nature of applied research is both descriptive and practical, it aims to manage and interpret the outcomes of pure research to explain and handle problems and promote new theories to the field.

1.1.4.2 From the Objectives Perspective

Research has four types from the objectives point of view namely: exploratory, descriptive, explanatory, and correlational research.

1.1.4.2.1 Exploratory research

Exploratory research is defined by Kumar (2011, p.9) as a study undertaken with an objective of whether to explore a phenomenon, unknown concepts or to investigate the potentials of undertaking a certain research study. Moreover, it is an investigation on an ambiguous issue to reach a clear definition and better understanding though, this method may not offer a definite result. This procedure, initiate with a general idea then, search for identification to the tackled problems, which may be emphasized for pending investigation. A significant feature for exploratory research is to transform the path of an issue to expose innovative information or perception. Besides, Kumar (2011, p.9) adds it is typically used when the case is at a piloting phase. It is regularly stated as grounded theory approach or interpretive research since it used to answer questions like what, why and how, for instance, what are the factors that guide a successful teaching-learning process?

1.1.4.2.2 Descriptive Research

Descriptive research aims to define the features of a particular phenomenon tackled in a research study. Along with this “Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, and where questions of a research problem, rather than the why” (Formplus Blog, 2020). Hence, research is often conducted to acknowledge certain research problems and by asking descriptive questions like what, how, when, and where to accumulate answers and data that would help to identify features and aims to have “an in-depth understanding of the study population” *ibid*. Moreover, Chelli (2017) asserts that descriptive research has three data collection methods; observational, case study, and survey research methods, that way can serve further research in the field providing researchers with evidence and valuable sort of information gathered by descriptive data collecting procedures.

To conclude, descriptive research investigates research problems with an in-depth study providing the conducted research with a descriptive set of information on the issue matters without neglecting its usefulness in solving real-life situations as social sciences and academic areas.

1.1.4.2.3 Explanatory Research

Explanatory research conducted in order to have clear insights into a specific area of study “this kind of research attempts to clarify why and how there is a relationship between two aspects of a situation or phenomenon” (Chelli, 2017). That is to say, explanatory research aims to increase the understanding of a certain ambiguous phenomenon and tries to explain the reason behind any correlation among particular subjects. Yet, Kumar (2011, p.10) states that explanatory research is “conducted in order to help us find the problem that was not studied before in-depth... it is not

used to give us some conclusive evidence but helps us in understanding the problem more efficiently”, this type of research does not provide conclusive products for the deficiency of statistical strength but it makes the researcher determine how and why things happen and this clarification explains via using three main methods: case study, observation, and survey method (Chelli, 2017). In brief, explanatory research is somehow the fundamental step that any type of research should start with because the research would gain a clear understanding of the problem or phenomenon tackling.

1.1.4.2.4 Correlational Research

Correlational research is a kind of descriptive research that aims to figure out the existing relationship between two variables. Along with that, Kumar (2011, p.10) agreed with Festinger, Marczyk and DeMatteo (2005, p. 62) that correlational research is a nonexperimental study that measures the association between two or more variables and that with the help of data collecting methods used in this type of research namely: a survey method, observational method, and archival method. This latter is defined as locating, evaluating, systematically interpreting, and analysing of sources data found in archives (Vogt, 2011). Therefore, the foremost concern of correlational research requires examining two variables to build and distinguish the connection that exists between them in descriptive, nonexperimental research that builds upon entirely theories and methodology.

To conclude, research types from the objective’s perspective descriptive, correlational, explanatory, or exploratory each serves the research process according to the nature of the study. These types have varied purposes and they may cooperate where one type completes the other to assist different disciplines in terms of methods, data gathering tools and statistical analysis.

1.1.4.3 Types of Research from the Mode of Inquiry Perspective

Research has various types denoted to the method obtained to discover answers; the most common distinctions made in research methodology are the difference between the quantitative, qualitative, and the mixed-approach.

1.1.4.3.1 Quantitative Research (structured research)

Quantitative research is an approach that aims to test theories by analysing the relationship between variables. According to Creswell (2013, p.34) "Quantitative research attempts to quantify, collect and analyse numerical data, and focus on the links among a smaller number of attributes across many cases. the researcher tests a theory by specifying narrow hypotheses and the collection of data to support or refute the hypotheses". In other words, this approach is used to investigate and examine a certain phenomenon that rises by research question or hypothesis, collect, interpret, and analyses the data using statistical analyses to reach conclusions.

Moreover, Biggam (2008) states that quantitative research is "concerned with quantities and measurements" (p.86), it is used to quantify variables, attitudes, opinions, behaviours and generalize results from a sample to larger population. For instance, it is a means for quantifying the problem by forming numerical data that can be transformed into practical statistics. Quantitative research uses measurable data to formulate facts and uncover patterns in research. The data collection methods for this procedure are structured; they comprise a collection of surveys i.e. online surveys, paper surveys, etc., interviews, longitudinal studies, and observations. The objective of this theory is examining the relationship among variables. Then, the concluding written report phase consists of an introduction, methods, findings, and discussion this via data collecting tools surveys, questionnaires, and observation checklists (Creswell, 2008, p.120).

As a result, from a quantitative research perspective, the principal features that frame this approach is to quantify the variation in the targeted phenomenon, collect numerical data, analysing them using statistical methods then reaching the findings.

1.1.4.3.2 Qualitative Research (unstructured)

Qualitative research offered an in-depth investigation of a phenomenon, states, or attitudes. It is used for exploring to gain a better understanding of underlying issues. Thus, Creswell (2009, p. 20) asserts quantitative research as “the means for testing objective theories by examining the relationship among variables which in turn can be measured so that numbered data can be analysed using statistical procedures”. This approach provides insights into the problem and helps to develop ideas or hypotheses for potential quantitative research. Therefore, the data collection methods differ using unstructured or semi-structured techniques, by focus groups, interviews, observation, and diary studies (Creswell, 2007, p.95).

Besides, “Qualitative methods are concerned with how human behaviour can be explained, within the framework of the social structures in which that behaviour takes place” (Flick, Von Kardorff, Steinke, 2004, p.54), qualitative research requires questioning and investigating participants around their perception, experiences, background knowledge and attitudes on the research questions and hypotheses via the data collecting tools interview, focus group and observation that facilitates the process for researchers to gain insights and achieve a better understanding to the tackled issues *ibid*.

To conclude, qualitative research unlike quantitative research which examines, quantify the numerical data and results through analysing a statistical report, it deals with the description of

the variation in a particular phenomenon in an investigating process to get explanations for human attitudes towards a given issue.

1.1.4.3.3 Mixed-methods Research

A mixed-method is a design where qualitative and quantitative forms are connected or correlated. Mixing both approaches in one investigation of inquiry facilitate collecting and analysing both quantitative (closed-ended) and qualitative (open-ended) data. Accordingly, Bergman (2008, p. 1) asserts mixed methods research as “the combination of at least one qualitative and at least one quantitative component in a single research project or program”. Thus, when applying qualitative data to determine quantitative results and the basic process of conducting quantitative or qualitative research is by posing a research question, collecting, and analysing data, and interpreting the results (Creswell & Plano Clark. 2007, p.56).

Additionally, Dörnyei (2007) asserts “mixed-methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels ...consecutive and interrelated questionnaire and interview studies” (p.24). In other words, the mixed-methods research approach involves the combination between the qualitative and the quantitative approaches and applying this approach enlarges the scope of the investigation and expanding the findings.

In brief, a mixed-method is considered as a research methodology where combining both quantitative and qualitative data within an original investigation, connecting information throughout data collection, interpreting and analysis.

1.1.5 Characteristics of Good Research

To qualify a valuable and trustworthy research work the process requires particular features. Good research has drawn upon Marsh and Hattie (2002, pp.5-6) prospect as a set of characteristics mentioning among them, credibility when research is trustworthy and reliable, to be considered as an authentic contribution to the target knowledge community. Also, objectivity when it is a neutral position in which the researcher is completely free of personal subjectivity by leaving a distance between him and his work to avoid bias. Additionally, reliability when research is consistently good in quality and able to be trusted for dependable findings. Moreover, validity in every data reported through the findings or conclusion of research work should be accurate.

Besides, authenticity deals with legitimacy and original data given in research, assured that conclusions are justified, credible and reliable. Then, generalizability is on the statistical level which indicates the possibility of applying the findings of a sample to a larger population. Also, auditability focuses on the explanation of strategies so others can follow and explore the research procedure and acknowledge how and why analysts used their information. Furthermore, reproducibility is about the credibility issues and showing that the research procedure can be imitated in order to confirm research findings.

Research work with good quality contributes to the academic domain and provides the field of study with valuable sorts of information that offered knowledge, achieve progress, and develop skills, literacy, and proficiency.

1.2 Research Papers

Research papers have become the interest of a large number of people who are dealing with the conception of undertaking small-scale research plans as part of an academic course or as part of their professional progress.

1.2.1 Definition of Research Papers

A research paper or so-called scholarly paper presents an investigation, interpretation and evaluation to certain subjects and problems. Along with this, Rozakis (2007, p.20) considered research paper as an effective technique of collecting and reporting dependable information that took part in the academic assignment in high school, college, and graduate school. Furthermore, the author adds that a research paper contributes and claims a hypothesis, suggestion, or view of the writer in a diagnostic way to influence readers with reliable argument. Hence, a research paper requires creativity in using evidence, information, and perspective to reach an objective, awareness, originality and genuinely in selecting materials, resources and Writing ethically and reading further about the tackled topic to reach a significant result *ibid*.

Within the same context, Monippally and Pawar (2010, p.15) believe that any research papers would demand a general and productive literature review to reach conclusions that build the theory to obtain knowledge and develop learners' skills in English language learning. Correspondingly, Hubbuch (1996, p.3) propose, "A research paper is a report that an individual present to others about the conclusions he or she has reached after investigating a subject and carefully assessing the information he or she has gathered". For instance, conducting a research paper requires a systematic process, from collecting data, analyzing data to reaching conclusion and reporting findings.

In short, the research paper as a tool of accomplishments to a certain grade is to draw upon researchers' contributing perspective on an issue building upon credible sources organized in systematic planning guided by a rational methodology to achieve understanding and answers to the tackled concept.

1.2.2 Reasons for Conducting Research Papers

Conducting a research paper is a seized occasion for researchers to investigate a problem or an issue with enthusiasm. There are several reasons for writing research papers, here are a few of them stated by Lester and Lester (2015, p.48)

A research paper is a method of discovery while reading and searching for information that needed for a task meant to be tackled, researchers discover the unknown. Also, it improves investigative skills via conducting research involve an exploration on a subject, to fill in the gaps and bridge a connection between notions. Furthermore, research papers progress inquiry procedures in an investigation progression that guides learners with the help of their teachers or instructors to fulfil improvement towards knowledge and to be a source for further research as well.

Moreover, it builds career skills noting that progress in any field is measured by the interventions of investigation done by researchers, which play an important role in the enhancement of their carrier. Additionally, it increases critical thinking in the process of searching improves the knowledge seekers' skills to distinguish between valuable sources from a deluded piece of information. Likewise, Research teaches logic when tackling a certain topic, the choice made by the writer should be out of reasoning and logic. The readers depend on one's work and

its reliability which gives a clear image on the process of interpretation, observation, discussion, and assessment that research paper goes through.

Generally, a research paper is a device to accumulate Knowledge and facilitates teaching-Learning process. It involves a set of methods, techniques and approaches intends to comprehend and investigates different notions and problems to enhance skills and raise awareness.

1.2.3 Components of Research Papers

The research paper is considered as a useful teaching-learning approach in higher education, and to formulate a valuable work one should acknowledge the major parts of a research paper like the title, abstract, introduction, the body, discussion, conclusion, and references

1.2.3.1 The Title

The foremost part of any piece of writing to be noticed by readers or knowledge seekers is the title. For its significance, Day and Gastal (2012) state a well-formed title as “the fewest possible words that adequately describe the content of the paper” (p.39). Hence, it should be concise, precise, and summaries the content of the work and its word selection should be with great care. In the same way, Nair and Nair (2014, p.30) indicate that the title is a highly substantial constituent of the research paper, they add that an appropriate title must be catchy to attract readers attention right from the beginning and raise their curiosity to continue reading. Correspondingly, both Bhakar and Mehta (2011, p.64) accorded that a title in a research paper ought to be descriptive and informative at the same time. Similarly, Bavdekar (2016, p.20) asserted that framing an accurate title should be in simple, direct, brief, and clear language.

No matter how it seems to the readers that the title is concise and precise, formulating it took great attention from writers for its significance as a foreword image to the whole work taking into consideration that readers' prejudgments so a good title would catch the attention and raise the curiosity to read forward.

1.2.3.2 The Abstract

The principal part to be given more attention to the construction of a research paper is the abstract. Houghton (1975) asserts that an academic research paper's structure would not neglect the significance of the abstract since it is an indispensable component which summaries all the information in the tackled work (as cited in Day and Gastal, 2016, p.54). Additionally, Yakhontova (2003, p.10) described it as a concise report set at the preface since it is the foremost piece of work that readers come across which facilitate the task for them in understanding the meaning and the perspective of the written material.

Similarly, Gastal and Day (2012, p.45) agreed with Brown (1988, p.34) on a count of characteristics of a good abstract, that it should report the main objectives of the conducted research, the scope of a study, participants, list of materials and the statistical analysis used. Also, it describes the methods used in addition to stating the principal points and process of an investigation, it describes the methods employed. Thus, an abstract should state a summary of the results and presents implication. Besides, Tuckman (1999, p.98) proposed that the abstract would be about 100 to 175 words, single-spaced in block form, and covered the main elements as the problem, method, participants, type of research design, statistical analysis, and results.

To conclude, readers are often in hast, looking for the information needed in different sources and that will take time and efforts. The abstract would save their day by providing the

knowledge seekers with a valuable summary that highlights the main point in the research work from the topic or the research problem to the methodology used, the participants, data analysis then reporting the findings and results.

1.2.3.3The Introduction

The introduction is the front door of the research work in which the writer highlights the subject matter of research, declaring the aims, research problem, methodology approach, and give presights to the final achievements. Along with this, Swales (1990, p.57) proposes to start the research paper with a general assertion, explaining the significance of the topic to the academic domain, then, mention the statement of the problem in the present tense. Also, Gastal and Day (2012, p.69) agree as well on a set of features that frame an introduction noting that it is worthy to start with a direct declaration to the problem investigated, guided by a summary reviewing the literature to direct the reader and stating the method chosen for the study, yet a conclusion recommended by the end where the researcher reports the findings. Additionally, Nair and Nair (2014, p.51) suggest that the introduction should shed light on the research problem with the objective and aims which guide the reader during the comprehension process and they add that it should be clear, concise, and simple in word choice.

In brief, the introductory phase would start from general to specific by highlighting the topic of research being conducted, providing the readers with information that covers the topic of research, the objectives from doing it, state research problem and hypothesis, also the methodology approach taking and a forward perception to the findings to be achieved

1.2.3.4 The Body

The body is the core of the study it takes a major part of a research paper in which the data is organized systematically to serve the writers' objectives. To give more insights, Figueiredo (2007, p.23) presents this element as an explanation written in the form of paragraphs in which the researcher gives a complete account and it comprises detailed information of the tackled study.

The body of a research paper records the whole process to find an answer to the research question or problem cited in the introduction. For the same reason, Wallwork (2016, p.52) claimed that the progress of the body structure should include a wealthy background of information in details for the sake of simplifying the task for the readers. Therefore, Derntl (2014, p.12) highlights the importance of the chronological order of ideas in sections and subsections. These data should be well-framed organized, and this depends totally on the form of paper publication outlet associated with the originality of the writer.

The body of a research paper considered as the main part of the work and to write it properly, one would involve relevant paragraphs, arranged with logical order, supported by evidence to achieve a decent research paper body structure.

1.2.3.5 The Discussion

The discussion or in other word results' section is the contrary phase of the introduction, subsequently, it is written from narrow results to more general conclusions. Thus, swales (1990, p.32) claims that the discussion in a research paper is a part that reports major components of outcomes and the purpose of this section is to put a substantial background of information on research studies. Besides, it summarizes the results to be discussed and report research strengths

and limitations. The discussion section recommends accumulation research questions and expectations for further work.

1.2.3.6 Conclusion

It is the summary of arguments and ideas that have been written about all along with the introduction and the body. According to Figueiredo (2014, p.25) states that the conclusion is a section that should be clearly stated and covers the summary of study results that are described on the research body, highlights its “novelty and relevance”, and evaluates the benefits and limitations of the study. The conclusion should be brief and cover all the study essentials at the same time.

1.2.3.7 References

Referencing is a highly important academic convention which identifies that the research supplied on previous research. writing any work requires to acknowledge the sources of information. According to the American Psychological Association (APA 6th Edition) writing the references allow the researcher to organize, and frame his/her work by supplying it with relevant sources. The reference list demonstrates all the in-text citation in the paper and vice versa. In this case, listing the references has several forms depending on the style of writing. The most frequently used styles are Modern Language Association (MLA), the American Psychological Association (APA), and Chicago style.

1.2.4 Types of Research Paper

Research papers vary in type depending on their objectives, duration, length, and components. In this sense, Carlock et al (2017, pp.2-3) list a main research papers’ types as follow: Essay, research paper, report research paper, thesis, dissertation and academic research paper.

First, the essay is a short piece of writing that is narrow and focused. It is written based on scholarly research, personal evidence, or factual evidence; furthermore, the essay is similar to research paper in the organization (introduction, body, and conclusion) yet, they differ on the length of elements. Then, research paper which is the type of research conducted for academic courses requirements for both undergraduates and graduates. Teachers in higher education ask learners to write research papers frequently to support their personal perspectives by using others' opinions; moreover, writing research papers needs time, energy, and focus *ibid*.

Additionally, a thesis is a research document written on a particular issue. It might refer to doctoral work, yet in the United States, it refers to a masters' paper and a dissertation is a research project that requires hard work and time as well as more developed ideas and elaborated writing skills than Master research papers. Besides, report research paper is an undergraduate course element where students discuss a topic by using others' opinions without indicating personal ones; additionally, writing a report research paper requires different kinds of sources, and its information should. Also, an academic research paper is designated for specific courses. It is used to distinguish a library-based work from other forms of essays; this type is based on source materials to defend the presented arguments *ibid*.

1.2.5 The Qualities of a Good Research Paper

Research works and studies differ in shape and size, objective and prospective but their significance is shared concern. All fields agree on a certain set of characteristics and rules that any type of research paper must respect. In this concern, Brown(1988, p.61) and Rozakis (2007, p.56) agree that research papers should be systematic and organized with dynamic steps, characterized by order and planning in accordance with the well-defined set of rules. Also, logical as specialists

consider research directed by rules logical reasoning makes research more meaningful in the context.

Moreover, it should be empirical because research is associated with certain aspects of a real-life situation and deals with existing data that deliver a foundation for strength research results, and replicable measures the quality of research, performance and description of the systematic process, and data collection presented evidently so the reader can have insights on the study. Research papers ought to be reductive, good research can decrease the misunderstanding of information that language present, in addition to comprehensive that gives a direct and clear understanding of the whole topic in a well detailed, coherent development of the ideas *ibid*.

Researchers should take into consideration that their work should be prolific in a way that suggests fresh ideas, perception for further studies enrich the good quality of research. Additionally, it is relevant in the sense that all the data used within the researcher should be related to the topic, and this set of information determine together the objective of the study, and to be well-executed where the process and product phase of research work shape the format in a significant method if it is executed well facilitate the availability of data usage and gain a good value *ibid*.

As a conclusion, the abovementioned characteristics are important to produce a successful research paper and guide researchers to stay tightly focused on their thesis. Simple and clear language can be easily read by the readers and the data organized in a clear and logical order supported by evidence. The paper follows a specific format, including the use of correct documentation and citation to produce a research paper of a trustworthy value.

Conclusion

Research is vital in any advanced level of education. Students and novice researchers while engaging in research, they gain knowledge, experience and develop their skills mentioning reading, writing, critical thinking and problem-solving. Research papers in form of essays, reports, academic research papers, dissertations or thesis are the sort of application and documents that students tackle to investigate a certain phenomenon intend either to get a grade for assessments and evaluation or for the sake of enhancing their cognitive abilities and practising to be efficiently competent. This chapter tried to highlight the most significant features of research and research paper that a student should pare in mind as guidance to his/her research process and to enrich their background knowledge and skills.

Chapter Two

Reading Strategies

Introduction

The English foreign or second language EFL/ESL build upon the vital role of the four skills listening, speaking, writing, and reading, considering each of them as the central pillar of effective language proficiency. In this chapter, we will shed light on reading that is a lifelong process which has an important share among the skills for its meaningful position in promoting learners' level of self-esteem, knowledge acquirement and intellectual position in the academic area and real-life status. Achieving these skills needs more than shallow reading but a fully concentrating process having in mind the acknowledgement of the type of reading, the models used, and the right choice of the techniques and reading strategies to accomplish comprehension so that readers gain fruitful results.

2.1 Overview of Reading Skill

Generally speaking, a skill is the ability to execute or do an activity with measured outcomes. A skilful person is the one giving importance when acquiring language to the several skills, listening, speaking, writing and reading where comprehension is the core of the process, Reading for instance, as Harmer (2007, p.2) asserts is an ongoing procedure that keeps the reader familiar with the most recent facts and data in the area he is keen on. Perusing information helps a lot in the improvement of learners' cognitive skills and their psychological characters. Thus, readers are regarded in the public eyes as an intellectual and knowledgeable class. Consequently, reading is considered as a significant skill in the construction of personality and status in the community.

2.2 Reading Definition

Acquiring a foreign language needs a skilful learner, mentioning listening, speaking, writing and reading skills. Harry Truman said “not all readers are leaders, but all leaders are readers”, this latter would open the closed doors for knowledge seekers just by moving their fingertips. Reading is a free ticket to comprehend how the world works.

By searching among many scholars' points of view, reading is the given much more value. For instance, Bright and McGregor (1970) consider reading as ‘the most pleasant route to command the language’, thus, through the reading process ‘the student is most likely to find words used memorably with force and point.’ (p.53). In other words, reading is the cornerstone of any effective foreign language learning. It is via using reading the remaining skills can be developed.

Gates (1949) declares that reading is “a complex organization of patterns of higher mental processes...[that]...can and should embrace all types of thinking, evaluating, judging, imagining, reasoning, and problem-solving” (p.3). in other words, it is a combination of an ongoing procedure composed of mental methods such as guessing, assuming, deciding, and assessing. Despite that, Smith (1994) considers that "reading is a matter of making sense of written language rather than decoding print to sound"(p. 2).

Reading is a necessary skill for learners of English whether as a second or foreign language (ESL/EFL). Concerning several views, among all the skills, reading is one of the most essential skills to master. Thus, with increased reading, ESL/ EFL readers will improve and attain greater development in all academic domains.

2.3 Who is the Reader?

By claiming that the reading skill is a mental process where the reader tries to bring into the light a useful meaning to what he is observing out of a piece of writing., The reader according to Hatts (1976) is "a person who is literate, has gained access to information, has the physical conditions and time to read, and further out of his own volition chooses to take the opportunity to do so as a meaningful and rewarding exercise"(p.38), which means that the reader is an educated individual dealing with a set of data surrounded by spatiotemporal circumstances from which s/he gained at the end of it with an amount of knowledge. It has been mentioned in the National Reading Panel (NRP, 2000) that "a reader reads a text to understand what is read, to construct memory representations of what is understood, and to put this understanding to use" (p.4). Therefore, Beck and McKeown (2001, p. 10) assert that the reader while reading has much to consider, a good interpretation, building or activating prior knowledge since it is a matter of comprehension during the reading process to fulfil a meaning that serves the aim of the concept.

2.3.1 Characteristics of an Effective Reader

Research has generally shown that an effective reader knows how to use the reading skills, the strategies and techniques that work for his/her intentions. In this case, Wassman and Rinsky (2000) state that the reader needs to possess such requirements, to have an active meaningful reading "an understanding of the reading process and an understanding of how to go about reading different types of printed information" (p.5). Thus, an effective reader is the one who can interpret any piece of writing using strategies and skills to accomplish reading comprehension. Also, the authors mentioned above shed light on essential components to be an active learner. For instance,

the readiness to gain betterment in reading behaviours and get rid of the boundaries that hold him from attaining reading skills in addition to exceed the training timing on various types of writings.

Besides, Wassman and Rinsky (2000, p.6) set pieces of advice serving English language learners' potential to be practical readers by creating a reading agenda and training program to foster the learners' self-study and improve his time management by organizing a schema to facilitate the reading task. Building self-esteem by figuring out the appropriate reading techniques that suites the objectives of the reader and the writer as well is also important.

Yet, a good reader knows how to apply his skills appropriately when meeting new vocabulary, complicated structures or lack of comprehension. To be an effective reader is not to have a shallow perception but to read beyond the lines, understand and interpret the words, considering the writers' prospects to reach beneficial conclusions.

2.4 Components of Reading

The reading model comprises two components namely: decoding and comprehension. scholars shed light on these notions and try to explain these two strategies and explore the relationships among them.

2.4.1 Decoding

Decoding is the first level of word recognition in which the reader tries to make sense by transforming the unknown words or sounds into meaningful ideas. In this case, Høien and Sundberg (2000, p. 5) consider decoding as the process of recognizing a word that starts from decoding each letter "code" then, trying to interpret, translate and get familiar with the words that would help to make sense. It is also the case of Pressley (2000, p.147) who claims that decoding is the pillar of reading comprehension and without acknowledging the word phonological

articulation, the reader cannot fulfil understanding the text. Hence, considering the reading process as the front door for English language learners to gain knowledge, vocabulary and fluency, it is essential for them as the first step to be familiar with decoding since translating a piece of writing requires word identification and vice versa.

2.4.2 Comprehension

Comprehension means generally the understanding of what is said or read and getting the intention of the writer or the speaker. Along with this, Sadoski (2004) gives a clear explanation to it as “the reconstruction of the author’s message, the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message. When all goes well, communication occurs” (p.67). After decoding the letters and get familiar with the pronunciation of the word, here comes the word recognition and the text interpretation by the reader using his skills to achieve comprehension and fulfil communication between the reader, the text and the author. Hoover & Gough (1990) state:

Comprehending a text includes such processes as connecting the text to one’s own experiences and frames of reference, drawing conclusions from the text, formulating interpretations of it, and the like. This kind of thought process is, in principle, the same kind of process that one engages in when listening to another person read aloud (p. 5).

This essential competency of the reading procedure needs from the reader an understanding of the text that involves methods as relating and attaching the writing to personal experiences and background knowledge, relate it to evidence, forming inferences, accompanied with giving right interpretations and finally, reconstructing word understanding so that comprehension would be accomplished. The reading skills have an extreme concern in the word recognition and the meaning comprehension level, passing through a process that incorporates thinking critically, judging and connecting it with personal experience and prior knowledge.

2.5 Types of Reading

The types of reading are various based on the diversity of the texts' topics, the purpose of reading and the readers' objectives. Acknowledging the several types of reading is essential in the development of the learners' skills, whether it is for pleasure or academic purposes. Extensive reading, intensive reading, reading aloud and critical reading are the foremost known types of reading that are distinguished by selective reading strategies.

2.5.1 Intensive Reading

Intensive reading is the type of reading where the readers focus more on the linguistic aspects and the semantic structure, guided from what to read; type of texts, answering questions, building conclusions; to the objectives that are drawn upon this piece of writing. According to Hafiz and Tudor (1989, p.7), intensive readers often read a short text to examine well the meaning and to be familiar with the techniques of writing. Consequently, remarkable progress achieved as understanding the context and gaining competent to assert arguments and think critically. Along with this, the focus of intensive reading is analysing the details as Nuttal (1989) asserts "the student to pay great attention to the text. Intensive reading aims to arrive at a profound and detailed understanding of the text" (p. 23), the readers scan the text thoroughly with fair objects, as getting a clear classification to the sentence structure and figure out clues to reach comprehension and to gain a deep understanding of the target passage.

Unlike extensive readers, intensive readers deal with challenging and complicated texts concerning language matters and content comprehension. Besides, Macalister (2011, p.92) claims that intensive readers attempt to acknowledge the text from different angles including grammar and vocabulary. Thus, teachers are supposed to support them by emphasizing on the reading skills

and teaching them how to understand ambiguous messages from the context. Besides, he suggests a set of aims for intensive reading: First, concentrating on syntax and vocabulary knowledge, giving more attention to notions alike themes and topics. Also, acquiring innovative abilities as assuming and distinguishing meanings out of unfamiliar words. Then, focusing on the characteristics of the text naming, genre, cohesion and coherence.

Although reading comprehension can be one goal of intensive reading, its goals may include learning subject matter, vocabulary learning and studying the authors' intentions. In other words, the goal of intensive reading is not limited to reading comprehension but it covers the knowledge of the linguistic aspects, vocabulary knowledge, framing and content, so that, scanning every piece of the text intensively aiming to reach the goals of the activity.

2.5.2 Extensive Reading

Extensive reading is given an essential interest by various researchers for its significance on both sides gaining knowledge, improving skills and pleasure and enjoyments while reading. Along with that, Hafiz and Tudor (1989, p. 5) point out that the significance of extensive reading that is associated with the educational field occurs in the accessible of a huge number of books and beneficial data, which provide a valuable influence on the learners' mastery of the foreign language.

Additionally, Hedge (2003, pp. 200-201) states that learners are requested to read individually with the help of the available sources they could handle, the more they read the better they get. Yet, the value differs due to the learners' motives and available resources. Within the same sense, Hafiz and Tudor (1989) provide a program during three-month to practice the method of extensive reading as an addition to what is already present or available in EFL activities. They

add that while reading, the readers are open to an “exposure to a range of lexical, syntactic, and textual features in the reading materials” besides the reader will be pleased to deal with “the pleasure-oriented extensive reading” (p. 8). Thus, lead to a remarkable improvement in the performance of the learners, as well as having a great impact on the language skills particularly in writing skills since it is reading with pleasure and self-interest activity.

Concerning the value extracting out of extensive reading, and as Hedge (2003) asserts “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials” (p. 202). Therefore, the learners improve their competence of inferring, assuming and reasoning the unfamiliar terms from keywords and signs in the context, mentioning that extensive readers can enhance their context comprehension and vocabulary improvement via the exposure to different materials. Moreover, Dubin and Olshtain (1977, p.97) note that the learners of extensive reading give more attention to gaining vocabulary recognition with satisfaction from reading for pleasure. Also, it has a great influence on the four language skills: listening, speaking, reading and writing.

To conclude, Extensive reading allow learners to reach their objectives by reading self-selected topics inspired by their interest, taking advantages on the level of building their language competence, improving their reading proficiency, being autonomous readers, gaining knowledge, and enhancing their self-esteem and motivation to reach a high academic level or professional status.

2.5.3 Critical Reading

Whenever the notion critical reading came across, judgmental thinking took part in it, as an assessment of what is read. Hence, using this method of reading can involve an imaginary

dialogue with the writer of the targeted text. Accordingly, Adler and Van Doren (1972) explain critical reading this way:

Reading a book is a kind of conversation. You may think it is not a conversation at all, because the author does all the talking and you have nothing to say. If you think that, you do not recognize your full obligation as a reader—and you are not grasping your opportunities...A good book deserves an active reading. The activity of reading does not stop with the work of understanding what a book says. It must be completed by the work of criticism, the work of judging (pp. 137-139).

Though comprehension is crucial throughout the process of reading, a fruitful critical reading means more than understanding, judging and evaluating, it needs a full engagement in the topic by observing the deep meaning via reading between lines in a process that involves an openness to new ideas, structure, technique, reliability, gaining awareness and knowledge. The reader should not read to oppose and reject, neither to accept and approve but to think and anticipate.

Generally speaking, word decoding, reading comprehension, and fluency skills are significant within the process of reading critically, where the readers' skills are activated. This type is crucial to learning English as a foreign language as it requires to deal with reading strategies and metacognitive skills thus, learners can develop to be critical thinkers which will affect positively on their further studies as well as the real-life situation and the challenges that would face them fulfilling success in their career.

2.5.4 Reading Aloud

Reading has various effective forms and methods and reading aloud is one of them, it is giving great importance in its effectiveness in increasing the reader's motivation and helping the improvements of other skills such as speaking and listening. With this in mind, Morrow and

Weinstein (1982, p.31) and Trelease (2001, p.97) agree that using Reading aloud method and specifically “literature activities”, that the conversation occurs between the teacher and the learners while reading stories, can improve their skills and become eager to have a further reading. Moreover, to shed light on its effect on the readers' proficiency and skills, Pitts (2006, p.37) claims that this method of reading enhance the learning level of knowledge and help the learner to be more literate. It is also the case of improving skills as speaking and listening through the discussion made all along the reading process and answering the texts' questions on the reading comprehension, which allow them to progress in vocabulary knowledge precisely and literacy and proficiency level generally.

Reading aloud is not limited as a school activity, it is also independent and autonomous reading training where the learners read at home or outdoors, selecting books from their interests. This type of reading gain support from different scholars as Martinez, Roser, Worthy, Strecker, and Gough (1997, p.32) and Brassell (2003, p.69) considering it as an active exercise in improving literacy, and they approve that autonomous readers enjoy reading by themselves rather than teachers read for them. Along with this, Pitts (2006, p.37) states that Reading aloud can impact on literacy progress, vocabulary knowledge and reading comprehension. Also, he asserts that the indirect impact of hearing stories and discussing them out loud, rise the enthusiastic side of readers to know more which would promote fluency in speaking and pleasure in reading. Thus, the usefulness of reading aloud occurs in language development and the positive influence on the psychological side because learners found it enjoyable and enthusiastic.

2.6 Models of Reading

When it comes to English language learning, reading skills attain a great share of interest. Thus, this communicative procedure needs more than knowing its types and strategies, it is the knowledge of reading models in need. For instance, three main models were being proposed to explain the nature of foreign learning to read namely: bottom-up processing model, top-down processing model, and the interactive model which combines both top-down and bottom-up processing models.

2.6.1 The Bottom-up Model

Concerning the bottom-up reading model, the readers' interaction in the text appears to be quite limited to mainly linguistic knowledge. According to the definition presented by Nunan (1991, p.64), the bottom-up reading model is "the process of meaning interpretation in which the language is translated from one form of symbolic representation to another". Thus, this model is focusing on word recognition, explaining and understanding the meaning of words basing on decoding the printed letters. Moreover, each of Rivers (1964, p.18), Plaister (1968, p.39), and Yorio (1971, p.98) agree that the bottom-up model helps the learners improve their basic skills as connecting letters, syllables and words on the text with the appropriate pronunciation, considering it as identifying the process to the written discourse and constructing the meaning.

Moreover, Samuel and Kamil (1988, p.31) assert that generally in comprehension and word recognition, the context plays a significant role similar to the importance of background knowledge of the topic as simplifying issues in word acknowledgement and understanding. Yet, it is not the case within the bottom-up model which emphasizes more on the linguistic acknowledgement and words interpretation. In brief, the user of the bottom-up reading model interprets with the bottom

that represents the printed text and extracts connotation from associating letters, words, phrases and sentences with familiar sounds to build text recognition.

2.6.2 The Top-down Model

As it is mentioned above, the reader using the bottom-up reading model has a passive role in the process of comprehension. In contrast, the readers applying the top-down reading model seems to be quite active mentally and cognitively. Along with this, Anderson (1999) asserts “reading is not a passive process but an active fluent process which involves the reader and the reading material in building meaning” (p.2). He adds that this active process starts from the top which represents the readers’ rational phase and cognitive status of mind, down to the written manuscript. This method focuses on building a communicative comprehension that occurs within the interaction of the readers’ prior knowledge and experience, and the text instead of decoding the letters and words from the written text just to know the articulation because one read to make sense of what is read not just for the sake of reading as Ur (1996) states “reading means reading and understanding” (p.138). The top-down model readers prove his active role in the reading process by bringing to the interaction his/ her available knowledge of the subject, knowledge of and expectations about how language works, motivation, interest and attitudes towards the content of the text. Thus, there is cooperation occurs in the reading process, in which a combination of the textual units from letters to sentences and the active role of the reader’s prior knowledge and experiences.

2.6.3 The Interactive Model

The interactive reading model represents the interaction between the bottom-up and top-down reading models during the reading process. Along with this, Rumelhart (1977, p.59) defines

the interactive model as a process where the semantic components are treated and explained in the mind. This design connects the bottom-up share of perception and reasoning, and the top-down features in making sense and interpretation, also, to decode and explain any piece of writing, the reader must activate his/her prior knowledge and experience without neglecting the words recognition in the first place.

Furthermore, within this model, a reader uses his effort in addition to the use of techniques and reading strategies for better comprehending. Thus, Dechant (1991, p.22) proposes that the interactive reading model is the effective method to extract meaning out of all aspects of the text from graphs, letters, pronunciation, grammar and interpretation. Maintaining the same notion, Goodman (1998, pp.11-14) sees the interactive reading model as a combination of the written material as input and its meaning as output with the interaction of readers' interpretation of the manuscript to create a clear understanding. Additionally, and for the learners' benefits, Ruddell and Unrau (1994, p. 96) believe that in this model motivating learners to read is crucial because the reader would grasp the information from the printed paper simply if they are prompting and engaged in the text.

In brief, the interactive reading model proves that it can increase the benefits and decreases the gaps and the flaws of the bottom-up and the top-down reading models. It is the combination, the cooperation that joins top-down and bottom-up processing models. Interpreting printed text via this model requires the readers' comprehension skills to recognize messages and concepts using logic and background knowledge to reach reading comprehension.

2.7 Reading Strategies

The reading strategies are techniques used to facilitate the process of reading and accomplish reading comprehension. Along with this, Urquhart and Weir (1998) explain strategies as “ways of getting around difficulties encountered while reading” (p.95). For instance, novice readers face complications across the understanding of the reading resources. Singhal (2001) describes reading strategies as "processes used by learners to enhance reading and overcome comprehension failure” (p.01). So, they consider them as practical methods to reduce misunderstanding and recovering the meaning of what they read.

Moreover, using the reading strategies is a purposeful cognitive process, where the reader should be cautious while assisting them in creating and keeping meaning, as Davies (1995) mentions “a physical or mental action used consciously or unconsciously intending to facilitate text comprehension and or /learning” (p.50). It is also the case of Barnett’s (1988) explanation of the notion strategy which covers to some extent all the angles of scope.

The word strategy refers to the mental operations involved when readers purposefully approach a text to make sense of what they read. They may be either conscious techniques controlled by the reader or unconscious processes applied automatically. Both 'good' successful and poor (unsuccessful) strategies exist, yet the term strategy as used in pedagogical material often implies those which are successful (p. 66).

The reading strategies comprise a wide range of techniques that the readers apply to engage and understand different types of writings. The use of these intellectual procedures is connected to the awareness of how and when to activate them appropriately to accomplish comprehension. Besides, a set of reading strategies have been suggested by Brantmeier (2002, p.01): skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas

from supporting ideas". Thus, the readers' background knowledge took a special share in the process of making sense, without neglecting the role of the awareness of using them for successful interpretation. In short, reading strategies are conscious actions that learners utilize all along the reading process to make sense of the target text. These effective instruments support novice readers to become active in managing and improving their reading skills.

2.7.1 Common Reading Strategies

Reading strategies are the key to achieve comprehension and get the maximum benefits from the piece of writing while reading it. To be a better reader required to acknowledge a set of the most known reading strategies such as: predicting, skimming, scanning, and inferring.

Predicting strategy requires the readers' ability to obtain the meaning from the written paper by creating well-read anticipation. Along with this, Grellet (1995) states the process of prediction as "the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues" (p.29). Skilled learners apply this strategy to correlate their prior knowledge and experience to the fresh data coming out of the writing like the titles, images, and figures to reach understanding. Accordingly, Duffy (2009, p. 102) mention that the goal of reading is comprehending what is read, and prediction is a process where the readers create meaning by rational guessing and careful thinking supporting his anticipation with evidence from the text.

Skimming strategy is a quick overview of the topic that needs to be read to look for specific terms and ideas. thus, Brown (2001) states that "skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist" (p. 308), the use of skimming while reading as moving swiftly throughout the text using a quick eye motion searching keywords

and clues to reach his or her goals from getting meaning or extracting information. Accordingly, Baudoin et al. (1994) define skimming as "To skim is to read quickly in order to get a general idea of a passage" (p. 22). Skimming is not the case of reading every word and sentence but needs to look for the general information of the passage to get to the principal ideas.

Scanning is a quick reading process for discovering and identifying particular data. It is used mostly in research to detect special cases and solve issues needing short timing and quick process. According to Brown (2001) "Scanning is searching for some particular piece or pieces of information in a text quickly" (p. 308). The Scanning reading strategy looks for keywords, ideas and views not as an overlook, its goal is to determine and identify targeted points in a fast sweeping movement. Additionally, Baudoin et al. (1994) explain this strategy as "to read quickly to locate specific information" (p.22). Thus, the readers' eyes movements scan throughout the writing seeking particular words.

Making inferences is simply reading between the lines. This strategy is the base form of basically all reading strategies and also it is a melting point where critical thinking mixed with guessing and a portion of prediction for getting a better understanding and pleasure while reading. Along with this, Gunning (2013) asserts "Two approaches enhance the ability to make inferences: building background [knowledge] and teaching specific strategies for making inferences"(p. 138), it also the case of Anderson and Pearson (1984, p.02) that state a skilful reader applies his experience and prior knowledge, to make logical guessing out of the contextual data, using interpretation and critical reasoning to the manuscript.

To sum up, comprehension is a challenge that faces learners during the learning process and reading experience, thus, the significant of the reading strategies appear to facilitate the procedure for them. Making inference, guessing, predicting, or foresight is to make a connection

between the retrieved information in the writing and support it with the readers' background knowledge to give clear insight and reach comprehension.

2.8 Reading Comprehension Strategies

Reading is never accomplished without comprehension; it is a key concept that progresses during lifetime as a fundamental skill to all domain's achievement. Its mastery as Zare-ee1 (2014, p.01) state comprises a set of skills mentioning among them decoding, vocabulary knowledge, grammar, syntax and cognitive skills without neglecting the awareness of creative thinking, inferring and interpreting. Therefore, learners of English language need to be guided throughout the learning process by competent teachers to promote their skills and achieve literacy. Moreover, a set of strategies have been proposed by Block and Lacina (2009, pp.30-45) to the enhancement of reading comprehension namely: activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options and synthesizing

Activating or building background knowledge comes as prior knowledge that the mind possesses during a dynamic process experience, which activates whatever a new concept comes to the floor. This thoughtful reminder works assembly with connecting what is new with what is already known. Background knowledge is quite crucial in comprehension as Rosenblatt (1978, p.36) states that the reader needs to link the written words with the writers' intention and his prior knowledge by carrying his personal experiences, personality and emotions to the text which differentiate each reader from another.

Using sensory images refers to using senses is the foremost stage to make sense and discover the world. While reading any piece of writing, the brain starts to draw images that describe what

are you reading according to the sensory knowledge of each individual to facilitate the understanding task. This strategy as Block and Lacina (2009, pp.30-45) assert helps the readers in developing their ability to remember and also to sense pleasure and satisfaction. Thus, using senses to understand writing help readers to accumulate memories and experiences by drawing images that improve the pleasure of reading. After acknowledging the context using senses, achieving to questioning is the best method of increasing the accumulation of knowledge. Thus, during asking and answering the questions, new ideas, notions and point of views come to the light to play an important in making research, thinking critically and reading comprehension. This strategy helps learners to enrich their knowledge and to be always updated and open to new information in their field of study and real-life status.

By trying to answer the questions, learners start unconsciously predicting a suitable solution to the problem, inferring to what they already have as background knowledge or being critical readers by reading beyond the lines. For instance, Block and Lacina (2009, pp.30-45) mention that prediction is presumptions made after reading the written material, reaching an assumption to answer a certain question; with the help of the reader's prior knowledge. Also, Inferences involves the readers' non-linguistic understanding of the meaning of the presented text, adding to it the personal experience and background knowledge.

Grasping the meaning from a giving text is not an easy task for any novice reader. They face misunderstanding and confusion while reading that hold them back from accomplishing comprehension. Hence, Block and Lacina (2009, pp.30-45) state using fix-up options facilitate the task for readers to recovering the misinterpretation by activating the readers' prior knowledge, senses, making inferences through the fix-up options. This process will end up by building a strong connection among the reader, the writer and the piece of writing achieving the goal of mending

the broken-up chain of reading comprehension. Moreover, the former authors affirm that synthesizing process took place when the reader tries to combine what s/he collects from the text and out of it as relevant ideas, then evaluating their importance from the reader' prospective. All the strategies are needed so far in this stage to organize, analyse and assess the collected data. These strategies help learners strengthen their literacy level, became open-minded thinkers and critical readers.

2.9 Importance of Teaching Reading

Teaching reading allows learners in all fields of studies to challenge themselves and foster their levels of acquiring knowledge, improving their way of thinking and discovering new information by exposing to extensive reading. Hedge (2003, p.25) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. This long-range goal most teachers seek to develop through independent readers outside the EFL/ESL classroom. Also, building a knowledge of the language which will facilitate the reading ability constructing a schematic knowledge.

2.10 The Integration of Reading with other Skills

Language skills are two types namely: Receptive skills (listening and reading) and productive skills (speaking and writing).To strengthen the learners' skills in English as a foreign language, and integrating strategy for the improvement of language skills is needed, in which the four skills in the acquisition of knowledge would be presented coherently thus, listening, reading, speaking, and writing skills are associated with vocabulary knowledge, spelling, articulation, grammar, significance and utilization.

The four skills are so-called procedures from which learners perform to enhance their knowledge as Peregoy and Boyle (2001, p.34) asserted. For instance, understanding the meaning out of the setting, isolate the structure of the utterance to comprehend its connotation, then, use it to communicate with people. Additionally, Reading and speaking are viewed as the core to effective learning as Mohan (1986, p.86) mentioned, reading in a foreign language accurate word recognition is a good predictor of reading comprehension, both reading and speaking are overlapped in a way that reading deficiency effects on the phonological language performance, besides, Poor readers have poor communicative comprehension and phonological issues in both spoken and written language.

Along with the language skills integration, Lewis (1993, p.23) states that vocabulary knowledge is the essential objective of learning English as a foreign language and likewise to all language skills of listening, speaking, reading, writing. Furthermore, Paszyk (2009, p. 80) investigates the impacts of integrating reading and writing skills to reinforce language proficiency and the effectiveness of the learning process, suggesting different activities, such as taking notes and recording while reading thus, progress learners motivation and improve writing by developing reading skill. Moreover, after reading, they can practise speaking and listening in a way of discussion, answering questions and exchanging knowledge. The key factors of gaining language proficiency and acquisition are the combination of the four skills; listening, speaking, reading and writing. They cooperate in a systematic procedure to fulfil communication competence, as well as, reaching achievement in academic and professional account, or daily communication.

Conclusion

English language learning requires from the learner the development of the four skills, listening, speaking, writing and reading. These are useful and crucial to the improvement of learners' language leading to proficiency. To reach this, using appropriate reading strategies help them become good readers and as a result, allows them to develop the other skills necessary to be proficient in the language as all are complementary.

Chapter Three
Data Analysis and Interpretation
of the Results

Introduction

This study aimed to investigate the role of assigning research papers in developing EFL students' reading strategies at the University of Biskra. This chapter intends to answer the research questions formulated in the general introduction and test the hypothesis stating that assigning research papers would be effective in developing EFL students' reading strategies. For this purpose, two semi-structured questionnaires were administered to a sample of second-year master students of civilization and literature at Mohamed Kheider University of Biskra as well as a sample of teachers.

3.1 Research Methodology

By conducting any type of research, identifying the research methodology is the core of the study to interpret the approach, tools and techniques that suit the targeted research to gather data and accomplish outcomes for the current request.

3.1.1 Research Approach and Method

This research is qualitative in nature as Creswell (2014) explains "a qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human people" (p.4). The qualitative approach is used in the humanities and social sciences where the data is collected and analyzed to understand the phenomenon and reach insights to problems. This research was attempted to shed light on the role of assigning research papers in developing English foreign language students' reading strategies. It is qualitative in nature since it investigates both students and teachers' opinions on the issue, and to confirm the hypothesis a semi-structured questionnaire administrated to both EFL teachers and students at Biskra University.

3.2 Data Collection Tools

Two semi-structured questionnaires were administered to: a sample of EFL teachers (n=05) at Mohamed Kheider University of Biskra in addition to fifteen (n=15) out of forty master two students from the civilization and literature option at the same university. The selection of participants was done randomly.

3.2.1 Teachers' Questionnaire

The questionnaire attempts to investigate the teachers' point of view on the role of research papers on learners' reading skills.

3.2.2 Aim of Teachers' Questionnaire

The reason behind the use of this means was to know the teachers' opinions and attitudes about the teachers view on the effectiveness of assigning research papers in developing EFL students' reading strategies and whether the knowledge of the reading strategies would facilitate the research for students.

3.2.3 Description Teachers' Questionnaire

The current semi-structured questionnaire is a set of sixteen questions, mixed of both closed-ended that needs from the participants to select the suitable response out of multiple choices and open-ended questions that need complete comprehensive answers and requires explanations and clarification for their opinions. The teachers' questionnaire is divided into four sections: background information, research fundamentals, reading skill and strategies and the association between research papers and reading strategies.

3.2.4 Validating and Piloting

After planning the questionnaire, it was piloted with five students from the same population, but no modifications were made because all the questions have been answered. Then, the supervisor validated it after several corrections of drafts.

3.2.5 Administration of the Teachers' Questionnaire

The questionnaires were administered online to a great number of teachers of the Department of Foreign Languages, Section of English at Biskra University. However, only five teachers responded.

3.2.6 Analysis of Teachers' Questionnaire

Section One: Background Information(Q1-Q2)

Item 1: Teachers' Experience in University Teaching

Q1. How long have you been teaching English at University?

5 réponses

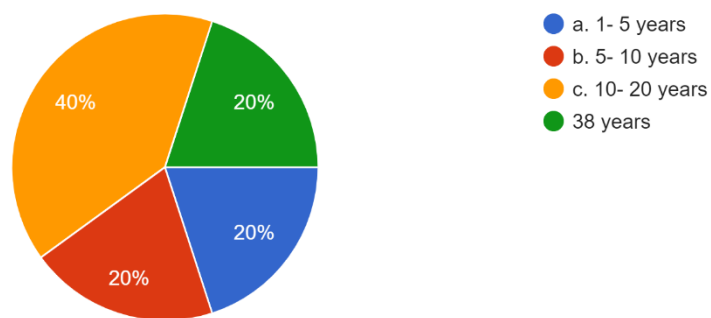


Figure 3.1: Teachers' Experience in University Teaching

Options	1- 5 years	5- 10 years	10- 20 years	38 years	Total
Teachers	1	1	2	1	5
%	20%	20%	40%	20%	100%

Table 3.1: Teachers’ Experience in University Teaching

Figure (3.1) shows the teachers’ years of experience in university teaching are different. Five (5) participants in the questionnaire and out them one teacher that represent (20%) has 1-5 years of experience. Accordingly, the other teacher (20%) opt four 5-10 years of proficiency. While two other participants (40%) have the experience of 10-20 years. The last participant (20%) who seems to be the most experienced one among all the teachers with 38 years. The outcomes show that the teachers of English foreign language (EFL) at Biskra university have a long-years of experience in the teaching process, consequently, they have got background knowledge and skills in the domain thus offers to the learners’ beneficial performances with an adequate level to facilitate the teaching-learning process.

Item 2: Teachers’ Degrees

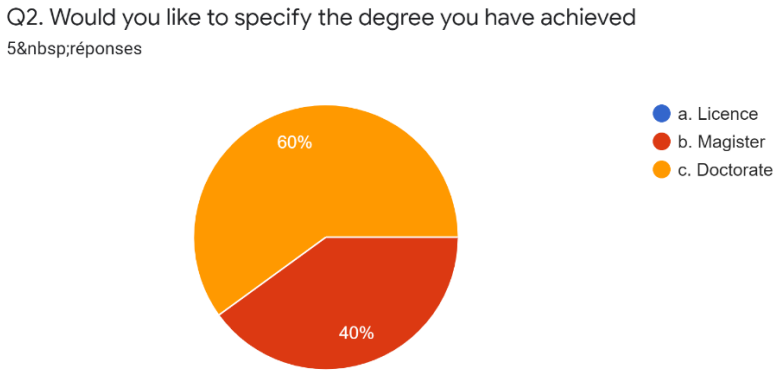


Figure 2.2: Teachers’ Degree

Options	License	Magister	Doctorate	Total
Teachers	0	2	3	5
%	0%	40%	60%	100%

Table 3.2: Teachers' Degree

From the examination of Figure (3.2) we observed two teachers that engage in the questionnaire who represent (40%) out of five participants carried the Magister degree. Whereas, the rest three teachers that express the majority with (60%) possess the Doctorate PhD level. Therefore, from the findings, Biskra university held high-level professional teachers and one cannot neglect the significant role that the degree of the teachers does in the academic institution which will return with benefits to the learners' achievements and the EFL teaching-learning system.

Section Two: Research Fundamentals (Q1-Q3)

Item 3: The Significance of Research

Q3. How do you consider research?
5 réponses

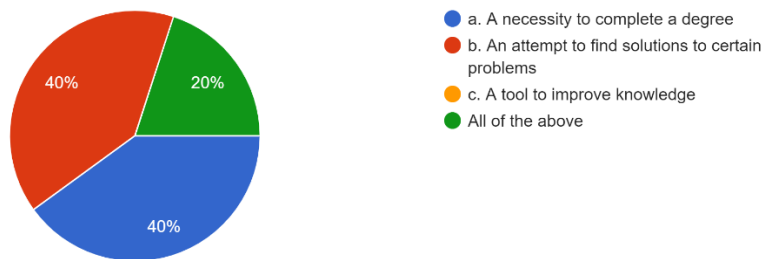


Figure 3.3: The Significance of Research

Options	A necessity to complete a degree	An attempt to find solutions to certain problems	A tool to improve knowledge	All of the above	Total
Teachers	2	2	0	1	5
%	40%	40%	0%	20%	100%

Table 3.3: The Significance of Research

The significance of research has a different meaning and that according to the researchers' aims and prospective. Figure (3.3) represents the beliefs of the five teachers that participate in the questionnaire concerning the objectives from conducting research. Along with this, two teachers who represent (40%) from the participants claim that research is a necessity to complete a degree. Another two participants with the percentage of (40%) state that research is an attempt to find a solution to certain problems. Whereas, one teacher believes that research is both a necessity to complete a degree and an attempt to find solutions to a certain problem in addition to that, s/he considers it as a tool to improve knowledge.

Item 4: The Awareness of Conducting Research Papers

Q6. According to you, the awareness of how to conduct research papers is a necessity for?
5 réponses



Figure 3.4: The Awareness of Conducting Research Papers

Options	The student only	The teacher	Both	Total
Teachers	0	0	5	5
%	0%	0%	100%	100%

Table 3.4: The Awareness of Conducting Research Papers

The awareness of how to conduct research papers is essential in all academic spheres and to all the contributors in the process of teaching and learning English foreign language. As it is seen in Figure (3.4) a total agreement represented by (100%) from all the five participants that the necessity to acknowledge the systematic approach and methods of conducting research papers is a responsibility and a requirement of both teachers and students as well.

Item 5: Research Papers as a Teaching Approach in EFL Classrooms

Q7: How do you consider conducting research papers as a teaching approach in EFL classrooms?
5 réponses

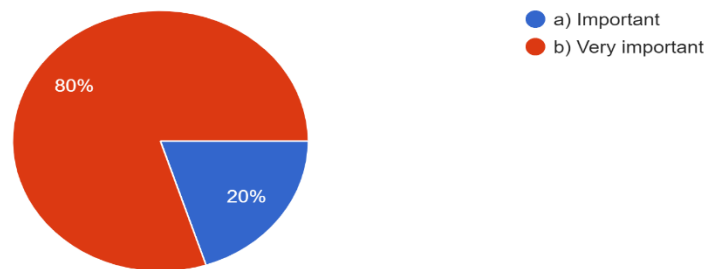


Figure 3.5: Research Papers as a Teaching Approach in EFL Classrooms

Options	Important	Very Important	Total
Teachers	1	4	5
%	20%	80%	100%

Table 3.5: Research Papers as a Teaching Approach in EFL Classrooms

Teaching English as a foreign language for students with different level of abilities and skills is not an easy task to accomplish. Therefore, we asked the teachers that participate in the questionnaire about how they consider conducting research papers as a teaching approach in EFL classrooms. From the statistics that appear in Figure (3.5) one teacher (20%) see the research papers just important in the teaching-learning process. However, the majority of teachers, four out of five, that represent (80%) as percentage believe in the effectiveness and the necessity of using research papers as a tool to foster learning, clarifying that through research students develop many skills at the same time mentioning: all the macro- skills, critical thinking and problem-solving without neglecting the amount of knowledge and experience students will obtain after any research production.

Section Three: Reading Skills and Strategies (Q1-Q7)

Item 6: The Frequency of Students' Reading

Q4: How often do your students read?
5 réponses

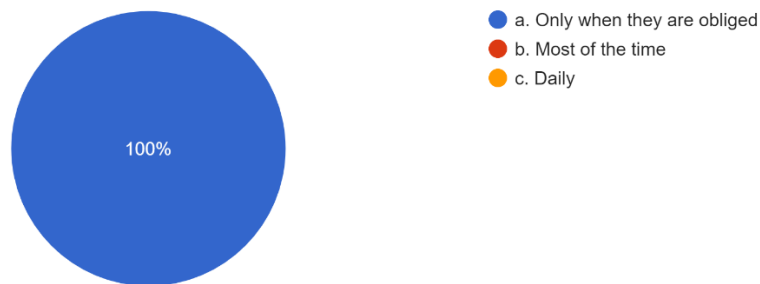


Figure 3.6: The Frequency of Students' Reading

Options	Only when they are obliged	Most of the time	Daily	Total
Teachers	5	0	0	5
%	100%	0%	0%	100%

Table 3.6: The Frequency of Students' Reading

In order to limit the scope and figuring out how often the students of foreign English language read and as it is presented in Figure (3.6), three suggestions were proposed to the teachers to choose where they read daily, most of the time or only when they are asked. Hence, a total agreement with the percentage (100%) from all the teachers of different modules that their students do not read daily neither most of the time but they only read when they are obliged to read whether to answer a question or to do a research paper that is under the threat of assessment and evaluation.

Item 7: The Time Allocated for Teaching Reading

Q5. Is the allocated time for teaching the reading skill for master students sufficient
5 répons

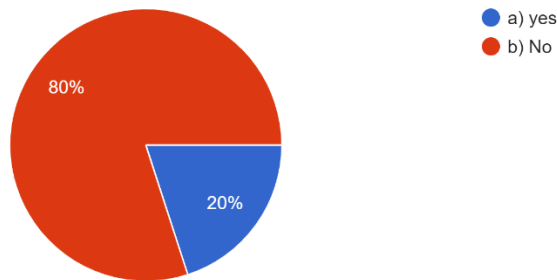


Figure 3.7: The Time Allocated for Teaching Reading

Options	Yes	No	Total
Teachers	1	4	5
%	20%	80%	100%

Table 3.7: The Time Allocated for Teaching Reading

Figure (3.7) represents the response of the participants on whether or not the time allocated for teaching reading skill for muster students is sufficient. Thus, only one teacher (20%) with the idea that the time allocated for teaching reading is enough, but the majority of four answers out of five with the percentage (80%) confirmed that the time for teaching reading is not sufficient at all, teachers need more time to cover all the models, method and strategies, also students need to be guided by their teachers when facing deficiencies in the reading process, taking into account the huge number of students and the insufficient time the teaching-learning process would be a bumpy road to take.

Item 8: Students’ Awareness of Reading Strategies

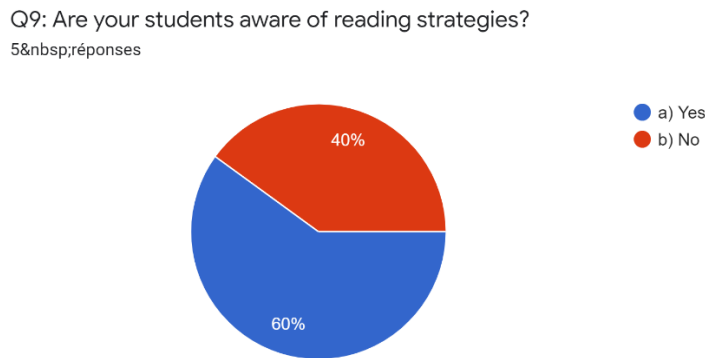


Figure 3.8: Students’ Awareness of Reading Strategies

Options	Yes	No	Total
Teachers	3	2	5
%	60%	40%	100%

Table 3.8: Students’ Awareness of Reading Strategies

Reading without comprehension is uncompleted activity. The awareness of reading strategies would facilitate the reading task for the students who are familiar with those techniques.

Thus, Figure (3.8) represents the teachers' opinion on their learners' recognition of the reading strategies. As one can observe the majority of responses in which three out of five teachers with the percentage (60%) indicate that the students are accustomed to the reading techniques and strategies. While the rest of them (40%) claimed that the students are not familiar with them.

Item 9: Reading strategies

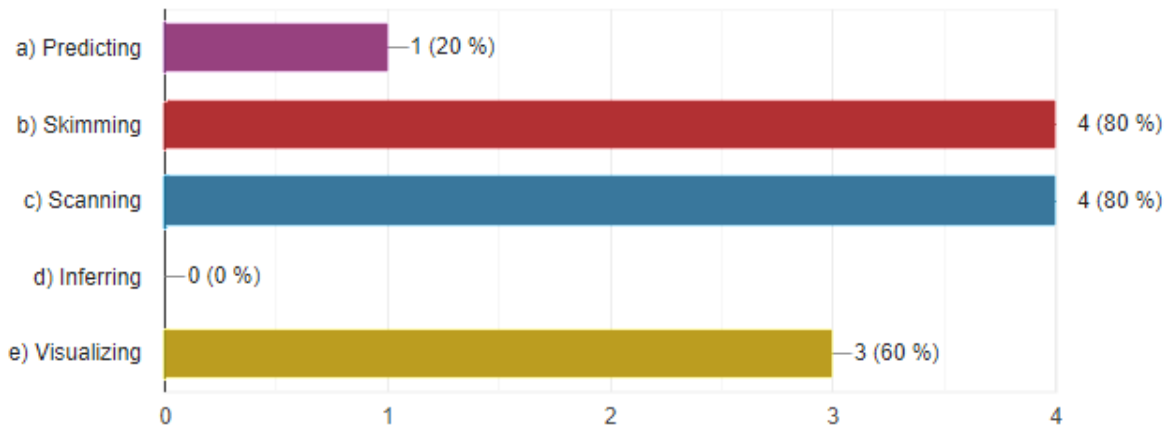


Figure 3.9: The Reading Strategies Most Used by Students

Options	Predicting	Skimming	Scanning	Inferring	Visualizing
Teachers	1	4	4	0	3
%	20%	80%	80%	0%	60%

Table 3.9: The Reading Strategies Most Used by Students

A set of reading strategies were proposed in the current questionnaire to the teachers to have a clear insight into the most used reading strategy by their students. Figure (3.9) shows the multiple choices from which teachers can choose more than one answer. The majority of the participants that represent (80%) vote four for skimming and scanning to be the most used reading strategy by their students. Whereas, three of them (60%) also could not neglect that visualizing is

often used by their students while reading. A percentage of (20%) that means one teacher votes for predicting strategy.

Item 10: The Reading Strategies that are Recommended by the Teachers

During the academic year, students are required to write reports, research papers, thesis, and prepare for their exams. Reading skills could help students to achieve knowledge and grades with fewer efforts and time. A total agreement from all the participants (100%) that all the reading strategies are useful and each provides a certain type of assistance and used for certain objectives. The participants asserted that to get meaning with quick reading need to skim to find out whether the passage is related to their objectives or not. Then, scan since it is the best way to understand and infer the meaning of the passage. Also, use predicting and visualizing strategies are mostly used by readers.

Item 11: Developing other Skills via Reading Skill

The four skills listening, speaking, writing and reading improve each other. Item (11) investigates the relationship that occurs between reading and other skills. The majority of four teachers (80%) assert that Via reading, the writing skill would be developed the most because what you develop in reading, you retain through writing. Moreover, it is via reading the students and all readers accumulate knowledge, increase their vocabulary and achieve a better understanding of language. Though the last participant (20%) believe that reading affects writing mostly, it does affect speaking and listening as well, and other soft skills as predicting because it makes them develop how they solve problems.

Item 12: Teachers' Role in Developing the Students' Skills

The teacher has a crucial role in improving students' progress and keeps them interested in reading. Item (12) tackled the role of the teachers creating a skilful reader. Therefore, a statement "to become a skilful reader requires the support of teachers" was written in the questionnaire in which the majority of the teachers (80%) agree and confirm the idea. The teachers defend their opinions by stating that teachers appreciate, select, and guide any reader to a very selective material and its appropriate strategy. Moreover, reading is a complex cognitive process and it contains a huge range of strategies and enhancing students to be skilful readers the teacher guidance is needed indeed. Yet, a participant teacher (20%) still believes that the role of the teacher is unnecessary and the students can improve themselves by reading moreover.

Section Four: The Association between Research Papers and Reading Strategies (Q1-Q4)

Item 13: Is a good researcher a good reader?

Reading is crucial when doing research. Item (13) aim to investigate if a good researcher a good reader. The whole teachers (100%) confirm and defend the idea by saying that it should be the case because, through research, the researcher goes through the stages of reading to developing one's selective material and eventually be a good reader. Though it might be the case but not vice versa because a good researcher has to be a good reader for covering the targeted issues and reading with strategies to maintain knowledge and comprehension and achieve results.

Item 14: The usefulness of Assigning Research Papers as a Teaching-learning Strategy

Q15: According to you, to what extent can assigning research papers be useful as a teaching and learning strategy?
 5 réponses



Figure 3.10: The Usefulness of Assigning Research Papers as a Teaching-learning Strategy

Options	Very useful	Somehow useful	Not useful at all	Total
Teachers	5	0	0	5
%	100%	0%	0%	100%

Table 3.10: The Usefulness of Assigning Research Papers as a Teaching-learning Strategy

Figure (3.10) clearly shows a total agreement of (100%) from all the participants that assigning research papers as a teaching-learning strategy is very useful and beneficial in all courses. The participants added that use of research papers is an efficient strategy, yet, it is challenging for both teaching-learning processes for its mechanism and the support that the students would have to accomplish those works. This activity needs guidance from teachers to facilitate the task for them especially if it is a thesis or a dissertation for graduation.

Item 15: Being aware of the reading strategies can facilitate the task of conducting research papers

The teachers' participants as a whole population (100%) validate the idea of reading strategies could play a significant role within the research process, ensuring that the use of the reading strategies as skimming and scanning can faster the process by using a quick eye movement and search for main ideas that matter. Also, they added that visualizing, predicting, and inferring as many other strategies are very useful in developing students' cognitive abilities. In brief, being aware of the reading strategies can facilitate the task of conducting research papers from collecting information that needed in the research, organizing them and building the research structure, to reach the writing phase and that via reading comprehension and strategies.

Item 16: The role of assigning research papers in developing EFL students' reading strategies

As a final step to investigate the hypothesis planned for this questionnaire and to comprehend the role of assigning research papers in developing English foreign language students' reading strategies. A question concerning this idea has been asked to the participants' teachers and there is their opinion "the role is to push the research to look for appropriate materials for one's research topic, and eventually learn how to be very attentive for materials selection, arrangement and methodology". The total number of the participants (100%) coordinate with the significant role that research papers play in order to enhance the students reading strategies. Additionally, reading is an integral part of the research, and reading strategies are important to facilitate the research process, the best way for students to develop a reading strategy is extensive reading yet, as we have seen throughout this content analysis, the students don't read unless they are obliged.

Consequently, teachers assign research papers as a written production for evaluation and assessments to promote and advance their students' abilities and skills.

As a result, the essential role of assigning research papers in developing English foreign language students' reading strategies and throughout the findings, we can say that since the students of Biskra University do not read unless under the pressure of an academic assessment. Taking into account the importance of reading in gaining knowledge and building a strong personality, the solution in this situation is to assign research papers so that they read to accomplish the work and from the other hand they update and discover new notions and improve the strategies.

3.3 Interpretation of the Results

With the assistant of the tackled questionnaire, a valuable data collected from the teachers of English foreign language at Biskra University as an attempt to investigate the role of assigning research papers in developing EFL students reading strategies. Resulting from the teachers' years of expertise in university teaching and their background knowledge and professions in the field of the teaching-learning, the research get a clear insight to the significance of conducting research papers as a tool to improve knowledge, a necessity to complete a degree and an attempt to find solutions to a certain problem. Also, the awareness of how to conduct research papers is a fundamental and responsibility that require both teachers and students' realizations.

Moreover, teaching English as a foreign language for students with different level of abilities and skills is a bit challenging to accomplish that is where the effectiveness and the necessity of using tools and approaches to make the learning process more productive. Therefore, research papers considered as a useful instrument that promote learning and develop students' skills like critical thinking and problem-solving taking into account the knowledge and experience that a novice researcher would acquire.

Besides, throughout the educational stages, students are expected to tackle research papers, thesis and dissertations to get grades as well as developing their skills. For instance, reading skill requires students' cognitive ability to acquire knowledge and often to accomplish comprehension, the awareness of reading strategies would facilitate the task for students who are accustomed to those methods. Thus, the appropriate use of reading strategies is a matter of natural sense and readers' objective from reading any piece of writing.

Along with this, through reading students could improve many skills as writing skill by exploring the various genre and styles of authors' writing, also, they enrich their vocabulary and achieve a better understanding of language. Teaching reading needs to allocate sufficient time in each module to develop all the models, methods and strategies to be learned by the students through the guidance of teachers to reduce challenging deficiencies in the reading process.

Assigning research papers as a teaching-learning approach is a quite valuable and profitable strategy. From the use of the former tool, learners can enhance the reading skills and strategies as skimming and scanning, visualizing, predicting, and inferring strategies to accelerate the reading and searching process, also, students combine their cognitive abilities, prior knowledge and experiences. In short, investigate the role of assigning research papers in developing English foreign language students' reading strategies throughout this questionnaire highlights its effectiveness as a written composition for evaluation and assessments to strengthen and improve the students' abilities and skills, taking into consideration that assigning research papers would motivate students to read more to accomplish the work, refresh and learn new notions, improve the strategies, accumulate knowledge and reach literacy.

3.4 Students' Questionnaire

The students' questionnaire is a data-gathering tool including a set of questions to have a better understanding concerning the students' attitudes and way of thinking and to investigate the students' point of view on research papers, the reading skills and strategies.

3.4.1 Aim of Students' Questionnaire

The administered semi-structured questionnaire was designed for students of the English Section at Biskra University, to the case study of master two civilization and literature particularly. The choice of the participants was not random but in purpose, because first they read too much and write research papers on the texts they read. Also, they are master two students preparing and writing their dissertations for graduation. This data collecting tool aimed to discover the students' opinions and attitudes about the role of assigning research papers in developing EFL students' reading strategies.

3.4.2 Description of the Questionnaire

The used data collecting tool is a semi-structured questionnaire. A set of seventeen questions, mixed of both open-ended questions that need complete comprehensive answers and requires from the participants to explain and clarify their opinions, in addition to close-ended questions that need a selection for the suitable response out of multiple choices. The students' questionnaire is divided into three sections. The first section investigates research in broad and research papers particularly; the questions investigate their skills, performance, frequency and acknowledgement towards the issue to highlight the significance of research papers. Next, the second section covers the reading skill in general and reading strategies specifically. It comprises eight questions that deal with the students' perspectives via reading, the frequency of reading, reading materials and the awareness of the reading strategies. Then, the third section tackles the

role of assigning research papers in developing EFL students' reading strategies. This section is about four main questions that discuss and investigate the correlation between the reading skill and strategies and research papers to get clear insights about the students' opinions and attitudes on the topic of this research.

3.4.3 Validation and piloting the questionnaire

The arrangement of this questionnaire was validated by the supervisor to be piloted online to five students from the same population, their feedback and comments were valuable to guide the flow of the questions of the final form of the questionnaire.

3.4.4 Administration of Students' Questionnaire

The students' questionnaires were distributed online to the research master two students of the English foreign language, civilization and literature division at Biskra University. Though the questionnaires were sent to the sample of fifteen students at the Facebook platform, it took me a long time to receive their feedback. Thus, the valuable and answers would help a lot to understand the participants' opinions and attitudes because the students are accustomed to the target issue reading and research that may provide this research with helpful information to reach the objective set for the research.

3.4.5 Analysis of Students' Questionnaire

Section One: Research Papers (Q1-Q5)

Item 1: Frequency of Conducting Research Papers

Q1. As a master student, how often do you conduct research papers
 15 réponses

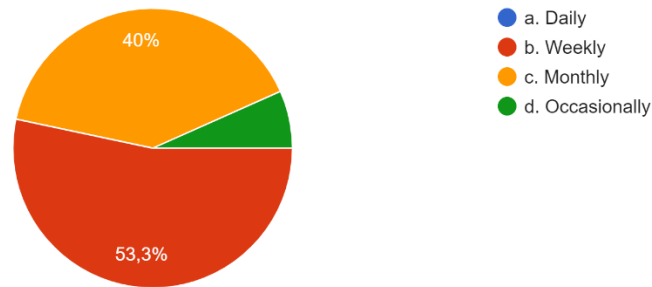


Figure 3.11: Frequency of Conducting Research Papers

Options	Daily	Weekly	Monthly	Occasionally	Total
Students	0	8	6	1	15
%	0%	53.3%	40%	6.7%	100%

Table 3.11: Frequency of Conducting Research Papers

The introductory question as Figure (3.11) shows reveals how often the students of master civilization and literature conduct research papers. The majority of eight participants with the percentage of (53.3%) state that they conduct research papers weekly. Whereas, six students that represent (40%) from the whole claim that they carry research work monthly. A small percentage of (6.7%) reveal that they conduct research papers Occasionally. As a result, after analysing the statistics a clear resolution one can make is that those master students of civilization and literature of Biskra University have a great experience dealing constantly with the research process and production.

Item 2: Types of Research Papers

Q2. What types of research papers do you deal with?

15 réponses

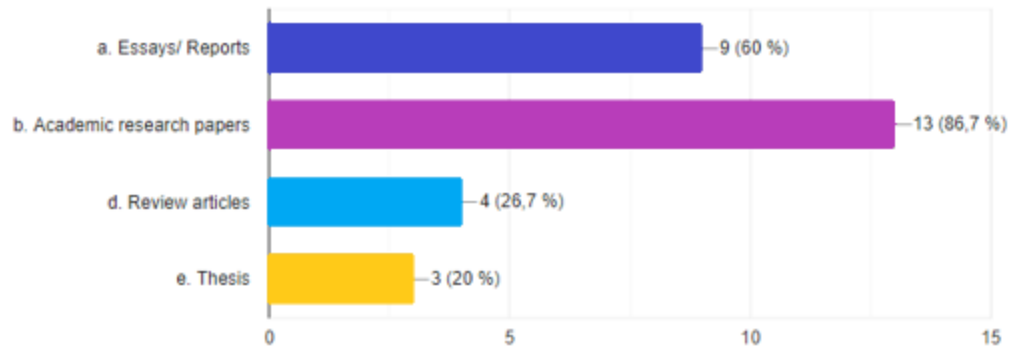


Figure 3.12: Types of Research Papers

Options	Essays/ Reports	Academic research papers	Review articles	Thesis
Students	9	13	4	3
%	60%	86.7%	26.7%	20%

Table 3.12: Types of Research Papers

As we can see in Figure (3.12) in which a set of multiple choices was proposed for them to choose more than one type of research papers, the academic research papers got the highest percentage of (86.7%) which represent thirteen participants. (60%) of the participants chose essays and reports as a type of research papers that they conduct often. Also, a number of four participants (26.7%) select review articles, and three of them (20%) opt for thesis choice. Overall, those various types of research papers that the participants chose are the most used and conducted during the academic year.

Item 3: Students' Objectives from doing Research Papers

Q3. What are your objectives from doing research papers?

15 réponses

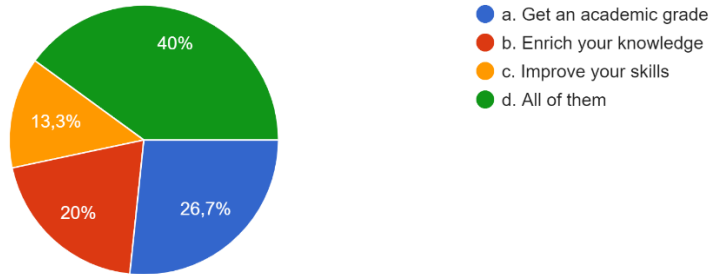


Figure 3.13: Students' Objectives from doing Research Papers

Options	Get an academic grade	Enrich your knowledge	Improve your skills	All of them	Total
Students	4	3	2	6	15
%	26.7%	20%	13.3%	40%	100%

Table 3.13: Students' Objectives from doing Research Papers

Conducting research papers within the academic frame has an objective from accomplishing them. A set of aims prepare the participants to choose from them according to their purposes, to get clear insights into their opinions and attitudes towards achieving the previous types of research papers. Figure (3.13) presents that the majority; six students (40%) out of the participants opt for the whole choices because while conducting a research new notions came to the light, discovering new tricks and strategies unknown to students that help in raising their knowledge of the English language, improving their skills and building their personality. However, four participants (26.7%) neglect the significance of conducting research papers to reduce it only to get an academic grade, so they do it for the sake of evaluation and assessments.

Besides, (20%) of the students believe that the process of researching enriches the background knowledge of the researchers, and (13.3%) assert that their objective from doing research is to improve the research skills.

Item 4: Rate of Performance in the Four English Language Skills

How do you rate your performance in the following four English language skills?

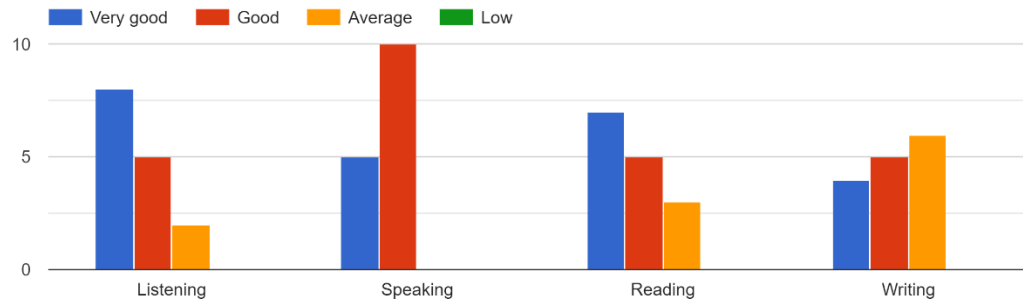


Figure 3.14: Rate of Performance in the Four English Language Skills

Option	Very good		Good		Average		Low		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Listening	8	53.3%	5	33.33%	2	13.33%	0	0%	15	100%
Speaking	5	33.33%	10	66.66%	0	0%	0	0%	15	100%
Reading	7	46.66%	5	33.33%	3	20%	0	0%	15	100%
Writing	4	26.66%	5	33.33%	6	40%	0	0%	15	100%

Table 3.14: Rate of Performance in the Four English Language Skills

As an attempt to identify and discover the level of the questionnaires' participants in the four language skills, a question proposed for them to recognize their degree as Figure (3.13) shows. First, rating their performance in the listening English language skill, the sample of the case study swings between highly-skilled students to moderate level. For instance, eight (08) participants consider themselves very good at the listening skill, whereas, five (05) of them admitted that their level is good and only two (02) students reveal that they have got an average ability concerning the listening skills.

Second, ranking their degree within the speaking skill, the participants split into two teams, five (05) participants see themselves as very good speakers, while the majority which represents ten (10) students out of fifteen indicate that they have a good speaking skill.

Then, regarding the students' level of reading skill and as it is presented in the statistics, a large number of seven (07) participants declare themselves as very good skilled readers, while, five students opt for good as a choice to limit their level in reading skill, and only three (03) of them have the average level as they claimed.

Finally, figure (3.13) shows that four (04) participants consider their level as a very good in writing; five (05) consider themselves as well-skilled writers, yet, a large number of students represented in six (06) participants admit to having an average level.

Item 5: Skills that improve when conducting research

Q5. Which skill do you improve when conducting research papers?

15 réponses

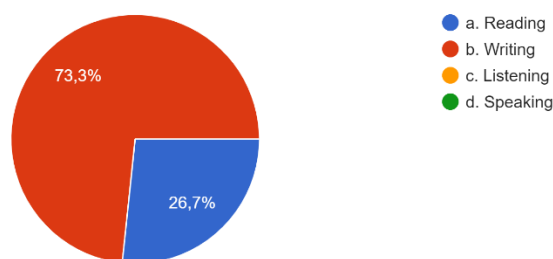


Figure 3.15: Skills that Improve when Conducting Research Papers

Options	Reading	Writing	Listening	Speaking	Total
Students	4	11	0	0	15
%	26.7%	73.3%	0%	0%	100%

Table 3.15: Skills that Improve when Conducting Research Papers

After conducting research papers what skills could the students improve along with the production process? Figure (3.15) shows a large number of students eleven out of fifteen represented in (73.3%) admit the writing skill is the luckiest one that benefits from the frequent conduction of research papers. In other words, as much the students search for the information they discover and notice new and different vocabularies, writing styles, genres, techniques and strategies which consciously or unintentionally effects the students' style in writing. Moreover, the reading skill also got the students' intention and four participants (26.7%) selected it. In any research, reading materials and references accumulate knowledge so much when students search. In brief, one can say that all the skills would enhance in a way or another during the research process. Yet, from the findings and taking into consideration the students' experience both writing and reading skills could be improved via conducting research papers

Section two: Reading Skill and Strategies

Item 6: Students' Objectives from Reading

Q6: As an English foreign language learner (EFL), you read for
15 répons

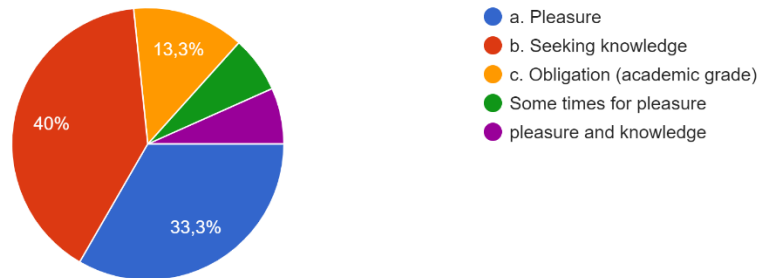


Figure 3.16: Students' Objectives from Reading

Options	Pleasure	Seeking knowledge	Obligation/Academic grade	Some times for pleasure	Pleasure and knowledge	Total
Students	5	6	2	1	1	15
%	33.3%	40%	13.3%	6.7%	6.7%	100%

Table 3.16: Students' Objectives from Reading

The second section of the questionnaire is about reading skill and strategies since it is part of the current research. The first question is planned as an attempt to understand the students' objectives from reading. Hence, figure (3.16) presents the majority of the participants as six (40%) assert that their objective from reading is seeking knowledge so that they discover the unknown. Besides, 05 participants (33.3%) declare that they read only for pleasure and according to their interest. Only 02 students (13.3%) state that the reason behind their reading is an obligation, only to achieve an academic grade.

The rest of the two choices got the attention of two students (6.7%) who read some times for pleasure, and another alike percentage (6.7%) opt for the choice of pleasure and knowledge. In

short, as long as the students are learning at university, one could say that they are reading only for academic purposes, to get a grade or enrich their vocabulary and knowledge. Yet, some student could take into account their interest and pleasure, that is when they create a personal space where they choose the reading materials that interest in and enjoy their reading journey.

Item 7: The Significance of Reading for EFL Students

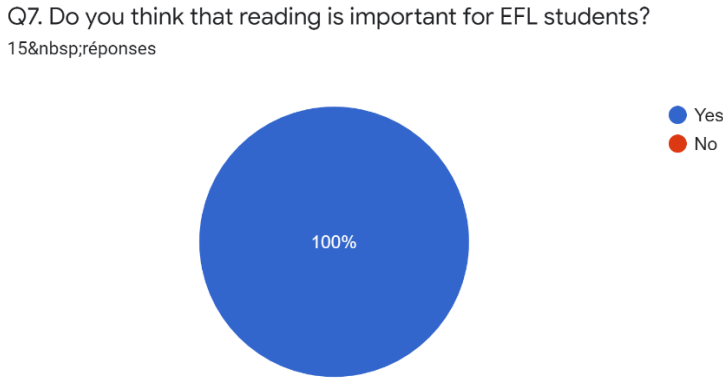


Figure 3.17: The Significance of Reading for EFL Students

Options	YES	NO	Total
Students	15	0	15
%	100%	0%	100%

Table 3.17: The Significance of Reading for EFL Students

Figure (3.17) shows with a full agreement (100%) of the participants find that reading is the core skill for learning whether it is for academic purposes, to gain knowledge or for pleasure. Therefore, they support their opinions by claiming that reading enriches the students' vocabulary, provides various sorts of knowledge and improves the style of writing. Also, they believe that reading is important for EFL students because they are using it to learn about other fields such as history, literature and philosophy. Moreover, reading eliminates one's boundaries so, students will

have more information, become open-minded; as a result, they get more confidence to perform whether orally or via writing. Thus, reading offers knowledge to build and increases vocabulary knowledge, it develops the students' skills like critical thinking, it has a crucial role in enhancing the writing skill besides broadening one's cultural horizon and perspectives.

Item 8: Types of Reading Materials

Q8. what types of materials do you read and how often?

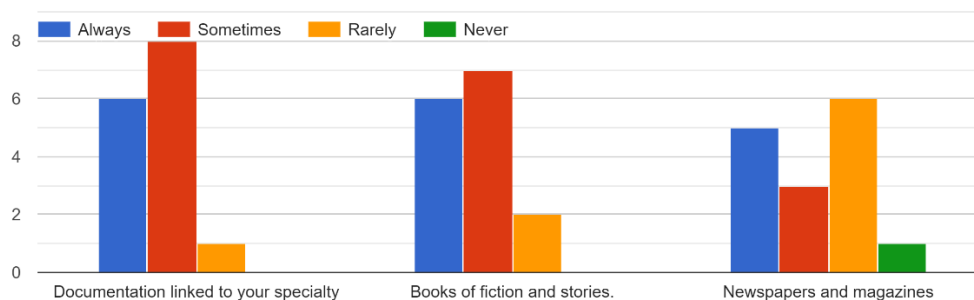


Figure 3.18: Types of The Reading Materials

Option	Always		Sometimes		Rarely		Never		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
A Documentation linked to your speciality	6	40%	8	53.33%	1	6.33%	0	0%	15	100%
Books of fiction/stories	6	40%	7	46.66%	2	13.33%	0	0%	15	100%
Newspapers/magazines	5	33.33%	3	20%	6	40%	1	6.66%	15	100%

Table 3.18: Types of The Reading Materials

Figure (3.18) shows the types of materials and how often the students of civilization and literature read. Six participants admit that they always read documentation linked to their speciality

while the majority of eight (08) indicate that they sometimes deal with this type and only one (01) reveals that s/he never read documentation linked to their speciality.

The second recommended reading material is books of fiction and stories, (06) participants claim to always read this type; seven (07) declare that they sometimes read books of fiction and stories. Whereas, only two (02) students claim that they never address that kind of publications.

The third reading material is newspapers and magazines, this type of work is often read for pleasure and to keep along with the updated news. As university students and novice researcher and English language seekers, five (05) participants state that they read always them, in addition to two (02) of them who opt for sometimes as a frequency measure to their reading this sort of material. Yet, the majority answered that they rarely read newspapers and magazines, and only one (01) asserts that s/he never read the pre-mentioning reading material.

To conclude, whatever reading material students choose for reading and no matter what the objective is from selecting it, it is valuable in sense of vocabulary, style of writing, further reading, and an addition to one's experience. As students of master degree, they deal more with books, articles, reports and research work to accomplish their thesis graduation and for personal interest as well.

Item 9: Types of Reading

Q9. which of the following reading ways do you use?
15 réponses

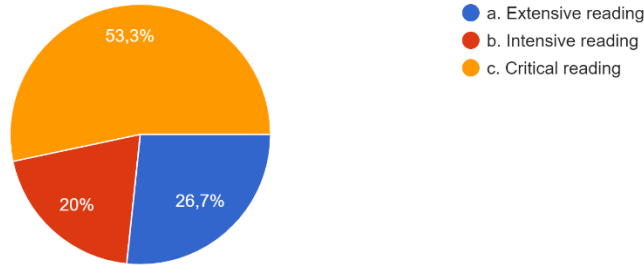


Figure 3.19: Types of Reading

Options	Extensive reading	Intensive reading	Critical reading	Total
Students	4	3	8	15
%	26.7%	20%	53.3%	100%

Table 3.19: Types of Reading

The necessary types of reading methods that a student would have an idea about are intensive reading includes learners in-depth reading process with particular purposes and assignments in addition to extensive reading that demands reading for entertainment and pleasure to promote students reading skills. Also, another type of reading is critical reading, in which readers dive deeply in the word structure and meaning, analyse, interpret and judge the piece of writing. Along with this, and as a request to know what type of reading the students of civilization and literature they read. Figure (3.19) shows that the majority of eight out of fifteen students (53.3%) chose critical reading as their regular type of reading. While another four members which represent (26.7%) opt for extensive reading, and a small category of three students (20%) for intensive reading processing.

Item 10: Techniques of Reading

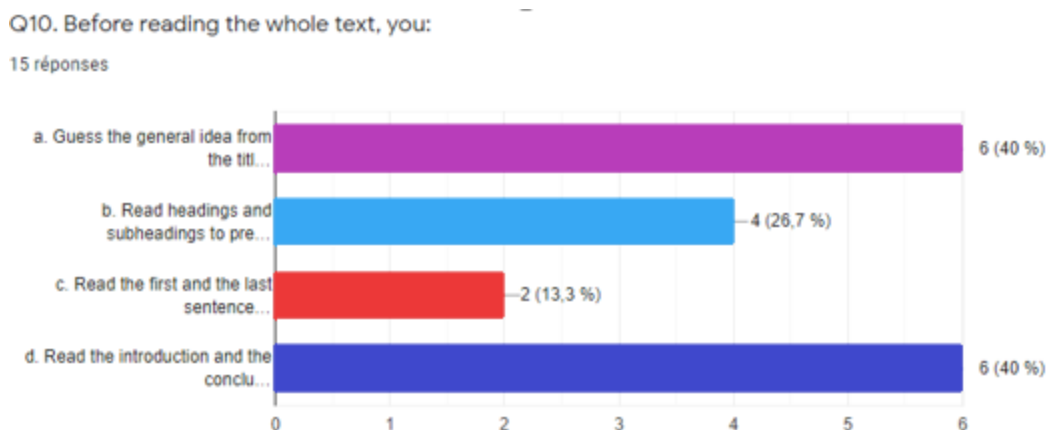


Figure 3.20: Techniques of Reading

Options	Guess the general idea from the title	Read headings and subheadings	Read the first and the last sentence	Read the introduction and the conclusion
Students	6	4	2	6
%	40%	26.7%	13.3%	40%

Table 3.20: Techniques of Reading

Reading is a complex cognitive process that requires from the reader great attention and concentration to get a better understanding of the reading material. As master students, the participants deal with a long-range of books, thesis, dissertation, and other stuff to read. Therefore, a set of tricks facilitate the reading and extracting the information needed is proposed in the question (10) as multiple choices to reach a clear insight into the students' mentality. Figure (3.20) shows first, guess the general idea from the title, that choice gets the agreements of six people with (40%) as the first step to recognizing the main ideas before reading the whole text. Accordingly, another six participants (40%) opt for reading the introduction and the conclusion to gain a general understanding before deciding to read the complete writing. Besides, a modest category of four members (26.7%) decides to choose reading headings and subheadings to predict the content of the text. Yet, two students (13.3%) claim that they get a general meaning from reading the first

and the last sentences of the piece of writing. In brief, each student has his/her personal way of reading, analyzing, interpreting and assessing the written material, but it is common that the understanding starts from the title, if not then a quick look at the introduction and the conclusion, and why not to check the main ideas by skimming and scanning the whole text.

Item 11: The Degree of Importance of The Text Content

Q11. In the process of reading, you think:
15 réponses

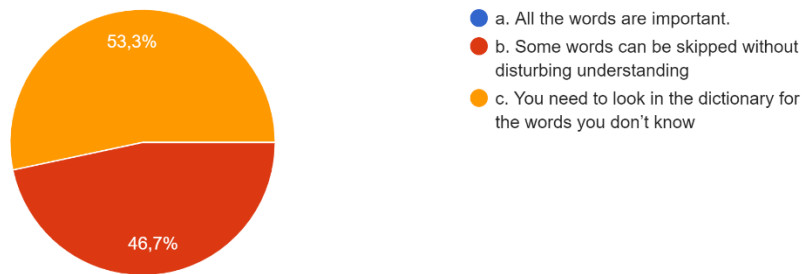


Figure 3.21: The Degree of Importance of The Text Content

Options	All the words are important	Some words can be skipped without disturbing understanding	You need to look in the dictionary for the words you don't know	Total
Students	0	7	8	15
%	0%	46.7%	53.3%	100%

Table 3.21: The Degree of Importance of The Text Content

Reaching comprehension is not any task to be achieved, it needs the readers' concentration, word interpretation and sharp attention. Accordingly, a suggested question proposed to the participants to investigate the significance of the content structure of the text. It attempts to understand the attitudes and strategies that the students use when reading the piece of writing.

Figure (3.21) reveals that (53.3%) agreed that while reading a complex unknown word needs to be checked in the dictionary to figure out its meaning so that they can relate it to the rest of the content. However, the second half of the participants with seven members (46.7%) reveal that not all the words are important to pay attention to while reading, some words can be skipped without disturbing the understanding.

Item 12: Reading Strategies

Q12. Which one of the following reading strategies do you use while reading ?

15 réponses

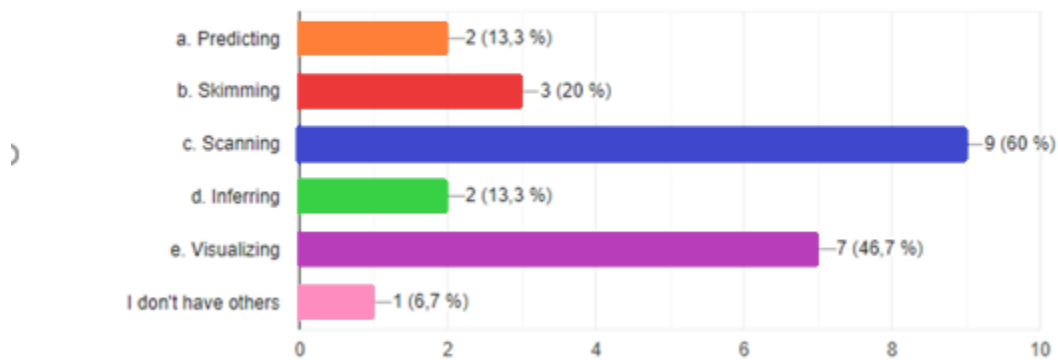


Figure 3.22: The Reading Strategies

Options	Predicting	Skimming	Scanning	Inferring	Visualizing
Students	2	3	9	2	7
%	13.3%	20%	60%	13.3%	46.7%

Table 3.22: The Reading Strategies

The reading strategies are useful techniques and effective tricks to facilitate the reading process and gaining comprehension in a practical method. Hence, a set of strategies proposed to the participants as skimming, scanning, predicting, inferring and visualizing to have a close understanding of the familiar and the most used method technique.

Accordingly, Figure (3.22) shows that a large number of nine (09) students (60%) admits

that their regular used reading strategy is scanning as a fast and active reading process to locate the main ideas from the targeted text. Also, visualizing got a considerable number of seven (07) students (46.7%) who believe that this strategy is often used for its usefulness in activating the readers' prior knowledge and background experience so that they can draw mental images to make sense of what they read in the writing. Moreover, three (03) students (20%) opt for skimming as the strategy they are familiar with and its significance in the reading process is to capture an overview of the written text quickly.

Yet, the two last strategies got the attention of two students (13.3%) that predicting enables readers to relate the text information like titles and figures to expect the next step and event in the manuscript. Besides, (13.3%) find that inferring requires an in-depth reading and to dive between lines with the help of the readers' background knowledge. Consequently, the significance of the reading strategies is vital, still its usage and which technique is appropriate to what type of reading is dependent on the readers' objectives from using it and which outcomes he is looking for.

Item 13: The Reading Models

Q13. Which model do you prefer to use when reading?
15 réponses

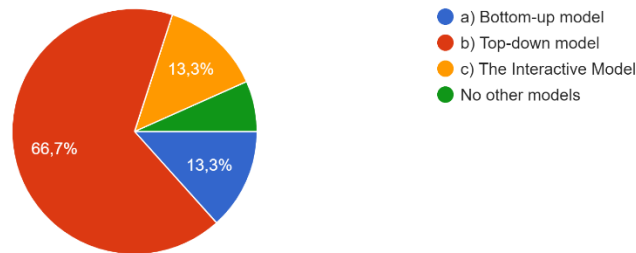


Figure 3.23: The Reading Models

Options	Bottom-up model	Top-down model	The Interactive Model	Another model	Total
Students	2	10	2	1	15
%	13.3%	66.7%	13.3%	6.7%	100%

Table 3.23: The Reading Models

To acquire the reading skills, students are expected to learn more than types of reading, techniques and strategies. It is the case of the reading models top-down, bottom-up and the interactive model. Accordingly, Figure (3.23) shows that the top-down reading model got the largest number of with ten (10) students and (66.7%) which is based on the mental abilities of the reader by bringing his/her prior knowledge and experience to the to relate it to the text in order to gain and comprehension. Whereas the bottom-up reading model gains only (1.3.3%) as two (02) participants; using this model, the students create a connection between letters, then to words as an identifying process to reach sentences and whole texts. Then, (13.3%) participants opt for the interactive model, model is a combination of both top-down, bottom-up features.

As a conclusion, the three reading models top-down, bottom-up and the interactive model are highly recommended, however, the majority of the participants as one can see in the statistical analysis select the top-down reading model maybe because of the student experience and prior knowledge.

Section three: The Role of Assigning Research Papers in Developing EFL Students' Reading Strategies (Q1-Q4)

Item 14: The Effect of Research Papers on The Skills

Q14. Conducting research papers would enhance
15 réponses

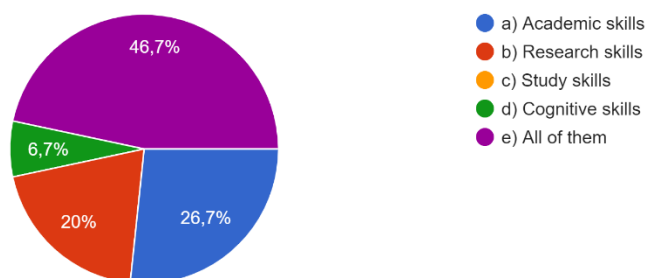


Figure 3.24: The Effect of Research Papers on The Skills

Options	Academic skills	Research skills	Study skills	Cognitive skills	All of them	Total
Students	4	3	0	1	7	15
%	26.7%	20%	0%	6.7%	46.7%	100%

Table 3.24: The Effect of Research Papers on the Skills

Figure (3.24) present that the majority of the participants seven (07) with the percentage (46.7%) agree that research papers would enhance all the students' skills namely: the academic skills, study skills, cognitive skills and research skills. While four (04) as (26.7%) selected academic skills on how to write an essay, report, dissertations, avoiding plagiarism and thinking critically. Also, three (03) students (20%) believe that doing research papers can improve only the learners' research skills as collecting data, investigating and developing their critical thinking. Yet, one (01) student (6.7%) opt for cognitive skills that provide the students with cognitive flexibility towards response, attention and active memory.

Hence, from the content analysis, one can value the effectiveness of research papers as a method to promote the students' English foreign language skills as research skills, academic skills, Study skills and cognitive skills. With the help of this tool, several skills activate and

develop, for instance, critical thinking and decision-making which play a vital role in the learners' progress whether in an academic domain or real-life status.

Item 16: The Role of Learners’ Awareness of Reading Strategies on the Research Procedure

Q15. In your opinion, could learners’ awareness of using the appropriate reading strategies, facilitate the research procedure.

15 réponses

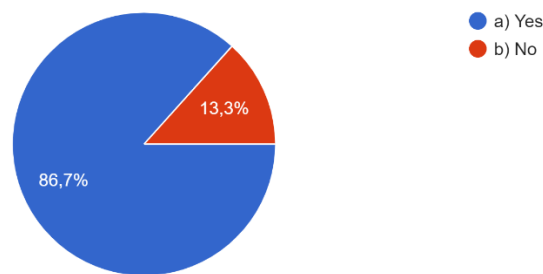


Figure 3.25: The Role of Learners’ Awareness of Reading Strategies on the Research Procedure

Options	YES	NO	Total
Students	13	2	15
%	86.7%	13.3%	100%

Table 3.25: The Role of Learners’ Awareness of Reading Strategies on the Research Procedure

Figure (3.25) presents a clear picture to the major agreements of thirteen (13) students with the percentage of (86.7%) from the whole confirming the perception of the effectiveness of acknowledging the suitable reading strategy to promote the research process. However, only two (02) participants (13.3%) neglect the importance of students’ awareness towards reading strategies as helpful to foster the research procedure. Consequently, the research process needs guidance, materials, well-organized outline, skills and strategies. Thus, where the significance of the reading

strategies occurs that save the students' time and effort when conducting research because it links cognitive and research skills to obtain a comprehensive research paper. Also, the appropriate reading strategy facilitates the way to the objective of the reader to understand, write and express easily.

Item 17: The Effectiveness of Assigning Research Papers to Develop EFL Students Reading Strategies.

Q16.To what extent can assigning research papers be effective for developing EFL students reading strategies.
15 réponses

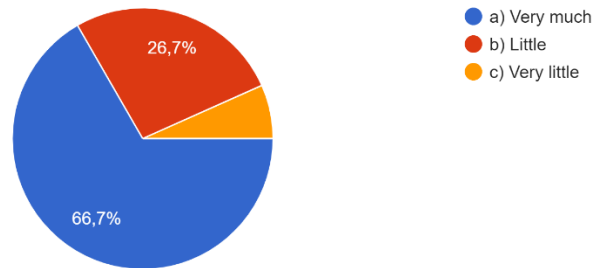


Figure 3.26: The Effectiveness of Assigning Research Papers to Develop EFL Students’ Reading Strategies.

Options	Very much	Little	Very little	Total
Students	10	4	1	15
%	66.7%	26.7%	6.7%	100%

Table 3.26: The Effectiveness of Assigning Research Papers to Develop EFL Students’ Reading Strategies.

Figure (3.26) shows that the majority (10) of the students are regular readers research paper conductors. (66.7%) agree about the effectiveness of using this approach to improve the reading strategies of the learners. Yet, four (04) participants (26.7%) consider this strategy to have a modest effect on the development of the students reading strategies, and only one (01)

them (6.7%) rate the effectiveness of the assigning research papers to enhance the students reading strategies.

To conclude, from the statistical analysis, one can say that the students often avoid reading unless it is for grades; therefore, the more they receive research papers the more they read, this can facilitate the process. Also, different types of writings and samples of assignments need several strategies which result in an extra effort and increase the cognitive skills of researchers.

Item 18: What is the role of assigning research papers in developing EFL students' reading strategies?

The core question that explains the role of assigning research papers in developing English foreign language students' reading strategies is served at the end of the current questionnaire. The participant answers were all defending the former hypothesis, though they are not highly experienced, they tried to express their thoughts and perception towards the issue.

Conducting research is a considerable contribution added to the researcher proficiency and literacy account and an addition to the English foreign language academic discipline indeed. As an attempt to investigate the hypothesis and after the statistical analyses, the role of assigning research papers in developing English foreign language students' reading strategies is quite important. Thus, taking into consideration that the students are not a great fan of reading, there comes the effective role of the motivating tools and methods to promote the learners' ability to collaborate and engage in the reading process.

Research papers in forms of essays, reports, thesis and dissertations are an approach following in the university curriculum and course design. Assigning research papers would at first activates the students' academic skills, research skills, study skills and cognitive skills. Also,

it requires extensive critical reading to a large number of materials that demands the help of the reading strategies to select the appropriate texts, to skim and scan for the main ideas, to allocate certain information out of long sections, and to reach comprehension by using the strategies combined with the readers' prior knowledge and experience.

The reading strategies would be mastered and improved via the regular reading of different types of materials and genre that gives the reader awareness and gain familiarity towards the appropriate selection of the strategy which makes the use of the reading strategies unconscious, smooth and enjoyable while reading any type of writing.

3.5 Interpretation of the Results

The current semi-structured questionnaire has provided the research with the information needed to investigate the role of assigning research papers to develop EFL students reading strategies. The research paper is a useful learning tool for all grades from primary to graduation level that would enhance the students' academic skills, research skills, study skills, cognitive skills and the four skills.

Therefore, after analyzing the statistics and having a clear look at the master students' answers, one can say that in general, those students could have a quite interesting level concerning the four English language skills listening, speaking, reading and writing. Additionally, from what we observed during analyzing this statistic, it is observed that the participants read books daily and extensively, they listen carefully and write research papers if not daily weekly.

Moreover, the statistics show that the students are quite rational readers via using critical reading in which a set of skills would take place, for instance, critical thinking so they question

the reading material from frame to content. Furthermore, as extensive readers, they read for pleasure to satisfy their interest and gain knowledge to foster their level in a motivating method. Last but not least, intensive readers with specific goals to achieve whether for an academic assessment and grade or as a guided process to improve their English language skills.

Besides, in the process of intensive or critical reading and as an attempt to achieve comprehension, the reader has to give to each word its weight, because the text components are valuable to reach the writer intentions. Also, it is fear to use the dictionary sometimes to explain ambiguous words, but if it is an extensive reading or a quick skimming process for general ideas some words could be dropped in a way does not harm the meaning of the script.

Additionally, The purpose of conducting research papers differ according to the intention of the researchers, but what they do not know that the process can indeed start with an aim to get an academic degree but after diving deeply in researching, any novice researchers would benefit from the amount of information and vocabulary that improve their skills like reading, writing and critical thinking which enrich their level of literacy and proficiency. As novice researchers, students would appreciate any sort of technique, trick or strategy that makes the searching process and the producing results smooth and easy to handle, therefore, the learners' awareness of using the appropriate reading strategies can facilitate the research procedure in which students spare time and save efforts.

Developing the students' language learning skills is the quest of investigation of several research works. As it is known, there are plenty of ways that may help the learners acquire knowledge and achieve proficiency and literacy. Along with this, assigning research papers to develop English foreign language students reading strategies is a quite effective tool for teachers as an evaluation and assessment instrument that helps them estimate the student's ability and

skills concerning researching process, reading, critical thinking and writing. Also, this approach impulses those novice researchers to read more, collect information that enriches their knowledge, develop their reading strategies by dealing with different reading materials and get both academic grades and advanced their level of proficiency and literacy.

Conclusion

English foreign language has plenty of uncovered issues that researchers find as a worthy target to accomplish. This questionnaire was an attempt to investigate both teachers' and students' attitudes and opinions about the role of assigning research papers in developing English foreign language students' reading strategies. Implementing research as a teaching approach in EFL classrooms is quite important for its usefulness in enhancing the students' cognitive abilities and language skills. Reading is considered as a fundamental skill that supports students throughout the academic institution. Besides, this research highlights the significant role of assigning research papers in developing EFL students' reading strategies. As a novice researcher and by conducting this research, one cannot assure to give a final judgment to the issue yet because more research is required.

General Conclusion

General conclusion and Recommendations

Researchers in the field of English contribute to solve different issues by providing solutions and recommendations for further practice. As a novice researcher, this research was undertaken to highlight the role of assigning research papers in developing English foreign language students' reading strategies.

The presented dissertation is qualitative in nature in which we tried to answer the research questions to what extent reading strategies can facilitate the research procedure for the students, how could assign research papers to pave the way and guide learners during the research process and what is the role of assigning research papers in developing EFL students' reading strategies. Also, to test the hypothesis that suggests that the effectiveness of assigning research papers would be an efficient tool in developing EFL students' reading strategies and that knowing the reading strategies would facilitate the research procedure for students.

The conducted research is divided into three main chapters: the first two deal with a theoretical background including the literature review, whereas the third chapter is about the fieldwork. Chapter one entitled research papers that include the notions of research and research papers their definition, significance, objectives, types, components and qualities. Chapter two 'reading strategies' shed light on the reading skills, in general, the type of reading, the models used, and the techniques, while its second section covers reading strategies from definition to the main components. Besides, chapter three is the fieldwork in which the data were analyzed and interpreted.

As data collecting tools for this research, two semi-structured questionnaires were administered online for both teachers of English foreign language and students of master two civilization and literature at Biskra University. Based on the obtained data, the research questions

were answered and the alternative hypotheses were proved as well. The results showed the positive attitude of the participants towards assigning research papers to be an approach of teaching-learning English foreign language at university. Also, It is proved that knowing the reading strategies would facilitate research for students and conducting research papers would develop students' reading strategies, mentioning that the significance of reading skills and strategies took great attention from both teachers and students considering them as the engines that motivate readers and researchers to tackle further studies.

As a result, one can say that assigning research papers to promote English foreign language students reading strategies is an effective strategy for the teaching-learning process. On the one hand, students will read more, be open on different reading material, gain knowledge and develop reading strategies. On the other hand, conducting research papers improves writing style, fosters critical thinking, increases students' ability in problem-solving and as novice researchers their works will contribute to the academic field with valuable sources of information.

Limitations of the Study and Suggestion for further research

Conducting this dissertation faced challenges, obstacles and complications that slowed down the rhythm of research progress. Mentioning, Corona Virus (COVID 19) that threaten the status of mind and health of all citizens, and affected negatively the students especially those preparing final graduation with illness, fatigue and stress. Accordingly, the confinement obliged the academic institutions to close as well as all the facilities (libraries, halls of internet, book shops, etc.) that would help the postgraduates accomplish their researches. The quarantine was the cause that we could not reach students and teachers of our case study face to face to collect data through an interview; therefore, it was limited to an online questionnaire instead of an sent to a number of

participants. Teachers of Biskra University were not available even online, we waited for their questionnaire feedback for more than a month to receive at the end only five responses. Students also were not reachable, yet we did an effort to collect the data needed to complete chapter three. This research was limited as only a small number of participants from Biskra university answered the questionnaires. Moreover, this qualitative exploratory research can be followed by an experimental one to see the effect of the independent variable on the dependent one. We tried to accomplish the dissertation in the due time with the guidance and the support of our supervisor via e-mails and phone.

Recommendations for Teachers and Syllabus Designers

Reading is a fundamental skill that can be the base of all modules taught in university, for that reason we suggest:

- To allocate sufficient time to teach reading skill and strategies.
- Include reading as an independent module taking into consideration students' choice of reading materials.
- Include the students' interest and preference within the course design.
- We recommended selecting research papers as a tool to foster the students' skills.
- We recommended opting for practical methods in teaching that sort of strategies rather than theoretically.
- Research papers are quite effective tools in teaching-learning English, yet, the overuse of them would make the students' bored and tired.

Suggestions for Students

- Read more and do not wait for assessments and evaluation to do so.
- Read for pleasure to discover new sides on your personality and style.
- Students should learn more about reading strategies.
- Conduct research papers will improve your four skills
- Via researching, students gain knowledge, improve their critical thinking and help in real-life decision making.

Suggestions for Further Studies

In the educational field, plenty of subjects need to be investigated to in light the incoming generation and to provide them with a set of knowledge that covers the known and discover the unknown. Our research with tackling the role of assigning research papers in developing EFL students' reading strategies opened the door for new aspects that researchers would undertake as further studies mentioning;

- The significance of conducting dissertation and thesis as a final evaluation for university graduates.
- Investigating the responsibility of higher education institutions to prepare EFL students for conducting dissertations and theses.
- New approaches and methods to motivate students to read more and write efficiently.
- The necessity to update the syllabus design to suit the students' benefits and to help them improve in the English language not just to get an academic grade but to cope with natives.

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Appendices

Appendix 1: Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt for gathering information needed for the accomplishment of a master dissertation entitled “**Investigating the Role of Assigning Research Papers in Developing EFL Students' Reading Strategies**”. We would be grateful if you could answer the following questions. Tick your answer (s) in the corresponding box(es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes. Thank you for your time and collaboration.

Prepared by:

Miss. ASMA Ferhat

Academic Year: 2019/2020

Section One: Research papers

Q1: As a master student, how often do you conduct research papers

- a) Daily
- b) Weekly
- c) Monthly
- d) Occasionally

Q2: What types of research papers do you deal with?

- a) Essays/Reports
- b) Academic research papers
- c) Thesis

Q3: What are your objectives from doing research papers?

- a) Get an academic grade
- b) Enrich your knowledge
- c) Improve your skills
- d) All of them

Q4: How do you rate your performance in the following four English language skills?

Skills	Very good	Good	acceptable	low
Listening				
Speaking				
Reading				
Writing				

Q5: Which skill do you improve when conducting research papers?

- a) Reading c) Writing
b) Speaking d) Listening

Section Two: Reading Strategies

Q1: As a second foreign language learner (EFL), you read for

- a) Pleasure
b) Seeking knowledge
c) Obligation (academic grade)

Q2: Do you think that reading is important for EFL students?

- a) Yes b) No

Justify in both cases

Q3: What types of materials do you read and how often?

- a) The documentation linked to your speciality
b) Books of fiction and stories.
c) Newspapers and magazines.

	Always	Sometimes	Rarely	Never
a) The documentation linked to your speciality				
b) Books of fiction and stories.				
c) Newspapers and magazines.				

Other: Please, specify

.....

Q4: Which of the following reading ways do you use?

- a) Extensive reading
b) Intensive reading
c) Critical reading

Q5: Before reading the whole text, you:

- a) Guess the general idea from the title.
- b) Read headings and subheadings to predict the content of the text.
- c) Read the first and the last sentences of the text.
- d) Read the introduction and the conclusion before you decide to read the whole text.

Q6: In the process of reading, you think:

- a) All the words are important.
- b) Some words can be skipped without disturbing understanding.
- c) You need to look in the dictionary for the words you don't know.

Q7: Which one of the following reading strategies do you use while reading (you can choose more than one)?

- a) Predicting
- b) Skimming
- c) Scanning
- d) Inferring
- e) Visualizing

Q8: Which model do you prefer to use when reading?

- a. Top-down model (to construct meaning from the whole (text) to the part (words))
- b. Bottom-up model (to construct meaning from part-to-whole processing of a text)
- c. The Interactive Model (interaction of bottom-up and top-down processes)

Section Three: The role of assigning Research Papers in Developing EFL Students'

Reading Strategies

Q1: Conducting research papers would enhance

- a) Academic skills
- b) Research skills
- c) Study skills
- d) Cognitive skills
- e) All of them

Q2: In your opinion, could learners' awareness of using the appropriate reading strategies, facilitate the research procedure.

- a) Yes
- b) No

Justify in both, please.....

Q3: To what extent can assigning research papers is effective for developing EFL students reading strategies.

- a) Very much
- b) Little
- c) Very little

Justify, please

Q4: According to you, what is the role of assigning research papers in developing EFL students' reading strategies?

.....

We would really appreciate any suggestions or comments from your part. So please feel free.....**Thank you for your efforts and collaboration**

Appendix 2: Teacher's Questionnaire

Dear Teacher,

You are kindly requested to fill in this questionnaire which is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate **“the role of assigning research papers in developing EFL students' reading strategies”**. We would be so grateful if you could sincerely answer the following questions. So please, tick your answer(s) in the corresponding box(es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and collaboration

Prepared by:

Miss. ASMA Ferhat

Academic Year 2019/2020

Section One: Background Information

Q1: How long have you been teaching English at University?

- a. 1- 5 years
- b. 5- 10 years
- c. 10- 20 years

Q2: Would you like to specify the degree you have achieved?

- a. License
- b. Magister
- c. Doctorate
- d. Others.....
.....

Section two: Research fundamentals

Q1: How do you consider research?

- a. A necessity to complete a degree
- b. An attempt to find solutions to certain problems
- c. A tool to improve knowledge
- d. Others.....

Q2: According to you, the awareness of how to conduct research papers is a necessity for?

- a. The student only
- b. The teacher

c. Both

Justify, please

Q3: How do you consider conducting research papers as a teaching approach in EFL classrooms

a. Important

b. Very important

Please, justify

Section Three: Reading skill and strategies

Q1: How often do your students read?

a. Only when they are obliged

b. Most of the time

c. Daily

Q2: Do you think that time allocated to teaching reading is sufficient?

a. Yes

b. No

Q3: Are your students aware of reading strategies?

a. Yes

b. No

Explain, please

Q4: Which one of the following reading strategies do your students use while reading? And why? (you can choose more than one)

a) Predicting

b) Skimming

c) Scanning

d) Inferring

e) Visualizing

c) others

Q5: Which one is recommended by you? And why?

.....

Q6: Via reading, what skill do you think would be developed the most, and why?

.....

Q7: what do you think of the following statement “To become a skilful reader requires the support of teachers”?

.....

Section Four: The association between research papers and reading strategies

Q1: As far as you are concerned, is a good researcher a good reader? explain, please?

.....

Q2: According to you, to what extent assigning research papers can be useful as a teaching and learning strategy?

a) Very useful

b) Somehow useful

c) Not useful at all

Explain, please

Q3: Do you think that being aware of the reading strategies can facilitate the task of conducting research papers?

.....

Q4: What is the role of assigning research papers in developing EFL students' reading strategies?

.....

We would really appreciate any suggestions or comments from your part. So please feel free.....

Thank you for your efforts and collaboration

المخلص

غالبًا ما يقرأ طلاب اللغة الإنجليزية الأجنبية في جامعة بسكرة فقط للضرورة والالتزام بإنجاز مهام القراءة ، عند التحضير لامتحانات أو للحصول على درجة. تهدف الدراسة الحالية إلى التحقيق في الدور الفعال لتعيين الأوراق البحثية كنهج تعليمي في تطوير استراتيجيات القراءة لدى متعلمي اللغة الإنجليزية كلغة أجنبية وتعزيز مهارات القراءة. هذا البحث ذو طبيعة استكشافية يدخل ضمن المنهج النوعي والمنهج الوصفي. للتحقق من صحة فرضيات البحث ، فإن معرفة استراتيجيات القراءة من شأنه أن يسهل البحث للطلاب ، وتعيين الأوراق البحثية سيكون فعالاً في تطوير استراتيجيات القراءة لطلاب اللغة الإنجليزية كلغة أجنبية. يعمل الاستبيان شبه المنظم المطبق في هذا البحث على مجموعة من الأسئلة المفتوحة والمغلقة ، لجمع وجهات نظر ومواقف عينة من معلمي اللغة الإنجليزية كلغة أجنبية وطلاب ماجستير الحضارة والأدب في جامعة بسكرة. نتيجة لذلك ، أثبتت النتائج أن المعلمين والطلاب يدعمون بشدة ويدعمون فعالية تعيين الأوراق في تطوير استراتيجيات القراءة لطلاب اللغة الإنجليزية كلغة أجنبية. القراءة والبحث وجهان لعملة واحدة ، فكلما زاد بحث الطلاب كلما قرأوا أكثر وهذا يحسن مستوى كفاءتهم مما يفتح أبواب الفرص في الوضع الأكاديمي والحياة الواقعية.