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Submitted and Defended by:
Chayma REZZAG LEBZA

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**The Role of Genre-Based Approach in Developing EFL Learner's
Reading Comprehension
Case Study: First Year LMD Master Students of English at Biskra
University**

Board of Examiners :

Dr. Said SLIMANI	MCB	University of Biskra	Examiner
Dr. Youcef LAALA	MCB	University of Biskra	Supervisor
Mrs. Samira MESSAIBI	MAA	University of Biskra	President

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Dedication

I dedicate this work to

My beautiful mother Salima

My lovely father Abderahmane

My brother Hamza

My dear sisters: Khadija, Amina Rifka, Noussayba, Sirine

To my nieces Nada, Bailassan

To my nephews: Amyas, Yazan, Izem

To all my lovely friends whom I really love especially Fatima, Sana, Kaouther, Zineb,
Sawssen, Younes, Haytham.

To my favorite person on earth Ilyes

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Abstract

As learning is an ongoing process, it requires one to have the ability to process information. In addition, we cannot deny that our students are facing several difficulties that affect their “reading comprehension” This study proposes the use of a Genre-based approach to develop learners’ reading comprehension. Thus, we hypothesized that exposing students to different types of texts will foster reading comprehension, emphasizing the overall text structure and not only on the grammar features. In that way, this study facilitates the target language learning too. Also, exposing readers to one genre per term or year allows the student to enrich their vocabulary. To prove this hypothesis, a mixed-method is conducted to gather and analyze data. Moreover, to test this hypothesis a data collection tool was selected; namely students’ questionnaire. We designed a distributed this semi-structured questionnaire to 32 volunteered master students at Biskra University, In order to obtain information about their attitude toward reading, main comprehension difficulties, and strategies they use during the reading process, and to explore whether their teachers use genre-based approach; to seek answers for the research questions. Furthermore, from the findings obtained and the analysis of the data, it can be concluded that exposing students to different text genres will develop their reading comprehension. Thus, the obtained findings confirmed the validity of the hypothesis, at the end of this study we proposed some recommendations based on the research findings.

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List of Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purposes

GBA: Genre-Based Approach

SFL: Systematic Functional Linguistics

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General Introduction

Introduction

Reading is by far one of the most important skills that play a significant role in developing and improving the reader's language proficiency. Learners are supposed to acquire knowledge by reading, but unfortunately, they cannot do that while having difficulties regard their comprehension of the text especially when they are dealing with a text that belongs to another field of study. The majority of students when they are dealing with a written text, they waste time trying to find the meaning of each unknown word. This makes it so difficult for them to grasp the meaning of what they are reading and keep struggling with words, which may not be essential to the general meaning of the text.

Reading comprehension is considered a crucial element not only for success in education or to pursue a career, but also needed in our everyday life from checking the weather forecast to reading scientific books...etc. Students should not only be exposed to texts that are related to their study, on the contrary, but they should also read different texts that belong to different disciplines. This will help them not only to enrich their vocabulary but also to facilitate the target language learning too, and that can help students to comprehend more. The diversity of the reading tasks that are given to students can enhance their language level and make them familiar with different concepts that reinforce their reading comprehension.

1. Statement of the Problem

There is no doubt regarding the significant role that reading comprehension plays in our everyday life. However, unfortunately, most of the students face problems with comprehending what they are reading. Students tend to handle reading without adequate

skillfulness, and this may negatively affect their reading efficiency and may cause comprehension deficiencies

Students through their study are exposed to a certain kind of texts that are most of the time related to their field of study, and when trying to read any text that belongs to other fields (medicine, sport, geography, literature, etc.), they face problems, for example, they are incapable of making a logical line between the flow of ideas because they are not familiar with certain kind of concepts. This is one of the factors that may affect their comprehension of texts that belongs to other disciplines. For this, we suggest that if teachers try to let students read different texts that are related to different fields, this may help them to acquire more knowledge about the different disciplines and enhance their use of English appropriately for different purposes.

2. Research Questions

Through this research, the researcher aims to answer the following questions:

1. How can genre-based approach (GBA) influence EFL learners' reading comprehension?
2. What are the different factors that may affect EFL students' reading comprehension of texts that belong to other disciplines?
3. What are the main strategies to enhance the students' reading comprehension?

3. Research Hypothesis

In conducting the present study, we hypothesises that:

- If teachers use genre-based approach, their students' reading comprehension of texts from different disciplines will improve

4. Research Aims

This study aims at:

- Determining how genre-based approach influences the first-year master students reading comprehension.
- Exploring the different factors that affect students' reading comprehension.
- Identify the main used strategies to enhance the students reading comprehension.

5. Significance of the Study

Researchers cannot deny the importance of reading in everyday life. But learners need to be able to comprehend what they are reading. The majority of master one students handle reading superficially, they are unable to making a logical connection between the ideas of the text nor understanding the meaning of the whole given text. Here comes the significance of this study; which will spot the light on the importance of using GBA in improving learners' reading comprehension. IT is defined as instructing students to read by using different genre texts, it is the framework for language instruction based on examples of a specific genre. It is used to help students in organizing skills and it needs to be related to a specific activity-based approach; the emphasis of instruction is on understanding the text with the context of the topic given by experiencing the language by being involved in the act.

6. Methodology

6.1 The choice of the method

This study will take the form of a mixed-method, to investigate the role of the genre-based approach in improving the students reading comprehension. A mixed-method is used to verify our hypothesis, in addition to trying to draw a connection between the two variables;

the genre-based approach as an independent variable and reading comprehension as a dependent variable. The semi-structured questionnaire will be used to determine the influence of the GBA on their reading comprehension.

6.1.2 Population

The population of this study is the first-year master students at Biskra University. Furthermore, the study is about the role of a genre-based approach in improving the learners reading comprehension.

6.1.3 Sample

Since our study is concerned with the learners reading comprehension, (32) thirty-two master students were volunteered to answer an online questionnaire, they were given a questionnaire in order to collect data and information about the topic we are investigating. The reason behind choosing them because they have studied the genre approach and they are about to graduate and write their theses, so they will have to read extensively for different sources

6.1.4 Data gathering tools

One data gathering tool was used, namely students' questionnaires, in order to obtain answers to the research questions and to test the validity of the hypothesis we stated.

Chapter One

Genre-Based Approach

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Introduction

This study is an attempt to raise awareness of using the Genre-based approach to improve the learners' reading comprehension. The aim is to provide the learners with different reading materials to foster their reading skills. In this chapter we aim to shed the light on the use of Genre- based approach in English teaching, it involves a definition and the background of genre-based approach, genre theories and analysis, genre classification as well as other concepts related to this field. We attempt to provide a clear picture and a sufficient explanation about the relationship between genre-based approach and reading comprehension.

1.1 Genre-based Approach Foundation

The Word 'Genre' is originally a French word that means 'kind' or class, a genre is a type of written or spoken text. It is recognized as a category due to the shared similarities of its various instance for example in the form, purpose, content, and/or context. The term is used widely in varied fields, starting from rhetoric, literary theory, media theory, and more recently linguistics, to refer to a specific type of text (Chandler, 1997). The development of the genre in applied linguistics took place in the 1920s. Since then many linguists have given various definitions of the concept, and according to Davice (2012), "This has resulted in numerous descriptions and proposals for analytical methods for working with the genre as well as various genre-based pedagogical approaches (p.9).

In the last two decades, researchers have been interested in the genre as a tool to provide instructions for developing L1 and L2. Currently, we have three main genre theories of three different research areas: (1) English for specific purposes (ESP), (2) North American New Rhetoric studies, and (3) Australian systemic functional linguistics (Chandler, 1997).

The term genre was introduced in the area of specific purposes and has been defined by multiple researchers and discussed from different viewpoints. As Hyland stated in (2007) “genre refers to the abstract, socially recognized way of using language” (p.149). Also, Richard (2002) stated that “Genre can be defined as a type of discourse that occurs in a particular setting that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions” (p. 224).

In the last two decades, more attention was given to the genre and its application in language teaching and learning. Hyon (2001), stated that studies reported the positive effects of genre-based teaching for non-native English speakers. In this study, we aim to investigate the effectiveness of the genre-based approach in developing reading comprehension, by exposing the learners to different text types to enhance their reading skills and raise awareness of discourse semantic resources in addition to constructing interpersonal meaning.

1.2 Background on Genre-Based Approach

Learners need to interact with the text to improve reading; this may yield positive outcomes and help to reduce reading skill deficits. Thus, this research aims to study the effect of using genre-based approach activities in improving reading comprehension. This approach to reading provides the help that the learners need to promote reading engagement during the learning process, this can help the learners to connect with the text.

“The GBA was a significant construction of a functional model of language and influenced the literacy programs of the Sydney School” (Gomez, 2016, p.25). In the beginning, researches focused on writing and literacy as a means to enhance reading and writing abilities from 1980 to 1995 (Martin & Rose, 2007). The genre was defined as “staged, goal-oriented, social processes” (Martin & Rose, 2007, p.5), from this point of

view, more than one-step is needed to achieve a goal. Writers try to create particular types of text for a particular type of readers to keep with then interactive communication (Gomez, 2016).

Genre is defined in functional linguistic terms as “as recurrent configuration of meanings considering that genres consist of meaning and that meanings construct the genre (Martín & Rose, 2007, p. 5). Based on this assumption it can be noted that genre can differ based on different social practices in a culture. Genre stages consist of particular features and functions that are related to the genre’s social purpose. The relations of variety and genre are useful for an efficient text interpretation.

1.2.1 Genre Based-Approach Framework

The Genre-based approach is established on the systemic functional linguistic theory, its focus is on the context of situation (Mitchel, 1975), text structure analysis (Hassan, 1977), narrative schematic structure analysis ((Labov & Waletzky, 1967). According to Halliday, there are three variables of social context: field, tenor, and mode that condition those studies assuming that the genre is determined by the social context. Thus, Halliday’s model of language has a strong influence as texts in context have (1978/1989), in addition to Bernstein's model of “social context of language as “codes” (1971).

The focus of those theories is on the meaning of social context as “the total environment in which a text unfolds” (Halliday, 1978, p. 256) also, the interpretation about the “context of situation” and “context of culture” as the two levels of text interaction (Malinowski, 1923, p. 296). From this point of view, we can see that the text is related to both levels regarding that social situation and culture patterns have an emphasis on text types (Gomez, 2016).

1.3 Genre Theory and Analysis

1.3.1 ESP Analysis

The ESP researchers have regarded genre as a tool to analyze and teach the language (spoken/written) to nonnative speakers in an academic setting (Bhatia,1993). Scholars of these areas of study consider genres as different types of texts whether they were written or spoken, defined by their communicative purposes, in addition to their formal properties in a social context. Swales, whose researches made a remarkable contribution in the process of shaping genre theory in ESP as we know it today. He describes the genre as “communicative events” that are related to their communicative purposes, also by different patterns of style, content, structure, and expected audience

1.3.2 New Rhetoric Studies

It presents different approaches to analyze genre than the ones that were found in ESP. For instance, the focal point in these areas of study is the “situational context” in which genres occur; rather than their form and have an emphasis on the actions or the social purposes. New rhetoric researches focus on the description of the body of North American scholarship from different disciplines engaged with L1 teaching along with composition studies, professional writing, and rhetoric (Hyon, 1996).

In Miler’s article “genre as social action” (1984), he argues that “a rhetorically sound definition of the genre must be centered not on the substance or the form of discourse but on the action it is used to accomplish” (p. 151). As the scholars focused on the functional and the contextual aspect of the genre, several scholars in the New Rhetoric field invested their interest in using ethnographic instead of the linguistic methods for the text analysis

1.3.3 Australian Genre-Based Approach Theory

Australian genre theories have developed independently, although it emerged with ESP and New Rhetoric studies at the same period. The approaches to genre in the Australian theory have been centered on a theory called “systemic functional theory “. The foundation of genre-based approach started with the systemic functional theory of language developed by British-born scholar Michael Halliday, besides his contribution to the” Sydney school” in 1975, that was meant to help the learners to maintain linguistic choices for different needs, in different situations (Christie, 1990).

Furthermore, the systemic functional theory played an important role in applying the genre in textual analysis, taking into account that the functional aspect is regarded from the perspective of how language works in context, besides, the systemic aspect is related to the structure, which permits its function in context (Ochoa, 2017). According to Halliday language is considered to be a social semiotic where each culture is represented by the meaning of its discourse.

Through his vision, we can recognize language as a vehicle for socialization which enables the interaction between people in what he calls “context of situation” (1978). The Types of situations appear in these contexts which reveal to what extent the participants interact with the language in specific circumstances. The systemic functional theory focuses on the relationship between language and its function with a social context and the language forms are indicated by key features of the surrounding settings; described by Haliday as field (setting, participants and circumstances), tenor (the social relations between participants), mode (the role of the language). These three elements are together defined as the register of language and they are also related to other three language metafunctions: interpersonal, ideational, and textual (Haliday, 1978). The following figure is showing the level of register and context of the situation (Bawarshi & Reiff, 2010, p. 31).



Figure 1.1 Level of register and context situation (Bawarshi & Reif, 2010, p.31)

1.4 Genre Pedagogy

In Genre Pedagogy, the teaching strategies are established based on the scaffolding measures to provide the help that students need in their quest for meaning. Mike and Myles (2004) describe scaffolding as a “developed in neo-Vygotskyan discussions to capture the qualities of the type of other-regulation within the Zone of Proximal Development which is supposedly most helpful for the learning or appropriation of new concepts” (Mitchell & Myles, p. 197). Scaffolding is to train learners on how to adept some strategies that help them in their learning process, besides organizing their studies (Larsen freeman and Anderson, 2011).

This method aims at helping learners and monitors them through problem -solving and praise them when the strategies are applied successfully. In education, scaffolding is about a variety of instructions and techniques that are applied in order to help the students toward a better understanding, and eventually to greater independence concerning the learning process. According to Guomundsdottir (2015, p.12) “The Australian Genre

Pedagogy methodology is based on notions of cognitive educational developments: presented by Vygotsky (1978) in his ZPD theory and scaffolding; and also from the theory of Systemic Functional Linguistics (SFL), presented by Halliday 1993 and advanced by Martin and Rose”. The main focus in genre pedagogy is on language teaching, content meaning, and literacy education all at the same time.

1.4.1 The Australian Genre- Based Approach

The Australian genre-based is established based on the systemic functional theory into the teaching practice (Payaprom, 2012). This approach considered a set of both genre and register, and this was used in primary, secondary English as a second language (ESL) education to help the learners to be successful readers and writers on the academic and professional level. The focal point of this approach is to enable the learners to obtain the mainstream genres, as pointed by Hyland (2002, p.125) “students will be provided with an explicit knowledge or relevant genre so that they can act effectively in their target context”.

This approach focuses more on the “formal and functional properties of the language” (cited in Hyon,1996, p.712). Therefore, with the application of this approach, students are expected to be more aware of the organization and the purpose of the texts; moreover, how language helps in achieving a specific purpose. The Australian genre-based approach provides a detailed analysis of the features of the text that focus on both the text structure and the sentence level (Chandler, 1997).

1.4.2 Genre and Context of Culture

The genre approach allows the learners to manage knowledge regarding text structure, in addition to the language role and the intentions of how to use and benefit from this knowledge in different social situations for real purposes. According to Martin’s perspective of the genre, it is based on systemic functional linguistic, suggested to go beyond the bounds of genre and register in the context of culture, where the structure of the language

in use is exposed by the analysis of different genre (Martin, 1999). The following figure shows the level of genre and context of culture (Bawarshi & Reiff 2010, p. 33)

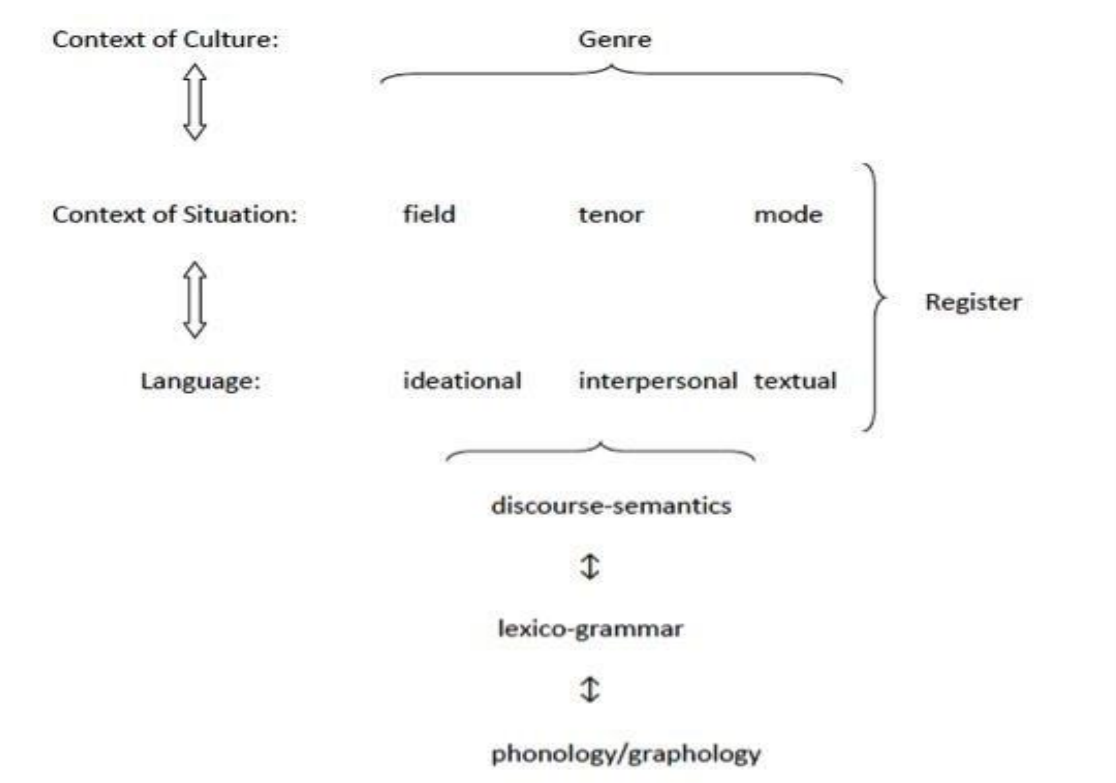


Figure 1.2 Level of genre and context of culture (Bawarshi & Reif, 2010, p.33)

For Martin’s view (2001), “a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture” (p. 55). In this sense, we can say that genre is immersed in culture; however, language and register’ effect depends on the communicative goals in different situations.

1.5 Genre Classification

Each genre has several structures that match a certain social purpose; for that reason, each genre holds different stages or “identifiable parts precisely because these steps enable the interactants to achieve the social purpose” (Painter, 2001. p, 170). Furthermore,

Derwianka selected six types of texts following their main social purposes: narratives, information reports, recount, instruction, explanation, and expository texts.

From the perspective of the systematic functional linguistic language and context are connected in a way that context influences our language. The contexts are the context of the situation and the context of culture (Darwianka, 2003). Starting with the context of the situation regarding the tenor, field, and mode that determines our language choices (Haliday, 2009). The register of the text consists of these three dimensions (Thompson, 1996). Thus, the register is what causes language changes. The components of the register defined as follows:

Tenor refers to “the people involved in the communication and the relationship between them” (Thompson, 1996, p. 36). It indicates the kinds of social relations between people. The tenor has an emphasis on language choices during communication. Field refers to “what the language is being used to talk about” (Eggins, 1994, p.52). It is about the analysis of the topic circumstances, situation, and people (Darwianka, 1990). The mode is the channel of communication, which the author selects. It can be spoken, written, or even gestural.

In addition to what mentioned before, the language develops by using it in particular ways for different purposes according to the people’s culture. For instance, those different purposes can involve arguments, storytelling, and persuasion. Mainly the origins of the types of text or genres are the result of language development according to the context (Martin & Rose, 2007). For this reason, reading a text request the recognition of its genre, linguistic features, the discourse semantic, and its register. In the following table, Derwianka, Rose and Martin tried to list the types of texts and genres, in addition to their purposes and stages to facilitate reaching the wanted goals to the author (cited by Ochoa, 2017, p.33).

Genre		Purpose	Stages
Stories	Recount	Recounting events	Orientation
	Narrative	Resolving a complication in a story	Record of events
		Judging character or behavior is a story	Orientation Complication Resolution
	Anecdote	Sharing an emotional reaction in a story	Orientation Incident Interpretation
Explanations	Sequential explanation	Explaining a sequence	Phenomenon explanation
	Conditional explanation	Alternative causes and effects	Phenomenon explanation
		Explaining multiples causes	Phenomenon outcome Explanation factors
	Consequential explanation	Explaining multiple effects	Phenomenon: cause Explanation: consq
Histories	Autobiographical recount	Recounting life events	Orientation record of stages
			Orientation

	Biographical	Recount life stages	Record of stages
	Historical recount	Recounting historical events	Background Record of stages
Procedures	Procedure	How to do experiments and observations	Purpose equipment steps
	Procedural recount	Recounting experiments and observations	Purpose Method Results
Reports	Descriptive report	Classifying and describing a phenomenon	Classification Description
	Classifying report	Classifying and describing types of phenomena	Classification Description: types
	Compositional report	describing parts of wholes	Classification Description: parts
Arguments	Exposition	Arguing for a point of view	Thesis Arguments Reiteration
	Discussion	Discussing two or more points of view	Issue Sides Resolution
	Review		Context

Text responses	Interpretation	Evaluating a literary, visual or musical text	Description of text
			Judging
	Critical response	Interpreting the message of a text	Evaluation
		Challenging the message of a text	Synopsis of text
		Reaffirmation	
			Evaluation
			Deconstruction
			Challenge

Table 1.1 Genre classification (Rose,2008, p.13)

For example, biographical recount is considered meaningful for the learners know about the text organization and language features that are linked to a person’s life. It is necessary to acquire this knowledge to know and understand our communities, society, and our context, in other words, to understand realities. According to Marting and rose (2007), histories genre involves events that “construct and maintain social order on the wider scale of people and their institutions” (p, 97). This point of view allows us to address this type of text to understand the past and the organization of events at that particular time.

1.6 Teaching Learning Cycle

Regarding Genre-based approach instruction, it is necessary to highlight that students need to be taught on the structure of different types of text, and their corresponding language features in social and cultural context (Hyon, 1996). From this point of view, the teachers’ role is crucial because these instructions enable the students to recognize patterns that writers used to communicate with the readers. For this reason, this approach is suitable for this study,

since the main goal is to foster and improve students' reading competence via the deconstruction of texts in a meaningful way (Ochoa, 2017).

In addition to the information mentioned above, it is important to define the teaching-learning cycle, in which the teacher utilizes a genre-oriented methodology via deconstruction, joint construction, and independent construction, permitting teachers to scaffold the process till a knowledge extends (Martin, 2009). In other words, this cycle demands the teachers to help the students to be able to learn on the content of texts by providing explanations of the functions of the language in the social context and paying attention to the features of each text type. The following figure shows the cycle (Martin & Rose 2012, p. 308)



Figure 1.2 The teaching and learning cycle (Martin & Rose 2012, p. 308)

It is important to note that the present study focuses on the deconstruction phase of the cycle, in which the teachers represent the text in detail as an initial stage to learn the genre. In the time of the deconstruction stage, the teachers supposed to focus on the text organization and the language immerse on it. The main idea is the teacher tries to help the learners to comprehend the text by highlighting aspects like the social purpose of the genre,

language features, the function of the stages, in addition to other aspects related to the context of situation and context of the culture of the text (Ochoa, 2017).

Rose (2015) explained that throughout the deconstructing stage, the learner might outdo their independent reading level by reading and discussing the text. During this phase of the cycle, teachers can “guide the learners to identify and mark key information in each paragraph, building their (students) skills in recognizing and comprehending key information” (p. 7). In the deconstruction stage, the focus is not only on preparing learners for reading but also to immerse the students in detailed reading that helps them to figure the meaning of words and concepts, discuss their thoughts, read fluently and to be engaged in activities to improve their comprehension and understanding of the text.

The teaching-learning cycle allows teachers to guide the process of learners reading and writing. Not only in subject English but also in different disciplines areas such as science, geography, history...etc. The teaching-learning cycle involves key stages that help to scaffold the learners through the process of learning about the language and meaning in different texts, these stages are (Derewianka & Jones, 2016).

Stage one	Building the context	students are introduced to the social context of an authentic model of the text type being studied, identifying the register of the text
Stage two	Modelling and deconstructing the text	students are introduced to the

		Structural pattern and language features of the model.
Stage three	Joint constructing of the text	Students begin to contribute to the construction of whole examples of the text-type.
Stage four	Independent construction of the text	Students work independently with the text.
Stage five	Linking related texts	Students study other text in the same or similar contexts.

Table 2. Teaching-learning cycle stages (Derewianka & Jones, 2016)

1.7 The Communicative Competence

The outcomes of the learning process are the students' performance and proficiency (Widdowson, 1983). In the following paragraph, we will provide a clear definition to the reader about the communicative competence, taking into account the background of this concept and its meaning since 1960. Bagaric and Milhajevic (2007) defined communicative competence as "competence to communicate" (p.94). While Chomsky tried to differentiate between competence that refers to "the monolingual speaker listeners knowledge of language" and performance which is the actual use of language in a real situation" (p.94). According to Chomsky, communicative competence is related to linguistic competence.

Hymes (1972) stated that communicative competence means “the ability to use grammatical competence in a communication reflecting a sociolinguistic aspect” (p.75).

In addition, Widowson (1983) drew the difference between competence and capacity. According to him, communicative competence is related to the knowledge of linguistic and sociolinguistic conventions and the ability is not a component of competence (Gomez, 2016). Furthermore, Canale and Swain (1980) argued that communicative competence is “a synthesis of an underlying system of knowledge and skill needed for communication” (p. 95), in this sense knowledge, is about the conscious or unconscious knowledge that the individual has about the language and other aspects of the language use (Gomez, 2016, p.34).

Furthermore, there are three types of knowledge: the knowledge about the language used in a social context for communicative functions, the knowledge about grammatical principles, and the knowledge to associate utterances in addition to the communicative functions following the discourse principles. Thus, the skill as a concept is defined as the way in which an individual applies his knowledge to real communication. Canale also tried to differentiate between capacity and performance. Communicative competence requires developing language proficiency, and this can happen only by interacting in a meaningful context by using texts in lessons. Also to enhance the capacity of language comprehension in order to express in a different context Canale (1983).

Researchers emphasize the effectiveness of including real texts and conversations in a foreign language because they offer a chance to practice and learn about varied aspects related to language and culture (Gomez, 2016). In addition, researchers found that the learners are able to construct their own context when they are exposed to different communicative situations, and presume a critical view of their learning culture. Gopalakrishnan, Lui, and Hobs argued about how the context is important in order to have a meaningful language acquisition process. Thus, the learners need authentic materials to be

involved in the context of foreign learning in order to reach a sufficient level in communicative competence. Learners need to be monitored in the use of language, communication, and production via real interaction.

1.8 Genre Awareness and Its Effect on Reading Comprehension

Genre awareness has an emphasis on learners reading comprehension. Researches indicate the relationship between these two variables. Learners who have a low genre awareness, their reading comprehension indicates a similar result, and vice versa, the learners with good genre awareness had good reading comprehension. Interestingly, there are other factors that affect the learner's reading comprehension, they were related to the background knowledge that the learners had about the context of the text in addition to the field-related vocabulary (Yenni, 2014).

The learning genre received remarkable attention in the process of teaching English. Learners were able to communicate in English in different texts of different genres. So as apprehending “the intricate connections between contexts and forms, to perceive potential ideological effects of genres, and to discern both constraints and choices that genres make possible” (Davit, 2004, p.89).

Accordingly, the learners had less difficulty with the knowledge of lexicogrammar and generic features of multiple text types by which, they learn the shared characteristics of genres. To reach this goal, the classroom activities need to include text analysis, text construction, and modeling. The learners do not only study English through micro-skills such as (listening, reading, speaking, writing) but also through different genres, so as their generic characteristics.

Furthermore, in reading course units, learners learn reading sub-skills for example, to identify the main idea, particular information, and rhetorical patterns of a text. Learners

are expected to be able to comprehend multiple English texts of several genres, more precisely the academic ones such as books and articles. Thus, to enable the learners to read effectively they need to be provided with theories and practice of sub-skills of reading. For the learners to comprehend a text is not actually influenced by knowledge about the language itself but by the knowledge of the genre (Davit, 2004).

1.9 Genre Based Instruction

Even though there have been several pieces of research on genre-based instruction, only a few tackled the effect of the genre-based instruction on the learner's reading comprehension. When dealing with a new academic genre, the learners are expected to learn how to read effectively. Moreover, several researchers tried to show the effectiveness of the genre-based approach by adapting appropriate instructions and theories in addition to multiple teaching techniques. For example, Hyon created a model of instruction of the genre-based that has three stages we described previously, adding to one stage called “building knowledge of the field. Its meant to foster the knowledge of the learners about the key features of the relation between the social circumstances and the content of the genre (Hyon, 1996).

Conclusion

To conclude, through this chapter we attempted to provide a general overview of the genre-based approach. The areas of attention through this chapter include a definition of the genre, the genre foundation and background study, genre-based approach framework and theories in addition to genre pedagogy, genre classification, the learning teaching cycle, genre awareness and its effect on reading comprehension. We focused on the effect of the genre-based approach on the learners reading comprehension and their learning process.

The studies confirmed that using the genre-based approach in EFL classes has a significant role in developing their reading skills: their comprehension and analysis of the features of the text. Moreover, this chapter spotted the light on the relationship between the genre-based approach and its role to improve and develop the learners reading comprehension.

Chapter Two

Reading Comprehension

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Introduction

It became a necessity to be able to read more and comprehend better. We find ourselves required to have the ability to process information and comprehend what we are reading rapidly. Moreover, we cannot deny that our learners are facing difficulties in comprehending texts. In this chapter, we try to define the concept of reading, the nature of reading, its components, and purposes for reading. In addition to defining reading comprehension, its models and providing useful strategies to improve the learners' reading comprehension. The goal of this chapter is to review what we know about the reading process and comprehension.

2.1 The nature of Reading

2.1.1 General Definition of Reading

"Reading is the ability to draw meaning from the printed page and interpret this information appropriately" (Grabe, 2002,p.3). In other words, it is the process of looking at written symbols and extract meaning from them, the eyes receive written symbols and the brain converts those symbols into words, paragraphs, texts that communicate meaning to us. We can teach reading as a way of grasping information from a text and interpret that information in our way. However, this definition is not sufficient to know what happens when we read and how we comprehend a text. Reading comprehension is a complex process that involves multiple skills that are coordinated effectively. Since we read for different purposes, there are also several ways to read a text. Based on this point of view, reading is a valuable ability that most humans develop through experience (Grabe, 2002).

2.2 Components of Reading

According to Gough & Tonmer, reading can be divided into two components, decoding which is related to word recognition and linguistic comprehension (Gough & Tonmer,1986):

2.2.1 Decoding

It is the notion of being able to recognize words rapidly and to derive a representation for written passages that give access to the right entry in the mental lexicon. For example, recognition draws a connection between graphically based coding of letters and the mental lexicon that permit the process of retrieving semantic information based on the word level (Bader, 2007). In general terms, recoding refers to the readers' ability to apply his knowledge of letter patterns, also the letter-sound relationship to process written words correctly. Having this ability allows the readers to recognize the words that they are familiar with rapidly.

According to Spencer, word recognition is a fundamental element to master reading, also word recognition is considered to be the major difficulty that beginning readers face since they are unable to recognize words automatically and rapidly.in contrast, skilled readers use several orthographic data in order to recognize words, letters, words stem, morphemes, word patterns (Spencer, 1998). Furthermore, there are two types of mechanisms to explain the word recognition process. The first one is phonological coding, it is the process of analyzing and representation of spoken words that are established on cipher knowledge, which capture letter sounds based on the rules of language. The second one is direct access, it suggests that word recognition is performed by memorizing the words' graphical representation into its mental lexicon representation (Hillinger,1980).

Moreover, decoding takes place in both educational interaction literature and word recognition literature. Researchers use decoding for many purposes whether as a synonym for phonic or to describe the transformation of letter strings into phonetic codes (Perfetti, 1985).

2.2.2 Linguistic Comprehension

According to Gough (1990), linguistic comprehension is taking lexical information at the word level such as (semantic information), and obtain sentence and discourse interpretations. While reading comprehension depends on the information from printed written passages arriving through the eye. Furthermore, linguistic comprehension in the process of extracting meaning from written passages in contrast to comprehension that only seek at obtaining the main idea, search for specific details, or skimming. In general, reading makes two claims; reading has two components (word recognition and linguistic comprehension). The second claim, both of these components are important for reading, and not any components of them can be sufficient in itself.

2.3 Purposes for Reading

When we start reading, there are several initial decisions we make, these decisions are made in a short period almost unconsciously in most of the cases. When we pick a newspaper, as an example, usually we find ourselves reading the front page and trying to search processing, general reading comprehension, and skimming. We read to grasp the important information, intending to finish the newspaper rapidly. As we initially search through the front page, we will decide whether we have enough information and stop reading or seek further details and read the whole article (Grabe, 2002).

In other settings, for example, academic or professional ones, we act differently. We start to synthesize information from several reading sources and read long complex texts.

This kind of reading is different and requires a critical set of goals for an effective synthesis, in this case, the reader needs to remember points of comparison or opposition and construct the important information to make an organized framework (Grabe, 2002).

Finally, it is common that people read for general comprehension, for their pleasure to seek a sort of information. For example, to read a novel, short story, or an article in all cases the overall goal is not to extract all the specific details, but to understand the main idea and connect the main ideas to the background knowledge.

According to Grabe (2002), reading purposes can be classified under seven headings. In the next sections, we will provide an explanation of each purpose for reading.

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information
5. Reading to write (or search for information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

Table 2 Purposes for reading (Grabe, 2002, p.6)

2.3.1 Reading to Search for Simple Information and Reading to Skim

Reading to search for simple information is a reading ability that is common among researchers. It is considered as an independent cognitive process, where the reader scans the text for particular words, information, or representative phrases. Similarly, reading to skim

involves a set of strategies to guess the location of the important information in the text, and then using basic reading comprehension skills to formulate a general idea based on those segments in the text (Grabe, 2011).

2.3.2 Reading to Learn from the Text

Reading to learn occurs in academic and professional settings. It is slower than reading general comprehension because learners need to grasp a considerable amount of information. The learners are required to remember the main ideas as well as some supporting details. In addition to organizing the information, and link the text and the knowledge base (Grabe, 2011).

2.3.3 Reading to Integrate Information, Write, Critique Texts

Reading to integrate information require selection and evaluation of the information that the learners read, and then decide what information to integrate and how. Moreover, reading to write and critique texts are not far from reading to integrate information, both require abilities to critique and compose information from a given text (Grabe, 2011).

2.3.4 General Reading Comprehension

General reading comprehension is considered as the main purpose of reading. It is more complex than the other reading purposes, note that “general” does not necessarily mean easy or simple. Reading for general purposes demands rapid and automatic processing of words and a fluent reader that has good skills in constructing the general meaning and representation of the main ideas. Besides, being capable to coordinate several processes efficiently in limited time. Usually, fluent readers take this ability for granted as it occurs automatically; we use these abilities without giving attention in case we are fluent readers. However, the complexity of general reading comprehension reveals when learners face difficulties in becoming fluent readers of long texts in a limited time (Grabe, 2002).

Furthermore, there are two terms generally used to describe reading activities: skills and strategies. According to Grabe (2011, p.8) skills “represent linguistic processing abilities that are relatively automatic in their use and their combinations, for example, word recognition, syntactic processing”. Skills as a concept represent general learning outcomes of tasks that are meant to be goal-oriented, these skills have been acquired gradually until it becomes automatic (Anderson, 1995).

On the other hand, strategies are defined as a “set of abilities under the conscious control of the reader” (Grabe, 2011, p.8). This definition is not likely to be true, because abilities that are defined as strategies are considered to be automatic in use by fluent readers. For this, we cannot make a distinction between skills and strategies. According to Paris (1991) described reading strategies as “skills under consideration to denote that the same actions could be either a skill or a strategy, depending on the reader’s awareness, control, intention, and the specific reading situation”(p.17) for example, there some skills that were taught as a strategy but it becomes thoroughly automatic.

2.4 Reading Comprehension Background

The first definition of reading comprehension was based on thinking of text. But recent studies provided more accurate definitions and described it as an interactive process. Here are some views of different scholars about this topic, La Berge (1974) indicate that reading comprehension is a mental process that goes through word recognition to decode a text. Gough (1986), stated that reading comprehension is not only a matter of decoding or identifying words, it also involves cognitive and linguistic processes.

While Kintsch (1998) provided a model for reading comprehension called the construction integration, this model suggests that there are three levels of representation of the text. The first level where we decode words than the second level, where we extract

meaning from those words, and the last level where the reader form a mental image and relate prior knowledge with the information from the text. Leger and Flihan (2000), stated that reading comprehension is a process of forming logical meaning from what we read.

2.4.1 Defining Fluent Reading Comprehension

Reading comprehension is commonly defined as the ability to understand and interpret meaning from a text. Nonetheless, comprehension abilities are quite complex than the given definition. To provide an accurate definition of reading comprehension it is necessary to define it as a set of processes, no process defines reading comprehension by itself. Rather all together provide a clear picture of the required processes for fluent reading comprehension; the following table provides an account of the required processes (Grabe, 2009):

Fluent reading is:
1. a rapid process
2. an efficient process
3. an interactive process
4. a strategic process
5. a flexible process
6. an evaluating process
7. a purposeful process
8. a comprehending process
9. a learning process
10. a linguistic process

Table 3 Processes involved in fluent reading comprehension (Grabe, 2002, p.8)

Fluent reading comprehension occurs rapidly for the sake of the processing component to operate effectively. Thus, a good reader will read between 200 and 300 words per minute. In this sense, these processes must be achieved efficiently, work in a coordinated way, and in combination to achieve a better comprehension of the text (Grabe, 2002).

Reading is an interactive process for several reasons. First, the different processes that are performed rapidly all together at one time, while the reader recognizes words and keeps them active in his working memory. He is also analyzing sentence structure to synthesize logical meanings to build a model of the main ideas of the text in his head. Moreover, monitoring comprehension to combine these skills effectively makes general comprehension a hard task and an ability that requires time to master (Grabe, 2002).

Furthermore, among the various skills that are needed for comprehension, the reader is also required to be strategic. The reader is expected to have the ability to recognize processing difficulties, and the differences between the information in the text and the background knowledge to make decisions for monitoring comprehension and change reading goals (as cited in Grabe, 2011). To be strategic, also means to be a flexible reader along with shifting purposes and monitoring comprehension. Similarly, the reading process is a matter of evaluating the information being read, whether it is coherent, and matches the reading purposes or not. This evaluation helps the reader to be more motivated toward the text and topic, and to decide if the information in the text is useful.

Moreover, reading is always purposeful. Readers read different reading materials for different purposes; we are motivated to read when we are triggered by a purpose or a task. Besides, reading is also a comprehension process; the main reason for reading is to understand a text. The outcome of both processes “purposeful and comprehending” for reading is considered as a learning process, in academic settings reading is an effective

strategy to learn new information. Lastly, reading is also a linguistic process. We cannot interpret or discuss a text if we are not engaged with it linguistically, in other words, we cannot comprehend a text if we don't understand the words (Grabe, 2006).

2.5 Reading from a Communicative Perspective

Reading is considered as an important element and an effective strategy to learn and acquire knowledge. In other words, reading enables us to learn about different issues and extend the learners' understanding of the world. Therefore, several scholars have dealt with reading from a communicative perspective. To provide a clear example, Richards (2006) indicates that communicative competence is related to the knowledge of how to create and comprehend various types of text.

Moreover, since it is common to use printed information for the learners than it would be useful to take advantage of this situation, and try to develop the learners' reading skills by using authentic materials during English teaching. The main reason behind this is to expose the learners to different text genres, taking into account the overall structure, and not only focusing on grammar or vocabulary. Because paying attention only to these items will make the reading process inadequate and artificial (Grabe, 2009). Thus, teachers should focus on helping the learners to foster their reading skills to acquire knowledge, and develop comprehension of the world.

Additionally, Stoller (2000), provided key issues for the teacher to help their learners to be skilled readers. First, only through reading, you can develop reading abilities. Second, teachers should find suitable materials to enhance their learners' reading skills. Third, it is highly recommended to use strategies such as prediction, guessing, reread with purposes, asking questions, connecting content...etc. Fourth, motivate the learners to become active and participate in reading discussion. Fifth, the use of appropriate materials to reinforce the

process of reading. Sixth, to know that learners acquire more vocabulary through reading. Seventh, teachers should give their learners the chance to choose reading materials that they are interested in. lastly, to connect the learners' prior knowledge with the new one, and set goals for the learners to achieve them.

2.6 Reading Strategies

Attention is a mental ability associated with learning. Duffy (2009), provided an approach that meant to help learners to improve their reading proficiency and suggested to start working on those weak mental abilities by learning to different areas. Also, collect information that is relevant to the text. Reading comprehension reinforces prominent scholars because the learners 'reading skills are related to the capacity for learning, to extract meaning, and to acquire knowledge from the text and context.

The process of collecting information from the text requires awareness of the strategies and manipulation of the text to promote the readers' competence. Moreover, the learners' engagement with reading is highly important during reading activities, because cognitive and affective factors influence the learning process (as cited in Gomez, 2016). Thus, the teachers must be aware of this process and its importance to implement new methods to improve learning.

Researchers indicate that the reading approaches that focus on the learners' reading comprehension competencies show positive results and a successful reading process (Richard, 2006). Willis (2008), stated that there are some effective strategies of comprehension, for example, the use of prior knowledge of the learners help to comprehend a text effectively, and improving several reading skills like decoding and inference. Furthermore, the learners who improved their reading skills have an advanced level in reading comprehension in comparison to expert readers. For an effective reading process,

the learners must develop their reading skills, the capacity of their vocabulary, fluency, prior knowledge of the text, in addition to reading activities to enhance learners' motivation toward reading. Thus, learning is a vital process that requires the teachers to know and understand the learners' mental abilities and act accordingly to provide the help they need. Based on this point, the role of the teacher is highly important in the language process, and they are considered as facilitators in the learning process.

Moreover, to form an active reader it means to give him a chance to practice more, to improve their vocabulary, eloquence, and their understanding of the reading skills. Therefore, the reading view of the teachers and the assignments they give, prompt the learners' perception of reading (Gomez, 2016). As Duffy (2009) indicates that, the learners need to train to be connected with the text to improve their comprehension abilities such as analysis, inferences, and conclusion. In this sense, teachers are required to help their learners to develop their knowledge effectively in addition to teaching those new methods and strategies for reading. More interestingly, teachers are also required to lead the learners in their learning process and allow them to develop and enhance their reading proficiency by encouraging reading strategies (Gomez, 2016).

Besides, to engage the learners in the reading process is it important to mention that motivation, motivating strategies, and interesting texts are highly needed and considered to be one of the factors that affect the process. Moreover, when learners go through the pre-reading process they will have an opportunity to establish purposes for reading and to be connected with the text. The comprehension motivators: big pic exploration, built interest and attention, active prior knowledge, keywords, prediction, establish reading goals (Willis, 2008). In this sense, the quality of instructions plays an important role in the success of the learning process, as it helps to provide the necessary sources to learn acquisition that is related to culture. A language cannot be learned without a culture being involved.

2.7 Reading Comprehension Skills and Models

Reading comprehension is an important skill that the learners need throughout their education, it is the foundation of academic learning. However, learners who fail to master reading skills usually have a low motivation for learning, and low academic achievements (Sloat, 2007). While on the other hand, those who master reading have better possibilities to success academically (Foorman, 2003). More importantly, learners need to what they read while being engaged in reading activities.

Reading comprehension is a significant component of reading. Learners are required to build a solid understanding of the text, throughout decoding statements and vocabulary. Comprehension is an intricate process that requires interaction between several components. Starting with the learners' prior knowledge of the context, the level of vocabulary, the purpose for reading, and the language that the authors use for extracting meaning from the text (Fountas, 2001). It is considered a complex process because it requires the learners to use several processes at one time such as cognitive activities and skills that involve understanding the language, decoding words, the use of prior knowledge, making inferences, and the use of the working memory. It should be noted that even short passages of the reading tasks require having strategic control over the use of these skills (cited by Almutairi, 2018, p.18).

7.1 The Importance of Reading Comprehension

Reading comprehension is an essential skill for the learners, to succeed in their academic and personal life. Its importance increases significantly throughout their academic lives. Since it is the basis for comprehending the academic content. More precisely, the learners seek for reading comprehension skills in order to reach their educational expectations. For example, learners need to understand the text they read from several sources to be able to tackle different topics that belong to different academic areas.

Besides understanding what they read, it also enables the learners to locate relevant information and to exclude the non-relevant ones from the text, in addition to extracting the important information. Academic success requires the learners to gather information from the text, also understanding, analyzing, and applying that information. Reading comprehension is needed to understand and perform the academic assignments of the learners; otherwise, they will not be able to accomplish the work (Almutairi, 2018).

Reading comprehension is also an important skill for success in personal life. For instance, we need to understand the basic texts such as housing contracts, utility bills...etc. also, we need reading comprehension skills to engage in various daily activities or to maintain a job (cited by Almutairi, 2018, p.19). Its need increase significantly, especially when we think of the unwanted consequences of the lack of comprehension. And the dangerous situation that we can face, for example, not being able to understand the dosage direction on a bottle of medicine or a warning on a bottle that contains chemicals that threatens our lives.

Learners who cannot manage to read successfully will face problems to find a job; even if they find a job, they will not be as successful as proficient readers will. Another point to mention, the inability to read may cause social exclusive; in contrast with those who can easily comprehend what they read, live their lives in an easy safe way, and are active socially and intellectually (Hoeh, 2015).

7.2 Reading Comprehension Models

We have three models of reading comprehension that have a significant role in facilitating the process of comprehension. As well as helping the readers to understand, the written passages that they are dealing with in order to overcome the difficulties that they face during the process of reading. The models are the bottom-up model, the top-down

model, and the interactive model. Each one of these focuses on different methods that readers use to gain meaning from a text. For instance, the bottom-up model focus on decoding the words in the text to extract meaning. While the top-down model concentrates on the prior knowledge of the reader and previous experiences of similar topics to gain meaning.

However, the interactive model views the process of reading from two perspectives. First, it requires interaction between the background knowledge of the reader about the given topic and the written text. Second, it requires interaction between several reading strategies that the reader utilizes (cited by Almutairi, 2018,p.21).

2.7.2.1 The Bottom-Up Model

In the bottom-up model, in this model, the reader is expected to decode every letter, word, sentence during the reading process to gain meaning from the given passage. In other words, this model considers the reading process as a letter and vocabulary-based (Almutairi, 2018). Thus, the reader must understand and recognize every vocabulary, every letter, and word while reading to extract meaning. This model focus on understanding each word for comprehension.

Furthermore, it is important to understand and interpret the words rapidly in the bottom-up approach. This model of reading comprehension indicates that readers who follow this approach will become expert readers, and their ability to decode will be developed rapidly (Pressley, 2000). However, the bottom-up model look at those who fail to decode words in the text quickly as struggling readers, and their failure to decode words prevent them from comprehending the text. Moreover, proficiency in decoding plays a significant role in allowing the readers to understand letter chunks, suffixes, prefixes, vocabulary in a rapid manner.

As a result, readers will have a larger memory capacity for reading comprehension. In contrast, struggling readers find themselves spending more time and effort to understand the meaning of each word in the text, which will cause a loss in the capacity for processing in their brains that was needed to comprehend the text.

Even though it is important to have the ability to decode rapidly and the role that plays in improving reading comprehension. Yet several scholars for several reasons have criticized the bottom-up model. According to Grabe (2002) “bottom-up model suggests that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader’s background knowledge” (p.32). Second, in this model readers are required to apply the word-by-word decoding process, which will consume time and make it a slow process.

While the reader tries to decode each word in the text, he adds weight on his short-term memory, as a result, the reader will forget what he has read by the time he finishes reading. Consequently, the reader is more likely to find himself understanding some different words instead of building a solid understanding of the text. Furthermore, Readers cannot be engaged in the reading process nor activating their critical thinking skills if they are not able to comprehend a text. Which may affect their level of motivation to keep reading on a regular basis. Moreover, scholars criticized the bottom-up model because it does not take into account the readers’ background knowledge and its role in the reading comprehension process. In general, the construction of the bottom-up model and its limitation of the reader’s ability contributed to the production of another model, which is the top-down model.

2.7.2.2 Top-Down Model

The top-down model differs from the bottom-up model in a way that focuses on the readers’ background knowledge, experiences, and expectations regarding the given topic to

gain meaning. Furthermore, Eskey (2005) stated that “the top-down model considers reading comprehension as a process that begins from the brain to text” (p. 564). Readers in this model are expected to build a sort of expectation about the text, and these expectations should be based on the readers’ prior knowledge about a specific topic. After this step, readers move to another one that involves decoding vocabulary that they found in the text, and either prove or modify the expectations that they established before. Hence, the top-down model of reading comprehension considers the text as a meaningless piece of writing and the reader who gives it meaning by integrating the text into their background knowledge.

Godman (1967), who consider the reading comprehension process as a “psychological game”, developed the top-down model. Where the reader is expected to predict meaning by using their prior knowledge. Accordingly, Smith (2004) indicated that the reader has an important role in gaining meaning from written passages, by utilizing their experiences and their prior knowledge about the topic to confirm or modify the expectations that they established.

According to Cohen (1990), he stated that in order to gain meaning from the whole text, readers should use a reading process called “text sampling”. Furthermore, this concept affirms that readers do not have to understand each letter, word, a sentence in the text, instead the reader should focus on obtaining meaning from particular vocabulary words or sentences while reading the text. Hence, This model suggests that readers should use different comprehension skills for example prediction, analyzing, inference, and summarizing.

Although the top-down model of reading comprehension appeared as a result of the limitation with the bottom-up model, it also has been criticized for several reasons. First, because it depends more on the readers’ background knowledge, expectations, information, besides neglecting the significance of the text. The top-down model is also criticized for

neglecting the probable problems that the readers might face while reading and making expectations and predictions about the text especially when they are not familiar with the text (Almutairi, 2018). Thus, both of the bottom-up model and the top-down model's failure lead to the emergence of the interactive reading model.

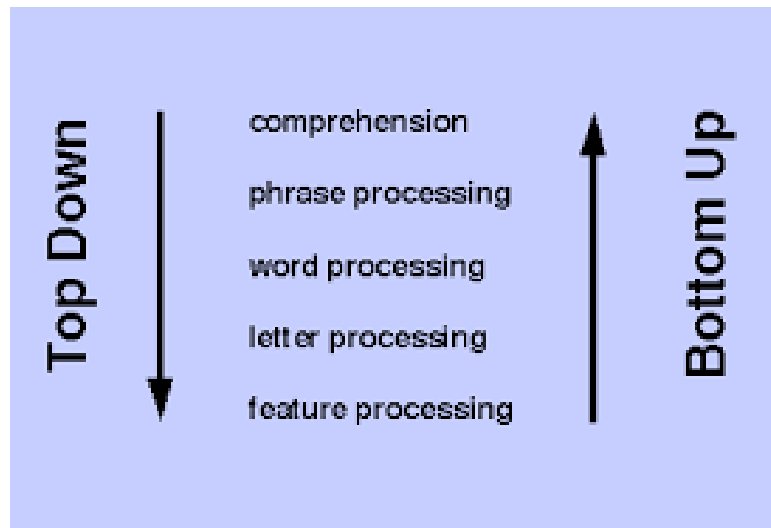


Figure 3.1 Bottom-up and Top-down processing in reading (Bader, 2007, p.46)

2.7.2.3 The Interactive Model

The interactive model emerged as a result of the limitation and weakness of the bottom-up and top-down model of reading comprehension, as it tends to combine the features of both models. The interactive model is widely decisive for explaining reading comprehension and emphasizes the interaction that happens between the reader and the text (as cited in Almutairi, 2018). Furthermore, the interactive model does not focus on the bottom-up nor the top-down model because both of them are unable to explain the whole process of reading when they are applied in isolation. Thus, it appeared to draw a link and create an interaction between the two previously mentioned models (Ahmadi, 2012).

Similarly, Rumelhardt (1977) stated, “both sensory and non-sensory come together at one place and the reading process is the product of the simultaneous joint application of

all the knowledge sources” (p. 735). Likewise, Aldirson (2000) indicated that “the whole reading process is not an ‘either/or’ selection between the bottom-up and top-down models, but involves the interaction between both approaches” (p. 38).

The interactive reading comprehension model beholds reading comprehension as a result of the interaction that happens between the reader and the text. In order to obtain meaning instead of considering it as the transmission of words and information to the brain of the reader (Eskey, 2005). Accordingly, the interactive model emphasizes the expert readers’ ability to combine information and gain meaning from written passages, by utilizing the bottom-up and top-down models during the reading activities.

Stanovich (1980) suggested that the bottom-up and top-down models completely reach others in the process of reading comprehension. For example, readers use the bottom-up model as an offset when they are unable to have the required background knowledge and the appropriate cognitive skills to comprehend a text. However, when readers do not have the required skills for this model to comprehend a text they will use the top-down skills as an offset. Unskilled readers tend to use the top-down process more than skilled ones because it compensates for their inability to use the bottom-up process.

2.7.2.4 Transactional Model

Louise Rosenblatt developed the transactional model, and the major advantages of this model is summarized in the following quotation:

Instead of ...the dualistic, mechanistic, linear, interactional view, in which the text,... and the personality of the reader... can be separately analyzed, with the impact of one on the other studied in a vacuum, we need to see the reading act as an event involving a particular individual and a particular text, happening at a particular time, under particular circumstances, in a particular social and cultural setting, and as part of the ongoing life of the individual and the group. We can still distinguish the elements... not as separate entities, but as aspects of phases of dynamic process, in which all elements take on their character as part of the originally-interrelated situation (Rosenblatt, 1985, p.100).

Rosenblatt (1980), view the theories that assert the reading process as decoding where it gives privilege to the reader over the text, in addition to refusing them emphasis on the relationship between the reader and a text, also considering this relation essential for the outcomes of reading. According to Rosenblatt, reading is regarded as an event, thus he developed an approach that goes in line with the process of knowledge transfer. To conclude, the transactional model draws a link between its theories to other broader theories of behavior and scientific method that assert the inter-connectedness of human activity (Bader, 2007). the transactional theory emphasizes both the reader and the text in the formation of meaning. Where meaning is obtained by the continuous transaction between the reader and the text.

2.8 Reading Comprehension Strategies

In the learning classes of English major attention is usually given to teachers and dictionaries to read actively. This manner has to be interrupted; actually, readers are more likely to learn via dialogs with what they are reading with limited intervention from the teacher, where he should only provide guidance for his learners. Furthermore, studies on skilled readers resulted in identifying a number of strategies regarding reading comprehension. The following strategies are highly useful and range from simple to complex examined by researchers to help the learners in developing their reading comprehension (Dol et al, 1991).

2.8.1 Activating and Using Background Knowledge

This strategy is based on the ability of the learners to activate their prior knowledge and utilize it in comprehending what they are reading. Background reading is the notion of an individual's experiences with the world and their interpretation of how the written text works. In addition, to word's identification, the meaning of words, how the text is organized.

According to Anderson, the learner's ability to comprehend what they are reading depends on their existing knowledge, which is considered as a critical process (Anderson, 1984).

Cognitive scientists have contributed to the understanding of how comprehension works by developing the schema theory (Anderson, 1997). This theory is established on the ability of the learners to activate their knowledge. According to schema theory, people enlarge their network of knowledge when they learn about the world they live in, with each schema connected to another. Moreover, as people acquire new knowledge about something through experience, his schema grows and changes. For example, a child schema about a dog might not contain any information; it would be limited to some characteristics something brown, furry...etc. As the child grows, his schema about dogs will expand and connect to other schemas and he would know through experience types of dogs, food, dangerous dogs...etc.

When researchers applied schema theory on reading comprehension, they found that skilled readers constantly connect their prior knowledge to the newly acquired knowledge from the text. Matter of fact, they activate their schema as soon as they start to read and connect it to other schemas. This process affects the way the reader comprehends and reacts to a text. Therefore, the knowledge of the organization of a text helps in improving the understanding of the learners of that text. Schema organization is highly important for a good comprehension (Anderson, 1997).

2.8.2 Generating and Asking Questions

Readers who use this strategy are expected to ask themselves questions during their reading of a text. It is highly important for the readers to ask themselves relevant questions while reading, it helps to integrate information, extract the main idea, and summarize

information from the text. As stated by Willoughby (1995) good readers who ask the right questions focus more on the essential information in a text.

2.8.3 Making Inferences

In this strategy, readers are required to evaluate the information and draw a conclusion in a text. Authors usually do not give a full description of the topic, character, or setting. However, they provide clues to help the learners to read between the lines and extract meaning. They make inferences and relate information that they obtained from the text with their prior knowledge. Anderson and Peason (1984) assert that making inferences is a crucial process in order to succeed in reading and readers who know how to make inferences develop their ability to obtain meaning.

2.8.4 Predicting

In this strategy, learners are expected to extract meaning by making an informed prediction. Skilled readers use prediction to combine their knowledge with newly acquired information from a text as a way to gain meaning (as cited in Bader, 2007). Furthermore, before reading readers may use the title to predict what will the text talk about or it may trigger their memories about previous similar content. In addition, skilled readers may predict what the author may talk about if they have read other texts for him.

During a reading, skilled readers may also make predictions about what will happen next, what kind of evidence the author may use to support his arguments. Good readers often evaluate their predictions constantly while reading.

2.8.5 Summarizing

According to Dimand et all (2000), this strategy is about the reader's ability to synthesize information in the text and pull them together and rewrite what they have read in their own words. This strategy is highly important because it allows the learners to recall

text rapidly, and make them more aware of the organization of the text and how ideas are connected.

2.8.6 Visualizing

This strategy involves the readers' ability to create a mental image of the text as a way to comprehend a process or event they find during reading. Pressly (1976) suggested that visualizing while reading helps the readers to recall what they have read. Moreover, when applied to narrative texts, visualizing the characters, settings, the plot of the story, all these elements create a clear picture to help the readers to understand the actions, and what is happening.

2.8.7 Comprehension Monitoring

This strategy involves the ability to know when the reader understands the text they encounter, in order to use the right strategy to develop their comprehension. According to Dole (1991), comprehension monitoring is the process that enables the learner to create a form of metacognitive use. Skilled readers are aware of this and monitor their own thoughts as they read, in contrast to unskilled readers.

The strategies that are used by skilled readers to develop their comprehension are called repair or fix-up strategies. For example, the repair strategy like reading ahead, clarifying words by using the dictionary, rereading, or asking a knowledgeable person.

To conclude, skilled readers use many strategies to obtain meaning as they read. However, not all strategies suit all readers. Skilled readers tend to be flexible in their use of their strategies and have control over the strategy they are using as they switch from one strategy to another according to their needs. Unfortunately, not all readers are good or at the same level, some readers need explicit instruction to choose the right strategy for understanding the text.

Conclusion

Reading comprehension is considered one of the most important classroom processes. Reading is the first step to acquire knowledge and it is highly important for the learners to understand what they are reading. This chapter presents evidence on the importance of reading comprehension, purposes for reading, and how we can improve it through the use of specific strategies that were described in this chapter. Also, we attempt to aid readers in identifying both strengths and weaknesses in reading comprehension and how to choose the right strategy that suits them.

Chapter Three

**Fieldwork and Data
Analysis**

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Introduction

The present chapter is devoted to the field work of this research. It holds detailed analysis of the collected data followed by a thorough discussion the results in an attempt to validate the research hypothesis. This study is an attempt to investigate some of the factors that affect the students reading comprehension, how the use of genre-based approach would help to enhance the students' comprehension level. To enrich this study with valuable data, an online questionnaire was designed and distributed to master one students at Biskra University.

3.1 Students Questionnaire

The target aim behind this questionnaire is to collect data and obtain different views and attitudes of mast one students toward the use of genre-based approach to enhance their reading comprehension.

3.1.1 Description of the Questionnaire

The questionnaire is composed of four sections, which include twenty (20) different types of questions. It consists of open-ended questions, contains yes/no questions in addition to multiple-choice questions, and close-ended questions. The objectives of this questionnaire are to give the chance to master one English students to express their points of view about the use of a genre-based approach to enhance their reading comprehension. Through this questionnaire, we tried to use the students' answers to obtain information about their attitudes toward reading, difficulties they face, and suitable strategies that would help them to improve their comprehension of texts

Section one: includes three items, the students' gender, most important skills to them, and students' attitude toward reading

Section two: reading skills (Q3_Q8), this section contain five questions it is about describing the role of the reading skill, the students' feelings when they read, difficulties they face when they read, strategies that the students use during the reading process.

Section three: reading comprehension (Q9_Q14), this section contains five questions that attempt to question the respondents about their reading comprehension level, students' abilities to extract meaning from a text, vocabulary difficulties, and the main factors that affect their reading comprehension.

Section four: genre-based approach and reading comprehension (Q15_Q20), this section contains six questions. This section attempt to questions the students about whether they are exposed to different text genres, their attitude toward similar reading materials. Besides, expressing their opinions about whether the diversity of the reading topics would help in enhancing their vocabulary, reading comprehension, and language level.

3.1.2 Aim and Administration of the students' questionnaire

This questionnaire aims to investigate the main factors that make the reading comprehension a difficult process, and whether the use of genre-based approach instructions would help at enhancing their reading skills and comprehension. Therefore, the target population of this study is master one students of English at Biskra University. This questionnaire was posted online through social media, more specifically through Facebook. There were 32 volunteer students to fill this online questionnaire. Moreover, the choice of master one students was based on the consideration that they have already been introduced to a genre-based approach, besides, they are about to graduate and they are required to read for many sources to extract the information they need.

3.1.3 Analysis of students' questionnaire

Part One: Personal Information

Item 1. Would you specify your gender please?

Option	Respondents	Percentage
a. Female	25	78%
b. Male	7	22%
Total	32	100%

Table 3.1: Students' Gender

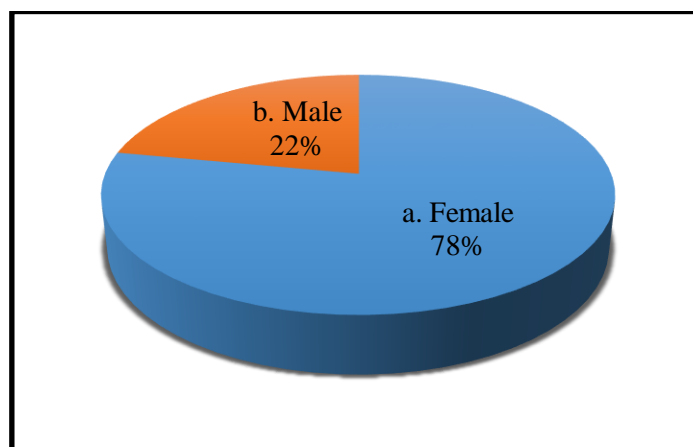


Figure 3.1: Students' Gender

The participants' total number is 32 students, as we can see the result from the table and diagram above show that, the majority of the participants are females with (78%) while males represent (22%) of the sample.

Item 2. How important each of the following language learning skills to you?

Option	Very important		Somehow important		Not important at all	
	Count	Percentage	Count	Percentage	Count	Percentage
a. Reading	19	59%	12	38%	1	3%
b. Listening	18	56%	13	41%	1	3%
c. Speaking	28	88%	4	12%	0	0%
d. Writing	26	81%	6	19%	0	0%

Table 3.2: Students' Most Important Language Skills

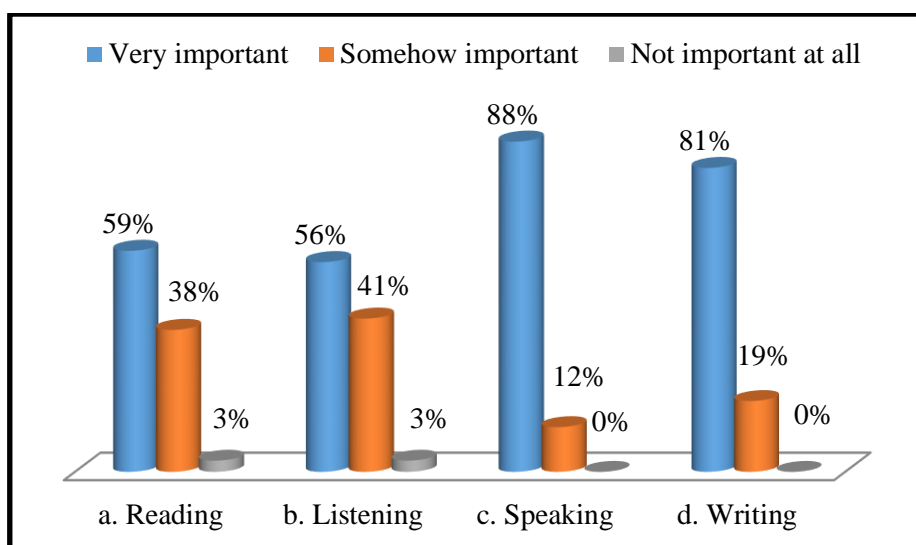


Figure 3.2: Students' Most Important Language Skills

The results above show that (88%) of the participants choose speaking as the most important skill to learn followed by (81%) for writing and (59%), (56%) for reading and listening. It is clear that most of the students focus on the speaking and writing skills which could be an indicator that they give less importance to reading comparing to the other skills, students focus on the speaking and writing skills because they use them to communicate while they give less attention to reading.

Section Two: Reading Skill

Item 3. How do you consider the role of the reading skill in the process of English language learning?

Option	Respondents	Percentage
a. Very important	19	59%
b. Somehow important	13	41%
c. Not important at all	0	0%
Total	32	100%

Table 3.3: Students' Consideration of the Role of Reading Skill in the Process of English Language Learning

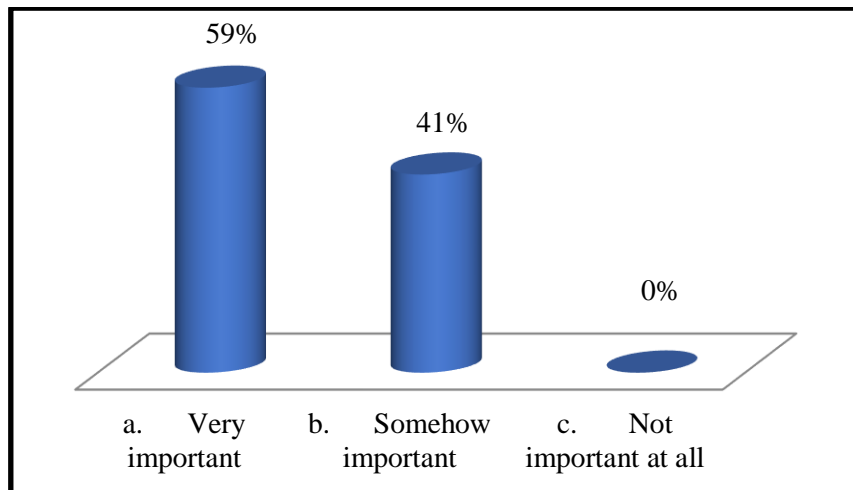


Figure 3.3: Students' Consideration of the Role of Reading Skill in the Process of English Language Learning

The aim of this question is to discover the students' interest in reading. It can be seen from the results above that the majority of the participants consider reading as a highly important skill in the process of English language learning. Nineteen (19) participant, which represent (59%) of the population choose reading as a very important skill, and explained their choice as it is summarized in the following justifications:

Students' justifications

a) For "Very important"

- Reading a basic skill that develop the learner in EFL learning
- Because it enhances learners vocabulary; writing style moreover it enriches their knowledge
- It's the basic step to acquire a language
- We learn through reading
- Reading is the center of everything
- With reading we learn
- Reading is the most important pillar in learning English language skills.

Through reading the learner is introduced to the grammar structure, vocabulary

Most of the students' answers were similar and indicate that reading is the essence to learn any language. They also, consider reading as a way to acquire more knowledge and enhance other skills such as writing.

While thirteen (13) students with a percentage of (41%) have indicated that reading is somehow important because they focus more on the speaking and writing skills and reading should not be given much importance comparing to other skills. Students who consider reading somehow important indicated that they focus more on the writing and speaking skills, they explained their points of view as follows:

b) For “Somehow important”

- We can't ignore it's help that serve us to learn English neither we shouldn't focus on it that much
- Not as much as speaking or writing
- It remains important as it is a part of the four language skills. However i do not think it is as important as speaking and writing
- Personally I'd rather listen to natives in order to learn the language (pronunciation, tone, etc) than to see it.
- Well reading is not that much important for me because I'm an audiovisual learner, I mean I can enhance my vocabulary and my writing skill through the use of videos, however, I cannot deny that reading is a wealthy and authentic tool to improve language in general

Item 4. Do you like reading English materials?

Option	Respondents	Percentage
a. Yes	28	88%

b. No	4	12%
Total	32	100%

Table 3.4: Students' Attitude towards Reading English Materials

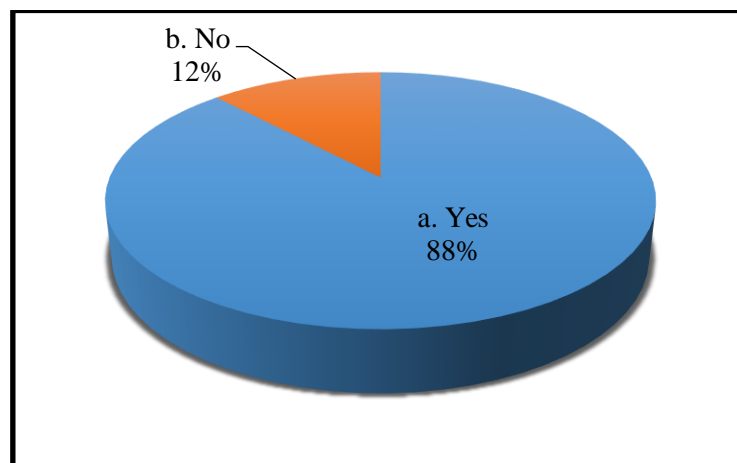


Figure 3.4: Students' Attitude towards Reading English Materials

The above table and diagram show that most of the respondents answered with yes. It reveals that (88%) of the students like reading materials, while (12%) of them do not and answered with no. these results show the positive attitudes of the students toward reading and their interest in it. Thus, students know they need to read in English, which means there is a good context for the research.

If yes, is that because (You may choose more than one answer)

Option	Respondents	Percentage
a. It enables you to learn many topics	2	6%
b. It enables you in learning English grammar	1	3%
c. It serves as the basis for the ability to communicate	0	0%
d. It helps you develop your productive skills	3	9%
e. It helps you develop your cognitive skills	0	0%
f. More than one	8	25%
g. All of them	15	48%
h. No answer	3	9%

Total	32	100%
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Table 3.4.1: Reasons that Make Students' Like Reading English Materials

As the table above shows, (25%) of the participants choose more than one answer. (48%) choose all the above-mentioned reasons. Followed by (9%) for considering reading as a productive skill, then comes (6%) of the students who consider reading as a tool to learn about new topics, (3%) for enabling them to learn grammar, and (0%) for developing cognitive and productive skills. The results from the table above show that the majority of students like reading. They also, identified the benefits of reading in English as they consider it an effective tool to acquire knowledge.

Item 5. When you read a text, you (You may choose more than one answer)

Option	Respondents	Percentage
a. Ask yourself questions about what you are reading and what you will read	2	6%
b. Identify keywords related to the topic you are reading	5	16%
c. Construct the information that you consider they are important	3	9%
d. More Than one answer	8	25%
e. All of them	2	6%
f. None of them	12	38%
Total	32	100%

Table 3.5: Students' Strategy(ies) when Reading a Text

The table above demonstrates that (38%) of the students do not use any strategy when reading a text. Then comes (16%) to identify keywords related to the text, followed by (6%) for asking questions about the text and another (6%) for using all these strategies. In addition to (25%) of the participants who choose more than one answer. In the seventh question, it is

evident the lack of reading strategies, because the majority of the students stated that they do not use any of them which may cause reading comprehension difficulties.

Item 6. When you read, do you feel?

Option	Respondents	Percentage
a. Confident	11	34%
b. Motivated	14	44%
c. Hesitated	4	13%
d. Anxious	3	9%
Total	32	100%

Table 3.6: Students' Feeling(s) when they Read English Materials

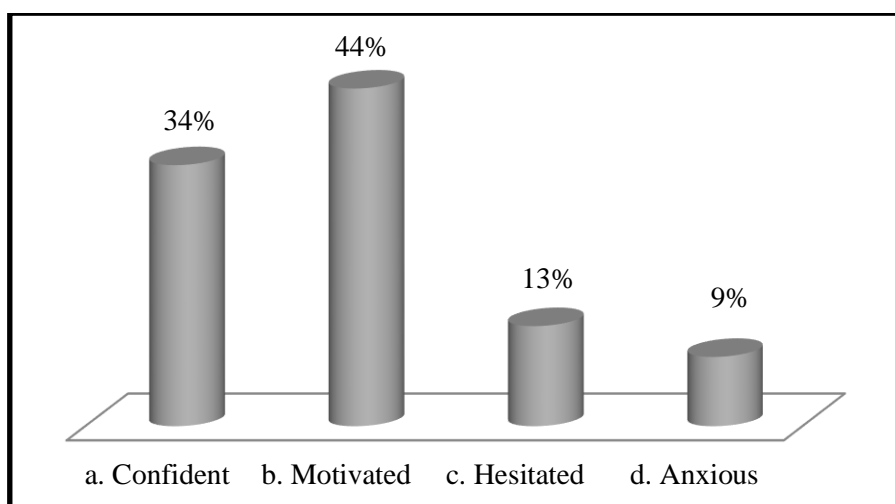


Figure 3.6: Students' Feeling(s) when they Read English Materials

The majority of the students (44%) answered that they feel motivated when they read. Then comes (34%) of them feel confident, (13%) feel hesitant, and last (9%) feel anxious when they encounter a text. This is an indicator of the positive impact of reading on the students.

Item 7. Do you find any difficulties when reading English Materials?

Option	Respondents	Percentage
a. Yes	25	78%

b. No	7	22%
Total	32	100%

Table 3.7: The Existence of Students' Difficulties when they Read English Materials

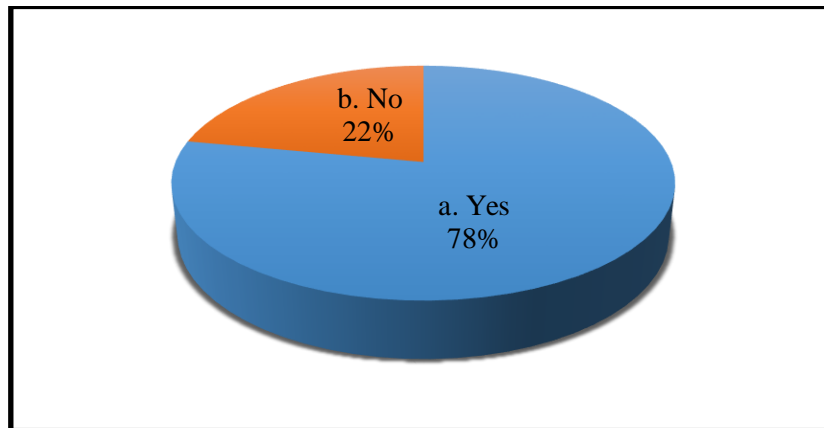


Figure 3.7: The Existence of Students' Difficulties when they Read English Materials

As the table and the figure show, the majority of the students admitted that they face difficulties during the reading process with a (78%) of the participants. While (22%) of the participants answered with no, for having no difficulties in reading.

If yes, what kind of difficulties do you have? (You may choose more than one answer)

Option	Respondents	Percentage
a. The inability to recognize the types of text	2	6%
b. The inability to decode syllables	1	3%
c. The inability to understand complex sentences	3	9%
d. The inability to understand new vocabulary	3	9%
e. Lack of focus	7	23%
f. More Than one difficulty	11	34%
g. All of them	5	16%
Total	32	100%

Table 3.7.1: Kinds of Difficulties Students Face When Reading English Materials

The purpose behind this question is to make the students indicate the main difficulties that they encounter during reading. (34%) of the participants choose more than one answer,

the majority of the students (23%), choose lack of focus as the main difficulty. Followed by similar results for the inability to understand complex sentences and unfamiliar vocabulary with (9%) for both, then comes the inability to recognize types of text with (6%), and (3%) for the inability to decode syllables. While (16%) of the participants indicated that they face all the mentioned difficulties.

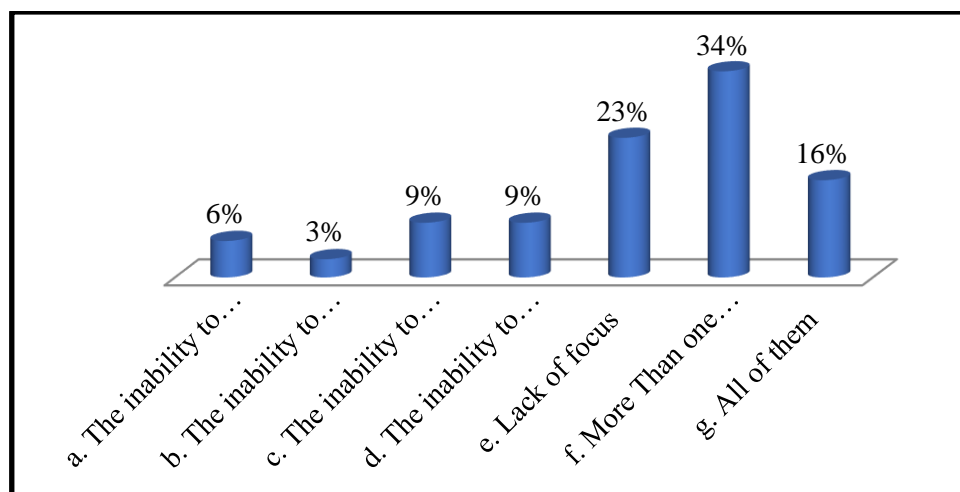


Figure 3.7.1: Kinds of Difficulties Students Face When Reading English Materials

These results indicate the major difficulties that the students encounter, which makes the reading process difficult for them. Their answers ranged between lack of focus and the inability to understand unfamiliar vocabulary as the main difficulties of reading. Moreover, students who suffer from the lack of focus are those who read text that they are not interested in, that is why they get bored easily and quit reading. Same for those who have problems with unfamiliar vocabulary because they do not read enough. They explained their points of view with the following clarifications

Others

- Word ambiguity
- I face all these problems from time to time with difficult texts
- Sometimes I read words or concepts I have never read before

- Unfamiliarity with some words
- I lose concentration easily

Item 8. According to you, what are the main reasons behind students' reading difficulties?

Students were asked this question to allow them to explain freely the real reason and difficulties that they face according to them without constraining them with specific answers.

Their responses are summarized as follows:

- The inability to understand new vocabulary.
- Loss of concentration
- Lack of reading ...and teachers give same reading materials
- Lack of reading not caring about the importance of reading
- Reading fluency: the inability to decode sounds and letters. The lack of vocabulary
- Lack of practice.
- Lack of motivation, boredom, the emergence of audiovisual tools
- Boredom and tediousness
- Lack of competence
- Mainly due to lack of reading and/or practicing speaking or writing in English
- Students do not read frequently thus; they have no enough knowledge of vocabulary to understand meaning. Besides being uninterested to read
- The lack of communication
- We suppose to read to learn but we're not reading so we learn nothing
- They don't read a lot and teachers don't focus of reading

The purpose of this question was to explore the main difficulties that students face during reading. The majority of the students agree on their points of view regarding the complex vocabulary that appears on the texts they read, and stress on their inability to identify the meaning of the complex words and sentences that they encounter in a text. Besides, their feeling of anxiety and lack of competence. They also, stated that they are not motivated enough to read because of the similar topics that teachers give to them, which they think is boring.

Section Three: Reading Comprehension

Item 9. How can you evaluate your reading comprehension of English texts?

Option	Respondents	Percentage
a. Very good	3	9%
b. Good	22	69%
c. Average	6	19%
d. Poor	1	3%
Total	32	100%

Table 3.8: Students' Self-evaluation of Their Reading Comprehension of English Texts

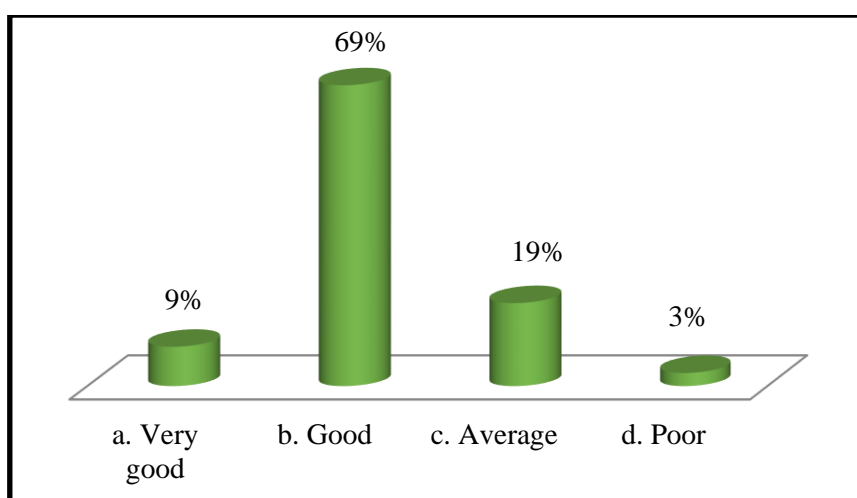


Figure 3.8: Students' Self-evaluation of Their Reading Comprehension of English Texts

The students were asked to evaluate their level of reading comprehension. It is clear from the figure and the table above that the majority of the participants with (69%) indicated that they have a good level in comprehending what they are reading. Followed by (19%) of the students who consider themselves having an average level, while (9%) stated that they have a very good level, then comes (3%) of the student indicated that they have a poor level in reading comprehension. Thus, most of the participants consider themselves good at comprehending what they read.

Item 10. When reading a text

Option	Respondents	Percentage
a. You can easily identify the main idea of the text	25	78%
b. You sometimes have difficulty in identifying the main idea of the text	7	22%
Total	32	100%

Table 3.9: Students' Identification of the Main Idea of the Text

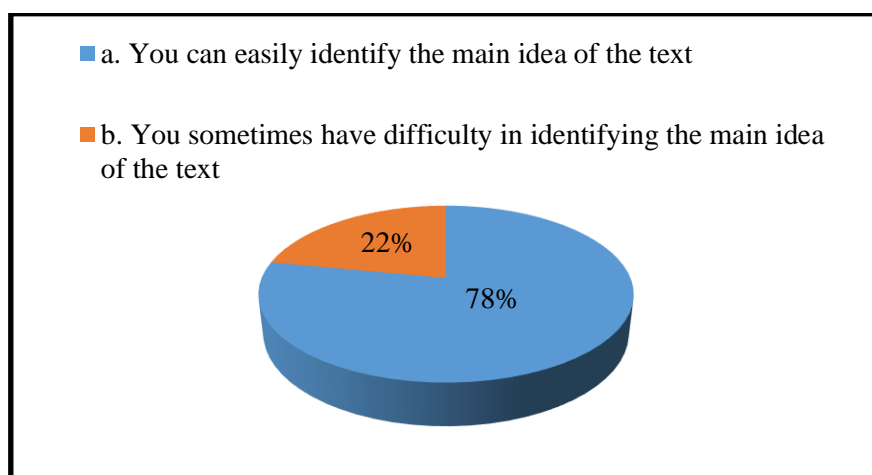


Figure 3.10: Students' Identification of the Main Idea of the Text

This question aims at discovering the students' ability to identify the main idea of the text they read. The majority of the respondents with (78%) answered with yes, while (22%) of them answered with no. thus, we can understand that most of the students can extract the main idea and their problems with reading comprehension is related to other factor.

Item 11. After reading the text, you

Option	Percentage	Percentage
a. Express what is stated in the text easily	17	53%
b. Find it difficult sometimes to explain what is said in the text in your own words	15	47%
Total	32	100%

Table 3.10: Students' Reactions after Reading the Texts

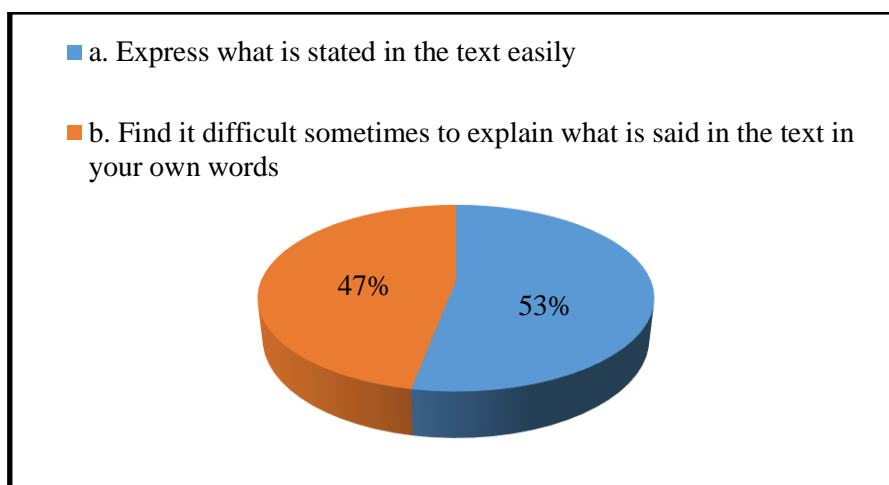


Figure 3.10: Students' Reactions after Reading the Texts

The above table and figure show close results regarding the students' ability to explain what is the text is about in their own words. (53%) of the participants answered with yes while (47%) answered with no for not being able to express what they have grasped from the text. Therefore, we can say that many students are not able to discuss the text in English. Thus, reading comprehension and vocabulary strategies implementation is required to develop the students' reading comprehension skills.

Item 12. Among the following statements, choose the one that corresponds to you:

Option	Yes		No	
	Count	Percentage	Count	Percentage
a. If a text is interesting, I do not care how hard it is to read	28	88%	4	12%
b. I always quit reading when I have to read difficult texts	16	50%	16	50%
c. It is important for me to find the main idea in each reading text	28	88%	4	12%
d. Reading is important and a skill worth retaining in the long term	31	97%	1	3%
e. I like to search for more information if I do not understand important lines in the reading text	21	66%	11	34%

Table 3.11: Students' Responses about the Suggested Statements

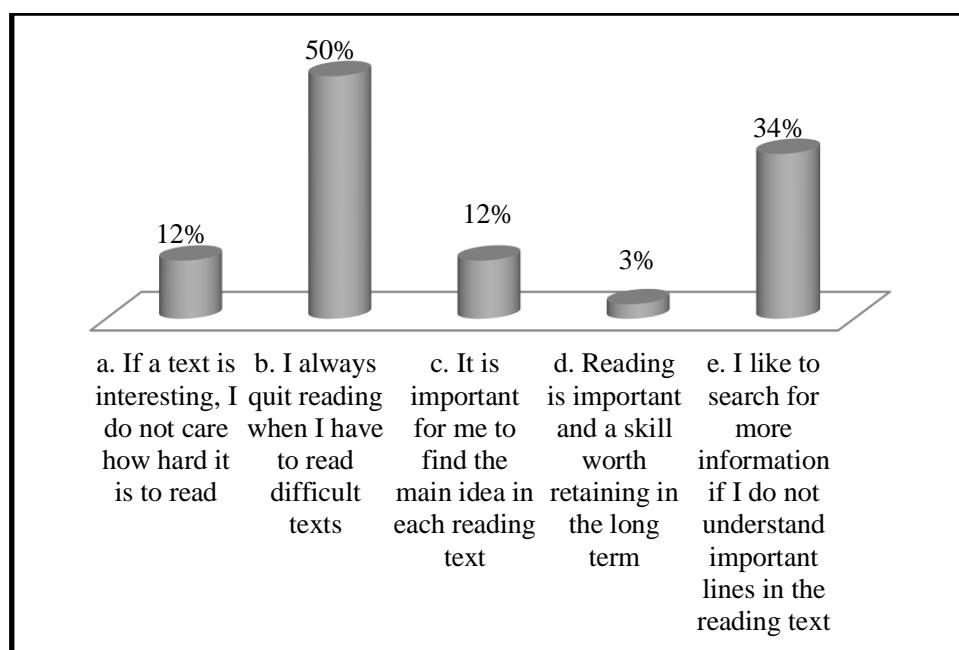


Figure 3.11: Students' Responses about the Suggested Statements

Students were asked to respond with yes or no to particular statements. In the first statement, the majority of the students (88%) answered yes for not quitting reading if the text is interesting no matter how hard it is. While (12%) stated that, they would stop reading if the text was hard. In the second statement, we had similar results (50%) for yes and (50%) for quitting reading if the text is difficult. Furthermore, the third statement was about how important is to extract the main idea of texts, the majority of the participant answered with yes (88%), while (12%) for no. Then comes the fourth statement that was about the importance of reading as a skill (97%) of the participants agreed, while only (3%) answered with no. In the last statement, (66%) of the students indicated that they would look for further information if the text is not clear enough, while (34%) answered with no.

Thus, from the given results we can understand that students are more motivated to read when they are interested in a text even if it is complex or difficult to them, in contrast with those who read text that they are not interested in, they tend to quit reading. Also, students showed a positive attitude toward reading, and they would pay more effort to look for further information, which means that they are aware of its importance.

Item 13. When you have difficulty with the vocabulary of the text

Option	Respondents	Percentage
a. You look for the meaning of unknown words in the dictionary	18	56%
b. You deduce the meaning of unknown words from what is said in the text	14	44%
c. You ask a knowledgeable person	0	0%
Total	32	100%

Table 3.12: Students' Strategies When They Have Vocabulary Difficulties

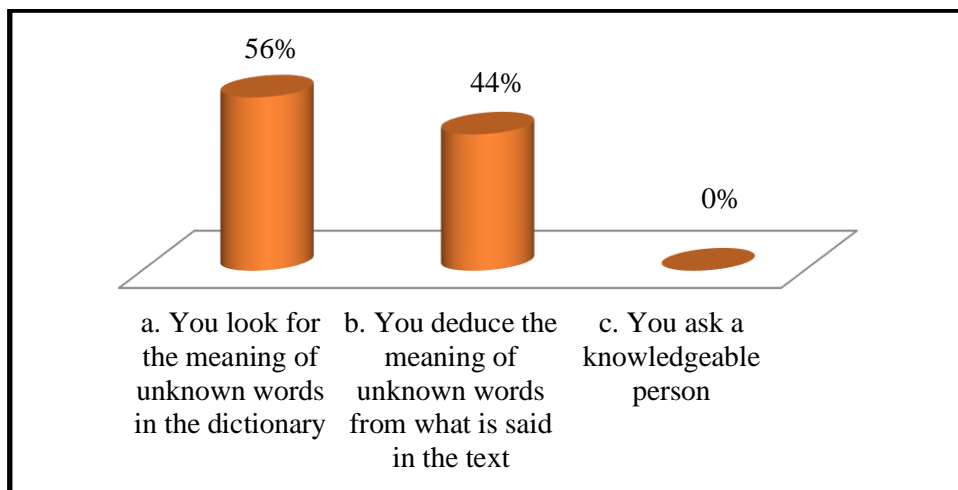


Figure 3.12: Students' Strategies When They Have Vocabulary Difficulties

As it is demonstrated in the table and figure above, students were asked about the strategy they use when they have vocabulary difficulties. (56%) of the students indicated that they use the dictionary to look for the meaning of unfamiliar words, followed by (44%) of the students who try to deduce the meaning of the unknown words they encounter in a text, then comes (0%) for asking the knowledgeable person. From the results, we can say that students need to be guided in the use of various strategies to increase their English vocabulary. As we can see, the dictionary is the most common resource used by the students in order to learn vocabulary. Thus, learning vocabulary must be considered crucial to develop reading skills and comprehension.

Item 14. According to you, what are the main factors that may affect EFL students' comprehension of a given text? (You may choose more than one answer)

Option	Respondents	Percentage
a. Lack of motivation and interest	1	3%
b. Poor linguistic competence	2	6%
c. Difficult/ complex language of the text	2	6%
d. Length of the text	0	0%

e. Unfamiliarity with the text genre/ type	0	0%
f. More than one factor	24	76%
g. All of them	3	9%
Total	32	100%

Table 3.13: Main Factors that may Affect EFL Students' Comprehension

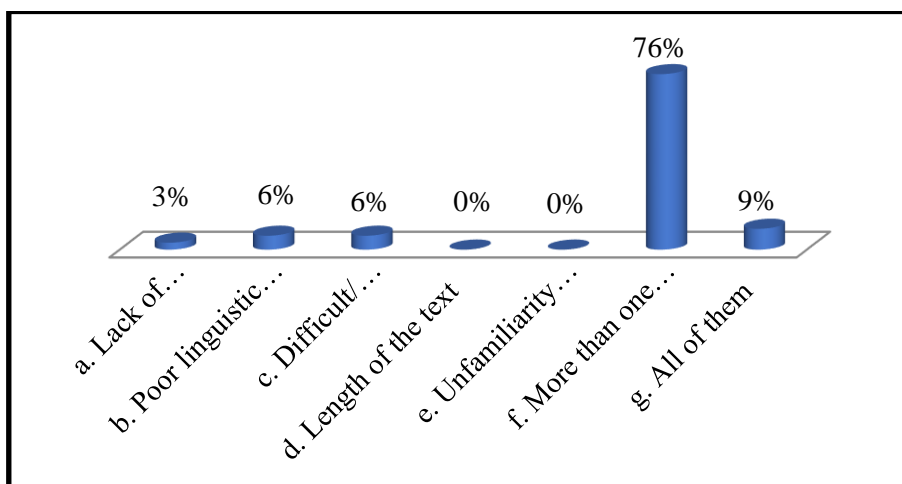


Figure 3.13: Main Factors that may Affect EFL Students' Comprehension

In this question, students were asked to identify the main reasons that affect their reading comprehension. The majority of the students choose more than one answer (76%), (9%) choose all the mentioned factors. While (6%) for both answers, poor linguistic competence and complex language of the text

Others

- Lack of motivation
- Hesitation
- All of these can affect the learner negatively
- Student won't learn a lot if they keep reading about similar topics

From the results and the clarifications of the participants, we can say that the main reasons that affect their reading comprehension are due to the lack of interest and motivation

to read. Moreover, here comes the role of the teacher to provide reading materials that the students are interested in, and motivate them to read more. Another factor is lack of competence, students tend to avoid long or complex texts that require high reading abilities, and they quit reading when they encounter unfamiliar words. The answers of the students show that a dynamic reading program is necessary.

Section Four: Genre-based Approach and Reading Comprehension

Item 15. Does your teacher expose you to different text genres?

Option	Percentage	Percentage
a. Yes	19	59%
b. No	13	41%
Total	32	100%

Table 3.14: Students’ Responses about Whether Their Teachers’ Expose them to Different Text Genres or not

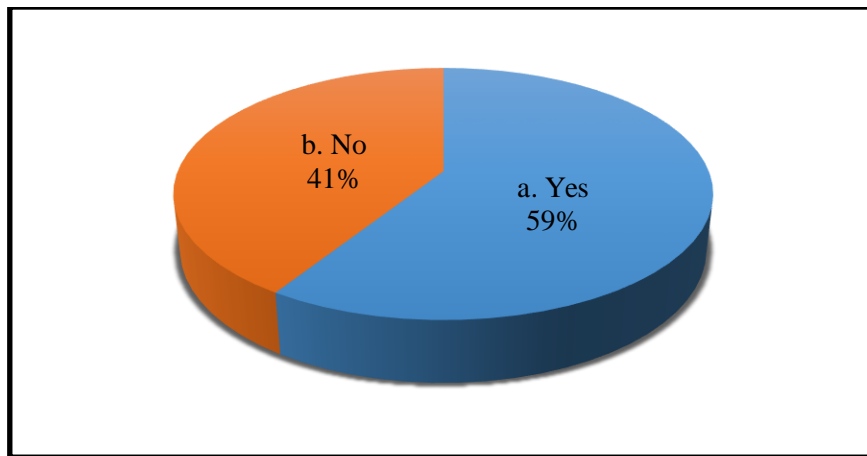


Figure 3.14: Students’ Responses about Whether Their Teachers’ Expose them to Different Text Genres or Not

As the table and the figure above shows that we have close results. (59%) of the participants stated that their teachers expose them to different text genres, while (41%) answered with no. The teachers need to expose their students to different reading materials

for several reasons, such as enhancing their vocabulary and developing their comprehension of texts.

Item 16. Do you find it boring to read about topics that belong to the same field of study?

Option	Percentage	Percentage
a. Yes	21	66%
b. No	11	34%
Total	32	100%

Table 3.15: Students' Attitude towards Reading Topics that Belong to Their Field of Study

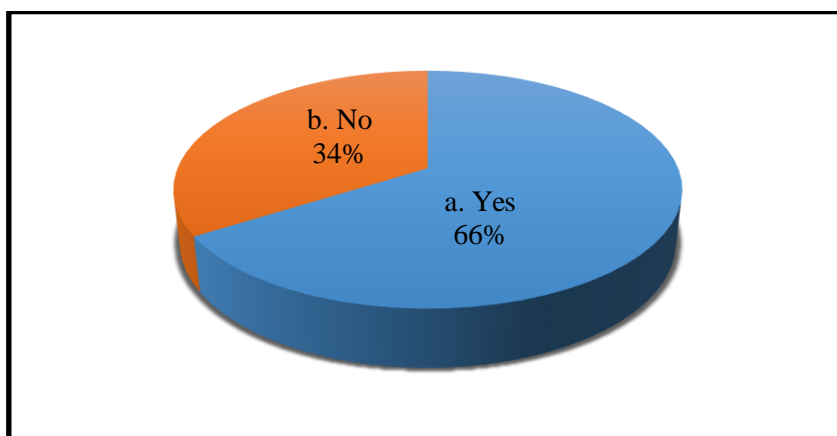


Figure 3.15: Students' Attitude towards Reading Topics that Belong to Their Field of Study

As the table and diagram shows, the majority of the participants (66%) have a negative attitude toward the similar reading material that the teacher provides them with. While (34%) stated that they are not bothered. Thus, we can say that teachers should consider the diversity of the reading materials for their students.

Item 17. Do you prefer to read about different topics?

Option	Percentage	Percentage
a. Yes	31	97%
b. No	1	3%
Total	32	100%

Table 3.16: Students' Responses about Whether They Prefer to Read about Different Topics or Not

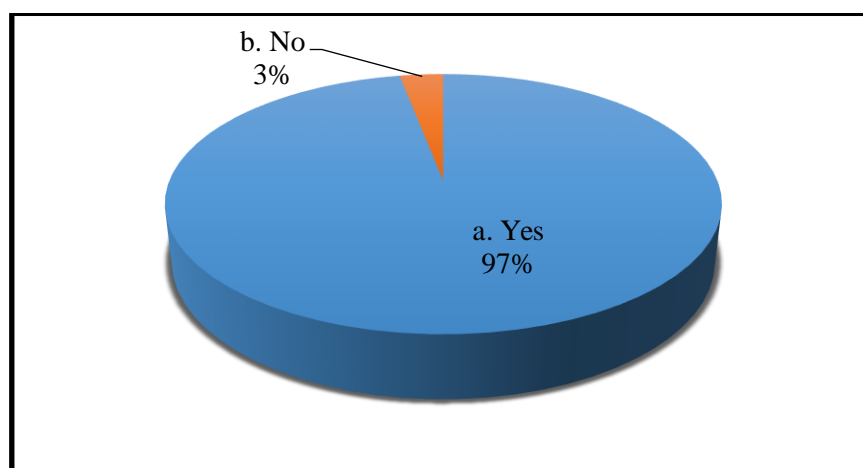


Figure 3.16: Students' Responses about Whether They Prefer to Read about Different Topics or Not

The reason behind this question is to discover the desire of the students about reading for different topics. The majority of them (97%) indicated that they prefer to read for different topics, and not being constrained with a particular type of topics, while only (3%) answered with no to this question. They explain their points of view as follows:

Students' justifications

a) For "Yes"

- Its more refreshing to read about different things
- To gain more knowledge and vocabulary
- Reading about deferent topics means having deferent information and knowledge about a variety of topics

- You must vary your dishes so that you do not harm your health same as reading to me. I dislike reading the same sources and same contents, because I feel bored and it creates a sort of inattention and hesitation toward reading once again
- To reinforce my knowledge and build a diverse vocabulary It helps gain vocabulary in different aspects of the language besides making reading more enjoyable
- Reading about different topics enriches my language, and makes me able to understand any topic.
- In order to have a varied knowledge about topics and learn new vocabulary as well as to avoid boring and repetitive topics
- To keep motivated
- To gain knowledge and cover several domains
- Because it would be interesting to read new materials
- To have a background information in several topics
- It is more interesting

In this question, the majority of the students stated that they prefer to read about different topics. According to them, the diversity of the topics enables them to gain more knowledge, acquire more vocabulary that helps in facilitating the reading process. They also indicated that reading similar topics that belong to the same field of study makes them get bored easily and lose concentration, and eventually, they will quit reading. Teachers should pay more attention to this point, the diversity of the reading materials is necessary.

Item 18. To what extent do you agree or disagree with the following statements:

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
a. Reading different genres of texts enriches your vocabulary	25	78%	5	16%	0	0%	0	0%	2	6%
b. The diversity of the reading tasks helps the learner to develop their language level	17	53%	13	41%	1	3%	0	0%	1	3%
c. Reading different text genres makes learners familiar with different complex structures	17	53%	13	41%	0	0%	0	0%	2	6%
d. Allowing learners to read different texts that belong to different disciplines helps them to acquire more knowledge about different fields	21	66%	10	31%	0	0%	0	0%	1	3%
e. Learners who do not read different genres of texts	19	59%	8	25%	4	13%	1	3%	0	0%

face problem										
because they are										
not familiar with										
certain kinds of										
concepts										

Table 3.17: Students' Agreement/ Disagreement with the Given Statements

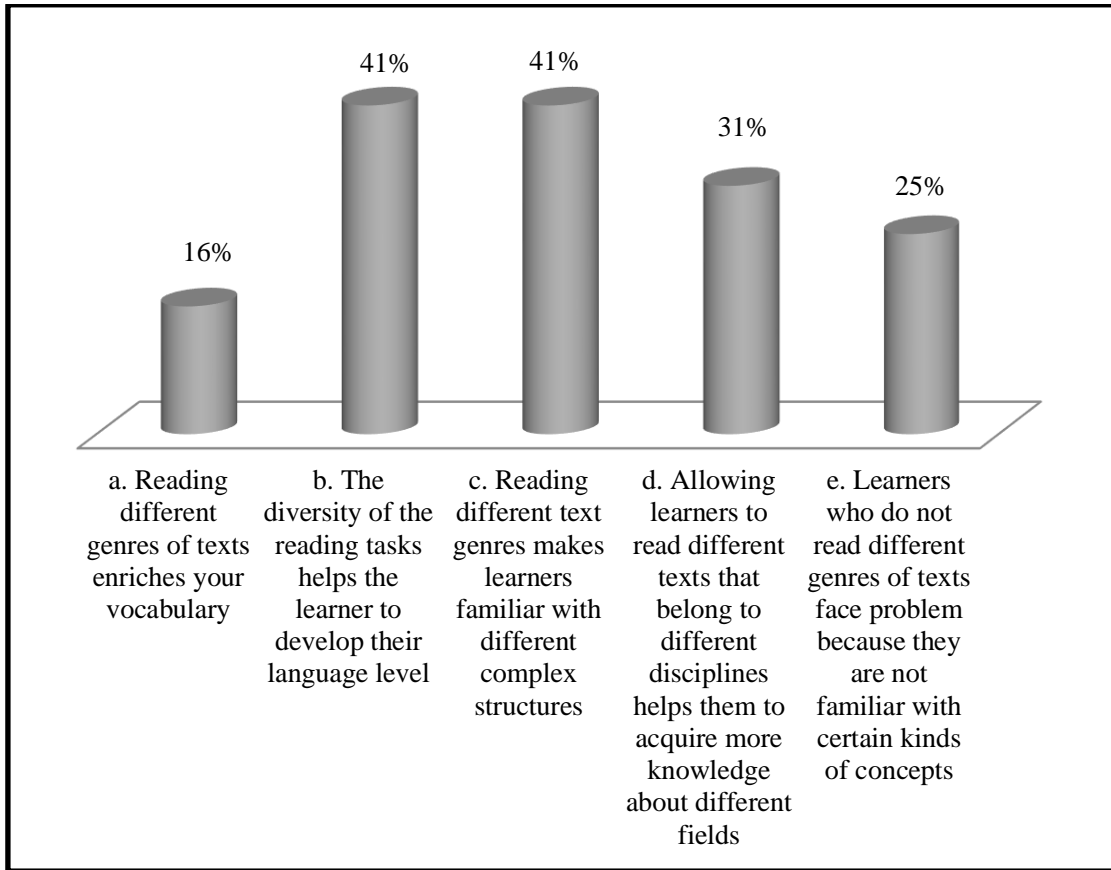


Figure 3.17: Students' Agreement/ Disagreement with the Given Statements

In this question, students were asked to state whether they agree or disagree with a given statement. Like the table, demonstrate, (78%) of the participants strongly agree that reading different genres of texts enrich their vocabulary, while (16%) agree, (0%) neutral, and (6%) strongly disagree. In the second statement (53%) of the students, strongly agree that the diversity of the reading tasks develop their language level, (41%) agree, (3%) neutral, and (3%) strongly disagree. In the third statement, (53%) of the students strongly

agree that reading different texts genre makes them more familiar with complex structures. (41%) agree, (0%) for both neutral and disagree, (6%) for strongly disagree.

Then comes the fifth statement with (66%) of the participants strongly agree that reading for different disciplines allow them to acquire more knowledge, (31%) agree, (0%) for both neutral and disagree, and (6%) for strongly disagree. Then comes the last statement, with (59%) of the participants strongly agree that lack of diversity in the reading materials will cause comprehension problems, especially if they are not familiar with the text genre. Then comes (25%) agree, (13%) neutral, (3%) disagree and (0%) strongly disagree. Thus, the students are aware of the importance of diversity in the reading materials and their benefits. Starting helping them to acquire knowledge and enriching their vocabulary to enhancing their reading comprehension.

Item 19. Do you think that exposing students to different text genres can develop their reading comprehension?

Option	Respondents	Percentage
a. Yes	30	94%
b. No	2	6%
Total	32	100%

Table 3.18: Students' Opinion about Whether Exposing Them to Different Text Genres Can Develop Their Reading Comprehension or Not

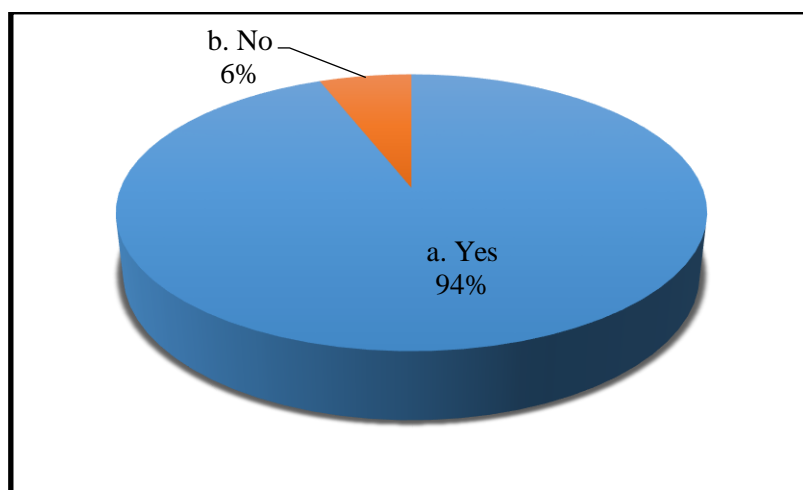


Figure 3.18: Students' Opinion about Whether Exposing them to Different Text Genres Can Develop Their Reading Comprehension or Not

The majority of the students (94%) indicated that exposing them to different text genres could improve their reading comprehension abilities. While (6%) answered with no. Thus, students admitted that the more they read for different topics the more knowledge they gain. Besides, they stated that reading different topics enables them to be fluent readers, which will help in developing their comprehension abilities. Furthermore, they clarified their answers as follows:

If yes, say how please

- When you learn new meanings and new words your knowledge will extend and the comprehension will extend too
- They will become more fluent in reading
- They would be familiar with the different types of writing (grammar, vocabulary)
- Due to the fact that they become more familiar to different vocabulary, sentence structure and new information.
- Different texts make different knowledge
- It strengthens the vocabulary and correct word articulation
- It enriches their vocabulary
- They gain huge amount of information so became familiar with words and don't find difficulties with reading
- Since each genre has its specific vocabulary, students will learn variety of concepts in different aspects of language
- Because they are exposed to different topics, which helps enriching the acquired language.
- They will be familiar with the different terms that accord to the specific context

- Reading will improve their ability to comprehend and their knowledge of the language
- They will learn more and comprehend more with time
- By exposing them to different words and new vocabulary it also increases their reading comprehension
- Through reading they will develop their language level their vocabulary and this will lead to more comprehension of the text
- Reading about different text genre will help students' brain to expand more knowledge; therefore, they acquire more information about different concepts they weren't familiar with which later will lead to development in their reading comprehension.
- They will acquire more knowledge and enhance their language
- Simply because diversity enrich the readers critical thinking and understanding and cognitive skills. It enables the reader to analyze and synthesize information from different sources
- Because they become familiar with different concepts of the language

Item 20. What are the main tasks that your teacher adopts to encourage you to read different text genres?

Option	Respondents	Percentage
a. S/he assigns free writing tasks	16	50%
b. S/he asks you to conduct research projects	14	44%
c. s/he asks you to write reviews and/ biographies	2	6%
Total	32	100%

Table 3.19: The Teacher' Main Adopted Tasks to Encourage Students Read Different Text Genres

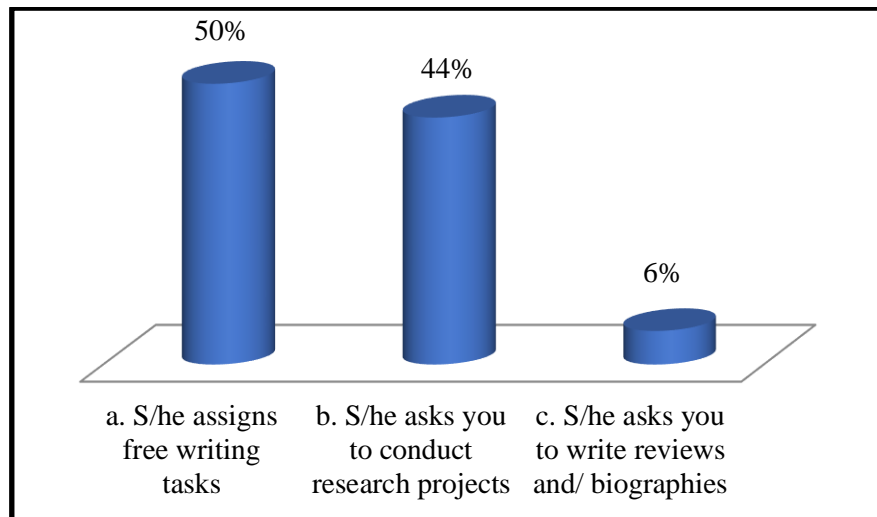


Figure 3.19: The Teacher' Main Adopted Tasks to Encourage Students Read Different Text Genres

In this question, students were asked about the tasks that the teachers provide them with to encourage them to read. (50%) of the students choose free writing tasks, followed by (44%) for conducting research projects, then comes (6%) for writing reviews and biographies. Thus, from the given results we can understand that the most used tasks to encourage students to read are free writing tasks.

Others

- Group works with friend's correction
- Reading our essays
- Dedicate a lecture for it.
- We choose a topic and write about write about it
- Because when you write you will depend on reading to extend your knowledge about the topic on which you are writing for
- We read a topic we like than writ about it

3.2 Discussion of the Main Results

This research is set to determine the role of genre-based approach in improving the students reading comprehension. The analysis of different question and the results obtained in this study provides us with valuable information to answer several research questions that we intended to investigate. Regarding the students' questionnaire, it can be deduced that students consider reading as the least important language skill, while they focus more on writing and speaking. Nevertheless, the majority of the students are interested in reading and believe it is helpful in the process of English language learning, they also consider it as a tool to acquire knowledge, enhance their vocabulary and the essence to learn any language. This contradiction in their answers reveals that students are consciously aware of the importance of reading, but they do not make any efforts to develop this crucial skill.

Furthermore, we can understand from the students' answers when they were asked about whether they like the reading material, the majority showed a positive attitude toward reading, but still most of them use no strategies when they encounter a text, which may cause comprehension difficulties. Thus, this can allow us to deduce that students are aware of the importance of reading, but they are not being taught how to deal with a text or the right strategies that they should use to avoid comprehension problems.

The questionnaire reveal that the majority of the students admitted that they have comprehension difficulties during the reading process. According to their justification, the main difficulties they suffer from is their inability to understand complex sentences and unfamiliar vocabulary that appears in text, they stated that they are enable to extract meaning . In addition to lack of focus when they read topics that they are not interested in, they indicated that similar reading material makes them bored and want to quit reading, while when they encounter a text they like, they would keep reading no matter how hard it is. We

can conclude that students are not motivated enough to read, they tend to get bored and quit reading because of the similar reading materials that do not interest them.

The diversity of the topics is necessary to keep the students motivated, in addition to helping them to gain more knowledge about variety of topics, obtain vocabulary in different aspects of the language, have background information in several fields of study...etc. Moreover, exposing students to different text genre can actually develop their reading comprehension skills. When the student encounter new meanings, new words his knowledge will extent so as his comprehension abilities, they will be more fluent reader and get more familiar to different concepts and notions. This would help to overcome the difficulties they face during reading.

To sum up, this questionnaire was beneficial tool to gather data from the students. The results obtained were valuable in answering some crucial questions. This questionnaire gave us the opportunity to know the students attitude toward reading, difficulties they face, main comprehension problems. Additionally, through the analysis of the students answers it can be concluded that the reading comprehension problems that the students face is due to the lack of diversity in the reading materials.

Conclusion

Through this chapter, we obtained, analyzed and discussed data from the questionnaire that was about the students' attitude toward the different reading materials, difficulties they face during the reading process, strategies they use, the diversity of the text genre and it effect on their reading comprehension. Moreover, we have used one data-gathering tool; namely, students' questionnaire. The data gathered presented in form of tables and figures. Furthermore, each question was analyzed and explained, in addition to providing a discussion of the findings at the end of the chapter.

General Conclusion

To conclude, this study is an attempt to raise the students' awareness about reading. It shed the light on the difficulties that the students face during the reading process and the factor that affect their comprehension of the written passages. It also investigates the role that the genre-based approach plays in enhancing the students' comprehension, by exposing students to different topics that belong to different fields. In addition to reinforcing their knowledge and build a diverse vocabulary.

This work consist of three chapters, the first two chapters were allocated to this study theoretical background, while the last chapter is devoted to the fieldwork. In the first chapter, we attempted to provide a general overview of the genre-based approach and highlighting the most important elements related to the genre. Initially, we defines the genre, its foundation, classification, and genre pedagogy. Later in this chapter, we spotlight genre awareness and its effect on the students reading comprehension. Then, in the second chapter, we shifts the attention to reading, as we provides a general definition of reading, its components, and purposes for reading. Then, we spotlight on reading comprehension as we focused on its importance and the strategies that students should use to enhance their comprehension.

In addition to different models to increase the students' comprehension. The third chapter of this study is devoted to the fieldwork, in other words, the practical part of this study. Through this chapter, we attempts to analyze data and obtain information through the data collection tool; namely, the students' questionnaire that was designed and distributed to EFL master students at Biskra University. In order to validate our hypothesis, and answer some of the vital research questions. In addition to a discussion of the findings and extracting the main results of this study.

Through the analysis of the questionnaire and the data that we gathered, we can affirm that students are interested in reading but they face many comprehension difficulties, which make the reading process a hard task for them. Furthermore, the collected findings confirms the validity of our research hypothesis. The research questions about the effect of the genre-based approach on the students' reading comprehension, and the various factors affecting their comprehension including the main strategies to be used, were all answered.

The spread of the coronavirus was the major limitation of this study as the authorities of our country imposed severe restrictions; we were obliged to comply with home quarantine. This decision made reaching the students and teachers a very hard task. Most of us could not focus on our studies due to the constant fear of being infected or passing the disease to ones' relatives.

Recommendations

Based on the findings obtained out of this study, we will try to suggest some recommendations directed to teachers, students, and all researchers:

For teachers

- Teachers should be aware of the vital role that genre-based approach plays in improving the learners' reading comprehension
- Teachers should apply genre-based pedagogy
- Teachers should motivate their learners to read by providing them with topics that interest them
- Teachers should provide their students with different reading strategies
- Teachers should be aware of the various factors that affect the students reading comprehension

- Teachers should be aware that the diversity of the topics allow the learners to have varied knowledge about different disciplines and enrich their vocabulary
- Teachers should avoid similar, repetitive topics to make the readers get bored and lose concentration
- Teachers should focus more on the reading process since it is a crucial element in the learning process
- Teachers should be aware that reading would improve their students' abilities to comprehend and their language proficiency.

For students

- Students should be aware of the importance of the reading skill
- Students should devote more time to reading since it is a crucial element in acquiring knowledge
- Students should not limit themselves with the topics that belong only to their field of study, they should read for diverse topics in order to enrich their vocabulary and enhance their language level
- Students should reduce their anxiety while reading by going more often to the library, choosing books that interest them and use audiobooks affectively
- Students should recognize the text structure
- Students should always use strategies that suits them during the reading process
- Students should focus on their reading skills
- Students should be aware of the main difficulties and factor that affect their comprehension and try to overcome them.

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Appendices

Appendix 1: Students' Questionnaire

A Questionnaire for EFL Students about “The Role of Genre-based Approach in Developing EFL Students' Reading Comprehension”

Dear students,

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation in sciences of the languages about “The Role of Genre-based Approach in Developing EFL Students' Reading Comprehension “. Your collaboration will be a great help for us to gather the needed information for the study. Please tick (✓) in the appropriate box(es) and provide full statements whenever necessary.

Thank you for your time, effort and collaboration.

Researchers' name

Chayma REZZAG LEBZA

Supervised by

Dr. Youcef LAALA

2019-2020

Section One: Personal Information

Q1. Would you specify your gender, please?

Female

Male

Q2. How important each of the following language learning skills is important for you?

Skills	Very Important	Somehow Important	Not Important at all
a) Reading			
b) Listening			
c) Speaking			
d) Writing			

Section Two: Reading Skill

Q3. How do you consider the role of the reading skill in the process of English language learning?

Very important

Somehow important

Nor important at all

Justify your answer, please

.....
.....

Q4. Do you like reading English materials?

Yes

No

If yes, is that because (You may choose more than one answer)

- It enables you to learn many topics
- It helps you in learning English grammar
- It serves as the basis for the ability to communicate
- It helps you develop your productive skills
- It helps you develop your cognitive skills
- All of them

Others, please specify

.....

.....

Q5. When you read a text, you (You may choose more than one answer)

- Ask yourself questions about what you are reading and what you will read
- Identify keywords related to the topic you are reading
- Construct the information that you consider they are important
- All of them
- None of them

Others, please specify

.....

.....

Q6. When you read do you feel:

- Confident
- Motivated
- Hesitated
- Anxious

Q7. Do you find any difficulties when reading English materials?

- Yes
- No

If yes, what kind(s) of difficulties do you have? (You may choose more than one answer)

- The inability to recognize the types of texts
- The inability to decode syllables
- The inability to understand complex sentences
- The inability to understand new vocabulary
- Lack of focus
- All of them

Others, please specify

.....
.....

Q8. According to you, what are the main reasons behind students' reading difficulties?

Section Three: Reading Comprehension

Q9. How can you evaluate your reading comprehension of English texts?

- Very good
- Good
- Average
- Poor

Q10. When reading text,

- You can easily identify the main idea of the text
- You sometimes have difficulty in identifying the main idea of the text

Q11. After reading the text, you

- Express what is stated in the text easily
- Find it difficult sometimes to explain what is said in the text in your own words

Q12. Among the following statements, choose the one that corresponds

Statements	Yes	No
a) If a text is interesting, I do not care how hard it is to read		
b) I always quit reading when I have to read difficult texts		
c) It is important for me to find the main idea in each reading text		
d) Reading is important and a skill worth retaining in the long term		
e) I like to search for more information if I do not understand important lines in the reading text		

Q13. When you have difficulty with the vocabulary of the text

- You look for the meaning of unknown words in the dictionary
- You deduce the meaning of unknown words from what is said in the text
- You ask a knowledgeable person

Others, please specify

.....
.....

Q14. According to you, what are the main factors that may affect EFL students' comprehension of a given text? (You may choose more than one answer)

- Lack of motivation and interest
- Poor linguistic competence
- Difficult/ complex language of the text

- Length of the text
- Unfamiliarity with the text genre/type

Others, please specify

.....

.....

Section Four: Genre-based Approach and Reading Comprehension

Q15. Does your teacher expose you to different text genres?

- Yes
- No

Q16. Do you find it boring to read about topics that belong to the same field of study?

- Yes
- No

Q17. Do you prefer to read about different topics?

- Yes
- No

Justify your answer, please

.....

.....

Q18. To what extent do you agree or disagree with the following statements:

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a) Reading different genres of texts enriches your vocabulary					
b) The diversity of the reading tasks helps the learners to develop their language level					
c) Reading different text genres makes learners familiar with different concepts and different complex structures					
d) Allowing learners to read different texts that belong to different disciplines helps them to acquire more knowledge about different fields					
e) Learners who do not read different genres of texts face problem because they are not familiar with certain kinds of concept					

Q19. Do you think that exposing students to different text genres can develop their reading comprehension?

Yes

No

If yes, say how, please

.....

.....

Q20. What are the main tasks that your teacher adopt to encourage you to read different text genres?

- S/he assigns free writing tasks
- S/he asks you to conducting research projects
- S/he asks you to writing reviews and /biographies

Others, please specify

.....
.....

If you have any comments or suggestions, please feel free

.....
.....

Thank you for your time, effort and collaboration

المخلص

نظرًا لأن التعلم عملية مستمرة، فإنه يتطلب من الفرد أن يكون لديه القدرة على معالجة المعلومات. ولا يمكننا إنكار أن طلابنا يواجهون العديد من الصعوبات التي تؤثر على قدرتهم لاستيعاب النصوص التي يطالعونها. تقترح هذه الدراسة استخدام نهج قائم على التنوع لتطوير قدرة المتعلم على فهم واستيعاب ما يقرؤونه. وبالتالي، افترضنا أن تعريض الطلاب لأنواع مختلفة من النصوص سيعزز مهارات القراءة، والتأكيد على بنية النص الإجمالية وليس فقط على القواعد النحوية. ومنه نجد ان هذا الاقتراح يسهل تعلم اللغة المنشودة. بالإضافة الى أن تعريض القراء لنوع مختلف من النصوص لكل فصل دراسي أو عام يسمح للطلاب بإثراء مفرداته. لإثبات هذه الفرضية، يتم اعتماد منهجية متنوعة لجمع البيانات وتحليلها. علاوة على ذلك، لاختبار هذه الفرضية تم اختيار أداة لجمع البيانات؛ وهي استبيان الطلاب. قمنا بتصميم استبيان ووزعناه على 32 طالب ماستر متطوعًا في جامعة بسكرة، من أجل الحصول على معلومات حول موقفهم من القراءة، وصعوبات الفهم الرئيسية، والاستراتيجيات التي يستخدمونها أثناء عملية القراءة للحصول على إجابات لأسئلة البحث. من النتائج التي تم الحصول عليها وتحليل البيانات، يمكن استنتاج أن استخدام النهج القائم على التنوع يمكن أن يحسن فهم القراءة لدى الطلاب. وبذلك أكدت النتائج التي تم الحصول عليها صحة الفرضية، وفي نهاية هذه الدراسة اقترحنا بعض التوصيات بناءً على نتائج البحث.