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The Effect of Classroom Activities as Motivational Factor in Enhancing English
Foreign language Students' Reading Comprehension
The Case of Second Year LMD Students at Biskra University

Dissertation submitted in partial fulfilment of the requirements for a Master degree in
Sciences of Language

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Declaration

I, **Ilham AMRAOUI**, do hereby declare that this dissertation under **Mr. Bilal ZENNOU** supervision is my own work and has not been submitted previously to any institution or university for a degree. This work carried out and completed at University of Biskra, Algeria.

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Dedication

I dedicate this humble work to:

My beloved mother and my dear father

My elder brother and his wife

My lovely little brother

my sisters

My nephews and nieces

My aunt and her daughters

My best friends Souheyla and Mariem

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Abstract

The present study attempts to investigate the effect of classroom activities on motivating and enhancing students' reading comprehension. The study adopts a mixed-methods approach that encompasses a case study design. Therefore, classroom observation checklist and teachers' interview are employed. More specifically, 27 second year EFL students, who are selected purposefully, are observed during two reading sessions as well as interviewing six teachers of reading course. The study reveals that the participants demonstrate several reading comprehension problems that are possibly attributed to a number of reasons. In this respect, teachers suggest different motivational techniques to promote students' comprehension. Moreover, students show a positive attitude towards the reading activities within the two reading sessions. Ultimately, throughout the findings, we achieve that classroom activities can improve and motivate students' reading comprehension, but the activities should base on students' motivation and needs to ensure the involvement of all students. The revealed study recommends that teachers should select the reading activities following their students' wants, lacks and necessities.

List of Abbreviations and Acronyms

EFL: English Foreign Language

LMD: License Master Doctorate

L2: Second Language

ESL: English Second Language

SL: Second Language

EL: English Language

FL: Foreign Language

SVR: Simple View of Reading

D: Decoding

LC: Language Comprehension

RC: Reading Comprehension

SVR: Simple View of Reading

QAR: Question Answer Relationship

SGD: Small Group Discussion

ICT: Information and Communications Technology

RRSG: The RAND Reading Study Group

RAND: Researcher and Development

Pdf: Portable document format

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(n.d): No Date

S/he: She or he

Et al: Et alii (And Others)

Q: Question

P: Page

Etc: (etcetera) and so on

%: Percent

B.A: Bachelor of Arts

&: and

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ملخص

General Introduction

Introduction

English has become the lingua-franca in the world-wide for its demand in different fields. Accordingly, English as a foreign language is taught as a speciality in various countries which seek to equip students with maximum English language competence. Algeria is not an exception that aims to make students achieve language proficiency and master the language learning skills. However, reading seems to be the most essential skill for its interrelationship with other skills. Hence, learners' language competence impacts their performance; as a result, poor reading competence equals poor writing and speaking performances (Botha, Bizos, Gains, Moris, Place & Puwani, 2008).

The ultimate goal of reading is comprehension which is deemed as international communication activity by transferring written words into thoughts in reader's mind. This receptive skill is crucial, for it helps learners to build their background knowledge and better their language production. Thus, it is important for EFL learners to work on improving this skill as it could be a way for becoming a proficient in the target language. However, a number of EFL learners encounter multiple reading comprehensions hurdles.

In regard to what is mentioned previously, researchers claim that one of the most important factors that go hand in hand with learning reading comprehension is motivation. This latter seeks to develop learners' comprehension abilities, thereby Guthrie, Hoa, Wigfield, Tronks, Humenick and Littles (2006) argue that predicting the learners' growth in reading depends on the level of motivation they have. For the purpose of developing reading comprehension abilities, teachers need to make conscious effort to improve students' motivation (Ahmed, 2016). Accordingly, many scholars linked the effort to classroom activities that carry out during reading classes.

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Based on above mentioned, this study attempts to investigate the effectiveness of classroom activities on developing second year EFL students' reading comprehension at Biskra University. Its efficacy may range from enriching their vocabulary and promoting learners' motivation by creating a sense of originality in the classroom.

1. Literature Review

Reading comprehension is considered one of the highly evaluated skills to handle the demand of 21st century, whether in real life or academic context. As a result, it was the focus of different research studies. Yet, there was a debate between researchers' views on what motivates learners and increases their comprehension. Many scholars example of Baker, Scher and Mackler (1997) argue that home is the first language learning school as parents support their children to read short stories. Many others suggested libraries as the appropriate environment where students can practice reading by choosing books of their interest (Krolak, 2005). However, the two perspectives go with particular age group and limited genres and topics depending on learners' enthusiasm. That is why some researchers turned their focus to classroom environment. The latter was acknowledged by Krashen (1982), classroom is the ideal learning environment where second language learners can use their language knowledge. Thus, it gives them opportunities to practice English language. Robert (1982) showed how teaching reading comprehension had attracted instructors' attention since 14th century or may be earlier when teachers used novels as means of teaching reading (as cited in Ahmed, 2016). This may illustrate the significance of classroom, teachers and teaching process in general. Within classroom, activities are a learning strategy which may create an interaction and motivation among students. Accordingly, some literatures linked classroom reading activities and students' comprehension.

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Wixson, Boxy, Ychum and Alvermann (1984) investigated students' perception of classroom reading tasks. Students at the intermediate and middle school level of 3-8 grades were interviewed using fifteen open-ended reading comprehension questions. Among the questions, the examiner asked for the purpose of reading activities in the context of various reading materials and their benefits. The majority of students' responses recognized the accurate oral reading is necessary, but comprehension is the fundamental purpose of any reading activity.

The study of Branett (1988), *Teaching Reading in Foreign Language*, showed that scholars are in an ongoing process of how reading develops and they found similarities between reading strategies of both first and second language. Consequently, SL researchers and teachers apply the finding in classroom through various activities. To achieve successful reading performance, instructors support their students to use effective strategies in the target language by developing simple exercises to enhance reading skills.

Furthermore, Javed, Eng and Mohamed (2015) carried out an exploratory investigation to develop reading comprehension modules to help ESL teachers to determine the effective reading abilities of Malaysian secondary school ESL learners in order to enhance their level of comprehension. In this case, Javed et al. (2015) concluded that integrated reading activities with its inferential and reorganized questions could help students in improving their reading comprehension and engaging in the reading activities.

Moreover, a correlational study is conducted by Swanson, Kudo and Orosco (2017) entitled: *Do Specific Classroom Reading Activities Predict English Language Learners' Later Reading Achievement?* The research investigated the relationship between classroom reading activities and reading performance (involving passage comprehension, letter-word identification and word attack) of English language learners during two

CLASSROOM ACTIVITIES AND MOTIVATION FOR READING COMPREHENSION academic years. Likewise, 50 teachers and 270 EL learners of elementary grades 1, 2 and 3 participants are observed using a classroom observation survey which conducted in 50 classrooms by three- member bilingual research team. The results were the classroom activities that include instructional strategies related to grammar, vocabulary and spelling were positively related to EL learners' reading skills as well as teaching activities help them to read and comprehend.

Waugh (2018) stated that teachers should focus on teaching reading comprehension in English as an additional language classroom where they encourage learners to ask and interact through a variety of reading tasks and activities. The latter are presented using different techniques that provide learners with opportunities to increase their reading comprehension because they may ask questions and make connections between the print and the outside world. The activities can be done in different ways: whole group, small group or individually depending on students' preferences and learning styles (Scanlon, Anderson, & Sweeney, 2016).

Throughout the previous mentioned studies, all researchers emphasised on classroom setting in their trying to promote reading comprehension, yet in different ways. As a result, English foreign language learners' difficulties, as well as lack of practice of reading in their target language can be solved through reading activities within classroom that may be the best environment where they develop this skill. Thus, teachers should enhance their students' reading comprehension through classroom reading activities, motivate their learners and engage them in the activity. This study seeks to find out the impact of classroom activities as a strategy to promote learners' reading comprehension.

2. Statement of the Problem

Learning a foreign language is not an easy task to be achieved. Therefore, researchers have increasingly put more emphasis on motivation and consider it one of the pillars of successful language learning, for its significant role in tackling learners' deficiencies (Norris-Holt, 2001; Nicholson, 2013). However, the majority of EFL learners lack motivation when it comes to reading and especially understanding the meaning of what they read. As a result, it is crucial to denote that motivating learners is a prerequisite of effective language teaching.

In EFL classes, reading is an essential skill in learning the language because learners are always surrounded by written texts that need to be understood. Hence, measuring reading performance not only refers to oral reading or mastery of phonemes but also to the complex process of interpreting graphemes into messages appropriately in which linguistics, cognition and metacognition interact. However, many learners face challenges in reading comprehension process that hinder their ability to understand the meaning of a given text. These problems may include unfamiliar words, textual complexity, native cultural signs and lack of interest. What is ostensible is that the problems derive from several common factors such as insufficient vocabulary knowledge, poor socio-cultural knowledge, little practice and lack of motivation.

One considerable part of learning reading comprehension is being motivated learners. Accordingly, highly motivated learners are supposed to be more engaged in classroom tasks. That is why researches have shown the fundamental relationship between motivation and reading comprehension. In this regard, the present study suggests that classroom activities in reading classroom can enhance EFL students' motivation and

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improve their understanding. These practices afford many opportunities for reading performance, expose to different topics and types of texts, and raise students' motivation.

3. Research Questions

Based on what has been stated in the problematic, this study investigates these research questions:

Q1. What are the main difficulties that EFL learners encounter while reading?

Q2. What are students' attitudes towards the activities in reading classroom sessions?

Q3. What techniques do EFL teachers use to motivate students' reading comprehension?

4. Research Hypothesis

The present research is based on the following hypothesis that shall be verified through this study:

We assume that classroom activities (which include techniques) that EFL teachers use in reading sessions will motivate students and enhance their ability to comprehend texts. In addition, they will increase interaction between the students themselves and with their teacher. Therefore, the classroom environment will be more active.

5. Aims of the Study

This study aims to:

- 1.** To identify students' common reading problems that hinder their reading comprehension.
- 2.** To demonstrate students' attitudes towards classroom reading activities.
- 3.** To explore the techniques that EFL teachers follow to raise their students' motivation.

6. Significance of the Study

The study was carried out to determine the effect of motivation on reading comprehension. In more precise, the role of classroom activities on motivating students and overcoming problems and complexity related to comprehension. Hence, this research will help students to become aware of the importance of motivation in increasing their interest towards the text itself and being more engaged in the classroom activity. This study will give teachers insight into what students lack to decode the written language properly. Therefore, Teachers will select their activities accurately in order to raise their students' motivation and increase their willingness to learn better.

7. Research Methodology

In educational research, methodologies differ from one field to another depending on the nature of the study. Nevertheless, the universally used methodology includes the following principles: research design, research method, population and sampling, and data collection tools.

7.1. Research Design

As for the study design of the present work, case study strategy is used which is second year EFL students at Biskra University. The population, as mentioned previously, is EFL second year licence and the specific group that the research collected data from (sample) is one group from the whole population. The data of this work were gathered through classroom observation, which allows the researcher to explore what is going on inside the reading classroom. Moreover, an interview with EFL teachers of reading was used to solicit information from them. The collected data were analyzed using thematic analysis. Therefore, the analyzed data were summarized in form of descriptive statistics using tables.

7.2. Research Method

The present study investigates the effect of classroom activities on the development of EFL students' reading comprehension and motivation. To do so, we adopted a mixed methods that described our phenomena and highlighted both teachers' and students' experiences in reading. This approach aims to exploring the major difficulties of reading comprehension, students' attitude regarding classroom reading activities and teachers' motivational techniques. The application of this method allows a deeper understanding of the phenomenon than the use qualitative or quantitative method alone. This research composed two data collection instruments: Classroom observation (see appendix 1) and teachers' interview (see appendix 2). As a result, the selected tools allowed us to achieve the finding that may open new doors for open-ended questions and suggest hypotheses that will probably be tested and generalized.

7.3. Population and Sampling

The research is chosen to be conducted at Biskra University, where the target population is EFL second year students. Out of nine groups of second year population, we selected one group to be observed, and it is purposefully chosen to undertake this study. It is purposeful sample because only first and second year students who have reading course in the academic year programme, so students have more opportunities to practice the skill. Moreover, choosing second year specifically because learners have noticeable background in English and reading module. That is to say, the reason of selecting second year level is not done haphazardly.

7.4. Data Collection Tools

In this study, two data collection methods were used: a classroom observation which was addressed to one group of second year LMD at Biskra University. This data tool

CLASSROOM ACTIVITIES AND MOTIVATION FOR READING COMPREHENSION intended to find out whether or not classroom activities motivate as well as enhance students' reading comprehension. The second tool is an interview which addressed to teachers of reading. The structured interview basically based on teachers' opinions on the subject matter in terms of how reading activities are run, what motivational techniques are used and what difficulties their students face. Furthermore, throughout this instrument, we may produce valid information for its flexibility and detailed data.

8. Structure of the Dissertation

The current study consists of three major chapters. The first two chapters are devoted to theoretical background of the two variables. The first chapter is concerned with the nature of reading, involving an overview on the concept reading and reading comprehension as well as it includes its purposes, types and models. Moreover, it presents reading comprehension's levels and components. Also, it deals with reading comprehension difficulties and the factors that affect it.

The second chapter is about classroom activities within reading session. It deals with a brief description of classroom activities as broad term also it involves the common types of classroom activities. It includes teacher's roles, teaching reading comprehension strategies, stages of reading activity as well as reading comprehension strategies. In addition to that, it presents motivation, its two main sources the relationship between reading comprehension and motivation. Besides, it deals with some techniques that motivate students' reading comprehension.

The last chapter is practical in nature which deals with field work and data analysis of mixed methods finding to draw a conclusion. Furthermore, it gives pedagogical recommendations on the light of research outcomes.

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Chapter One: Reading and Reading Comprehension

Introduction

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1.9.4 Writer Factor

Conclusion

Introduction

Due to rarely opportunities to communicate with native speakers orally, reading is an alternative way of communication that provides learners with an insight into the world. Despite its significance, EFL learners still face difficulties in understanding English texts. Therefore, this chapter addresses diverse perspectives of reading which vary in purposes, types and how the reading process occurs (reading models). Notably and as reading comprehension is the top goal of reading, a view regarding its definitions and levels will be recorded. Furthermore, the chapter addresses the main issues related to reading comprehension and the four reasons that impact it. To understand reading comprehension in-depth, the present chapter shows the Scarborough's reading components that form reading comprehension ability.

1.1 Definition of Reading

Reading becomes one of the most significant cognitive abilities which may develop learners' knowledge. It has often been a key to foreign and second language learning. It enables learners to be involved in the target language; therefore, students' language input and proficiency will build up. Through literacy development, confusion was made about the nature of reading. Thus, different authors' perspectives reveal what reading is.

Grabe and Stoller (2002) point out that reading through the literature is a shift from a passive to an interactive process. In this sense, Clymer (as cited in Hudson, 2007) in his study views that some linguists define reading as responding orally to printed text while others view reading as a change in a reader's knowledge through the interaction with text. With this stand, reading not only refers to oral reading or constructing content knowledge. Yet, it may indicate both of them because reading aloud is a way of assessing learners'

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reading ability that can not occur if specific linguistic knowledge is not constant in their minds. As a result, there will be no information retrieved from a print.

As it is clearly shown, various standpoints of reading are shown. However, it is challenging to define the term in one particular definition for its complex meaning as a concept and cognitive process. Several researches (Kim & Goetz, 1995; Rutherford, 1994; as cited in Chàvez & Hernández, 2017) justify the former explanation by asserting in their definitions that reading is a complex process skill.

1.2 Purposes for Reading

What all writers are approved of is that writing is not purposeless process. On the contrary, it is a skill that authors seek to entertain readers or convey a given message. The latter can be sharing of information, beliefs or even emotions. Readers are not exceptions who may intend to engage in a reading process to satisfy specific needs. In EFL classes, students' reading goals differ depending on the type of text, situation, activity or skill. According to Grellet (1981), there are two main reasons why readers read, namely reading for pleasure and reading for information.

1.2.1 Reading for Pleasure

Reading for pleasure, or reading for interest, is anything that pushes readers to read passionately. This kind of reading may occur in free time or school time and students have the opportunity to choose what they want to read relying on what they need to know. Accordingly, reading for pleasure is an optional and far way of getting information but rather for mental or emotional enjoyment (Smith, 20014; as cited in Chouaf, 2009). Moreover, the world-famous scholar Krashen explains that reading for interest is very effective in learning English as L2 because it enables learners to learn more language

CLASSROOM ACTIVITIES AND MOTIVATION FOR READING COMPREHENSION structure and vocabulary (as cited in Mikulecky & Jeffries, 2005). In this regard, students will be more competent in English, which helps them grasp what they read.

1.2.2 Reading for Information

Reading for information is probably the ultimate purpose of any reader. Grellet (1981) illustrates that readers read to discover information or do something with the information obtained. In the same position, Harmer (as cited in Chouaf, 2009) states that getting information via reading has two goals either building readers' knowledge which in turn may assist to reveal ambiguity or to put information into application, for example, it is applicable to read a manual in order to turn on a given machine.

1.3 Types of Reading

How people read a text differs depending on the purpose they want to achieve and the volume of a text whether short or long. Throughout the literature, scholars divide reading into different categories. Harmer (2001) is one of them who groups reading into two main sections, which are extensive and intensive reading.

1.3.1 Extensive Reading

The concept of extensive reading raises a conflict between linguists' viewpoints. On the one hand, Hedge (2003) refers to extensive reading as scanning and skimming activities. On the other hand, many others view extensive as the quantity read. For instance, Hafiz and Tudor (1989) state extensive reading has pedagogical value by surrounding students with many enjoyable L2 texts. Ultimately, it will reflect positively on learners' knowledge. In this respect, this type of reading may not indicate scanning and skimming specifically. Still, they are strategies that readers follow in order to understand the meaning of a text. Following Hafiz and Tudor, Harmer (2001) corresponds to their

CLASSROOM ACTIVITIES AND MOTIVATION FOR READING COMPREHENSION perspective. Yet he adds that readers may read various materials that have often occurred out in classroom and receive reading for pleasure as the primary goal.

1.3.2 Intensive Reading

This type of reading is far away from extensive reading in terms of the quantity of the material, purpose and reading strategies. As reported in Harmer's book (2001), intensive reading relates to the detailed emphasis on particular short text that may occur within classroom environment. Additionally, the work of Hafiz and Tudor (1989) distinguishes the purposes of intensive reading activities by stating that students usually are exposed to a small quantity of text to illustrate certain linguistic aspects such as semantic, syntactic and discourse system of the target language. Furthermore, it equips learners with the main reading strategy practice.

1.4 Models of Reading

The reading process describes the act of interaction event of thoughts between a writer (the sender) and a reader (the receiver). The previous attempts to transmit a message via written words and the latter must translate its meaning. Therefore, different perspectives of linguists and theorists appear in the following three models: Bottom-up, top-down and interactive. The models depict how readers utilize their language background knowledge (semantic, syntactic and graphophonemic) to construct meaning from a text.

1.4.1 Bottom-up Model

In bottom-up approach, reading may include a series of linguistic stages within reader's mind. The stages occur one after another in an organized manner, from sensory input to comprehension. It begins from the bottom, namely the smallest unit of written

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language which is graphophoneme reaching to the top, the entire text meaning. Some linguists assume that bottom-up reading is a process in which a reader constructs meaning by identifying letters, linking these letters together to recognize words, combining words to recognize sentences and then proceeding to paragraphs and text level (Vacca, Vacca, Gove, Burkey & Mckee,2006; Hudson, 2007). In the same vein, Linde and chapel (2021) summarize the idea of this model by considering its main focus is the direct instruction of phonetics.

1.4.2 Top-down Model

Goodman is one of the theorists of top-down model (as cited in Gamboa & González, 2017). Goodman argues that in the process of reading, readers' knowledge, questions, expectations and assumptions are brought to a given text ,and they keep reading until the text is verified their hypothesis. He also claims that readers utilise their historical, cultural and linguistic knowledge to understand print. Moreover, Linde and chapel (2021) emphasise that in this approach, the reader and the brain are the core of understanding; therefore, readers bring their experiences and knowledge to the text not the text to the readers' minds. Accordingly, top-down may be considered as moving from the whole to the part in which readers use their prior knowledge and build an assumption of what they expect the text will be about.

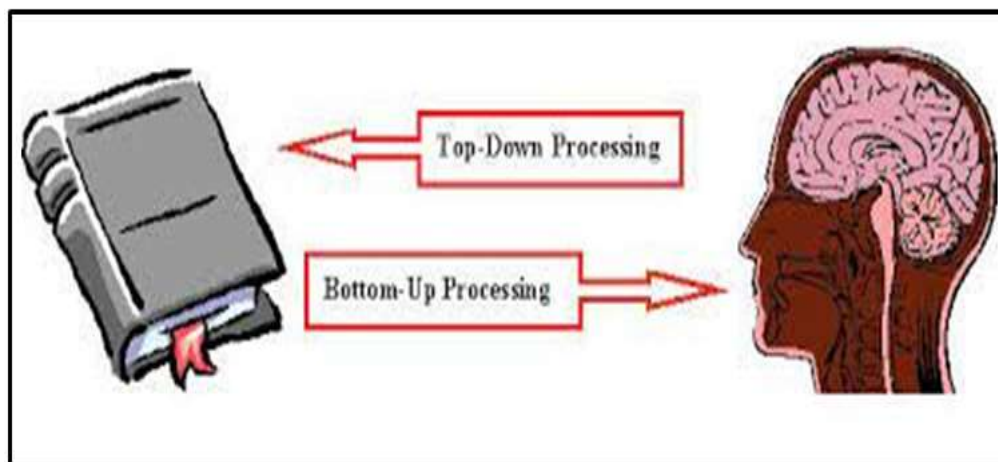


Figure 1.1. Bottom-up and Top-down reading models. Adapted from “Models of the Reading Process”, M. S. Murray (n.d.). Retrieved from <https://people.ucalgary.ca/~mpeglar/models.html>

Figure 1 spots light on the relationship between reader’s mind and text and describes how knowledge that brain already stored impacts the perception of what is to be read (top-down). On the other hand, it expresses how reading text can lead to understanding (bottom-up).

1.4.3 Interactive Model

This model of reading refers to the combination of both bottom-up and top-down methodologies. Due to that many, recent researchers focus on it because they consider neither bottom-up nor top-down is used exclusively by readers. Nuttal (1996, p. 17) justifies the occurrence of interactive approach by saying, “ In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning , then moving to the bottom-up approach to check whether that is really what the writer says.” Hence, the reader is in an interchangeable reading process in which s/he moves from skimming the whole text and predicting the meaning to more detailed information in order to evaluate her/his forecast. Moreover, Vacca et al. (2006) view

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interactive model as shifting from meaning (semantic and syntactic prior knowledge) to print (graphophonemic information) Accordingly, reading starts by developing hypothesis about the text meaning then verifying the hypothesis through decoding letters and words.

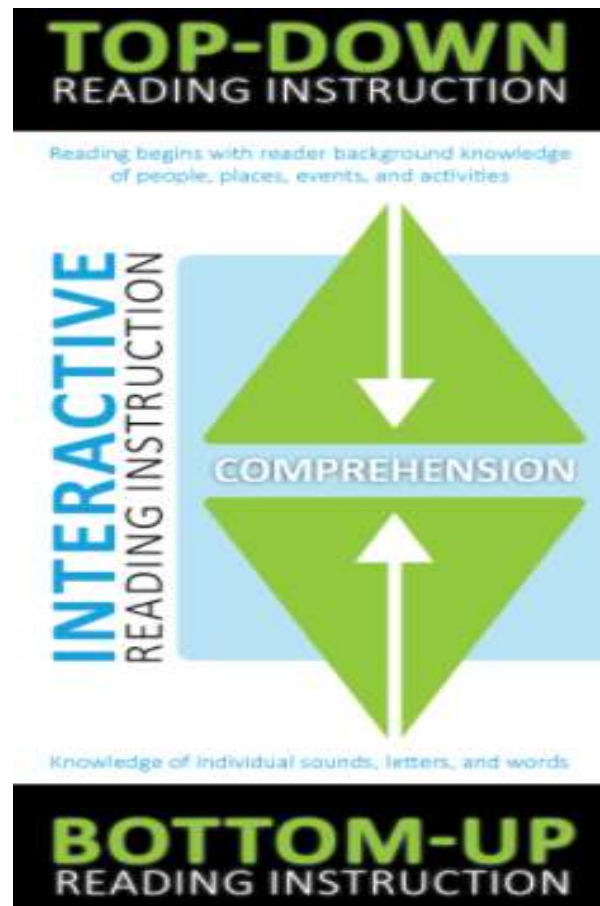


Figure 1.2. Interactive reading model. Adopted from “Interactive ESL Reading Instruction”, by Reading Horizons (n.d.). Retrieved from <https://www.pinterest.Com/pin/63754150949814571/>

The above figure 1.2 summarizes the interactive reading model (association between top-down and bottom-up models) which readers combine between their prior knowledge and text’s linguistic components.

1.5 Definition of Reading Comprehension

Throughout the literature, various definitions have been introduced that share some principles in one way or another. In Moore's work (2016), several definitions are presented, such as:

Harris and Hodges define reading comprehension as "the construction meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context" (1995, p. 39).

The RAND Reading Study Group (RRSG, 2002) states that "reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (p. 11).

In this respect, it is evident that reading comprehension is not an easy process. Instead, it is the active involvement of readers within written language. Moreover, readers use their mental capacity to interpret graphemes into meaning through both extracting text information and constructing readers' background knowledge. In order to measure readers' comprehension, Nunan (2003) argues that good comprehension depends on understanding at least 70% from the whole text. Thus, lower than 70% means insufficient comprehension takes place.

1.6 Levels of Reading Comprehension

In reference to Brassell and Rasinski (2008), there are three reading comprehension levels: literal, inferential and critical.

1.6.1 Literal Comprehension

Literal comprehension refers to what text is about, which is based on the linguistic knowledge of readers (knowledge of phonemes, letters, words and sentences). It is considered the basic level of understanding because without comprehending words' meaning of a text material, readers can not carry on to more advanced comprehension levels. Roundy and Danahy (2021) explain literal comprehension by providing several examples of it, such as finding the main idea, understanding the sequence of events and stating facts and characters in a story through scanning and skimming reading strategies.

1.6.2 Inferential Comprehension

Inferential comprehension means understanding the meaning of a writer's words that is not explicitly stated; in other words, it is reading between the lines. Thus, the ability of readers to infer information in a text is based on either linking information together within text or using readers' background knowledge about text events. For instance, predicting future events, finding cause and effect and generalizing (Roundy & Danahy, 2021).

1.6.3 Critical Comprehension

Critical comprehension is the last and the highest level of understanding in which readers evaluate the outside meaning of a text. It is the ability of readers to judge and give ideas about content of material by using their prior knowledge and beliefs on the subject matter like being with or against of writer's views and differentiating between what is thought and fact. Therefore, critical thinking and in-depth analysis are fundamental skills to answer questions beyond text which depend on readers' interest, knowledge and disposition.

1.7 Components of Reading Comprehension

In reading skills field of study, scholars and theorists aim to explain what occurs in readers' visual and nervous system during reading and how graphemes are translated into messages. One of the models of reading comprehension components is the simple view of reading. The latter does not indicate that reading is simple process. Instead, it is called simple because reading comprehension composes both reading the print and comprehending its meaning.

The SVR research began in 1986 by Gough and Tunmer and involves two important components: word recognition (decoding) and language comprehension. The two scholars (as cited in Murray, 2016) summarize the impact between reading comprehension and its components in the following formula:

$$D \times LC = RC$$

While RC stands for reading comprehension, D and LC for decoding and language comprehension, in the same order. In mathematical calculation, if one of the components is zero (either D or LC), the result will be zero ($RC=0$). In other words, the absence of word recognition or language comprehension equals the inability to read and comprehend.

Murray (2016) adds that the purpose of the SVR model is to guide teachers and shed light on learners' development and deficiencies in reading comprehension. As a result, teachers who are aware of the significance of the SVR, their students may achieve reading comprehension successfully since they would progress ways of reading assessments and instructions.

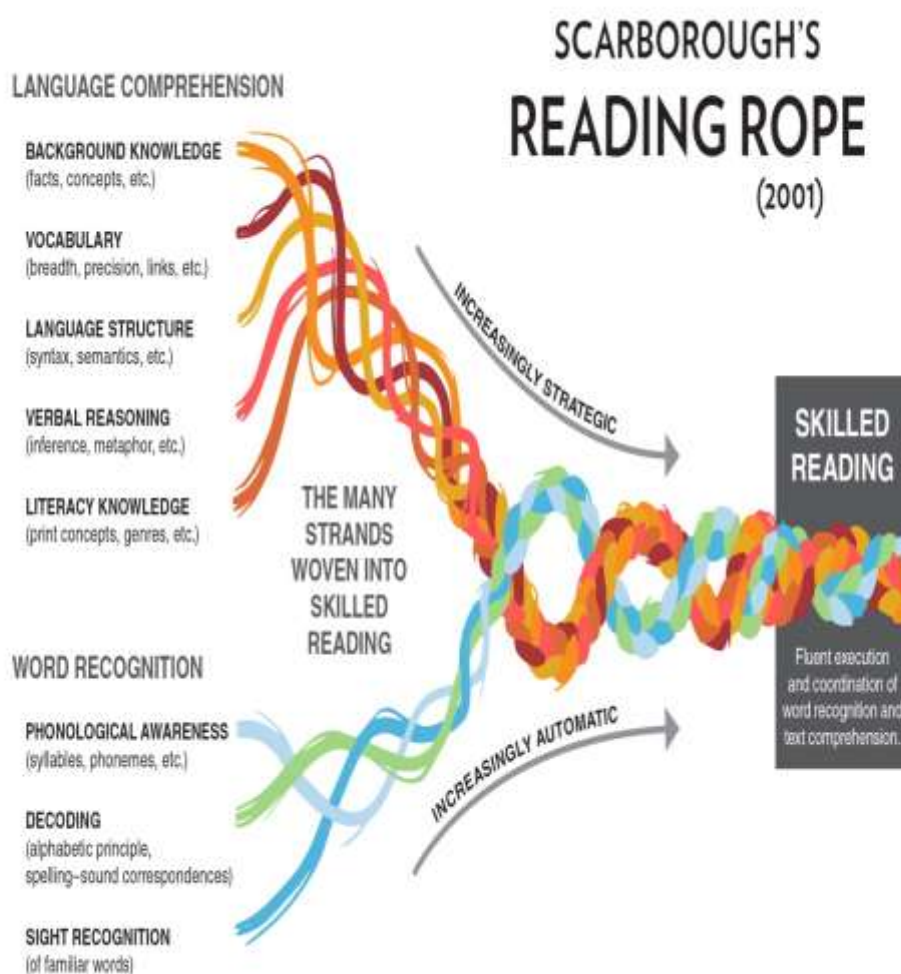


Figure 1.3. Reading comprehension components. Adapted from “What is reading rope”, by Partners Team (n.d.). Retrieved from <https://braintrusttutors.com/what-is-the-reading-rope/>

Figure 1.3 presents the SVR model, which represents Scarborough’s illustration of word recognition and language comprehension (as cited in Murray, 2016). The twisting ropes show the sub-components of SVR, which comprise of skills and abilities that give insight of reading comprehension and help teachers teach effectively. Thus, for successful development of the two components, it is required to combine both automatic word recognition and strategic language comprehension (what we know about language).

1.7.1 Word Recognition

It is considered as the ability to read words and to recognize its letters instantly without mistakes, consciousness and effort. Murray (2016) sees word recognition as “a mere glance with no conscious effort is all it takes for word recognition to take place” (p. 30). Accordingly, word recognition depends on the progress of readers’ automaticity (fast, effortless and accurate word recognition) as readers just look on the print; they can not avoid reading the words because readers learn to recognize them immediately. In order to reach automatic word recognition, three essential elements namely phonological awareness, decoding and sight recognition are required for students.

1.7.1.1 Phonological Awareness

Phonological awareness is deemed as the ultimate word recognition requirement (Snow, Burns & Griffin, 1998). In Murray’s view (2016), phonological awareness is the awareness of sound units in speech such as phonemes, syllabuses and rhymes. The latter can be illustrated by hearing the two words “fall” and “tall” which are rhymed. Another example of phonological awareness which concerns morphemes, the most advanced form, is when learners hear the word “eight”. They will be aware that there are two separate speech sounds /a/ and /t/. Although, they may not know how to write and read the word. What is important is that the three levels of phonological awareness (morphemes, syllabuses and rhyme) are interrelated since the development of rhyme and syllabuses depend on the development awareness of phonemes (Murray, 2016).

1.7.1.2 Decoding

Decoding words refers to the ability to comprehend the alphabetic code as well as to know letter-sound correspondence (Murray, 2016). The alphabetic principle is when learners are able to connect between the written words they know and their sounds they

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produce. For example, if learners make a connection between the letter “r” and the sound /rrr/ they pronounce, they apply the alphabetic code. Letter-sound correspondence is to pronounce letters correctly, either individually or combinatorically. By way of illustration, the following letter association “ch”, “gh” may be pronounced /k/, /f/ or individual letters like “s” and “d” may be spelled /z/, /t/, respectively. Beck and Juel (1995, p. 9) illustrate that when readers decode, they “consciously and deliberately apply their knowledge of mapping system to produce a plausible pronunciation of a word they do not instantly recognize”. When a word decodes for the first time consciousness will be present. However, with repetition of decoding of the same word, recognition will be without conscious deliberation.

1.7.1.3 Sight Word Recognition

It is the third critical component of word recognition. It refers to words whose written print does not correspond to their spelling. Some exception words, sight words, do follow neither phonetic knowledge nor common letter-sound correspondence (Murray, 2016). Some examples of sight words are “does”, “what”, “was” and “who” in which learners spell them out and write them differently. It is crucial to note that sight word recognition component is a challenging task for teachers. For this reason, the best solution for students to learn sight words is memorization because even with using decoding skills, some words still are sight words and pronounced them disparately, like “will”, “can” (Blank, 2011; Murray, 2016 & Mulvahill, 2018).

1.7.2 Language Comprehension

It is the second basic component of SVR. Language comprehension is to connect between what is heard and what is read. More specifically, it is viewed as the combination

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between background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge (Murray, 2016).

1.7.2.1 Background Knowledge

It is an essential element in language comprehension, which implicitly includes vocabulary and language structure that learners store in their minds. Moreover, “background knowledge is a term used in education for a specific subset of knowledge needed to comprehend a particular situation, lesson or text” (Murray, 2016, p. 54). Hence, it is required for readers to use their previous knowledge to comprehend a text. For better understanding of a text, bringing information and emotions to the material is necessary. That is why most of researchers argue that it is an interactive process between readers’ prior knowledge and text information (Shuying, 2013; Symour, 2017). To make the interactive process of reading more effective, several strategies should be followed such as answering questions, prediction and visual aids (pictures, maps...).

1.7.2.2 Vocabulary

Vocabulary and reading comprehension are two language elements that have a relationship. Many studies show how reading comprehension and lexis are interrelated. For example, Adams (2011) asserts that reading depends on the number of vocabulary students have. Accordingly, readers with more vocabulary knowledge show more reading comprehension progress. Some scholars measure reading comprehension in terms of the percentage of vocabulary that students know. Bett (as cited in Beck & Mckeen, 2001) shows that understanding 95% of words in a text predicts reading comprehension effectiveness. So, it is important to provide students with a variety of lexis.

1.7.2.3 Language Structure

It is a complex element contributing to language comprehension. Language structure explains the possible relationship between words and sentences (Murray, 2016). Moreover, it deals with the main components of language: morphemes, lexemes, syntax and context (form, content and use).

To start with language form, which deals with morphology (how words are structured), as well as syntax (rules of words order within a sentence) in which both of them contribute to reading comprehension. Another element of language structure is language content which simply refers to semantics that is concerned with the relationship between words, phrases and sentences' meaning. It is to denote that to comprehend the meaning of print, readers need to have knowledge about language content (knowledge of objects, events and relations). The last one is language use or what is called pragmatics which refers to the contextual study of meaning when readers' intention is important. Thus, pragmatic ensures more successful reading comprehension. Consequently, instructors must raise learners' awareness of such issues like deixis, presupposition and speech acts.

This element of reading comprehension should be taken into consideration while teaching. Therefore, considerable responsibilities for teachers are to teach language structure and ensure their students to understand its elements grammar, semantics and pragmatics.

1.7.2.4 Verbal Reasoning

It is an important element in reading comprehension which refers to the ability of readers to answer questions reasonably via words due to deep thinking process (Hampson, 2021). A number of researchers agree that the ability to reason is determined by one's level of intelligence. As well as, teachers ask effective questions to their students in classroom

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reading activities with aim of challenging learners' mental capacity to think deeply about the text material. Therefore, they help students to develop their reasoning ability in the sense that make a connections between new information and their previous existing knowledge.

1.7.2.5 Literacy Knowledge

It is the last component in Scarborough's reading rope. It refers to children's ability to read and write in which they develop attitudes towards reading that will influence their learning process. As a result, they will understand what books or other materials carry a meaning. Additionally, Best (2014) illustrates the purpose of literacy by saying through literacy, students become engaged with written words and understand the issues of the world. For developing literacy knowledge skill, several strategies should be used either at home or at school, such as encouraging reading, discussing text together, using games and using of library (Thanh, 2018).

1.8 Reading Comprehension Difficulties

In order to assess learners' reading comprehension, teachers should take into consideration the difficulties that prevent students from comprehending text material. As a result, researchers in the field of reading skills state that EFL learners' struggles in answering reading questions are related to a lack of comprehension. The main problems that EFL students encounter are as the following.

1.8.1 Limited Vocabulary Knowledge

As it is mentioned previously, vocabulary is an essential component of reading comprehension. However, some learners still suffer from poor vocabulary due to a serious mismatch between their lexicon knowledge and text words (Anggraini, 2017). The words

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used in the text can be easy for students to read but not to understand its meaning because either word may not store in readers' long-term memory or they are the first time that students face. Moreover, another difficulty within vocabulary that students find is polysemous words, having more than one meaning, (Yakoub & Lemzeri, 2020). Students may know one or two meanings of a word but not all of them, so that creates misunderstanding if they use the word's meaning they know in whatever context it is. For this reason, instructors should put more emphasis in teaching text new words before starting reading.

1.8.2 Difficulty Level of the Text

Every learner has a particular level of comprehension (readability) which generally depends on background knowledge and intelligence. Text can be considered complex for EFL learners when they can not get the gist of it (Gilakjani & Sabouri, 2016). The difficulty of text's level can be writer's style in terms of sentence structure (two or more clauses), highly advanced words and mixing different ideas that may confuse students. This problem can result from the inappropriate matching of text's difficulty level with learners' reading ability. Johnson and Kress (as cited in Jose & Raja, 2011) emphasise on the significance of knowing the text's level that learners able to handle effectively because providing learners with high level text can be difficult or impossible for some to understand.

1.8.3 Ineffective Reading Strategies

Not all readers are skilled. Each one has his/her way of interpreting a text that can be successful or not. Some readers do not know or utilize strategies that assist them to make association, visualise, predict, deduce, ask and summarise (McKnown & Barnett, 2007; Sencibaugh, 2007; as cited in Jose & Raja, 2011). Therefore, they do not reach

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comprehension and instead they may use ineffective strategies. One of these strategies that some learners follow is word by word reading strategy which damages the essence of a sentence and hides its meaning. Thus, there is urgent need to teach students effective reading strategies and how to use them systematically and critically.

1.8.4 Cultural Unfamiliarity

Beyond the challenges that EFL learners face in linguistic aspect, they are also exposed to English content obstacles. These obstacles probably because of the author's intention (knowledge, emotion and culture) that the text does not carry and this what theorists call it schemata content. The latter refers to the individual familiarity with subject matter which includes elements of culture (Soltan & Malae, 2015). They add that, because culture impacts all facets of life, it absolutely affects reading since writing is reflection of writer's identity. As a result, readers most of the times fail to achieve the appropriate cultural aspect of certain text. For example, proverbs, metaphors and idioms are always challenging for EFL learners. Above all, it seems that reading comprehension is not only a matter of knowing the words or having easy language structure, but also readers must take into consideration what is beyond the text (culture).

1.8.5 Lack of Interest

One of the barriers of reading comprehension is lack of interest that leads definitely to lack of text- reader interaction. According to Hulme and Snowling (2011), student is unable to understand a particular text because of lack of student- text engagement. Other researchers such as Wigfield, Gladstone and Turcie (2016) illustrate what the reason behind lack of interest can be by finding that teacher who restricts particular texts to their students; they will be less interested and will raise negative attitude

towards reading. Hence, providing students with texts that suits their tendencies should be taken into account by teachers.

1.9 Factors Affecting Reading Comprehension

With reading comprehension skill, several internal and external factors may influence the skill. Internal factors refer to reader's psychological and cognitive factors including reading strategies, background knowledge and motivation that differ from one reader to another. External factors involve text, context and writer.

1.9.1 Reader Factor

Readers play a vital role in the process of reading since they are considered active participants. Based mainly on Grebe's research "reader contributes more than the visual symbols on page" (1991, p. 377). Yet, every reader contributes dissimilarly from others because of their differences in cognitive abilities, prior knowledge, language skills and strategies. Moreover, Smith (1973b) argues that what readers already know or what is generally called background knowledge is one of the basic elements that effect reading comprehension. In addition, motivation is a factor that many researches shed light on it. Apparently, learners with intrinsic and extrinsic motivation are more interested and engaged in reading activity than those who are demotivated.

1.9.2 Text Factor

Although the majority of researchers emphasise on reader than text, some others argue that a notable relationship between text and reading comprehension takes place. Gilakjani and Sabouri (2016) state one of the factors, to some extent, that contribute reading comprehension is text characteristics such as text structure, genre, vocabulary...etc. As well as, there is attention on Para-linguistic features of text like

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punctuation marks, capitalization, sub-titles, heading and pictures. Another necessary text's feature is cohesion and coherence as Colley (1987) reports that the effectiveness of comprehending a written words depend on logical and consistent discourse. Consequently, text can be effectively understood if students successfully achieved text's characteristics.

1.9.3 Context Factor

Context relates to something beyond text material itself which is neither co-text nor textual-context. In general, it refers to situational elements including both when and where reading process occurs. Several researchers show that there is a connection between reading comprehension with place and time of reading, Walberg, Hare and Pulian (1981) justify that by saying the lack of background knowledge can not block reading comprehension, instead environment distraction is responsible for that. Therefore, if readers practice reading in an appropriate situation, it will influence on how they understand positively. In the research of Gilakjani and Sabouri (2016), they emphasise on classroom as reading environment and what makes it successful or not. They believe that the availability of text, the use of technology, the comfortability in classroom can develop reading comprehension unlike noisy and non-sense belonging classroom.

1.9.4 Writer Factor

Undoubtedly, writer is the producer of text which impacts reading act indirectly, unlike other variables: reader, text and context, through the interaction with reader that is different from text-reader interaction. Readers always try to reach writer's intension (thoughts and emotions that s/he wants to convey) and to be familiar with her/his writing's style and purposes. However, it can be challenging for some students due to the incoherent connection between reader's and writer's background and expectation (Nuttal, 1982). Hence, writer should be helpful by making text nonambiguous and clearly stated.

Conclusion

The current chapter aimed to highlight the varied aspects of reading and reading comprehension involving definitions, types, models, levels and components. Above all, stating the associative relationship between reading and reading comprehension. It provided a review of the possible problems that students suffer from in reading comprehension in terms of vocabulary, text complexity, reading strategies, culture and interest. Moreover, it indicated the mostly-recognized factors that probably influence their understanding. The forthcoming chapter will shed light on a learning strategy within a classroom environment known as classroom activities and its relation to reading comprehension.

CLASSROOM ACTIVITIES AND MOTIVATION FOR READING COMPREHEN

Chapter Two: Classroom Activities and Motivation

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Conclusion

Introduction

The intent of this chapter is to provide a description of the concept classroom activities. The latter precisely refer to the activities within reading session. The definition of classroom activities and its types will be viewed first. Then, this chapter will present teacher's roles, reading comprehension teaching strategies, stages of reading activity and reading comprehension strategies. Likewise, the definition of motivation, its sources, types of readers and the relationship between reading comprehension and motivation. Finally, it will show some motivational techniques for reading comprehension.

2.1 Classroom Activities

Activities are important procedures in the process of learning in classroom that aim to rehearse a particular skill. As reported by Nunan (as cited in Samperio, 2017), activities are elements of the task which expresses what learners will perform with the knowledge they have. For example, writing a paragraph, having a group discussion and reading a text. Similarly, they are considered as "reasonably unified set of student behaviours, limited in time and preceded by some directions from the teacher with particular objective" (Brown, 2000, p. 159). That is to say, classroom activities are a learning strategy that reflects students' knowledge and may involve a teaching strategy, an objective and a material that occur in specific amount of time.

Few researchers Nunan, 1991 and Moore, 2001(as cited in Samperio, 2017) illustrate that for selecting activities, students' opinion is necessary to be taken into account. The appropriate selections of classroom activities ensure students' engagement, learning easiness and motivation development. Thus, suitable activities in classroom can affect learning positively in several ways namely students' willing to attend class and students' enjoyment to participate within classroom.

2.2 Types of Classroom Activities

Within second language classroom, each teacher chooses a special plan to achieve a particular end. Hence, every step s/he follows purposefully done whether choosing teaching methods or selecting activities. Based on what is mentioned, teachers can make their classroom activities individual class, group class or whole class depending on students' interests, classroom size and nature of the activity (Ranggi, 2019).

2.2.1 Individual Class Activity

With reading activities, individual or private reading is indispensable to meet various learners' needs via the appropriate reading material. In many times, teachers provide their students the appropriate time to read and allow them to choose books that interest them. Therefore, students will be more engaged in such text.

2.2.2 Group Class Activity

In EFL classes, group work is important way of addressing differences especially group reading which requires teacher's support and guidance. The main advantage of group reading is that learners take into account the ideas and the views of their classmates, so they can benefit or learn from each other within the group. Hence, it may create sense of communication and interaction.

2.2.3 Whole Class Activity

When whole class shares a particular text, reading activity should be built by every student, but as one group discussion and that gives a chance to each student to develop reading skills and their schemata. Furthermore, students need to hear their teacher or some good readers among them to read aloud, so that may enhance their fluency as well

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as their reading comprehension. What is more is that this strategy of teaching can not be successful for all students. It may be effective for extrovert learners but not introvert ones.

2.3 The Roles of a Teacher

Harmer (2007) distinguishes five roles of language teacher within classroom environment namely: controller, prompter, participant, resource and tutor.

2.3.1 Controller

In many educational contexts, controller is a common teacher role. Thus, many teachers fail to do other roles because controlling is the role that they feel comfortable with. To be a controller teacher means to be in charge of the classroom generally and the activity specifically through organising drills, reading aloud and giving instruction. As a result, to be a controller is teacher-fronted classroom who manage students' behaviour.

2.3.2 Prompter

Being a prompter means to be supportive teacher. In such situations, teachers have to encourage learners to think creatively and support them such as suggesting ideas for students while writing, as well as promoting non-native groups to speak English rather than mother tongue inside classroom. Above all, effective prompter means to follow the appropriate amount of encouragement neither too supportive nor unhelpful.

2.3.3 Participant

Teachers in general have the view to stand back from an activity, students' discussion or role play. However, in few times they join to an activity as a participant rather than a teacher. Being a participant teacher could have a positive and negative aspect. The previous through making students enjoyed and teachers themselves find it enjoyable

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more than being a resource. The latter, to be a participant may become the dominant among all participants. Hence, students will be less engaged.

2.3.4 Resource

Sometimes, to be a controller, prompter and participant is not enough because learners may still need to ask their teachers about given information. What is important to consider is that teacher does not know everything about the language. In other words, they can provide students with resources such as books, articles and websites when they do not have enough information to supply their students. Moreover, acting as a resource means to be available for learners, yet not over helping them because they may become teachers reliant.

2.3.5 Tutor

It is when teacher combines between the two roles of prompter and resource. It is important to be a tutor from time to time. Yet, it is challenging to be done. The difficulty can be in dealing with large group of students since the tutor role require intimate relationship with students. In contrast, when learner work in pairs or small group, teacher finds it easy to go round the classroom and guide students during activities. Accordingly, students will feel supported and helped and that may create a comfortable atmosphere.

2.4 Strategies in Teaching Reading Comprehension

Successful reader may be the one who can understand texts easily and that can be correlated with teacher's strategies in teaching reading comprehension within classroom setting. There are several strategies that teachers can follow to teach reading comprehension.

2.4.1 Scaffolding

Scaffolding is an instructional strategy which is used by teachers throughout the learning process. According to Gasong (as cited in Rangi, 2019, p. 14)

Scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers to help diverse learners to negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process where by a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

That is to say, scaffolding is a kind of support to learners by their teachers in order to progress students' learning ability. It makes them able to achieve higher level of text's mastery through solving difficulties of more complicated texts.

2.4.2 Think Aloud

Think aloud is a reading comprehension teaching strategy that helps learners in learning activities. Think aloud strategy refers to the way of understanding a text while reading with expressing students' thoughts orally. According to Davey (as cited in Rangi, 2019), there are five steps when using this strategy. Firstly, teacher selects a text and reads it aloud. Secondly, students have to follow their teacher silently. Thirdly, students have to practice thinking aloud with their classmates and exchange their thoughts. Before the last, learners have to practice independently and teacher uses checklist to ensure that all students are involved. Lastly, learners have to integrate think aloud strategy with other lessons. Furthermore, Rangi (2019) suggests five points that may be done in think aloud strategy which is as follows:

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1. Developing hypotheses by making prediction.
2. Developing images in students' minds.
3. Sharing analogies to link new information with previous ones.
4. Monitoring comprehension via expressing confused points.
5. Regulating comprehension.

2.4.3 Reciprocal

Reciprocal is a reading strategy that allows both teachers and students to discuss a particular text. Reciprocal teaching consists of four strategies that control the discussion, they are namely: predicting, question generating, clarifying and summarising. Moreover, it aims to teach students how to discover necessary ideas through the mentioned strategies which can be done in pairs or small group as well as can be used with fiction or non-fiction texts. For successful reciprocal strategy, teachers have to support students by providing assistance when the task is difficult. Finally, reciprocal teaching strategy can be defined as combination of four reading comprehension strategies.

2.4.4 Question Answer Relationship (QAR)

Question answer relationship is reading strategy via comprehending and analysing of questions. It guides learners to comprehend the questions to get information that can be from text or students' background knowledge. Additionally, the questions given by teachers about the text reading should be based on information that students require to answer. All in all, this strategy seeks to control students' comprehension by set of questions provided.

2.5 Stages of Reading Activities

In reading process, there are three stages to follow which are pre-reading, while-reading and post-reading.

2.5.1 Pre-reading

When teacher introduces students to a given text, students elicit their background knowledge and activate their schemata (Barnett, 1988). Having a general view about the text may raise students' interest and help them to predict the purpose and the main ideas. Above all, pre-reading phase seeks to define particular criteria in terms of central theme of the text, the main arguments and text's author or type through brainstorming, skimming and scanning.

2.5.2 While-reading

It is a stage which helps learners to practice reading strategies (Barnett, 1988). However, to support students to develop reading strategies can be challenging because each student need different strategies from other. In spite of that, teacher can provide their students with valuable strategies and explain which ones are more important for all readers and offer source guided reading exercises. The strategies may involve guessing word meaning, word formation clues, analysing reference words and predicting text content.

2.5.3 Post-reading

It is the last stage of reading in which learners check their comprehension and analyse the material deeply (Barnett, 1988). The aim of this stage is neither to memorize the general idea nor to summarize the text, but rather to link new information with prior ones. After-reading, discussion occurs between teacher and students who emphasise on

information they do not understand or are not correctly understood. Accordingly, they will achieve more successful reading comprehension.

2.6 Reading Comprehension Strategies

In second language learning, many linguists develop reading comprehension strategies. Brown (2001), in his book entitled “teaching by principles” develops ten strategies for reading, some of them related to top-down model and others to bottom-up model. The following strategies can be applied in reading classroom.

2.6.1 Identify the Purpose in Reading

Purpose of reading is one of the essential steps of reading process. Learners are always asked to read a particular text without knowing the reason behind that. Therefore, they do the process in order to understand what text is aiming to. By doing so, students will know teachers’ aim whether to teach reading techniques or others. As a result, identifying the purpose of occurs without direct instruction instead students who have to discover it. All in all, effective reading includes the appropriate identifying of text’s purpose.

2.6.2 Use Graphemic Rules and Patterns to Aid in Bottom-up Decoding

At the beginning levels of learning English, students face several obstacles in learning to read, one of them is the correlation between spoken and written English. Generally, students have problem in learning English spelling. Consequently, they may require explanation about particular English orthographic rules. The following table illustrates the microskills for reading comprehension that learners have to adopt in which the knowledge of graphemes is the basic to move forward. The skills are mainly based on knowing the written discourse in terms of linguistic aspect such as words classes, clauses, grammatical forms and communicative functions. In addition to cognitive and socio-

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cultural aspects; for instance, inferring, deducing, generalising, skimming, scanning as well as interpreting cultural signs. Thus, students have to activate both linguistic and cultural schemata to achieve reading comprehension.

Table 1.1

Brown's Microskills for Reading Comprehension

| |
|--|
| <ol style="list-style-type: none"> 1. Discriminate among the distinctive graphemes and orthographic patterns of English. 2. Retain chunks of language of different lengths in short-term memory. 3. Process writing at an efficient rate of speed to suit the purpose. 4. Recognize a core of words, and interpret word order patterns and their significance. 5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms. 6. Recognize that a particular meaning may be expressed in different grammatical forms. 7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. 8. Recognize the rhetorical forms of written discourse and their significance for interpretation. 9. Recognize the communicative functions of written texts, according to form and purpose. 10. Infer context that is not explicit by using background knowledge. 11. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 12. Distinguish between literal and implied meanings. 13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. 14. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. |
|--|

Note: Adapted from *Teaching by Principles: An interactive approach to language pedagogy* (p. 307), by H. D Brown, 2001. Pearson ESL: New York.

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2.6.3 Use Efficient Silent Reading Techniques for Relatively Rapid Comprehension

The following silent reading techniques that Brown (1994) suggests for intermediate or advanced levels that aim to develop students' efficiency.

- Students do not need to pronounce every word.
- Students have to perceive more than word at once.
- If a word is crucial for understanding the whole passage and it is unknown, students have to infer its meaning from context.

Hence, if these rules are followed, they can help students to be effective readers.

2.6.4 Skim the Text for Main Ideas

Skimming is one of valuable reading strategies and is considered as first step toward more focused reading. It refers to taking a quick view across whole text (such as essay, article or chapter) in order to achieve its gist. Moreover, the main advantages of skimming are as follows: to predict the purpose of a text, the main idea and perhaps some of the developing ideas. Teachers can train learners to skim by giving short time to look through pages of the material and then recall what they understand.

2.6.5 Scan the Text for Specific Information

Scanning is another valuable reading comprehension strategy. It looks for specific pieces of information in a passage. This may look for names or dates, definitions of key terms or listing a number of supporting details. In addition, the main purpose of scanning is to extract particular information without reading the entire text. In academic English and general English, scanning is crucial strategy in dealing with different genres such as schedules, manuals and forms.

2.6.6 Use Semantic Mapping or Clustering

Semantic mapping is reading comprehension strategy that makes the process of reading easy. It aims to transfer ideas into meaningful clusters that help readers to organise the chaos. This strategy can be independently. However, they make for a productive group work technique as learners cooperate to order the passage. Finally, semantic mapping or grouping idea can be effective strategy that facilitates reading comprehension.

2.6.7 Guess When You Are Not Certain

Guessing is another strategy that involves guessing the meaning of words, grammatical relationships, discourse relationships, cultural signs, implied meaning and content messages. In general, reading is deemed to be a guessing game in which students have to comprehend this game shortly. Since being reasonably accurate is source of successful guessing, it is better for teachers to help students to be accurate guessers by encouraging them to utilise effective reading comprehension strategies. The latter can be language clues of practicing word analysis, word association and text structure as well as non-linguistic clues that come from context and situation.

2.6.8 Analyse Vocabulary

One way for students to fail on making successful guessing when they do not analyse a word in terms of what they know about it. Several techniques should be followed for analysing words in order to achieve effective guessing. First, students have to look for prefixes that may give clue. Second, to look for suffixes that may determine what grammatical parts are. Third, to look for grammatical context which can provide hints information. Finally, learners look at semantic context (topic) in order to find out the main clues.

2.6.9 Distinguish Between Literal and Implied Meaning

There are two different types of meaning, literal and implied meaning. To differentiate between them needs sophisticated top-down processing. Literal meaning refers to syntactic surface structure that can be easily understood if words are already known. Whereas implied meaning deals with pragmatic information that means looking for hidden meaning (reading between the lines) using both linguistic and socio-cultural aspects of language.

2.6.10 Capitalize on Discourse Markers to Process Relationships

In English written discourse many markers are used which state a relationship among ideas that can be phrases, clauses or sentences. A clear understanding of markers can improve students' reading competence. Based on Mackay's classification (as cited in Brown, 1994), markers are divided into six main ones: enumerative, additive, logical sequence, resultative, explicative, illustrative and contrastive.

2.7 Motivation

Motivation is an indispensable element not only in whole aspects of human's behaviour and practices, but also in educational field. As concerns in education, motivation is deemed to be the foremost psychological factor that determines EFL classes' success.

2.7.1 Definition of Motivation

Motivation in learning can be described as the desire to be participated in activities and classroom tasks. The latter can be remarked via the involvement and engagement of students in activities. Penny defines motivated learner and mentions its benefits in classroom learning as follows "motivated learner one who is willing or even eager to invest effort in learning activities and to progress. Learner's motivation makes

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teaching and learning immeasurably easier and more pleasant as well as more productive” (2006, p.74). Thus, it is important to give more attention to this psychological element that can enhance students learning. Unfortunately, many students are present in class’s sessions, yet they are out of the task because the activity for them is not interesting (Sabri, 2016). The problem is probably due to the wrong selection of activity and materials that make learners to be intellectually absent. Accordingly, it would be better for EFL teachers to take into account students’ interest and follow teaching methods that fit their students’ needs.

2.7.2 Types of Motivation

Sources of motivation can be divided into two major kinds on the basis of students’ purposes of doing a given task. They are intrinsic and extrinsic motivation as the following.

2.7.2.1 Intrinsic Motivation

It is a type of motivation in which students learn with internal desire to do so. As Arnold (2000) states that intrinsic motivation is learning itself that is driven by inner rewards. Learners freely attempt to learn what they consider necessary without any external encouragement. Moreover, internal desire, inner needs and wants are all considered an intrinsic motivation. For instance, learners may learn more if they are more aware in what they are studying and are allowed to choose their own activities (Ryan & Deci, 2000). In addition, there is no negative impact in having intrinsic motivation; in contrast it pushes students to learn for satisfying their psychological needs and their curiosity. Although this type of motivation may deem permanent one, yet it is difficult for some learners to keep motivated intrinsically due to many surrounded factors that can hinder them.

2.7.2.2 Extrinsic Motivation

Extrinsic motivation is far away from intrinsic motivation, the previous involves participating in learning activities in order to get external reward and avoid punishment. It can be deemed as temporary motivation which ends when the goal is achieved as Harmer (1991) argues that extrinsic motivation has negative influence on students since do not have strong intention to learn. Instead, they learn something with only positive or negative reinforcement in other words when reward is taken and punishment is deleted, students will show no enthusiasm to learn or to take part in classroom. However, no one can deny the significance of extrinsic motivation on facilitating learning process and its role on creating supportive environment. All in all, extrinsic motivation comes from external rewards and aims to make unmotivated students engage within classroom activity.

2.7.3 Reading Comprehension and Motivation

Many studies show that one of the most significant factors which help students to read with eagerness is motivation. The latter has a great impact on reading comprehension. As a result, many investigators put more emphasis on motivation in the target language learning because it increases reading comprehension among students. Guthrie and Wigfield (as cited in Ahmadi, 2017) argue that the quantity of reading motivation determines learners' view about reading. For example, students who read for enjoyment and support of their comprehension are extremely motivated learners. Those readers usually consider reading as an important element in their everyday activities. Finally, what is to consider is that the more learners are motivated to read, the more they may understand the text.

2.7.4 Types of Readers According to Motivation

Miller (2009) distinguishes three categories of readers namely developing, dormant and underground readers which are different in terms of motivation and the ability to read.

2.7.4.1 The Developing Reader

The developing reader is a type of readers who need teachers' support in the process of reading and teaching them how to read including decoding skills or particular reading strategies during reading (Miller, 2009). Those readers are demotivated because reading for them seems to be strenuous task. Thus, this kind of readers requires sufficient time to practice reading skills as well as with being supported. Moreover, Miller adds that inadequate reading expertise can increase negative feeling toward reading in every grade level they pass. Therefore, developing readers (struggling readers) need guidance and help from instructors and motivation, in particular, for more students' improvement.

2.7.4.2 The Dormant Reader

The dormant reader is a challenging kind of readers that teachers may face obstacles with them because the problem is not in the capability to read independently, instead they are not motivated to read and dislike to participate in class activities (Miller, 2009). Moreover, Tilley (2009) argues that those type of readers need to be encouraged for the purpose of growing. It is considered as demanding readers due to the difficult way that teachers have to follow in order to motivate them make them engaged with text. In conclusion, what is difficult is to determine why students do not prefer to read since they are competent in reading skills.

2.7.4.3 The Underground Reader

The underground reader refers to students who are gifted and have the habit to read all the time whether academic texts or not. Yet, those readers frequently disengage on the text material during class novel units due to the slow reading of novel. They do not want to take too much time in one book (Miller, 2009). Therefore, students have to be

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provided with challenging curriculum and make them practice their reading interests which fit their intrinsic desires.

2.7.5 Motivational Techniques for Reading Comprehension

There are several techniques that different scholars prove that they motivate learners' reading comprehension.

2.7.5.1 The Use of Technology

In the current 21st century world, technology plays an important role in language learning generally and reading specifically because paper texts are no more effective ways of communication. As stated in Risinger's work (2013), in most of the time students have a positive attitudes toward technology as well as combining the latter and reading together develop reading motivation. Moreover, in the same vein, Lamb (2011) states that when students utilize e-reader, they become more enjoyed to read books of their interest. The e-reader device provides students with multiple tools that can sustain reading comprehension and support positive reading strategies. For instance, the ability of readers to use dictionaries, to highlight words and to take notes. In conclusion, students of nowadays use always technology in their daily life, so utilizing technology in their classroom reading may motivate them and become as an alternative to the traditional way of teaching reading.

2.7.5.2 Reading Aloud

Reading aloud is a technique that can improve motivation, and it is widely used by teachers. There are several teachers that encourage reading aloud and consider it as successful way to develop students' motivation. Corcoran and Mamalakis (2009) carry out a survey to 26 students of fifth grade. The result of the study shows that 88% of students prefer teachers reading texts aloud. Accordingly, teacher should read out loud to reach

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their students' interest. Furthermore, the technique develops motivation as well as reading comprehension in different ways. First, it makes students hear and see the written words, so comprehending the information will be twice. Second, teachers' enthusiasm can be reflected on their reading which increases students' motivation.

2.7.5.3 The Use of Humor

In second language learning, humor increases and maintains students' interest in the lesson (Martini, 2006; Tanbyln, 2003; Medgyes, 2002; as cited in Hayati, Shooshtari & Shekeri, 2011). To put in another way, humor entertains students; as a result, it raises their intrinsic motivation. There are few studies that highlight the positive role of utilizing humor in reading classes. Klasky (1979) shows that one of readers' challenges within classroom is unwillingness to read and suggests humor as a technique to solve that problem. Supporting the same idea, Shaughnessy and Stanely (1991) state that based on three significant elements which are laughter, humor and the power to play, students read passionately and pleurably. Since good reader is determined by his/her motivation and attitudes toward reading as well as it is justified previously that humor is important in reading classes. Thus, humor in reading activities may motivate learners and create enthusiastic environment.

2.7.5.4 Authentic Text

Authentic text or what is called also real text becomes the main emphasis for many teachers in EFL reading classes instead of simplified ones. Guariento and Morely (2001) illustrate the crucial role of authentic materials in foreign language classes by believing that exposing students to genuine language and discovering new information can improve their motivation. Therefore, it increases their curiosity to understand the text in terms of grammatical relationship, vocabulary knowledge and cultural information. Holding similar

idea, Berardo (2006) argues that the use of authentic materials such as in articles, newspapers and short stories develop learners' enthusiasm as well as help them to engage with text via notable interaction with both text's content and structure. Finally, though the authentic texts are challenging in comparison to simplified texts (non-authentic texts), it is argued that learners are more interested to engage with them as the natural occurring of L2 has a greater rewards.

2.7.5.5 Small Group Discussion

Small group discussion is one of teaching techniques that can be implemented in reading classroom. The concept small group discussion (SGD) is defined by Siswanti, Ngadiso and Setyaningsih (2012, p.219) as "the exchange of information, opinions and ideas among all members of a group which consist at least three or five members to solve problems occurring in the learning process". Simply means that in the process of learning, students help each other, whether consciously or unconsciously, through the interchangeable communication that occurs among them. This technique is deemed to be beneficial in classroom in several ways as Arends (1997) states that the communication provides learners with motivation to engage in the discourse of activities. As a result, they construct knowledge via the involvement in the active process (Wu, 2008). Specifically, in reading class Siswanti and Setyaningsih (2012) propose that SGD give opportunities to students to understand: main idea, details information, word meaning and social function. The finding of their research is that SGD can be used to enhance reading comprehension.

Conclusion

The present chapter aimed to highlight classroom reading activity and the varied aspects of it in regard to classroom activities definition, types, roles of a teacher, phases of reading activity, strategies for reading comprehension and strategies for teaching reading

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comprehension. Moreover, it provided a review of the term motivation in language learning, its types and types of readers in terms of motivation, without forgetting to shed light on the relationship between motivation and reading comprehension. In this chapter, different motivational techniques for reading comprehension are presented. The next point of emphasis will be an analysis of the data gathered through classroom observation and teachers' interview.

Chapter Three: Data Analysis and Results

Introduction

3.1 Description, Design and Analysis of Classroom Observation

3.1.1 Description and Design of Classroom Observation

3.1.2 Analysis of Classroom Observation

3.2 Description, Design and Analysis of Teachers' Interview

3.2.1 Description and Design of Teachers' Interview

3.2.2 Analysis of Teachers' Interview

3.3 Discussion and Summary of the Findings

Conclusion

Introduction

The two first chapters dealt with the two main variables of the research. Firstly, chapter one presented reading, reading comprehension and its major obstacles for EFL students. Secondly, chapter two dealt mainly with classroom activities strategy that is suggested to solve the research problem. As a result, the following chapter will be conducted to explore whether or not the mentioned strategy can be helpful for EFL students to enhance their reading comprehension. It aims to find out learners' attitude and difficulties towards in classroom reading activity as well as teachers' motivational techniques by using classroom observation and teachers' interview. In this chapter, the collected data will be analysed. Furthermore, the results of data analysis will be discussed at the end of the chapter. All in all, this chapter is the practical part of the research that deals with the analysis and the interpretation of data.

3.1 Description, Design and Analysis of Classroom Observation

In order to investigate whether the selected classroom reading activities by teachers can motivate students to read as well as improve their reading comprehension. We carried out a classroom observation for the purpose of investigating what is going on during reading sessions in terms of teachers' teaching techniques , students' reading comprehension obstacles and their attitudes towards classroom reading activities.

3.1.1 Description and Design of Classroom Observation

The classroom observation was carried out within second year EFL classes during second semester of the academic year 2021/2022. This observation conducted with one group from the whole population (nine groups). The group was observed in two different sessions during one hour for each in different times. In the first session 15 students out of 27 were present and have a lesson about critical reading and a warming-up activity. The

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second session began with teacher's brief revision about the lesson and provided two activities to 17 present students. During the sessions an observation checklist was used to explore students' reading comprehension difficulties and their attitudes towards reading activities as well as teacher's motivational techniques. The checklist consists of seven sections that are a mixture of adopted and adapted sections. Each section comprises a particular criterion as the following:

Section one: deals with classroom atmosphere that is an essential element in classroom, in terms of students' comfort within the class and the reading task, lesson's appropriate planning and suitable sitting arrangement.

Section two: is about foreign language students' role within classroom with regard to whether they are the primary discussion leaders, they create an interactive atmosphere, they cooperate with each other or they work in pairs/group.

Section three: is the teacher's practice or the way of treating students which has a great impact on students' psychological aspect.

Section four: Concerns the three phases of reading (pre-reading, guided-reading and post-reading). Each stage includes few techniques that Henk, Moore, Marinak and Tomasetti (2000) suggested. Pre-reading is based on students' prediction and text's purpose while during-reading concerns evaluating predictions and teachers' encouragement. The last stage deals with reading comprehension assessment and feedback as well as learners' opinions and critical judgments.

Section five: is based on reading comprehension difficulties that are acknowledged in the literature such as cultural unfamiliarity, limited vocabulary knowledge, difficulty level of the text, lack of interest and ineffective reading strategies.

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Section six: Based on the previous chapter, we suggest five teachers' techniques that motivate students' reading comprehension by using humor, reading aloud, using authentic text, creating group discussion and practicing technology.

Section seven: is the last section in the checklist which mainly focused on identifying students' attitude towards classroom reading activities.

3.1.2 Analysis of Classroom Observation

Section one: Classroom Atmosphere

Item one and two: The class exhibits a friendly and comfortable atmosphere for learners to participate naturally throughout the task / Learners show a high level of comfort and ease while carrying out the task

Table 3.1

Comfortable Classroom Atmosphere

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

Table 3.1 shows that in both sessions that the observer attended with this group, classroom atmosphere was comfortable. The sessions occurred in an organized, clean and lightning classroom that may be because they took place in the morning. Furthermore, the teacher provided comfort to students by greeting them at the beginning of the sessions, sharing some laugh, calling students by name and sharing her enthusiasm. Therefore, students showed activeness and comfort during the sessions through their participation and

interaction. That is why we concluded that classroom atmosphere can reflect students' comfort and influence their learning process.

Item three: The class is planned in a way that it allows for an appropriate development of the tasks

Table 3.2

Lesson's Planning

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

During the two sessions, it was observed that time was given importance and the lesson was well planned. The teacher began the first session by determining the objectives that learners achieved at the end of the reading session in order to make students aware of the elements they should concentrate on during reading stage. Then, she presented the theoretical part of the lesson which was about critical reading. Lastly, she ended the session with one reading activity. In the second session, the teacher started with a brief overview of the previous topic for the sake of making the absent students understand what the session would carry out. Thus, the teacher continued the session with two reading activities about the same lesson's topic.

Item four: The sitting arrangement of the class is suitable for effective communication

Table 3.3

Suitable Sitting Arrangement

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 1 | 50% |
| No | 1 | 50% |

In the first session, male and female students were sat individually and randomly distributed in the classroom. The second session was attended only by female students that may express how they are more interested in learning foreign languages than males. Females sat in pairs and the whole are near from each other, so they showed high level of interaction. However, the sitting arrangement of the first session seems unsuitable, but it did not hinder students' communication. Although the two classes were different in sitting arrangement, yet both encouraged effective communication. All in all, giving students the choice to sit whatever place they want may increase students comfort in the classroom.

Section two: Students' Role**Item one: Students are the primary discussion leaders**

Table 3.4

Students' Primry Discussion Leaders

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 1 | 50% |
| No | 1 | 50% |

During the first session we have attended with this group, we noticed that students' discussion were less in comparison to the second session. Firstly, the teacher played an important role in the first part of the session one in which she explained the topic carefully. Then, she provided a warming-up reading activity at the second part of the session that activated students and made them ask questions. In regard to the second session, students were the main discussion makers since the session was proceeding to the last one. As a result, students have already known the topic and practiced one activity. As it is mentioned, this session basically based on practice (two reading activities), so the teacher was only a guide to students' discussion and feedback provider.

Item two: Students work in pairs or group

Table 3.5

Students' pairs or Group Work

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

In the two observed sessions, the teacher did not apply pairs or group work technique, but rather she used both individual class activity and whole class activity. The latter was used when she first identified the topic and asked her students to predict what critical reading is about. In this stage the answers were randomly stated which expressed students' views. On the other hand, individual class activity was used during the two

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reading activities of the second session in which the teacher asked each student to answer a question individually. Therefore, she guaranteed that all students participated.

Item three and four: There is a predominantly interactive atmosphere in the classroom / Activities and classroom dynamics promote cooperation

Table 3.6

Interactive and Cooperative Classroom

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

While carrying out the observation, both sessions we have attended were held an interactive atmosphere. This interaction diversifies from teacher-students to student-student interaction. The previous one occurred through the discussion of the lesson's topic, providing students with feedback. The latter was observed by way of correcting the wrong answers for each other. Also, it was observed in the second session that one student explained the concept emotional critics to her classmate, who did not understand, instead of the teacher. Consequently, this describes a cooperation relationship among students in the classroom and activities too.

Section three: Teaches' Practices

Item one: Teacher treats students equitably

Table 3.7

Teacher's Equitable Treatment

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| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

In the two observed sessions, the teacher treated students equally in terms of giving each one of them a chance to answer a question during reading activities, calling students by their names and answering students' questions without discrimination. These all observed practices can influence learners' psychological aspect regarding to their attitudes towards the module and the teacher himself.

Item two and three: Teacher listens carefully to students' comments / Teacher responds respectfully to students' lack of understanding

Table 3.8

Teacher's Careful Listening and Respectful Respond

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

In each session, the teacher concentrated on students' questions and answered them carefully and then provided an accurate feedback. Along the two sessions, she treated students respectfully especially in responding to students' wrong answers and correcting them. In addition, she explained the incomprehensible ideas again and again which were basically about critical reading in websites in terms of how to distinguish between an

CLASSROOM ACTIVITIES AND MOTIVATION FOR READING COMPREHENSION organization and personal blog website. The respectful mood may encourage students to practice more since the wrong answers were welcomed and corrected without embarrassment (negative feedback).

Section four: Reading Phases

Pre-reading

Item one, two and three: Teacher helps learners to identify the type of the material and its purpose /Teacher asks learners to preview the text by reading the title and discussing the possible content / Teacher introduces and discusses new vocabulary words.

Table 3.9

Pre-reading Stage

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

As it is shown in table 3.9, in the two sessions, the teacher did not practice pre-reading phase which is the primary stage of reading. First of all, before starting reading the activity's text, she did not encourage students to recognize the text's type and purpose. Actually, this was asked as questions in post-reading stage. Moreover, she did not discuss the text's title with her students to predict the possible meaning and to activate their minds. Finally, she did not introduce students to new vocabulary instead she encouraged students

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to ask for the explanation of new words. Consequently, this stage of reading was not done probably for the insufficient time of the session (one hour).

Guided-reading

Item one and two: Learners are asked to evaluate their predictions

Table 3.10

Evaluating Learners' Predictions and discussing the established purpose

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

Throughout the two sessions, during-reading stage was not followed. As it was noticed in the reading activities that the texts material were not predicted regarding its title and its new lexis, so there was no evaluation. Furthermore, as it was mentioned previously, students did not identify the purpose of the text at the beginning instead question/answer was used after reading as well as the texts' discussion too. The absence of guided-reading stage may create a lack of students' engagement and comprehension for those who encounter reading comprehension difficulties.

Item three and four: Teacher encourages learners to use the new vocabulary during discussion /Teacher encourages learners to use appropriate comprehension monitoring and fix-up strategies: paraphrasing, rereading, using context and asking for help.

Table 3.11

Teacher's Encouragement in Using New Vocabulary and Fixed-up Strategies

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

We did not observe during the sessions that the teacher encouraged students to use new vocabulary. Yet, she explained few words to them when they asked for their meaning. Moreover, she did not encourage learners for using context to predict the meaning of unknown words as well as read texts twice to grasp the gist. Finally, based on the observation checklist of Henk, Moore, Marinak and Tomasetti (2000), we concluded that the second stage of reading (guided-reading) was not observed.

Post-reading

Item one: Learners are asked to read aloud sections of the text that answer questions and confirm their prediction.

Table 3.12

Learners' Reading Aloud

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

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During the whole sessions, the texts' activities were read aloud by students. The teacher in each time chose a student to read a paragraph. Then at the end of reading aloud stage, she began asking every student one question. However, reading aloud was the only way of reading the texts; neither individual silent reading nor teacher's reading aloud were used. This may be challenging for some students who prefer to take time to read texts individually or rereading the text.

Item two and three: Teacher asks learners to retell the text / Teacher ask leaners to write a summary.

Table 3.13

Learners' Retelling and Summarizing Techniques

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

During the two sessions, the two assessment techniques retelling and summarizing were not observed, instead question/answer technique which was used and addressed to each student. It was observed that the majority answered correctly even the few uninterested students got engaged after they were playing on their phones. Also, the introvert learners who seemed concentrated on what is going on in the classroom, but they did not share their opinions and comments showed engagement. Therefore, the teacher ensured students' participation in the reading activities, whether in reading the texts or answering the questions.

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Item four and five: Learners are asked to explain their opinions and critical judgment/ Teacher continually monitors learners' comprehension and provides appropriate feedback.

Table 3.14

Learners' Critical Judgment and Teacher's Appropriate Feedback

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

Both sessions were carried out in the same way, as it was mentioned previously, only question/answer technique was used during reading activities. The text of warming-up and the first activity were an online article entitled "Piano Man" and the second activity was a newspaper article about "Silent on the Left Bank". The questions of all the activities were critical reading questions neither literal nor inferential comprehension questions were presented. As a result, students' answers were based on their critical thinking and judgement. Students' answers were immediately corrected by the teacher and in very often by their classmates. The teacher's feedback was respectful and encouraging students to participate.

Section five: Reading Comprehension Challenges**Cultural unfamiliarity**

Item one: The text involves cultural expression (idioms, proverbs, metaphors...)

Table 3.15

Cultural Expressions

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

Based on table 3.15 above, students did not encounter cultural unfamiliarity difficulty since the activities' text did not include cultural expressions such as idioms, proverbs and metaphors (socio-cultural aspect) or linguistic aspect. Although texts were authentic, yet they did not involve cultural signs. Thus, the teacher may choose the texts without cultural expressions purposefully to simplify the comprehension for them.

Limited vocabulary knowledge**Item one: Students ask teacher for such words meaning**

Table 3.16

Asking for Words Meaning

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 1 | 50% |
| No | 1 | 50% |

Item two: Students use dictionaries frequently

Table 3.17

Using Dictionaries

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

In the first session, during the warming-up activity learners did not use dictionary neither dictionary books nor phone dictionary application. Moreover, they did not ask the teacher for such words meaning. Thus, this may be because the activity is simple and easy in comparison to the other activities. However, the second session was as the prior one, they did not utilize dictionaries. Yet, few students asked for some words meaning probably because these activities were more challenging. That may express how the teacher encouraging students to ask.

Difficulty level of the text

Item one and two: The text's sentences are long and complicated/ The text's topic is complex

Table 3.18

Complex Text's Structure and Content

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

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Concerning the difficulty level of the text, the activities' texts of the two sessions were not complicated in both content and form. First, texts' forms were simple and short which were an online and a newspaper articles. They were short texts with simple sentences that seem appropriate for second year level. Regarding the content, texts' topics were clearly stated and easy ones that narrate particular events. However, the difficulty may take place on the type of questions which were basically based on students' critical reading view in order to determine what information are true and which are doubted.

Lack of interest

Item one and two: The text is long /Students do not appear interested to read the text.

Table 3.19

Students' Interest

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Sessions | 2 | 100% |
| Percentages | 0 | 0% |

Item three: The reading time is not sufficient

Table 3.20

Insufficient Time

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| Rating scales | Yes | No |
|---------------|-----|------|
| Yes | 2 | 100% |
| No | 0 | 0% |

In the sessions we spent observing in the classroom, students appeared interested in reading and understanding the texts through asking the teacher for some words meaning, asking questions, requesting for repetition and giving comments. This interest may be due to the short length of the texts, their simplicity in structure and contents and the teacher's encouragement. However, it was observed that the way of reading texts may not be effective for some students since they read only aloud and silent reading or what is called the first reading was not noticed. Yet, generally this insufficient time did not hinder students' eagerness to read. Instead, it leads them to ask more comprehension's questions.

Section six: Motivational Techniques

Item one: Teacher uses humor in his teaching

Table 3.21

Using Humor in Teaching

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

In each session, the instructor began with greeting then sharing some fun and laugh and that created some sense of comfort for students and broke down the boredom

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barriers. Accordingly, a friendly and enjoyable atmosphere was observed and that was reflected on students' behaviour. This technique may be purposefully practiced by the teacher for its positive impact on students. Thus, we can corroborate with Martini, 2006; Tanbyln, 2003; Medgyes, 2002 (as cited in Hayati, Shooshtari & Shekeri, 2011) who agree that humor increases and maintains students' interest in the lesson.

Item two: Teacher reads the text aloud

Table 3.22

Teacher's Reading Aloud

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

During the two sessions, we observed that the teacher did not read the activities' texts aloud, instead the students who did that. In other words, although learners read the prints aloud, which is an important element in post-reading phase, the teacher did not follow reading aloud motivational technique. Therefore, she did not give her students an opportunity to listen to correct spelling and pronunciation that may help them to comprehend texts more.

Item three: The text is authentic

Table 3.23

Authentic Text

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| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

We observed in both sessions that the activities' texts were authentic. The first one was written by a British author whereas the second one by an American writer. These authentic texts can expose students to more real language in terms of language structure, language content, language genre and style of writing. . Therefore, it may increase their curiosity to understand the text in terms of grammatical relationship, vocabulary knowledge and cultural information.

Item four: Small group discussion is used

Table 3.24

Using Small Group Discussion Technique

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

Small group discussion technique was not observed during the sessions. However, the teacher used students' individual answers. In all the reading activities, learners were asked to read a paragraph and answer one question. Accordingly, SGD may be not used because the teacher wanted to ensure that all students participated, whereas in SGD only

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few of them who answer the questions (the group's leader) as well as introvert students generally did not prefer group work.

Item five: Technology is used as a part of reading activity

Table 3.25

Using Technology

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 0 | 0% |
| No | 2 | 100% |

As it is shown in table 3.25, technology was not utilized neither by the teacher nor students. In fact, she provided students with hand-outs which involve an explanation of the first theoretical part and the three reading activities. Since the teacher chose the traditional way of teaching, which is hand-out instead of using ICT or providing texts to students' phones as pdf document, probably that is why students did not utilize Phone dictionary application.

Section seven: Students' Attitude

Item one, three and four: Students show a positive attitude while carrying out the task/ Learners show commitment towards keeping discussion going and asking/ answering question/ Learners appear interested in the topic being discussed

Table 3.26

Learners' Positive Attitude

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

Throughout the observation, generally learners showed a positive attitude towards the reading module itself and the activities specifically. However, in comparison between the two sessions, the second session students were more interested since the session was purely practical one. It was noticed that the activities showed a progress in students' discussion from the beginning till the end of each session in which they asked questions, answered the teacher's questions and corrected the mistakes of each other. Hence, that indicates how students are interested in the texts' topics because if they were not amused with the texts, they never keep the discussion continuing.

Item two: There is a respectful mood among the participants throughout the task

Table 3.27

Students' Respectful Mood

| Rating scales | Sessions | Percentages |
|---------------|----------|-------------|
| Yes | 2 | 100% |
| No | 0 | 0% |

Students during the two sessions showed a respectful mood among them that was shown through the discussion which was constructed smoothly and that may build students' knowledge. Furthermore, as it was mentioned previously that students helped

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each other by correcting the wrong answers as well as one of them explained an idea for her classmate, instead of the teacher. All in all, this respectful mood can increase learners' comfort within classroom.

3.2 Description, Design and Analysis of Teachers' Interview

In order to investigate whether the teachers of reading apply classroom activities as pedagogical strategy to enhance students' reading comprehension, we carried out this structured interview for teachers to explore their opinions concerning the role of classroom activities as motivational factor in enhancing EFL students' reading comprehension.

3.2.1 Description and Design of Teachers' Interview

The interview was addressed to six teachers of reading module in the deviation of English at Biskra University. Teachers' interview consists of twelve (12) open-ended questions in which the teachers are requested to provide an explanation or specification. The interview is divided into two sections. The first section is about teachers' background information that involves both teachers' degree and period of teaching. The second section concerns teachers' view about reading comprehension which includes ten questions that are based on reading comprehension, motivation and classroom activities. Thus, the collected data can help us in answering our research questions.

3.2.2 Analysis of Teachers' Interview

Section one: Background Information

1. Would you specify your degree?

Table 3.28

Teachers' Degree

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| Degree | Number |
|----------|--------|
| Magister | 2 |
| PhD | 4 |
| Total | 6 |

2. How long have you been teaching at university?

Table3.29

Teachers' Period of Teaching

| Interviewees | Years |
|--------------|-------|
| A | 13 |
| B | 16 |
| C | 4 |
| D | 20 |
| E | 3 |
| F | 5 |

It has long been agreed that the teachers' level and teaching experience has a cumulative effect on learners' outcomes. Therefore, we began the interview by these questions. Since we purposefully interviewed teachers who teach reading module, we considered posing these questions would help us to find out whether these two elements impact their decisions in teaching reading. As it is stated in the table 3.28 above, the six teachers do not hold the same degree as four have a doctorate and two have a magister degree. Thus, this indicates that all the teachers are highly experienced and that let us consider their answers as reliable ones to our research. Moreover, it is demonstrated in

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table 3.29 that teachers have been teaching English at university for a period that ranges from 3 to 20 years. That is to say, the variation in teaching experience is beneficial to collect varied data that may answer our research questions.

Section two: Teachers' Views about Reading Comprehension

3. How do you find teaching reading?

Table 3.30

Teaching Reading

| Interviewees | Teaching reading |
|--------------|-------------------------|
| A | It is important |
| B | It is essential |
| C | It is important |
| D | It is interesting |
| E | It is interesting |
| F | It is quite interesting |

Before exploring how teachers perceive reading comprehension meaning. It is very important to realize how teachers generally regard teaching reading module. As shown in table 3.30, the answers range from important to interesting. The ones who consider teaching reading is important, they understood teaching reading module in general since it is a new course which began only three years ago. Various justifications of the importance of teaching reading were taken place. First, it was considered by teacher B as a way of gaining vocabulary, learning grammar (sentence and discourse structure) and exposing to real-life language (culture). Another teacher assumed that in reading course,

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students can solve more reading problems, reading long texts and being a critical reader. On the other hand, those who answered interesting, they expressed their attitudes towards teaching reading and all of them agreed that it is enjoyable in terms of the plenty strategies applied and the different topics discussed.

4. How would you describe reading comprehension and how important do you think?

It has long been established that teachers' beliefs reflect on their classroom actions. In other words, the way they believe what reading comprehension is about the way they teach it. All teachers agreed that reading comprehension is the complete understanding of what is contained in a text. However, the teacher E added that "it is a skill that taught with other skills". From the other side, the teacher F justified the benefit of reading comprehension by saying "it allows us to acquire vocabulary and ameliorate their communicative and writing skills and processes". Thus, this expresses the interrelationship between reading and the other skills because each skill completes the others. Furthermore, the majority of teachers agreed that reading comprehension is a major skill to master as well as it is crucial for any student at any level and inside or outside classroom.

5. Do your students encounter any reading comprehension problems?

If yes, would you please specify them?

This question seeks to reveal the most common reading comprehension problems faced by EFL students but from teachers' perspective whose responses were summarized in the following table.

Table 3.31

Students' Reading Comprehension Problems

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| Interviewees | Reading comprehension problems |
|--------------|---|
| A | Reading in their academic field. |
| B | Problems to understand the connection between ideas. Lack of concentration when reading. Difficult vocabulary. Lack of interest. |
| C | Summarizing |
| D | Poor vocabulary. Can not use properly dictionaries. Trouble deciphering orthography. Poor vocabulary. |
| E | Lack of interest. |
| F | Understanding the target culture. |

Table 3.31 illustrates that the most common reading comprehension difficulties are lack of interest and insufficiency of vocabulary knowledge, which were reported by teachers B, F and D, E in the same respect. Undoubtedly, having limited vocabulary would impact the ability to understand what is read as well as lack of eagerness to read that mostly would make learners read without concentration which is another problem encountered by learners as stated by teacher B. It was also shown that other challenges may involve not only reading academic works, but also the inability to use dictionaries properly, to understand difficult words, to grasp the gist, to decode words and to comprehend the connection between ideas. The last four elements were so far relate to

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word recognition skills and background knowledge skills (vocabulary and language structure), which are under the umbrella of the simple view of reading (SVR). More importantly, it must be taken into consideration that the teacher F highlighted the trouble of understanding the cultural signs of English language. Indisputably, a language refers to both linguistic and socio-cultural aspects. As a result, cultural unfamiliarity stands as a barrier in understanding the semantic and pragmatic meaning of such words or expressions.

6. In your view, what are the reasons behind reading comprehension problems?

The above question sought to uncover the causes that may emerge learners' reading comprehension difficulties. The answers were demonstrated in table 3.32.

Table 3.32

Reasons behind Reading Comprehension Problems

| Interviewees | Reasons |
|--------------|--|
| A | Lack of motivation. |
| B | Lack of reading time. Lack of reading habit. Lack of motivation. The absence of effective reading strategies. Kind of texts. |
| C | Students are not motivated to read. |
| D | Poor reading habits. Teachers' avoidance of authentic materials. |

| | |
|---|---|
| E | Poor pedagogical approach. |
| F | They do not specify time for reading anything in English. |
| | / |

Based on teachers' responses which are notably varied and they can be divided into four basic themes which are lack of practice, inadequate teaching, lack of motivation and poor reading habits.

Lack of practice

The two teachers B and E considered the lack of practice as a cause to reading failure. Indeed, the more students read, the more they enhance their skills. Accordingly, it is crucial for instructors to assign the session's time on multiple practices opportunities. However, it is not only the responsibility of teachers in classroom, but also students have to practice reading outside classroom.

Inadequate teaching

It is argued that teachers who lack background knowledge and experience may bring several problems to the classroom instead of solving many others. One of the obstacles in the process of teaching is to avoid some elements to make learning easy for students, but instead it becomes more complicated as teacher D stated "teachers' avoidance of authentic texts". In this case, for those teachers choosing non-authentic texts is an effective way to simplify texts for their students. However, EFL learners encounter different versions of texts especially the original ones. Therefore, teachers must expose students to more authentic texts in order to explore English culture which stands as a barrier to them.

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Lack of motivation

The issue of poor motivation in reading has long been attracted researchers' attention in which they carry out research studies that inspect its impact on learners' reading comprehension. This is exactly why teachers A, B and C highlighted it as a source that hinders reading comprehension. Obviously, not all students are motivated. For those who are demotivated, they may be less involved, so they would have less comprehension. Therefore, learners need to get motivation from classroom in order to increase their interest.

Poor reading habits

Having a reading habit means considering reading as part of everyday activities. Unfortunately, the majority of our students lack reading habits as stated by teacher B and D. Indeed, if students have reading as a habit, they will rarely encounter difficulties in reading comprehension since they are exposed daily to various texts (different genres, topics, structures and writers' styles). In this respect, this reason of reading comprehension difficulty may derived from several sub-reasons, such as poor motivation, lack of reading models and use of social media.

7. How important motivation is in foreign language learning and in reading activity specifically?

The six teachers of reading stood on the point that motivation is a push towards learning. It is a crucial in the process of learning generally and in reading specifically. From their responses, we deduced the following equation no motivation means no learning (new knowledge), so no achievements (enhancement). Moreover, in teacher B explanation, she helps us to understand the role of motivation which is increasing curiosity, enjoyment and challenges. Furthermore, both teachers C and E argued on how to get students

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motivated, teacher E claimed that “once students are motivated to read, they benefit well from their reading tasks”. On the other hand, teacher C emphasised on the role of classroom in increasing motivation by saying “motivation deals with creating a field of interest for students. Studying and implementing the conditions under which students are motivated to read is important in the process of teaching reading”. Therefore, the majority of our students are not motivated intrinsically, so the responsibility to build or increase motivation turns to teachers through the materials and the techniques they choose in the classroom.

8. Do you think classroom is the best environment where students get motivated towards reading? Please explain.

As we strived to go into the teachers’ views about whether classroom is the appropriate environment to get motivated towards reading, the perspectives were varied from teacher to another. Yet, they can be summarized into four basic answers. First, teachers C and D responded with yes because the selected texts and activities by the teacher create a motivational space for students. However, teacher E added that it is based on teacher’s methods, techniques and topics chosen whether it is successful or not. From another side, classroom is considered as an effective environment, but also she suggested library for its calm and comfortable atmosphere as stated by teacher A. Finally, teacher B summarized the whole idea as follows “good physical environment including great light and plenty of comfort are the most important elements of a motivating and welcoming environment for reading whether it is in a classroom or at home or any place”. As a result, we concluded that classroom can be motivated unless the physical conditions and teacher’s methods are taken into consideration.

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9. What techniques do you use to motivate students, especially the ones with reading comprehension difficulties?

Table 3.33

Teacher's Motivational Techniques for Reading Comprehension

| Interviewees | Motivational techniques |
|--------------|---|
| A | I usually ask them to prepare what is going to be read in class at home. They work in pairs. |
| B | I read aloud. I provide texts at the right level. I encourage them to talk about what they are reading (story telling). I use technology in reading (ebooks). I used to give them texts with questions to practice. |
| C | Diversity in activities. |
| D | Use of ICT. Create a appositve environment. I choose interesting themes. |
| E | Story telling. |
| F | Question/ answers. |

Posing this question means to point out the ways that the instructors usually follow to assist their learners to be motivated, so they would be better able to comprehend texts to overcome the foregoing reading comprehension obstacles. As shown in table 3.3, while B teacher seems to use four techniques, teachers E and F use only one technique. The

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techniques of story telling, use of technology and question/ answer were applied by B, F and B, D and C, F teachers in the same order. Actually, technology has been long acknowledged in the domain of education especially in FL classrooms for its easy accesses as well as the other two techniques are tools of assessment that may enhance communicative skills besides reading comprehension. Substantially, teacher A attempted to support low achievers of reading comprehension by encouraging them to read collectively in the classroom and do further reading at home. Moreover, the techniques that were suggested by teachers D and E were basically the core of the entire techniques in which choosing various genres, interesting topics and different types of questions are necessary for learners who have different learning styles, experience, aptitude and motivation levels.

10. How do you think motivation can promote reading comprehension?

It is considered that motivation impacts reading comprehension positively. Thus, this question aimed to uncover the relationship between the two variables. This question was a bit critical in which every teacher viewed it differently, but all the answers were under the umbrella of the more motivation, the more reading achievement. Teachers A, B and C gave us more explanations. To start with, teacher A linked motivation to aims that means if learners has an aim behind their reading, they will understand what they read. Additionally, teacher B claimed that reading for pleasure and reading for purpose are in themselves motivation. Therefore, learners who read for pleasure or purpose are extremely motivated. Furthermore, teacher C said “To motivate students towards reading means to build a reading habit which leads to enhancing students’ comprehension”. To sum up, the ideas are not far from each other; instead they are interrelated in a form of chain. It begins with motivation which refers to aims, so when students have an aim behind their reading

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after a long period it may become a habit. Hence, having a habit of reading means reading extrinsically and that may increase reading comprehension.

11. During reading sessions, do you give more importance to theoretical part or practical one and why?

Table 3.34

Theoretical or Practical Importance

| Interviewees | Theoretical or practical importance |
|--------------|-------------------------------------|
| A | Both |
| B | Practical |
| C | Practical |
| D | Practical |
| E | Practical |
| F | Both |

Our concern in this question was to realize whether teachers emphasised more on the theoretical or practical part of the lesson. Chiefly, as portrayed in table 3.34, the majority of instructors (B, C, D and E) seem to agree that practices are more important than the conceptual framework, which includes definitions, types and characteristics, because getting theoretical knowledge has no value until students can apply it for practical purposes. However, it does not mean that theoretical part was not taught as teacher C said “Only one session is devoted to the theoretical part, the other sessions were practical” as a result, building the comprehension of the readers can not be achieved without being in touch with the text and its components. On the other hand, teachers A and F gave equal importance to both session’s parts and justified that by “since we are following certain

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reading strategies and it is necessary that we explain them at the beginning to make student ready to do the practical part”. In other words, without learning reading strategies, learners can not practice reading.

12. Do you think classroom activities strategy can promote students’ reading comprehension as well as motivate them? Please justify.

Although the majority of instructors were acquainted and applied classroom reading activities, we tried through this question and the explanation we equipped, to reveal their opinions about classroom activities and whether it enhances students’ reading comprehension and decreases their difficulties. The interviewees showed a positive attitude towards classroom activities through their answers which were yes. More importantly, they viewed that activities have a great role because students will be able to comprehend the texts guided by the teacher who directs their attention to reading strategies. However, the teacher A added that “it is effective when teachers guarantee the involvement of all students not only the excellent ones”.

3.3 Discussion and Summary of the Findings

This study was carried out as an attempt to promote reading comprehension of second year licence at Biskra University with classroom activities teaching strategy. More specifically, it was undertaken to explore the main obstacles that students encounter in reading comprehension and to find out their attitude towards classroom activities within reading classes. Additionally, it attempted to discern the motivational techniques that applied by teachers in order to enhance students’ reading comprehension.

Within this framework, our research did not reflect purely quantitative or qualitative approach, but rather the combination of the two. Therefore, pragmatism was adopted as the research paradigm which conforms mixed- methods approach. Furthermore,

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this study used two data collection tools namely observation checklist and structured interview in order to answer our research questions. There were three questions addressed in this research in which their answers will be discussed in the subsequent section.

The first question clarified about students' reading comprehension difficulties because to enhance reading comprehension, it is important to shed light on the problems behind it. It was revealed through the classroom observation checklist that learners encountered a difficulty of limited vocabulary knowledge and lack of interest that occurred due to the insufficient time for reading. The latter substantially is more difficult problem than the other since it does not provide students with opportunities to read the text carefully, to comprehend it and to learn new words. Moreover, the two observed problems were expected as students' level is a second year, so they did not master the language yet as well as the duration of the session is short (one hour). Moreover, we got other meaningful responses from teachers who are in the charge of teaching reading course. The two prior problems were considered as the main common problems by the interviewers. Moreover, they added the inability to use dictionaries properly, to understand difficult words, to summarize, to decode words and to comprehend the connection between ideas. Therefore, the different reading comprehension obstacles may be due to students' differences in terms of level, learning styles gender, aptitude, motivation and intelligence.

The second question was designed expressly to reveal students' attitude towards reading activities within reading sessions. Since the question was closely related to students' view about classroom activities, observation as a data gathering tool was the most suitable choice for it allows students' behaviours and their stand whether it is positive or negative. During the observation, learners showed their comfort in classroom as it ensured the appropriate conditions as well as with the teacher who shared a positive and friendly atmosphere. Therefore, in reading activities, learners showed a continued discussion and

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asked for what is not understood. Predominantly, the majority of students, during the two sessions demonstrated interest in comprehending the activities' texts content that the instructor incorporated through the participation and requesting for such words meaning. To conclude, we can deduce that the majority of participants had a positive attitude towards the provided reading activities within classroom. Thus, the motivational techniques that the instructor used have a role in the students' attitude.

Based on the analysis of classroom observation checklist that the researcher attended and the teachers' interview, we answered our question concerning the techniques that teaches suggested or followed to motivate students as well as increasing their reading comprehension. Evidently, it was found that in order to encourage learners who show specific reading comprehension deficiencies. Teachers share some similar techniques and differ in others. The teacher, who was observed by the researcher, showed a friendly atmosphere through using humor that changed students' mood and shared some positiveness in the classroom. Furthermore, another various techniques were suggested by the interviewers. Some of them related to assessment strategies, such as question/ answer and story telling. Furthermore, teacher' s reading aloud and students reading at home are techniques that involve both listening and first reading processes, give students an opportunity to absorb more texts' information. Additionally, diversity in activities was also mentioned that refers to different teaching strategies, techniques and topics. All in all, these techniques were considered motivational ones, but whether are effective or not depend on learners' needs and interests.

In general, both results of classroom observation and teachers' interview have uncovered that classroom activities can improve reading comprehension skill. Classroom observation's analysis showed how students' attitude was positive towards the activities. Therefore, the teacher's techniques seemed to be effective as they raised learners' interest

CLASSROOM ACTIVITIES AND MOTIVATION FOR READING COMPREHENSION and participation. Additionally, the interviewed teachers agreed that classroom activities within reading sessions can motivate students as well as enhance their reading comprehension. However, these results showed that classroom activities depend on the quality of the activities in which teachers use some effective techniques to ensure the involvement of all learners. As a result, classroom activities with the opportunities they offer for students to read can stand as a key for successful learning.

Conclusion

The current chapter attempted to summarize, organize and classify data that were obtained from the formerly mentioned data gathering tools. Thereafter, it achieved the final results in the light of thematic analysis procedure in which the researcher described the data in tables, analysed the data and answered the research questions. Finally, a discussion of the results was presented along with making inference and drawing a conclusion was supplementally brought to the mass of data.

General Conclusion

Reading is considered a crucial skill, for it is one of the aspects of language literacy. Therefore, it sustains the acquisition of knowledge. Generally, the majority of second-year students of English at Biskra University do not achieve the ultimate goal of reading (reading comprehension). Noticeably, they seemed unable to understand text's message appropriately due to inadequate reading skills. Thus, the current study suggested the active and interactive teaching strategy known as classroom activities within reading classes.

Throughout the findings that obtained from the analysis of classroom observation and teachers' interview, we answered the research study's questions. First, we identified the main difficulties that students face which range from lack of vocabulary, lack of interest, as well as inability to use dictionaries properly, to understand difficult words, to summarize, to decode words and to comprehend the connection between ideas. Additionally, the observed group showed a positive attitude towards classroom activities within reading sessions through the active interaction and participation. That is why we uncovered teachers' motivational techniques that they follow to decrease their students' reading comprehension challenges.

The study concluded that classroom activities motivate and increase students' reading comprehension. In this respect and in comparison to the previous studies which achieved that classroom activities contributed on the development of reading skills, reading comprehension, students' engagement and support, as well as the correlation between classroom activities and students' reading skills as found by Swanson et al. (2017). This study highlighted and touched another aspect beside students' reading comprehension enhancement known as motivation. This psychological phase plays a vital role in students'

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guidance to accomplish a particular goal as it was observed during the classroom observation. However, it was not totally confirmed that classroom activities motivate students' reading comprehension since they depend on teaching methodology in terms of method, techniques and materials, whether they are interesting and relevant to students' needs or not. Beside that classroom atmosphere and teacher's practices can impact the students' motivation.

In conducting this research, some obstacles have been faced, such as inaccessibility of participants and insufficient time. This recommends several considerations to be taken into account. These considerations relate to both teachers and students. For the previous, they should be aware of the importance of reading skills. Therefore, this awareness will lead them to maximize their intention to solve more students' reading comprehension problems in order to ensure effective classroom activities generally and students' motivation and comprehension specifically. From another side, students also should take into consideration the value of reading in language learning by practicing reading outside classroom. Hence, that makes the improvement of reading comprehension easier for teaches.

Pedagogical Recommendations

The value of classroom activities strategy was explicitly represented in the prior sections, disclosing that it gave positive outcomes. Based on the overall study findings, we draw a list of recommendation in order to highlight some important considerations that should be taken into consideration to promote the state of reading and make effective classroom activities.

- Both students and teachers should be aware of the indispensable role of reading skills in foreign language classes.
- Teachers, who are in the charge of reading classroom, should identify every student's weakness and strengths when it comes to understand to the text in order to provide them with appropriate and optimum solutions. To do that, teachers may depend on some evaluative processes, such as classroom observation and diagnostic test.
- Beside the identification of students' reading comprehension difficulties, teachers should diagnose the several variables that impact the comprehension.
- Inspired by the two former points, it is important for teachers to maintain calm and comfortable classroom atmosphere in order to ameliorate students' concentration and motivation.
- Time plays a vital role in the reading process, so more time should be allocated to the reading course and that makes teachers supply students with sufficient span for reading as well as expose them to multiple before, while and post reading stages in order to opt what is suitable for them.

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- Due to students' differences in learning, teachers should work collaboratively with their students when it comes to plan reading activities in terms of the used techniques and the chosen materials, for it guarantees students' interest.
- Integrating reading assignments and homeworks help students to build a reading habit as well as maximize their language proficiency.
- Providing students with a feedback during the reading activities is crucial for ensuring the learning process and reading session's success.
- Reading comprehension enhancement is not the only responsibility of teachers. As a result, students should practice reading outside classroom. Thanks to technology that provides different applications for reading comprehension, such as Reading Prep Comprehension, clozemaker and readlang.

Limitation of the Study

The limitation of any research tends to reflect the challenges that the researcher encountered during the study. These restrictions may correlate with obstacles such as the unavailability of resources, insufficient time, inaccessibility of participants and treatment implementation. This current study involves some limitations that can influence the final findings. These constraints are stated as follows.

1. Inaccessibility of participants: It is a real issue in implementing classroom observation. This issue can relate to several reasons. The overburden timetable did not allow the majority of learners to keep consistent attendance in classroom. Also, since the observation was carried out during the week before the end of the semester two, student did not show interest to attend the sessions as they have already passed the tests. Therefore, out of 27 students, only 15 attended in the first session and 17 in the second session. On the other hand, there are only seven teachers of reading at Biskra University and six of them were interviewed. On this account, there is no opportunity to get more teachers' view.

2. Time: It is another essential limitation for gathering data from classroom and teachers' interview. This study took place over a span of only one week (two sessions) which somewhat is a short period to observe what is going on in reading classroom in different sessions in terms of students' reading comprehension difficulties, their attitude towards the reading activities and the teacher's techniques.

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Appendices

Appendix 1: Classroom Reading Observation Checklist

Teacher: _____ Number of classroom students: _____
Observer: _____ Absent students: _____
University: _____ Class: _____
Course: _____ Date: _____
Grade: _____ Time: _____

Objective: to collect information about students' reading comprehension difficulties and their attitudes towards classroom reading activity as well as teachers' motivational reading techniques.

Instruction: read the statements below. Tick (✓) the box to determine whether observed or not and provide with some notes.

| Section | Criteria | Yes | No | Comments |
|------------|---|-----|----|----------|
| One | <p>Classroom Atmosphere: based on the observation checklist of Morales and Pérez (2015).</p> <ol style="list-style-type: none">1. The class exhibits a friendly and comfortable atmosphere for learners to participate naturally throughout the task.2. Learners show a high level of comfort and ease while carrying out the task.3. The class is planned in a way that it allows for an appropriate development of the tasks.4. The sitting arrangement of the class is suitable for effective communication. | | | |

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| | | | | |
|---------------------|---|--|--|--|
| <p>Two</p> | <p>Students' Role: based on the observation checklist of Morales and Pérez (2015).</p> <ol style="list-style-type: none"> 1. Students are the primary discussion leaders. 2. Students work in pairs or group. 3. There is a predominantly interactive atmosphere in the classroom. 4. Activities and classroom dynamics promote cooperation. | | | |
| <p>Three</p> | <p>Teacher's Practices:</p> <ol style="list-style-type: none"> 1. Teacher treats students equitably. 2. Teacher listens carefully to students comments. 3. Teacher responds respectfully to student's lack of understanding. | | | |
| <p>Four</p> | <p>Reading Phases: based on the observation checklist of Henk, Moore, Marinak and Tomasetti (2000).</p> <p>Pre-reading</p> <ol style="list-style-type: none"> 1. Teacher helps learners to identify the type of the material and its purpose. 2. Teacher asks learners to preview the text by reading the title and discussing the possible content. 3. Teacher introduces and discusses new vocabulary words. | | | |

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| | | | | |
|--|--|--|--|--|
| | <p>Guided-reading</p> <ol style="list-style-type: none">1. Learners are asked to evaluate their predictions.2. The comprehension discussion is focused on the established purpose.3. Teacher encourages learners to use the new vocabulary during discussion.4. Teacher encourages learners to use appropriate comprehension monitoring and fix-up strategies: paraphrasing, rereading, using context and asking for help. <p>Post-reading</p> <ol style="list-style-type: none">1. Learners are asked to read aloud sections of the text that answer questions and confirm their prediction.2. Teacher asks learners to retell the text.3. Teacher asks learners to write a summary.4. Learners are asked to explain their opinions and critical judgment.5. Teacher continually monitors learners' comprehension and provides appropriate feedback. | | | |
|--|--|--|--|--|

| | | | | |
|--------------------|---|--|--|--|
| <p>Five</p> | <p>Reading Comprehension Challenges</p> <p>Cultural unfamiliarity</p> <p>1. The text involves cultural expression (idioms, proverbs, metaphors...).</p> <p>Limited vocabulary knowledge</p> <p>1. Students ask teacher for such words meaning.</p> <p>2. Students use dictionaries frequently.</p> <p>Difficulty level of the text</p> <p>1. The text's sentences are long and complicated.</p> <p>2. The text's topic is complex.</p> <p>Lack of interest</p> <p>1. The text is long.</p> <p>2. Students do not appear interested to read the text.</p> <p>3. The reading time is not sufficient.</p> <p>Other difficulties.</p> <p>.....</p> <p>.....</p> <p>.....</p> | | | |
|--------------------|---|--|--|--|

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| | | | | |
|---------------------|--|--|--|--|
| <p>Six</p> | <p>Motivational Techniques for Reading Comprehension.</p> <ol style="list-style-type: none"> 1. Teacher uses humor in his teaching. 2. Teacher reads the text aloud. 3. The text is authentic. 4. Small group discussion technique is used. 5. Technology is used as part of reading activity. <p>Other techniques.</p> <p>.....</p> <p>.....</p> | | | |
| <p>Seven</p> | <p>Students' Attitude: based on the checklist of Morales and Pérez (2015).</p> <ol style="list-style-type: none"> 1. Students show a positive attitude while carrying out the task. 2. There is a respectful mood among the participants throughout the task. 3. Learners show commitment towards keeping discussion going and asking/answering question. 4. Learners appear interested in the topic being discussed. | | | |

Appendix 2: Teachers' Interview

Dear teachers,

You are kindly requested for an interview that serves as a data collection tool for the study, entitled "The effect of classroom activities as motivational factor in enhancing EFL students' reading comprehension". The research aims to foster second year students' reading comprehension as well as help them to reduce their reading difficulties. Your responses will be confidential and protected and will be used for research purpose only.

Section one: Background Information

1. Would you specify your degree?

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2. How long have you been teaching at university?

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Section two: Teachers' Views about Reading Comprehension

3. How do you find teaching reading?

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4. How would you describe reading comprehension and how important do you think?

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5. Do your students encounter any reading comprehension problems?

If yes, would you please specify them?

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6. In your view, what are the reasons behind reading comprehension problems?

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7. How important motivation is in foreign language learning and in reading activity specifically?

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8. Do you think classroom is the best environment where students get motivated towards reading? Please explain.

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9. What techniques do you use to motivate students, especially the ones with reading comprehension difficulties?

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10. How do you think motivation can promote reading comprehension?

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11. During reading sessions, do you give more importance to theoretical part or practical one and why?

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12. Do you think classroom activities strategy can promote students' reading comprehension as well as motivate them? Please justify.

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13. Is there anything that you would like to add?

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Thank you for your time and collaboration

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ملخص

إن الدراسة الحالية محاولة للتحقق من تأثير الأنشطة داخل القسم على تحفيز الطلبة و تحسين فهمهم في القراءة ، حيث اعتمدت الدراسة المنهج المختلط و الذي يشمل تصميم دراسة حالة. وبالتالي تم استخدام قائمة الشطب الخاصة بملاحظة القسم بالإضافة إلى مقابلة مع أساتذة. بشكل أكثر تحديدا، تم ملاحظة 27 طالبا من طلاب السنة الثانية لغة إنجليزية خلال حصتين، بالإضافة إلى إجراء مقابلة مع ستة أساتذة مادة القراءة. لقد أوضحت نتائج الدراسة أن المشاركين قد أظهروا العديد من المشاكل المتعلقة بالفهم والتي ربما تعود إلى عدة أسباب. في هذا الصدد، اقترح الأساتذة تقنيات تحفيزية مختلفة لتعزيز فهم الطلاب. علاوة على ذلك، أظهر الطلاب موقفا إيجابيا تجاه أنشطة داخل القسم خلال حصتي القراءة. في النهاية، من خلال النتائج، توصلنا إلى أن أنشطة داخل القسم يمكن أن تحسن و تحفز الفهم لدى الطلبة ولكن يجب على الأنشطة أن تكون مبنية على دوافع و احتياجات الطلبة لضمان مشاركة جميعهم. توصي الدراسة أن على الأساتذة اختيار الأنشطة باتباع رغبات، نواقص و ضروريات الطلبة .