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**The Effect of Reading Strategies in Improving The EFL Students'
Reading Skill**

The Case of First Year Students of English at Mohamed kheider
University of Biskra

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Chapter one :
The reading process

Chapter two :
The effective reading strategies

Chapter three :
Field work

Dedication

In memory of my lovers

I dedicate this work to the dearest persons in my life

My father Fateh

My mother Zohra

My cute brothers Chawki and Sifo

My sweet sister Sawab

My best friends Samra Sousou and Fifi

My Mouatez

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Abstract

A good command of the reading skill is increasingly seen as vital to equip learners for success in the twenty-first century. However, how to achieve better results in English teaching and how to develop students' reading competence remains arduous for teachers of English. This work intends to conduct a research on the effect of reading strategies in improving the EFL students' reading skill for first year English students at the university of Biskra .There are some objectives that we want to reach throughout this study. Firstly, we want through this research to define the reading process in relation with the different reading models. We also want to review how reading is acquired according to different authors. Secondly, we want to identify the reading difficulties that may hinder EFL students' reading development. Finally, we aim at diagnosing the strategies which may improve EFL students' reading skill in order to sensitize the teaching and learning communities to the importance of reading. We also want to propose some solutions to help learners overcome their reading problems to reach a satisfactory communicative proficiency. In order to confirm or reject our hypothesis which postulates that the implementation of the effective reading strategies would bring positive results on the students' reading skill. Therefore, we found it necessary to administer questionnaires for both teachers and students.

List of abbreviations

EFL :English as a Foreign Language

ESL:English as a Second Language

FL:foreign Language

L1:First Language

L2:Second Language

NP:Noun Phrase

N :Number

R :Range

Rs :Respondants

SVO:Subject Verb Object

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06.what do you often read ?

1.newspaper

2.short stories

3.novels

4.others

Specify.....

.....

.....

.....

07.I understand what I read in books?

100%

70%

50%

20 %

08.I like hearing about what other students are reading ?

Yes No

09. I like hearing my teacher read stories out loud?

Yes No

10.Do you borrow books from the library ?

Yes No

11.Do you accept your teachers' correction when you read loudly?

Yes No

If yes

why?.....

.....

.....
.....
.....

12. Do you think that the materials you read can develop your self confidence?

Yes No

Section 03: learners' reading difficulties:

13. Are the texts you read in class ?

Easy difficult

If it is difficult, is it because of:

a- content

b- lexis

c- syntax

d- texts' type (narrative, expository.....)

14. How do you find the materials that your teacher asks to read?

a) Interesting

b) Boring

15. The choice of the materials you read is decided by:

Your teacher you

16. Would you like to choose your own materials?

Yes No

If yes say

why?.....

.....

.....

Section 04:Reading Strategies:

17.Did you use one or more of these strategies for understanding?

Pay attention to every word and sentences	Put * when it is yes	First time of reading	Second time of reading	Other times of reading
Often guess the meaning of words from context				
Rely on the main ideas to understand				
Skim through the text to get the general idea				
Ignore word which is not important				

18.Do you think that you improve your reading skill if you really use the effective reading strategies?

Yes

No

If yes say

why?.....

.....

.....

.....

19. Do you think that your teacher's continuous correction can develop your reading skill?

Yes

No

20. When you read do you want your teacher to act as:

a) Helper

b) Instructor

c) Supervisor

d) Guide

21. Do you think that time allowed to reading in your class is sufficient to develop your reading skill ?

Yes

No

If no what are your

suggestions?.....

.....

Appendix two:

Teachers' questionnaire

Dear teachers,

You are kindly invited to answer this questionnaire which aims at investigating the effect of reading strategies in improving the EFL students' reading skill. Your contribution will help to success of this research. Thank you in advance.

Section One : General information :

1. Your qualifications:

a. BA (license)

b. MA (master)

c. Magister

d. Ph.D

2. For how long have you been teaching:

From 1 to 3

From 3 to 5

From 5 to 10

From 10 to 20

More than,

that.....

.....

Section Two : The reading process

3.Does reading play an important role in language development ?

Yes No

4.Do your students show interest to the reading materials you provide?

Yes No Not always

5.Do the materials you present meet your students' needs?

Yes No To some extent

6.What are the kind of texts you think are most beneficial to your students to read?

a.Scientific texts

b.Prose

c.Poetry

d.Newspapers' articles

7.Is the language used in these texts?

Easy difficult

8.What is the reaction of your students towards those texts?

.....

.....

.....

.....

Section Three :Students' reading difficulties

09. Do your students show difficulties while reading a text?

Yes No

If yes, what are the main difficulties?

a. Grammar

b. Vocabulary

c. Prior knowledge

Section four : The reading strategies

10. In this research, we are concerned with the effective reading strategies , what can you say about it?

.....
.....
.....
.....

11. What are the best strategies that you use to help your students in the classroom?

.....
.....
.....
.....

12. Do you encourage your students to develop these strategies?

Yes No

13. What is your advice to your students to improve their reading proficiency?

.....

.....

.....

.....

ملخص

ان القراءة الجيدة اصبحت مهارة ذات اهمية دينامكية لتحضير الطلبة من اجل النجاح في وقتنا الراهن. ولكن لتحقيق نتائج ايجابية في ميدان تعليم اللغة الانجليزية و كيفية تنمية كفاءات الطلبة للقراءة يبقي البحث عن الحلول متواصل.

يتناول هذا البحث موضوع اثر استراتيجيات تعليم قراءة اللغة الانجليزية كلغة اجنبية بالنسبة للطلبة السنة الاولى جامعي وتتحدد اهداف هذا البحث اولا في تعريف باجراء القراءة بالعلاقة مع امثال القراءات المختلفة و تهدف كذلك الى مراجعة كل الاطوار التي يمر بها بتعلم القراءة وذلك حسب مجموعة من الدارسين. و كما نزيد تحديد اهم العوائق التي تقف كحاجز للطلبة على تعلم كفاءة القراءة. أخيرا نهدف الى تشخيص اهم الاستراتيجيات التي من خلالها نستطيع تحسين كفاءة القراءة عند الطلبة لبلوغ كفاءة تواصلية مرضية و لإثبات فرضيتنا السالفة الذكر قد تم توزيع استبيان على طلبة واساتذة قسم اللغة الانجليزية .

General introduction

Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity.

Being a good reader in English means that a child has gained a functional knowledge of the principles of the English alphabetic writing system. Young children gain functional knowledge of the parts, products, and uses of the writing system from their ability to attend to and analyze the external sound structure of spoken words. Understanding the basic alphabetic principle requires an awareness that spoken language can be analyzed into strings of separable words, and words, in turn, into sequences of syllables and phonemes within syllables.

Beyond knowledge about how the English writing system works, though, there is a point in a child's growth when we expect "real reading" to start. Children are expected, without help, to read some unfamiliar texts, relying on the prints and drawing meaning from them.

1. Statement of the problem:

People read for different reasons ;they read for entertainment ; they read to get new information ; they read to improve ;they read as part of their jobs or studies and they read to evaluate their beliefs . Thus reading is crucial skill that has a great importance in developing students' fluency as well as students' proficiency especially in L2. However, students since childhood, have been trained in Arabic and French and have a low competence in the English language.

This linguistic handicap in English has brought with it some problems of reading comprehension. In addition, many teachers use reading passages only few times as a means either for teaching grammar or vocabulary. In other words, the problem that has been scrutinized is that reading, like any skill, may has some difficulties that may hinder students' improvement .

2.Aims of the study :

Reading, even though it belongs to receptive skill ,is by far the most eminent skill that plays a significant role in improving readers' language proficiency ;especially in foreign language .Moreover, it is considered as a main source of new vocabulary. These issues led to the initiation of this study which is on the effect of reading strategies in improving the EFL students' reading skill for first year English students.

The present study aims at identifying the major factors that have a bearing on the reading achievement of the students, and how they process new information and the kinds of strategies they employ in processing information as well as understanding it. It also attempts to catch the students' awareness about strategy use. By strategy awareness, we mean the students' knowledge of whether comprehension is taking place, and the conscious application of one or more strategies to correct comprehension, because students with such a consciousness will, not only improve their reading comprehension, but also have flexibility in performing all reading related tasks in their environment.

3.Hypothesis and research questions:

The present research is based on the following hypothesis that shall be tested and verified through. We hypothesize that if we use the reading strategies with the first year LMD students of English , then the students' difficulties will be reduced. Our study also is an attempt at answering a few questions that pertain to university students' performance on

reading comprehension. The objectives of the investigation can be expressed in the following research questions :

- Is there a relationship between strategy use and learners' success in reading task ?
- What are the major reading strategies that are used by EFL learners ?
- What are the main processes of reading ?
- What are the common difficulties that may face the students ?

4.Methodology :

The choice of the research method is generally determined by the nature of the study. Therefore , we believe that the descriptive interpretative method is the most suitable in order to fully investigate this issue. In order to report on the students' ability to understand, their perception of strategies and their strategy use we are going to administer a questionnaire to our sample that contains 40 mixed students .i.e. males and females of first year English who are randomly gathered by the English department administration in one group ,but in fact not all the students have the same level .Also we are going to administer a questionnaire to some teachers of our English department, not just the concerned group because we need to depend on their experience.

5.Structure of the thesis:

This study is composed of two main parts a theoretical part and practical one. The theoretical part includes two chapters. Chapter one is an overview of the literature and reviews the definition of reading, the types of reading models. It also deals with the importance of reading ,reading comprehension, how to teach it sand the main reading techniques. Chapter two sheds light on the main reading difficulties that hinder the students' improvement. this chapter also covers particularly definitions of reading

strategies, and the metacognitive approaches. The practical part comprises a description of the students' questionnaire through using the statistical analysis of the reading questionnaire, It also deals with the analysis of the data collected from the teachers' questionnaire.

6.kye words:

The terms of this research are:

Reading/reading strategy/reading difficulties

Introduction

Many people think of reading as a skill that is thought once and for all in the first few years of school. In this view of reading the credit or the blame for student's reading ability goes to primary grade teachers, and upper elementary and secondary school teachers at each grade level need teach only new vocabulary and concepts relevant.

Therefore, in this chapter we are going to identify reading by giving diverse definitions of reading according to different authors, reading models, the importance of reading, reading comprehension, the different reading techniques and finally how to teach reading.

1. Definition of Reading

As we all know that there are lot of definitions of reading. It would appear superfluous to ask the question of what reading actually is since people read for various reasons, so making a global definition of reading can be difficult if not impossible. In fact Alderson and Urquhart (1984) claim that conventional element in defining reading is a reader, a writer and a text.

“ Reading is private.it is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.because of this privacy, the process of reading and responding to writer is not directly observable “(F.Davies,1995 :01)

In this context, reading is decoding words to get meaning from the messages conveyed by the writer. It is private process which means that everyone has her/ his own style to read what others say who are undoubtedly far in space and time from the reader. This mental

process has some mechanisms that work in the readers' mind to decode and construct meanings.

A model of reading is defined by Davies (1995 :57) as : “ A formalized ,usually visually represented theory of what goes on in the eyes and the mind when readers are comprehending a text. “According to this definition, the presented words in the different texts are visually seen through the eyes where the information goes directly to the readers' mind. Reading involves various types of what we read. For example someone prefers to pursue stories, another one prefers to scientific texts and so on. Thus reading is primarily a decoding process involving, according to Taylor and Taylor (1983), four signposts of letter and word recognition, sentence reading, story reading and reading for its own sake.

In addition to that , Spink (1989) claims that the reading process is combination of words, the comprehension of a text, a reaction to what is read and a mixture of previous and new concepts. So, when you read, you are combining words together to understand general ideas about something. This understanding involves using your prior knowledge as helping method to construct new concepts that you will have viewpoints towards it.

2.Types of Reading Models

There is a long history in trying to answer the question what goes on in the visual system and the brain during reading and the models which describe and explain the reading process. Thus, during the period of behaviorism 1960's, and according to them , the models of reading were the association between the printed words(stimulus) and the perception of these words(response).in this time a little interest was given to the mind and its role in decoding meaning .

After the mid of 1960's and with the emergence of cognitivism ,they attempted to provide a description through giving importance to the psychological factors .In 1970's the models of reading were affected by both the behaviourism and the cognitivism. So ,

they were interactive with the later stages-higher level skills- to influence the earlier stage-low level skills. Therefore , opinions on the nature of reading differ across a scale which has as endpoints the two models that have been labeled bottom-up and top-down models. However, most current research adheres to what has been termed the interactive model or the more recent reading/ writing and bottom-up/interactive models. The above models differ in the emphasis each places on text-based variables like vocabulary, syntax and rhetorical structure and reader based variables like background knowledge of the world and texts, cognitive development, interest and purpose in reading and strategy use.

2.1 Bottom –up model of the reading process :

Reading is understanding print .When readers read in their first language , they never feel the burden of the linguistic elements since they are accustomed to them. On the other hand readers face a lot of problems in reading the non native language since they face new vocabulary and they encounter a new language ; thus the key to access meaning in foreign text is decoding language. The reader begins with the written text (the bottom) and constructs meaning from letters, words, phrases, clauses and sentences. Therefore the first stage to read in foreign language is to understand the prints.

According to Eskey(1988)

“for me a Chinese text contains no information , and neither my best top-down reading strategies nor any amount of background knowledge on its subject will make me a successful reader of that text unless it takes the trouble to decode Chinese script “(Eskey ,1988 :96)

Alderson ,Bastien and Modrazo (1977) in a study about Mexican subjects reading in both their native language Spanish and in English ,found a significant correlation between proficiency in English and reading comprehension of English texts. Thus they concluded

that knowledge of the foreign language is more important to the comprehension of the foreign texts than anything else.

Cooper(1984) investigated the linguistic competence and reading ability of two groups of readers enrolled in the university of Malay. The first group pursued their education in English before entering the university and is called 'practiced readers'. The second group subjects pursued their education in Malay-their native language- and are called 'unpracticed readers' .both groups were capable of reading texts in their native language. However , ' the practiced readers' comprehended academic texts in English better than the 'unpracticed readers' did. In addition ,the results of comprehension tests correlated highly with those on linguistic competence. Thus this shows that linguistic competence in the foreign language is a high contributor to foreign texts understanding.

However, though such results seem to be convincing , the conclusions they entail are challenged by other findings and views which tend to de-emphasize the role of the linguistic knowledge in the process of foreign language texts giving more importance to higher-order sources of knowledge such as inferences guessing...Generally ;this model has been criticized because of the heavy burden this process would make on the short –term memory. For example there are more than 166 letter –to-sound correspondences in English thus reading would be a slow and laborious process , and this model does not account for the use of skimming or predicting to make sense of the text (Davies ,1995)

2.2 Top –down model of reading process:

Reading is receiving communication. Here the reading process implies that foreign language reading is possible even there is lack of knowledge of that language .Such approach rejects the analysis in reading denying such analytical work of language to build up meaning imposes a burden on short term memory or working memory. When the reader comes to end a sentence, he will have lost of the total meaning. Thus the bottom – up

model was upset by models that use higher order skills in the process of reading. The top down models were developed within the psycholinguistics. These top-down models put emphasis on higher order sources of information. Top-down models describe reading as a linear process which shifts from the top, the higher mental stages, down to the text itself. They view the reading process as one in which higher stages of information processing not only interact with earlier stages, but also direct the process and do most of the work.

According to Alderson (1984)

“ ...reading comprehension is little dependent on a syntactic analysis of the texts’ sentences. It follows that foreign language reading comprehension is possible without mastery of contrasting parts of the second language syntax “ Alderson (1984:12)

A good reader is the one who predicts more and less decodes without using all the available information as Goodman (1973) suggests: “ Reading is a process in which the reader picks and chooses from the available information only enough to select and predicts a language structure which is decodable. It is not in any sense a precise perceptual process” (Goodman,1973 :164)

Data from the miscue analysis has been collected by Goodman(1988) to support the top –down model of reading with the assumption that oral miscues reflect the psycholinguistic process of constructing meaning through predicting ,sampling, confirming and collecting .So ,according to Goodman(ibid) , making sense of a text is a four steps process :

- Predicting : here the readers expect, through using their knowledge , the grammatical structures of the language and the semantic concepts to construct meaning.
- Sampling : readers sample the text to confirm their predictions (this is in direct contrast to bottom- up reading because they do not need to see every word or letter)

- Confirm :the readers confirm their guesses.
- Correct : the readers revise their predictions if necessary.

Goodman (1988) also puts the features of reading as a series of :optical, perceptual ,syntactic and meaning. All of them complete each other. Anticipation, prediction are the driving forces. In this definition of reading, Goodman (ibid) argues: “*Efficient* readers minimize dependence on visual detail. Any reader’s proficiency is variable depending on semantic background brought by the reader to any given reading task “Goodman(1988 :12)

Goodman also claims that a reader recognizes graphic display in the visual field, predicts meanings, verifies them confirms them and then corrects them. Therefore reading for Goodman (1967) is characterized as ‘guessing –game process’. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen is vital in reading.

In fact this anticipatory process is lacking in the bottom –up so as Stanovich (1980) claims that” the short-coming of a bottom –up model is lack of feedback in that no mechanism is provided to allow for later processing stages to influence the earlier ones “ Stanovich(1980 :32)

A top –down view of the reading process suggests that meaning is a driving force in the process and that the ultimate goal in reading is to get meaning or the writer’s message as Stenberg (1982) suggests in his definition of reading : “ Reading is the form of communication the goal of which is the reception of information through written forms” Stenberg (1982 :179)

In short ,the top-down model of reading implies that reading skills such as anticipating ,guessing ;predicting and going for meaning are basic processes in FL reading. However, this model fails to account for reader who can be frustrated by a text with a large amount of

unfamiliar vocabulary or readers who are able to understand a text for which they have little background knowledge.

2.3 Interactive model of reading process

It is exclusively Top-down. This approach to reading considers reading as a process in which textual information interacts with the external information the reader brings to the text. Reading is no more a matter of extracting information from the text only rather it is one which activates knowledge in readers' minds. So reading is as a kind of dialogue between the reader and the text or writer. Whereas the readers build up textual meaning from the smallest units to the largest and then modify preexisting background knowledge and current predictions on the basis of information in the text. Top –down processing reverses the order in which this is done.

The top-down approach to reading is the ‘making of predictions about the text based on previous knowledge and then checking the text for confirmation of those predictions. So any written or spoken text does not carry meaning, but rather only provides directions for listeners or readers as to how they should construct meanings from their own. Therefore, the interactive view of reading proposes a process in which readers use more than one source of information: the readers may allow their knowledge of the world to interact with the text. However, the term –interactive- here is more top-down and is not concerned with low –level processes. This term misused elsewhere to mean a different concept : interaction of high and low –level processes..According to Richards et al,(1988 :37)et al ”to say that someone has comprehended a text is to say that she or he has modified an existing mental home in order to accommodate that new information “

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2.4 The interactive model of the reading process:

Predominantly bottom-up. According to Eskey (1988 :94) " I also believe that simple language decoding has a major role to play in the process ...that...good reading is a more language structural affair than the guessing -game metaphor seems to imply" Thus Eskeys',top-down models tend to emphasize such higher-level skills as the prediction of meaning by means of context clues or certain kinds of background knowledge at the expense of lower-level skills.Eskey's argument for his attack on such model sis that these are not models that can explain the behavior of less advanced foreign language readers.

Eskey proposes that good reading should include both bottom-up and top-down processes with more emphasis on the former. He claims that :

“ good readers are both good decoders and good interpreters of texts[...] good decoding skills are [...]one of the causes and not merely a result as Goodman has argued of fluent reading. No doubt ,the whole process is reciprocal ,but that exactly what an interactive model would predict “
(Eskey,1988 :95)

According to Eskey, fluent readers are neither than poor ones to rely on sentence for the simple identification of words nor does prediction increase speed of recognition which is rather dependent on the speed with which a reader recognizes words-bottom- up skill-. Poor readers are just likely as good readers to rely on prior knowledge to decode language. Thus the use of top-down strategy is not the –hallmark- of good reading in all situations. Eskey distinguishes between the use of prior knowledge(a top down strategy) to facilitate language decoding and the use of such knowledge to facilitate higher level of interpretation of texts. Frequent use of top-down strategy at word level suggests a failure to decode properly. Stanovich (1980 :51) has observed that : “ Good readers are more reliant on context for fluency and poor readers are more reliant on context for accuracy” (Stanovich,1980).

To develop both , less advanced readers need to improve both bottom –up recognition skills and top-down interpretation strategies. Thus ,not all proponents of bottom- up approach to reading are so extreme in assuming a character and word level working of the text in processing information . Rayner and Pollastack(1989,69) describe reading in their interactive model as : “ ...Primary bottom-up processes do interact with bottom- up processes “ .For example ,in order to interpret the following mini-text , given as an example by Eskey ,we need two sources of knowledge :knowledge of grammar and knowledge of the real world :‘Slowly sinking in the west , we admired the blood- red sun’

Our knowledge of grammar allows us to understand that the adverbial phrases put at the beginning, can be placed at the end of the sentence which can be re-ordered in this way :’

we admired the blood –red sun slowly sinking in the west’. Our knowledge of real world prevent us to imagine humans admiring themselves sinking ;so we are bound to understand that what is sinking is the sun. Eskey (1988 :95) claims that:” Good reading ;that is fluent and accurate reading can result only from accountant interaction between these processes.”

This interactive model rather than the strictly bottom –up or top-down models is also supported by Stanovich (1980) in his model of reading. He suggests that reading rate is more independent on the speed with which a reader can recognize words and construct a representation than on the ability to use predictions. So fluent readers do not use expectations to facilitate word recognition but the reverse is true. Poor readers are just likely as good ones to rely on prior knowledge to interpret texts.

Anderson (ibid) suggests that reading faster the reader can get into the ‘virtuous cycle of the good reader’. By reading faster the reader is encouraged to read more , and with more reading comprehension improves .Stanvoich (1980) claims that great knowledge of vocabulary knowledge ,but the essence is that learners should work at increasing their vocabularies to allow for their automatic recognition in the text

According to this, all the various sources of knowledge, both sensory and non-sensory, come together at one place and the reading process is the product of the simultaneous joint application of all knowledge sources. For this is to happen , the graphic images of the printed words are compared with words in the Visual Information Stores (VIS) where they are then moved to the pattern synthesizer. This is where the reader uses all his or her knowledge of syntax, vocabulary ...etc to make sense of what has been read. Although this explanation does not show how the different components of the process interact (Davies 1995) , it does provide an alternative to bottom –up and top-down models.

3.The importance of reading:

According to Eric. H. Glendenning (2004:32) the significance of reading is :

- Reading develops students by making them better writers; since they may face different rules of grammar which will help them later in developing a sense for structures of the language and grammar and increase their vocabulary.
- Reading enables students to have a kind of interaction and to form their own thoughts. Thus when we read, we need to be able to:
- Recognize different formats such as headlines or faxes and different styles and genre.
- Know letters, words and phrases.
- Understand implication and style.
- Skim, scan, predict, guess and remember.
- Match what we have read to our own experience.
- To be able mentally to agree or disagree, to criticize or to commend.
- Physically to turn the page from right to left, and to read the lines from left to right.
- to be able to survey books.
- Read aloud-pore over whatever word means or read for pleasure and general idea.

4.Reading comprehension:

Reading comprehension is the act of understanding what you are reading. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is using his awareness and understanding of phonemes (individual sound “pieces” in

language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three. According to Grellet

“...yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading proposes in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary.”

Francoise Grellet(1981:03)

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the general text will not. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehend

5 .Reading techniques :

According to Jeremy Harmer (1998) Students have to apply set of things with the assigned text. First, scanning the text for checking specific pieces of Information they are looking for. This skill means that they do not have to read every word and line of the text they are reading. Moreover ,

students need to skim a text as if they were moving their eyes over its surface to get an overview of what is about. The readers scan or skim depends on texts 'kind they are reading and their goals. Reading for detailed comprehension whether looking for detailed information as language must be seen by students as something very different from the reading skills mentioned above when looking for details, we expect students to concentrate on the minutiae of what they are reading.

One of the teacher's main functions when training students to read is not only to persuade them of the advantages of skimming and scanning but also to make them see that the way they read is vitally important. Here are some guidelines for effective reading. One of the most important points to keep in mind when teaching reading comprehension is that there is no one type of reading but several according to one 's reasons for reading. Students will never read efficiently unless they adapt their reading speed and techniques to their aim when reading

5.1.Previewing :

Previewing the text to be read is made simply by skimming it. It is an advance or preliminary view or sight to the materials you are reading. According to Grellet (1981)

“ Previewing is a very specific reading techniques which involves using the table of contents ,the appendix, the preface, the chapter and paragraph headings in order to find out where the required information is likely to be. It is particularly useful when skimming and scanning and as a study skill “
Francoise Grellet (1981 :17)

5.2.Skimmming :

According to Francoise Grellet (1981), skimming is the technique of allowing your eyes to travel rapidly over a page, stopping here and there to register the main idea. Skimming is therefore requires an overall view of the text and implies a definite reading competence. When skimming, you should follow the procedure below, adapting it to your purpose

- Read the title.

- Note the writer's name.
- Note the date and place of publication.
- Read the first paragraph completely.
- Read sub-headings and first sentences of remaining paragraphs.

As you read, pick up main ideas, key words (words that tell you who, what, when, where, how many, and how much), and transition markers (words like 'however', 'alternatively', 'additionally', and so on), which suggest the direction of ideas in the text.

5.3. Scanning :

Scanning is reading through a text ,paying particular attention, memorizing the what is needed with a particular purpose. It is far more limited since it only means retrieving what information is relevant to our purpose. The exercises suggested to practice scanning also try to put the students in an authentic situation where they would naturally scan the text rather than read it. The students are therefore asked to solve a specific problems as quickly as possible. Thus according to Francoise Grellet(1981) scanning is :

“When scanning ,we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it be a name ,a date ,or a less specific pisce of information “

Francoise Grellet(1981 :19)

6. How to teach Reading:

Jeremy Harmer (1998) claims that teaching Reading has many principles. Reading is undoubtedly an active occupation and in order to be successful in reading, we have to understand the words‘meaning,understand the argument, and work out if you agree with

them. Students need to be involved with what they are reading: As with everything else in lessons, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they really fired-up by the topic or the task, they get much more from what is in front of them. In addition to that learners should be motivated to respond to the content of a reading text, not just to the language. By meaning we mean the messages of the text. It is especially important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language. Beside that there is what we call prediction. When we read texts in our L1, we frequently have a good idea of the content before we actually read. The book covers give us a hint of what's in the book, paragraphs and headlines hint at what article are about and reports look like reports before we read a single word. When we get this hint our brain starts guessing what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students "hints" so that they can expect what's next.

Matching the task to the topic, this may happen for example through giving them a restaurant menu and ask to list the meals alphabetically there might be reasons for both tasks, but, the face of it, they look a bit silly . Once a decision has been taken about what reading text the students are going to read, we need to select good reading tasks-the right kind of questions, engaging and useful puzzles...etc. The most interesting text can be damaged by asking boring and inappropriate questions; the most common-place passage can be made really exciting with imaginative and challenging tasks .

Conclusion:

The aim of this chapter is to provide the readers of all what they want to know about the reading skill starting with its definitions and ending with the principles of teaching reading,

in order to make the readers aware of what is coming in the second chapter. Thus you may consider this chapter as a starting point that will pave the way to the coming chapters.

Introduction :

This chapter aims at presenting the reading strategies and its effectiveness in improving the EFL students' reading skill. In order to discuss this latter, we should first introduce the main reading difficulties to offer the opportunity to the students to avoid them; we should give identification to reading styles and reading strategies: pre,in and post strategies. In addition to that we will provide the metacognitive approaches. We will then give a table as a summary to the effective reading strategies.

1. Reading difficulties :

One of the significant reading research is FL learner's reading difficulties simply because the text's level of difficulty may influence the reading process. The lack of the linguistic knowledge .i.e grammar , vocabulary and the lack of background about the content of the text are considered to be the main problems of reading research.

In this context and according to Alderson(1984)

“The readers' knowledge of the foreign language is not like that of the native speaker. The guessing and predicting ability necessary to pick up the correct cues is hindered by the imperfect knowledge of language ; the wrong choice makes the association more difficult due to unfamiliarity with the material “Alderson,(1984 :3)

So it seems that the difficulty of reading is due to unfamiliarity with language. The following elements are said to cause difficulty in reading.

1.1. Syntax reading problem :

The common problem here is to postpone the main verb, shift in SVO ordering and heavy NP's .i.e sentences which contain complex parts. Berman(1984) claims that :

“...where material is presposed before the surface subject , or where adverbial clauses precede rather than follow the main clause, readers might be expected to encounter difficulty. That is , FL readers’ comprehension is liable to be impaired by shifts in SOV ordering...”

Berman ,(1984 :140)

For example, let’s consider this sentence ‘ that the note of fear in his parents’ voice was uncontrollable, is not understood by the child this complex sentence is in the form of heavy NP .this kind of sentences may confuse the FL learners and lead them to make wrong associations between the words of a sentence. In a study about the linguistic problems in text proposed to ESP learners Cohen et al.(1988) found that a long string of words in a single grammatical function were difficulties for the non- native readers to perceive as such .the following is an example :

“Thus,it was conjectured that such treatment as holding cells in buffer after irradiation before placing them on nutrient agar plates might function by inhibiting normal growth processes while repair systems completed their task” Cohen et al,(1988 :195)

In this sentence of a scientific text , a 16 word clause functions as the subject of the subordinate sentence introduced by –that-

1.2.Language reading skills deficiency :

This problem is not related to linguistic competence but to reading skills. Jolly (1978) claims that in order to be successful in foreign languages’ reading , you have to

posses the ability of reading in first language. He claims that FL needs the interference of the previous knowledge to gain the new ones.

In this perspective, the reading problems are because of two factors :

- the lack of desire to read in the first language.
- the non-interference of the first language in reading the foreign language.

Cooper (1984) noticed that his readers who do not practice are far inferior from those who practice in terms of guessing the meaning from context .So they were occupied with the immediate context of the words of the this had a great effect on their comprehension.

1.3.Schema deficiency :

The lack of the prior knowledge about the content may lead to breakdown in understanding the message being conveyed.

Collins and Quillian(1972)have shown how can the previous knowledge influence comprehension in this example “ the policeman held up his hand and stopped the car “.They said that the readers would interpret this sentence against their previous knowledge of the driving rules. So they understand that the stopping of the car is not done by touching it with hands.

Rivers and Temperly (1978) claim that the main factors that hamper the readers in understanding the foreign language are the lack of the background knowledge. Consider the following example : ‘although housewives make up the majority of volunteer groups, male participation is reported on the rise national distinction between men’s work and women’s work begin to fade’

Rivers and Temperly's subjects did not get the concept of -volunteer group- though the words volunteer and group were clearly understood. The subjects wondered if these women volunteered to be housewives. Actually, it implies the unpaid female social workers. So Eskey and Grabe(1988 :244) concluded: "...Students 'apparent reading problems may be problems of insufficient background knowledge one reason for this is that schema is specific to given culture ."

1.4.Rhetorical difference :

The field of contrastive rhetorical identifies problems in composition encountered by L2 writers and by referring to rhetorical strategies of the first language. In fact, these differences in text structure can lead to difficulties in reading (Singhal,1998).

Mauranen (1992) examined cohesion in both Finnish and English economic texts and found that Finnish writers employed relatively little metalanguage for organizing text and orienting the reader. In contrast ,native English speakers used plenty of devices for orienting the reader in terms of what is to follow in the text and how the reader should understand the different sections of the text. This pattern was found in their writing as well. For example ,Finnish writers used less demonstrative references than native English writers did. Lindeberg (1988) found differences between Finnish and English writers in terms of topics development and functions of the verbs. Numerous differences have been found in terms of writing style between English and other languages. For instance, Chinese writing is often described as being verbose and lacking in coherence from western point of view ,while Japanese writing has been noted for difference in text organization. Japanese writers introduce their main idea at the end of their essays. Many Japanese students maintain this writing style when writing in L2. It appears that they prefer a specific to general pattern placing the general statement at the end of paragraphs. Hinds (1987)

noticed that there is lack of explicitness in Japanese language texts. Thus it is teacher's job to inform students about the expectations of readers. Another difference that can be noted concerns the orthographic system. Some languages may contain many numbers of symbols, other languages contain a limited number. For example, Chinese calligraphy is a writing system with numerous symbols and one that has strong aesthetic elements thereby differing from English . Arabic also has a unique writing system in that it is writing and read from right to left.

1.5.Vocabulary and coherence as reading problems :

Cooper (1984) did not find that English rhetorical patterns caused problems for the unpracticed readers .this was revealed when those pattern were encountered in their native texts. The practiced readers (who pursued their education in English as foreign language) were not clearly distinguished, from the unpracticed readers (those who pursued their education in their native language) in their inability to understand the meaning carried by syntactic features which did not distinguish between the two groups on syntactic tests. However , practiced readers were distinguished from the other group by their superior lexical competence especially in hyponyms and cataphoric reference. They have larger vocabulary and greater knowledge of cataphoric and anaphoric relationships. They have better grasp of the ways in which writers use words to create and maintain textual relationships by the use of features like hyponymy and synonymy. They have better grasp of sentence connectors and cohesive relationships such as addition ,contrast and logical sequence. Cooper (ibid) ,thus ; concludes :

“unpracticed readers are severely handicapped by poor vocabulary especially they were deficient in their understanding of the semantic relationships betwwen words and meaning of common sentence connectors.Unpractised readers ,of course

,did display weaknesses in other syntactic areas but this did not distinguish them highly from the practiced readers “
(Cooper ,1984 :81)

Cohen et al , found that learners do not pick up on the conjuncted words signaling cohesion , not even the basic ones like *however* and *thus*. Cohen et al ‘s study (1988) about the textual difficulties when reading English as foreign language and which involved History students revealed that the inability to answer correctly questions about the text to see if students could perceive the cross-paragraph cohesive structures was a result of the non-natives’ local reading. Thus the non –natives have trouble linking up parts of sentence , linking sentence with other sentences , and linking paragraphs with other paragraphs. The same study revealed that the non-native were better than the natives when answering questions about details in the text and this suggests that the non –native assigned all material equal value

1.6. Foreign language reading short-circuited:

According to Goodman,(1984 ;16) “ any reading that does not end with meaning is a short circuit”. Sometimes ,you can be taught how to guess meaning from context and taught about the target culture and you still have a problem of understanding because his reading can be short –circuited.

Clarke (1979) assumes that good L1 readers appear to be better than poor L1 readers when reading in foreign language. Thus the difference in reading ability between the two readers is reduced in the foreign language. Consequently, Clarke proposed that there is ‘language competence ceiling ‘ which hinder transfer of reading skills into the foreign language reading. So, a poor reader in a foreign language may be poor L1 reader who needs instruction in reading skills and in the foreign language or good L1 reader whose old

reading habits are hindered by the foreign language and who needs instruction in this language. Clarke (1988) ,thus, concludes :

“ while some form of universal hypothesis may be justified , the role of language proficiency may be greater than has been previously assumed : apparently limited control over ‘short-circuits’ the good reader’s system causing him to revert to poor reading strategies when confronted with a difficult or a confusing task in the foriegn language “

Clarke (1988 :120)

Goodman (1988 :19) adds that a short circuit can also occur even when language is understood but it is the background knowledge that lacks :« the reader may treat print as none sense ,generating a deep structure without going beyond to meaning. Every proficient reader resorts to short circuit when conceptual load is too great or when they lack relevant background knowledge

Now , we have discussed the main problems related to FL reading ,we will discuss in the next section the way the FL learners overcome such hindrance. A distinction is made between ‘good’ and ‘poor’ readers in their abilities to solve these problems. Some researchers Goodman(1988) ;Stanovich(1980) ; Carrel(1988) claim that each group of readers possesses particular strategies which distinguish it from the other group. Other researchers Clarke(1988);Anderson,(1991) suggest that the distinction between the two groups is not due to a particular use of strategies but to the ways these strategies are used .

2. Reading styles and strategies :

2.1. Identification of reading styles :

Hedge (1988) undertook a study which presented a taxonomy of reading behaviors called –modes-,knowledge sources utilized in reading called-anchors- and reading purpose

called –drivers-. The study is based on the analysis of introspective data collected from EFL (of British university) engaged in silent reading of authentic texts followed by a discussion of the texts and any difficulties encountered. Hedge purpose was to test the applicability of the various abstracts and models of the reading process to the actual reading behavior of this group of readers. The study revealed that some readers prefer to adopt bottom –up processes ,other top-down strategies and even others adopt the interactive behavior being predominantly top-down or predominantly bottom –up as the following :

- Interactive mode : the reader uses all available information from text to content , genre and world knowledge.
- Top-down relative data exclusion :uses predominantly conceptual knowledge to the relative or selective exclusion of text data
- Top-down differed interactive :uses all available information from text to concepts but processes top –down before bottom –up
- Bottom-up ,non-recursive :uses predominantly text data to the exclusion of conceptual knowledge and does not reread to consider previous text.
- Bottom –up recursive : uses predominantly text data to the relative exclusion of conceptual knowledge but does reread or consider previous text.
- Bottom-up recursive ,differed interactive :uses all available knowledge sources from text to concepts but processes bottom –up recursive before top-down before synthesizing to attain a network of comprehension.

In addition ;there was evidence that the individual behavior of the learners varied during the course of reading a single text ,and also in response to different texts. Hedge noticed that readers’ purpose could have an influence on the mode of reading adopted

and the anchors utilised. She assumes that readers' purposes not only play an important part in the process of reading but that they perhaps control or 'drive' it. Davies (1995) suggests that teachers cannot prescribe how students should work on text ,but rather help them monitor and evaluate their performance.

Oxford (1993) identified six styles of reading:

- Scanning (to locate specific facts such as a number in the telephone directory)
- Previewing\surveying (to acquire a general sense of the material from examining the introduction and the topic sentences)
- Recreational reading (to read for enjoyment)
- Study reading (to remember information for a test)
- Critical reading (to evaluate material and react in a personal way)
- Analytical reading (to understand every detail i difficult material)

Davies (1995) adds another style of reading not addressed by the above researchers which he called *plodding read* and which is considered as laborious and step by step struggle through the text often accompanied by hesitations and back tracking. Such reading appears as a strategy adopted by advanced learners when confronted with demanding reading material. Such reading is considered as a sign of bad reading strategies ,this is why learners are encouraged to skim, scan and read for the gist as a means of avoiding plodding. Davies (ibid) outlines also that tidy categorization of the styles of reading is in reality much more fluid :a reading which that may start with a skim-read can be suddenly halted by a particular section of a text which will be then read carefully and reflectively, similarly receptive reading may be altered at frequent intervals by cycles of reflection.

Generally ,as Oxford (1993) claims the reading styles and the strategy use is determined by the learners' learning style(or general approach to language learning)..Students often use

strategies that reflect their preferred learning. For example ,students with an analytic learning style prefer strategies such as dissecting words and sentences ,while students with a global style use strategies that help them find the big pictures such as guessing. Oxford (ibid) However, suggests tag student can be made aware of the other strategies and that the strategy training which takes into account the different ‘style’ avoids ‘style wars’

2.2. Identification of reading strategies :

Generally ,a lot of research about reading strategies focused on comparison of good readers with less good reader. The research yielded descriptions of procedures and techniques useful for developing the strategic behavior that characterizes the effective readers. The authors may arrange the strategies in different ways because there is no one absolute or totally agree in doing so. The strategies are complex ,interrelated, overlapping, thus, unable to be isolated and there is no hierarchy and sequence of strategies.

“ The basic rational behind attempts to describe process is that an understanding should lead to the possibility of distinguishing the process of successful and unsuccessful of readers. This in turn should lead to the possibility of teaching strategies of process components of successful readers to unsuccessful ones or at least making them aware of the existence of the other strategies which they might then wish to try for themselves “

(Alderson,1984 :19)

Olshavesky’s study (1977) was one of the first attempts to discover reading strategies in an L1 context and which aimed at seeing if strategy usage is related to reading proficiency (good or bad) ,reader interest (high or low) or writing style (abstract or concrete).there were three students for each criterion. To discover their strategies ,Olshavekey (ibid) used a think aloud procedure in which the students were asked to verbalize what was going through their minds .

The study identifies 10 strategies :

- Personal identification
- Use of context
- Synonym substitution
- Stated failure to understand
- Rereading
- Inference
- Addition of information
- Hypothesis and use of information about the story

Olshavesky (ibid) had hypothesized that readers with higher interest more proficient readers and readers with abstract writing style(referred to as group A) would use more strategies than the readers with lower interest, lower proficiency and a concrete writing style (groupB). But the study revealed no differences which were statistically significant,Olshavesky (ibid) did not find that group A used more strategies than group B. In addition , this study with all its limitations was the first to show that :

- Strategies exist for reading
- The strategy use can change according to several variables
- The type of strategies may be influenced by the reading material

Hosenfeld (1977), an early researcher in reading strategies, greatly expanded the list of strategies used by good and bad readers. In her study, she asked the learners to self-report while reading a foreign language text. The learners were classified into high and low

scorers after taking a reading proficiency test. Hosenfeld (ibid) came out with following characteristics of good and poor readers' behaviours.

Good readers :

- Keep the meaning in mind
- Read in broad phrases
- Skip words that they view unimportant to total meaning
- Have positive self-concept as readers
- Do not rely too much on glossaries
- Identify the grammatical categories of words
- Examine any illustration
- Read the title and make inferences from it
- Use orthographic information
- Use their knowledge of the world
- Evaluate their guesses

Hosenfeld (1977 :121) claims also that successful readers look up words in glossary ,too, but they do it after more efficient strategies have failed : “while looking up words in glossary is a non-successful readers’ first and most frequent response it is a successful readers’ last and most infrequent response to unknown words “

Hosenfeld in another study (1979) presents a detailed case study of a 14 old years student named Cindy. Hosenfeld concludes that Cindy was a ‘non contextual guesser’. After meeting her eight 45 minute periods and attempting to teach her inductively effective strategies for coping with unfamiliar words, Hosenfeld concluded that Cindy made some progress ,although she used more strategies after this training she did not learn certain strategies even she had compared her list of strategies to those listed by Hosenfeld above.

Hosenfold (ibid) concludes that certain strategies can be taught and then offer a guide for discovering students' learning styles.

Nunan (1991) claims that good language learners rely on dictionaries less than poor language learners and that they are more successful at employing contextual guessing strategies. Critcheley (1998) suggests that when students turn to dictionary for every word, they do not understand ,they lose sight of the meaning within a text as a whole. Thus , the result has been a movement toward the explicit instruction of fluency-oriented learning such as guessing from context.

Goodman(1988) argues that good readers can construct meaning that they can assimilate or accommodate to fit the text meaning and that they use least amount of efforts to achieve understanding and always seek the most direct path to meaning. They are very selective and rely on prior knowledge with minimizing dependence on visual details.

Stanovich (1980) suggests that good readers have larger repertoire of compensatory strategies to draw upon than poorer reader do. Carrell (1988) claims that good readers shift constantly their mode of reading accommodating to the demands of a particular situation whereas poor readers tend to rely on one mode.

Pressley and Affterback (1995) list a number of skilled readers behaviours :

- Selectively attentive
- Predict
- Paraphrase
- Back up when confused
- Make inferences
- Integrate across the text
- Do not settle for the literal meaning but interpret what they have read

- Contract images
- Engage in arguments about what a reading might mean
- They firm their understanding and memorize the message ,e.g.by means of summarizing the text.
- Use processes needed to meet current reading goals.

Carrell (1998) lists a number of poor readers' behaviour :

- Decode single words
- Fail to adjust for different texts and purposes
- Seldom look ahead or back in texts to minor and improve comprehension
- Have low motivation : low expectation for success, anxiety about their reading ,unwillingness to persevere in face of difficulty.

Block (1986) carried out a study about poor readers' strategies. There were nine subjects for the study who where either native speakers or ESL speakers and all were enrolled in remedial reading program before beginning their first year at the University of New York. The subjects verbalized their thoughts after each sentence. Four features seemed to distinguish between the more successful readers.The successful readers were :

- Integrators (interact with the text)
- Generally aware of the text structure
- Users of personal knowledge
- Not related affectively or personally to the text :focusing on understanding the authors' point of view and ideas and not reading the text to themselves affectively or personally.

Block (ibid) noticed too that the group he called 'integrators' made more progress in developing in developing their reading skills after one semester in college than the non-integrator did. Additionally, Block (ibid) classified the strategies used by the subjects into general and local strategies. General strategies include comprehension-gathering and comprehension-monitoring strategies. Local strategies deal with attempts to understand specific linguistic units. J. Throllope (1995) likens the difference between the general and local strategies to the distinction between the top-down (general strategies) and the bottom-up (local strategies). A bottom-up approach is data-driven which therefore reflects the use of word attack strategies such as the use of dictionary and guessing meaning of the word from the context of the paper. Similarly, general strategies seem to describe the top-down approaches as they are concept-driven, thus reflecting the use of making prediction, recognizing the authors' purpose or recognizing the genres, recognizing text structure and using general knowledge. Blocks' integrators seem to use the general strategies more than the non-integrators can do.

Some educational writers arrange these strategies into pre-in and post reading strategies (in fact, this is the terminology we use in classifying the strategies investigated in our research). Effective readers come to printed page expecting what they read to make sense by quickly previewing the text, they identify the type of material and set a purpose for reading. Such readers activate personal knowledge by considering the title of the text and this enables them to make global predictions about what they will be reading. As effective readers proceed through a selection, they continually monitor their comprehension by assessing and revising their predictions, by asking themselves questions, by making associations by retaining important parts. If they are uncertain about the meaning of a passage, they utilize certain fix-up

strategies such as stopping and going back over the confusing parts or even asking a teacher or a friend to help. When they finish reading, effective readers are able to summarise the material. Thus , effective reading involves the use of a variety of strategies :

i. Pre-reading strategies (anticipating meaning) :these strategies help the reader get an overview of the text structure and the text general meaning before getting started at reading the text for understanding it all. These strategies help to organize the structure of a subject in mind and create a good mental frame work in which readers can fit facts correctly :

- Previewing\surveying
- Setting a purpose
- Activating personal knowledge
- Making global predictions

ii. In reading-strategies (constructing meaning) : these strategies are used during reading and they help the reader for understanding the text and solving difficulties :

- Assessing and revising predictions
- Making associations
- Monitoring comprehension
- Employing fix –up strategies
- Reading fluently

iii. Post reading strategies(reconstructing meaning) : these strategies are used by the reader for checking his understanding of the text.

- Retelling what was read
- Summarizing what was read

-Evaluating what was read

However , and to contradict in some way the previous arguments, Clarke(1988) argues:

“it may be inaccurate to speak of good and poor readers. Perhaps there are not good and poor readers but merely good and poor behaviours which characterize ost readers at differen times ;when one is confronted with difficult reading , one is likely to revert to poor reading behaviours “
(Clarke,1988 ;20)

Kern’s in his very recent report (1997) on a case of a study of two American university students reading in French as a second language a good reader of French as L2 ;one less good ,shows that no strategy is inherently a -good- or- bad – strategy ;that the so –called – bad- strategies are used by –good- readers and vice –versa. For example ,using prior knowledge may sometimes be an effective strategy for one reader in one reading situation, but not for the same reader in another situation. Kern (ibid) showed that the same can be true of translation as a strategy.

Research reported by Anderson (1991) shows that there is no one-to-one relationship between certain strategies and successful or unsuccessful reading comprehension. His Spanish subjects reading at university –level English as a foreign language reported the strategies they used. Anderson (ibid) found that the same strategies can be successful and unsuccessful and both high and low achievers use the same strategies. However , those who use a higher number of different strategies seemed to score higher on comprehension measures.

2.3. Metacognitive approaches

Oxford (1993) suggests that the effective readers are not only aware of the strategies they use but know why they employ them, they select strategies that work well together

and that are tailored to the requirements of the reading task whereas less effective readers are sometimes not even aware of the strategies they use. However, Oxford (ibid) mentioned that recent research indicated that many of less selective readers are needed aware of the strategies they use ,can describe them clearly and actually use just as many strategies as effective readers, but they apply these strategies in a random, even desperate manner, without a careful orchestration and without reading targeting the strategies to the task. Thus as Anderson (1991) concludes :

“ foreign language reading comprehension is not simply a matter of knowing what strategy to use but the reader must also know how to use it successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies but a reader must be able to use them strategically “

(Anderson, 1991 :4)

O'Malley et al (1985) call this strategic use of the strategies 'metacognition' which they define as :

“ thinking about the learning process ,planning for learning , monitoring comprehension or production while it is taking place ,and self-evaluation of learning after language activity is completed. Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material “

(Omalley et al ,1985 :506)

According to these authors students without metacognitive approaches are learners without direction or opportunity to review their progress and accomplishment. According to Pressley et al (1995) one reason metacognition is important is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduced by the teacher will fail.

Two dimension of metacognitive ability are generally recognized :

- knowledge of cognition
- regulation of cognition.

First , knowledge of cognition includes declarative knowledge, procedural knowledge and conditional knowledge.

-Declarative knowledge : refers to –knowing what-. For example the reader may know what skimming and scanning is.

-Procedural knowledge : refers to –knowing how-. For example the reader may know how to scan and how to skim.

-Conditional knowledge :refers to –knowing why-. For example the reader may know the rationale behind using a strategy and when to use it. The reader may know whether a certain strategy is appropriate and whether or not it is working effectively.

Second ,regulation of cognition refers to planning , monitoring, testing, revising and evaluation of the strategies employed during reading. The importance of the regulative function of metacognition appears in the tactics readers use to monitor comprehension. One of problems of non-strategic readers is often their inability to detect inconsistencies and regulate comprehension.

Because students may have many misconceptions about the nature of reading and incomplete awareness of reading strategies, or of executive recesses for minoriting and regulating comprehension, direct instruction in metacognition and reading strategies is needed. Baker and Brown (1984) argue that text comprehension can be improved if the reader can be made aware of :

- Basic strategies for reading and remembering
- Simple rules of text structure
- Differing demands of a variety of tests to which his background knowledge may be put
- The importance of attempting to use any background knowledge that he may have.

Carrell (1998) points out :

“ ...teacher explanations of the processes are designed to be metacognitive ,not mechanistic. They make students aware of the purpose of the skill and how successful readers use it to actively monitor ,regulate , and make sense out of the text “

(Carrell ,1998 :10)

Thus,successful reading strategy instruction involves the development of metacognitive awareness of the strategies. Winograd and Hare (1988), for example , propose five elements as constituting teacher explanation :

What the strategy is?

Teachers should describe critical, known features of the strategy or provide a definition\description of the strategy.

Why a strategy should be learned?

Teachers should tell students why they are learning a strategy. Explaining the purpose of the lesson and its potential benefits seems to be necessary step for moving from teacher control to student self –control of learning

How to use a strategy?

Here, teachers break down the strategy or re-enact a task analysis for students, explaining each component of the strategy as clearly and as articulately as possible and showing the logical relationship between the various components. Where implicit processes are not knowing or are hard to explicate, or where explanatory supplements are desired ;assists such as advance organizers think aloud ,analogies and other attention clues are valuable and recommended.

When and where to use a strategy should be used?

Teachers should delineate appropriate circumstances under which the strategy may be employed(e.g whether the strategy applies in a story or reading information). Teachers may also inappropriate instances for using the strategy. The teacher should not be too prescriptive but merely lay out possibilities for the learner, and then let the learner experiment for him or herself to see whether the strategy works for them.

How to evaluate use of a strategy?

Teachers should show students how to evaluate their successful and unsuccessful use of the strategy, including suggestions for fix-up strategies to resolve remaining problems.

Conclusion

This chapter has illustrated some reading difficulties that we think may hinder the students' improvement. Also, in this chapter, we have identified both; the reading styles and the reading strategies that we agree that it has a great contribution in helping in improving EFL students' reading skill to appropriately use of them .

Accordingly , teachers and students need to consider the strategies of the reading process and understand how it works in advance in response to the claim that reading skill is complex and challenging, we suggest that we must be aware of the fact reading may be

made more difficult by the lack of providing enough practice of that skill. Therefore reading is process consisting of number of stages that the student has to go through in order to create and construct meaning. Process approaches to reading is based on the provision of interesting and stimulating topics to read. students perform better when they read about topics that are related to their interest.

Introduction

In order to investigate the effect of reading strategies in improving EFL students' reading skill, we involved our first year students and teachers of different modules to collect their views and their attitudes towards the subject as well as to determine the obstacles that hinder the improvement of the EFL students in reading. Therefore, the present chapter is devoted to describe and analyze the result of both students' and teachers' questionnaires.

1. Description of Students questionnaire:

1.1 Population:

We relied much on the students' responses in order to verify our hypothesis. Thus our population contains forty (40) students of first year English students. Thirty one of them are females and the rest i.e.09 are males. Through our questions and through the different answers of our sample, we wanted to collect information about the reading process. The main objective of this questionnaire is to encourage students to use the effective reading strategies and to be aware of it. Moreover, we wanted to know the pitfalls that hinder their improvement. This questionnaire contains 21 questions which are divided into four sections. Each section completes the other.

1.2 Section one :Background information

Section one covers the background information of our participants including the age distribution of the sample, the gender of our first year students, the BAC stream. The fourth item of this section covers the students opinions about reading and the last item of this section concerns the students' reasons for reading. We found many answers which

differ from each other and which prove that the students have different purposes. This section aimed at gathering general information about our sample which paved the way for us to make an accurate analysis.

1.3. Section two :Students' reading habits

Concerning the second section, we discussed the students' reading habits. The first item covers the materials the students often read such as articles, short stories...etc. The second one covers the students' percentage of understanding of what they read. The next item is about the students' curiosity about what the others are reading. The fourth item of this section talks about students' desire to hear their teachers read stories out loud, here we got an agreement, the fifth item covers times you borrow from library. The sixth item talks about students' attitude towards their teachers' correction. Item 12 of this questionnaire focuses on students' attitudes towards reading materials as a motivating factor to develop self-confidence. This section aims at knowing the students' reading habits to concentrate on it.

1.4 Section three :Learners' reading difficulties

Section three is untitled learners' reading difficulties. This section aims at identifying the main difficulties that face the student in order to avoid it later.. The first item divided into two sub-items; the first one covers the texts the students read in class. The second one deals with the sources of the difficulty of the texts the students while reading in class. Item fourteen of our questionnaire covers the materials that teachers asked to read. Item fifteen talks about the choice of materials. In the sixteenth item, we wanted to know about the choice of student's topics.

1.5 Section four :The reading strategies

Section four covers the main point of our research which is the reading strategies. The first item of this section covers the effective reading strategies. Then improving reading skill through the use of the effective reading strategies. Item nineteen covers the development of the reading skill through teachers' continuous feedback. Item twenty talks about how students want their teachers to act. The last item of this section and this questionnaire is about The opinions of students about time allowed to read in class. The main objective of this section is to identify the main strategies of reading in order to know its importance in facilitating the understanding of the provided texts.

Analysis of the students' questionnaire

Section One :Background information

Item 01: Age distribution:

The questionnaire resulted in the following age categories:

R	19	20	21	22	23	24	25
Rs	27	6	1	3	1	0	2
%	67.5	15	2.5	7.5	2.5	0	5

Table 01: Students' age distribution

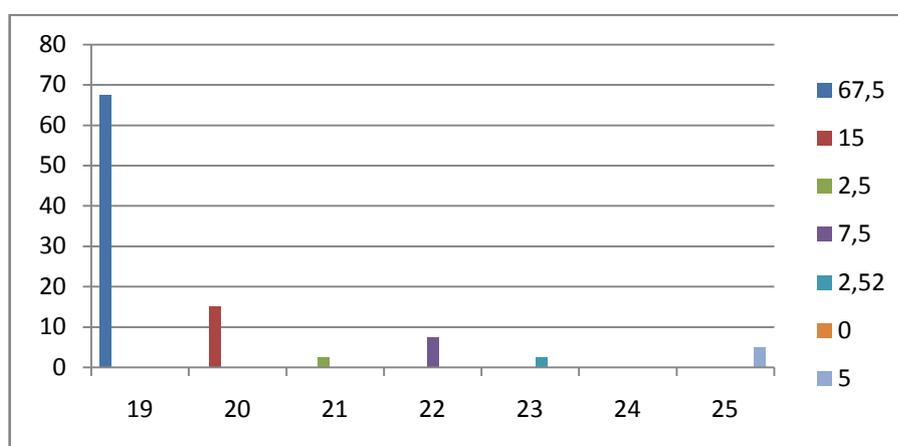


Figure 01: Students' age distribution.

According to the result shown in table 1, we notice the scope of first year students' age ranges between 19(67.5%) and 25(5%) with supremacy of the percentage 1of students aged 19(67.5%). Students aged between 23(2.5%) and 25(5%) are-for many reasons-enrolled in English language studies. It could be due to the number of times they pass baccalaureate exam or due to the number of diplomas they have.

Item 02: Gender analysis

The statistics gathered in the following gender categories :

Gender	N	%
Male	9	22.5
Female	31	77.5

Table :02 Students' gender

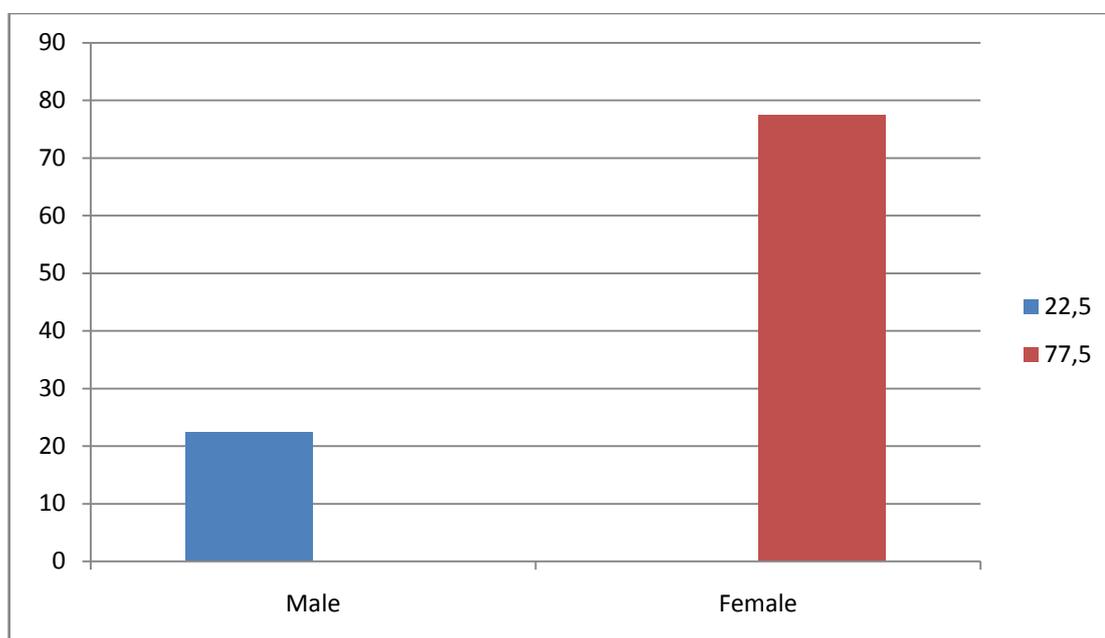


Figure 02: Students' gender

Table 02 revealed that 31 out of 40 participants were females enrolled in the department of Biskra. This is about (77.5%) which consolidates the common belief

that females have more tendency towards studying foreign languages and English in particular. For most of them ,it is means to hunt a profession as language teacher or interpreter which are commonly considered as feminine jobs in this country. Males in general, tend to prefer scientific and technical branches(computing, technology, mechanics...). Therefore ,we found only 9 males out of 40 with a percentage of 22.5

Item 03: Types of baccalaureate:

This item of questionnaire seeks to find the type of baccalaureate our students hold .

R	Literary	Scientific	Technical
Rs	36	4	0
%	90	10	0

Table 03: Students' type of baccalaureate

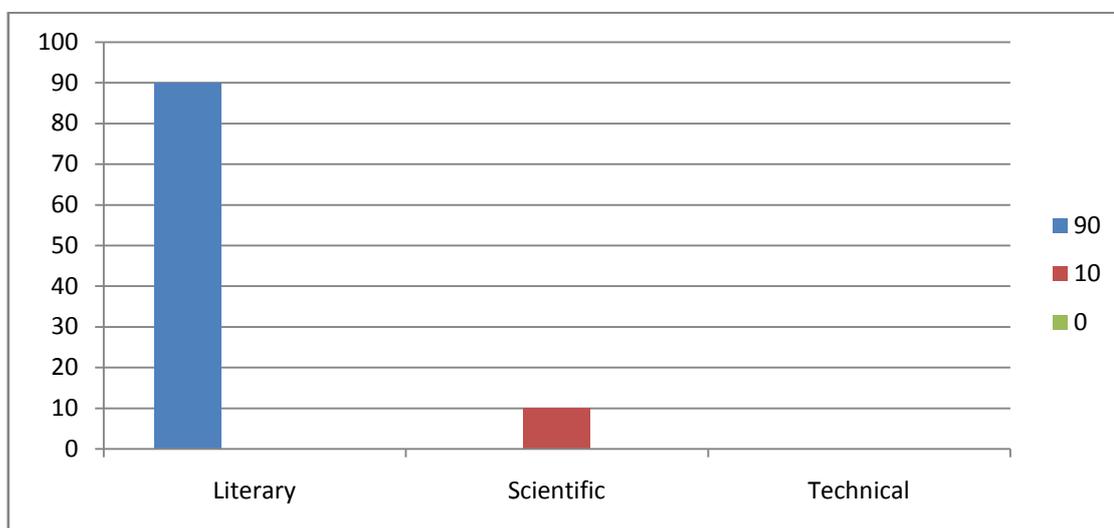


Figure 03: Students' type of baccalaureate

Through the statistics of the table above, we notice that 36 (90%) participants come from literary streams and hold either a baccalaureate in literature or foreign

language. This supremacy of the percentage of students proves the fact that the literature students have more tendency towards studying foreign languages specially the English .The 4(10%) students prove the common belief that scientific students tend to complete their studies in scientific and technical branches .

Item 04: Do you like reading

	N	%
Yes	19	47.5
No	21	52.5
Total	40	100%

Table 04: Students' reading habits

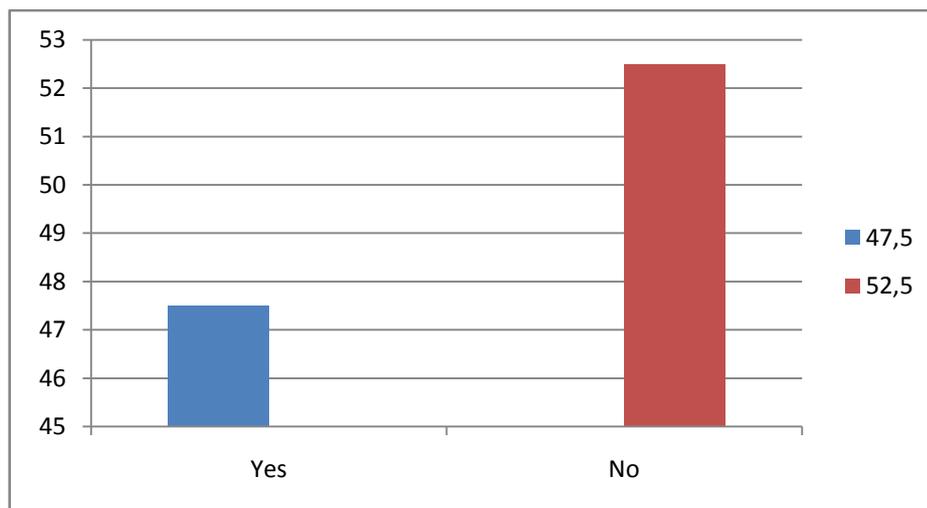


Figure 04: Students' reading habits

The table above reveals that only 19(47.5%) like reading which means that more than half of student 21 (52.5%) do not like reading . The reason of that is simply that they have a limited culture and that they were not accustomed to this habit.

Item 05:what Do you read for?

a) Language development

b) To pass exam

c) as entertainment

d) to get new information

	N	%
A	5	12.5
B	21	52.5
C	5	12.5
D	9	22.5

Table 05 :Students' reasons to read

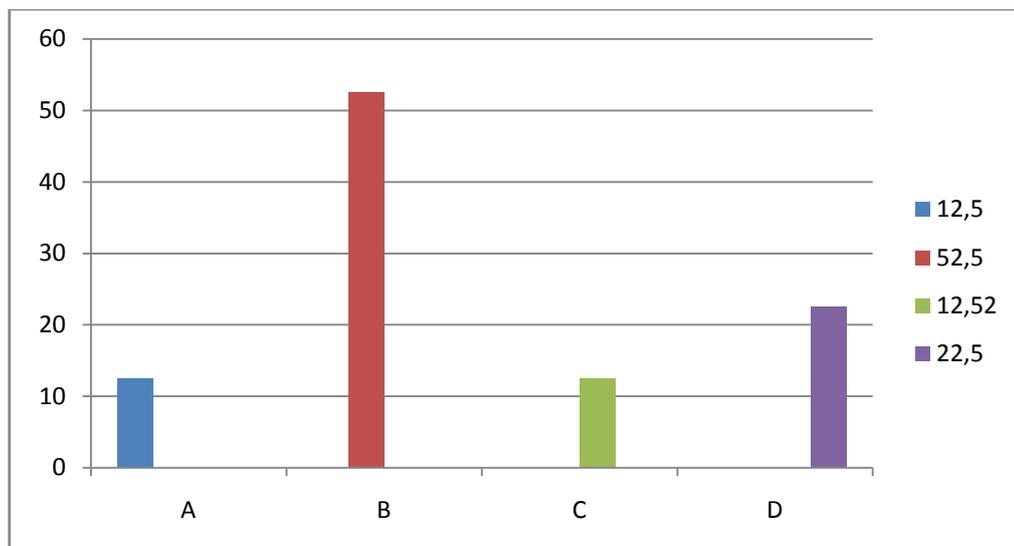


Figure 05: Students' reasons to read

52.5% of respondents said that they wanted to read for the sake of passing exams.

This means that most of students do not have the desire to improve themselves and develop their vocabulary and which means that they are only looking for marks.

Section 02:Students' reading habits

Item 06:what do you often read ?

- 1.newspaper
- 2.short stories
- 3.novels
- 4.others

	N	%
A	2	5
B	16	40
C	9	22.5
D	0	0

Table 06: Materials that students often read

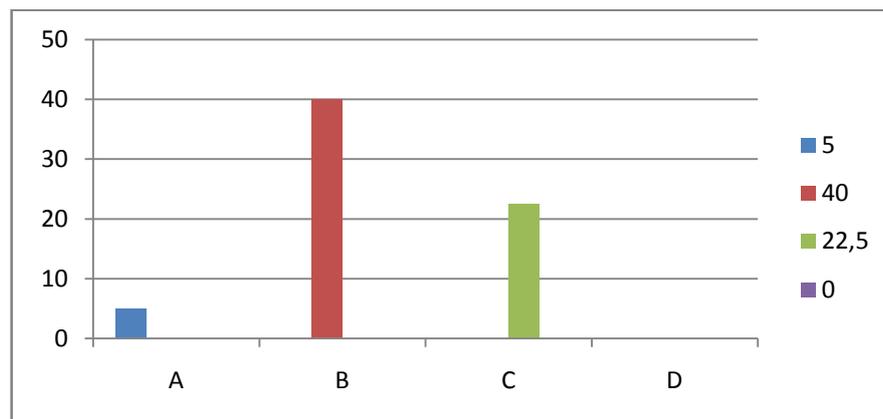


Figure 06: Materials that students often read

Through the observation and the analysis of this question, we notice that only 27 (67.5%) out of 40 have seriously answered the question with supremacy of the percentage of students who like reading short stories(40%). We have also noticed that 9 (22.5%) like reading novels and only 2(5%) read newspaper .This means that may be they find reading short stories and novels more interesting than reading the news of the world .

Item 07:I understand what I read in books?

100%
70%
50%
20 %

percentage of understanding	N	%
100%	3	7.5
70%	24	60
50%	13	32.5
20%		

Table 07:Students’ percentage of understanding what they read

The results of the above table revealed that there are few students (7.5%) who can understand the whole meaning of the given texts. However, 24 students about (60%) of them could understand 70% of the material. This means that they have some obstacles in their reading . The table also shows that there were 13 (32.5%) of students who could understand about 50% which means that they have to read a lot to improve their level and to enrich their vocabulary and enhance their understanding .

Item 08 :I like hearing about what other students are reading ?

	N	%
Yes	11	27.5
No	29	72.5
Total	40	100

Table 08:The students’ curiosity about what the other are reading

Twenty nine of our informants in other words(72.5%) said that they were not interested what the others were reading .The rest which were about 11were eager to know what the others read. This means that 27.5% have the scientific curiosity, thus they can develop their level in reading skill which will positively affect the other skills.

Item 09: I like hearing my teacher read stories out loud

	N	%
Yes	40	100%
No		
Total	40	100%

Table 9:Students’ desire to hear their teachers read stories out loud

All of our 40 participants said that they like their teachers read stories out loud which means they have a tendency to act and read as their teacher (their pronunciation...etc) i.e. to reach their teachers’ proficiency .

Item 10:do you borrow books from the library ?

	N	%
Yes	19	47.5
No	21	52.5
Total	40	100

Table 10:Times you borrow from library

The majority of our participants 21 said no. Only 19(47.5 %) who said that they borrowed books from the library .The results of our analysis show that may be 21 students do not have much time to borrow simply because they do not like reading and because they have other activities to do in their free times like practicing sports

Item11: Do you accept your teachers' correction when you read loudly?

	N	%
Yes	36	90
No	4	10
Total	40	100

Table11: Students' attitude towards their teachers' correction

Through the statistics of the table above , we notice that 36 (90%) of the participants responded positively and accept their teachers' correction .The common reasons behind the acceptance of all the is that they believe that such correction or feedback would help them read better and thereby develop their reading. The rest i.e.10% of the percentage of students did not accept the correction; perhaps because they feel shy in front of their classmates.

Item12 :Do you think that the materials you read can develop your self confidence?

Yes

No

	N	%
Yes	37	92.5
No	3	7.5
Total	40	100

Table 12: Students' attitudes towards reading materials as a motivating factor to

develop self confidence.

content	10	25
Lexis		
Syntax		
Texts' type		

Table14: The reasons of the difficulty of the texts you read in class

The 10 students (25%) who find these texts difficult, said that are so because of their content. This is may be due to the lack of vocabulary and the less practices of this skill.

Item 14:How do you find the materials that your teacher asks to read?

a) Interesting

b) Boring

	N	%
Interesting	31	77.5
Boring	9	22.5

Table15: The materials that teachers asked to read

31 (77.5%) of our participant say that they find the teachers' materials so interesting .This fact proves that our teachers are aware of the students' interest and that they are trying to meet it .Moreover they put the light on their lacks .

Item 15:the choice of the materials you read is decided by:

Your teacher you

N	%

Your teacher	40	100
you		

Table16 : The choice of materials

All of the students said that the materials they read is decided by their teacher which proves the fact that they have a program to follow.

Item 16:Would you like to choose your own materials?

Yes

No

	N	%
yes	32	80
No	5	12.5
No answer	3	7.5

Table 17 : The student's own topics

32 (80%) of our participants said yes for choosing their own topics; because they refused to be limited by specific topics and they think they will read better and more freely if they choose the topics they have more information about .five (12.5%) students said no because they think that the teachers know better than them and have more information about the appropriate topics which fit their level. For unknown reason 3 (7.5%) of the informants did not answer this question.

Section 04:The reading strategies

Item 17: did you use one or more of these strategies for understanding?

Pay attention to every word and sentences	Put * when it is yes	First time of reading	Second time of reading	Other times of reading
Often guess the meaning of words from context				
Rely on the main ideas to understand				
Skim through the text to get the general idea				
Ignore word which is not important				

Table 18:The effective reading strategies

All our participants answered that they use these strategies for better understanding in their readings which means that these strategies are crucial to develop their language in general, and their reading skill in particular .This, prove the importance of those reading techniques.

Item 18:Do you think that you improve your reading skill if you really use the effective reading strategies?

Yes

No

If yes say why?

	N	%
Yes	37	92.5
No	3	7.5
Total	40	100

Table19 : Improving reading skill through the use of the effective reading strategies

The majority of the participants about (92.5%) 37 regardless of their gender think that use of the effective reading strategies would help them so much to understand better the material and stimulated their thinking .

37 (92.5%) say yes because they believe that use of effective reading strategies will enhance their levels because this techniques help them to organize their thoughts and help them to pay attention to any mistakes they have made .

Item19:Do you think that your teachers’ continuous correction can develop your reading skill?

Yes

No

	N	%
Yes	37	92.5
No	3	7.5
Total	40	100

Table 20: Developing reading skill through teachers continuous correction

37(92.5%) of our informants think that correcting the reading is efficient to the point of discovering their errors to avoid it in the next future . The majority of students share the same response as follows:

- Showing the right path instead the wrong ones.
- Show to organize ideas and information.

Item 20:When you read do you want your teacher to act as:

- a) Helper
- b) Instructor
- c) Supervisor
- d) Guide

N	%

A	12	30
B	15	37.5
C	05	12.5
D	08	20

Table21: How students want their teachers to act.

12(30%) of our informants want their teacher to act as a good instructor, because ;he can teaches them and gives them instructions on how they should use something or how to do it.12(30%) of them want their teachers to be as a helpers because; they always want or look for extra information to help them.5(12,5%)say that when their teachers act as supervisors ,they help them to behave correctly. as well as 8(20%)say that the guide led them to find the right way or direction to go through.

Item21:Do you think that time allowed to reading in your class is sufficient to develop your reading skill ?

Yes No

If no what are your suggestions?

	N	%
Yes	03	7.5
No	37	92.5
Total	40	100

Table22:The opinions of students about time allowed to read in class

37(92.5%) of our informants say that the time allowed to reading skill are not sufficient to develop their capacity to read and develop their level. They believe it is not enough to avoid mistakes in their reading. They need more time to read better in different kind of

texts. But 3(7.5%) of them say yes, it is sufficient because they feel that they are developing.

2. Teachers' questionnaire

2.1 Description :

We relied much on the questionnaires administered to the teachers in order to verify the hypothesis and to answer the research questions. We got in touch with both female and male teachers who are still teaching in the University of Biskra. Most of these teachers are very experienced and spent many years in teaching English in university. The sample of teachers that we have administrated our questionnaire contains six teachers of different modules. Those teachers were free to answer. The main objectives of the questionnaire is to get insights about the teachers' attitudes towards the use of the effective reading strategies and how to help the students overcome their reading difficulties through showing some problems facing them. The teachers' questionnaire contains thirteen questions which are divided into four sections.

Section one contains two questions. It starts with teachers' qualifications and ending by teachers' experience in teaching English. The aim of this section is to know general information about our sample that would help us in making a good and accurate analysis.

Concerning section two, it contains six questions. The first item of it is about the importance of reading in language development. The second item covers showing interest to the materials the teachers provide. Item three is about meeting the student's needs through the assigned materials. The fourth item of this section covers the kind of texts that teachers found it most beneficial. Then, we asked them about the language used in this texts .We ended this section with knowing the teachers' observations of the students' reaction towards those texts. The main objective of this section is to spot light on the role of reading in general and the provided texts in particular in enhancing the students' reading proficiency.

Section three covers the students' reading difficulties. The first item of this section divided into two parts .The first part talks about showing difficulties while reading. The second sub-item covers the main difficulties. The aim of this section is to cover the main difficulties the students face while reading in order to avoid them later on.

The last section of this teachers' questionnaire covers the main point of our dissertation which is about the strategies used in reading skill. The first item of this section covers the attitudes of the teachers towards those reading strategies. Then ,we asked them about the best strategies that can help the students. After that, we want to know if they encourage their students to develop their strategies. Finally and in order to benefit from their experience, we asked them to advise us with some tips to improve our learners reading proficiency.

2.2 Analysis of teachers' questionnaire:

Section01:General information

Item 01:Your qualifications:

qualifications	N	%
A		
B		
C	5	83.33
D	1	16.66

Table 23:Teachers' qualifications

Table 23, shows that 5 (83.33%) of our teachers have the magister degree, and just 1 out of 6 of our sample (16.66%) has Ph.D which proves the fact they are experienced and they spent many years in teaching .Moreover, through our investigation we found that most of our teachers of our sample population are preparing their Ph.D .

Item 02:for how long have you been teaching?

years	N	%
From 1 to 3		
From 3 to 5		
From 5 to 10		
From 10 to 20	5	83.33
total	6	100

Table 24:Teachers' answers about their teaching period

Table 24 informs us that five teachers (83.33%) out of six have been teaching English language from 10 to 20 years. Only one teacher (16.66%) who was precise and mentioned his 26 years of teaching English. All of these rates are acceptable which prove that they are very experienced.

Section 02: The Reading process

Item 03: Does reading play an important role in language development ?

	N	%
Yes	06	100
No		
Total	06	100

Table 25: The importance of reading

All of our participants agreed that reading has a great role in developing language learning. According to them, reading is an essential pillar for developing language since it is one of skills that learners should develop to improve their level. Reading, is also a process through which learners construct meaning via decoding printed materials.

Item 04: Do your students show interest to the reading materials you provide?

	N	%
Yes	4	66.66
No		
Not always	2	33.33
Total	06	100

Table 26: Teachers' opinions about students' interest to the assigned reading materials

From table 26, the majority of teachers (66.66 %) answered yes. This means that their students show interest to the reading materials they provide them with. The reasons behind that may be due to the strategies adopted by those teachers. They know the real level of their students ,thus they provide materials which fit them and which satisfy and meet their needs.

Item 05: Do the materials you present meet your students' needs ?

	N	%
Yes	4	66.66
No		
To some extent	2	33.33
Total	06	100

Table 27: Meeting the students' needs through the assigned materials.

From table 27, it seems that not all of the texts provided can meet the students' needs. Four out of six answered yes. They tried to provide all what fit their students perhaps through evaluating them to extract their goals and needs. Two teachers answered this question by to some extent which means that they sometimes meet their students needs. Perhaps because of the nature of their modules or because of the language they use or the strategies they use.

Item 06: what are the kind of texts you think are most beneficial to your students to read?

	N	%
A	4	66.66
b	3	50
c	1	16.66
D	3	50

Table 28: The kind of texts that teachers found most beneficial to students to read

From table 28, we got different answers about the types of texts the teachers found them most beneficial to their students. 4 out of 6 believe that the scientific texts are so important to be read may be because they contain some technical words and some facts and statistics that teachers want to make their learners accustomed to. Three teachers i.e. half of the sample see that prose texts are much more suitable to the first year students of

English. The reasons behind that are may be due to their level since they are beginners. Only one teacher who thinks that poetry would be helpful to improve his students' proficiency. Three teachers (50%) agreed that newspaper articles are so beneficial to enhance the students' levels since they contains the brand new information but in different language to students ones. Through the different answers, we notice that the types of texts depend on which purpose you set the reading tasks.

Item 07 :is the language used in texts easy or difficult ?

	N	%
Easy	1	16.66
Difficult	5	83.33

Table 29: The language used in the assigned texts

Table 29 informs us that 83.33 % said that the language used in those texts is difficult since it is used in scientific texts and newspaper articles. Just one teacher who answered that the language used in his texts are easy ; may be because of the nature of module (oral expression) which oblige him sometimes to deal with easy written texts since he is teaching first year students.

Item 08:what is the reaction of your students towards those texts?

In this question, we got different answers. Two teachers (33.33%) mentioned the students' attitudes are quite positive and that they are interested and motivated to read those texts. One of the teachers added that they felt frustrated because of the students level in reading comprehension(non-mastery of the vocabulary) .Three teachers out of six (50%) answered that their students' attitudes towards those texts are negative and they are little

demotivated simply because they do not like reading. One teacher wrote that it depended on the assigned texts; sometimes the students are pleased when the text meets their needs or when it goes with their socio-cultural milieu. But, sometimes , they moan when the text is in breach with them.

Section 03 : Students' reading difficulties

Item 09: do your students show difficulties while reading texts?

	N	%
Yes	06	100
No		
Total	06	100

Table 30:Showing difficulties while reading.

Table 30 reveals that there is an agreement between the teachers. All of them said that their students face some difficulties while reading. This is from their observations and the evaluation of their learners.

	N	%
A	02	33.33
b	05	83.33
C	06	100

Table 31: The students main difficulties.

Through our analysis of the teachers' questionnaire, we find that two teachers out of six said that grammar is the main problem that face their student. This happens, perhaps, because of the common problem which is postponing the main verb, shift in SVO ordering and heavy NP's. Five teachers mentioned that the main difficulty of their students while

reading is the vocabulary .According to them, the students who have larger vocabulary can better grasp the meaning of sentences. We got an agreement on prior knowledge as a main difficulty. Simply because the lack of schematic knowledge about the content, may lead to breakdowns in understanding the message being conveyed.

Section 04: The reading strategies

Item 10: In this research, we are concerned with the effective reading strategies ,what can you say about it?

All of the answers that we gathered were all approximately the same meaning. The majority of them said that students need to develop their own strategies. According to them, when both teachers and students know the effective reading strategies, these facilitate the teaching and the learning of the reading skill. The other teacher mentioned that those strategies are often personal. One teacher added that the reading strategies could be grouped into two categories: the natural strategies (the physiological aspect) and the acquired strategies (reading techniques that can be learnt). One teacher and for unknown reasons did not answer this question.

Item 11: What are the best strategies that you use to help your students in the classroom ?

This question got different answers. But the majority of the informed teachers .i.e. five out of six means a percentage of (83.33%) emphasize on reading especially the authentic materials. Three teachers answers that the most important strategies that are known and used by the majority of teachers namely: Skimming, anticipation, organization, attitudes,

scanning, the pre-reading, the while reading and post reading strategies. .One teacher did not answer this question for unknown reasons.

Item 12: Do you encourage your students to develop these strategies?

	N	%
Yes	05	83.33
No		
Total	06	100

Table 32: The teachers' motivation to use the effective reading strategies.

Through our analysis of the table above, the answers show that all the teachers do encourage their students to use the effective reading strategies. Again these answers prove the fact that those techniques are so important; since they facilitate the reading comprehension of the different provided texts.

Item 13:What is your advice to your students to improve their reading proficiency?

This question was given to the teachers to give students different advice to improve their level of reading and also to avoid the common reading errors and the answers were as follow :

- To read a good deal and search. The more they read and enjoy what they read, the better and proficient they will be.

- Enrich their vocabulary.
- Discover the new styles and ideas.
- They have to become book-worm
- They have to practice extensive and intensive reading.
- High Motivation.
- They have to read attractive (forms) and interesting (content) materials.
- Time allotment.

Conclusion:

The results from the analysis of the both students' and teachers' questionnaires support the hypothesis stated at the beginning of our dissertation in that they confirm that reading is a challenging and complex skill, because students show difficulties in dealing with the different aspects like vocabulary, syntax...etc The results of the study also strongly support the importance of using the effective reading strategies. So ,allowing students to get used to such techniques will undoubtedly enrich their experiences and will ultimately use them as efficient tools.

Recommendations

These recommendations are drawn from our observations the outcomes of the questionnaires:

1. Students need to read more to become book-worm
2. EFL text books need to be visually attractive.
- 3.They need to take learning and teaching styles into consideration.
- 4.They need to meet the students' objectives.
- 5.They need to be rich and varied.
- 6.They need to be delivered ,at times,in L1.
- 7.Instructions should be clear.
- 8.Teachers' guides should be provided well before the implementation of the text book.
- 9.Teachers should encourage the students to develop their reading strategies.
- 10.Students need to read researches and meet researchers who have conducted academic investigations on their text books.

General conclusion:

The ability to read is considered one of the most important skills that university students need to acquire. Although a large portion of time at university is spent working with written sources of information, a significant proportion of students struggle with reading comprehension. This study aimed at shedding light on the comprehension of the effective reading strategies and how to use them in understanding a text. Furthermore, this study aims at identifying the main difficulties students encounter when reading in their text. For this aim, we set up a hypothesis as follows: we hypothesize that if we use the reading strategies with the first year LMD students of English, then the students' difficulties will be reduced.

Students' reading problems in English may be due to the fact that they mainly engage in bottom-up strategies or data-driven processing by passively decoding the text rather than in top-down or reader driven processing by actively participating in the act of reading; students' reading problems may be rooted in their poor vocabulary in English, and students' reading problems may be related to lack of strategic approach to handle unfamiliar words.

Prior to the analysis of the hypothesis, we started with a questionnaire for students that covers various issues concerning reading, how to develop reading skills and strategies. The aim of the questionnaire was to develop knowledge of the learners' strategic repertoire and general strategy use free from context. Think-aloud procedure, on the other hand, aimed at developing knowledge of the learners' actual strategy use in a specific reading situation and of the actual

execution of online strategies during reading. Our next step , is giving the teachers of our department a questionnaire to benefit from their experience. In order to test the hypothesis, we proceeded in a qualitative investigation.