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**Major Difficulties Faced by Foreign Language
Learners in Reading**

Case of Study of First- year students at Biskra University

Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in Language science.

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Dedication

I dedicate this work to all my family members ,my dear parents ,my beloved sisters and brothers ,especially my big sister "Ilhem "and my sweet little sister "Rania".

To all my teachers and colleagues inside or outside the University for their collaboration and support in my life.

To anyone who read this work.

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Abstract

In recent years, most of foreign language learners are suffering in their learning from the lack of engagement and lack of interest and motivation in dealing with the topics. This is due to the ignorance of the importance of reading in EFL Classes. This research work attempts to discover the major reading difficulties that foreign language learners' may encounter in reading. It aims to show and explore the causes beyond the reading difficulties. Thus, this study will examine that students reading difficulties are due to several causes such as: The role of the teacher, the unfamiliarity with the topics, the type of the language, lack of attention, lack of learning materials, low self-confidence, and lack of motivation, the ignorance of the reading purposes and other factors which cause the foreign language reading difficulties. Therefore, the appropriate research method is the descriptive one in which we describe the major reading difficulties that foreign language learners may face. Data were collected through a sequence of questionnaires that administered for both teachers and students of the Department of Foreign languages section of English at Mohamed Khider University of Biskra which contained of thirteen teachers and sixty learners of first year LMD students. Completely, the results obtained in this present research demonstrates that students reading difficulties are differing from one student to another it depends on students background knowledge in learning. Moreover, the results discovered that the role of the teacher, the unfamiliarity with the topics and the type of language are the main reading difficulties that first year LMD student's may face in reading. In the light of the results that we obtained from the questionnaire, we suggest some recommendations for both teachers and students in an attempt to help learners resolve their reading difficulties, since students reading difficulties can be treated through bridging the gap between teachers and their students by giving much attention to reading ability. Furthermore, students can pass through their reading difficulties by passing to their psychological factors such as: fearing and low self- confidence.

List of Abbreviations

EFL: English as a forging language

FLLS: Forging language learners

L1: First language

L2: Second language

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General Introduction

1- Aim of the Study

The ignorance of the importance of reading may lead to many difficulties that foreign language learners may encounter. This study aims at examining the major difficulties that are faced by foreign language learners in reading. Moreover; this study is designed to discover the causes behind students reading difficulties. Our case study includes both teachers and students of first year LMD students of the Department of foreign languages section of English at Biskra University. Also it aims to suggest some recommendations for both teachers and students to increase their awareness's of effective points that help them to improve reading difficulties.

2-Statement of the Problem

The subject under study was chosen out of an interest in the domain of teaching and learning reading skill in EFL classes. Since reading is a cognitive process, it is not a surprise to find that students encountered difficulties in reading. These difficulties have many causes which lead them to occur, some of these difficulties are related to student's background knowledge and the others are related to other reasons. Researchers about reading show that reading is a cognitive, mental, active, thinking and silent activity which students do inside or outside the classroom to get meaning successfully. Moreover, students use different ways to express that they understand and interact with the text. Thus they connect the skills in a good manner, they use a range of reading strategies that they learn before and they use the prior knowledge that they have already....effective readers are always aware about these steps while they are getting comprehension. Furthermore, the comprehension occurs through the awareness of how to apply these steps in an appropriate way. since learning the reading strategies can help students to get comprehension in the easiest ways. That is, reading is considered as a complex process. For that it is not surprising to find that learners encountered difficulties in reading.

From our studies ,we discover that first year LMD students of the Department of foregin languages section of English at Biskra University face many difficulties in reading that prevent them to read effectively and also hinder them to become good language readers in general. The student's inability to read successfully may influence on student's learning. Therefore, the student's low level in reading may lead the difficulty to occur .In addition to that students reading difficulties may have behind causes which are closely related to the student's background knowledge. For all this reasons, it would necessary to ask these questions:

What are the main difficulties that are encounter by first year LMD studentsod the Departement of foregin languages section of English in reading? And what are the causes behind these difficulties?

3-Research Questions

This study aims to answer the following questions:

- 1-What is the nature of reading?
- 2-What are the characteristics of good language reader?
- 3-What are the reading strategies?
- 4-How can student's benefits from the reading strategies?
- 5-Why reading in EFL classes is considered as a difficult activity?
- 6-What are the causes behind reading difficulties?
- 7-What are the major reading difficulties?

4-Hypothesis

Students reading difficulties maybe due to the type of the language, the unfamiliarity with the topics, lack of learning materials, lack of interests, lack of motivation, low self-confidence and the role of the teacher.

5-Research Methodology

5.1. The Sample of the Study

To explore the learners major difficulties in reading; we select a sample of the study. Our study includes both of teachers and first year LMD students of the Department of foreign languages section of English at Biskra University and teachers. Our case study is consist of thirteen (13) teachers who teach different moduls at University and sixty (60) students of first year LMD students (all the students are from Mohammed Khider University.). We select this case study in order to explore student's reading difficulties.

5.2. The Research Method and Tools

Our Population consists of both teachers and students of the Depatement of foreign languages section of English at Biskra University. To discover the major difficulties that are encountered by First year LMD students of the Departement of foreign languages section of English in reading; we follow the quantitative research by using the descriptive method due to lack of time and lack of samples. Moreover, to achieve the aims mentioned above; we conduct a questionnaire for both teachers(13 teachers) and students (sixty) which are considered as a helpful procedure that help us to find out the major difficulties that prevent student's to read effectively.

6-Research Structure

Our work is divided into three chapters which are

Chapter One

This chapter aims to discuss the reading skill on general

Chapter Two

This chapter is devoted to teaching reading in EFL classes; so everything is related to teaching reading and what students are supposed to do in the reading classroom.

Chapter Three

This chapter is devoted to analyze teacher's and student's 'questionnaire. After that we are going to provide general results that we find in our analysis .later on, we are going to give some recommendations for both teacher's and student's in order to raise their awareness in reading and reading difficulties .

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The Reading Skill

Introduction

Reading as a receptive skill is considered to be the most important one for EFL learners to master. As we know that learning a foreign language depends more on reading and researching to have background knowledge about the culture, literature and civilization of the foreign world, that is why EFL learner's should read and read in order to know more and also to interact with the others, since more reading may enable them to learn and acquire language successfully without any difficulties or obstacles. For that, reading has a great importance on our study, so we devote this chapter to present eight parts: Definition of Reading, Features of Reading, The reality of Reading, Types of Reading, Purposes of Reading, Characteristics of Good Language Readers, Reading strategies and Benefits of Reading Strategies

1- Definition of Reading

Researchers in the field of Teaching and Learning have proposed many definitions of reading; because they have considered reading as complex cognitive process which involves many elements that students need to do in order to read effectively. Since reading as a complex process, researchers did not agree on one definition of reading each one has defined the term reading on his/her points of view we state them as follow:

Grabe and Stoller (2002:9) have stated that "*reading is the ability to draw meaning from the printed page and interpret this information appropriately*". Reading on this turn, means getting meaning from the material (text) then understand it properly. Understanding the text effectively is relying more on the reader ability to translate the written text to meaning in order to get comprehension of the text.

Moreover, Grabe (2009:14) affirms that "*reading is the process of receiving and interpreting information encoded in language from via the medium of print*". From this definition, the term reading involves two principles .The first one is getting the information from the text. The second one, reading means understanding the information that presented in the text correctly. The ability to get and understand the

information appropriately depends more on decoding and comprehension processes that the reader should do in order to get the comprehension of the text successfully.

In the other hand, researchers have suggested some saying about reading as Nuttal cited in Aebresold and Field (1997:15) has said "*reading is an inflections disease it caught not taught and you cannot catch it from someone who has not go it*". From Nuttal saying, reading is a complex process that not easy for anyone to acquire, since reading ability is rely on several elements that the reader have in order to create general understanding of the text. Such as: The text, the reader and the interaction between them.

Furthermore, Glendenning and Holmostrom (2008:06) have pointed that:

Study reading includes texts from the humanities; social sciences and sciences. Most of these texts are from sources used by college and university students in the English-speaking world. Few have been especially written to highlight particular reading problems...in part one reading means preparing to study..., in part two, knowing what is important... and in part three, the tools of research.

Reading on this turn involves three elements. The first one is preparing to study this means that the reader should organize his /her self when coming to read. He /she should make purposes in order to be clear in reading. Then the second element is to determine the important element to read. This indicates that the reader should apply different reading strategies and skills that help him /her to identify the important elements. Reading is tools of research. This demonstrates that the reader from his/her reading is searching to find the interest information that he /she needs in his/her learning.

Moreover, some researchers see reading as a psycholinguistic process .Vaca, et al (2000:265) have asserted that "*reading is not a passive activity, it is an active thinking process that takes place behind the eyes*". As we know that reading is a mental activity, so we do not consider it as a passive process in contrast to that reading is an active and thinking process that happens inside the brain and behind the eyes of the reader to read get meaning of the text.

Besides to that, Alderson and Lyle (2005:13) stated that "*reading involves perceiving the written or language either visually or kinesthetically (using braille)*". From this interpretation, we can say that reading means understanding the written language of the texts into two ways. First of all the, reading is a visual process. This indicates that the reader read letters, words, clauses, sentences, paragraphs...that presented in the text visually then translate these elements to meaning to get general meaning of the text.

In the other hand, Grellet (2008:03) has distinguished between reading and reading comprehension. He affirms that the process of reading involves two points, identifying the relevant information and comprehension. The first one means that the reader will identify the interested information from the text that he/she is reading to. This indicates that the reader will apply different strategies and skills to recognize the interested information. Reading in this way means identifying the relevant information. Comprehension, on the other hand, means the reader ability to understand what he/she reads .this demonstrates that the reader is going to find out the hidden ideas of the text. Reading in this way means comprehension.

All these above definitions tried to give us a clear picture of reading, and one knows that not an easy process that includes three elements: the reader, the text and the interaction between the reader and the text. These acts occur cognitively and silently in the reader's brain to read well. That is, many theorists have argued that reading contains several features.

2-Features of Reading

There are different attitudes towards the characteristics of reading process. Some researchers have considered reading as an interactive process, others revealed that reading is a purposeful process and others thought that reading is a critical process.

2-1- Reading as an Interactive Process

Reading is considered as an interactive process in which the reader tries to do all his /her interests and efforts to get general comprehension of the text .This later can be completed through making a relation between the reader and the text, so the reader makes a communication act with the text by taking prior knowledge that has already such as: applying reading skills and strategies, applying grammatical rules to perform language and also uses the information that are presented in the text to get comprehension of the text. Hedge (2000:188) shows that the term "interactive" can be understood in two ways" *first, it describes a dynamic relationship with a text as the reader" struggles" to make sense of it (text), Then the second interpretation refers to the interplay among various kinds of knowledge that a reader employs in moving through the text*". The more reader makes a combination between His/her knowledge that he/she has already and the knowledge that presented in the text, the more comprehension is reached and achieved at the end. From this view, we can say that reading process is characterized as a way of communication between the reader and the text to attain understanding well

2-2-Reading as a Purposeful Process

Reading is considered as a purposeful process in which the readers should have purposes behind his/her reading, since reading purposes can simplify the comprehension of the text. Therefore, reading purposes can simplify the needs of the students towards the text that they are reading to. Rivers and Temperly cited in Hedge (2000:195) has suggests many purposes of reading some of them are specific and the other ones are general; we summarize them in the following points: To get information, to respond to the topic, to perform tasks, for pleasure and enjoyment, to know what happen in the world; and to find out when and where things are.

What is important, reading from this interpretation is a purposeful process.This means that the readers are organizing his /her reading in several ways before going to read to achieve general comprehension in direct and clear ways.

3-2-Reading as a Critical process

Reading is viewed as a critical process in which the readers are able to recognize what the author means by his/her writing. This can be done through reading critically. For example: in the reading classroom, the teacher can lead students read the text silently. After students have finished their reading each one of them understands the text from his/her points of view. In addition, there are differences in understanding the text so, these differences may open the discussions and judgments between the students towards the meaning of the text and this is what Alderson and Lyle (2005:07) have called it levels of understanding. However critical students always read the lines, between the lines and outside the lines. Gray cited in Hedge (2000:197) asserts that in critical reading "*texts are constructed in certain ways by the writers in order to shape the perception readers towards acceptance of underlying ideology of the text*". Lastly, we can say that critical reading can help students to have their own understanding of the text which facilitated the comprehension process.

From the characteristics that presented above, we conclude that reading is a complete comprehensible process that involves the interaction, the purposeful and the critical features which made the understanding of the text more simplified and clear for the reader to obtain. For doing that, students tried to relate reading with the other skills (listening, speaking and writing) in good manner to get comprehension, and this is the reality of reading process.

3- The Reality of Reading

Clearly, reading is considered as a cognitive process that involves many activities that the person do in order to get comprehension of the text .These cognitive abilities are summarized in a group of skills (listening, speaking and writing) which appear obviously how reading process is occur in the brain and in the eyes of the students, so reading process can happen through the help of the other mental abilities (listening, speaking and writing) which help students to simplify the interaction acts with the text. In fact, you cannot think that there are important skills

and less important ones. Furthermore, you cannot consider that there are skills develop first then the other, all of them are considered to be the basics of learning a foreign language. However, you should keep in your mind that when you make the separation or give much attention to one skill than the other, the communication and learning look like empty. Harmer (2001:204) states that "*the benefits of reading are echoed by the benefits of listening*". From Harmer interpretation, students can profit from reading to listening and vice versa. Moreover, Alderson and Lyle (2005:25) have claimed that "*reading is not an isolated activity that place in mind but reading is a cognitive operation of meaning extraction*". On this turn, reading is not just a cognitive ability but there are other combined abilities that a person uses to understand successfully the text .For example: when students read, they listen, they speak and sometimes they write, so reading skill involves various abilities such as: listening, speaking and writing. For that researchers have described reading writing influences as two blanks of the same acts. In general reading writing connections are combined. Besides to that, There are four points which revealed that good language readers are going to comprehend successfully as a result of making reading writing connections .Vacca,etal(2000:367) have proposed that good language readers are generally good writers and vice versa, students who write well tend to read more, wide reading may improve writing and good readers and writers are engaged in reading and writing.

Finally, we can say that reading is not a separat process that occurs in the brain but reading involves other mental process that a person have to get meaning of the text and also to communicate with the text.

4-Types of Reading

In many times, students may read for general comprehension or they may read for specific information it depends on learners' purpose and reasons behind his/her reading, since reading purposes may simplify the interaction with the text and also may make students clear to what they read. In general, there are many types of reading: Extensive, Intensive, Perspectiveand Interactive reading.

4-1- Extensive Reading

It is a kind of reading that students do outside the classroom. According to Brown (2004:189) see also in Bawford.J (2000:5)) extensive reading is based on the idea that students need to do to promote their abilities and knowledge to be better, and they do this type of reading to build their self-confidence. Moreover, Grellet(2008:04) emphasizes that "*extensive reading includes long texts, usually one's own pleasure. This is a fluency activity mainly involving global understanding*". In general, Students can read articles, long texts, reports, short stories, books and novels.

4-2- Intensive Reading

Contrasting, extensive reading, intensive reading is a careful and concentrated reading that students do inside the classroom with the teacher. Moreover, the teacher plays many roles in which he/she provides the help and the guide to make all his/her students understand. This is what researchers called it "explanation of the text". Mmikulecky and Jeffries (2004:257) have affirmed that "*intensive reading is an activity in which students (usually in a class group, led by the teacher) carefully read and examine together a reading passage assigned by the teacher many times*".

4-3-Receptive Reading

It is a category of reading that students do inside the classroom to get comprehension. It is a careful and concentrated reading in which students tried to keep their attention and concentration on oral activities to get meaning .Brown (2004:189) claimed that "*perspective reading tasks involve, attending components language (words, letters, pronunciation and other graphemes symbols)*".

4-4- Interactive Reading

It is a type of reading that students do inside or outside the classroom to show that they are connecting and communicating with the text. They are dealing with the text by using a variety of knowledge and strategies that have learned before to facilitate processing texts. Hedge (2000:188) asserts that "*reading can be seen as a*

kind of dialogue between the reader and the text, or even between the reader and the author"

All in all, the four types of reading (Extensive, intensive, receptive and interactive) reading are useful and helpful ways to serve students build and improve their abilities and also to have purposes behind their reading.

5-Purposes of Reading

It is clear that each one of us has his/her own reason to read. We may read to learn; to improve our abilities or to find information..etc. Harmer (2001:200) has considered two reasons of reading, Instrumental and pleasurable. The first one means that the reader should have clear purpose in his/her mind. In addition, the second reason means that the reader can read for entertainment or enjoyment. Also, Grabe and Stoller (2002:13) have suggested that before readers come to read they should have purposes. This purpose is a decision made quickly in order to reach the overall goal which is the general comprehension. Rivers and Temperly quoted in Hedge (2000:195) have claimed that "*reading activities from the beginning should have some purposes and you should concentrate on the normal purposes of reading*". Reading purposes or reading decisions that readers have before the reading activities are good thing for them to become aware and conscious of why they have decided to read and also how are going to read. We mean the way of how they are going to select the significant information not all the data that are presented in the text. For that Grabe and Stoller (2002:13) have classified reading purposes under seven points. Which are: reading to search about the information that student is needed, to skim or scan the text quickly in order to determine the important elements to read, to learn from the text. Students can make reading as a learning process through learning new things and new knowledge from the text then students may read to integrate information. This indicates that students from their reading are acquiring and joining the knowledge that already have and the knowledge that they learn from the text .Moreover, reading may lead students to write well and vice versa, since the more students read the more they write. Furthermore, there are different levels of reading

.students may read the lines, between the lines and beyond the lines. This later is called critical reading, so students may read in order to criticize the text. At the end students may read for getting general comprehension of the text that all.

Based on these purposes, students are going to be aware and conscious about their reading, so they improve their abilities in a good manner without any complexity and ambiguity. In addition, the more students have reading purposes; the more they read clearly without any difficulties or problems.

6- Characteristics of Good Language Reader

There are several features of good language reader who understand reading as a complex processes which effective readers need to do in order to get comprehension effectively, so good language readers are always use their skills in a good manner when they read and also they are always aware of their reading and this is what researchers called it the metacognition awareness. Hedge (2000:192) affirms that "*good language readers recognize, and decode quickly and accurately, words grammatical structure, and other linguistic features, and are aware of the process as they engage in this*". For many linguists, Wallace (1992:5) "good language reader" is *the one who have the ability to use the metacognitive Skills effectively*". Grabe (2009:14) has described good language reader as: fluent, efficient, comprehensible, interactive, flexible, purposeful, evaluative, learning, linguistic and strategic person. We define these terms as follow:

6-1-Fluent

The term fluent indicates that good language reader is a rapid person in which he/she reads the text; book quickly with a great attention to its intonation, pronunciation and rhyme. Hedge (2000:192) states "*a fluent reader has a good knowledge of language structure and can recognize a wide range of vocabulary automatically*".

6-2-Efficient

Good language reader is always making a connection between his/her receptive (reading and listening) and productive (speaking and writing) skills in a good way to comprehend the text effectively.

6-3-Comprehensible

Good language reader is a comprehensible person in which he/she reads the text many times to understand what the writer intends to convey, so he/she interpret the text .Micheal,etal(2007:87)states that "*comprehension require more than the extraction of meaning from the author's message ,it is generally understood that a reader must read and interpret text*".

6-4-Interactive

Hedge suggests that the term "interactive" is used to describe good language reader who communicates with the text effectively as a result of applying a range of reading strategies that lead students to obtain the comprehension. Hedge (2000:188) offers that this term can be used in two ways: the first one describes the relationship between the reader and the text and this is what good man (called it psycholinguistic guessing, so good language reader interacts with the text by making a combination or balance between his/her prior knowledge and the one that presented in the text in order to interact effectively.

6-5-Flexible

Before good language reader comes to read the text. He /she should retain the purposes and goals with each other to find the overall comprehension, since the purposes or decisions which students have before coming to read is a good thing for them to be more conscious of their reading, so comprehension are attained clearly without difficulty.

6-6-Learning

A learning person means that good language reader is still learning from the text by the activities that he/she has done but he/she cannot think that reading ability is

mastered and there is no need to read. In contrast to that, each text is considered by him/her as a learning activity that a person learns from to express that he/she is still learning. Grabe (2009:15) asserts that "*fluent reader making reading as a learning process and each time evaluate the process*".

6-7-Critical

The term critical demonstrates that good language reader makes a careful analysis of the text by reading the lines, reading between the lines, and reading beyond the lines. When we define these terms we can say that good language reader reads the line that refers to the explicit meaning and the second one refers to implicit meaning and the third one is refers to critical evaluation of the text. This evaluation should occur with a great awareness to get what the writer means.

6-8-Linguistic

Good language reader is always aware of the language structure (i.e. letter, words, and phrases) that makes his/ her prior knowledge which plays an important role in processing reading comprehension. Smith quoted in Vacca, et al (2000:27) states that "*the more already know , the less you need to find out*".

6-9- Strategic

Good language reader is usually knows when he/she reads and what to read. He/ she provide sets of strategies and skills that already have to build and monitor comprehension. There are many reading strategies that good language reader uses while he/she reads such as cognitive; communicative and metacognitive strategies. Aebresold and Field (1997: 50) claimed that "*strategic person is the one who select key information, Organizes and mantel summarizes and monitors comprehension*". Moreover; good language reader is able to use his/her metacognitive skills effectively. Metacognitive knowledge means that the readers have knowledge about cognition. Aebresold and field(1997:56) have affirmed that "*Meta means after the behind and cognition means the act or process of knowing or perception .thus,met is understanding what is behind,what is supports or informs ,reader's knowledge perception*" .On this explanation, metacognition skills involves several

elements: First, the readers is able to recognize the patterns and organization of the text directly. Second, good language reader is identifying the important elements that presents in the text quickly through applying a range of reading strategies such as: skimming scanning, predicting, previewing. Furthermore, good language reader is able to adjust the reading strategies rapidly to get comprehension. Also, good language reader is using the context to avoid misunderstanding of such elements which help them to find what they need.

All these terms are the characteristics of good language reader who able to comprehend and interact successfully with the text. Cummins cited in Alderson and Lyle (2005:24) concises these characteristics on one term which is: " proficient language reader" or "knowledge language reader" who usually has the ability to connect the skills and communicate with others in a good manner.

7- Reading Strategies

Good language reader is a strategic person. This means that he/she is able to go back to his/her skills that he/she has easily to get meaning of the text, so reading strategies and reading skills are an important thing that the reader should learn during learning. However, we should make a clear distinguish between strategy and skill .Hudson (2007:106) see also in Grabe (2002:15) have proposed that the difference between strategy and skill is the reader control factor. This means that the skill is practiced over controlled of the reader (unconscious). While, strategy is practiced with the control of the reader (conscious). Hudson (2007:106) states that "*skills are applied to text unconsciously for many reasons including expertise, repeated practice... In contrast, strategy is actions selected deliberately to achieve particular goal*". Yet, strategy are viewed as behaviors, actions, procedures or a techniques that provided by the teacher to help and encourage his/her students to interact with the text. Mechael,etal (2007:85)(see also in Mickulecky and Jeffries (2004:260)see also in Decohn(2007:33)) have bring a range of reading strategies that effective reader uses to comprehend the text before, while and after reading. We mentioned as follows:

- 1- Observes the Title.
- 2-Identifies Author's Name, Source.
- 3-Observes the Subtitle.
- 4-Sees photographs, drawing that are provided.
- 5-Determines the key Words to Look for.
- 6- Looks Quickly to their Meaning.
- 7-Reads the Words around their Context
- 8-Drawing Inferences.
- 9- Identifying the Style of Printed Language.
- 10- Reads the Introduction to Identify the Topic.
- 11- Reads the First Sentence of each Paragraph.
- 12-Discover Topics to Them.
- 13- Understanding the Main Ideas.
- 14- Identifying Patterns of Organization (cause/effect, comparison/contrast, problem solution, Agreement, Description, Classification Type of Texts).
- 15- Skimming.
- 16-Scanning the interested information.
- 17-Brings Prior Knowledge.
- 18-Combines the Information Presented In the Text and Prior Knowledge.
- 19- Generating and Answering Questions.
- 20-Visualising (forming mental pictures in your head as you read).
- 21- Summarizing the Main Ideas.
- 22- Synthesizing (Drawing the key ideas from several sources of information).

23-Evaluating by Making Judgment About What has Been Read.

24- Using the Metacognitive Skills to Monitor Comprehension.

Reading strategies and reading skills play an important role for the period during learning, because they distinguish well from poor reader .Effective reader selects the appropriate skill and strategy to achieve comprehension. This means that reading strategies have many benefits.

8- Benefits of Reading Strategies

The primary role that the teacher needs to do in the class room is to observe how his/her students' progress in their learning. Also, he/ she needs to encourage his /her students to become good language readers, so the teacher brings sets of strategies that best taught explicitly during learning. Moreover, when students become aware and conscious about these strategies they learn effectively, so reading strategies is an essential thing in learning because students who are learn reading strategies are encouraged than those who are not learn. Wallace (1992: 5).Researchers in this field have anticipated that readers who are not aware of reading strategies are poor and have less chance in reading. Kletzien and Pressly cited in Aebresold and Field (1997:110) have designated that "*Poor readers are less likely than good readers to question their guess about the meaning of reading, and are less likely to recognize evidence that contradict their guess*".

According to Hudson (2007:105) strategies are important which serve us in three ways in language, learning and communication. He states that strategies are "*Procedures used in learning, thinking which serve as a way of reaching goal in learning language, learning strategies and communication strategies*". Moreover, according to Rubin cited in Hedge (2000:77) strategies can regulate learning problems in general and reading difficulties in particular. He defines learners' strategies as "*any set of operations, steps, plans, routines to facilitate the learning storage, retrieval and use of information...that is, what learners do to learn and do to regulate their learning*"

At the end, we can say that active readers are always benefit from learning strategies in general and reading strategies in particular, since strategies are considered as tools used in learning, language and communication activities that simplify things and learning to occur also to solve learning problems. In addition to, effective learning is take place through the learner's consciousness and awareness of applying appropriate reading strategies that best be taught explicitly during learning, so strategies of reading are needed for real learning not inside the class room but also outside the classroom setting to get comprehension successfully and communicate in ending goals .

Conclusion

In this chapter, we have examined the reading skill by providing different author's definitions, and we have discussed some related points such as: features of reading, reading and the other skills (listening, speaking and writing), types of reading especially extensive, intensive, respective, interactive, its purposes, characteristics of good language readers, reading strategies and benefits of reading strategies. To sum up, we can say that reading in EFL classes is an important thing that students should do as much as they can, since it is describe how students achieve, grow, engage, motivate and communicate(i-e through the elements that we have discussed above) till they became good language readers, these can be done though the help of the teacher in their learning, so in the next chapter, we are going to talk about teaching reading in EFL classes by demonstrating to the role of the teacher and the students in the reading classroom.

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Chapter Two: Teaching Reading in EFL Classes

Introduction

Teaching reading is an important thing that teachers do with their students in the classroom. This indicates that within the classroom there are several roles that both teachers and students need to do to create real learning and also for better achievement and development. However, you should keep in your mind that teaching reading is not an easy activity which depends more on the preparation and the organization of the information of teacher inside or outside the classroom to avoid any difficulties or problems that Foreign Language Learners may face. In recent times, researchers in the field of Teaching and Learning have discovered that FLL learners encountered several difficulties in reading these difficulties may be due to several causes. That is why; teaching reading has a great importance in our work, so we devote this chapter to present six parts: Teaching reading in EFL classes, The Role of the Teacher in the Reading classroom, The Role of the Students the Reading Classroom, Reading Difficulties, Types of Reading Difficulties and Improving Students Reading Difficulties.

1- Teaching Reading in EFL Classes

It is so obvious that there are many causes which lead students to read. Harmer (2001:68) states that there are two major reasons for teaching reading "*in the first place, many of them (learners) want to be able to read text in English either for carriers for study purposes or for pleasure*". From Harmer interpretation, students read for two important reasons. The first reason is for their studying and the second reason is for pleasure and enjoyment, so student's reading depends first on the purposes behind each one of them. In addition, reading has many consequences on students' abilities. It increases student's ability to listen, speak and write such as: writing paragraphs, essays and reading may increase student's ability to speak the language without any impact to the psychological factors such as: fearing, shying and anxiety. Therefore, reading may open several occasions for students to learn more how language is made-up and also how to communicate with the text .Students can

have this ability through the help of the teacher in their learning especially in teaching reading.

Teaching reading is an essential thing that the teachers need to do with their students because the more students read the more they learn better. This indicates that the teacher is the one who takes this responsibility. For that , Aebresold and Field (1997:103) have stated that "*teaching reading means understanding the reading process how it works and also what occurs when students read*". The more teachers are aware about the reading process the more students read and achieve better. For many researchers, teaching reading is not an easy task, since it depends first on the student's ability to understand the meaning this is what Alderson and Lyle (2005:7) called it levels of understanding. The teacher is always tried to make his/her students success to get the meaning. He/she facilitates the reading tasks by given His/her students a verity of ways (models) that lead them to comprehend and achieve better. Grabe (2009:83) asserts that the term "*a model refers to a representation of the psychological process that comprise a components or set of components involved in human text comprehension*". In this turn, a model of reading may facilitate the way of how reading mechanisms are works and also what should you do to get comprehension. In general, there are three main models of how reading comprehension is occurs which are: Bottom-up, top-down and interactive models.

1-1- The Bottom –Up Model

The bottom-up model is viewed by many researchers like Vacca,et al (2002:25)see also in Aebresold and field (1997:18), Hudson(2007:32),Grabe (2002:31) and Alderson and lyle (2005:16)) is the ability of the reader to distinguish the smallest units of language (-i-e letters, words ,phrases ,clauses ,sentences, paragraphs, text) that the general comprehension based on it. To get the overall comprehension the reader should decode the words with each other to obtain the right meaning

1-2- The Top –Down Model

On the other hand, the top-down model also presented by many researchers Hudson (2007:37) emphasizes that in order to get the comprehension, the reader

should bring his/her prior knowledge that helps them to make predictions or guessing toward the text then checks or rejects his/her predicting . Hudson (2007:37) states that "*In top-down model the reader makes guess about the meaning of the text and samples the printed to confirm or disconfirm the guess*".

1-3- The Interactive Model

The interactive model has presented behind the idea that there is an interaction and integration between the two models (i-e Bottom-up and top-down model). Vacca, et al (2000:25) stated that "*the interactive model is the process of translating printed to meaning involves making use of prior knowledge and print*". On his turn, the reader obtains the meaning of the text by combining his/her ability to recognize and decode the structures of language. This is what we called it Bottom –up model and also he/she should provide the back ground information that has already which called top-down model, so good language reader comprehends the meaning of the text by connecting the two model to get the interactive model at the end.

To sum up, reading describes students' achievement, learning engagement and mental development. In addition, researches and teachers created these models with a purpose to help students get meaning from the text also these models have shared the same idea which considers reading as a complex process begins from smallest units of language until attaining comprehension. In addition to that, these models are useful and helpful ways in facilitating reading act also the teacher has many to plays in facilitating reading process

2-The Role of the Teacher in the Reading Classroom

In the classroom, the teacher plays many roles, since he/she tries to develop student's ability to read and also create real learning. This demonstrates that the teacher work hard to make his/her students successful readers inside or outside the classroom. Harmer (2001:156) has shown that

Teachers use many metaphors to describe what they do. Sometimes they say they are like an actors because they are always on the stage others think they

are conductors because they are direct conversation and set the place and tone .yet others feel like gardeners ,because are plant the seed grow.

On this turn, Harmer highlights that the teacher precedes many roles such as: Organizer, observer, feedback organizer and prompter.

2-1-The Teacher as Organizer

In the reading classroom, the most important thing that the teacher need to do when he/she organizes his/her students is to set the students objectives and needs in order to avoid confusion things and the achievement to be better, so the teacher always asks the students to their purposes behind reading in order to be clear to what they need precisely in reading. Sometimes the teacher may gives students information; tell students the ways how they are going to do the activity and putting them into pairs then ask them to do that activity in period of time ,so the teacher organizes students to do the activity and limited them in period of time.

2-2-The Teacher as Observer

When the teacher observes his/her students own reading he/she should keep his/her concentration on their students reading especially in the oral activities that show clearly how students use language. This indicates that the teacher sees the students' progress in reading and learning in general from the students own reading. Moreover, the teacher should give to the students enough time and opportunities to read in an appropriate atmosphere without threaten or punishment.

2-3- The Teacher as Feedback Organizer

After students have finished their reading, the teacher should ask his /her students to answer some questions about the text, so students answers are from the text (everything are related to the text) but in many times students may face many difficulties to understand some comprehension questions .Thus, students answers will be incorrect, in this place the teacher plays the role of supportive by asking students to refer to their feedback that they have already in order to avoid any negative belief that they have from this wrong answers ,so they interact with the comprehension questions effectively without any bad felling.

2-4-The Teacher as Prompter

Another role that the teacher needs to take is prompter. This indicates that the teacher during reading tries to re-directs his/her students on the way of how they use language that presented in the text, so he/she makes a plan to his/her lesson before come to the class and this is what we called in didactics "lesson plan".

These are the most important roles that the teacher needs to do throughout reading. These roles indicated that students also need to do some roles in reading to make their teachers satisfied about their achievement and development.

3-The Role of the Students in the Reading Classroom

In the classroom, students need to do many roles, since they are in the situation of learning, so they do all their best to make their teachers feel that they are comprehend what he/she taught. Aebresold and field (1997:113) have proposed that there are four important roles that effective students do in reading classroom which are: Planner, builder, monitor and adjuster.

3-1-The Students are Planners

In reading classroom, the most important role that the students should do is to "planning the text". This means that effective students select quickly and mentally the appropriate strategy to interact with the text not comes to read without planning.

3-2-The Students are Builders

After students have selected the appropriate strategy they try to make their own understanding of the text by bringing a range of strategies and skills that facilitate comprehension. They read the text; look how sentences are related with each other and how the ideas are organized to make the author point of view. Effective reader builds his/her own understanding by applying these strategies to build comprehension effectively.Hedge(2000:78) stresses that "*when learners use gesture, mime ,synonyms, paraphrase ,and cognate words from their first language to make*

"themselves understood and maintain a conversation, despite the gaps in their knowledge of the second language ,they are using communication strategies"

3-3-The Students are Monitors

Another role that student needs to do is monitoring comprehension. This role comes as a result of building comprehension. This means that students first should build their own understanding then he/she comes to monitor the comprehension. In monitoring comprehension students should make pauses (stops) to check and see if their strategies are still working or not also should make a relationship between what they have understood to what they are going to say.

3-4-The Students are Adjusters

Students takes the role of adjusters in which they need to change the previous strategies that has being applied before (in building and monitoring comprehension strategies) because there are other reading strategies that you should applies in the situation of modifying strategies. Hedge (2000:76) confirms that "*learners adjust their learning strategies when necessary to improve learning*".These are the most important roles that the students need to do in reading.

All These roles have demonstrated that during comprehension activities students encounter difficulties due to several causes.

4-The Reading Difficulties

It is clear , that learning to read is a gradual process that takes a long period of time until a person become able to read a range of text and understand it .Teachers take this role during teaching .for that researchers and teachers in this field stressed that during this period of learning to read students faced many difficulties that hinder their achievement and their development and by time these difficulties will be reduced .Wood.W (2001:29) states that "*reading is a very complex process and that this reason is not surprising to find students encounter problems in learning to read* ".To explained these difficulties more. We find that there are many causes that led

these difficulties to occur. Some of these difficulties are related to the students back ground knowledge, the other ones are related to the way of teaching others are related to the learning environment and the other one are possibly related to the role of the teacher in the classroom and the last one towards negative language transfer.

5- Types of Reading Difficulties

According to Wood.W(2001:29)(see also in Wallace (1992:05) there are six major reading difficulties that may students encountered in reading such as: Decoding, Comprehension, Language, Topic Genre, Fluency and Negative Expectation and Fluency we describe them as follow:

5-1- Decoding Difficulty

Before going to describe decoding difficulty we should first define the term "decoding.Vacca, et al (2000:27) have asserted that" *decoding process is based on learners attention by which he/she break down a word into individual phonemes and recognition based those phonemes*".That is , decoding process is the reader ability to make a combination between sounds that represent letters .However , researchers in this field have argued that students encounter difficulties to make a relationship between sounds and letters to get the right meaning . Wood.W (2001:31) states that "*failing readers with poor phonemic awareness are much less likely to discoverletter-sound relationship*". Students with this type of difficulty cannot progress better because decoding process is an essential part in learning to read that take a long period of time and this is what researchers called "Bottom-up" model difficulty. Wallace (1992:9) states that" *students with this difficulty cannot initially make necessary connection between the language they hear and the language they see print*". To explain this more take this example: the word "danger" is written like this but it pronounced like this: /dangə/, so students find difficulty to combine and integrate what they hear (sounds) to what they observe (letters, words in the text) to get the meaning .another position, one sounds represented by two consonants letters for example: the/ sh/ in ship, the/ ch/ in chop. In addition, In English language there many words which have the same pronunciation but different meaning may also

make this type difficulty for example : the words " right", "rite", "writer". These three words shared the same pronunciation but have different meaning for that Stubbs (1992:10) claims that "phonetically similar but visually different are usually semantically distinct ".At the end, we can summarize decoding problem in some points which are: trouble to decode sounds and letter relationship, confusion between sounds and letters, weak phonic skill.

Students with decoding difficulty are not experienced and they are poor readers because they fail to connect sounds with their letters.

5-2- Comprehension Difficulty

Clearly , when we speak about comprehension we mean the way in which the words are related to get sentences and sentences with each other in terms of form, meaning ,function to get the comprehension, so comprehension relies on the ability to recognize sounds and letters relationship that represented in the words and also the ability to interact with the text Wallace(1992:14) states that "*readers are helped in their interpretation of text both by their knowledge of the principals of words formation and by their ability to attributes an appropriate function of texts*". However, students have problems to comprehend the text because they do not able to decode sounds and letters relationship and also they do not able to communicate with the text and this is what Wood.W (2001:31) called it "word-recognition" and " text processing difficulties". He states that "*whereas good language reader becomes fast and accurate at recognizing words without context, poor reader often remain dependent on text*". Moreover, Michel, elal (2007:80) has argued that "*comprehension fails not because overreliance on decoding, but because decoding skills is not developed enough*". This kind of difficulty occurs due to the lack of decoding process and also due to the lack of practicing reading and the ways of how came to communication with the text that teacher had taught during learning. We can summarize comprehension difficulty in some points: trouble decoding, confusion about the meaning of words and sentence, in ability to connect sentences with each other (the use of cohesive and coherent markers), problems to make the difference between important ideas from less important ones lack of reading strategies.

Students with comprehension difficulty seem to be poor readers in terms of lack decoding process also lack reading strategies.

5-3- Language Difficulty

It is so obvious that any language is made up of structures. These structures involved (letters, words, clauses, sentences...) .If the text contains long sentences and unknown words it seems to be difficult by students to understand the general idea. In addition, this type of difficulty occurs because students have back ground problems especially in their memories. They find problems to remember what they have been read. This difficulty deals with both decoding and comprehension difficulties. They do not able to remember and review the ideas that presented in the text. This lack of ability is called (dyslexia). Wood.W (2001:35) states that

Dyslexia is one of several distinct learning disabilities. It is a specific language based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflect insufficient phonological processing.

In addition to, problems with reading are problem acquiring proficiency in writing and spelling .

This indicates that dyslexia difficulty deals with words, so students cannot decode words because they have problems of phonological processing and also in comprehension. In general, there are several points which create the language difficulty first, they have limited vocabulary. Second, they have trouble to remember or summarize what they read. Then, they have lack of phonological awareness. The next is inability to discover how language is build and related also, they do not able to connect what they read to their prior knowledge, they do not apply reading strategies, they have weak listening comprehension, and they have slow working memories and in ability to recognize what the text speak.

5-4-Topic Genre Difficulty

In certain times and when students dealing with new topics which they are not familiar with, they feel that the topics are not suitable and appropriate to deal with. This sense may be occur due to the lack of engagement with the topics, so the reading difficulty might take place .Harmer(2001:205) point that "*many receptive*

skills activities prove less successful than anticipated because the topic is not appropriate or because students are not familiar with the genre they dealing with"

5-5-Negative Expectation Difficulty

When students have low level in reading are demotivated to read. They feel that they are not going to read better and comprehend what the text is spoken about. Moreover, they always feel that the reading activity is too difficult .they always have bad attitude toward reading ,since they fail to read and comprehend effectively. Harmer (2001:208) states that "*such attitudes, where they exist, are often due to previous unhappy or unsuccessful experience, if in the past, students have been given reading texts which are too difficult for them, that will color their view of the process".*

5-6 - Fluency Difficulty

Good language reader characterized as a fluent reader in which he/she reads the text rapidly with a great attention to the intonation and punctuation .however, many students face difficult to read fluency. They read several words without any attention to its rhyme and intonation. They do not able to read orally with speed. But Students with this type of difficulty cannot achieve and develop better because there have a great difficulty to decode sounds and letters relationship, also they lack of practicing aloud reading and also they have difficulty in language and metalinguistic rules.Micheal,etal(2007:83) have stated:

Non fluent reader can find reading punishment .they may be so unmotivated to read that they do not choose to read and, therefore, do not enjoy the benefits of reading such as increased vocabulary and fluency. This is a vicious cycle that can result in a trajectory of poor achievement that is difficult to reverse.

6- Improving Students Reading Difficulties

During the period of learning to read, students faced many difficulties but the most important thing is how to improve these difficulties? .Vacca,etat(2000:23)(see also in wood.W(2001:7) have suggested that that there are several significant awareness's that reader need for better development and achievement also the

teacher can plans tasks and activities that help students to solve these difficulties. Teachers can help their students to resolve their reading difficulties in a variety of ways which are: phonological awareness's, syntactical awareness's extensive reading, choose the right topics, create the interest, testing and teaching, manufacturing the success and agreeing on a purpose.

6-1- Phonological Awareness

It is away that the teacher provides to his /her students in order to help them to read better. It is considered as a first part that the teacher does with the students in learning. Michael, et al (2007:49) have stated that:

Phonological awareness refers to the conscious understanding andknowledge that is made up of sounds. Most important is phonemic awareness, the insight that words consist of separate sounds or phonemes and subsequent ability to manipulate these individual sounds units.

The teachers can make his/her students phonologically awareness's through leading them read aloud, creating activities and games that reinforce and motivate students to recognize rhyme, intonations and the right pronunciation for example (fat, cat that what), being able to break down words into individual phonemes and decoding them to get the right meaning and being able to identify initial sounds to make the right stress.

6-2- Syntactical Awareness

Teachers can make his/ her students syntactically aware by leading them to make guesses of the functional use of words, vocabulary, words meaning, Hedge (2001:193) maintains that "*a major strategy in helping students to build vocabulary for reading is to encourage them to develop strategies for guessing word meaning from contextual clues and back ground knowledge*".

6-3-Extensive Reading

Teachers can help students to resolve their reading difficulties by motivating them to read extensively not rely on what the teacher has done in the class room, since extensive students may serve students to develop and promote their language, so extensive reading may lead students to benefit from what they read .the more

students read; the more they acquire language. In addition, extensive reading has many goals first of all, extensive reading may enable students to read without stopping continually .Secondly, can help them to recognize a range of words easily .Thirdly, to improve their language.

6-4-Authenticity

Learning materials and learning aids are necessary and helpful procedures that lead students read and learn better. Learning materials are any learning sources that derived from native speakers which make language more natural and simplified to foreign language learners. Therefore, learning aids may let students exposed to native language in materialistic ways. It is motivated means to learn a language. Harmer (2001:205) emphasizes that:

Authentic material is language where used by native used by native or competent speakers. This is what our students encounter in real life if they come into contact with a target language speaker, and precisely because it is authentic, it is unlikely to be simplified, spoken slowly, or to be full of simplistic contents.

6-5-Choose the Right Topics

Teachers should take into his /her consideration that the selection of the topics to deal with are an important thing in learning. Appropriate topics may encourage students to talk and discuss the things that are interested, so suitable topics can create students interest to read and learn. Also, teachers should care when picking out the topics because the variation of topics can made all the students talk, so the interested became overall. Harmer (2001:206) asserts that "*teachers need to include a variety of topics across a series of lessons so that all out students interests will created for in the end*".

6-6>Create Interest

Teachers can make his /her students care about the topics by showing them pictures, asking them to make guesses of the meaning of the text and apply reading strategies such as :predicting ,previewing ,scanning ,skimming and summarizing .All of these strategies can help students to read and communicate, so the interested of the

topics are created .Also ,the teachers may create the interests of the topics by activating the prior knowledge through asking the students questions before ,while and after reading to direct their reading.

6-7-Testing and Teaching

In certain times, teachers can ask his/her students questions about the text before starting to read such as (what, when, where, how many and how often) in order to check if they are comprehend or not, so teachers do that in order to make his/her students good readers . In addition, teachers can design tests to evaluate each one of his/her students, so test is best tool in learning, since it evaluates students' performance.

6-8-Manufacturing Success

Teachers can make his/her students success in reading by encouraging them to have purposes behind their reading ,since reading purposes are a good thing in learning that lead students to achieve comprehension successfully.so effective reading can occur through having purposes that lead students achieve the comprehension in a good manner. Harmer (2001:208) points that "*by getting the level of challenge right (in terms of language, text and tasks).we can ensure that students are successful by giving students a clear and achievable purpose, we can help them to achieve that purpose*".

6-9-Agreeing on a Purpose

It is important for the teacher to make his/her students aware and conscious of reading purposes .however ,the most important thing is how to make them agree on both purposes of reading general and specific, since both of them (general and specific can let students communicate with the text easily . Through reading lectures, teacher can emphasizes to his/her students to select the way of how they are going to deal with the text because if students know their reading purpose ,they will achieve and learn better .Harmer(2001:208)sates that "*if students understand the purposes they have a better chance of knowing how well they have achieved it*"

We conclude that, students over the world encountered difficulties in reading, but the most important thing is how resolve these problems, since effective readers during their reading faces many problems but by time these troubles reduced clearly due to the consciousness and awareness that they made to resolve these difficulties. Consequently, students awareness can be having via their teachers and throughout reading lectures that require for students more attention and concentration to avoid these types of reading difficulties and problems.

Conclusion

In this chapter, we have focused on teaching reading in EFL classes. We start first in the way of how teachers taught reading through (the bottom-up, top-down, interactive models) and also we have demonstrated to the role of both teachers and students throughout the reading classroom. After that, we have suggested some causes of reading difficulties then we have classified reading difficulties into six types: decoding, comprehension, topic genre, language, negative expectations; and fluency difficulties. At the end, we have suggested some points that help students improve their reading difficulties. From this study, we can say students reading difficulties are differ from one student to another it depends on the student's background knowledge towards the target language. Moreover, we find that there are several causes that lead students to encounter these types of reading difficulties such as: The role of the teacher in the classroom, the way of teaching, negative transfer and the other one are related to the learning environment. In the next chapter; we are going to explore more the reading difficulties that may students encountered by administering a questionnaire for both teachers and students which help us to investigate more the major reading difficulties that encountered by students in reading.

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Chapter Three: Data Analysis

Introduction

This study attempt to discover the major reading difficulties that are encountered by first year LMD students of the Department of foreign languages section of English at Biskra University .It is administered to the teachers of the Department of foreign languages section of English at Biskra University .In this section we are going to analyze and show the general results of our questionnaire after that we are going to suggest some recommendations for teachers in order to raise their awareness in reading and readingdifficulties.

1-The Aim of the Questionnaire

Teacher's questionnaire aims at discovering the main reading difficulties that are encountered by first year LMD students of the Department of foreign languages section of English at Biskra University which hinder their achievements and developments to occur .Moreover, this study attempts to investigate the major causes which lead reading difficulties to occur.Also it attempts to suggest some recommendations for teachers to raise their awareness in reading and reading difficulties in particular.

2-Description of Teachers Questionnaire

Teacher's questionnaire is designed to explore the main reading difficulties that first year LMD students may face.It is designed to thirteen (13) teachers of the Depatement of foregin languages section of English at Biskra University that they teach different modules .The questionnaire consists of both open ended questions and close ended ones which involve Yes/No answers and selected items .It is divided into three sections being

Section One

This section includes questions about teachers from (1to7) which aim to gather general information about teachers such as: Age, length of teaching experience, strength of teaching at University, teacher's qualifications, attending training programs, time and place.

Section Two

This section includes questions from(8to 20) which attempt to investigate the participants about their opinions towards reading skill such as: the importance of reading, the necessity to teach reading,which module do you teach ,reading strategies,the purposes of reading strategies,characteristics of good language readers,the role of the teacher in the reading classroom.

Section Three

This section includes questions from (21to25) which investigate the major reading difficulties that may student's encounter which hinder their achievements and developments to occur.

3-The Analyses of Teacher's Questionnaire

Section one: General Information

Item1: Length of Teaching Experience

Teaching experience	N	%
0-5	06	46.15%
5-10	03	23.03%
10-20	02	15.38%
No answer	02	15.38%

Table (1): Teaching experience.

Table (1) appears that the majority of the teachers at the Department of foreign languages section of English at Biskra University (46.15%) have an experience less than five years old. Whereas, the other participants (23.03%) claimed that they have an experience less than ten years. And only two teachers (15.38%) who said that they have a teaching experience between (10-20) years old. This indicates that the teacher's experience in teaching is short and insufficient to become experienced teachers and have positive beliefs in teaching. Unfortunately two participants (15.38%) did not answer.

Item2: Length of Teaching Experience at University

Teaching experience at University	N	%
0-5	06	46.15%
5-10	04	23.03%
10-20	01	7.69%
No answer	02	15.38%

Table (02): Teaching Experience at University

Table two (02), shows that the majority of our participant's (46.15%) of the Department of foreign languages section of English at Biskra University have a teaching experience between (0-5) years old .While the other participants (23.03%) stated that they have a teaching experience at university between (5-10) years old. And only one teacher who said that he/she has a teaching experience at university between (10-20) years old. These facts lead us to say that our participants are still acquiring and learning new knowledge at the university and also from their students and learning in general.

Item3: Teacher's Qualifications

A-License

B-Magister

C-Doctorate

Qualification	License	Magister	Doctorate	No answer
N	04	07	0	2
%	23.03%	53.84%	0%	15.38%

Table (03): Teacher's Qualifications.

From table three (03) we notice that the majority of our participants (53.84%) of the Department of foreign languages section of English at Biskra University have a magister degree. This indicates that they are enough qualified to facilitate the process of language learning among the students. About (23.03%) said that they have a license degree this means that they are beginners in teaching, and no one has doctorate degree. Unfortunately, two participants did not answer.

Item4: Have You Ever Attended Any Training Program?

A- Yes

B-No

Teacher's attending programs	Yes	No	No answer
N	05	06	02
%	38.46%	46.15%	15.38%

Table (04): Teacher's Attending Training Program

The rate (46.15%) of the participants answered "No" we do not attend any training program. Whereas, the other participants (38.46%) said "Yes" we attended training program. From these facts; we can say that the majority of our participants are not searching to acquire new knowledge from the training programs that the other teachers attended which lead them to know more about the teaching and learning process how it occurs and how can learn it. Two participants did not answer for unknown reasons.

Item5: If Yes, When and Where?

From table four, we notice that the majority of our participants were not attending any training programs. Whereas the other participants who answers "Yes" (48.36%); we found that they attend training programs in our country such as: Annaba, Constantine (2009-2010) and the other teachers specified his /her attending programs in high schools teacher one said "As a former high school teacher (1994-2005), I attend regularly seminars with different inspectors". Moreover another teacher said that "I attend the two first weeks of April 2002 in Bachir Ben Nacer High School Biskra".and only one teacher who claimed that he/she attended training program in a broad. He/she said that "I attend MEPI training with an American group from the US embassy from December 2009 to September 2010".From these proofs; we can say the majority of the participants their own acquiring and learning are limited in their countries(attend training programs inside their countries) and we observe that it is so old as (1994).However, effective teacher should attend training program inside and outside his/her country in order to improve their knowledge to be good and especially the one which occurs in a broad.

Section Two: The Reading Skill

Item6: What is the Most Important Skill to Develop Student's Language Learning?

A-Reading

B-Listening

C-Speaking

D-Writing

The Important Skill(s)	A+B	C+D	No answer
N	04	07	02
%	23.03%	53.84%	15.38%

Table (06): The Most Important Skill

Table six (06) demonstrates that the majority of our participants argued that the most important skill(s) to develop student's language learning are speaking and writing (53.84%). Whereas the other participants (23.03%) said that the most important skill(s) to develop student's language learning are reading and listening. From the participant's claimed we can notice that they are ignoring the importance of the receptive skills (reading and listening) while they give much attention to the productive skills (speaking and writing) this may be due to their own experiences (attitudes) in teaching and learning, since they think that the productive skills are first thing that students should acquire in order to learn a foreign language (English language).

Item7: Is it Necessary to Teach Reading?

A-Yes

B- No

The Importance of Teaching Reading	Yes	No	No answer
N	11	0	02
%	84.61%	0%	15.38%

Table (07): Teaching Reading Skill.

(84.61%) of the participants advocated that reading skill is necessary to teach, since reading skill may lead students to acquire and learn a foreign language effectively. The more students read, the more they learn and acquire the language successfully. This lead to say that our participants are aware of the importance of teaching reading to EFL learners .The teachers awareness of the importance of reading may affects on the students learning because if the teachers are always urge students to read as much as possible consequently their reading and learning abilities will be more developed to learn new language. Unfortunately, two participants did not answer.

Item8: Which Module Do You Teach?

A-Writing Expression

B-Oral Expression

C-Grammar

D-Phonetics

E-ESP

F-Culture of Language

G-Literature

H-Study Skills

I-Linguistics

Module(s)	A+B	C+D	E+F	G+H	I	No answer
N	07	04	02	01	02	02
%	53.84%	23.03%	15.38%	07.92%	15.38%	15.38%

Table (08): Module(s) That Teacher's Teach in University

The table (08) shows us the module(s) that teacher's teach at University. About (53.84%) of participant's are teachers of written and oral expression modules. Whereas the other ones (23.03%) are teachers of Grammar and Phonetics, and (15.38%) are teachers of culture and ESP modules. About (15.38%) of the participants are teachers of linguistics module. In the other hand (07.92%) of the participants are teachers of Literature and Methodology modules. From these results we can say that there are variations modules and also there are variations of teachers teaching modules. Moreover, we notice that teachers are teaching two or three modules such as: oral and written expression ... the same time and sometimes they teach more than four modules., so they always need to prepare and organize themselves to give all what they have to their students.

Item9: Do You Have Reading in Your Syllabus?

A-Yes	B- No		
The Involvement of Reading in Your Syllabus.	Yes	No	No answer
N	09	02	02
%	69.23%	15.32%	15.38%

Table (O9): The Involvement of Reading in the Syllabus.

Table (09) indicates that the majority of our participant's (69.23%) said that they have reading in their syllabus. Whereas the other participants (15.38%) argued that they did not have reading in their syllabus. The results that we obtained indicates that it is so important to involve reading in all the modules that students learn ,since if reading is included in all the modules of learning this may lead students to learn and know more about language and also how the communication activities are carried out.

Item10: Reading Strategies Best is Taught in Module Of:

A-Writing Expression

B-Oral Expression

C-Grammar

D-Linguistics

E-ESP

F-Culture of Language

G-Literature

H-Phonetics

E-Allof them

Module	A+B	C+D	E+F	G+H	All of them	No answer
N	07	02	02	04	03	02
%	53.48%	15.38%	15.38%	30.76%	23.07%	15.38%

Table (10): Module(s) that Best is Taught Reading Strategies.

From table (10) we notice that the majority of our participants (53.48%) said that reading strategies is best being taught in modules of oral and written expression. While, the other ones argued that reading strategies are best be taught in modules of Literature and methodology. From teachers answers ,we notice that teachers attitudes towards teaching reading strategies are differ from one teacher to another. It depends on teacher's own openion about teaching reading strategies.

Item11: In Your Opinion, What Kinds of Reading Students Should Do?

A-Intensive Reading

B-Extensive Reading

C-Interactive Reading

D-Loud Reading

E-Silent Reading

F-All of Them

Kinds of Readin g	Intensiv e Reading	Extensiv e Reading	Interactiv e Reading	Loud Readin g	Silent Readin g	All of Them	No Answe r
N	01	04	02	01	0	02	02
%	7.69%	30.76%	15.38%	7.69%	0%	15.38 %	15.38 %

Table (11): Kindsof reading that student's should do.

Table (11) appears different kinds of reading that students should do in order to develop their language learning. We found that our participants focused more on extensive reading(30.76%). whereas the other participants(15.38%) said that students should practice interactive reading and all kinds of reading(i-e intensive ,extensive ,interactive ,loud and silent reading) in order to learn foreign language effectively. About (7.69%) claimed that students should practice intensive and silent reading. And only one teacher claimed that the kind of reading that student's should do depends on the student's level. From these facts, we can say that teacher's beliefs that extensive reading will promote the students language learning are positive, since extensive reading is considered by many researchers as a basic thing that students should do in order to develop their abilities in a good manner. Moreover, extensive

reading may lead students to read in the target language easily without any harm and also may enable them to improve their recognition of words, vocabulary when they see them, so extensive reading is a good way that teachers should tell their students about it in order to improve reading in their target language (English). Only two participants did not answer.

Item12: According to You, What are the Purposes behind Teaching Reading Strategies?

(83.61%) of the participants answered this question, since they satisfied that students can benefit from learning them reading strategies. We notice that the participants' answers are differing from one teacher to another; it depends on the teacher's background knowledge towards the purposes behind teaching students reading strategies. We can classify their answers in one list as follows: to enrich their knowledge, to develop their metacognition, to build their language competencies, to develop their reading skills and train them to use reading strategies, to enrich student's lexical repertoire, cultural insight, enhanced students' critical thinking, developing pronunciation and phonics (the relationship between sound and letters), to improve students' oral proficiency, to improve students' style of writing, it affects all the other skills (listening, speaking, and writing), to familiarise students with different reading discourse, let them extract the meaning from the text to let them enhance in their learning and to let them interact effectively. From these results that we obtained, we can say that our participants are aware enough about the purposes behind teaching reading strategies, since their answers tell us that they apply these purposes in their classroom with their students. However, only two participants did not answer.

Item13: According to You, What are the Characteristics of Good Language Readers?

Out of thirteen participants, eight of them (61.53%) answered this question. They give us group of adjectives and expressions that show us the characteristics of good language readers. We categorize them in one list which are: aware of reading strategies ,aware of reading purposes, interested and motivated ,able to decide the right strategies, it is the one who easily and systematically get the general meaning of a text with special detail attention to detail information, fastreader, this can appears in his /her writing an well as in their fluency and accuracy in speech, havevocabulary repertoire , read between the lines ,good critical thinkers, judicious use of dictionary good spellers, communicative, authenticity , hopeful (have ambitions), purposeful, sensitive . From these points that mentioned above, we can say that our participants are conscious of the characteristics of good language reader because they show us nearly the main features of what good readers' should have. Teacher's awareness's of the features of good language readers may help students to learn and developed well, since these characteristics are considered as evaluation of student's ability to the target language. In the other hand, five (38.46%) of the participants did not answer this question may be due to unknown reasons.

Item14: How Do You Plan for Reading Tasks?

Unfortunately, (46.15%) of the participants answered this question. They give as some steps which appear that they plan for reading tasks. We classified these steps in one list whichare: specifying the objective, asking comprehension questions, doing languageactivities, making critical thinking activities ,providing students with some texts such as episodes of story ,doing silent reading then listening to them reading aloud then discuss the content through answering some comprehension questions, selecting appropriate texts according to student's level and knowledge , determining the purpose of reading , dividing long texts into short passages to make use of them and facilitates student's comprehension. Planning for the reading tasks depends on the type and the objective of the task and also it depends on the nature of the course

itself .According to the results that we obtained, we can say that planning for the reading tasks is not an easy act for the teachers to do, since designing reading tasks depend more on the way of how going to choose the appropriate topics to deal with by paying attention to the student's level in learning and prior knowledge which make the reading activities more simplified and the student's reading difficulties may be reduced. Moreover, these results show that teacher's preparation for the daily lessons should include a verity of activities that lead all the students to participate with their knowledge.We conclude that our participants are aware of how to plan the reading tasks (each reading task need a particular plan).however, we found five participants (38.46%) did not answer this question this may be due to unknown reasons.

Item15: Do You Follow Particular Models in Teaching Reading?

A-Yes

B-No

Following Particular Models inReading	Yes	No	No Answer
N	01	10	02
%	07.69%	76.92%	15.38%

Table (15): FollowingParticularModules in Teaching Reading.

From table (15) we notice that the majority of our participants (76.91%) said "No" we did not follow particular models in teaching reading. Whereas, we found that there is one participant (07.69%) claimed that he/she follow particular models. From the these facts, we can say that our participants are teaching reading in natural ways .They did not follow particular models in teaching reading this may be due to

their reason which did not lead them to follow particular models in teaching reading. Unfortunately, two participants (15.38%) did not answer this question may be due to unknown reasons.

Item16: If Yes Which One?

From the results that we obtained in table (15) we found that only one teacher (07.69%) who claimed that he/she follows a particular model in reading .He/she stated that "use in grammar short stories for famous writers like Edger Alan Poe, ErnestHemingway, Washington Irving William Shakespeare, by the way I summed up these plays in forms of short stories (Shakespeare) they do not exceed one page and half". From this fact that we have, we can say that our participants are not pay attention to the importance of following particular models in teaching reading, since as we know (in the theoretical part) that a reading models is an attempt to explain how the knowledge in the written texts is interpreted into meaning in order to get comprehension. But unfortunately, we found that just one participant who answered this question completely .This because that He/she really practice this model in his/her classroom. Whereas, the other participants claimed that they did not follow particular models in teaching reading.

Item17: The Primary Role of the Teacher is to Explain Reading Models?

A-Yes B-No

The Role of the Teacher in the Reading Classroom	Yes	No	No Answer
N	10	01	02
%	76.92%	07.69%	15.38%

Table (17): The Role of the Teacher's in the Reading Classroom.

Out of thirteen participants, 10(76.92%) responded "Yes" the primary role of the teacher is to explain reading models .However, when we ask them in the previous questions (i-e Do you follow particular models in teaching reading, the majority of them answered "No" sough one teacher who said "Yes ".This indicates that their answers considered as unclear or may be due to do their lack of knowledge towards the reading models. Thus, it is impossible for them to know the primary role of the teacher in reading if they do not know first the reading models.in the other hand and from the participants answers, we found that one teacher (07.69%) said "No"the role of the teacher in reading class room is not to explain the reading models this because he/she thought that the teacher has another role in the reading classroom (not to explain the reading models).

Item18: What is the Reading Strategies That You Apply in the Reading Classroom?

More than half of our participants answered this question. We group their answers in a form of list which are:Skimming, Scanning, predicting, SQ3R, Previewng, Not taking , Compare and contrast , apply all the pre during and post reading strategies depends on the task and task purpose , Brainstorming, Guessing ,Critical thinking, silent reading , Read aloud and find signal words. From this results, we can say that the majority of our participants did not mention all the strategies of reading, each one give us one reading strategy sough one teacher who state all the reading strategies. As we know that strategies of reading are considered as a tools provided by teachers to their students in order to facilitate comprehension at the first place and communication act in general. Thus, knowing the reading strategies is an important thing in learning and teaching. In addition, there are different kinds of reading strategies such as: such as: Scanning, Skimming, Previewing, Predicting....However, we found that our participants did not mention all the reading strategies this because they did not aware about it or another reasons. Whereas, we the other participants (38.46%) did not answer this question.

Section Three: The Reading Difficulties

Item19: In Your View, What are the Sources of Difficulty that Hinder You in Teaching Reading?

A-The Large Number of Students in each Class

B-Different Student's Background

C-The Lack of Time

D-The Lack of Resources

E- The Lack Motivation

F-The Lack of Teacher's Knowledge

Sources ofDifficulty	A+B+C	D+E+F	No answer
N	06	05	02
%	46.15%	38.46%	15.38%

Table (19): The Difficulties that Hinder the Teacher's in Teaching Reading.

Table (19) expresses the major difficulties that hinder teachers in teaching reading. The highest percentage (46.15%) claimed that the large number of students in each class, different student's background and the lack of time are the main sources of reading difficulties .Whereas, the other participants(38.46%) said that the lack of resources ,the lack of motivation and the lack of teacher's knowledge. From these facts, we can say that teacher's sources of reading difficulties are differing according to the teacher background knowledge in teaching. For this reason, teachers should face these types of reading difficulties not wait these difficulties to become a big problem that affects both teacher's and student's level in learning.

Item20: Do You Think that those Resources of Teacher's Difficulties Can Affect Student's Language Learning?

A-Yes

B-No

The Affects of Teachers Reading Difficulties	Yes	No	No Answer
N	11	00	02
%	84.61%	00%	15.38%

Table (20): The Affects of Teacher's Reading Difficulties on Student's Language Learning

The table (20) confirms that the majority of participants (84.61%) considered that the above sources of reading difficulties may affect student's language learning, since they thought that the role of the teacher in the classroom affects student's learning and also on student's behaviour. Thus teachers should pay attention to their make the students enhanced in learning not affects by such circumstances.

Item21: What are the Causes that Prevent Students to Read Effectively? Mention Them.

The highest proportion (84.61%) of the participants argued that there are several causes which prevent students to read effectively. We can classify them into one list which are :they do not know the reading strategies ,the purposes in most cases is not clear, they are not well planned, there is no assessment of their reading ,reading is not a part of the exam ,so they do not mind much about it , lack of interest ,absence of reading course in the syllabus, inability to storage vocabulary ,not respecting the pronunciation,insufficient time,lack of motivation ,fear of the other ,teacher's

behaviour ,low self-confidence, shyness and unawareness of the importance of reading skill in target language. From the results that we obtained ; we can say that our participants are aware of their student's reading difficulties because they give the major causes that hinder students in reading to the target language .In addition to that , we can say that the causes of reading difficulties are differing from one student to another it depends on student's background knowledge in target language(there are good students , average students and bad students.This classification is depends on the students ability in learning). About (15/38%) of the participants did not answer.

Item22: According to You, What are the Major Student's Reading Difficulties?

(76.92%) of the participants argued that there are several types of reading difficulties .They give us a group of expressions. We classify them into one list which are :Lack of vocabulary , they do not master pronunciation, lack of competence in syntax , lack of knowledge of reading strategies , they enable to make self-evaluation, lack of motivation, lack of vocabulary , bad reading habits, language , lack of interest and ignoring punctuation during reading. This fact signifies that the participants are aware of their students reading difficulties because they give us the main reading difficulties that we found in the theoretical part. As we know, researchers in the field of teaching and learning have classified reading difficulties into six types which are: decoding, the language of the text, the topics genre, comprehension, fluency and negative expectation of the students towards reading skill. These lead us to say that students reading difficulties are occur due to several causes that we mention in previous question. Therefore, students should work more to solve these types of reading difficulties. In the other hand, three participants (23.07%) did not answer due to unknown reasons.

Item23: InYourViewHow Can Help Your Students to Improve Their Reading Difficulties?

The highest proportion (84.61%) of the participants argued that students can improve their reading difficulties but this can be done through the help of the teachers during all the phases of learning. Our participants answers were differ from one teacher to another, we organize them in one list which are: to motivate them , to teach them reading models , to integrate reading in all curriculum of English , to reduce the number of students in each class , to give them reading tasks ,to encourage reading and give them feedback after , to encouraging them to do extensive reading to have positive reinforcement for those who accomplished any reading task, providing them with immediate feedback , raising their awareness's about the importance of reading , urging them to read as much as they can ,boost their self-esteemand self-confidence , help them visualise what they read ,relate what they read to what they watch (written texts) and help them to use effectively the dictionary. From these proofs, we can say that students can improve their reading difficulties but this can be done through bridging the gap between the teachers and their students, since without the help and the guide of the teachers, students reading difficulties will create a big problem if they do not solve it. Thus students should work and learn more in order to improve their reading difficulties. Only two participants (15.38%) have not answered due to unknown reasons.

Introduction

This study attempt to discover the major reading difficulties that are encountered by first year LMD students of the Department of English at Biskra University .We administered a questionnaire for first year LMD students at the Department of English at Biskra University .This study is designed specially to first year LMD students because they are new learners who are studying English as their specialty in University. In this section we are going to analyze and show the general results of our questionnaire after that we are going to suggest some recommendations for students in order to raise their awareness in reading and reading difficulties.

1-The Aim of the Student's Questionnaire

This questionnaire aims at discovering the main reading difficulties that are encountered by first year LMD students which hinder their achievements and developments to occur. In addition, this study attempts to investigate the major causeswhich lead reading difficulties to occur.Also it attempts to suggest some recommendations for students to raise their the awareness in reading and reading difficulties in particular.

2-Description of Teachers Questionnaire

Student's questionnaire is designed to explore the main reading difficulties that first year LMD students may face. The questionnaire is designed to sixty students of first year LMD of the Department of foreign languages section of English at Biskra University.The questionnaire consists of both open ended questions and close ended ones which involve Yes/No answers and selected items .It is divided into three sections being

Section One

This section includes questions from (1 to7) which aim to gather general information about students such as: ,Gender, age, type of baccalaureate and choice

learning English at University, classification of the four skills, description of the L1 and L2 reading and the relationship between reading and the other skills.

Section Two

This section includes questions from (10 to 14) which attempt to investigate the participants about their opinions towards reading skill such as: the importance of reading, the practicing of reading, the preferable module to read and the student's consideration of reading ability.

Section Three

This section includes questions from (15 to 23) which investigate the major reading difficulties that may student's encounter which hinder their achievements and developments to occur.

3-Analysis of Student's Questionnaire

Section One: General Information

Item1: Gender

A-Male

B-Female

Gender	Participants	Percentage
Male	12	20 %
Female	48	80 %

Table (1): Gender

Table one shows the number of first year LMD students which is sixty (60) students, 48 of them are females (80%). whereas, the other participants are males 12(20%). This indicates that (80 %) of participants are females because the females

are like to study a foreign language more than males. Moreover; when we observe the classroom atmosphere we find that it is generally females. In addition; when students are dealing with group work we see that males prefer to work with each other (males) and when their teachers sits them with females they are shy to work with them.

Item2:Age

Age	19-20	20-21	21-23
Participants	33	19	8
Percentage	55%	31.66 %	13.33%

Table (2): Age.

As shown in table two, most of first year LMD students of the Department of foregin languages section of English at Biskra University are aged between (19-20) years old (55%) because they hold new baccalaureate. This means that more than the half of the students are young and this (age) may influence in learning and acquiring language easily, (31.66%) and (13.33%) of the participants are aged between (20-21) and (21-23), this might be due unknown reasons.

Item3: Type of Baccalaureate You Hold?

A-Literary

B-Scientific

C-Technical

Type of Baccalaureate	Literary	Scientific	Technical
Participants	53	7	0
Percentage	88.33%	11.66 %	0%

Table (3): Type of Baccalaureate

Table three (3) tells that the majority of first year LMD students of the Department of foreign languages section of English at Biskra University (88.33%) hold literary baccalaureate, (11.66%) are scientific baccalaureate and there is no one comes from Technical branches. This indicates that there is different student's level to learn English language.

Item4: You Have Chosen English As?

A-Personal Choice

B-Parent's Choice

C-Imposed by the Department

Student's Choice	Personal Choice	Parent's Choice	Inposed by the Department
Participants	53	3	4
Percentage	88.33%	5%	6.66%

Table (4): Student's Choice to Learn English at University

The table above reveals that the majority of students (88.33%) have registered at the Department of English at Biskra university happily. This indicates that they are interested to learn English language. Whereas, the other participants (6.66%) and (5%) have listed at the Department of English to their parents' choice or imposed by the department. This demonstrates that each one of first year LMD students has his/her personal reason to learn English language at Biskra University.

Item5: Classify the Following Skills in Terms of Important?

A-Reading

B-Listening

C-Speaking

D-Writing

Classification	Reading	Listening	Speaking	Writing
Participants (N)	10	18	25	7
Percentage (%)	16.66%	30%	41.66%	3.33%

Table (5): Classification the Skills in Terms of Importance.

The obtained data reveals that the highest percentage (41.66%) said that speaking comes first then listening (30%), reading (16.66%) and writing (3.33%). This means that students of first year LMD of the Department of English at Biskra University give much importance to learn a foreign language to the oral skill "speaking", since they think that the oral skill is the first one that students should acquire in learning then written ones. However, we find that they did not pay attention to the importance of the other skills (reading and writing) in learning new language. This because they think that reading and writing is less important than the other ones (speaking and listening).

Item 6: How Do You Describe L1Reading?

A-Very Easy

B-Easy

C-Difficult

D-Very Easy

Student's Description of L1 Reading	VeryEasy	Easy	Difficult	Verydifficult
Participants (N)	11	34	10	5
Percentage (%)	18.33%	56.66%	16.66%	8.33%

Table (6): Student's Description of L1 Reading.

The above table shows students description of the L1 reading. The highest percentage (56.66%) said that reading in L₁ is an easy process and percentage (18.33 %) said that reading is very easy. whereas, (16.66%) of the participants claimed that it is difficult and (8.33 %) of participants said that reading is very difficult. These results show that the majority of participants do not face difficulties when they read in their first language.

Item7: How Do You Describe L2 Reading?

A-Very Easy

B-Easy

C-Difficult

D-Very Easy

Student's Description Of L2 Reading	Veryeasy	Easy	Difficult	Verydifficult
Participants	4	29	23	4
Percentage	6.66%	48.33%	38.33%	6.66%

Table (7): Student's Description of L2 Reading.

The above table confirms that the majority of participants (48.33 %) considered reading in L₂ as an easy act. this is clearly because they learn reading in middle school. Whereas, the other participants (38.33 %) assumed that reading in L2 is difficult because they faced problems in reading to English language such as: decoding, comprehension, topics, fluency, language, negative expectation.

Item8: How is Reading Related to Other Skills?

A-Not Related

B-Fairly Related

C-Very Related

Reading And the Other Skills	Not related	Fairlyrelated	Veryrelated
Participants	6	20	34
Percentage	10%	33.33%	56.66%

Table (8): The Relationship BetweenReading and other Skills.

The obtained data reveals the great awareness of students towards the relationship between reading and the other skills (listening , speaking , writing).The highest percentage (56.66 %) assumed that reading is very related to the skills(listening, writing , speaking) . (33.33 %) of participants said that reading is fairly related to the previous skills, whereas, (10 %) of the participants considered reading to be not related to the other skills at all. From these results we can say that for students to read and communicate with the text effectively, they should make a link the four skills (reading, writing, listening and speaking) with each other to get what he/she need from the text. Harmer (2001:204) asserts that "*the benefits of reading are echoed by the benefits of listening; the more students listen, the more language they acquire, and the better they get activities in general.*

Item9: Which of the Following Skill you Think is Strongly Related to Reading?

A-Listening

B-Speaking

C-Writing

Skills	Listening	Speaking	Writing
Participants	10	22	28
Percentage	16.66%	36.66%	46.66%

Table (9): The Skill(s) that Strongly Related to Reading.

As table (09) shows that the majority of participants (46.66 %) who considered writing skill as the most related skill to reading. For instance, when students master reading skill they can develop their capacities in writing. Moreover, when students read more they write better, since reading may open for them a wide area to

discuss things and write it. Also when they read more they learn new vocabularies, correct pronunciations, and discover new information towards English language. Whereas, the other participants (36.66%) thought that reading is related to speaking, since reading may enable them to speak and talk to what they read freely without any harm, and (16.66%) of participant claim that reading is related to listening this means that when students read more, they get listen better to English language, so reading enable them to listen and learn language.

Section Two: The Reading Skill

Item10: How Reading is Important in EFL Learning?

A-Not Important

B-Fraily Important

C-Important

D-Very Important

Importance	Not Important	FairlyImportant	Important	VeryImportant
Participants	2	8	27	13
Percentage	3.33%	13.33%	45%	21.66%

Table (10): Student's View on the Importance of Reading in EFL Learning

The above table shows the students different views towards the importance of reading in EFL learning at the department of English at Biskra University (i-e reading is the basic thing in learning English language which students should give much importance). The percentage (45%) of participants stated that reading is important in learning English language and (21.66 %) said that it is very

important. Whereas, the percentage (13.33 %) said it is fairly important and (3.33 %) said it is not important . These results reveal that students of first year LMD students at department of English at Biskra University are aware of the importance of reading skill in EFL learning, since reading may enable them use the four skills (listening, speaking and writing) easily, so they learn and acquire language easily.

Item11: How Often do you Practice Reading in the Classroom?

A-Always

B-Sometimes

C-Rarely

D-Never

Student's Practice Of Reading	Always	Sometimes	Rarely	Never
Participants	4	38	11	7
Percentage	6.66%	63.33%	18.33%	11.66%

Table (11): Student's Attitudes towards Practicing Reading in the Classroom.

The table above shows that the majority of students (63.33 %) said that sometimes we practice reading in the class room. this may be due to the lack of learning materials or the lack of time that do not lead them to practice reading. A percentage of (18.33 %) said that they learn or practice reading skill in the class rarely when there is time or when it is necessary to do some activities. All of these points lead us to say that the lack of students reading inside or outside the classroom may affect their development and achievement to learn English language.

Item12: Do You Prefer to Read in Module of?

A-Writing Expression

B-Oral Expression

C-Crammar

D-Linguistics

D-ESP

FCulture of Language

G-Literature

H-Phonitics

E-Study Skills

Module	W .EX	Oral	Gram mar	linguis tic	ES p	Cultu re	Liter atu r	Phonit ics	Stud y Skill s
Particip ants	13	17	05	2	3	09	08	01	2
Percenta ge	21.66 %	28.33 %	8.33% %	3.33% %	5 %	15% %	13.33 %	1.66% %	3.33 %

Table (12): Student's Preferable Module to Read

The table above indicates that the highest percentage of participants' (28.33 %) prefers to read in module of oral expression because they think that it is a favorite module to read. The percentage (15%) Of participant assumed that the prefer module to read is in culture of language and the proportion (13.33%) like to read in module of literature. This is clear because every one of the students has his/her personal purpose behind reading. On the other hand, the proportion of ESP (5%), Grammar (8.33%), linguistics (3.33%), and Study Skills (3.33%) and phonetic module (1.66%) gets bad rate because students do not like to read in these modules. From these

results we can say that there are variations in reading according to student's preferable module.

Item13: Why Do You Prefer to Read in this Module?

Only 41% of participants have answered this question ,we summarized their answers in one list which are: reading let them free and say their opinions, contribute with their thoughts, know more about the English culture and literature, it is interesting, they enjoy when they read, to improve their levels, have rich vocabularies, lead them talk, exposed to English language, speak orally, to know their mistakes and tries to correct them, lead them to learn and discover new things, find their personalities, become good readers, to enjoy when they read because it is not boring, lead them funny. From these results we can say that students at Department of foreing languages section of English atBiskra University are aware of the importance of reading in EFL learning and the consequences of reading on their level, so the students awareness of the importance of reading are essential thing in learning which make their reading clear and determined .

Item14: HowDo you Consider your Reading Ability?

A-Very Weak

B-Weak

C-Average

D-Very Good

Student's Reading Ability	Veryweak	Weak	Average	Very good
Participants	4	11	26	19
Percentage	6.66%	18.33%	43.33%	31.66%

Table (14): Student's Reading Ability

This table indicates that the highest proportion (43.33%) said that their reading ability is in the average. The proportion (31.66%) said that their ability in reading is very good. Whereas; the percentage (18.33%) claimed that they have a weak level in reading. All these interpretations lead us to say that each one of our participants has his/ her own ability in reading whether it is weak, very weak, in the average or very good it depends on the degree of learning ability that lead them to consider . In addition, what is important for them is to work more to develop their abilities not reading in particular but all the skills, since reading ability may open a wide parts to the other skills. Thus, extensive reading may enable them to learn effectively.

Section Three: Student's Reading Difficulties

Item15: Which Skill you Have Difficulty More?

A-Reading

B-Listening

C-Speaking

D-Writing

Difficulty	Reading	Listening	Speaking	Writing
Participants	6	9	25	20
Percentage	10%	15%	41.66%	33.33%

Table (15): Student's Difficulty Skill

The above table reveals that speaking (41.66%) and writing (33.33%) are considered by students the most difficult skills. Whereas, reading (10%) and listening (15%) are considered to be less difficulty then the above skills (speaking and writing). From these facts we can say that first year LMD students considered

productive skills (writing and speaking) to be the difficult skills because they always produce the language; things, ideas and the information to deal with. Whereas; they ignore the importance of receptive skills (reading and listening) because they think that they do not produce anything all the information are presented in the material that he/she read or listen to. In fact, this is a big mistake that first year LMD students have, so in order to learn a foreign language, students need to put in their minds that there is no difference between receptive and productive skills. All of them seem to be the basics of learning a new language.

Item16: In Which Skill You Have Competent?

A-Reading

B-Listening

C-Speaking

D-Writing

Competence	Reading	Listening	Speaking	Writing
Participants	18	14	21	7
Percentage	30%	23.33%	35%	11.66%

Table (16): Student's Competency Skill

The above table shows that speaking (35%) and reading (30 %) are considered by first year LMD students to be the most competency skills. Whereas, listening (23.33%) and writing (11.66%) skills are look like to be difficult for them. This signifies that first year LMD students are competent more in speaking and reading this may be due to their practicing of these skills inside or outside the classroom while, listening and writing are considered to be difficult for them this may be because they do not like to practice.

Item17: Do You Thing that Reading to L2 Is Difficult?**A-Yes****B-No**

Student's Consideration	Yes	No
Participants	31	29
Percentage	51.66%	48.33%

Table (17): The Consideration of L₂Reading

(51.66%) of the participants answered that reading toL2 is difficult .This because they may encounter difficulties such as: fluency, language, comprehension, topic genre, negative expectations and decoding difficulties. Whereas, 29(48.33%) of our participant's said that they have no difficulty in L₂reading. From this facts we can say that students reading difficulties are differ from one student to another .It depends on students learning ability towards the language and also their causes that hinder the achievement and development to occur . For instance, there are different causes which prevent students to read and to get comprehension effectively such as: the role of the teacher, the learning environment, students back ground information, the way of teaching, negative transfer, unfamiliarity with the topics, the type of language, type of the text, ignoring purpose in reading, lack of motivation, lack of interest and low self-confidence. All of these causes may create the reading difficulty, so for that students consider that reading to L2 is difficult.

Item 18: How often Do you Watch or Listen to the Native Readers?**A-Always****B-Often****C-Sometimes**

D-Rarely

E-Never

Frequency	Always	Often	Sometimes	Rarely	Never
Participants	7	13	30	8	2
Percentage	11.66%	21.66%	50%	13.33%	3.33%

Table (18): Frequency of Watching to the Native Readers

The above table shows that the highest percentage of students (50 %) said that they sometimes watch the native readers. this may be due to the difficulty in understanding that type of language or other reasons. A percentage of (21.66 %) said that they often watch and listen the native reader's. Whereas, (13.33 %) of participants said that they rarely watch to native readers and (11.66%) said that they always watch native readers. Only two (3.3 %) said that they never watch to the native readers. From our participants answers we can say that first year LMD students do not watch native reader always because they may have difficulties to understand what native speakers talk in terms of: pronunciation; speech rate, meaning; accent and vocabulary....From students claim we can say that there are many difficulties that prevent students to watch or listen to the native readers but they should listen or watch them in order see how they performed reading and language in general.

Item19: Which Strategies Do you Practice When you Read?

A-Skimming

B-Scaning

C-Previewing

D-Others

Strategies	Skimming	Scanning	Previewing	Predicting	Others
Participants	23	19	8	5	5
Percentage	38.33%	31.66%	13.33%	8.33%	8.33%

Table (19): Students Practice of Reading Strategies.

In table (19) shown us the strategies of reading that first year LMD students applied in reading. We found that 23(38.33%) of our participants are focusing on skimming and scanning (31.66 %).Whereas, the other strategies of reading are less practiced by students as previewing(13.33%), predicting (8.33%).In the other hand, we find that only five participants (8.33 %) said that they applied other strategies in reading such us: using dictionary, summarizing, repeat words in order to remember them, understanding the text thenlearning it. this indicates that first year LMD students are aware about reading strategies that their teachers taught them in such modules which facilitate the reading comprehension and communication in general. Brown (2004:188) proposes a range of reading strategies that will help students to comprehend. He suggests that student's should identifying the purpose , apply spelling rules and conversation for bottom up decoding, use lexical analysis to determine meaning, Guess at meaning when you are not certain,skim the text for the gist and for main idea , scan the text for specific information , use silent reading technique for rapid processing ,use marginal notes , distinguish between literature and implied meaning and capitalize on discourse markers to process relations, so reading strategies are tools which simplify learning in general not reading in particular . Moreover, students should benefit from reading strategies, since reading strategies give more chance to learn and communicate. Hudson (2007:105) states that strategies are "*procedures used in learning, thinking which serve as a way of reaching goals in learning language, learning and communicationstrategies.*" Reading strategies is considered as tools which help students to communicate and learn successfully.

Item20: What are the Kinds of Reading you practice?

A-Extensive Reading

B-Intensive Reading

Kinds of reading	Extensive Reading	Intensive Reading
Participant	27	33
Percentage	45%	55%

Table (20): Kinds of Reading that Students Practice.

Table (20) shown us the kinds of reading that first year LMD students practiced we found that first year LMD students at Department of English at Biskra University are focusing more on intensive reading (55 %). Whereas, the other participants are focusing on Extensive reading (45 %). We concluded that the majority of the students are relies on one type of reading and forget the other one. In fact, learning a foreign language depends more on reading and researching (extensive and intensive reading) in order to become good language readers in particular and good communicators in general , so they should rely on all the type of reading do not forget one of them, since all of them are techniques to develop students' abilities to be able to communicate with natives. Brown (2004:188) claims that "*we consider a number of different types or genre of written texts, the components of reading ability*" .From Brown interpretation, we can say that there are different kinds of reading that students should do in order to learn and improve their reading abilities. It depends on students' reasons and purposes in reading.

Item21: According to You, What are the Main Difficulties that you Encounter in Reading?

The highest percentage (55%) 33 of students argued that the main difficulties that they encounter in reading are summarized in this list: the English language itself, complex words, pronunciation of some words, the meaning in general, unfamiliar topic, long sentences, communication with the text and new words. From these points we can say that students of first year LMD are faced these types of reading difficulties due to several causes that prevent their achievement and development of reading and learning to occur. From their answers we observe that they express nearly what we find in our theoretical part (types of reading difficulties). Whereas, 22 of participants (36.66%) they have not answered may be because they do not care of their reading difficulties or they do not understand the question. The rest four participants (6.66%) said that they have no difficulty in reading may be because their reading ability is good for that they do not face reading difficulties.

Item22: How Do you Explain your Difficulty in Understanding the Written Language?

A-The Language of the Text

B-Unfamiliarity with the Topics

C-Decoding

D-All of Them

Writtenlanguage	The language Of the text	Unfamiliarity With the Topics	Decoding	All of them
Participants	8	10	25	17
Percentage	13.33%	16.66%	41.66%	28.33%

Table (22): The Explanation of the Misunderstanding of Written Language

The table above appears that the majority of students (41.66 %) are faced difficulty in understanding the written language as a result of decoding words. A proportion (28.33 %) said that their difficulty is a result of all of them (the language of the text, unfamiliarity with the topics and decoding words). The other participants (13.33%) related their reading difficulty to the language of the text (13.3%) and the unfamiliarity with topic (16.66%). From students clarification, we can say that students reading difficulties are differing from one students to another .We can classified them in many types which are: Decoding, language, topic genre, comprehension, fluency and negative expectation of students towards reading .All of these types may create the reading difficulties in understanding the written language, so students who have these types of reading difficulty clearly they failed to interpretation what they read. Thus, students need to learn hard to resolve these types of reading difficulties. This can be done through the help of the teacher during reading and learning lectures.

Item23: Do you Think that Your Difficulties in Reading Are Due to

A-the Way in Which the Information is Ourganized

B-Your Familiarity with the topics

C-The Explicitness of the Information

D-Type of the Text

E-Type of Language

D-The purposes of Reading

E- Lack of Motivation

F-Lack of Interest

G-Low -self Confidence

E-Lack of Learning Materails

K-The Role of the Teacher

Difficulties	Participants	Percentage
A-The Way in Which the information is Organized	10	16.66%
B-Your Familiarity With the Topic	6	10%
C-The Explicitness of the Information	7	11.66%
D-Type of the Text	15	25%
E-The Type of Language	12	20%
F-The Purpose of Reading	10	16.66%
G-Lack of Motivation	8	13.33%
H-Lack of Interest	4	6.66%
I-LowSelf-confidence	12	20%
J-Lack of LearningMaterials	4	6.66%
K-The Role of the Teacher	18	30%
L-All of them	7	11.66%
M-Others	2	3.33%

Table (23): Student's Reading Difficulties.

The table (23) shows the major reading difficulties that first year LMD students may encounter in reading such as: the way in which the information is organized, the reader familiarity with the topics, the explicitness of the information, the type the

text, the purposes of reading, the lack of motivation, the lack of interest, low self-confidence, lack of learning materials, the role of the teacher and all of them. We explain these difficulties as follow: First, the Role of the Teacher: The highest percentage (30%) of participants said that teacher's role in the classroom creates the reading difficulty, since the role of the teacher is not enough and insignificants in the classroom for that they face difficulty in reading. From student's claims, we can say that teacher's role in the classroom affects the students reading and learning in general but because there are huge number of students in each class (60) students in each group, so the role of the teacher will be reduced. For that students affected. Second, The Type of the Text: The percentage (25%) of participants argued that their reading difficulties are due to the type of the text. This indicates that first year LMD students faced problems in interacting and communicating with the text. This lack of interacting may be due to the lack of practicing reading strategies and skills through their reading, since reading strategies and reading skills are important thing in learning which facilitate the interaction, so for students who have difficulties in interacting and communicating with the type of the text, they should apply reading strategies and skills that already have to solve these problems. Harmer (2001:206) suggests that there are several ways to help students resolve their problems in interacting with the type text which are: First, teachers should choose the right topics to deal with. Second, teachers should create the interest of his/her students. Third, teachers should activate schemata (prior knowledge) and finally; teachers should differ in topics in order to make all his/her student talk and interact. Third, The Type of the Language: The percentage of (20%) of participants said that the type of the language that they read create the reading difficulty. This indicates that first year LMD students face problems to read in English language. This difficulty may be occur due to their misunderstanding of English language, since English language is the third language in our country. This is why they face difficulty in. Harmer (2001:203) proposes for teachers many techniques to help students solve reading difficulties in language which are: pre-teaching vocabulary, extensive reading and authenticity. Fourth, lowself-confidence(20%) of participants claimed that their reading difficulties are due to the lack of self-confidence .This indicates that students psychological factors play an important role in reading, so if they do not fear or

wary, their reading difficulties will be decreased and vice versa. Then, The way in which the Information is Organized (16.66%) of the participants said that the way in which the information is organized is one of their reading difficulty. The information that presented in the text may be disorganized according to the writer style this will create the reading difficulty, so the way in which the information is organized is one of the most important things that the students need to understand in order to solve reading problems. The next, the purposes of reading, the percentage (16.66%) of participants claimed that their reading difficulties are due to the purposes of reading. This demonstrates that first year LMD students do not aware about their reading. This is why they encounter difficulties. For instance, when they read they did not exactly know for what the purposes they are reading to, so the ignorance of the reasons of why students read may cause the reading difficulty. In addition, The Lack of Motivation from the results in table (19) (13.33%) participants are related their reading difficulties to the lack of motivation .This indicates that the motivation factor plays an important role in reading and learning to occur, since when students are motivated they read and learn better (motivation high), and when students are demotivated they read and learn bad (the motivation is low), so teacher should help the students to read better by providing to them a set of encouragement that push them to read and learn and also by creating to them an appropriate atmosphere in the classroom. Later on, The Explicitness of the Information: The results from table (19) show us the students reading problems .They said that their reading difficulties are due to the explicitness of the information that presented in the text they are reading to. This means that first year LMD students face problem when the information is not clarified. They cannot find themselves when the information is not explained. The information is hidden in the text due to the writer style in written. He /she does not explained directly the ideas may be in order to test students if they understand or fail to understand the information that are presented in the text. Thus, the writer style in written may cause the difficulty between students. For that we can say that if the information is explained and clarified well by the writer, beginning students may understand what he/she intends to convey and if the information is not directly explained, students face difficulty to understand it. Besides that, the Unfamiliarity with the Topics (10%) Of participants said that the unfamiliarity with the topics is

their reading difficulty. This demonstrates that first year LMD students are learn a new language, so they always deal with new topics, new information and new vocabulary which they do not know before this is why they consider their unfamiliarity with the topics as a reading difficulty. Student's unfamiliarity with the topics may be due to the lack of engagement in reading. Also, the lack of Learning Materials (6.66%) of the participants related their reading difficulties to the lack of learning materials. This means that learning materials are necessary to learn a foreign language which facilitates the language and the interaction between students also lead them use their skills effectively. Harmer (2001:204) claims that authentic materials " *are made-up language can be preferable viable but it should be modeled on naturalistic samples*". As well, the lack of interest on the topics: The percentage (6.6%) of participants argued that their reading difficulty is due to the lack of interest in dealing with the topics. This indicates that students do not care and concentrated when dealing with the topics. This may be due to their unfamiliarity with or may be due to the type of the text they are reading to and or may be due to the type of language, so teachers can help the students to make their interests in dealing with the topics by leading all the student speak about the topics, motivate them to read, create good atmosphere to read and learn; involve them and finally teachers should select the appropriate topics to deal with which make all students contribute. And only two participants (3.33%) who said that their reading difficulties are due to the all of causes that mentioned above.

We conclude that students reading difficulties are differing from one student to another, since each one of them has his /her causes which lead the difficulty to occur.

4-General Results

The analysis of both teacher's and student's questionnaire helped us to point out some important things .We can classified them into two types , some of them are related to the students and the other ones are related to the teachers.First of all, the majority of the teachers have focused more on open ended questions than yes /No questions because they express and show their knowledge that they have already

This indicates that they feel happy when answering open ended questions. Moreover, and from the results of teacher's questionnaire, we find that most of the teachers their teaching experience is short at the university . Moreover, the majority of them were not attending training programs especaily the one which occur in broad sough one teacher. Most of the teachers also did not know all the reading strategies because the majority of them state one or two strategies. Inadition ,when we ask them about the primary role of the teacher is to explaine reading models models,they said yes after that we have asked them if they follow particular models they said No and which one only one participants answered this questions . From this we can say that this may be they did not know the reading models. Moreover, we did not forget the teachers difficulties in teaching reading each teacher have two or three difficulties in teaching reading suchas: the large number of students, lack of time, lack of reasources, lack f motivation, students differente background ...which affect directly the students, since they think that there is no time or the lack of reading materails . Hence teachers should emphasis on their difficulties in order to help students improve their reading difficulties. Finally, the majotity of the participant's answeres are clear which help us to explore the main reading reading difficulties.

In the other hand, the majority of first year LMD students have focused more on Yes/No and selecting questions which are easier then open ended questions. This indicates that they feel feed-up and boring when answering open ended questions. Moreover, and from the results of student's questionnaire, we find that most of first year LMD students face different difficulties in reading such as: the way in which the information is organized, the student's familiarity with the topics, the explicitness of the information in the text, the type of the text; the type of the language, the purposes behind reading, the lack of motivation, lowself-confidence, the lack of interest in dealing with the topics and lack of learning materials. Those reading difficulties prevent them to read effectively and communicate with the text. In addition to that, we discover that there are hidden causes which lead those difficulties to occur such as: the learning environment, the role of the teacher in the classroom, negative transfer to English language and the way of teaching. At the end, we find that first year LMD students of the Department of foreing languages section of English at

Biskra University answers are not enough to lead them to become good readers and good learners in English language in general that is, their answers tell them to do all their bests and efforts to develop reading skill and work more to solve reading difficulties. In addition, the analysis of student's questionnaire appears that the role of the teacher in the class room has many dimensions, since this role affects students in reading. That is why it is considered by students as a problem. Moreover, and from the results we find that a big number of first year LMD students of the Department of foreign languages section of English at Biskra University said that the main reading difficulty is "the role of the teacher in the classroom "(30%). This indicates that first year students are suffered from the lack of the complete role of the teacher in reading.

Conclusion

In this chapter we have analyzed both teacher's and student's questionnaire. After the analysis, we have showed the general results of our questionnaire by classified the results into two key important facts, the first one is related to the teachers and the second is related to the students. From the analysis, we discover that students reading difficulties are differing from one student's to another ;some of our participant's related their reading difficulties to the teacher role , the unfamiliarity with the topics ,the language of the text , lack of motivation; lack of interests , low self- confidence , lack of learning materials and other difficulties. From these result; we also discover that students reading difficulties are depends on student's background knowledge (each one has his/her ability in learning). In the next part, we are going to suggest some recommendations for both teachers and students in order to increase their awareness's in reading and reading difficulties.

5-General Conclusion and Recommendations

The results that founded from the both teachers and student's questionnaire have emphasized to the major reading difficulties that are encountered by first year LMD students of the Department of foreign languages section of English at Biskra University. From those results, we are going to suggest some recommendations that

could help both teachers and students to increase their awareness in reading and reading difficulties.

5-1-Recommendations for Teachers

The results obtained from teacher's questionnaire help us to suggest some recommendations for teachers in order to increase their awareness in reading and reading difficulties.

As we know, reading is an important thing in EFL learning and learning to read is the responsibility of the teachers in learning, but in many times students may encounter different difficulties in reading due to several causes. For that, teachers need to help his/her students to solve those problems, as Harmer has proposed that teachers need to motivate his/her students to read and interact better with the texts through. First, selecting the appropriate topics to deal with, suitable tasks. Second, make lesson plans to reading lectures . Third ,create interest between student. Fourth, make variation in topics and learn students reading strategies such as (predicting, previewing, skimming, scanning and summarizing) also, the ways of how to apply these strategies effectively.

Hence, the teachers need to encourage his/her students in the classroom to work in pairs or in group work in order to learn and benefit from each other, so students reading and learning difficulties may be reduced. Furthermore, teachers need to help his/her students to read and learn better by leading them to use the learning materials which make English language more simplified and easier to understand by beginning learners, so teachers need to expose students to English language materials which considered as a helpful ways to develop students learning abilities . Moreover, the teachers need to make a general agreement with the administration in order to add reading as a module like writing expression and oral expression because teaching reading as a separate module may lead students to acquire and learn English culture and civilization better and also they practice reading strategies in good ways.

5-2- Recommendations for Students

From the results of student's questionnaire, we are going to suggest some recommendations to first year LMD students of the Department of English at Biskra University in order to raise their awareness's of reading and reading difficulties.

First of all, the students need to have purposes behind their reading, since reading purposes may lead students to read clearly without any harm or ambiguity. Moreover, reading purposes are considered by many researchers as a good ways for students to know their reasons towards reading. In general, reading purposes are: reading to search information, read to skim or scan quickly, to learn from the text, to integrate information, to write, to critique the text and for general comprehension, so students need to decide which purpose they need then started to read because the awareness of the purposes of reading is an important thing in reading. In addition, students need to practice reading strategies that they have already known (previewing, skimming, scanning, summarizing and others) to facilitate the interaction and communication with the text, so the comprehension is derived easily and their reading difficulties will be reduced. And what is important for the students is how to select the appropriate strategies to deal with the text, since there are different reading strategies to deal with the text such as: strategies to plan the text, strategies to build comprehension, strategies to monitor comprehension and strategies to communicate with the text, since the appropriate selection of these strategies depend more on the usual practice. Also, students need to care about their reading and reading difficulties and try to resolve those problems now and do not let those difficulties till became big problems and the improvement become too difficult. For students to improve their reading and reading difficulties, they need to learn and work more to resolve those difficulties. There are several ways to help student's improve reading and reading difficulties. First, students should read extensively not rely what they read in the classroom, since extensive reading may lead students to read and learn more about English culture and literature also extensive reading may lead them to recognize a lot of words which may help them in the interaction and communication, so students can benefit from extensive reading. At the end ,we can

say that students reading difficulties can be treated through bridging the gap between the teacher's and their student's through giving attention to reading ability.

General conclusion

This study was designed to explore the major reading difficulties that are encountered by First year LMD students in reading which hinder their achievement and development to occur. The present study indicates that reading is a very important skill in teaching and learning a Foreign Language which leads students to acquire and learn the target language effectively without any difficulties or obstacles. That is why, reading has a great importance on our research. Moreover, reading is considered as a complex process which consists of many operations that students need to do in order to get the meaning effectively. However, it is not a surprise to find that students faced difficulties in reading. For that, teachers need to aware their students about reading difficulties that prevent them to become good language readers and good communicators in general.

The study was conducted in the Department of foreign languages section of English at Biskra University. It aims to reject or confirm the hypothesis that there are many causes which lead the reading difficulties to occur such as : The role of the teacher, the unfamiliarity with the topics , the type of the language , the type of the text , the lack of motivation , the lack of learning materials , low self- confidence , the purposes behind reading and the lack of student's interest in dealing with the new topics . All these factors are causes the reading difficulties in EFL classes which prevent student have to become good language readers and good communicators in general. The case study was teachers (13) and (60) students of first year LMD students of the Department of foreign languages section of English at Biskra University. We use the questionnaire for both teachers and students that was helpful ways in finding out the majors reading difficulties that students may encounter. The obtained results from the questionnaire that we administered to the teachers and students tell us that students reading difficulties are due to several causes suchas: The learning environment, the role of the teacher, different student's background knowledge, the way of teaching and negative transfer.

The recent research affirms that first year LMD students of the Department of foreign languages section of English at Biskra University are complained from insufficient role of the teacher in the classroom, since the teacher role in the classroom

affects the students learning in general and reading in particular. Therfore ,for the research requirement ; we have suggested some recommandsations for both teachers and students in order to raise their awarenesses in reading in general and reading difficulties in particular .

At the end, we can say that students reading difficulties can be treated through bridging the gap between the students and their teachers by giving the importance to the reading ability in EFL clasess.

In general, this work is simply designed to explore the major reading difficulties that are encountered by first year LMD students of the Department of foreign languages section of English at Biskra University. We hope that more research will be conducted in this field.

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Appendix One

Teacher's Questionnaire

Dear Teacher

This Questionnaire is part of master research which investigates the main difficulties that students encounter in reading. The main objective of the present study is to explore students' reading difficulties .your answer will be helpful and necessary to research work.

Please, tick in the right box or make full answers whenever necessary.

Thank you for your collaboration

Section one : General information.

- 1-** Length of teaching experience.....
- 2-** Length of teaching at university.....
- 3-** Teacher's qualifications:

A-License

B-Master/Magister

C-Doctorate

- 4-** Have you ever attend any training program?

YES No

- 5-** If yes, whenandwhere?

.....
.....

Section two: The Reading Skill

- 6-** What is the most important skill to develop student's language learning?

A-Reading

B-Listening

C-Speaking

D-Writing

7- Is it necessary to teach students reading?

Yes No

8- Which module do you teach?

A-Written expression B- Oral expression

Phonetics E - ESP

H-Methodology

C- Grammar d-

F- Culture G-Literature

I- Linguistic

9- Do you have reading in your syllabus?

Yes No

10- Reading strategies best be taught in module of:

A-Written expression

B-Oral expression

C-Grammar

D-linguistics

E- ESP

F- Culture of language

G-Literature

H-Phonetics

G- All of them.

11- In your opinion, what kinds of reading students should do?

A-Intensive reading

B-Extensive reading

C-Interactive reading

D-Aloud reading

E-Silent reading

12- According to you, what are the purposes behind teaching reading kinds and strategies?.....

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

13- According to you, what are the characteristics of good language readers?

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

14- How do you plan for reading tasks?

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

15- Do you follow particular models in teaching reading?

Yes No

16- If yes, which one?

.....
.....

17- The primary role of the teacher in teaching reading tasks is to explain reading models?

Yes No

18- What are the reading strategies that you apply in reading classroom?

.....
.....

Section three: Reading difficulties

19-In your view what are the sources of difficulty that hinder you in teaching reading in the classroom. It is because?

A-The large number of student in each class

B-Different student's background

C- The lack of time

D- The lack of resources

E- The lack of motivation.

F- The lack of teacher's knowledge.

20-Do you think that those resources of teacher's difficulties can affect student's language learning?

Yes

No

21-What are the causes that prevent students to read effectively? Mention them.

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

22-According to you, what are the major student's reading difficulties?

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

23-In your view, how can you help students to improve their reading difficulties?.....

.....
.....

Thank you for your Help and Collaboration

Appendix Two

Student's Questionnaire

Dear student

This Questionnaire is part of master research which investigates the difficulties that you encounter in reading skill. The main objective of the present study is explore student's reading difficulties .your answer will be helpful and necessary to research work.

Please, tick in the right box or make full answers whenever necessary.

Thanks for collaboration

Section One: General Information

1-Gendre: Male

Female

2-Age:

3-Type of baccalaureate you hold:

A-Literary

B-Scientific

C-Technical

4-You have chosen Englishas:

A-Your personal choice

B-Your parent's choice

C-Impose by the department

5-Classify the following skills in terms of importance (put 1.2.3and 4)

A-Reading

B-Listening

C-Speaking

D-Writing

6-How do you describe L₁ Reading?

A-Very easy

B-Easy

C-Difficult

D-Very Difficult

7-How do you describe L₂ reading?

A-Very easy

B-Easy

C-difficult

D-Very Difficult

8-How is reading related to other skills (speaking, listening, and writing)?

A-Not related at all

B-Fairly related

C-Very related

9-Which of the following skill you think is strongly related to reading?

A-Listening

B-Speaking

C- Writing

Section Two: The Reading Skill

10-How reading is importance in EFL classes?

A-Not important

B-Fairly important

C-Important

D-Very important

11-How often do you practice reading in the class?

A-Always

B-Some times

C-Rarely

D-Never

12-Do you prefer to read in module of?

A-Written expression

B-Oral expression

C-Grammar

D-Linguistics

E- ESP

F- Culture of language

G-Literature

H-Phonetics

I-Methodology

13_Why.....

.....

.....

14-How do you consider your reading ability?

A- Very weak

B- Weak

C- Average

D- Very good

Section Three: Student's Reading Difficulties

15-Which skill you have difficulty more?

B- Reading

C- Listening

D- Speaking

E- Writing

16-Which skill you have competence more?

A- Reading

B- Listening

C- Speaking

D- Writing

17-Do you think that Reading to L₂ is difficult?

A-Yes

B-No

18-How often do you watch or listen to the native readers?

A-Always

B-Often

C-Some times

D-Rarely

E-Never

19-Which strategies do you practice when you read?

A-Skimming

B-Scanning

C-Previewing

D-Predicting

20-What kind of reading you practice in the classroom?

A-Extensive reading

B-Intensive reading

21- According to you what are the main difficulties that you encountered in reading
(, give two main difficulties)

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

.22-How do you explain your difficulty in understanding the written language? It is because of:

- A-The language of the text
- B-Unfamiliarity with the words
- C-Decoding words
- D-All of them

23-Do you think that your difficulties in reading are due to;

- A-The way in which the information is organized
- B-Your familiarity with the topic
- C-The explicitness of the information that given
- D-Type of the text you are reading to
- E-The type of language you are reading to
- F-The purpose behind your reading
- G-Lack of motivation
- H-Lack of interest on the topic
- I-Low self confidence
- J-Lack of learning materials
- K-The role of the teacher
- L-All of them
- M-Otherdifficulties.Pleas specify.....

Thank you For Your Help and Collaboration

الملخص

إن بحثنا هذا يهدف إلى تسلیط الضوء على قضية من أكثر القضايا البيداغوجية تواجهها في المؤسسات التربوية ألا و هي الصعوبات التي يواجهها الطلبة الجدد أثناء تعلم القراءة في اللغة الانجليزية ولعل من أهم الدوافع التي جعلتنا نتطرق لهذا الموضوع هي الحالة التي لوحظت على طلبة سنة أولى تخصص إنجليزية بجامعة محمد خير بسكرة نظراً لتأثيرها البليغ على المستوى العلمي للطلبة . وقد تم برمجة مجموعة من الاستمرارات خصصت للأستاذة و الطلبة محاولة من معرفة الأسباب الخفية وراء هذه الصعوبات في القراءة . فقد أفظت هذه الدراسة أن هناك العديد من الصعوبات التي يحدوها الطلبة أثناء القراءة منها : صعوبة الفهم ، عدم القدرة على السرعة في القراءة، نقص التركيز ، عدم الثقة بالنفس ، نقص التحفيز، صعوبة اللغة ، دور الأستاذ في القسم ، نقص الأجهزة العلمية ، تجاهل الأهداف أثناء عملية القراءة ، نوع النص ، ... وعلى ضوء هذه الدراسة إقترحنا توصيات عديدة خصصت للأستاذة و الطلبة هدفها الأخذ بوجه الإعتبار و محاولة مساعدة الطلبة على مواجهة هذه الصعوبات وكذا إمكانية تغيير إعتقاداتهم و التطلع للأحسن. نأمل أن نكون قد وفقنا للوصول إلى الهدف المسطر وأن مساهمتنا في هذا المجال تعتبر انطلاقة لأبحاث أخرى مستقبلاً إن شاء الله