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An Attempt to Identify and Analyze some Causes behind Student's Lack of Reading

Case Study: Second year, LMD Students at the English
division in the University of Biskra

**Dissertation submitted in partial fulfillment of the requirement for the
Master degree in sciences of the language.**

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Dedication

To the dearest people to my heart:

To my father Mohammed, my mother Mennicha

To my sisters Fatima and Zieneb

To my brothers Hamza, Daoud, Nesreddine and Abdel basset

To my brother's wife Houda and their sweet baby

*To my best friends ever and sisters kḥawla, Souria, Fatima,
Sana , Hadda and Amel .*

*To the persons that always encourage and helped me
Mohammed*

Thank you all my dears I love you so much.

Meriem

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I am sincerely grateful to my supervisor Mrs: Samira Messaibi who has patiently read and corrected my dissertation drafts.

I would like also to thank Mrs: Sakina Bencharef, and Mrs, Laajali Djamila for their accepting to be members of the jury and who each provide their time to read and although my dissertation, with their treasure advices to me about the work,

My dissertation work would not have been possible without the help of my dear parents, am very thankful for their support and patience.

Depth grateful and thankful to my best friend ever for her help and encouragement that no one could be done my lovely Souria.

Abstract

The present study aims at investigating some causes behind student's lack of reading. It is clear that reading skill is characterized by a total ignorance; this is due to the fact that our students meet a lot of obstacles. The current study is stimulated by the fact that the lack of reading is caused by many reasons such as the impact of new technologies and the lack of motivation. In addition to that, students were not initiated in their primary schools with reading because of the lack of libraries. In order to achieve the aims above, a descriptive study is carried out with 30 students at the department of English Mohammed khieder at Biskra University. To determine the nature of the causes of the lack of reading, we opted for the questionnaire to gather and access student's attitude and opinions come to be the most affective technique to strengthen all sorts of the information. The results of the analysis reveal and confirm that these reasons are really considered to be behind student's lack of reading, also it affect their ability to read.

List of Abbreviations

2nd: Second

NB: Number

L1: First Language

L2: Second Language

FL: Foreign Language

NIFL: The National Institute for Literacy

WWW: World Wide Web

T.V: Television

%: percentage

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Introduction:

This chapter deals with the field work as it presents the investigation process. Questionnaire is administered to second 2nd year LMD students of the department of English at Biskra University. The aim of this study is to shed light on the causes behind students' lack of reading. We have used the questionnaires because they are much easy to administer and take less time.

Description of the student's questionnaire is designed to 2nd year Students at Biskra University. It is composed of three sections with 22 questions. It was given to thirty students (One group) it includes both open-ended and close-ended questions; which require yes/ no or frequent options.

Section one:

It is entitled ' General Information' this section tries to depict the students 'general cultural background, like their age , streaming ,their preferences . Also, if they like reading or not and which skill is better for them.

Section two:

This section under titled ' Reading'. This section attempts primarily to question whether the respondents are interested in reading and whether they aware of its importance and the strategies they should follow to improve their reading skill. Also, to know their opinion about whether the reading skill has a relationship with other skills.

Section three :

This section which is entitled as 'the causes behind students' lack of reading '. It is addressed to know about students' opinion about the reasons behind lack of reading. Also, to know if their parents are interested in this field.

Analysis of Students' Questionnaires:

Section one: “General Information”

Q1: What is your age?

Age	NB	%
19-20	14	53%
21-22	16	47%

Table 1: Students' age distributions.

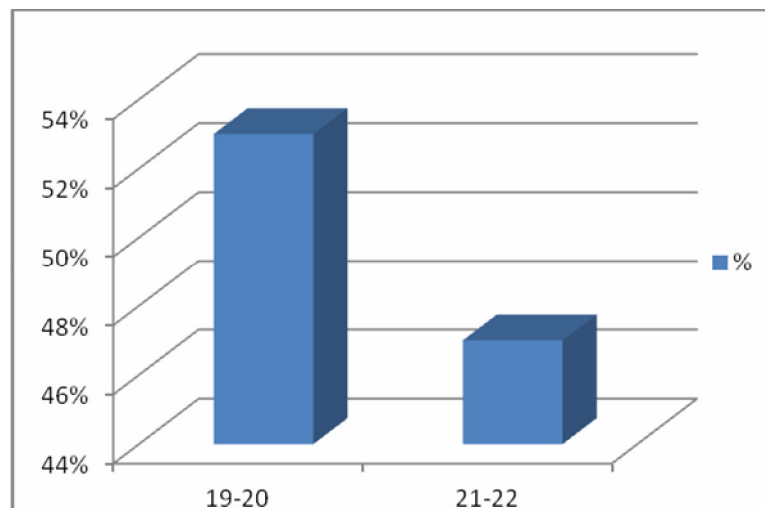


Figure 1: Students' age.

The reason behind the choice of this question is to describe the sample of this study. We supposed that the age will contribute to the level and experience of the students. The students are almost of the same age, they are between 19/22 years old. Out of the total number of the students (30) we have 53% of participant between the age of 19 and 20 means (53%) there those of the 19 years old who started in an early age their primary school. And the other respondent are between the ages of 21/22 means (47%). We had discovered that they merely the same in their ages and there is no big difference.

Q2: What is your gender?

Gender	N b	%
Male	3	7%
Female	28	93%

Table 2: Students' Gender distributions.

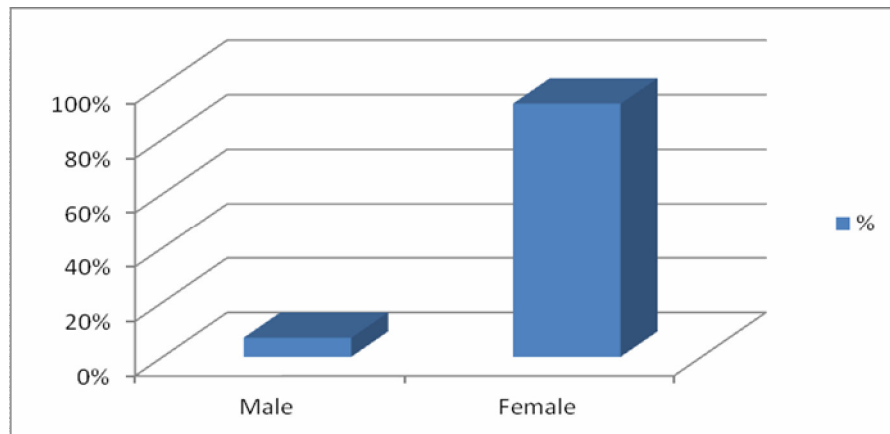


Figure 2: Students' Gender.

This table elicits that female students with a percentage of 93% are more interested in foreign languages than male students. This is mainly due to the high number of females who study foreign languages especially English to become future teachers a task they consider as a perfected suitable job for women in our country. Male participants, however, tend to prefer other studies for instance, Mechanics, Electronics, Management etc. That is why they are not numerous as females in the Department.

Q3: What was your streaming?

Students' stream	NB	%
Literacy	19	63 %
Scientific	10	33%
Technical	0	0%
Others	1	3%

Table 3: Students' streaming.

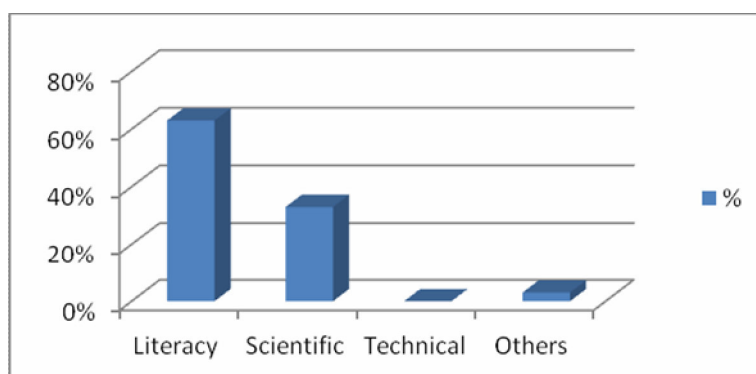


Figure 3: Students' Streaming.

The majority of students(63%) belong to the literary stream. While (33%) are from scientific branch and only (3%) belong to the other branches they did not precise them, but no one is belonged to the technical branch.

Q4: How do you prefer to spend the majority of your time?

Students' hobbies	NB	%
Watch T.V	17	57%
Listen to music	9	30%
Chatting	10	33%
Read books	6	20%

Table 4: Student's hobbies

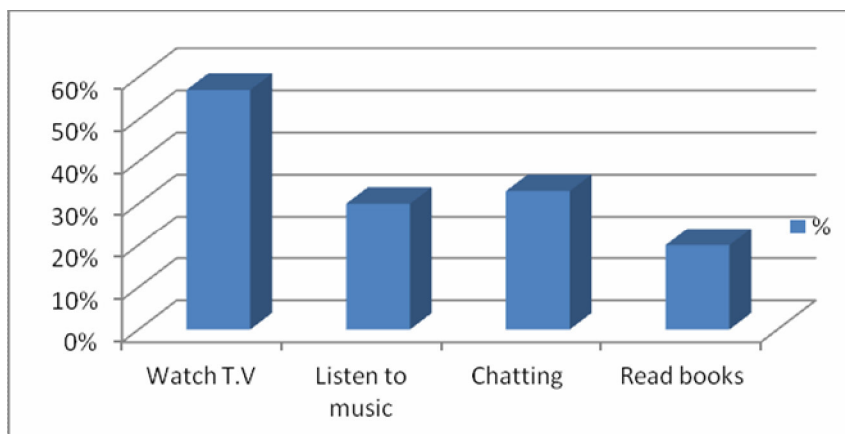


Figure 4: Student's Hobbies.

This question aims to have an idea about student's hobbies. More than half participants (57%) admitted that watching T.V is their preferred activity , while (30%) declared that they do listen to music and (33%) spend their time in chatting in the net .whereas, just (20%) read books.

Q5: Do you like reading books?

They like reading:	NB	%
Yes	13	43%
No	17	57%

Table 5: The reader from non-reader students.

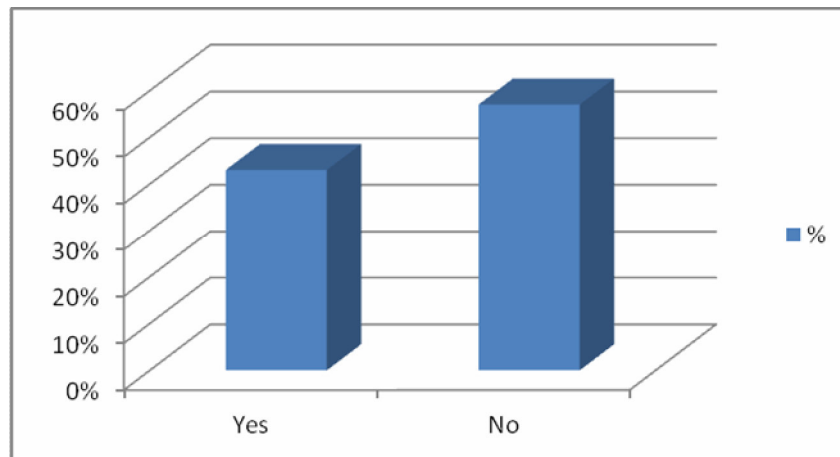


Figure 5: The reader from none-reader students.

This question is administered to depict the reader from none- reading students. The table above demonstrated that (43%) like reading books .so The rest of respondents (57%),which is more than half ,said that they do not like reading books. We should take all this into consideration especially none- reading one.

Q6: Which skill do you think have to be reinforced to help you better?

Kind of skill	NB	%
Listening	12	40%
Speaking	10	33%
Writing	5	17%
Reading	10	33%

Table 6:The student's most reinforced skill.

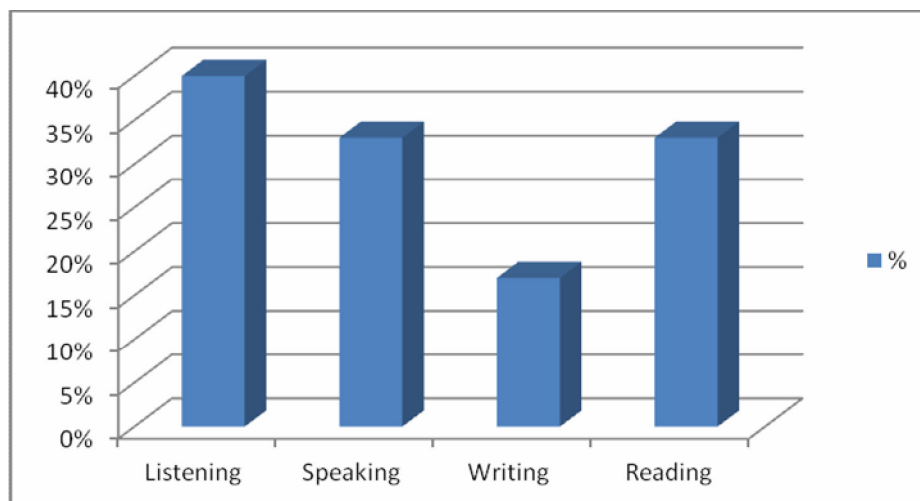


Figure 6: The most skill needed to be reinforced.

This question meant to determine which kind of skills students thought that they have to reinforce to help them more. According to the results shown above, (40%) of respondents choose listening skill while (33%) for both speaking and reading skills, and the other skill which is writing was not given such attention just (17%). These results confirm that they are aware of their weakness in writing and they want to develop it with the other skill reading and speaking.

Section Two: Reading

Q1: Is reading to you?

Reading to you :	NB	%
An enjoyable inclination	16	53%
A task done just when necessary	12	37%
A hard and boring task	04	13%

Table 7: Students' opinion about reading skill.

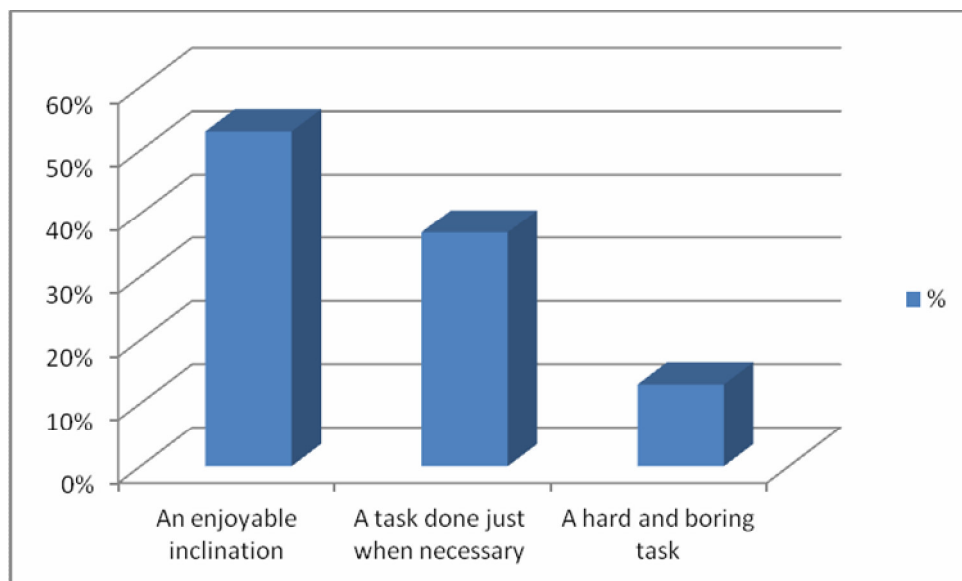


Figure 7: Students' opinion about reading.

This question aims to show how students see reading. According to the results , more than half participants (53%) reported that reading is an enjoyable task , while 37% consider it as a task done just when necessary; means when they are asked to do it for example by their teachers ,and (13%) for them reading is a hard task and boring ,they do not like reading at all .

Q2: How do you feel when your teacher ask you to read ?

Students' feeling	NB	%
Enjoy	07	23%
Hesitate	05	17%
Feel afraid	18	60%

Table 8:Students' psychological obstacles when reading.

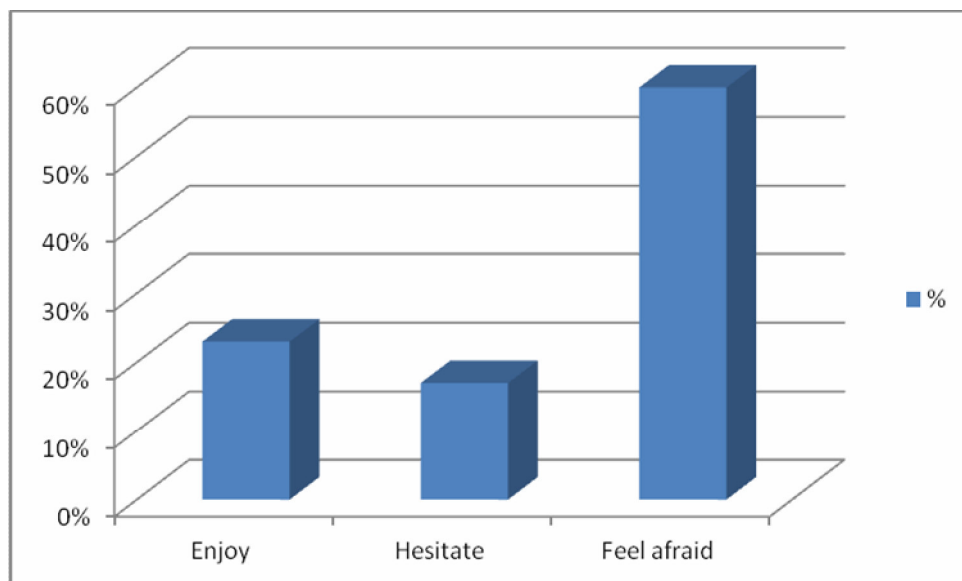


Figure 8: Students' obstacles when reading.

This question aims to determine the psychological states of the students when they asked by their teacher to read. The results reveal that 23% enjoy and 17% hesitate whereas 60% feel afraid because of their weakness in the pronunciation so that they prove the correlation among language skills.

Q3: When your teacher asks you to read a book. How do you read it?

You read it :	NB	%
Read it all	11	37%
Read just summary	17	57%
Read the first page	2	7%

Table 9:Students' honesty when they are asked to read .

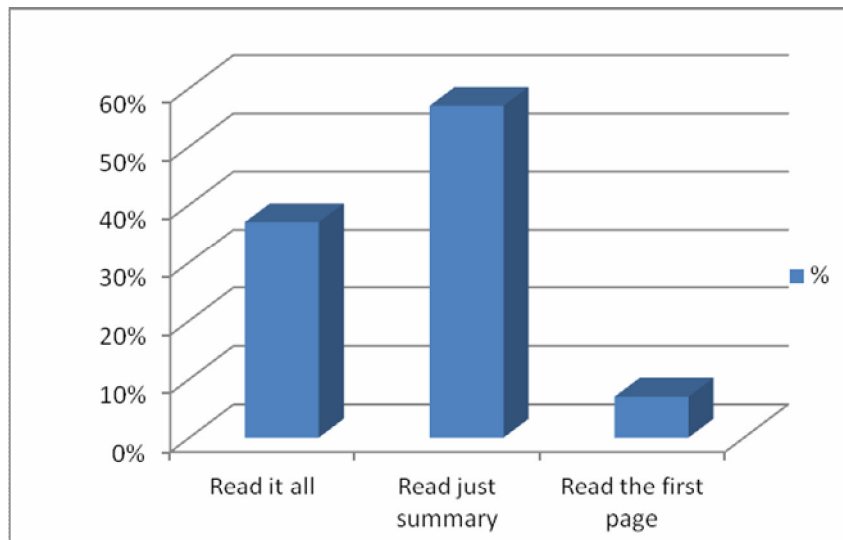


Figure 9: Students' Honest in reading.

This question tries to uncover the students' honesty when they asked by their teacher to read a book. For this question 57% of respondents who like reading books ,instead of reading the whole book they satisfied only by reading just the summary and 37% declared that they read it all, while few participants (7%) satisfy by reading the first page that's all .

Q4: How often do you read books?

How often?	NB	%
Always	0	0%
From time to time	10	33%
Occasionally	17	57%
Never	3	10%

Table 10: Students' reading frequency.

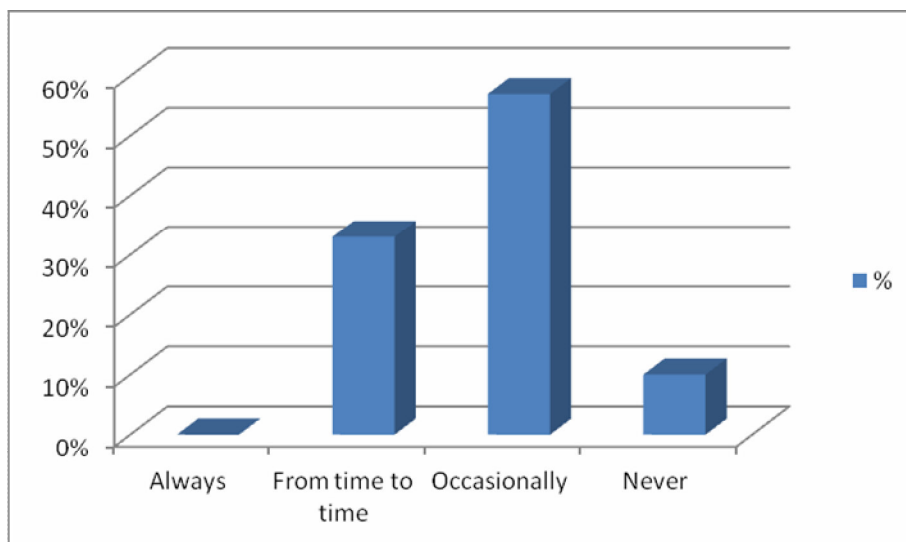


Figure 10: The rate of students' reading frequency.

This question investigated the reading frequency among participants. From the results shown in the table the (0%) of participants do not always read books but (33%) from them do read but from time to time and only (57%) opted for occasionally. While(10%) participants administered that they do not read; they never read.

Q5: Do you think that there is a relationship between reading and the other skills?

	NB	%
Yes	25	83%
No	5	17%

Table 11: Students' opinion about the four skills

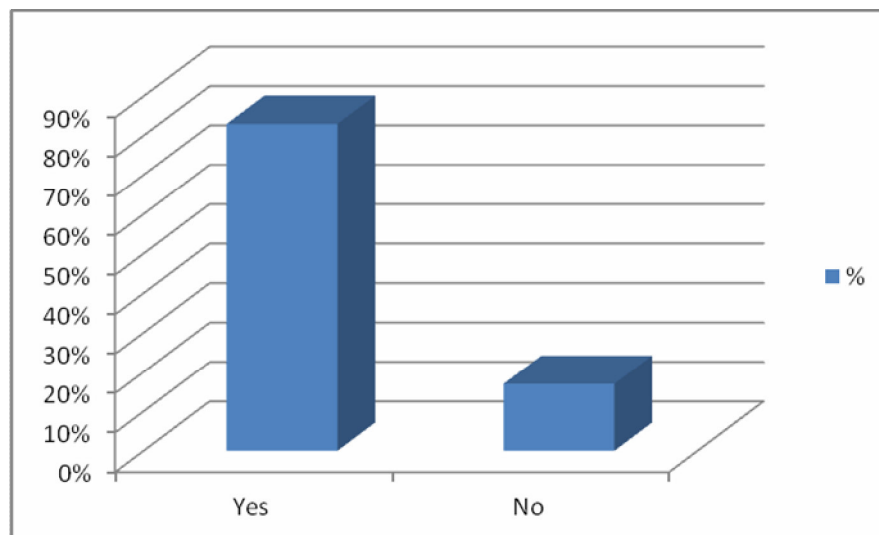


Figure 11: The relationship between the four skills.

This question aims to uncover the students' opinion about if there is a relationship between the reading skill and the other skills. The majority of the participants (83%) agree that there is a relationship between them, because for them the reading skill improves the other skills and good reader is good writer. Others claim that the reading skill also improve their vocabulary; when they read they learn a lot. According to them it improves their pronunciation. Finally, they agree on the fact that each skill improves the other. This is what confirms what we have said before. Whereas only (17%) respondents declare that there is no relationship between them.

Section three: The causes behind students lack of reading”.

Q1: In which area of reading do you find difficulties?

The difficulties are in :	NB	%
Comprehension	11	37%
Concentration	9	30%
Time consuming	11	37%

Table 12: Student’s difficulties in reading.

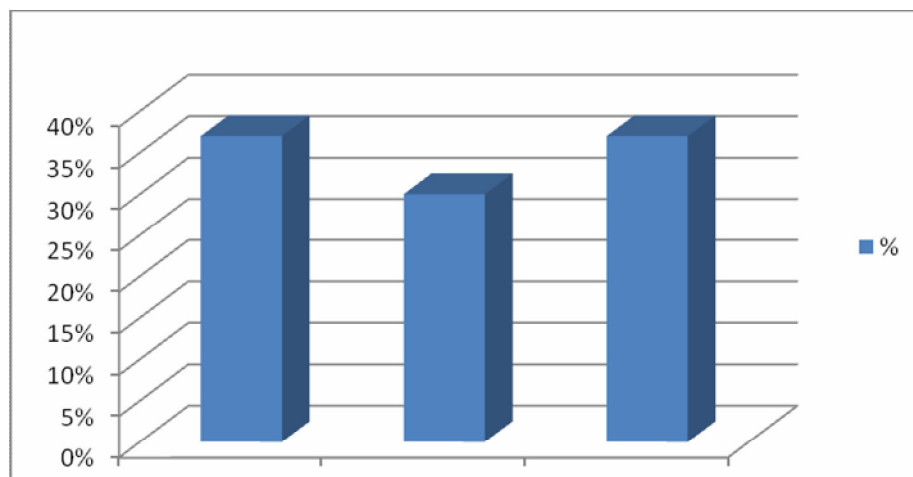


Figure 12: Students difficulties in reading.

In this question we aims to know the difficulties that may students face in reading. According to the previous table mentioned (37%) of participants declared that they have problems and difficulties with both comprehension and time consuming. They cannot comprehend well what they read, while (30%) opted for the concentration. According to these results, students may be concerned with the other things that do not allow them to comprehend and do not have enough time to read.

Q2: Do you think that the lack of motivation is one of the causes behind students' lack of reading?

	NB	%
Yes	27	90%
No	03	10%

Table 13:Students'opinion about motivation as a cause of lack of reading.

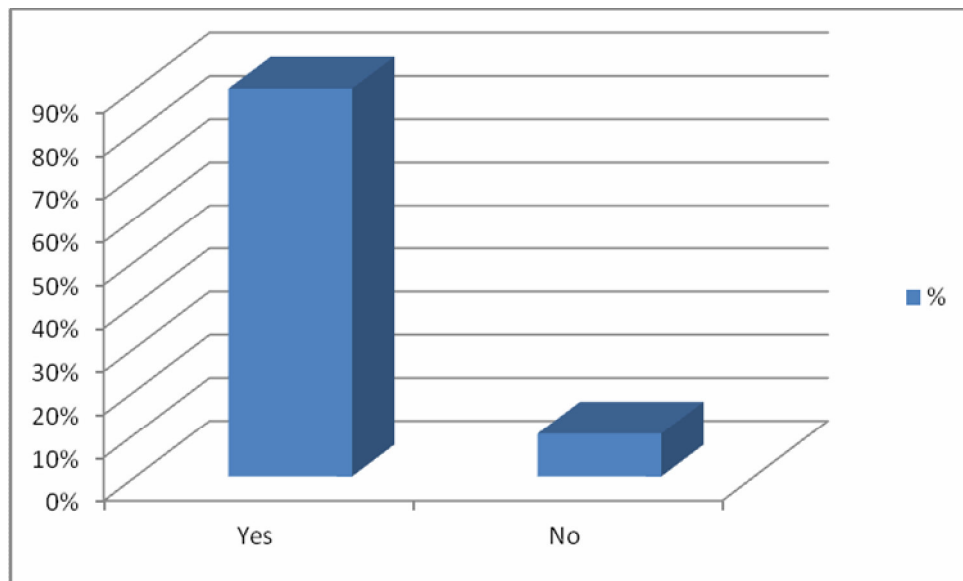


Figure 13: The rate of motivation as cause behind students' lack of reading.

The purpose from this question is to know the participants opinion about if that motivation can be considered as a cause behind students' lack of reading. The results reveals that the majority of respondent (90%) agree that it can be considered as one of the causes, and this confirm what we have said about the lack of motivation. While just (10%) respondent reported that there is no relation between reading and motivation.

Q3:Are your parents interested in reading?

	NB	%
Yes	12	40%
No	18	60%

Table 14: Students' parents interests in reading.

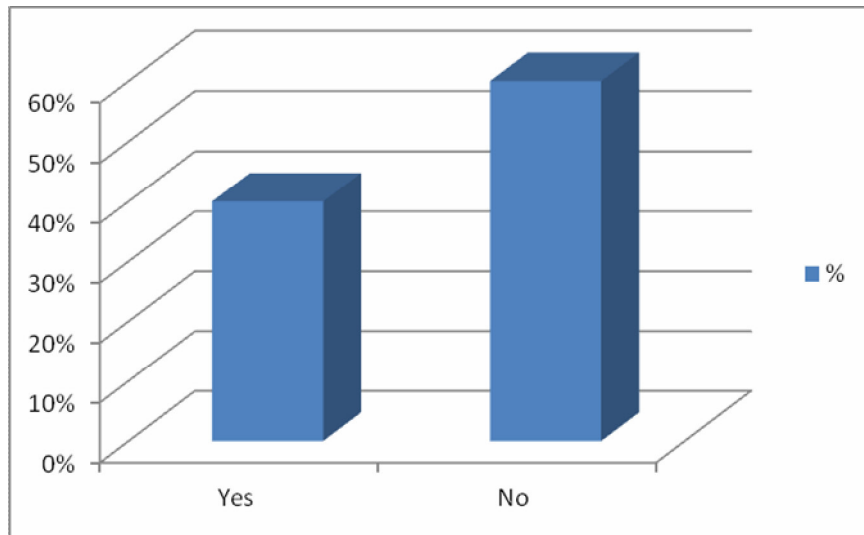


Figure 14: The interest of parents on reading.

The aim of this study is to know parents interest in the reading. It is noted that (40%) of respondents declared that their parents read at home and the rest of respondents(60%) said that their parents do not have the habit to read especially at home.

Q4: Do your parents encourage you to read?

	NB	%
Yes	22	73%
No	08	27%

Table 15: Students' parents encouragement to read.

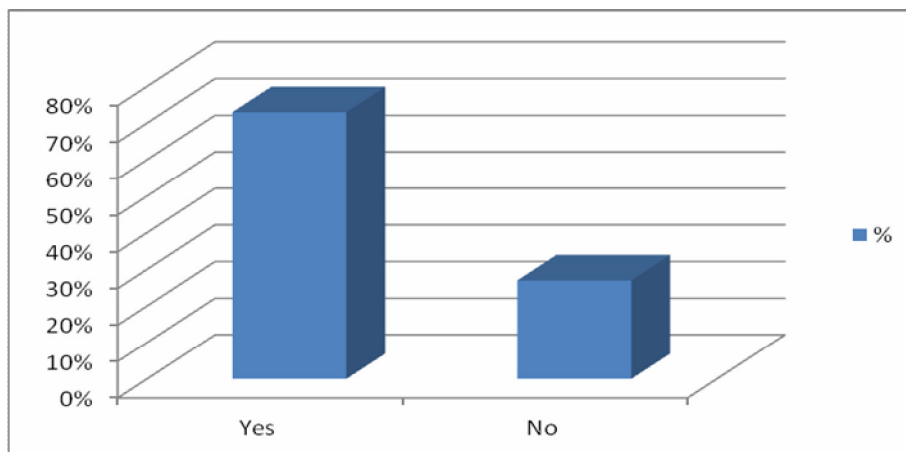


Figure 15: Students' parents encouragement in reading.

This question investigates whether parents are encouraging their children to read or not. The results indicate that (73%) of parents guide their children to read, while (27%) are not interested in their children reading at all.

Q5: Do your parents offer you books?

	NB	%
Yes	13	43%
No	17	57%

Table 16: Parents' involvement in their children reading.

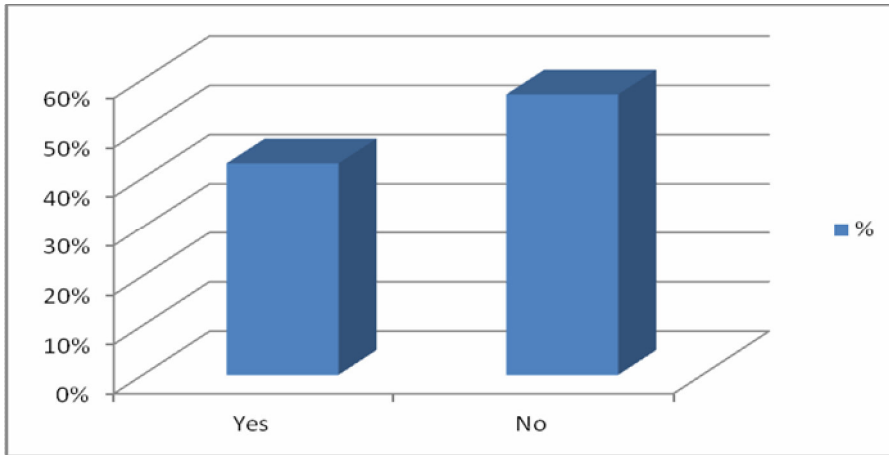


Figure 16: Frequency of parents offering their children books.

The aim from this question is to have an idea about parent s' involve in their children's reading and if they offer them books. The results declared that (43%) of participants declared that their parents offer them books but more than half (57%) do not offer them books.

Q6: Do you have a library at home?

	NB	%
Yes	12	40%
No	18	60%

Table 17: Students have a library at home.

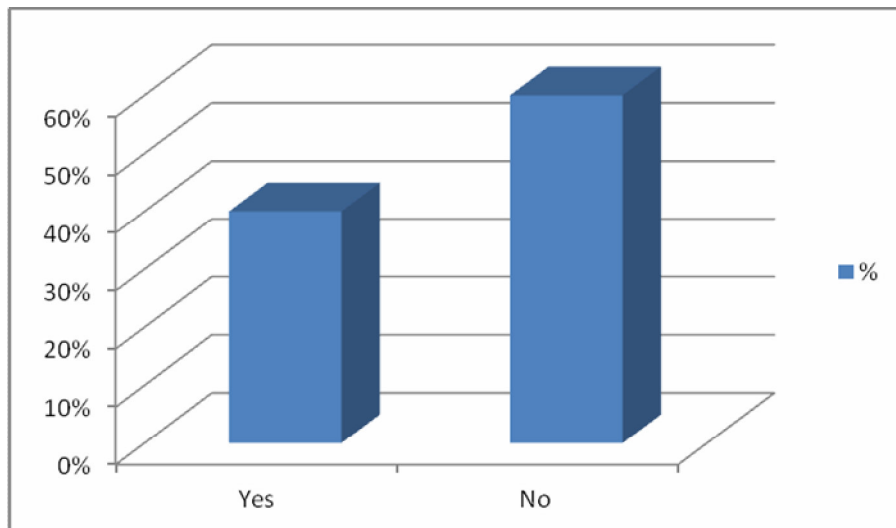


Figure 17: Students' own a library at home.

The goal from this question is to know if students have a library at home and any contact with the print or not. The majority of respondents (60%) declared that they do not have a library at home while (40%) of participants they have it.

Q7: If 'YES', how often do you use it?

You use it :	NB	%
Always	02	07%
Sometimes	10	33%
Never	00	0%

Table 18: Students' use of library.

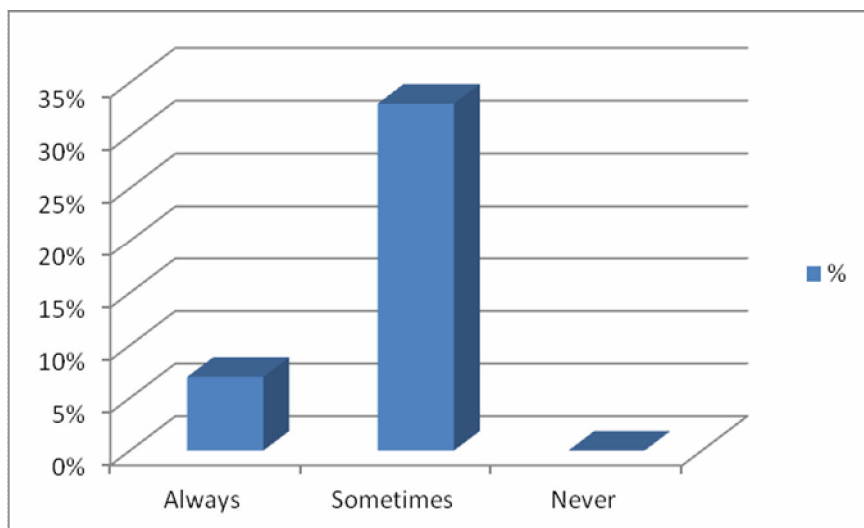


Figure n°18: The use of library by students.

Since the respondents in the previous question declared that they have a library, the aim in this question is to know if they use it or not and how often they use it. The results in the table above sustain that the respondent of the reading one (33%) use the library just sometimes and few of them (7%) depict that they use it for always.

Q8: Have you ever been initiated to read a book?

	NB	%
Yes	08	27%
No	22	73%

Table 19: Student starting reading.

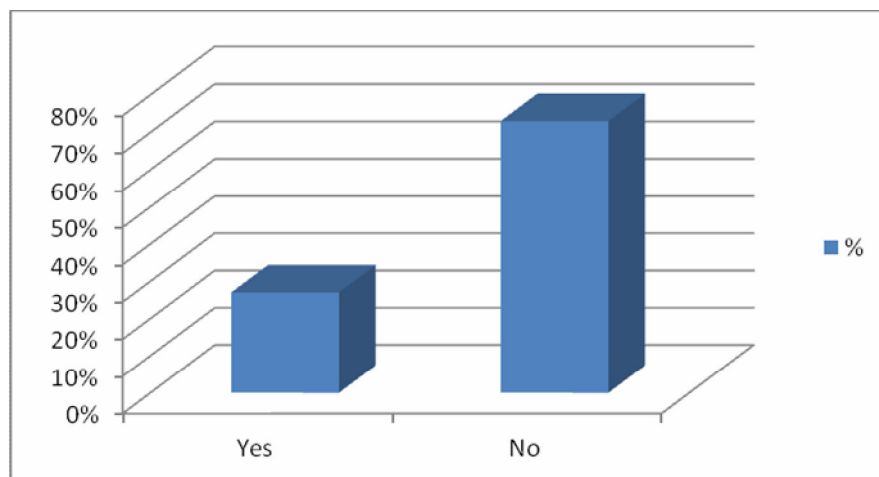


Figure 19: Students' starts reading.

The purpose of this question is to know if students had started reading in an early age or not. The results reveals that (27%) of the respondents declared they started reading in their primary schools whereas, (73%) of the respondent answers with :No ~ and we were really surprised with this results.

Q9: Did you have a library in your primary school?

	NB	%
Yes	13	43%
No	17	57%

Table 20: Students' schools have a library.

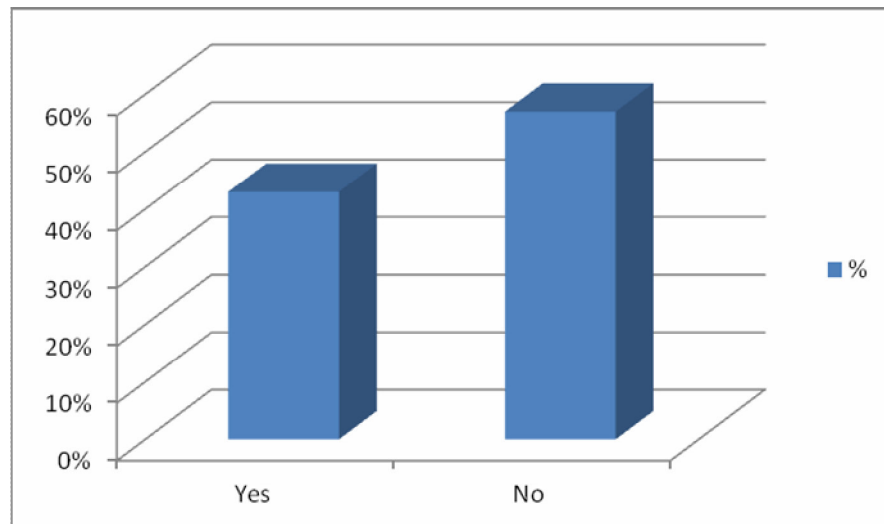


Figure 20: Students' owning of library in their schools.

The purpose from this question is to know whether schools are interested in enhancing reading to their students or not. The results show that (43%) of participants declared that they have a library and (57%) reported that they have no libraries in their primary schools. All this shows that reading is underestimated by our primary schools and our childhood.

Q10: Do you prefer to read a novel or watch it on T.V?

Do you prefer to :	NB	%
Read a novel	10	33%
Watch it on T.V	18	60%
Both	02	7%

Table 21: The preference of the novel to watch or read.

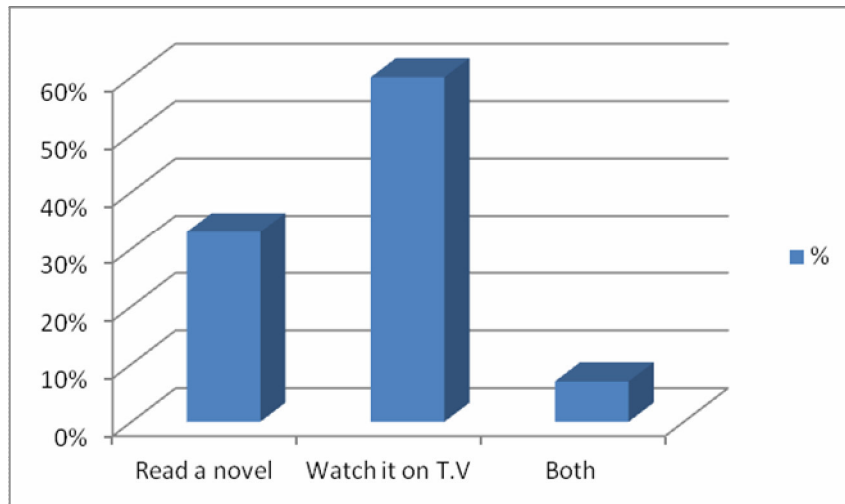


Figure 21: The preference of students over books.

This question aims to pick out students' preferences as far as reading books, and watching it on T.V versions. The respondents' answers clearly reveal that (60%) of them prefer to watch it on T.V while (33%). They declared that taking a book and reading it is better than watching it, whereas (7%) of respondents they do prefer them both (where they choose it themselves).

Q11: If to watch it on T.V, Why?

Why?	NB	%
Events are more real on T.V than in a novel	9	30%
It is more interesting to see animated images than reading texts	7	23%
Images are more expressive than words	6	20%

Table 22: Students' justification.

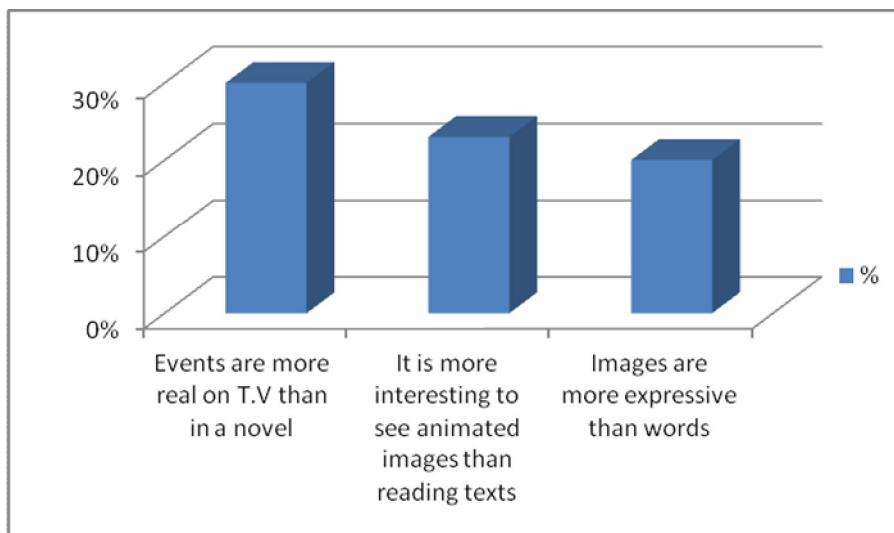


Figure 22: Students' justifications.

The respondent's answers to this open question 'Why' are reported in the table above. The results opted that (30%) of participants think that events are more real T.V than in a novel and 23% believe that it is interesting to see animated images than reading texts. While 20% see that images are more expressive than words.

Q12: How do you think parent can help their children to read?

This open question aims to know the students' suggestion about the role of parents and how they can help their children to read. The first thing we had observed was that most of the students were reluctant to answer this open question. While others have generally expressed that, for them, parents should first buy and offer their children different kind of books which are enjoyable and fit their ages without forcing them to read and encourage them at an early age in order to like it and not neglect it. Also, advise them to read and make it as a habit. In addition to that, they agree that parents should motivate their children to read by giving those books as prizes. The last point they declared is that parents should tell them how reading is important and help them by reading for them stories in their childhood in order to develop the reading habit.

Q13: In your opinion, what are the causes behind students' lack of reading?

The goal from this question is to know the respondents' opinion about the causes that may lead to the students' lack of reading. For this question, the majority of respondents acknowledge and confirm that the major reason behind the lack of reading is that this generation does not like reading because of the new technologies such as Internet and T.V, means the impact of Internet, chat, Facebook, and that lead to neglect books. The students use the internet to check what they need rather than reading books in order to gain time. Others, said that students are not patient to read especially long stories, they are satisfied only by reading the summary because it takes less time. Besides, they feel bored when reading, they prefer to chat and listen to music rather than reading whereas others prefer to spend most of their time watching T.V. Another reason was suggested by students is that motivation; there is no motivation that can motivate them and lead them to read. Also, there is the lack of interesting. They do not care about reading at all, they read just when they are obliged. The lack of comprehension, lack of libraries also are considered as reason behind the lack of reading. Finally, students do not have enough time to take a book and read because of their academic studies and the huge work they have. So, they consider all this as causes behind students' lack of reading.

Discussion

In this section, it is clear that the students do not read because of so many facts that we are going to mention:

First, the lack of patience, because most of them do not have enough time to have a book and read it all. Also, reading is considered as time consuming activity; because of the other activities that they are imposed by their academic studies. Whereas others they reported that they have enough time but, they spend most of it in watching T.V.

They added that even they are attracted by a certain book they will satisfied just with reading the sum up .Since the summary is short so that they will gain more time to have the general idea about the book rather than read it all and this what lead to the lack of concentration and the time are of course related to the lack of patience.

Secondly, the lack of motivation and the non-existence of any kind of motives from the environment which have a great role in the students' reading. In addition to that students have no modeled that motivate them to read and to follow.

This confirms what was believed that such parents who are away from the print; even if they encourage their children to read it's not enough if they did not read, because the children follow what their parents do even though they have library at home.

Third, they are not interested in reading, they do not care about reading at all. They read just when their teachers ask them for reading; means when they are preached for that.

Fourth, the impact of media on students, specifically T.V . It is discovered that it occupies a wide place in the students' lives. They are attracted more by watching TV and this appears clearly when they prefer to watch a novel in the TV rather than reading it because for them the images are more expressive than words.

Fifth, the lack of libraries in their primary schools; they are not initiated with reading in their primary school because of the non-availability of materials. It is discovered that students experienced the reading in their reading sessions in the

primary school. Unfortunately, the majority of our schools do not have libraries this leads to the lack of reading.

Conclusion

In this chapter we have conducted the analyses of the questionnaire that we have done with the students of second year LMD.

The results obtained from the analysis of the students' questionnaire, actually confirm most of the key points and claims what has been hypothesized to conduct this work.

The results of the questionnaire show that the overwhelming majority of second year (2nd) English department students lack much more reading, and they have difficulties in this process. Most of them gave negative responses, may be because of the lack of instruction or the misuse of the strategies.

We deduced that students are aware of the importance of this process 'reading', but they face some difficulties such as the lack of patient; no time and the none availability of the libraries in order to be motivated. Also, they add the impact of T.V and chat rooms etc.

Generally, we conclude that the greatest obstacle for good reading is the impact of new technologies and the lack of motivation. Whatever the effect of reading is, it is short circuited if it is surrounded by the new media, lack of motivation, and neglects from schools.

Suggestions and recommendations

The results of the investigation are in the direction of our hypothesis as participants demonstrated that the lack of reading is caused by so many factors. So, on this section we are going to give some suggestions in order to solve this problem.

Parents

- We should focus more on the role of parents because they are the first models that children follow in their life.
- If the child find you reading , instead of being glued to television he/she may imitate you .
- They are responsible for the way of getting the information of their children so they should available books for them in order to increase the curiosity of reading to them.
- Parents should help their children and interact with them in order to know their weakness in their study; controlling television viewing.
- Create a learning environment by visiting a library from time to time, and offering them books as praises or gifts.

Schools

- Homes and schools should be surrounded with libraries, because when students see that the environment where he live bounded and are interested in reading and books he will do.
- Help students to develop pleasant and positive attitudes towards reading.
- In schools, teachers have make reading an enjoyable task for his student's different kind of books.
- Students may have different reading abilities. Teachers should speak to their first language teachers to find out how they grade in reading comprehension; students who are not effective readers in their first language will need additional practice in reading strategies in their second language.

- More libraries facilities need to be incorporated in all primary schools.
- Teachers need to appropriate the importance of reading, this offers them the opportunity to motivate and encourage students to read widely.
- Student today are affected with the new technologies, the development is not bad in the same time not good for those who use it for the useless things.
- Students have to be motivated by their teachers and guide them to know new stories in order to not be bored especially when they read same story every time.

General Introduction

As reading literacy is a skill, which is the ground of almost all processes of learning and is necessary for students not only to acquire languages and study literature, but also to learn other subjects. The learning of skills is the basis of education. The capacity to read is truly wondrous human capacity. Just the fact that over a billion human brains distributed around the world can read to learn or can learn to read. So, we can define reading skill as an interact process between the reader, interacting dynamically, and the text. Besides, because reading gives access to knowledge, it is an essential skill in learning any subject matter. Like any other human learning endeavor, reading has an affective dimension that has rarely been investigated until recently. Some studies have started to consider reading with the idea that the reading process and outcomes may be influenced by factors related to readers' feelings, beliefs and other internal features.

This study sheds light and investigates the causes behind the student's lack of reading. It is important to analyze this problem not only as school issue but as an issue in society, and identify the status of our students in relation to reading. In addition to that, the obstacles they face to enhance the ability to read. Also to know why they are not interested in this skill, but just when they are obliged to. In order to have an overall idea and conditions that causes students lack of reading. We state that the lack of motivation in academic setting and new technologies in real life of learners are the main causes behind critical situation for our learners.

Statement of the problem

Reading is by far the most famous skill that plays a big role in improving reader's language especially in foreign language setting. But unfortunately, it is clear that reading skill is characterized by a total ignorance and this is due to the fact that our students meet a lot of obstacles. The current study seeks to show the causes that may be at the origin of the lack of reading among second year students at the University of Biskra at the English Department.

Significance of the study

This topic has been researched by many studies. But we insist to do it to ensure and show its importance in the learning process, since reading affects the whole three left skills (writing, speaking, and listening).Moreover, our investigation can help the other next

researchers in defining the status of our students in relation to reading and what obstacles leading them to be far from the print .

Aim of the study

Because the study of lack of reading is crucial, this paper intended to review the main causes behind students' lack of reading. Thus, we are going to have general pictures of the conditions that cause our students to be away from reading.

Research questions

This research endeavor to ensure these questions:

- 1) What causes students lack of reading?
- 2) Does motivation affect our students' lack of reading?
- 3) Do new technologies have an impact on students?
- 4) What is the role of parents and primary schools in improving the learners' reading ?

Hypotheses

Since the aim of the current study is to identify and analyze some causes that might be the main problem in the lack of reading, we hypothesize that the Lack of reading is caused by some causes.

Methodology

Since the main intent of this study is to identify and analyse some causes behind students lack of reading. We opt for the descriptive method of research, which is concerned with describing the nature of condition of current situation to throw light on the study that we are conducting. The most important data gathering tools are interviews, observations, and questionnaires. We will use questionnaires in order to analyse for students :attitudes towards their lack of reading as far as the subject is concerned.

Population

The questionnaire is done with students of English department, second year LMD at Biskra University. From the whole number of students 542 we have chosen randomly a number of 30 students as sample from different background and abilities.

Structure of the study

This humble work is divided into two main parts; the first part is the theoretical part. This part includes two chapters. In the first chapter we have talked about the reading skill. We define the reading as skill, its important and the purpose of reading. Also, we have tackled with the reading and its relationship with the other skill (listening and writing). Besides to that we conducts reading strategies.

In the second chapter we have seen in depth the causes behind the lack of reading; the lack of motivation and the new technologies such as Internet and Television. Also, the role that primary schools play in improving students reading skill.

The second part is concerned with the field work, in which we have investigated the reasons behind the lack of reading using the questionnaire that are submitted for the students of second year LMD.

Chapter One: Reading

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Introduction

Reading is unique in its use of the eye and brain. It is an intellectual feat that entails many intricate process and skills. In this scope, Smith (1985: 99-102) points out that reading exceeds linking sounds with letters to extracting meaning from the print. So, due to its importance for the students and teachers want to develop it for his students. `Reading may be regarded as a necessary pre-condition for any writing task, since the writer must be aware of the structure of a particular type of writing before he can produce it_ (Kennedy & Bolitho, 1985: 85). Also reading improves the productive skill of writing. It can help learners to improve their writing skills. David Williams (1990:19-20) states that `the theme of the reading passage can be reflected in activities in listening comprehension, speaking and writing in the same instructional unit_. In this chapter we are going to conduct with the reading skill and its importance, specially its relation with the other skills listening, and writing .Since reading is a complex process made up of several interlocking skills and processes, so we are going to throw light on this skill more and more to ensure its importance.

1- Reading

1.1- Definition of reading

Reading is a process of interaction between the text and the readers; the reader interacts with the text to create meaning as the reader's mental process interact with each other at different levels .For example, lexical and syntactic to make the text meaningful. Indeed, the ultimate goal of reader is to make sense of what is being to read. In this context, Alderson conceives reading as:

An interaction between the reader and a text, a process which looking at the print, decoding the marks on the pages; what they mean and how they related to each other and also thinking what the reader is reading . (Alderson , 2000:3)

In addition to that, the reading skill makes the reader more knowledgeable and it improves there database. Also, it can help them to think and keep their mental faculties engaged and to construct a mental representation of text. Here we can say that reading is a complex system of deriving meaning from the print that requires the following:

- The skills and knowledge to understand how phonemes or speech sounds are connected to print
- The ability to decode unfamiliar words ,
- The ability to read fluently ,
- Sufficient background information and vocabulary to foster reading comprehension
- The development and maintenance of motivation to read.

Reading defines students' academic achievements commitment to lifelong learning engagement in research, intellectual growth, self-esteem, and motivation. So, reading is not an additional skill that can be ignored at the teacher's desire.

1.2- Purpose in Reading

It is quite clear that when we read articles, a sign, a warning, or ads, our motives and aims are different in a way or another, from when we read a poem, short story or a piece of prose. Harmer (2001:200) points out that : "one type of reading and listening , in other words, takes place because we have some kind of reading and listening take place largely for pleasures ". Harmer (ibid) considers two main reasons for reading:

- 1) Instrumental reasons imply in reading with a clear aim in the mind of the reader we generally read a notice to get the time of the departure of a bus , to know how to carry out a procedure , we read a sign to know to get to a place . This kind of reading happens when we have a utilitarian or instrumental purpose of mind.
- 2) Pleasurable reasons: on the other hand imply a reading for entertainment or pleasure. People usually read magazine , puzzles , poetry and illustrated cartoons just for leisure and distraction

In other words, teachers usually assign pleasurable texts not just for the sake of pleasure, but for utilitarian purpose such as getting cultural insights of community, studying rhetorical devices or discussing figurative knowledge. Even when we read for pleasure, our aim is to use the material; otherwise, the act of reading would not be profitable. In this scope, De Leeuw (1965:13) notes: "if the reader becomes passive, he is inclined to mistake or ignore his purpose. Lack of purpose is a great waste of capacity ".

1.3-Types of reading

Several types of reading may occur in a language classroom. One way, in which this may be categorized, as suggested by Brown (1989) can be outlined as follows:

Silent Reading :

- 1) Intensive Reading
- 2) Extensive Reading

Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an *end* in itself. Extensive reading on the other hand, involves

reading of large quantities of material, directly and fluently. It is treated as a *means* to an end. It may include reading simply for pleasure or reading technical, scientific or professional material.

1.3.1-Intensive Reading

Intensive reading sometimes called 'Narrow Reading', may involve students' reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of 'Narrow Reading' on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

An early definition of intensive reading states that it is 'to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains' (Palmer 1921/1924, in Day and Bamford, 1998:5). However, most classroom instructors would define intensive reading more broadly, as did Aebersold and Field (1997:45): 'each text is read carefully and thoroughly for maximum comprehension. Teachers provide directions and help before, sometimes during, and after reading.'

1.3.2-Extensive Reading

Generally speaking to read extensively means to read widely and in quantity. In the context of foreign language teaching, applied linguistics such as Palmer (1968) gave extensive reading a special meaning. Palmer chooses the term in a way to distinguish it from intensive reading. If intensive reading refers to careful reading of shorter text with the goal of complete and detailed understanding. In contrast, extensive reading is associated with a large amount with the aim of getting over all understanding, extracting meaning mainly experiencing reading as a sustained and pleasurable task.

Hedge (2000:202) suggested five fundamental characteristics for extensive reading programs. 1) reading a large amount (quantities) of materials, 2) reading consistently over time on a frequent and regular basis. 3) reading longer texts of different types. 4) reading for general meaning, 5) reading longer texts during class time as well as engaging in

individual and independent reading at home ideally of self- selected material . Hedge believes that through extensive reading programs, learners can gain substantial reading practices and develop a task for foreign languages learners, the thing which would make them independent fluent reader. In addition, extensive reading increase imminently the learner's exposure to the target language as Hafiz and Tudor (1989.5) argue:

The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 materials will, in the long run, produce a beneficial effect on the learner's command of the L2 .

This also shows that extensive reading has very substantial benefits; it can contribute greatly in increasing acquisition and manipulation of the target language.

1.4- Importance of reading

The importance of reading is difficult to express in words but can be experienced by people from all walks of life. Although one can read at any age, we have seen that it is much easier to begin at a young age and develop a love and passion for reading rather than forcing oneself to indulge in this at a later age in life. Reading has a host of benefits ; tangible and intangible and should in fact became a habit as common as bathing or eating: 1) Reading is a very active state exercise for your mind as opposed to watching TV or listening to a music . Reading forces your brain cells to engage in activity as you paint a vivid image in your mind about the story that you are reading , your brain is also a muscle which must be worked on a regular basis as this will keep your mental faculties constantly engaged and thus keep you sharp and smarter .

2) If you are regular readers, you are bound to come across the work of various authors and will be exposed to several different literary styles. You will keep on learning new words, phrases, idioms, and learn to use them in different ways as well.

3) Reading does make you knowledgeable. The more you read the diverse books you read each time you are adding valuable pieces of knowledge to your mental database. Everyone knows how important it is to be knowledgeable to succeed in any area of life that you choose it will perhaps be less surprising to learn that the most successful people in many walks of life would be the persons who are the most well-read.

4) Reading develops creativity? It's the ability to identify unusual or novel connections to a given set of facts. Creativity requires the individual to be knowledgeable in several areas to be able to make these connections. Creative individuals are generally masters in their area of expertise and very good readers and thus knowledgeable about several different aspects. This constant reading and ability to think out of the box helps them to see patterns, novel connections or new solutions where others are not able to relate.

1.5- Flexibility in reading

Readers tend to read everything in the same speed, in which causes them to waste time and energy. This is clearly expressed by De Leeuw (1965:13) when he notes: 'Readers in general are seen to become subdued by the printed word and are not clearly flexible enough in their speed, whatever their knowledge of the subject or the difficulty of the material, this inflexibility wastes capacity _.

For Carrel, et al. (2002, 234), reading for learning new information requires a full and detailed understanding from the reader's part. The reader sometimes skips many pages when he gets bored. Getting information from manual. On the other hand, involves some forms of scanning for specific information or skimming to have a broad idea of its content. As we read for different purposes, we change our reading speed according to specific reading process. According to Carver (1990; in Carver, 2000:24-25) there are five distinct reading processes:

Scanning: or searching in text for specific words

Skimming: it involves semantic encoding as well as lexical access; not only are words recognized but their meaning within the sentence is determined.

Normal, ordinary reading or reading: It involves sentences integration in addition to lexical access and semantic encoding ; that is to say meaning of individuals words in a sentence are assembled into a complete thought which is then related to previously constructed text meaning .

Reading to learn: the reader not only constructs the text meaning, but also the understood information is needs to be remembered.

Reading to memorize: In addition to constructing meaningful representation of a text, the reader has the added goal of being able to recall the information accurately.

1.6- Models of Reading

Models of reading process are models of an ideal reader reading a text. They can tell us about how such a reader do during the process, knowing how good readers do when reading actually can help teachers to develop a clearer conception about the need and requirements in class room.

Before we start in discussing the different types of the models of reading, we need first to know what does the concept of model means. Model is considered by Davies (1995:57) as: `a formalized usually visually represented theory of what goes in the eye and the mind when readers are comprehending (or miscomprehending) text. _It refers to what happens on the level of perception by the eyes and analyze by the brain during the process of reading.

Reading models are just frameworks about which the aspects of reading are most important; they simply differ in the emphasis each model makes on particular aspects and their role in the process of reading. Reading models are bottom-up model, top-down model, and interactive model.

1.6.1-Bottom-up model

In this model the reader is accepted to reconstruct the writer's messages in serial way: from letters to sounds, to words, than the meaning. Alderson (2000:16) points out that:

Bottom-up approaches are serial models, where the reader begins the print word, recognizes graphics stimuli, decodes them to sounds, recognize words and decodes meaning.

This means that the reader decodes separate linguistics unites, phonemes, and words then building lexical meaning .Stanovich (1980; in Samuels and Kamil;2002:212) states that bottom-up models tend to describe information flow in the form of distinct stages; that

transform the input and passes it to the next stage without any feedback or possibly of later stages of the process to influence earlier stages. Though the main weakness of the bottom-up model is that it concentrate on the recognition of letters, words and ignore understanding the written text.

From what has been said above we admit that the bottom-up model processes are essential in the prerequisites for reading.

1.6.2- Top-Down Model

The top-down models have been developed within the framework of psycholinguistics. In fact , this model focus on readers' reliance on existing syntactic and semantic knowledge structure, so that reliance on grapho-phonics can be minimized (Samuels and Kamil cit:186). Besides , in this model the reader interact with text and constructing meaning of the text , combining information developed from the text and his knowledge or schemata which accounts for the acquisition of knowledge and interpretation of the text through the activity of information stored in the brain of the reader.

This model has been influenced in both L1 and L2 teaching methodology, especially in supporting the importance of prediction, guessing, and reading for general meaning with taking the letters and words into consideration. Although, it has noticed some weaknesses: one of them is the failure of its application in L2 contexts (Davies: 62). In addition to that, readers may have little knowledge about the topic of the text. So, they cannot generate hypothesis (Samuels and kamil, 2002:212). From all this we had value the role of readers being quite active from a top-down model's point of view.

1.6.3-Interactive Model

Many theorist claims that the process of reading is an interaction between bottom-up and top-down processes. Alderson (2000:18) states that:

The fact ,however, neither the bottom -up nor the top-down approach is an adequate characterization of the reading process as more adequate models are known as interactive models in which every component in the

reading process can interact with any other components ,
be it higher up or lower down.

For Rumelhart (1977:573), reading should be regarded as a simultaneously
`Perceptual_ and `cognitive_ process, and insists on the fact that interaction between the
diverse sources of information is needed for the reader to achieve successful
comprehension.

2- Reading and Other Skills

The aims of a language-teaching course are often defined with reference to four skills
(listening, speaking, reading and writing) where the individuals are expected to understand
the language they are learning .Since the language is considered as the means of
communication none of these four skills should be neglected. However, its importance
becomes meaningless when it is separated from the skills. David Williams (1990:19-20) on
his turn declared that an investigation showing the interrelation of the four skills in general
and the reading one in particular. He state that `the theme of reading passage can be
reflected in activities in listening comprehension, speaking and writing in the same
instructional unit_.

2.1-Reading Skills and Writing Skills

“There is creative reading as well as creative writing”

Of all areas of studying and learning, the most challenging is writing. The reason
why writing is especially demanding is that it forces a very deep and powerful type of
learning to take place. When making the effort to use the ideas of the subject that you are
studying and saying something for yourself, then it may be said that you are learning. The
ideas only become a functioning part of your thought processes when you can call on them
in expressing yourself to other people.

Through reading L2 learners have the opportunity to be exposed to well -organized
and well -written piece of writing schemata (Duran, 1999).Reading may be regarded as a
necessary precondition for any writing task , since the writer must be aware of the structure
of a particular type of writing before he can product it (Kennedy and Bolitho , 1985.85).
According to Millward. C. M and Marry, H `for such readers, writing has become a form of
language virtually independent of speech .There is even psychological evidence that
writing is more than simply a secondary form of speech_.

So that, it can be said that reading and writing are two of the most essential academic and life skills which have a very close relationship. Reading offers the key to all kind of knowledge; it's one of the best ways that writers research and look for information on their topics. The fact is that, reading not only gives the writer the ideas and thoughts he or she will need to support his opinion. Also, reading helps the writer to develop his writing skills. In addition to that, reading helps us to increase our vocabulary; it exposes us to many words and phrases that we use in writing our own essays.

Thomas claims that 'a significant relationship exists between writing and achievement and the amount and variety of reading experiences. (Thomas:1976; in Flippo and Caverly 2000:15). Reading about your topic will give you ideas that you may not discover by yourself, with that knowledge you have obtained you are able to act better. Also through reading you are able to come up with appropriate ideas and examples that are interesting to your reading audience. Try and make reading your habit and improve your writing skills in no long time, then you write and put on all the ideas you have learnt in work. Finally, you can improve well your writing skills by putting all the ideas that you have read in practice.

Celce-Murcia (2001:224-5) argues:

At the very least , readings provide models of what English language texts look like, and even if no used for the purpose if imitation, they provide input that help students develop awareness of EFL prose style.

Writing and reading relationship is mainly based on communication in that when a writer writes, he is communicating his thoughts, ideas , opinions through this overage. So, the writer needs to make sure that this message is clear and understood by the reader. Hence, to develop a communicative skill, one needs both writing and reading abilities. Moreover, both reading and writing are essential tools to build the forms and functions of language. That is to say, students need to clearly understand the functions of the two modes in order to develop their level in the learned language.

The two skills are complementary and similar process in that they include similar cognitive processes that are involved in making meaning. Both reading and writing include generating ideas, planning, drafting and revising. From another perspective reading is an important tool to evaluate the written production, in this type of reading the writer reads his text critically. So that, he detects his problems in grammar,

vocabulary choice, structures ũ etc. Weigle (2002:27) argues that reading for evaluation purposes is the first type of Hayes reading types, in which the writer read his text critically to discover his mistakes and improve his language. So, the writer here needs to be skilled in reading.

2.2- Reading Skills and Listening Skills

Listening is a communication skill that facilitates understanding, comprehension, and compassion between people. This can show how this skill is important; it is important especially in the classroom where the teacher practices the listening with his students. Also, in building a cooperative classroom where the students learn how to communicate their thoughts and feeling to each other, solve problems between each other.

The process of reading comprehension and listening comprehension is interlinked with respect to grasping details, main ideas, and implied meanings and recognizing the point of view of the passage being communicated and its purpose. Anderson and Tony Lynch argue that: 'The traditional view of the relative difficulty of the two activities for the native speakers that listening and oral skills are under normal circumstances successfully mastered in the pre-school years, before reading instruction begins_. She assumes that, if the learner listened for example, to simple story in his first reading book, he would have no difficulty to understand it. In addition to that, they state that listening is not something that we master, once and for all, early or in life .So, it may continue to develop over a much longer period than was traditionally believed.

Listening skills would be advisable and beneficial, for both own sake, and also as support to reading skill development. The same closely relationship between reading and listening skills has been observed in groups of relatively your L1 readers receiving remedial teaching and in case of bilinguals. As far as, L2 reading and listening relationship is concerned, the evidence is less clear- cut. Brown and Hayes (1985) found that the relationship hold in general, but that one subgroup of the L2 learners they tested ũ tended to perform better at reading than listening.

Although we know less about L2 listening and reading relationship, the general pattern seems to be that there is an essential underlying skill of language processing [ũ].Developing effective listening skills could well lead not only to improved listening

but also to better reading for foreign learners as well as for native speakers. Anderson and Lynch (1988:20)

3- Reading Strategies

Studies on reading strategies are thus based on the assumption that the individual's characteristics of readers may have a big influence on reading performance. There is a disagreement in defining the term reading strategy among many researchers.

3.1-Definition

Most definitions of strategy see it as conscious response to local problems in a text. Urquhart and Weir (1998:95) define strategies as 'ways of getting round difficulties encountered while reading'. Another view sees strategies as means to facilitate comprehension. Such view is held by such writers as Pritchard (1990:275) who defines a strategy as 'a deliberate action that readers take voluntarily to develop an understanding of what they read. While Davies (1995:50) who refer to strategy as 'a physical or mental action used consciously with the intention of facilitating text comprehension and/or learning'. Singhal (2001:1) combines in her definition the above views. She refers to reading strategies as process set by learners to enhance reading and overcome comprehension failure.

By investigating the above defining we notice lack of agreement between researchers concerning automaticity of strategies, level of consciousness and the role they are allowed to play in the process of reading. So, here the term reading strategy refers to the operations or actions that are deliberately employed by readers to accomplish the reading task and enhance learning.

3.2- Types of Reading Strategies

Different reading strategies can be used for the different purposes and in which promote comprehension. Conventionally strategies are used taxonomically organized according to whether they are applied before, during, or after reading. They are more commonly referred to as pre-reading, while reading, and post-reading.

According to Paris et al (1991:611), the classification of strategies may have two purposes: it provides a frame work to review a wide variety of cognitive strategies that aids

comprehension, and it calls attention to the successive choices that readers make as they engage a text.

3.2.1- Pre-Reading

Students can use many strategies before they read, like: previewing the material by skimming the text and making predictions.

3.2.1.1- Prediction

In our life we may predict things almost by chance (make random predictions) and may be realized, but they cannot regard as predictions in the real sense of the term, because they required evidence. Psychologically, prediction considered as a mental activity in which the brain decide to make decisions.

Good readers make use of various reading strategies that could reflect a meaningful, intentional and adaptable process to enhance their reading performance. In this strategy the reader will ask himself this question: what will come next, and then he will start to guess.

3.2.1.2- Previewing

Rather than starting from the beginning till the end, the students need to preview the text first. Previewing means that looking over a text quickly before reading it. It is a pre-reading activity. It includes such steps as reading the title; titles normally have special characteristics such as being brief ,clear, and often revealing of the topic student's use in order to decide whether it is worth to read a particular materials (text, book) or not.

The difficulties one may face with pre-reading strategies, however, are that they:

- 1- Are difficult to execute spontaneously, either because students do not realize their value or avoid them because they consider them to be unnecessary or time consuming and,
- 2- Depend on the readers' knowledge about the text.

3.2.2- While-Reading

3.2.2.1- Self Questioning : This strategy is considered to be a "characteristic of good reading when it promotes cognitive processes such as inference, monitoring understanding and attending to structure" (Urquhart and Weir, 1998: 186).

3.2.2.2- Identifying Main Ideas: In order to find out main ideas readers need to understand what they have read, judge the importance of the information and consolidate information clearly.

3.2.2.3- Making Inferences: Inferring is another strategy which has received attention of many current researchers. It "refers to the reader coming to conclusion that are not explicitly stated in the text, but for which the text provides evidence" (Williams and Moran, 1989: 224). The schemata provided by prior knowledge help the reader to make inferences while reading; although, inferential comprehension is assumed to be automatic learnt through practice.

3.2.3- Post Reading

Post-reading strategies may involve the repeated use of pre-reading and while-reading Strategies "because strategic readers revise their understanding recursively" (Paris et al., 1991: 614); however, there are some strategies which can be applied only after the whole text has been read. These strategies may involve summarizing and evaluation and personal response.

Conclusion

No matter of how reading is being defined and whatever definitions are attributed to it if all of them agree on the fact that reading is meaningless without comprehension and that understanding is the essence in reading . Also, it cannot be assumed that the other skills (writing, speaking, and listening) can be developed out of the reading skill. Reading is a complex skill which must be taught to be acquired .So that, as far its importance, reading, we should not ignore this skill. All in all, four language skills are rarely used alone in everyday life and this is what is proved in this chapter.

Chapter Two

The main Causes behind Students' Lack of Reading

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Introduction

Nowadays students face so many difficulties in their learning, especially in their reading process. One of these difficulties is the lack of reading; the reasons that let them be away from the print. In this chapter we are going to deal with some of these causes that we had proposed as they are the main reasons behind students' lack of reading. First of all, we tackled the lack of motivation and we are going to discuss in details the concept of motivation and its relation with reading and the motivational construct. Besides, we are going to link motivation with the reading skill. Also, we shed light on the reading skill, the engaged reader and the reading engagement. In addition to that, we even described the impact of some new technologies such as internet and television on students' reading. Moreover, we are going to identify the role of parents in improving their children reading. Finally, we take into consideration the role that primary schools play to enhance their students' reading process.

1-Lack of motivation

1.1-Definition of Motivation

Human beings spend most of their time during the day engaged in actions. They drive cars, have vacations, play, sing, read, sport, and so on. This led us to this question: Why do we do what we do? This is a great question associated with the subject of motivation.

The definitions of motivation are numerous and diverse. So, Motivation is a general term used in different fields, but in education, it is virtually related to the psychology of learners in terms of personal, motivation is said to be an internal process which takes place in the mind and which helps to satisfy our needs. As Brown points out that the cognitive view of motivation includes factors such as the need for exploration, activity stimulation, new knowledge, and ego enhancement (Brown 2000:160-166 cited in Jeremy Harmer). Many psychologists have been interested in language attitudes and language learning and have carried out several studies in the field. One of the most influential psychologists who have continued this line of inquiry Gardner, argues that 'motivation refers to the combination of desire and effort made to achieve a goal; it links the individual's rationale for any activity such as language learning with a range of behaviors and degree of effort employed in achieving goals'. (Gardner, 1985; in McGroarty, 1996:5).

Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert. (Keller, 1983: 89, cited in Crookes & Schmitt, 1990:481). Motivation can also be defined as a feeling of curiosity within learners, which becomes a need or desire to engage in a given task in order to achieve a goal. Moreover, motivation is not only a psychological factor that influences the language teaching; it is probably the most important element in the whole process of learning a foreign language. It has a great role in reading process.

Williams and Burden (1997:120) cited in Jeremy Harmer suggest that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and or physical effort so that person can achieve some previously set goals. They want to say that the strength of that

motivation will depend on how much value the individual places on outcome he /she wishes to achieve.

Many teachers state the lack of motivation as the origin of the problems they face in the learning environment (Edmunds & Bauserman, 2006 cited in Hakan ÜLPER^a). However, teachers define lack of reading motivation as the fundamental problem that they face with regarding mere reading concern (Gambrell, Palmer, Codling, & Mazzoni, 1996 cited in Hakan ÜLPER^a). It is known that reading motivation contributes to students' comprehension what they read and their reaching success at school.

1.2-Reading and Motivation

Most of us read for various reasons , and different purposes , as it is mentioned before , some read for pleasure and others to find information and very few do it just because they like it and desire it . Teachers want to develop and encourage this desire and love on their learners because students are going to understand the reading passage , they focus on meaning and avoid destruction .Motivation is often cited as an important factor in students' becoming proficient readers. For students who don't master reading skills at an early time, reading may become a painful experience. As a result, they may pass up opportunities for practice, putting themselves even further behind successful, motivated readers, who may read as much as three times more on their own time (Wigfield & Guthrie, 1997; Powell-Brown, 2006).Most often, teachers believe that motivation for reading can be achieved through choosing texts and activity that arouse students' interest in reading. Guthrie and Wigfield (2000:405) propose that `reading motivation is the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading_. According to this definition, we would like to say that motivation is made up of putting together the different aspect of motivation and also is the kind of agency the one have over it since they can organize, manage and direct their motivation to read according to their needs and believes. (Wigfield & Tonks, 2004).

The reading skill may be communicatively and efficiently exercised through one or more of the other skills in order to enhance the motivation of the students and lower the hindrance of the control of the class during the lesson time. As readers,

students will exchange ideas with each others and many of them are intrinsically motivated to read for both knowledge and enjoyment they are referred to us as 'Engaged readers'.

1.2.1. Definition of an Engaged reader

An engaged reader reads a text not only because he can do it but because he is motivated to do it. He reads for various reasons and he is never satisfied just with summaries. Csikszentmialyi (1991) described engaged reading 'state of total absorption or flow'. The National Institute for Literacy (NIFL) (2003:35) explains that the term is used to refer to individuals who 'tend to enjoy reading and to read more frequently'.

1.3. Motivation and reading engagement

1.3.1. Definition of reading engagement

Reading engagement is crucial for the development of life-long literacy learners. This means that reading engagement is not brief feature in individuals because it increases their abilities to undertake literacy in all sides of their life. Another definition of reading engagement refers to it as 'the extent to which an individual reads to the exclusion of other activities, particularly when faced with other choices' (Kamil, 2003:7).

Reading engagement can be described as the relationships between different aspects of motivation, between individuals and reading materials, and between individuals themselves, in addition to using adequate reading strategies and developing awareness about ideas (Guthrie, Wigfield, & Perencevich, 2004:58); explains that reading engagement refers to the connections that link up altogether the aspects of motivation, exchanges with text, social connection, and strategy use.

Guthrie (2004) states that engaged readers have four main features; they are cognitively competent, motivated, knowledge-driven, and socially interactive. When relating this explanation to the definition of reading engagement in terms of motivation and social interaction, we can identify engaged readers as follows:

Engaged readers are not only motivated and socially
interactive but are also using their background

knowledge to gain new understanding. As this understanding is often hard-won, engaged students are strategic in reading a variety of texts. They employ such strategies as questioning and summarizing to learn from books

(Guthrie, Wigfield and Perencevich, 2004:58).

We can therefore, distinguish the characteristic feature of engagement in reading as social interaction, conceptual knowledge growth, strategy use, and reading motivation. According to Wigfield and Guthrie reading engagement is the integration of motivation as key element in the reading activity. Moreover, some researchers have discussed affective and motivational factors that can influence reading engagement. In the last decade a great deal research on literacy and reading specifically, focused on the cognitive aspects of reading.

1.3.2 .Motivational Constructs

Motivation researchers have proposed and investigated what they consider to be the most important constructs that mediate achievement behavior. So, their general work depends on motivation in general rather than for specific areas. Literacy researchers, however, looked at what engages children and adults in reading. Yet, they had detailed some of motivational constructs that they believe arbitrate the one's achievement behavior .These constructs include:

- 1) Ability and Efficacy belief.
- 2) Achievement goals.
- 3) Intrinsic and Extrinsic motivation.

1.3.2.1. Ability and Efficacy Belief

Ability and self-efficacy refer to perceived capabilities for learning in general or performing actions at designated levels (Bandura 1997 in Kathryn R. Wentzel and Allan Wigfield 2009:35). Researchers have explored its role in various domains including education .Self-efficacy beliefs influenced both student who think of their abilities as active person and the amount of effort they may use to do well or avoid

failure, as an example the learner becomes capable of believing in his own capabilities and this will make him/her move forward. It has been shown to be a powerful influence on individual's motivation, achievement, and self-regulation (Bandura et al 1997 in Kathryn R.W and Allan .Wigfield 2009:36). Self-efficacy is related to what individuals think they can do under specific conditions, and is not related to knowledge, skills and strategies (Bandura, 1997). Ability beliefs are students' evaluation of their competence in different areas. In turn, self-efficacy can be influenced by the outcomes of behaviors for example, goal progress achievement, and by input from the environment such as, feedback from teachers and social comparisons with the peers.

I.3.2.2. Achievement Goals

Motivation is typically defined as that which influences the initiation, direction, magnitude, perseverance, continuation, and quality of goal-directed behavior (Dweck & Elliott, 1983; Maehr & Meyer, 1997). Nowadays, motivation researchers are also very interested in student's achievement goals, which is another construct referring to the purposes students have for achievement. The dimensions presented under this category are described in terms of intrinsic motivation and extrinsic motivation. Intrinsic motivation is connected to task-mastery goals because they refer to the case in which individuals focus on mastering tasks and increasing competence at different tasks (Wigfield & Guthrie, 1997:421), while extrinsic motivation is associated with performance goals as they refer to individuals who seek to maximize favorable evaluations of their ability and minimize negative evaluations of ability (Wigfield & Guthrie, 1997:421). Task-mastery goals (known also as learning goals, mastery goals, or task-involvement. are the goals individuals set to focus on learning what they are taught through tasks (Alderman, 2004; Brophy, 2004). On the other hand, performance (known also as ego-involvement goals) can be seek to favorable evaluations of their competences and minimize negative evaluations of competence. In addition to that, it can be defined as how individuals perceive themselves as skillful achievers because these goals focus on ability and not effort, and the image individuals want to convey about their ability to perform a task in comparison to others (Pintrich, 2003; Alderman, 2004; Brophy, 2004). Achievement goals is less concerned with what individuals are trying to achieve and instead

focuses more on understanding 'why'. For example, why would a student's goal be to get A?

1.3.2.3. Intrinsic Motivation and Extrinsic Motivation

The concepts of intrinsic and extrinsic motivation are used in the fields of education and social psychology. In everyday language, intrinsic motivation is simply another way of saying that people are interested in and enjoy what they are doing. According to the social psychological literature, people are said to be intrinsically motivated when they do an activity for its own sake, not for any extrinsic reward. Extrinsically motivated behaviors are those in which an external controlling factor can be readily identified. If people solve puzzles, play games, or paint pictures for no obvious external reason, they are said to be intrinsically motivated.

Intrinsic Motivation

The construct of intrinsic motivation refers to 'the doing of an activity for its inherent satisfactions rather than for some separable consequence' (Ryan & Deci, 2000:56). Vallerand et al. (1989: 324) claim that intrinsic motivation concerns three main domains. The first consists of the intrinsic motivation for acquiring knowledge. They define it as the feeling of satisfaction and enjoyment individuals get when they undertake an activity in order to acquire or explore new perspectives. The second domain concerned by intrinsic motivation is achievement which they explain intrinsic for achievement that individuals undertake activities for the pleasure sake. Its achievement provides to create something new. Deci et al. (1991:328) identify actions that are intrinsically motivated as those behaviors that emerge from the need to accomplish an activity for the enjoyment and satisfaction they obtain from it.

Extrinsic Motivation

When we talk about extrinsic motivation, we mainly refer to external encouragements which are very essential for the teacher in order to help students and to engage them in the learning process with a high self-esteem. Extrinsic motivation is another form of motivation. Ryan and Deci (2000:60) identify extrinsic motivation as 'a construct that pertains whenever an activity is done in order to attain some separable outcome'. That is to say, individuals who are extrinsically motivated

engage in the activity in order to gain results independent from the activity itself ;
` Such as receiving a reward, avoiding guilt, or gaining approval_ (Deci, Ryan & Williams, 1996:167).

2- Internet and Television

2.1- Internet

Nowadays, computers are part of many students' lives. They are becoming more and more important than before. With its interval, the computer brings with it what constitutes the sum of all the human technologies: such as Internet which due to its proximity, ease of use, and the ability to search and find what they want in different sites that are offering relevant information. Today, it is an attractive way, mean of information and way of communication especially for the youths.

Internet, emails, electronic chat, and other resources have entered our students' lives and are going to the position which will replace the television as the dominant medium all over the world such as the printed documents.

The internet is an extremely useful tool in order to be able to relate texts, sounds, and the complex visual aids into cohesive presentation. Also it can be very effective in translating ideas and knowledge to people, and offer access to enormous information for students. While our educational system is based on the traditional printed texts; books. It is proposed nowadays to use the internet in the schools in order to develop our learners' cognitive ability and literacy.

However, the internet changed our students' way of how to find the information and get a lot of knowledge. The first negative point of this concern is that the interaction between the students and the net is the change of students' perception of reading. As a result we have noticed a total shift away from the world of shift to the world of the screen because of the over use of the internet by our students.

Most of our students now spend more time in front of the internet and use the computers rather than reading books, more than that, students who undergo such technological wave seem to be failing into high level of the laziness and exhaustiveness.

2.2 - Reading and Television

Television used to occupy a large position of the children's time. In their early age, children spend more and more time watching T.V than doing anything else

except sleeping (Kerkman and Sr.Peter, 1987). Most of children, before they have any contact with the outside world and with their peers, they have an extensively relation with watching T.V; which becomes a center medium in their daily life. The children of the recent decades will be faced with more electronic media than ever in history. Their curiosity absolutely will lead them to video games or interactive television. The other influence is that television, networks, and video games publishers will target the children as part of the consumers; as they are the base to use it and are necessary in their daily life. So that, children cannot escape from the electronic media and in their coming life they may use it and draw more and more than now towards it.

Watching television and playing video games does not develop the child's skills in word recognition, decoding, vocabulary, spelling or high-level thinking. Also, Children lose something valuable and personal when they don't read.

Television is an easy target because the action of watching is passive and its content is usually violent, sexual or moronic. However, other electronic media such as video games, taped television shows, videos, movies, CDs, tapes, and computer use to some extent, can have the same detrimental effects. Though all these different types of media interact with the mind uniquely, they involve a stimulus that is presented and put all together for the viewer or listener.

2.2.1-The Effect of T.V on Reading

As the television set it is an important part of most children's environment from birth until the preschool years. They, are likely period for socialization of television habits. Many researchers have worked on the relationship between T.V exposure and the cognitive development a research done by Hornick (1978) found that T.V exposure does not affect knowledge in science; it does have a negative effect on long term reading skills. This is a rare theory, as most researchers believe that T.V affects younger children the most; for example, Ridley Johnson Etal in (1982) proved that more T.V exposure led to lower reading scores. Another area raised about the large number of the televiewing on the children is the ability to transform the information in way of entertainment since the learning through television is much easier than traditional methods children prefer it from the other kind of educator opposed to traditional scholarship environment.

A number of studies on T.V and education proved that too much television take to the poor academic performance. They conclude that the more they watch T.V the less they will better in their studies. Besides, television viewing increases, reading ability decrease.

Research on the relationship between the amount of televiewing and reading has generally shown negative correlations between large amount of watching T.V and achievement. This means that the number of the students watch television more than reading. So that, the correlation is negative; reading achievement declines hardly with increased viewing.

3- The Role of Parents

One of the elements that play a role in the development and the achievement of children is the support of parents for reading, when they encourage and provide appropriate atmosphere to their children to motivate them to read.

3.1- Parental Involvement in Reading

Many studies have provided insight into the importance of home environment for children's reading literacy. Reading needs to be promoted at an early age, and parents should spend more time reading for their children. But unfortunately, there are some parents who do not even care about their children. Especially in the area of reading, they do not encourage them and guide them to have a book and read it, even just for pleasure.

3 .2- The Importance of Parental Involvement

There are so many studies that discussed the importance of parental involvement in reading. For children, researchers found that the most important determinant of language and literacy comes from parents who are engaged with their children when it comes to learn to read. The common sense indicates that the more you involve your children in their reading habits the more likely they will become better readers.

4 - The Role of Primary Schools

Reading is an important topic which is not considered only with enjoyment and necessity; the essential means of education. Young children acquire reading literacy through a variety of activities and experiences within different context.

School libraries are the ones found in primary schools where educational services are offered to students. Daniel (2004) detects that the library remains the power house of educational institution and an education. An institution without a library is like a body without soul; we cannot leave the schools from libraries. The school on its own cannot achieve the students' education goals without a library.

Conclusion

Finally, to sum up, we can conclude that students are not motivated from their environment to read, specifically their parents and schools. Also, the effect of television and internet on their mind plays a big role to let them be away from the print. However, the importance of libraries in schools but there still some schools suffer from this problem.

General Conclusion:

Several investigation and empirical studies have tackled this issue in an attempt to broaden the general understanding of reading and what can be behind the students to be far away from this kind of getting information and to be cultivated.

Reading is an important skill that needs to be developed to students. It is necessary not only for survival in the world of schools and universities, but also in adult's life as well. The ability to learn about new subjects and find helpful information on anything they need. The purpose of this study is to shed light on identifying and analyzing some causes behind students' lack of reading. In order to achieve this goal we started with an overview of various issues concerning the reading skill; developing reading skills, reading skills with the other skills (listening and writing), we have also an overview concerning the motivation and reading motivation and the influence of the new technologies on the students.

Our next step consisted of discussing the descriptive method of the present study by describing the data collection procedure used in this study. A students' questionnaire was given to second year students of the University of Biskra .The analyses and the results of the obtained data clearly confirmed that students are not interested as much in reading because of the reasons that we hypothesized. consequently, the causes behind student's lack of reading are the impact of new technologies such as the Internet and Television, in which students take a lot of time; that is to say, that they are addicted by watching T.V and chatting in the net in addition to the rapidity to get the information rather than the use of print. The printed books take a lot of time in doing so.In addition to that, the lack of motivation from the two sides, family and schools. Most schools do not have sufficient libraries to guide students to read and motivate them with the new edition of books.

The findings reveal that the lack of reading is caused by the reasons mentioned in this study; the lack of motivation and the influence of the internet and the lack of libraries in the primary schools. Besides, other reasons which need more research. This topic is an interesting one that deserves a lot of attention and deep studyand perhaps most importantly, identifies some specific directions for further research.

Questionnaire

Dear students

This study aims to identify and analyze some causes behind student's lack of reading as it tends to attract the learners' attention to the importance of reading. Please answer the following questions and tick the appropriate box if necessary. Your contribution will be helpful for us and we do appreciate it.

Section One: General Information.

1) What is your age?

2) What is your gender? a) Male ☐ Female ☐

3) What was your stream? a) Literacy ☐
b) Scientific ☐
c) Technical ☐
d) Others ☐

4) How do you prefer to spend the majority of your time?

a) Watching T.V ☐
b) Listening to music ☐
c) Chatting on the Net ☐
d) Reading books ☐

5) Do you like reading books?

a) Yes ☐
b) No ☐

6) Which skill do you think has to be reinforced to help you better?

a) Listening ☐
b) Speaking ☐

- 10

Section two: Reading

1) Is reading to you :

- 10

2) How do you feel when your teacher asks you to read?

- 10

3) When your teacher asks you to read a book. How do you read it:

- 11

4) How often do you read books?

- 11

5) Do you think that there is a relationship between reading and the other skills?

- 10

If : Yes ,

[illegible]

Section Three: Causes behind student's lack of reading .

1) In which area of reading do you find difficulties?

a) Comprehension

☐

b) Concentration

☐

c) Time consuming

☐

2) Do you think that the lack of motivation is one of the causes behind student lack of reading ?

a) Yes

☐

b) No

☐

3) Are your parents interested in reading?

a) Yes

☐

b) No

☐

4) Do your parents encourage you to read?

a) Yes

☐

b) No

☐

5) Do your parents offer you books?

a) Yes

☐

b) No

☐

6) Do you have a library at home?

a) Yes

☐

b) No

☐

- If :YES~, How often do you use it ?

a) Always

☐

b) Sometimes

☐

c) never

☐

7) In your childhood , have you ever been initiated to read books ?

1

8) Did you have a library in your primary school?

□

9) Do you prefer to :

□

10

□

If to watch it on T.V, why ?

□

10) How do you think parents can help their children to read ?

Suggest:

[illegible]

11) In your opinion , what are the causes behind student's lack of reading ?

[illegible]

Thank you for your collaboration

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