

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



**The Effectiveness of Reading Strategies In mproving
EFL Learners' Reading Comprehension**
The Case of Fourth Year EFL Learners in Bachir Ibrahim Middle School
-ARRIS-

**A dissertation presented to the department of Foreign Languages as partial fulfillment
of the Master's Degree in Sciences of Langauges.**

Presented by:

Melkemi Asma

Supervised by:

Slimane Temagoult

Academic Year:

2015/2016

Dedication

I would like to dedicate this work to:

My dearest parents

My brothers: Nadjib and his wife, Houcine

My sisters: Nora, Zouzy , Ghaniya , Soumia

And their children especially “Yanis”

My soulmate Widad

My best friend Aya

Acknowledgment

... First of all, I would like to thank Allah who gave me the power to carry out this research work. I'm deeply grateful to my supervisor TEMAGOULT SLIMANE for his great help and his constructive guidance.

... Special thanks go to English language teachers and pupils of the fourth year, who accepted at Bachir Ibrahim Middle School to be a part of my research.

... My thanks also go to all the staff of the English department at Mohamed Kheider University for their help.

Thank you all.

Abstract:

This research work aims at investigating the effects of using reading strategies on enhancing EFL learners' reading comprehension. Our dissertation consists of three chapters. The first chapter is a general introduction, the second one deal with the theoretical framework which attempts to survey the main theories focusing on reading skills, reading comprehension, and reading strategies. The last chapter is devoted to the field work. For the purpose of testing our hypothesis which stated that that: "If fourth year learners in middle school truly understand some effective reading strategies and use them correctly, then their difficulties will be reduced". A questionnaire has been prepared and distributed to fourth year pupils and teachers at Bachir Ibrahim Middle School (Arris, Batna) in order to collect data and necessary information about pupils' reading comprehension problems and to check their use of reading strategies. On the one hand, the results of pupils' questionnaire analysis reveal that the majority of pupils have many difficulties in reading comprehension particularly with regards to pronunciation of new words and getting their meaning too. These problems are due to their lack and misuse of reading strategies. On the other hand, the obtained results concerning teachers 'questionnaire confirm the awareness of teachers about the necessity of teaching reading strategies to improve learners' reading comprehension. Finally, we recommend more use of reading strategies for that learners foster their reading comprehension.

List of Abbreviations

EFL: English as a foreign language

ESL: English as a foreign language

RS: Reading strategies

List of Figures:

	Page
Figure 1: The Bottom-up and the Top-down Model Processing	
Figure 2: The Interactive Model Processing	
Figure 03: Pupils' Gender	
Figure 04: Pupil's Age	
Figure 05: Studying English subject	
Figure 06: Reading as an easy or difficult task	
Figure 07: Pupil's reading frequency	
Figure 08: Pupils' favorite activity during free time	
Figure 09: Extracting general idea from the text when finishing reading	
Figure10: Pupils' reading difficulties	
Figure 11: Pupils' using pre- reading strategies	
Figure 12: Difficult words in reading texts	
Figure 13: Reading skills and prior knowledge	
Figure 14: Extracting specific information in reading text	
Figure 15: Complication in understanding the text	
Figure 16: Pupil's use of post-reading strategies	
Figure 17: Teacher's Gender	
Figure 18: Teachers' Experience	

Figure 19: Pupil's preferable skill	
Figure 20: Activate pupil's reading comprehension	
Figure 21: Teacher's providing learners with extensive reading and intensive reading	
Figure 22: Reading silently	
Figure 23: Using reading strategies in teaching reading skill	
Figure 24: Using text with teaching aids in teaching reading	
Figure 26: Using other strategies when comprehension fails	

Contents

	Page
Dedication	I
Acknowledgement.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Figures.....	V
Chapter one: General Introduction.....	01
Introduction.....	02
1. Statement of the Problem.....	02
2. Aim of the study.....	03
3. Significance of the study.....	03
4. Research Questions.....	04
5. Hypothesis.....	04
6. Limitation of the Study.....	04
7. Literature review.....	04
8. Research Methodology.....	06
9. Structure of the study	06
Chapter Two: Theoretical aspect of the issue.....	08
Introduction.....	09
I. Reading skill and reading comprehension	09
I. 1. Definition of effectiveness and effective reader.....	09
I. 2. Definition of reading.....	10
I. 3. Definition of Reading comprehension.....	11
I. 4. Models of Reading.....	12
I. 4. 1. The Bottom-up Model.....	12

I. 4. 2 The Top- down Model	13
I. 4. 3. The Interactive Model.....	15
I. 5. Types of reading.....	17
I. 5.1. Intensive reading.....	17
I. 5.2. Extensive reading.....	17
I. 6. Reading comprehension difficulties	18
II. Reading strategies.....	19
II. 1. Definition of reading strategies.....	19
II. 2. The importance of reading strategies.....	19
II. 3. Types of reading strategies	20
II. 3. 1 Pre-Reading Strategies.....	20
a) Predicting	21
b) Setting a purpose.....	21
c) Skimming.....	22
d) Scanning	22
II. 3. 2 During Reading Strategies.....	23
a) Inferring	23
b) Visualizing	24
c) Guessing meaning of new word.....	24
II. 3. 2 Post-reading Strategies	24
a) Determining main ideas.....	25
b) Summarizing	25
II. 4. Reading Strategies Instruction.....	26
Conclusion.....	27
Chapter Three: Fieldwork.....	28
Introduction	29

I. Pupil’s Questionnaire	29
I. 1. The sample	29
I. 2. Description of the questionnaire	29
I. 3. Aim of the questionnaire	30
I. 4. Results Analysis.....	31
Section one: General background	31
Section two: Reading and reading comprehension (Q4-Q8)	34
Section three: Reading strategies (Q9- Q14)	39
Conclusion.....	45
II. Teachers ‘Questionnaire	46
II. 1. <i>The sample</i>	46
II. 2. Description the questionnaire.....	46
II. 3. Aim of the questionnaire	46
II. 4. Results Analysis.....	47
Section one: General background (Q1–Q2)	47
Section two: Reading comprehension (Q3-Q9)	49
Section three: Reading strategies (Q9-Q13)	55
Conclusion.....	59
General Conclusion	60
Remedies.....	61
List of References.....	62
Appendices.....	68

