

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



An Investigation into the Role of Motivation in Enhancing Students' Reading Skill: the Case
of First Year Students of Mohamed Khider University of Biskra

Dissertation submitted to the Department of Foreign Languages as a partial fulfillment of the
requirements for a Master Degree in Sciences of Language

Submitted by:

Yasmine **KHEIREDDINE**

Supervised by:

Dr. Slimane **TEMAGOULT**

Academic Year: 2019/2020

Acknowledgments

“In the name of Allah, Merciful the most Merciful”

I wish to express my outmost gratitude to my parents, my beloved mother and my father “Mounir Salah Eddine” who helped me through-out the years and encouraged me to succeed

I am grateful to my beloved sister “Yousra” for her support and the help she has provided me with.

I am also grateful for my older brother “Yaakoub” for his encouragement and my dearest younger brother “Younes”.

- ❖ I would like to thank my dearest colleagues: Djihane, Fatima and Amany.
- ❖ I thank the members of the jury for consulting and evaluating this work.
- ❖ I am grateful to the teachers who accepted to answer the questionnaire.
- ❖ I would like to also thank the students who were very kind and accepted to answer the questionnaire.

Dedication

This thesis is dedicated to

My beloved family

My parents, brothers, grandparents, aunts and uncles

I am grateful for your endless support, love and help.

List of figures:

Figure 1 A taxonomy of human motivation. (Ryan and Deci, 2000) 9

List of Tables

<u>Table</u>	<u>Page</u>
1. Table: gender distribution	49
2. Table: age distribution	49
3. Table: the early ages of learning English	50
4. Table: English as foreign language not a second language	51
5. Table: fluency in other languages	51
6. Table: reading skill in other languages	52
7. Table: students' English reading proficiency	53
8. Table: types of paper material	54
10. Table: internet materials for reading	55
11. Table: average of time spent on reading from the internet	56
12. Table: reading in vacation time	56
13. Table: average of time spent on reading	57
14. Table: the amount of assigned reading	58
15. Table: causes of not reading assigned papers	59
16. Table: teachers' average of age	60
17. Table: the years of teaching experience	64
18. Table: English outside the classrooms	64
19. Table: suggesting books for learners	65
20. Table: sharing personal interest with students	66
21. Table: self-learning strategies	67
22. Table: rewards and encouragement	68
23. Table: coursebook materials in learning	69
24. Table: mistakes are part of learning	70

List of Contents

Dedication	I
Acknowledgements	II
Abstract	III
List of Tables	IV

General Introduction

I. Statement of the problem	1
II. Research questions	1
III. Hypothesis	2
IV. Aim of the study	2
V. Significance of the study	2
VI. Research method design	3
VII. The structure of the study	4

Chapter one: Motivation Strategies

I. Introduction	
1. Extrinsic and intrinsic motivation	7
2. Intrinsic motivation	8
2.1. Cognitive evaluation theory	9
2.2. Self-determination theory	10
3. Extrinsic motivation	11
4. Integrative motivation	12
5. Instrumental motivation	13
6. Variables affecting learners' motivation	13
6.1. Teacher-student rapport	14

6.2. Teaching methods and motivation	14
6.3. Student-student rapport	15
6.3.1. Group work motivation	15
6.3.2. The sociocultural theory	16
6.4. Students' sociological background	16
6.5. Adult learners' motivation	16
6.6. Young learners' motivation	17
6.7. Male learners' motivation	17
6.8. Female learners' motivation	18
7. Anxiety and motivation	18
7.1. The negative effect of anxiety on learners' motivation	18
7.1.1. Grades	19
7.1.2. Performance	19
7.2. The positive effect of anxiety on motivation	19
7.2.1. Competitiveness	20
7.2.2. Achievements	20
8. Attitude and motivation	20
Conclusion	21

Chapter two: Reading Comprehension

I. Introduction	23
1. Extensive reading	23
2. Intensive reading	24
3. Reading comprehension strategies	24
3.1. Bottom-up processing	25
3.2. Decoding	25
3.3. Top-down processing	26
3.4. Fluency	26
4. Aspects of reading comprehension	26
5. Approaches to reading comprehension	27

5.1. Perspective reading approach	28
5.2. Basal reading approach	28
5.3. Language experience approach	28
5.4. Literature based approach	29
6. Reading motivation	29
6.1. First language reading motivation	30
6.2. Second language reading motivation	31
6.3. Teachers' role in students' reading motivation	31
6.4. Students' self-efficacy in reading	32
7. Reading techniques	32
7.1. Text previewing	33
7.2. Text skimming	33
7.3. Text scanning	33
7.4. Predicting	34
7.5. Summarizing	34
8. Comprehension as a cognitive process	34
9. Blended learning approach to teaching reading	35
9.1. Internet and learners' motivation	35
9.2. Computer assisted language learning and reading motivation	36
Conclusion	37

Chapter three: Analysis of Data Collected

I. The analysis of the students' feedback questionnaire	40
II. Introduction	40
1. Aim of the questionnaire	40
1.2. Description of the questionnaire	41
1.3. Analysis of the questionnaire	41
Conclusion	54
I. The analysis of teachers' questionnaire	55
II. Introduction	55

1. Aim of the questionnaire	55
1.2. Description of the questionnaire	55
1.3. Analysis of the questionnaire	56
Conclusion	64
General Conclusion	65
Recommendations	66
References	67
Appendices	68
1. Students' questionnaire	
2. Teachers' questionnaire	

Abstract

Acquiring a foreign language is a long process of learning, practicing and revising what has already been learnt; all steps considered require a motivated student and a will to achieve greater levels in understanding. Motivation has usually been linked with an individualistic perspective, focusing on an individual's values, attitudes, goals and intentions. In other words to be a motivated learner means to be moved to do activities in the classroom as well as trying to reinforce the input at home by reading.

Students who feel no impetus or inspiration to act is thus characterized as unmotivated.

Reading is considered as a pillar for EFL learners, among the other four macro skills of English. It helps in increasing their comprehension of idioms and figurative speech etc. therefore developing such skill is important for learners' ability to achieve proficiency.

The relationship between motivation and reading for foreign language learners is ought to be explored as motivation is important to continuously evolve in a foreign language.

Key words: EFL, Motivational strategies, Reading skill.

General Introduction

Students of English require some factors to be effective readers. The most important one in the English reading comprehension is motivation since not all of the students have the same enthusiasm to comprehend a particular text and students' often have different styles in learning in general. Also, they lack familiarity with English language and culture. Hence, the willingness of reading is the desire that pushes the students to be engaged within a reading course for better understanding. If that desire is required, it is a real problem and most students suffer from. Thus, motivation in reading is of a great importance since less motivated readers do not read sufficiently and effectively. This research is an attempt to investigate the amount of the students' reading at university level and the reasons that prevent EFL readers from being motivated.

I. Statement of the problem

The motivation to read among foreign language learners is highlighted by extensive reading materials and positive attitudes towards the language. However, many students struggle with lack of interest and concentration in and outside the classroom which creates an obstacle in their Academic learning journey leading in most cases to an inevitable failure.

II. Research questions

This research endeavors to investigate the cause which leads first year students to become de-motivated to read more in order to enhance their English language proficiency, this leads us to accomplish our study through asking these question:

- Why do first year students of English have difficulties in reading in English correctly?
- To what extent is motivation an important aspect in reading comprehension?
- What are the strategies that instructors should adapt to motivate their students?

General Introduction

- What are the appropriate methods that help improving learners' reading skill,

III. Hypothesis

We hypothesize that most methods applied by teachers can be effectively targeted towards reading skill. In addition, teachers are able to enhance students' reading skill by the use of several effective motivational strategies.

IV. Aims of the study

This study intended to investigate the effectiveness of some motivational strategies and techniques that may enhance first year students' reading motivation. There are two main objectives to this study. The first one is to seek to shed light on learners' differences in order to find the perfect solutions to motivate them appropriately. We also attempted to investigate the role of the teacher in improving his students' reading comprehension by following some strategies and techniques to enhance their motivation.

V. Significance of the study

Most researchers consider motivation as an important factor in enhancing and developing learning skills, thus reading in particular. Dörnyei & Skehan, (2003) believe that motivation is the major source of stimulus to initiate second language learning and serves as the driving force to sustain students' enthusiasm and interest in learning. Acknowledging the impact of motivation on learners' ability to improve their performance in foreign languages, we can no longer dispute the importance of motivational strategies and need to spread awareness into learners to read frequently.

VI. Research method design

1- Research method:

Due to the nature of the research, it is much suitable to opt for Descriptive Method in this study to further examine the issue of demotivation to read among students, and explain thoroughly the motivational strategies that can be used in classrooms.

2- Population:

- Students:

Participants are chosen from the whole population of 320 first year LMD, from the English department of the University of Biskra.

- Teachers:

For this study, a questionnaire will be given to teachers of literature module and oral expression at the English department of the University of Biskra.

3- Data gathering tool

Due to covid-19 pandemic, we chose the online questionnaire as a data collecting tools. The reason behind the choice of the method is that they save time and effort. The first questionnaire will be published to the students of first year LMD at the online group of the English department of the University of Biskra, as well as another questionnaire to the English teachers of the University.

VII. The structure of the study

This dissertation will be divided into two sections. The first section is devoted to the literature Review and it contains two chapters. The first chapter is entitled “Motivation strategies”. The second chapter is entitled “Reading Comprehension”. The second section is devoted to the Field Work. It contains chapter three which is “Analysis of Data Collected”. In this section we aim to explore the causes of demotivation to read within students and the strategies that teachers and learners can depend on to enhance students’ reading skill and language proficiency.

Section one:
Literature Review

Chapter one:
Motivation Strategies

I. Introduction

Motivational strategies are tactics, techniques, or approaches to encourage learners or students to participate in the learning process. It is the internal and external forces that influence people's choices as well as the intensity and direction of behavior. Motivation is a necessity in order to perform and acquire language rapidly and effectively. Potgieter (2003) defines motivational behavior's aspects into direction i.e. choice of behavior, Intensity which is the level of effort displayed towards an action and Persistence or dedication of a person despite the duration of time. Richard M. Ryan and Edward L. Deci (2000) further explain that to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Motivation research as Schumann (2015) puts it:

“Different conceptualizations of SLA motivation will continue to be proposed and will continue to inform our notions of the phenomenon. In a species capable of generating symbolic nonmaterial constructs that cannot be isolated as physical entities but only as conceptualizations built out of other concepts, the number of possible formulations of the phenomena is potentially infinite.”(p. 12)

The nature of motivation is multifaceted and complex, therefore we need to limit its vast dimensions to fit the need of the study. This chapter is concerned with intrinsic and extrinsic motivation and other related concepts to simplify and explain the implication of the strategies which are mentioned afterwards.

1. Extrinsic and intrinsic motivation

An important body of experimentation and field work demonstrates that extrinsic motivation; also known as contingent rewards and intrinsic motivation; the individual's desire to perform the task for its own sake, are both important factors to the development of learning skills. Richard M. Ryan and Edward L. Deci (2000) discussed how Intrinsic and extrinsic types of motivation have been largely studied, and the distinction between the two terms has shed light on both developmental and educational practices. They also mention in one hand how intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate and in other hand that extrinsic motivation varies considerably in its relative autonomy and thus can either reflect external control or true self-regulation meaning the relations of both classes of motives to basic human needs for autonomy, competence and relatedness are tackled. In Self-Determination Theory (SDT; Deci & Ryan, 1985) we discover two different types of motivation which are conceivably separate concepts based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. Over the past decades of research, it has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic purpose. The functional differences of these two general types of motivation are indelibly prominent.

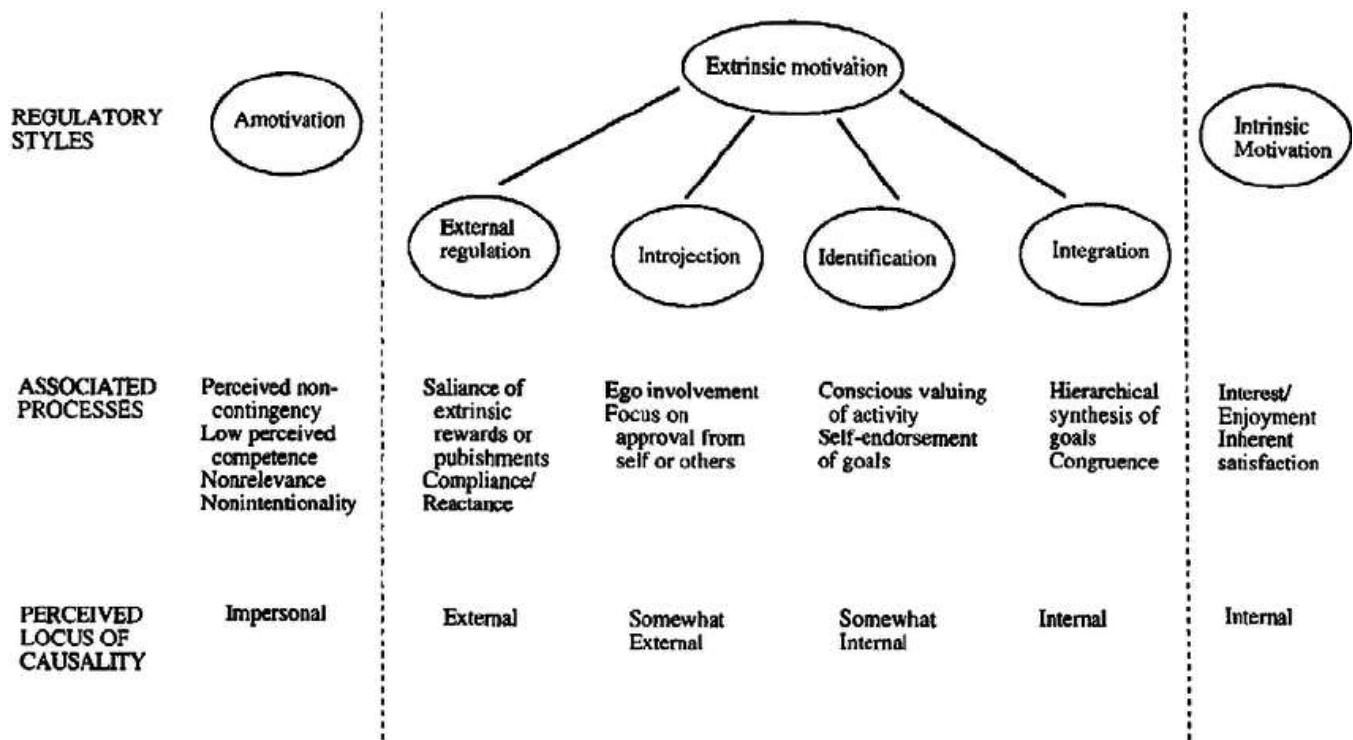


Figure 1 A taxonomy of human motivation. (Ryan and Deci, 2000)

2. Intrinsic motivation

Various researches has shown that intrinsic motivation has emerged as a significant phenomenon for educators – an innate source of learning and achievement which is known to be undermined or systematically catalyzed by both parents and teachers (Ryan & Stiller, 1991). Intrinsic motivation is defined as the doing of an activity for its inherent fulfillment as supposed to some separable consequences. When intrinsically motivated a person is moved to act for the enjoyment or challenge entailed rather than because of external stimulus, pressures, rewards or punishments. The phenomenon of intrinsic motivation was first discovered within several experimental studies of animal behavior,

where it was made clear that many organisms engage in exploratory, playful, and curiosity-driven attitudes even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors that we display are proven to be innate characteristics we possess from a young age; Inquisitiveness, curiosity and readiness to learn different skills and ideas. The significance of autonomy in intrinsic motivation demonstrates how learners are more likely to perform better without external influences or expectations of reinforcement and rewards. Intrinsic motivation is particular phenomenon which reflects the positive potential of human nature more than any other phenomenon, the inherent tendency to search for novelty and challenges, to extend and exercise one's capacities, to explore, and to learn. Developmentalists suggest that even with the absence of rewards or special children in their healthiest states remain active, inquisitive, curious (e.g., Harter, 1978).

2.1 Cognitive evaluation Theory

Cognitive evaluations Theory predicts and interpret the effects of external stimuli on intrinsic motivation by providing an analysis of the relative salience of the informational versus controlling aspects of the external stimuli. Deci and Ryan (1983) asserted that external stimuli such as communication and reward have two functional aspects: an informational aspect and controlling aspect. The informational aspect as they stated has meaningful outcome in the context of self-determination theory which states that all individuals have innate tendencies to grow and develop toward their full potential. To be able to achieve that, Self-determination theory argues that the three basic psychological needs should be satisfied, that is, the need for autonomy, competence, and relatedness (Deci & Ryan, 2000). Cognitive evaluation theory, which focuses on the fundamental needs for competence and autonomy, was formulated to integrate results from initial laboratory experiments on the effects of rewards, feedback, and other external events on intrinsic motivation, and was subsequently tested and extended by field studies in various settings. The theory argues, first, that social-contextual events (e.g., feedback, communications, rewards) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action. Accordingly, optimal challenges, feedback, and freedom

from demeaning evaluations were all found to facilitate intrinsic motivation. For example, early studies showed that positive performance feedback enhanced intrinsic motivation, whereas negative performance feedback diminished it (Deci, 1975).

2.2 Self-determination Theory

Self-determination theory or Self-actualization, was originally developed by Deci and Ryan in 1985-1995. The premise of this theory is that teachers should provide learners with self and intrinsic drives in order for them to act in the desired ways. This theory has three steps to motivation in accordance with the increase of self-motivation. The first one is amotivation, which is when a learner thinks that there is no point in doing something since he/she understands that the goal is not realistic or achievable and beyond his/her power (Dörnyei, 2001). According to Ryan R. M. and Deci E. L. (2000), amotivated language learners often think that they are wasting their time since they don't think learning another language is necessary or they don't think that they will be successful. This view is also in agreement with Expectancy and Value Theory which claims that individuals are usually motivated to strive for their best in their work situation when they believe there is a probability of success and their performance will be rewarded.

3. Extrinsic motivation

Although intrinsic motivation is undeniably a crucial type of motivation, most of the activities people perform in fact are not intrinsically motivated activities. This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles

that require individuals to assume responsibility for non-intrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade. (Richard M. et al., 2000). Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. However, unlike some perspectives that view extrinsically motivated behavior as invariably non-autonomous, Self-determination theory suggests that extrinsic motivation can vary immensely in the degree to which it is autonomous. For example, a student who does his homework only because of his parental sanctions for not doing it is an extrinsically motivated learner, and that is because doing the work only to avoid sanctions or a punishment isn't an intrinsic drive. Also, students who do the task because they personally are aware of its value career-wise. For them chosen career is also extrinsically motivated because they are also doing it for its external value rather than because they find it interesting. Both examples involve instrumentalities, yet the latter case entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with an external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy. (Richard M. et al., 2000). Given that numerous of the instructive exercises endorsed in schools are not designed to be naturally interesting, a central question concerns how to motivate students to value and self-regulate such activities, and without external pressure to carry them out on their own. This issue is described within Self-determination theory in terms of cultivating the internalization and integration of values and behavioral directions and regulations (Deci & Ryan, 1985). Internalization is the method of taking in a value or regulation, and integration is the method by which people more completely change the direction into their own so that it will radiate from their sense of self. Thought of as a continuum, the concept of internalization portrays how one's inspiration for behavior can range from amotivation or unwillingness, to inactive compliance, to active personal commitment.

4. Integrative motivation

Some learners have a personal affinity for the people who speak a specific foreign language. This positive attitude towards a language is a type of language learning motivation defined by Gardner and Lambert and is called integrative motivation.

Learners who are integratively motivated are most likely interested to learn the language in order to feel included in a cultural setting or by pure curiosity to know the people who speak that language. Also heritage language learners often have a particularly strong integrative motivation for language learning.

5. Instrumental motivation

Instrumental motivation is another type of motivation which is mostly distinguished by the desire to attain concrete and practical benefits from learning foreign language (Hudson, 2000). In opposition to integrative motivation, instrumentally motivated learners are not interested in interacting socially with target language people but rather interested in pragmatic benefits of L2 proficiency and utilitarian aspirations such as receiving a better job or a higher salary

6. Variables affecting learners' motivation

Since motivation is one of the key factors which decides success in foreign-language learning, strategies used for motivating language learners should be perceived as an important aspect of the theoretical analysis of second-language (L2) motivation. For instance, it is important to know where motivation in students comes from, thus teachers should become aware of the sources of motivation and the variables which affect it because they will have to know their students and act accordingly.

There are several variables which affect motivation of the students are including:

- Teacher-student rapport
- The EFL teacher's methodology
- The environnement (friends, peers etc...)
- The student's sociocultural background
- Age and gender

6.1 Teacher-student rapport

Teachers' actions and behavior in the classroom has a motivational, informative influence on students. Or in other words, teacher behavior is a powerful "motivational tool". Language teachers are the primary source of students' motivation because they represent the target language culture along with the language in the classroom. According to Whitaker (2004) the one fundamental variable in the classroom is the teacher not the student. Thus, teacher's motivation is viewed by many researchers as being the most crucial variable in student motivation in second language acquisition (SLA). Also regarding teacher-student motivation, researchers such as Atkinson (2000) have concluded that the direct relationship has indeed existed between them. They came up with results that what influences learners' motivation positively is when the language teacher acts as a facilitator, as a consultant, a mentor and a supporter in language classes. Students are more and more involved in activities in the language classes since their motivation is enhanced by their teacher playing the roles that are mentioned above. Mezei and Csizér (2005) have also examined the relationship between a particular teacher's motivational role on motivated learning behavior and confirmed its significant role, that motivated teachers increase students' motivation.

6.2 Teaching methods and motivation

Motivation is a prominent concern for improving reading and consequently fostering learners' literacy (Anderson, Hiebert, Scott & Wilkinson, 1985), Therefore teachers should be aware of motivation strategies to help assess whether they are contributing to the improvement of students' achievement in the learned language (Dörnyei, 2001a). One way of achieving that is by the use of reading texts that students can easily understand. Stott (2004) conducted a study at a Japanese university to examine whether reading a selection from Japanese literature translated into English would be affective and suitable; Findings have shown that some but not all familiar topics and written material enhance motivation and that teachers should vary and expose their students to reading texts from other cultures sometimes. Teachers should often evaluate suitability of the reading materials to their students.

6.3 Student-student rapport

In the Classroom, students tend to have issues in producing plain sentences while focusing on pronunciation, grammar and other linguistic contents at the same time. This causes language anxiety in the classroom. Dörnyei (2001), states that students' anxiety is the most powerful factor which diminishes and undermines their motivation and hinders their language learning achievements. However, researchers agree about the possible solution for this debilitating anxiety. The solution is creating relaxed and supportive atmosphere in the classroom. Dörnyei (2007, p.41), mentions students' relationship with each other in the classroom. In a tolerant classroom, Learners can take risks to communicate in the target language; since they feel safe from embarrassment or judgments, and their mistakes won't be mocked or criticized, where realizing mistakes is a natural part of learning a language. In such an atmosphere students are encouraged to express their ideas freely on different issues that will in turn increase their self-confidence and motivation.

6.3.1 Group work and motivation

Sainsbury, E. J. et al (2007) in their research at the University of Sydney have established that group work is an important task in all levels of education and that skills in collaboration are highly valued. In the sociocultural theory, it is evident that individual learning and motivation are fostered by the participation and collaboration in social activities; that exchange between students can be effective in promoting the emergence of both learning and motivation (Pressick-Kilborn, Sainsbury & Walker, 2005)

6.3.2 The sociocultural theory

The sociocultural theory suggests that individual's environment and social status are accorded a great importance, hence learning and motivation are viewed as emerging as a result of social processes in the first place; however; the individual is considerate as a critical constituent aspect of the social world. Therefore, the relationships between individuals also constitute important aspects of the social environment and it has been suggested that friendship between learners is favorable for motivation and learning (Barron, 2003).

6.4 Student's sociocultural background

It is a known fact among researchers that socio-cultural and educational backgrounds have a very significant influence on students who are aiming to study EFL because EFL students often have a lot of difficulties compared to native learners. Researchers such as Terenzini et al (1993), who think that the transition from high school to university is a very delicate process which differs from one student to

another according to their social, family and educational background and other variables that are described as a web-like series, these variables shape student's learning ability and motivation.

6.5 Adult learners' motivation

In her research Celce Murcia (1991) has discovered the process of teaching English to adult EFL students is very different from teaching children or traditional learners and it is a complicated job (Yamagata, 1995). Feeling inadequate in the knowledge, skill, or concepts provided by the traditional home or school education, adults learners need lifelong education (Huang, 1996).

6.6 Young learners' motivation

The ongoing debate about the ideal age of onset for foreign language learning continues. Despite how some would believe teaching English to young learners is challenging because of the characteristics of these learners and particularities (Cameron, 2003) young learners' possess a lower affective filters which means their ability to acquire the sounds and rhythms of the foreign languages is faster; the longer time they can spend on learning foreign languages the more their potential to develop higher awareness of intercultural identity (Krashen, Long, & Scarcella, 1979; Damar, Gürsoy, & Korkmaz, 2013)

6.7 Male learners' motivation

Researchers such as Meshkat and Hassani (2012) found that male students were significantly more demotivated than female students and there were remarkable differences between the two genders

regarding the factors of ‘learning contents and materials’ and ‘teachers’ competence and teaching styles’. Ludwig (1983) on the contrary has administered Language Learning Profile to New York University (in Buffalo) students applied for French, German, and Spanish language programs. The study discovered that “men were more likely to enroll in language courses because languages are potentially useful (instrumental motivation) rather than intrinsic (which may be more closely aligned with integrative motivation)” (Ludwig, 1983 : 224—25)

6.8 Female learners’ motivation

In the study carried-out by Acat and Demiral (2002) it was found that female students were significantly more motivated to learn English than male students. Nonetheless, whilst searching for differences between male and female students regarding motivation factors, Kaivanpanah and Ghasemi (2011) discovered that female students were significantly more demotivated than their male peers in two specific factors ‘the teacher’ and ‘experience of failure’. Also, in their research examining motivating and demotivation factors impacting secondary high school and university students, Aliakbari and Hemmatizad (2015) found that in general female students were remarkably more demotivated than male students in terms of four demotivational factors: inadequate school and university facilities, test scores, lack of intrinsic motivation and learning contents and material. (Aliakbari, M., & Hemmatizad, M. 2015).

7. Anxiety and motivation

It is common for some learners to face difficulties in the process of learning a foreign language such as stress or anxiety (Hewitt & Stefenon, 2011). Therefore, many researchers have decided to examine the role of anxiety in language learning since early 1970s (e.g. MacIntyre & Gardner, 1991; Phillips,

1992; Aida, 1994; Gardner, 2005). Their findings have shown that there are negative and positive effects of anxiety on students' motivation.

7. 1 The negative effect of anxiety on students' motivation

There are many researchers who investigated the effect of anxiety on foreign language students. Some on these researches further explain the negative effects of anxiety on language learning motivation and achievement, Ely (1986) suggested that motivation is negatively affected by anxiety because highly anxious learners are less likely prone to take risks in class.

7.1.1 Grades

Many researchers like Aida (1994), Chang (1999), Horwitz et al. (1986) and Lias have found that course grades were negatively affected by anxiety. (Chan and Wu,2004.296)

7.1.2. Performance

MacInty and Gardner (1991) discovered that there is negative relationship between anxiety and learner's performance in second language. However, in their findings there wasn't any correlation between anxiety and the learner's first language. (Ellis, 694).

Also, Trylong and Young found that anxiety has a negative effect on performance in speaking, reading and writing tasks (Oxford, 1991).

7. 2 The positive effect of anxiety on students' motivation

Although there are researchers who believe that anxiety has a negative impact on foreign language learner's motivation, there are others who insist on the existence of the positive effect. For instance, positive effect was found on marks, competitiveness and achievement in general.

7.2.1. Competitiveness

Bailey (1983) discovered that competitiveness can lead to student's success, through his study on anxiety and competitiveness in second language. (H.D.Brown, 1994.162).

7.2.2. Achievement

Chastain and Kleinman (1975) point out that there is a evident relationship between anxiety and achievement. For example, learners with higher levels of anxiety have shown higher achievement scores (E.K. Horwitz, 113).

8. Attitude and motivation

Researchers have pointed out the significant relationship between learners' attitudes and motivation; Learner's attitude towards the second language impacts the learner outside the classroom (Schumann, 1978; Dornyei & Skehan, 2003), Also Burden (2004) believes that a favorable attitude would motivate learners to reach their learning aspirations (Burden, P. 2004. p21-36). Gardner et al. (2004) used the Attitude Motivation Test Battery (AMTB) to measure variables which play a significant role in the

socio-educational model such as: motivation intensity, desire to learn French, attitudes to learning French and to French Canadians, and interest in foreign languages. They also evaluated the French teacher and the course, the anxiety in the French class and in using the language itself and whether learning French is instrumental to the participants or not. They discovered that students' attitudes are influenced by the teacher and the classroom environment; experiences in different classes varied and had different effects on students' interest in foreign languages. The researchers suggest that teachers should incorporate specific teaching strategies that would enhance student attitude towards a language and peek their interest.

CONCLUSOION

By the end of this chapter, we can deduce that improving learners' language skills requires from teachers paying more attention to adapting motivation strategies. First, there are many factors which affect learners' motivation positively or negatively. Motivation is considered as one of the main basic tools that both teachers and learners should focus on. Then, learners can use extrinsic motivation strategies or intrinsic ones in the classroom to fit their learning style. Finally, teachers can help students interact with each other in order to create a productive learning environment.

Chapter two:
Reading Comprehension

I. Introduction

Reading is undoubtedly an important skill for achieving success in life and it's a skill that we typically develop early in our lives, reading literacy or reading comprehension is generally defined by researchers as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to broaden one's horizon of knowledge and potential and to be an active member in society, the term "reading literacy" in particular refers to the active, purposeful and functional application of reading in a chain of situations and positions for various purposes (OECD, 2018, p. 11-12). Reading comprehension is a complex topic to tackle since it's consists of many facets and variables, many researchers sought to examine the complexity of reading proficiency and the strategies to attain it; for instance El-Koumy (2016) in his observation found-out that reading strategies are conscious procedures that help readers to not only comprehend what they read but also to repair failures in comprehension (p. 95).

In this chapter of the study we will tackle the notion of Reading Comprehension skill to narrow-down the grounds of its' complexity and simplify the previous findings provided by a number of researchers to present reading strategies that learners' can opt for and other related approaches.

1. Extensive reading

Extensive Reading or in other words intensive reading, is mostly related to words association, line-by-line, or grammar-translation approach of learning to read in a foreign language (Palmer, 1964). There this no doubt that reading has a significant role in learning a foreign or second language (Camiciottoli, 2001; Constantino et al. 1997; Gradman and Hanania, 1991; Janopoulos, 1986), a plethora of studies have also shown the benefits of extensive reading, for instance its positive effect on reading comprehension (Bell, 2001; Elley & Mangubhai, 1981; Lai, 1993; Mason & Krashen, 1997; Robb & Susser 1989; Sheu, 2003), writing performance (Elley, 1991; Hafiz & Tudor, 1990; Lai, 1993; Mason & Krashen, 1997), vocabulary knowledge (Elley, 1991; Lao & Krashen; 2000, Sheu, 2003) and grammatical

competence (Elley, 1991;Elley & Mangubhai, 1983;Sheu, 2003). Extensive reading is therefore an important part of achieving reading comprehension among learners, several of researchers have stressed the positive effects of extensive reading on reading comprehension among second-or foreign-language learners, from elementary school (Elley, 2000;Elley & Mangubhai, 1983), middle school (Lai, 1993;Sheu, 2003), high school (Tanaka & Stapleton, 2007)

2. Intensive reading

Intensive reading is a text based or skill based reading (Tuan 2001:665). The reader is asked to read text to analyze and examine the information and the content. Paran (2003) states that intensive reading is mainly used for four main reasons: to help learners understand written texts, to become more aware of text organization and format, to better comprehend, to learn how to use and monitor effective reading strategies, and to develop literacy skills which are crucial in generating productive expressions in L2. Furthermore, Haarman et al. (1988) defines intensive reading as the type of reading we employ when one desire to have clearer and total understanding of the written text. Reading intensively simplifies the text and helps readers get a hold of the correct meaning of read passage.

3. Reading comprehension strategies

Reading may be defined as the complex interactions between the reader and text and the reader's background to his or her aspirations, expectations and decision-making; while reading, the reader is able to identify the text structure, predicts, makes inferences, monitors comprehension and provide meaning or definitions on the basis of his or her prior knowledge and reading goals and finally develop a coherent mental representation of the written material to restore in his or her memory, which reflects the overall meaning of the text (Kintsch, 2012). However to achieve reading proficiency there are important methods to take into consideration; a process is a method, a movement toward an end that is

accomplished by following methodically essential steps. A product is the consequence of properly using certain aspects of a process in an appropriate sequence (Burns, Roe and Ross, 1984). The product, it being reading comprehension has series of strategies which are:

- Bottom-up processing
- Top-down processing
- Fluency

3.1. Bottom-up processing

Bottom-up processing is a reading strategy which involves examining and deriving meaning from the components of a text, Included under this process is decoding which is in itself the intricate process of converting letters (graphemes) to sounds (phonemes) and basically to language (Jeon & Yamashita, 2014, p.163). Researchers have discovered that reading is essentially the translation of graphic symbols into an approximation of an elaborated oral language (Harris and Sipay, 1984)

3.2. Decoding

Decoding is just one of the three basic processes which take place during reading. The others are comprehension and giving attention to the text (Samuels, 2002, p.169). According to Harris & Hodges (1995), the first attempt towards decoding the meaning of words phrases or larger contexts is word recognition (Harris & Hodges, 1995,283). Also Nagy (1998) states that in order to derive accurate meaning of the text or any other larger units start with recognition of the form denotative meaning and the positioning of words since the form and words position sometimes help to determine the meaning of words (Nagy, 1998: 7)

3.3. Top-down processing

Top-down processing in its' means is process of gaining comprehension and knowledge from the overall message and text structure to lower-ranked units (Moskovsky, Jiang et al 2010, p.257). It's a fruitful process if applied appropriately. The application of top-down strategies allows readers to process the text by applying the higher level stages, Firstly, readers begin to think of hypotheses and predictions then attempt to verify their accuracy by working down to the printed concrete stimuli (Samuels and Kamil, 1988). Readers cannot grasp the meaning of words in a context unless the context is well-understood; the meaning of the words may be difficult to attain but it has been found that top-down processing assists L2 readers in their formation of text meaning in their neurotic system and that it enhances their ability to remember word meanings of a text's structure (Horiba, van den Broek, & Fletcher, 1993).

3.4. Fluency

Researchers have found that in order to be a fluent reader, the comprehension processing must be automatized (Gorsuch & Taguchi, 2010, p.32). This automaticity is frequently mentioned by researchers as it is an another word to describe fluency in reading. For instance, Silverman, et al. (2013) overtly defines fluency as automaticity; the speed and accuracy of reading words and/or text. (p.111).

Fluency is the back-bone in reading comprehension because accelerating reading rates have resulted in previous inquiries in higher levels of reading comprehension and language proficiency (Breznitz & Share, 1992).

4. Aspects of reading comprehension

Reading comprehension can be considered as an intricate information-processing skill which is combine a number of cognitive sub-skills. It is a complex skill that presents a great variety of interpretations and aspects, which researchers have sought to examine. Burns, Roe, and Ross (1984) have discovered eight aspects of reading comprehension process, which are:

- Sensory aspect (the reader must be able to perceive the symbols set before him)
- Perceptual aspect (the reader must be able to interpret what is written down as symbols or words)
- Sequential aspect (the reader must be able to follow the linear, logical and grammatical patterns of the written words)
- Associational aspect (the reader must be able to recognize the relationship between symbols and sounds, words and what they represent)
- Experiential aspect (the reader must be able to relate words back to direct experiences in order to give the words meaning)
- Learning aspect (the reader must be able to recall what was learned in the past and incorporate their knowledge with new ideas)
- Thinking aspect (the reader must be able to make inferences from and evaluate the material read)
- Affective aspect (it involves the reader's interest and attitudes which as a result affect the task of reading)

5. Approaches to reading comprehension

There are several researches on improving foreign language reading competence done by language researchers and scholars to provide useful approaches to this skill and help language instructors.

Many looked into the unanswered questions in the field of reading instruction and developed linguistic developmental approaches to reading comprehension. According to Vacca & Gove (1991), there are four major approaches to the teaching of reading:

- Prescriptive reading approach
- Basal reading approach
- Language experience approach
- Literature based approach

5.1. Perspective reading approach

This approach to reading is favored by instructors who devote large bits of the reading period in their classroom to work on phonics. Teachers' main focus here is placed on prescribing linguistic and other sequential skills to learners, teachers such as Vacca and Gove (1991) state that in perspective reading approach the heavy emphasis is placed on personalizing instruction through literature (Vacca, Vacca, and Gove, 1991).

5. 2. Basal reading approach

Basal reading is arguably the most thorough and meticulous approach which through-out the years has occupied the central and broadest position on the reading educational continuum. Basal reading series as Aukerman (1981) define it, are generally designed within a skills model of reading, generally providing for developmental sequences of phonics skills, word recognition skills, comprehension skills. (Aukerman, 1981, p. 11). They help students become ready for reading and provide them for effective development and practice in reading (Burns,Roe, and Ross, 1984). basal reading programs are built on scope and sequence foundations which are: (skills,levels, and vocabulary), traditionally have been

associated with bottom-up theory in reading. This association has been modified over the years with the addition of language experience and literature activities (Vacca, Vacca, and Gove, 1991).

5.3. Language experience approach

The Language Experience Approach to reading is based on principles of learning that have been documented and tackled many years before. This approach typically require learners to experience reading as a fulfilling and successful process. However, this isn't always possible since it is difficult to assemble an adequate supply of literature for the wide range of abilities found in every classroom, especially if some of the students are not proficient in English (Cantony-Harvey, 1987)

5.4. Literature-based approach

This approach is considered as a whole approach to language as it involves students engaging in reading for enjoyment or leisure reading and for the purpose of gathering information, rather than in order to earn a good grade or a reward (Cantony-Harvey, 1987). This approach is considered as a whole approach to language as it involves students engaging in reading for enjoyment or leisure reading and for the purpose of gathering information, rather than in order to earn a good grade or a reward (Cantony-Harvey, 1987). Vacca, Vacca, and Gove (1991) discovered in their researches that literature-based approach is an approach in which the teacher use to provide individual students difference in reading competence and at the same time give attention to meaning interest and enjoyment; In other words in this approach to reading, instructors encourage their students to personally choose books that they are interested in, afterwards they can share and compare insight gained and ideas.

6. Reading motivation

Reading tendencies often have an inclination towards either a task mastery orientation (intrinsic motivation) or a performance goal orientation (extrinsic motivation). For instance, an intrinsically motivated reader would be driven by reading for its own sake and general enjoyment, while an extrinsically motivated reader would be driven by external demands and values projected into him/her (Baker & Wigfield, 1999; Wang & Guthrie, 2004). Reading motivation often times is described from an instructional psychology perspective rather than a language learning perspective, and it primarily includes concepts and processes drawn from motivation theories, the readers' desire for task mastery is largely enhanced by the belief in one's ability to read properly and it's results in determination and efforts (Guthrie & Wigfield, 2000). Several reading motivation studies have applied the multidimensional taxonomy of reading motivation proposed by Wigfield and Guthrie (1997); in which they propose eleven underlying components of reading motivation: efficacy, challenge, curiosity, reading involvement, importance, recognition, grades, social, competition, compliance, and reading work avoidance. A later framework proposes eight factors, under two major motivational components, intrinsic and extrinsic motivation (Wang & Guthrie, 2004). A later framework presents eight factors, under two major motivational components; intrinsic and extrinsic motivation (Wang & Guthrie, 2004). Intrinsic motivation on one hand as they state involves:

- a. Curiosity: wanting to read on a specific topic due to personal interest and enjoyment.
- b. Involvement: experiencing pleasure from reading.
- c. Challenge: gaining satisfaction from deciphering complex ideas

Extrinsic motivation on the other hand includes five factors:

- a. Competition: the desire to outperform others in a reading task.
- b. Compliance: the desire to adhere to rules and instructions given.
- c. Recognition: the desire for recognition and gratification for success in reading.
- d. Grades: expecting good academic evaluations for reading and reward.
- e. Social: wanting to share readings with one's social network.

6.1. First language reading motivation

Several researches nowadays exist on L1 reading motivation, many of them stress on the significant role of instructors. Teachers play an influential role in comprehension instruction as well as in increasing motivation for L1 reading (Zentall & Lee, 2012), hence classroom-based models of reading instruction that incorporate motivation have been developed to assist instructors. For example Concept-Oriented Reading Instruction (CORI) model that has been well-examined pragmatically and it is an instructional program to enhance learners' engagement and reading comprehension (Guthrie et al., 2007). For instance, Wigfield et al. (2008) investigated the (CORI) instructional effects on elementary students' reading comprehension and engagement. The research findings have shown that (CORI) improved the students' reading comprehension to a large extent and it also increased the students' engagement processes in reading. Another model with an emphasis on teaching is Guthrie, Wigfield and You's (2012) model of reading engagement processes within classroom contexts, and It recognizes motivation as a major construct towards achieving reading comprehension. It also mentions that effort and motivational processes happen simultaneously and that when readers' perceive books as interesting and or important, motivation to read affects cognitive proficiency as a result. Guthrie, (Wigfield and You,2012. p601-634)

6.2. Second language reading motivation

L1 reading motivation studies are relatively recent when compared to L2 studies (Komiya, 2013), and unlike L1 reading motivation, L2 motivation research appear to be lacking a definite L2-based model. Therefore, empirical work on the latter is largely influenced by theories and instrumentation from L1 reading motivation literature. For instance, several L2 reading motivation studies have been conducted in relation to extensive reading. researchers discovered that extensive reading programs in English L2 were not significantly improving learners' motivation to read (Apple, M. T. (2005). However, the reading amount seemed to be largely related with study habits and task specific needs

(Mori, 2004). Also other researches have shed more light on relations between extensive reading and motivation, these findings point-out that social support from peers, family and teachers have positive effect on learning motivation in general (Wentzel, 1998).

6.3. Teachers' role in students' reading motivation

Since many researches have indicated that motivation supports the cognitive processes of reading and that teachers play an important part in it. Teachers should seek to effectively incorporate motivational elements in their efforts to enhance students' L2 reading skills. Previous literacy instruction models which develops students' engagement in the classroom such as the Sheltered Instruction Observation Protocol (SIOP) (Echevarria & Vogt, 2010) or the Concept-Oriented Reading Instruction (CORI) (Guthrie, Wigfield, & Perencevich, 2004) lay-out some important points on how teachers can do so. These models recommend some relevant materials. Firstly, hands-on tasks which involve authentic discussions and connections with real life experiences. They also urge teachers to help struggling readers to reach higher levels of reading by establishing a positive relationships with their students. Then they mentioned scaffolding and instructional modification techniques, and making prudent clarifications, using the students' L1 if necessary.

6.4. Students' self-efficacy in reading

Self-efficacy is being confident in one's ability, Bandura (1997) defines Self-efficacy as the conscious ability of readers' to carry-out personal judgment and insight on whether they are capable to perform well and complete their assignments (Bandura, 1997). Reading self-efficacy refers to personals' judgment and or self-testing about their ability to comprehend the reading activities for instance reading a book or any written material (Chapman et al.,2000; Schunk & Pajares, 2002; Wigfield et al., 2006). Also Reading self-efficacy is positively related to different indicators of reading, for example reading comprehension (Schunk & Rice, 1993). Albert Bandura conducted many studies on self-efficacy in

1977. He discovered the social cognitive theory of motivation, where he states that a personal's achievement based on the interaction from three parts which are cognitive and personal factors, behavioral and environmental factors. One of the parts of the cognitive parts is about self-efficacy.

7. Reading techniques

There are different techniques used in the teaching/learning process when reading. Each technique provides learners with implication for their comprehension of a given text. Therefore, effective readers are those who are aware of the techniques to use. There are several techniques which can be used in the text analysis.

7.1. Text previewing

Provides the reader with an overview about what the text will tackle. Then, previewing allows the reader to think and make use of his previous knowledge about the topic. Students' previewing is based on the existence of the title, subtitles, and the used pictures. Those parts are considered as context clues to prepare the reader to the actual text meaning.

7.2. Text skimming

Skimming main purpose is understanding quickly and easily the main ideas and the goal of a reading selection (Leo, 1994). When skimming, readers just see the text at a glance; readers just survey the text without focusing much on the details. They only use the clues that are in the book to get the information needed.

7.3. Text scanning

Unlike skimming that is looking for or getting the most important information and the main ideas of a text, scanning's aim is at looking for and getting the details, facts, numbers and specific bits of information (Leo, 1994). When students scan, they are not interpreting whole sentences and information but just depicting key concepts that make the general idea clear.

7.4. Predicting

Prediction refers to when readers use their prior knowledge to guess the content of text by using some clues such as pictures or illustrations like an aid to help readers make predictions about the proper interpretation of texts (PDST 2004:10). Prediction technique tests the students' background knowledge and their cognitive skill.

7.5. Summarizing

Summarizing technique helps readers enhancing their comprehension of texts. Duke and Pearson (2002) believe that a large amount of research proves that instruction and practice in summarizing not only improves students' ability to summarizing as a tool when dealing with texts, but it also improves their overall comprehension of text (Duke, N.K and Pearson, P.D 2002:221). Summarizing passages or texts focuses on the essential concepts and ideas. As a result, learners' develop their language thesaurus and their general understanding of the read language.

8. Comprehension as a cognitive process

According to the cognitive theory, the reader here is more focused on language and thinking and he may test his ability in comprehending the meaning of the read text. The definition of the term comprehension means, the correlations of different cognitive skills. If the reader faces an obstacle during the reading process, it results in the comprehension failure and or misunderstanding of texts. Cain and Oakhill (2007) claim that since comprehension includes the interaction of a wide range of cognitive skills and processes there are many instants where readers face difficulties which as a result may lead to comprehension failure. Some readers have cognitive abilities more than others which according to the cognitive theory heavily depend on readers working memory. Those readers can easily comprehend and decode the meaning of difficult words that most students are unfamiliar with. Hence, it is heavily related to the rich vocabulary that they possess, in addition to their background knowledge. According to cognitive psychologists, instructors of reading should include two approaches text-based approach and discourse meaning approach (Farris et al. 2004; Pressley 2002e; Snow and Sweet 2003). These approaches as a combination work on the psyche and activate the cognitive process and push students to interact with the read text.

9. Blended learning approaches to teaching reading

The blended learning approach is an interesting sort of approach which combines two types of learning; online and face to face learning (Douglas et al.2014:3). Glazer (2012) states that good practices in blended learning mix the best attributes from both environment, establishes an interdependency between them that organizes the learning content and provides teachers presence in both online and face-to face environments (Douglas et al.2014:1). The emergence of this approach plays a significant role in learning/teaching progress, and it can be used in all levels and in EFL classrooms as well.

9.1. Internet and students' reading motivation

Nowadays, many teachers chose to integrate internet as an instructional tool for reading and the results indicated its important role in developing learners' language proficiency. For instance, Fischer (1999), states that there are some factors for teachers' integration of internet. Also, Yang (2001), states that the internet provides a brand new learning environment and a plethora of instructional techniques and approaches to literature. Ellinger et al stress the great role that the internet play in motivating learners to read in classroom and it ability to make them autonomous in learning as well as reading, in addition it serves as a mediating tool for technology enhanced and student-centered instructional environments (Watson, 2006). Finally, it is well known that using Information and Communication Technologies (ICT) in EFL classrooms strengthen students' reading comprehension and learning of language, as mentioned by LeLoup & Ponterio (2004), that online-reading materials help EFL students in memorizing and making employing the vocabulary of the language for the long term.

9.2. Computer assisted language learning and reading motivation

Including computers in teaching reading for foreign language classes is a concept that interested many researchers. For instance, Kim (2008) believes that new technologies implemented for learning can offer both ESL/EFL teachers and students with virtually boundless uses. It is also believed that using computers means learning a language with more authentic materials (Reinders and White, 2010).

In fact, many EFL classes use computer as a medium for language learning. Computer Assisted Language Learning (CALL) has great impact on the learning process, materials used in (CALL) are targeted towards turning the aspects of learning theories into practical assets by the use of computers and software programs.

CONCLUSION

By the end of this chapter, we can deduce that improving learners' reading skill requires from teachers paying more attention to including more of the reading strategies such as extensive and intensive reading or even incorporate technologies to boost students' motivation to read and make them interact with each other more often. Also, reading is considered as one of the main basic skills teachers should focus on. Then, learners themselves can make-use of reading strategies and follow the layout in the classroom and outside to achieve language proficiency.

Section two:

Field Work

Chapter three:
Analysis of Data Collected

I. The Analysis of the Students' Feedback Questionnaire

II. Introduction

Reading is an important and complex language skill in the learning and teaching process. In this practical part we aim to investigate the role of motivation in improving learners' reading skill. In order to prove our investigation, we have relied on questionnaire oriented to the first-year students of English at Mohamed Khider University of Biskra; the questionnaire was published at their Facebook forum; the purpose behind this tool was to know EFL students view regarding the reading course. Concerning reading activities, discourse comprehension was taught many years ago and it dealt with text reading and analysis. Nowadays, students are fortunate enough to be introduced to the relatively new module of reading comprehension; EFL students now are dealing with reading as an independent module. The task of reading is mostly established through text reading and followed by the explanation of difficult words and a discussion between the teacher and his students, to further enrich and develop their knowledge.

The students' feedback questionnaire consists of sections. The first section is entitled "Background information" which aims to obtain general information about the participants. The second section is entitled "Reading proficiency" where we investigate the participants' level of proficiency in reading. Finally, section three is entitled "Leisure reading" aims to look-into participants' favorite reading materials and the amount of time they grant for reading.

1. Aim of the questionnaire

We have designed a questionnaire for First-year students to investigate whether they grant reading time and what kind of material they opt for to enhance their English. The questionnaire is a research instrument for collecting data which has several advantages. It is useful for collecting a large amount of information in a short period of time. Jack Richards (2011) believes we are to deal with a large number

of subjects with the help of the questionnaires, because they obtain data that is relatively easy to arrange and analyze.(Jack .R, 2001qtd in. Lamri 2011:62)

1.2. Description of the questionnaire

The questionnaire is designed to gather information about the students themselves, and their differences, their proficiency level, behavior, desires, and also their ability to read in English. Thirty students from the First-year English forum have answered the online questionnaire. In the online questionnaire, various types of questions were used: close-ended, open-ended, and mixed questions. In close-ended questions, the students have to pick one answer from different choices that represents their personal views. Close-ended questions provide the informer with short, specific answers that are answered quickly and analyzed easily. In open-ended questions, the researcher provides the informants the opportunity to express their own views if they choose so, with ultimate freedom concerning specific topics.

1.3. Analysis of the questionnaire

Section one: background information

Item 1: gender

Gender	male	female
N	8	23
%	25,8%	74,2%

Table 1: gender distribution

We remark that the great majority of respondents (74,2%) are females. Unfortunately, the number of boys in first-year classes is noticeably fewer (we may find in some classes in general only three boys among thirty girls), there is only (25,8%) of males.

Item 2: Age

Age	Under 21	21-30	31
N	22	8	1
%	71%	25,8%	3,2%

Table 2: age distribution

We notice that the majority of the respondents are under twenty-one years old (71%). Very few participants are from twenty-one to thirty years old (25,8%), and followed by that the very small percentage of thirty-one year old (3,2%). This shows what kind of learners teachers are dealing with, younger learners can arguably be better at acquiring new information and being able to learn many things at once.

Item 3: when did you start to learn English?

Age	5 years old	5-16 years old	After age 16
N	1	28	2
%	3,2%	90,3%	6,5%

Table 3: the early stages of learning English

We can clearly see that the majority of participants began learning English at an early stage; which is from five to sixteen year old (90,3%). Only one of them however started at the crucial age of five (3,2%). Fortunately, the smaller percentage (6,5%) started later at the age of sixteen which shows that the respondents were introduced to English language on early in their lives, at schools or even at home. This is positive thing because it's preferable to begin learning any foreign language at a young age.

Item 4: Do you speak any other language besides Arabic as well as you can speak English?

Students' opinion	Yes	No
N	31	0
%	100%	0

Table 4: English as a foreign language not a second language

The entire sample, which means 100%, are able to perform in another language as good as they are able to perform in English. This comes as no surprise since English isn't taught in public schools at early grades such as French (taught at first year in primary schools). English is normally introduced later on in secondary schools. Therefore, besides Arabic, learners are most likely proficient in both English and French.

Item 5: if you answered 'yes' to the previous question, please mention the language(s).

The languages	French	French and Spanish	Tamazight
N	26	4	1
%	83,8%	12,9%	3,3%

Table 5: fluency in other languages

We notice that the vast majority of participants are proficient in French (83,8%), which is very normal and predictable since French is taught through-out the years in all levels and all specialties (scientific streams or literary streams). We also notice the small percentage (12,9%) are able to speak well in both French and Spanish, which is very anticipated because a great number of English students were in literary streams specifically majored in Language and Literature baccalaureate. Finally, there's a very small percentage which answered Tamazight (3,2%), and that is common in Biskra but not as common as in other Provinces in Algeria. Naturally Berbers or Imazighen people are exposed early on in their lives to the language, therefore they are able to speak, write and read in Tamazight easily.

Section two: reading proficiency

Item 6: Compared to other university-educated readers of this language, what do you think of your reading skills in the language(s) you indicated?

Students' opinion	Above average	Average	Below average
N	20	6	5
%	64,5%	19,3	16,2%

Table 6: reading skill in other languages

We can visibly see that the majority of the participants are able to read properly and easily in other languages; (64,5%) have answered above average. Specifically in French, as we established before. This again comes as no surprise as pupils are introduced to written text, paragraphs, short stories and more in French language in primary schools. The other percentage's reading skill (19,3%), is average. And only (16,2%) think they're below average, these participants may have faced difficulties in reading in Second Language (SL) or another foreign language.

Item 7: Compared to other university students at your level and in your country, what do you think of your English reading skills?

Students' opinion	Above average	Average	Below average
N	24	6	1
%	77,4%	19,4%	3,2%

Table 7: students' English reading skill proficiency

We remark that the majority of respondents' level of reading skill in English is above average (77,4%), which is a favored outcome. Students' nowadays are supplied with many sources of literature; it's only natural for them to take advantage of this opportunity. There's a percentage of participants (19,4%), that find their reading skill average. These students for instance may find difficulties is reading somewhat complex language or simile, hyperbole, irony or any expression that an advanced level reader would grasp its meaning easily. Finally, there's a very small percentage of participants (3,2%), who believe that their level of reading skill is unfortunately below average. These students' might have been avoiding reading or were not approached by teachers to help them select suitable written material for them, or they perhaps were not encouraged by their parents to read more.

Item 8: In an average week in your free time, what sort of paper material do you read, apart from university textbooks? (Tick everything that applies)

Students' opinion	One novel or more	Non-fiction books	Newspapers, magazines
N	22	11	14
%	71%	35%	45,2%

Table 8: types of paper material

We notice that the majority of participants opt for novels as their favorite pastime 'leisure reading' (71%), novels are generally popular amongst younger people, fiction books are usually favored by the younger generation since it combines fiction or fantasy and knowledge. Students are able to read the kind of material that they like and benefit from it, since the reading is still as effective as reading any other kind of books. There's a small percentage of respondents (35%), whom decided to opt for newspaper and magazines. The rest of the students' (45,2%), also chose non-fiction books. The percentages are very close to each other.

Item 9: In an average week in your free time, how much time a day do you spend on reading from the paper sources you mentioned?

Averages	30 min a day	3.5-7 hours	8-14 hours	15-21 hours	More than 21 hours
N	16	9	4	1	1
%	51,6%	29%	12,9%	3,2%	3,2%

Table 9: average of time spent on reading

We remark that the majority of participants answered with thirty minutes (51,6%), although this may be considered little, it's still a very great amount of time spent of reading if the material chosen is informative and rich. This percentage may be explained by that students are often busy or caught-up in personal experiences in their lives. However, there's a good percentage of participants (29%), whom answered with three and half to seven hours. These respondents are most likely dividing their time properly and accordingly to also fit assigned paper materials from their teachers. There's also a small percentage of participants (12,9%) whom answered with eight to fourteen hours; these students are surely very conscientious about their free-time, and they must know how to manage it. The other two small percentages; (3,2%) one student answered fifteen to twenty-one hours, and another one (3,2%) answered more than twenty-one hours. The percentages here are identical.

Item 10: In an average week in your free time, what sort of Internet material do you read, apart from university textbooks, etc.? (Tick everything that applies)

Students' opinion	Internet fiction	Internet non-fiction	Internet news
N	20	9	21
%	64,5%	29%	93,5%

Table 10: internet materials for reading

We can see discern that the majority of respondents chose Internet news (93,5%), this is most likely due to the plethora of articles and informative videos that show-up in social media's newsfeed. It is almost impossible to not become tempted to read the articles when they carefully select the headlines and pictures. The next choice the participants chose is Internet fiction (64,5%), this again is not surprising since it is nowadays very popular for websites and forums to publish web-series (which aren't e-books) and more people are now interested in this trend. We notice a small percentage (29%) opt for Internet non-fiction; we can see a pattern here. Students are visibly more invested in fictional stories rather than non-fictional ones, however this does make sense as its' known that fiction is favored by younger people.

Item 11: In an average week in your free time, how much time do you spend on reading from the Internet sources you mentioned?

Averages	30 min a day	3.5-7 hours	8-14 hours	15-21 hours	Less than 3.5 hours
N	3	8	18	2	2
%	9,7%	25,8%	58,1%	6,5%	9,7%

Table 11: average of time spent on reading from the Internet

We notice that the great majority of participants spend an average time of eight to fourteen hours (58,1%) on reading from the material they previously mentioned. This is notably a large amount of time spent on internet surveying. Also, a great percentage of students (25,8%) answered with three and half to seven hours In an average week. Only (9,7%) of the participants answered thirty minutes a day, followed by the two small percentages of (9,7%) whom spend less than three and half hours on reading internet materials and only (6,5%) opt for fifteen to twenty-one hours on reading.

Item 12: In vacation time, do you do more or less reading than in term time?

Averages	Twice as much or more	Between the same amount and twice as much	About the same amount	Between the same amount and half as much	Half as much or less
N	20	3	5	3	0
%	64,5%	9,7%	16,1%	9,7%	0

Table 12: reading in vacation time

We can clearly see that the great majority of participants (64,5%), read twice as much and or more during vacation. This can be due to the amount of free time they possess, where they can freely select a book or a novel on their own but also still have time to go-through paper materials assigned by their instructors. It's the most convenient time to delve into literature; therefore students possibly chose this answer. There is a percentage of (16,1%) of participants who answered that they read about the same amount as in term time. These students are most likely de-motivated to read, therefore they aren't affected by the large free time they have to fully benefit from it in reading. There's also two equal percentages; (9,7%) of students answered that they read between the same amount and half as much in vacation, and (9,7%) answered between the same amount and half as much. There are no participants that answered with half as much or less (0%).

Item 13: In an average week in term time, how much time do you spend on study reading?

Averages	30 min a day	3.5-7 hours	8-14 hours	15-21 hours	More than 21 hours
N	14	11	4	2	0
%	45,2%	35,5%	12,9%	6,5%	0

Table 13: average of time spent on reading

We can unfortunately see that the majority of participants (45,2%), spend less than an hour (thirteen minutes specifically) in a week on reading study materials. This number can be due to the nature of the material provided by instructors; many students in fact may find the handouts designed by their teachers

not as comprehensible or interesting as some of the teachers believe it to be. The study reading in general is considered a task rather than a leisure reading, therefore the results are predictable. There is a percentage of (35,5%) whom answered with three and half to seven hours in an average week, this percentage is pretty close to the majority of participants which is a good thing. However, only (12,9%) answered with eight to fourteen hours of study reading and only (6,5%) chose fifteen to twenty-one hours. There are no participants that answered with more than twenty-one hours in an average week (0%).

Item 14: How much of the assigned reading for your university course do you usually manage to read?

Averages	All of them	Only parts of the compulsory reading	Everything that is compulsory	Very little
N	1	10	16	4
%	3,2%	32,3%	51,6%	12,9%

Table 14: the amount of assigned reading

We notice that the majority of the respondents (51,6%), choose to read only the parts of the compulsory reading assigned. This might be due to the large amounts of reading they have for each module that teachers have given them. Therefore, students settle on reading or memorizing the obligatory text and courses instead of spending a lot of time in reading the plethora of information provided by their teachers. The next percentage (32,3%), participants here opt for only reading parts of the compulsory reading. This might not be a responsible choice, but perhaps they believe that reading parts of the mandatory assigned reading is enough, as some students trust their ability to understand the courses, that being present and comprehending what the teacher is saying is the most crucial thing. (12,9%) of the participants answered with ‘very little’. And only one participant (3,2%) answered ‘all of them’.

Item 15: If you manage to read less than 'all', why don't you read 'all'? (tick all possible reasons)

Students' opinion	I would like to read more but I don't have enough time	I can't absorb/understand any more that I am doing	I would like to read more but the reading is too boring
N	13	8	23
%	41,9%	25,8%	71%

Table 15: causes of not reading assigned papers

We can see clearly that the majority of respondents (71%), find the reading assigned by instructors dull although they desire to read more. Despite the great efforts of teachers to design the perfect handouts and courses for their students, still many students do not respond very well and or as should be. The other percentages of students (41,9%), would clearly like to read more however they don't possess enough time to do so. It's an unfortunate thing because although these students can have the potential to be proficient readers, the external causes, personal issues or lack of free time can be the cause of their problems in reading. Finally, there's a small percentage of participants (25,8%), and they believe that they can't absorb and or understand more than they're doing. This is arguably a mistake because there is always a possibility for improvement.

CONCLUSION

From the analysis of the students' feedback questionnaire, we conclude that most first year students have begun to acquire English as a foreign language at an early age. They also choose to study other languages in addition to their first language because they believe in their ability to learn more than one language. However, before they start to learn another language, EFL students were not aware of the complex process that is learning a foreign language. They were not familiar with the difficulties that they may face or the skills they need to grant a part of their learning process such as reading. Students seem to be more prone to be fluent in speaking a language than reading it properly.

Motivation to read plays a major part in students' foreign language achievement. It has a positive effect on most foreign language learners. Most students who do not show a proficient reading ability are often times demotivated learners; they desperately need an instructor to guide them. For instance, select a novice or low level books where the language is suitable for beginners. Students also need to become self-sufficient an learn to motivate themselves to read by personally choosing the materials they prefer or grant some time for reading in their free time with their friends or by themselves.

I. Analysis of the Teachers' Questionnaire

II. Introduction

This work aims at describing the actual teaching situations of the reading skill of EFL students in Mohamed Khider University. In addition to the questionnaire of students, we used another one for teachers. It was sent via email to eight teachers from the department of English. This questionnaire consists of two sections; the first section is entitled 'personal information' where we gather some information about the teachers, some of the questions are optional to avoid invading their privacy or any piece of information they choose not to reveal. The second section is entitled 'teachers' experience in EFL classrooms' where we examine teachers' methods and teaching style, whether they try to include some motivation techniques to enhance their students' reading skill or not.

1. Aim of the questionnaire

This questionnaire aims at identifying English teachers with an overview about them (their qualifications, methods they follow, strategies they use in the classroom etc...). We intend to have answers about their extreme of knowledge about motivation and to what extent they motivate their students.

1.2. Description of the questionnaire

The questionnaire has been sent via email to eight English teachers of Mohamed Khider University. The questionnaire is also designed to gather information about the teachers themselves, and their

teaching differences, behavior in classes, and also their ability to motivate their students to read different materials (course related and non-related). Eight teachers from the English department have answered the online questionnaire sent to them. In the online questionnaire, various types of questions were used: close-ended, open-ended, and mixed questions. In close-ended questions, the teachers have to pick one answer from different choices that represents their personal experiences. Close-ended questions provide the informer with short, specific answers that are answered quickly and analyzed easily. In open-ended questions, the researcher provides the informants the opportunity to express their own views if they choose so.

1.3. Analysis of the questionnaire

Section one: personal information

Item 16: Name (optional)

Teachers that contributed to this questionnaire are Mr. Benmoussa, Mr. Hoadjli, Mr. Assasi, Mr. Aounali, Mrs, Messaibi, and Mrs, Benidir. Two other teachers chose to not reveal their names. These teachers have years of experience in teaching English, they are most likely able to distinguish when students are having difficulties in learning a certain material and therefore they can easily provide their learners with tools and methods to go about learning in general or studying for an exam.

Item 17: Age (optional)

Age	25-30	31-50	+50
N	1	4	1
%	12,5%	50%	12,5%

Table 16: teachers' average of age.

Observing these results, we can remark that the majority of teachers here are well between the ages of thirty-one to fifty years old (50%), this discovery is significant in the way that these teachers are probably well-experienced in teaching as well as they may have encountered many students through the years whom have difficulties reading or acquiring the language. These teachers also may have picked different modules to teach and we are curious to know how they managed their expertise each time. Only two teachers; () are between twenty-five to thirty years old, and () of teachers are above fifty years old.

Item 18: Teaching experience

Averages	5-10 years	11-20 years	+25
N	5	2	1
%	62,5%	25%	12,5%

Table 17: the years of teaching experience

We notice that the majority of respondents have from five to ten years of expertise in teaching English (62,5%), this average of experience is a great discovery since it's common for teachers with such professional parcours are surely able to know students well-enough to distinguish the deficiency they have in the language or any skill, reading for instance. Other teachers (25%) have from eleven to twenty years of experience. One teacher only answered with twenty five years of experience (12,5%).

Section two: Teacher's Experience in EFL Classrooms

Item 19: I encourage my students to use English outside the classroom.

Teachers' opinion	Strongly agree	Strongly disagree	Neither agree or disagree
N	5	2	1
%	62,5%	25%	12,5%

Table 18: english outside the classroom

We remark that the majority of teachers answered with strongly agree (62,5%), these teachers are most likely to advice students to communicate with their peers and friends in English during the period of recess, at the University or even outside with their friends whether it be online, texting or speaking. However, the next percentage (25%) of teachers answered with strongly disagree. Perhaps they find the

use of English outside the classroom useless, or not as effective as other teachers may think. Only one teacher (12,5) answered with a neutral response which is neither agree or disagree.

Item 20: I suggest books for my students outside the curriculum that may benefit them.

Teachers' opinion	Strongly agree	Agree	Strongly disagree	Neither agree or disagree
N	3	5	0	0
%	37,5%	62,5%	0	0

Table 19: suggesting books for learners

We notice that the majority of teachers (62,5%) agree with the concept of suggesting a book for a learner to read that is outside the curriculum. It is a great result since it is well established that for developing one's English it is not only important to benefit from the paper material for studying but also other paper materials such as novels, non-fiction books etc.. Followed by that (37,5%) of the teachers answered with strongly agree, these teachers strongly believe in developing students' reading skill through different texts to explore their favorite genre of books and at the same time enrich their vocabulary. There is no teacher that answered with strongly disagree or neither agree or disagree.

Item 21: I share my personal interests with my students.

Teachers' opinion	Strongly agree	Agree	Neither agree or disagree
N	2	3	3
%	25%	37,5%	37,5%

Table 20: sharing personal interest with students

We can clearly see that there's an equal percentages of teachers (37,5%) whom agree with the notion of sharing personal interest with their students to break the ice and motive them to become bold during class. The other percentage (37,5%) gave a neutral answer which means they might apply that in some of their courses but maybe not too often. Finally, only 2 teachers (25%) strongly agree with the concept.

Item 22: I teach my students self-learning strategies

Teachers' opinion	Strongly agree	Agree	Disagree	Neither agree or disagree
N	5	3	0	0
%	62,5%	37,5%	0	0

Table 21: Self-learning strategies

We notice that the great majority of the teachers (62,5%) answered with strongly agree to this question, these teachers take into consideration the effect of self-sufficiency for students. They can benefit much more from learning by themselves and learn how to not depend on other people for gaining knowledge. Three other teachers (37,5%) answered with agree. There are no teachers whom answered with disagree or strongly disagree.

Item 23: I reward my students when they succeed

Teachers' opinion	Strongly agree	Agree	Strongly disagree	Neither agree or disagree
N	4	3	0	1
%	50%	37,5%	0	12,5%

Table 22: rewards and encouragement

We remark that four teachers (50%) strongly agree with the notion of rewards when learners succeed or achieve their aspirations. It's known that rewards generally motivate students to perform well in learning and they establish an amicable relationship with their teacher which develops trust between them. Three teachers also agree with the notion (37,5%), and only one teacher is neutral towards rewarding a student when they succeed. There isn't a teacher however who strongly disagrees with it.

Item 24: I avoid using materials which are not from the coursebook.

Teachers' opinion	Agree	Disagree	Strongly disagree	Neither agree or disagree
N	0	4	3	1
%	0	50%	37,5%	12,5%

Table 23: coursebook materials in learning

We can see that most teachers disagree with avoiding using other materials non-related to the coursebook (50%), also (37,5) strongly disagree with this notion. Teachers are versatile and would not want to be tight-down to specific materials to teach from as there are many other sources of knowledge in different books and articles published; it would be a waste to not take advantage of those materials. Only one teacher gave a neutral answer (12,5%) and no teacher answered with agree.

Item 25: I remind students that mistakes are a natural part of learning a language.

Teachers' opinion	Strongly agree	Agree	Strongly disagree	Neither agree or disagree
N	7	1	0	0
%	87,5%	12,5%	0	0

Table 24: mistakes as part of learning

Fortunately, we notice that the great majority of teachers (87,5%), strongly agree with the notion of reminding their students that mistakes are a part of learning. This result shows that teachers are providing learners with the right attitude towards learning that is making mistakes in order to gain experience and avoid repeating it again. Many students are frightened by the idea of speaking up, voicing their opinion or attempting to read because of their fear of humiliation by making a mistake. Only one teacher answered with agree (12,5%), and finally no teacher answered with strongly disagree or neither agree or disagree.

CONCLUSION

The results of data that are gathered confirmed that English teachers give so much importance the reading skill. Teachers also use the appropriate strategies in teaching reading skill and attempt to motivate their students, since we have established that they are clearly aware of the effects of motivation and rewards on their students. However, teachers also need to implement other motivation strategies to reduce students' anxiety or insecurities about their reading skill including: bringing new topics which aren't necessarily coursebook related, using authentic materials, keeping in touch with students outside the walls of classroom and creating a relaxed atmosphere for the students.

General Conclusion

General Conclusion

This Master dissertation is an attempt to describe the reading situation of first year EFL Master's students of English as foreign language in Mohamed Khider University of Biskra. The objective of the investigation was to identify the relation between reading skill and motivation and its impact on the teaching/learning process. It deals with teaching the reading comprehension course in EFL classrooms and mainly how to motivate EFL readers to be proficient in reading.

This research was devised into two section, the literature review section where we dealt with the first chapter entitled "Motivation strategies". It was concerned with some definitions that are related to motivation and researchers and scholars' rendition of the term as well as strategies that students can adapt in their personal journey. Most of the studies that have been carried out on foreign language proved that motivation is the most influential tool for EFL learners; it has a great role in enhancing students' different skills and achievement. Therefore, most researchers developed models and theories about motivation which stress on the important part that teachers play in affecting negatively or positively students' motivation, in addition to other factors such as the learner's environment and sociological background etc...

The second chapter dealt with "Reading comprehension" where we tackled how motivation can affect the students reading either under educational setting or as an individual work. Indeed, it explains the ways the of teaching that make reading motivation enhanced, as well as definitions of the plethora of reading materials that are available for readers. From paper material to digital ones, we established that reading is an important skill for learners as it is a mandatory requirement for jobs and other fields. Many researchers grant reading a great role in developing students' foreign language.

The second section of the research was attributed to the field work, we examined the data collected and analyzed answers of both questionnaires; the first one is a questionnaire that was published to the EFL students' group and the other questionnaire was sent via email to English teachers. It should be indicated that the results obtained from this case study are not generalizable, and are open to challenge and verification because the study suffers from certain limitations such as the small number of participants. Despite the limitations, this data were collected and the results were analyzed quantitatively and qualitatively.

General Conclusion

Recommendations

1. Teachers should implement the appropriate strategies and methods in order to promote students' motivation in the classroom as well as outside.
2. Teachers and students should establish an amicable relationship in order to create a relaxed environment, suitable for learning to help them achieve better results.
3. Teachers should remind their students that making mistakes is a normal part of learning.
4. Students should learn to be self-sufficient in learning, and not only depend of the teachers' input.
5. Students should develop a good relationship with each other to benefit from the exchange of knowledge.

References

References

References

1. Anderson, R. C., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Champaign, IL: Center for the Study of Reading. https://www.ideals.illinois.edu/bitstream/handle/2142/17553/ctrstreadtechrepv01988i00443_opt.pdf 20:43
2. Atikson, E.S. 1993. "Identification of some causes of demotivation amongst pupils in Year 10 and 11 studying technology with special reference to design and technology". In IDATER93, Edited by: SMITH, J.S. 17–25. Loughborough: Design and Technology, Loughborough University. <https://scholar.lib.vt.edu/ejournals/JTE/v10n2/atkinson.html>
3. Deci, E. L., Cascio, W. F., & Krusell, J. (1975). Cognitive evaluation theory and some comments on the Calder and Staw critique. *Journal of Personality and Social Psychology*, 31, 81–85. <https://psycnet.apa.org/record/1975-08835-001>
4. Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. R. (1994). Facilitating internalization: The self-determination theory perspective. *Journal of Personality*, 62, 119–142. <https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>
5. Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum. <https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>20:20
6. Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 589–630). <https://www.semanticscholar.org/paper/Individual-Differences-in-L-2-Learning-589-18-in-D%C3%B6rnyei-Skehan/82265b3cedd48efc59b8d0c479ba76587f619682?p2df>
7. Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human Development*, 1, 34–64. <http://psychology.iresearchnet.com/sports-psychology/sport-motivation/competence-motivation-th>
8. Hudson, G. (2000). *Essential introductory linguistics*. Malden, Mass: Blackwell Publishers. <http://www.academypublication.com/issues/past/tpls/vol02/11/15.pdf>20:35
9. Mezei, G., & Csizér, K. (2005). Második nyelvi motivációs stratégiák használata az osztályteremben [Using L2 motivating strategies in the classroom]. *Iskolakultúra*, 12, 30–42. http://real.mtak.hu/58970/1/EPA00011_iskolakultura_2005_12_030-042.pdf

References

10. Nix, G., Ryan, R. M., Manly, J. B., & Deci, E. L. (1999). Revitalization through self-regulation: The effects of autonomous and controlled motivation on happiness and vitality. *Journal of Experimental Social Psychology*, 35, 266-284.
<https://www.sciencedirect.com/science/article/abs/pii/S0022103199913823>
11. Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, 43, 450–461.
http://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_IntExtDefs.pdf20:33
12. Ryan, R. M., & Stiller, J. (1991). The social contexts of internalization: Parent and teacher influences on autonomy, motivation and learning. In P. R. Pintrich & M. L. Maehr (Eds.), *Advances in motivation and achievement* (Vol. 7, pp. 115–149). Greenwich, CT: JAI Press.
<https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf> 20:23
13. SCHULTZ, H., BAGRAIM, J., POTGIETER, T., VIEDGE, C. & WERNER, A. 2003. *Organizational behaviour: a contemporary South African perspective*, Van Schaik Publishers: Pretoria. <https://sajip.co.za/index.php/sajip/article/view/160.22:00>
14. Shumann, R. (1975) Interaction, acculturation, and the acquisition of the communicative competence: A case study of an adult. In N. Wolfson and E. Judd (eds), *Sociolinguistics and language acquisition*. *Language learning*, 25: 209-35 <https://eric.ed.gov/?id=ED239503>.
15. Whitaker, Todd. (2004). *What Great Principals Do Differently*. Larchmont, NY: Eye On Education, Inc. http://etd.fcla.edu/CF/CFE0002884/Nugent_Tosome_T_200912_EdD.pdf 20:37
16. White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66(5), 297–333. <https://doi.org/10.1037/h0040934>.
17. Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202–209. doi/10.1037/0022-0663.90.2.202. <http://ijreeonline.com/article-1-68-en.pdf>.

Appendix

Appendix 1: Students' questionnaire

Section one: background information

1- Gender

Male

Female

2- Age

Under 21

21-30

31+

3- When did you start to learn English?

Age 5

5-16

After age 16

4- Do you speak any other language beside Arabic as well as you can speak English?

Yes, I do

No, I don't

5- If you answered "Yes" to the previous question, please mention the language(s) below

-

Section two: reading proficiency

1- If you answered "Yes" to question 4: Compared to other university-educated readers of this language, what do you think of your reading skills in the language(s) you indicated?

- Above average
- Average
- Below average

2- Compared to other university students at your level and in your country, what do you think of your English reading skills?

- Above average
- Average
- Below average

3- In an average week in your free time, what sort of paper material do you read, apart from university textbooks? (Tick everything that applies)

One novel or more

- Non-fiction books
- Newspapers, magazines
- Other:

4- In an average week in your free time, how much time do you spend on reading from the paper sources you mentioned?

- 30 min a day
- 3.5-7 hours
- 8-14 hours
- 15-21 hours
- More than 21 hours

5- In an average week in your free time, what sort of Internet material do you read, apart from university textbooks, etc.? (Tick everything that applies)

- Internet fiction
- Internet non-fiction
- Internet news
- Other:

6- In an average week in your free time, how much time do you spend on reading from the Internet sources you mentioned?

- 30 min a day
-

3.5-7 hours

- 8-14 hours
- 15-21 hours
- More than 21 hours

7- In vacation time, do you do more or less reading than in term time?

- Twice as much or more
- Between the same amount and twice as much
- About the same amount
- Between the same amount and half as much
- Half as much or less

8- In an average week in term time, how much time do you spend on study reading?

- 30 min a day
- 3.5-7 hours
- 8-14 hours
- 15-21 hours
- More than 21 hours

9- How much of the assigned reading for your university course do you usually manage to read?

- All of them

- Only of the compulsory reading
- Everything that is compulsory
- Very little

10- If you manage to read less than 'all', why don't you read 'all'? (tick all possible reasons)

- I would like to read more but I don't have enough time
- I can't absorb/understand more that I am doing
- I would like to read more but the reading is too boring
- Other:

Thank you a lot for your cooperation!

Appendix 2: Teachers' questionnaire

Section one: personal information

1- Name

.....

2- Age

.....

3- Teaching experience

.....

Section two: Teacher's Experience in EFL Classrooms

1- I encourage my students to use English outside the classroom

- Strongly agree
- Strongly disagree
- Neither agree or disagree

2- I suggest books for my students outside the curriculum that may benefit them

- Strongly agree
-

Agree

Strongly disagree

Neither agree or disagree

3- I share my personal interests with my students

Strongly agree

Agree

Neither agree or disagree

4- I teach my students self-learning strategies

Strongly agree

Agree

Disagree

Neither agree or disagree

5- I reward my students when they succeed

Strongly agree

Agree

Strongly disagree

Neither agree or disagree

6- I avoid using materials which are not from the coursebook

- Agree
- Disagree
- Strongly disagree
- Neither agree or disagree

7- I remind students that mistakes are a natural part of learning a language

- Strongly agree
- Agree
- Strongly disagree
- Neither agree or disagree

Thank you a lot for your cooperation!