People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Arts and Languages

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Investigating Factors Contributing to Poor Reading Culture

The Case of Second Year LMD Students at Biskra University

A Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment for the Requirement of Master Degree in Science of Languages.

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Acadimic Year

2012 -2013

Dedication

In the Name of God, Most Gracious, Most Merciful

All the Praise is due to God alone, the Sustainer of all the worlds

I dedicate my humble work to:

The light which has enlightened my path in life,

The source of my happiness my dear parents

Whom I offer sincere words and lovely expression:

My sisters: Omelkheir, Fatiha, Farida, Feiza, Souheila, and Aicha

Whom I share the same meaning of brotherhood: My dearest brothers:Redouen and Aimen

The flower of our family: my nephews

Habib and Hiba,Shaker,and newborn baby Abdelkader

The extended family and friends in Boussada, who has been so supportive

Dalila and her small family and Djamila

All who has prayed for my success

All who has helped me in my life

Sana

Acknowledgement

I was indebted to my supervisor **Mrs: SALHI Ahlem** for her close reading my drafts and for her patience and encouragement in the in the difficult time.

I would like to express my gratitude for all my teachers and members of jury for accepting my thesis

I record my sincere thanks to second year EFL teachers and students at Biskra University for helping me to collect data, without their help and participation, this work would not have been done

I will not forget of course to express my grateful thanks to parents who have helped me to fulfill my field work and who devote themselves for their students' care.

And because I do not have enough words to account their assistance and offering care I want to express my loving appreciation to my parents.

Abstract

Poor reading culture is a puzzling issue that has over spread among our society. Our present thesis attempts to investigate factors that lead our second year EFL students at Biskra University to have reluctant reading. The basic hypothesis adopted in this study set out that through satisfying our second year EFL students' need psychologically, pedagogically, and socio economically, they will pleasurably acquired in reading culture. This study presents a descriptive investigation in which two distinct tools are used, questionnaires administered for both second year EFL teachers and students and an interview devoted for educated parents in order to investigate their attitudes toward promoting reading culture acquisition. The basic conclusion that has been drown is that in addition to students themselves, parents and teachers should cooperate together in order to enable their second year EFL students to be involved in reading culture.

الملخـــص

يعد نقص ثقافة القراءة من المشاكل العامة المنتشرة في مجتمعنا , فهي تؤدي إلى نتائج تنعكس سلبا على المردود التحصيلي للطالب فمذكرتنا تهتم بدراسة جميع الأسباب اللتي تقف وراء هذه الظاهرة , فهي تحاول إثبات الفرضية اللتي تشمل إمكانية تحسين مستوى المقروئية من خلال توفير جميع شروط القراءة بدءا بالبيبداغوجية منها و النفسية الى الإقتصاية وصول إلى النصية . العمل هو بحث وصفي يضم منهجين من مناهج البحث العلمي و هما الإستمارة الموجهة لكلا الأساتذة و طلبة السنة الثانية من جامعة محمد خيضر ببسكرة و مقابلة للآباء التي من خلالهما إستنتجنا ان بالإضافة الى اللأباء , الطلبة والأساتذة يجب ان يعملون بشكل تكاملي لكي تعم ظاهرة المقروئية في مجتمعنا

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Introduction

The first word of the first verse of the divine inspiration which was revealed to our Prophet Mohamed (PBUH) was read then read. Reading culture is a vital means of acquisition of knowledge, skills and expression of thought especially in this modern world of Science and Technology which demands that one should be able to take an intelligent and informed interest in happenings within one's environment and the world at large.

Statement of the Problem

Poor reading culture is an overspread issue that has over threatened our second year EFL students at Biskra University. EFL students read a little outside their classrooms and; do not give primary importance for reading, because they are given basic to other skills. Our thesis seeks to investigate factors that contribute to poor reading culture among EFL classes. So there is an urgent need to investigate into the factors of poor reading culture with the view of finding solution for this problem.

Aims of the Study

Our thesis is provided for the sake of covering the major factors that lead our second year EFL students to have poor reading culture, we are interested in studying reading skill as a major skill that a lot of students neglect, the issue that leads them to have a poor vocabulary, and thus creates a learning problem. To read more equals to write better; the focus of our theses is to determine and find out solutions for student's unwillingness to read. Therefore the major aim of our thesis therefore is twofold: 1- to motivate our students to focus more on reading outside their classrooms .2-and to reveal the source of their weaknesses in reading.

Research Questions

Research questions of our work are as following

 Question One: What are the factors that lead our second EFL students to read a little outside their classrooms?

  Question Two: What is the role of home and paternal behavior toward promoting reading culture?

Hypotheses

   Our thesis aims to insure the following hypothesis:

If we motivate and offer our second EFL students a suitable environment for reading in side their classrooms and outside it i.e. at homes, then it will enable them to read more and enrich their vocabulary, and be involved in reading culture.

Significance of the Study

   There is an English citation which said that the useful way to improve your knowledge in a foreign language is to go and live among its speakers, the next way is to read extensively on it, nowadays reading skill has imposed itself as a major skill in our modern society; to read more equals to write and speak better Our dissertation is not exclusively oriented for second year EFL students, but in contrast it will be administered for all the students whom English is their second or foreign language.

Tools of the Study

This study presents a descriptive investigation in which two distinct tools of research are used questionnaire for both second year EFL students and Teachers at Biskra University and interview with parents. Teachers' questionnaire was randomly administered for five teachers of linguistics; it attempts to find out how teachers help students to promote the acquisition of reading culture among their second year EFL students, in addition to students' questionnaire which was devoted randomly for forty students of second year EFL classes at Biskra University; it attempts to find out students' attitude toward the acquisition of reading culture. Parents' interview was none randomly selected because our major concern is to investigate how educated parents help their students to be pleasurably acquired in reading culture.

Structure of the Study

A present study will be basically divided into three main chapters: chapter one and two will be devoted for literature review, the first chapter will make a link between both concepts of reading and reading culture, so; it will be comprised of definition of reading culture and its importance from different perspectives, in addition to some definitions of reading and its purposes, strategies as well as some approaches of teaching reading. The second chapter will attempt to investigate the major factors contributing to poor reading culture, which includes psychological, pedagogical, socioeconomic factors. In the final chapter, we wish to improve our literature review with a practical field work in which we shall present two distinct methods of research: questionnaire for both second year EFL students and teachers, and interview with parents, in which we shall investigate the main factors that can lead our second year EFL students to have a poor reading.

Introduction

Reading culture is largely an observable mental activity, and multifaceted skill that involves lower and higher skills, it is at the crux of the teaching learning process, and is mostly defined as an ability to drew meaning from the printed and interpret this information appropriately, we were never born to read. Reading culture is most useful skill for students to develop the feeling of satisfaction in understanding a text. We shall start this chapter by showing some different views of some researchers and psychologists about reading and reading culture, than we shall move to stating purpose and strategies of reading, this chapter will be concluded by analyzing approaches of teaching reading followed by conclusion.

1.1 -Definition of Reading Culture

Reading culture is generally defined as a practice of reading for the love of it, it is the process of making reading as a way of life because self enjoyment and interest and motivation derived from it and it is considered to be as a traditional way of people in which they place a high premium on reading until they become active and engaged readers. Junuis defines reading culture as "Learned practice of seeking knowledge, information or entertainment through the written word" (77), she says that the practice could be acquired by reading books, Journals, Magazines, and Newspapers etc, according to her, having a reading culture is imperative for citizens if the future of the country is to be guaranteed.

Hudge who defines reading culture as "The art of inculcating reading habits and interests in learners through conducive reading environments and copious reading activities" (59) ; he says that in the school set up, the art of inculcating reading habits and interest in learners rests squarely on teachers, stressing that the importance of reading, especially in learning, is not in doubt. People with reading culture attained proficiency in reading by acquiring the basic skill necessary for learning to read, reading culture is the result of quality instruction and can not

be denied in broadening the horizon of knowledge within and outside one's disciplinary interest. Reading culture is an important part in literacy program and it is an anticipatory tool that deliberates us from ignorance.

1.2-Importance of Reading Culture

The importance of acquiring reading culture to the individual and to the society cannot be over denied. Junius outlines the virtues of reading to include the provision of individual's welfare, social progress and international understanding, the provision of skills, knowledge and the right attitude that frees us from idleness or boredom (89), she points out that reading culture is not just for school but also for life, adding that when a poor reader makes no provision for achievement, he is eventually frustrated into a miserable failure. Adeney states that "Reading culture is an indispensable tool for learning in the various hierarchic of modern educational set up which opens facilitates to the learning process and effectively promotes intellectual development in the learners" (88). Spink stresses that "Reading culture is essential to ensure a full participation in modern society because it adds quality to life and provides access to culture and cultural heritage" (27), he posits that reading empowers and emancipates citizens and brings people together. Reading culture is the foundation of much of the enjoyment the individual gets out of life and is closely related to vocational efficiency. Ekmek notes that "Reading provides a backup of information which reduces ignorance thus empowering and promoting literacy and communication. Reading enhances the quality of life in different ways including" (91)

1.2.1- Educational Enhancement

Good readers become orators and fluent in the use of that particular language in their public and academic discussions, readers are always rich in vocabulary with high comprehension skill; it is also a tool for intellectual development, reading culture is considered to be as a kindle which has over enlightened our ignorance. (Hudge 126)

1.2.2-Social Enhancement

Reading helps to widen one's knowledge of the universe, a reader will be in a position to make contact with others and to share their feelings and experiences (Hudge 96); it helps the reader to develop a clear mind to understand life and to make decision on issues reading exposes readers to various problems in their local and national environment and how to go about solving them. In fact, reading will enable readers to know how people solve problems; it provides cross-cultural understanding and peaceful co-existence among nations of the world, it also enhances brotherhood and cooperation which eventually leads to peace.

1.2.3- Political Enhancement

Reading newspapers and magazines widen our political knowledge, we become politically informed, we know our obligations and rights, and heighten our involvement in our political activities. Voters can make careful political choice if they have access to information through reading.(Grab 122)

1.2.4-Security Enhancement

Reading is like a telescope through which a person who is skilful can see far into the future, the information acquired through reading will facilitate readers' personal and interpersonal relationship and enables them to prevent warnings and avoid dangers ahead, also, reading helps to avoid taking fake or expired drugs, consumption of which may result to death.(Grab 124)

1.2.5- Psychological Enhancement

Guthery observes that "One of the most important gifts a parent can give to a child is to enable him to love reading" (20); this will be a base on exposing him unto language and books for life. The time spent together with the child will promote his positive attitude towards reading years later both the parent and the child will remember the books they read together as well as many emotions shared together during their reading time, this undoubtedly will enhance their relationship and the life of that child; this is a real treasure hunt with many rich prizes for the family. (Grab et-al 85)

1.2.6- Health and Enhancement

Readers enjoy healthcare delivery services without necessarily going to the hospital or consulting a doctor; reading through magazines, newspaper columns and books on medical care will guide them about health, they will know the right diet to take at the right time. Reading helps to acquire rightful living and to sustain life itself; it is a cost effective help in better production, enjoyment of healthier environment and better economy as illustrated above, it makes one to be self-confident. (Grab 123)

1.3- Definition of Reading

Hill and Holden points out that "Reading is an interactive process in which readers shift between source of information that we have already known or what text says with what the author want to elaborate meaning" (131), it was defined by Walker quoted in Hill and Holden as "An active problem solving process, that mostly involves predicting or guessing what the author says"(4) Reading involves recalling an individuals' life experience and trying to understand what is written. Reading is most useful skill in order to understand and comprehend the text, it is a problem solving behavior that generally involves the reader in the process of acquiring meaning. Grabe quoted in Hill and Holden also defines reading as a

"Process where one looks and understands what has been written in text, he strongly emphasize that the key word in reading is understanding" (20).

Palpia also quoted in Hill and Holden points out that "The key word in reading process is understanding, and reading without understanding does not account in fact as reading" (70) this definition of Grab does not mean that EFL students need to comprehend everything in a text because understanding is not an all or nothing process, readers does not necessarily need to look at everything at a text. Readers according to William are not passive objects who are fed with words and sentences, but rather they are persons who are working on the text, and trying to understand it without understanding every single word. Meaning also must lie at the core of reading process or and reading comprehension come from meaning that readers brings to the language, reading starts by seeking meaning and getting contextual frame work . Spink argues that "Reading culture process involves the perception of words and comprehension of text and reaction to what is read, and even the fusion between the old and new ideas" (30).

A very large percentage of people around the world learn to read a second language as a school subject with a little further use outside the classroom, Many students use their second language reading skill to engage in advanced studies, get a good job, travel, gain access information, become across culturally aware or communicating with others or to be entertained . Asbein quoted in Hill and Holden points out that "The important dimension of reading education includes understanding what skilled readers do when they read" (91) because reading is defined generally as a process of perceiving and interpreting information encoded in language via the media of print, and comprehension occurs when the readers extract and integrate various information from a text and combine it with what were already known.

Reading is an efficient not only in term of overall reading rate, but also in term of the ways in which various processing skill work together smoothly, it is centrally comprehending process because we read to understand what the writer intend to convey in writing, reading is an interactive process because it combines cognitive process working together at the same time and consist of interpretation of the text. In fact different definitions attribute to different concepts of reading some consider it as an active contribution of the reader .Longman considers it as discussion between reader and the author, others considers it as an active contribution of reader . Hudge proved that

> There is an essential interaction between language and though, reading …is not reaction to a text but it is an interaction between writer and reader mediated though, reading efficiency is a matter of how effective a discourse the reader can create from a text (123) .

Lptez quoted in Hill and Holden explains "Reading in a foreign language in its original form means deciphering decoding translating it word by word" (200), she added this process is performed libelously since the reader holds the text in one hand and the dictionary on the other hand. Benda "Greatest problem confronting students when reading materiel is heavy load of difficult words and expressions" (18) that they do not retain even after they have read them and check their meaning in dictionaries, many times EFL students come to understand some words when they put in isolation and miss their meaning when they put in sentence or even in paragraph. Sin et- al state that "Reading comprehension in a foreign language does not require language proficiency"(20) because reader could arrive at reasonably good interpretation of a passage even with partial linguistic information for example I can read the words but I do not know its meaning therefore reading is merely a process of decoding or translating written symbols .

1.3.1- Reading as a Linguistic Process

It is not possible to read without making graphic and phonemic connections, without recognizing the words to be read and the structural sentences organizing the words, and without having reasonable store of linguistic knowledge morphological, syntactical, and semantic the language of text. The processing of linguistic information is central to reading comprehension for example if we were asked to read a newspaper in Arabic and we do not know the script of any words in Arabic this makes it challenging for us to comprehend a text. So, reading culture is an active process in which readers must take an active contribution by drawing upon and using concurrently various abilities that they have acquired.(Grab 28)

1.3.2- Reading as a Strategic Process

Reading process or reading culture involves in fact various cognitive strategies used on the part of readers themselves such as anticipating text information, selecting key information and organizing mentally summarize information, monitoring comprehension and repair comprehension breakdowns, matching comprehension output to readers goals. In fact theses strategies are considered to be the core of successful reading which demands that one should use distinct mental and psychological strategies in order to be pleasurably involved in reading culture.(Hudge 65)

1.3.3- Reading as Interactive Process

The term interactive is used in recent year to describe a foreign language process and this term may describe the dynamic relationship within a text that the reader is struggling to make a sense of it. Reading process in fact combines many cognitive processes working together at the same time, reading culture is also an interaction between the reader and the writer of the text which provides information that the author wants the reader to understand in certain ways. (Hudge 65)

1.3.4- Reading as Evaluative process

Evaluation also occurs when we decide how we should respond to a text, do we like what the author say? Do we have an interest in the information? Do we agree with the author? How does the text compare with the other texts on the topic? Do we want to continue reading? Gray makes distinction between reading lines and reading between lines and reading beyond the line; the first refers to lateral meaning, and the second refers to inferred meaning and the last refers to readers critical evaluation of the text so, in order to understand reading materiel, students must learn to read critically because it will enable them to understand the authors' purposes, to distinguish a fact from opinion and to judge reliability of the opinion.(Hudge, 66)

2 .Purposes of Reading

In order to satisfy the ordinary need, EFL students engage in diverse kind of reading; Grab states that reading ability can be improved by teaching how to read with particular purposes. EFL students engage in reading culture for a variety of purposes for example because reading is quite demanding in professional and educational carrier, our students read differently depending on context and goals .so, when we are engaging in reading culture, readers should have purposes in their minds while reading unless reading culture will be pointless activity if EFL students get inside a text aimless. "the necessity of having purpose in reading because when someone starts reading without an established purpose is likely to end up by being bored of reading act at the end"(Wilson 19) .So, walking aimless will end up by attending no goal , we are engaging in fact with many types of reading that are:

2.1-Reading to Learn

Learning is often carried out in academic and professional setting, we read when the information in text is identified as important and when that information will be used for some task or may be needed in the future. Reading to learn places more processing demands on the reader, Carver quoted in Grab states that "We usually read to learn at a relatively slower

speed" (22) In reading to learn EFL students are requiring to match text content of reading with the information established in students' long term memory or students' prior knowledge.

2.2- Reading to Integrate Information

Readers are required to synthesize information from multiple texts or bring information from different part of different texts; this purpose of reading is considered to be most difficult task for readers in academic and professional setting than reading to learn. (Grab 21)

2.3 -Reading to Evaluate Critic

This type of reading culture represents an increased level of demand and more complex interaction of reading process in academic and professional setting. EFL students are required to evaluate and critique information from multiple texts in order to make decision about which aspects of the text are more important and most persuasive, least persuasive or most controversial? Moreover readers need to decide how to relate the text information to other information in textually and to their prior knowledge. (Grab 22)

2.4 - Reading for General Comprehension

Grab states "It is the default assumption for the term reading comprehension" (23), reading for general comprehension is an active process that take place when we read a good novel, interesting newspaper or feature article; it is fundamental to reading because it involves a complex set of process and is considered according to Grab as a "Process that provides a foundation for other reading purposes such as reading to learn or reading to evaluate critic" (40) Reading culture for general comprehension is also a type of reading that is carried out automatically for extended period of time.

3-Types of Reading

3.1-Intensive Reading

Intensive reading is an activity involving reading for details according to Hudge states that "The aim of intensive reading is to arrive at profound details" (100), understanding a text not only what it means but also of how meaning is produced; it means very detailed reading to certify everything in the text, it involves a close study of text and an examination of the feature of a foreign language at a various level of words sentences, and paragraphs and even the whole text. Hedge quoted in Hill and Holden points out that "Students are trained in various skills and strategies to progress in reading through intensive reading activities in the classroom" (101), this type of intensive reading may help EFL learners to get more detailed comprehension of shorter texts because in fact intensive reading occurs when dealing with short texts.

Num quoted in Hill and Holden defines this process as a "Skill training or learners' attention is drown to nearly grammatical structure" (45), this idea confirms that the ultimate aim is intensive reading is to enable EFL students to be able to use language appropriately; this skill gives our EFL students more opportunities to be trained in reading strategies. The teacher definitely plays an important role during intensive reading process, since he is the one who is supposed to implement reading materiel, foreign language teacher need to be organizer, observer, and promoter; Organizer: teachers should set objectives that students need to achieve through reading, and require time to finish a task; observer: he should give enough space for EFL students to read in non threatening atmosphere and having a necessary time and opportunities to answer thoroughly and in most comfortable atmosphere .So, during their reading teachers should keep an eye on his students' progress either individually or collectively. Feedback organizer: once students finish a task they need to lead feedback sessions to verify the degree of achievement in reading among their EFL students; teachers

should also play a role of Promoter, this is taken to mean that teachers redirect his EFL students to language features.

3.2-Extensive Reading

Extensive reading refers to reading some materiel for pleasure outside the Classrooms it is what we mean by reading culture, there are some researchers around the world like Krashen and Hill and Holden who have labeled this process with different names such as reading with pleasure or free voluntary reading, students who read with pleasure are better readers ,higher achievers and are more advanced in reading vocabulary since voluntary reading is comprehensible input and in low anxiety situation because students will never feel anxious or pressured while reading outside the classrooms. Ekmesk quoted in Grab states that "There are several ways to supply comprehensible input outside the classroom for example reading a long texts without any stress develops an ability to gain meaning from unknown words". (58)

Krashen quoted in Hill and Holden a states that "Free voluntary reading is a major source of reading ability" (130), he also added free voluntary reading may be powerful way of improving second language acquisition of reading culture. So, there must be some programs both which students are encouraged to read, whatever they want, if students are participating in these programs for a certain time, they make better progress in reading culture, the ultimate aim of extensive reading is to provide our EFL students with opportunities to acquire reading culture.

Hudge quoted in Hill and Holden emphasizes the importance of extensive reading stating that "This kind of reading make EFL students independent which is important factor in success in reading" (80), it may be considered as an important factor in success in reading, if students are prepared for reading and given the opportunities to interact with a text.

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Nagy quoted in Hudge suggests that "Extensive reading provides three essential properties which are integration, repetition and meaningful use" (605). Integration is new information that EFL students comprehend by using their prior knowledge. Repetition enables EFL students to pay attention to new words since they are exposing to words many times in context. Meaningful use helps learners to learn new words to be especially effective therefore dealing with context is more beneficial than words in isolation. William quoted in Hill and Holden claims that the other aim of extensive reading to increase general reading speed, to practice in skimming and scanning, to develop the ability to extract relevant information or to form a text. Olstain states that "Students who read on their own for pleasure will effectively develop a good reading habit and learn much vocabulary through extensive reading" (97). Palmer describes extensive reading as rapidly reading a book after book (70).

3.3-Goals of Extensive Reading

Students with extensive reading develop the ability to gain pleasure and also satisfaction from reading on their own in the language they are learning. EFL students who are engaged in extensive reading are exposed to the language in a more natural and less structured way in other way they get different impressed feeling on the structure of language since they read for pleasure and not for grade, extensive reading affect on other language skills such as writing and speaking. It will help students to comprehend more and continue to use their language after instruction. Dubin et-al quoted in Hill and Holden state that "All these objectives are important to fulfill the objectives of encouraging reading for pleasure" (98). Extensive reading can only take place if the materiel is easy, interest for students.

4- Strategies of Reading

4.1-Predicting

This strategy which most of researchers focused on and consider it as essential one that must be used by EFL students in order to achieve comprehension of the text, and get meaning from it by making informed prediction. Good readers use predicting as a way to connect their existing knowledge to new information gained from a text to get meaning from what they read, this strategy is generally found in pre reading phase when students use what they already know about the author to predict what a text will be about, the title of the text may trigger memories of text with similar content will allow students to predict the content of new text During reading phase EFL students may make prediction about what is going to happen next or what ideas, evidence the author will present to support an argument to the text that students will evaluate; it is an effective technique to promote readers' activation of prior knowledge.

4.2-Scanning

Scanning requires a quick glance through a text, it is to read quickly in order to look for specific information when scanning we try to locate a specific information. William quoted in Hill and Holden states that scanning is a process of going through a text very quickly to find out specific information. The purpose of scanning is to find an answer to particular questions Ekmek argues that "Researchers apply this strategy as they look up a name in the dictionary or date in encyclopedia" (100); she also added that readers want to find out specific information rather than reading the whole text. Garlet claims that "When we scan we only try to locate specific information and we often do not follow linearity of the passage to do"(19) so, we simply let our eyes wonder over the text until we find what we are looking for whether it will be a name or date or even less specific information.

4.3-Skimming

According to Williams, "Skimming means glancing rapidly through a text" (96) by merely dipping into it, and sampling it at various points, in order to comprehend its general content he also emphasizes that the purpose of skimming is to briefly summarize what the text is about; he believes that one of the reasons for practicing skimming is that it helps the learner to acquire a study technique, to organize his thoughts and also to specify what information he can get from a book. However, he claims that skimming is not an appropriate technique for learners at beginning levels, as they both lack the language knowledge and confidence; he also suggests it should be practiced at the intermediate levels.

5-Approachs of Reading

Reading culture is involves the melting of approaches down up, top down and interactive approaches in order to ensure realization of a text. Hatim Massosses proves that "Reading culture is three way process, there is no rule to state from where the reader starts he is likely to settle first on the print than moves to higher processing, other time it is the other way around: There are three approaches of reading (66)

5.1-The Bottom –Up Approach

It is the traditional view in which reader recognizes and analyzes a perceived linguistic information like letters, words, combination of words, sentences to construct meaning from a text, theorists that stress the bottom up processing focused on how readers start from the bottom and move upwards to construct meaning of what has been decoded piece by piece with a little interference of background knowledge; therefore, this model provides detailed description of how readers process a text, look at printed words until the time when it derives meaning from words. Banda states that "This model is considered as readers' linguistic

process in which smaller chunks of text are absorbed, analyzed, and gradually added to the next chunks, until they become meaningful" (13)

Stamovish quoted in Hudge points out that "Bottom up process tends to describe information flow in the form of distinct stages" (604). In fact each stage changes the input and sends it to the next higher stage in order to fulfill meaning. In fact the bottom up approach typically lie higher linked behaviorism in 1940-1950 in which a text is organized in hierarchical form from smallest linguistic units into the higher units following appropriate levels such as graph phonemic ,phonemic, syllabic, than morphemic word sentence level. Gauths quoted in Guthery " The main focus of bottom up approach is how a text is processed from the time, the eye perceived the printed word to the moment where meaning is derived from this visual input" (119). So, for him reading process is characterized as a letter by letter progression through a text with letter identification followed by the identification of the sounds of the letters until words their syntactic features and meaning are finally fulfilled .

Successful reading process depends on successful words 'identification or decoding task bottom up process is the textual input which control reading; and a good readers according to this approach are good decoders because the comprehension of what is being read depends merely on how well the decoding skill is being performed. Individual words in this approach are stored into working memory until they become meaningful and comprehended; therefore the first step in the bottom up approach is decoding graphic symbols into sounds in order to build up meaning and a sense of text. So, reading is a process of building letters into words and sentences and phrases than preceding it to the overall meaning. Some researchers in psycho pedagogy claim that this approach is considered as a data driven and this data refers to letter and words which are written in the page. Dechants states that "The bottoms up

processes are those model which operate on the principal that the written text is hierarchically organized from the smallest linguistic unit to the highest one which includes meaning" (25)

5.2-Top- Down Approach

Top down approach describes reading as a linear process which moves from the top, the higher mental stages to down to smallest linguistic units. Theorists in linguistics describe reading in this approach as a process in which higher stages of information processing not only interact with the earlier stages, but also direct the process, and do most of the work, reading process according to this approach is driven by readers' mind a work on a text, on the other hand reading is not bound by the text rather students use general knowledge of the world. This skill in this approach is driven through a higher order stages than lower order stimulus. Goodman states that "Reading is as the process of guessing game" (140). So, in order to minimize EFL students, their independence on the visual decoding and grapho phonemic knowledge. Readers rely on their knowledge of syntactic and semantic and reading in this process is made of series cycles from the primary cycle to optical, perceptual, syntactical, and semantic. Goodman states that the focus of this approach is on meaning so that every cycle should be melted with another to fulfill meaning.

Smith focuses on top down processing; no visual information transcends the text and readers' background knowledge experience with reading process. Davies quoted in Spink states that "The top down approach focuses on the fact that the processing of print begins in the mind of readers by generating hypotheses that is to say" (61), identifying letters and words, only to confirm hypotheses about meaning of the print; therefore the top down approach is very influential in the acquisition of reading culture among EFL students. The role of the readers is very important in this approach since EFL students are very active in making a sense to the text and sharing the authors' constructions of meaning by matching

what they already know with the meaning they were deriving from a text, relying on their past experience and background knowledge. So, readers use their past knowledge and experience as well as expectation in relation to writers' message. In fact this approach does not merely depend on readers' ability to identify words, but rather on his ability in order to get meaning of words from what be predicted and inferred from the students' background knowledge. So, the flow of information according to Goodman is preceded from the top to down and the process of word identification is dependant first on meaning where the reader has to rely on his background knowledge and what can he drive as information processing in order to form hypothesis.

5.3-Interactive Approach

Interactive approach, attempts to make the valid insights of bottom-up and top-down models work together, it seeks to account for both of bottom-up and top-down processing; this approach suggests that reading process is initiated by formulating hypotheses about meaning and by decoding letters and words, according to Rumelhart quoted in Garlett, "Reading is an interactive process; witch includes both perceptual and cognitive process" (77) In other words, this process consists of an interaction between a set of a variety of orthographic, syntactic lexical and semantic information, until the meaning is reached. In addition to that, Kamil and Pearson quoted in Ellisk asserts that "Readers during reading, result passive or active reading" (79), depending on the strength of their hypotheses about the meaning of the reading texts, and topics i.e.; if readers bring a great deal of knowledge to the text, their hypotheses will be strong, and that they will process the text actively. However, passive reading results when readers show a little experience and knowledge to the material. This occurs, because they depend much more on the print itself for information cues.

Conclusion

Referring back to what has been said so far; reading culture is a beautiful art of seeking knowledge, information and entertainment through the written words. It is an important source of comprehensible input and can make a significant contribution to competence in a foreign language this chapter is divided into two sections; The first section has focused on definition of reading culture and its importance from different perspectives and the second section in which we have defined reading skill, then we have stated purposes and strategies of reading and as a final point, this section has concluded by identifying general approaches of reading.

Chapter Two

Investigating Factors Contributing to Poor Reading Culture

Introduction

It is obvious that reading culture is a central issue in the field of applied linguistics for avers half century, and remains an area of lively intellectual research and debate this had led researchers around the world to investigate reasons that lead EFL students to express reluctant in reading. This chapter will investigate the pedagogical factors influencing the acquisition of reading culture among second year EFL students such as classroom environment and teachers' role towards promoting reading skill, as well as the socioeconomic factors, such as family environment and parents' educational level and family income; and psychological factors such as motivation and anxiety in enhancing students' desire to read and even some content factors such as students' background knowledge.

The Impact of Home Environment on Promoting Reading Culture

Home environment is a good motivator that increases student's willingness to acquire reading culture. Appligate claims that "Home literacy practice on reading has a positive influence on reading habit" (554). The influence of home environment on students' acquisition of reading culture is based on three further principals that are: family income, parent's educational level, and home environment itself. We start analyzing the impact of family income towards promoting reading culture; in fact family income and poverty are two facts about one issue that can decrease our student's unwillingness to acquire reading culture.

2.1.1.1-The Impact of Poverty on Students'Aqcuisition of Reading Culture

There is a strong negative relationship between poverty and reading development, students growing up in poverty run a risk of reading a little in a foreign language. Grab states "Socio-economic status of students like poverty may be considered as a main factor that leads to less advanced in reading abilities" (155). Studies conducted by Grab found out that students with lower classes or working classes read a little in a foreign language because the expensiveness of books or lack of reading material from one hand, and because the time on the other hand since poor students have no time because they are working; the other dimension of the influence of family environment is generally linked with what is called family income, in fact family income is strongly linked with poverty because when students have low family income this mean that these students are growing up in poverty.

Grimbell quoted in Grab states that" Parent's occupation and family income have a significant role in motivating student's desire to read or to acquire reading culture." (34) Giferin quoted in Grab states that "Low income families have students with greater risk of reading difficulties" (161). Parents' occupation has a significant role in supporting students' abilities to read by providing suitable environment for reading such as home library or other reading materials .When students have high family income, or higher financial capacity they can provide their homes with enough facilities that may enhance students' desire to acquire reading culture.

2.1.1.2-Parentes Educational Level

Parents' educational level in fact is the main variable that strongly affects the EFL students desire to acquire reading culture. Rellenca quoted in Junuis points out that "Educated parents can be involved in their students' literacy in a lot of ways" (09) for example in home based environment which requires providing homes with reading material such as home library, journals; in fact educated parents like reading, the issue that urges their students to like what they read and even to have pleasure for reading. So, reading with pleasure is an individual clue that genetically transmitted from one generation to another. Chall et-al state that "The acquisition of reading culture is influenced by many genes that may interact with many environment factors in order to well develop reading culture" (98) There is a strong relationship between parents' educational level and students' achievement in reading as Grab states "Educated parents are the parents who value reading and education" (33)

Educated parents duty is to create a suitable environment for the acquisition of reading culture at home by encouraging their students to read with pleasure through entertainment not imposing. Grab states "Educated parents promoting reading culture through entertainment, their students will perform better on reading task" (160). Parents should never impose their students to read, parents' educational level significantly influence students' desire to acquire reading culture, because when parents are university graduated like professionals are more likely supporting their students to read; educated parents should be instructed by researchers of how to engage their students in reading, how to select appropriate books.

2.1.1.3-Home Environment

Home environment is an effective factor to promote reading culture among EFL students it needs to be safety, organized in order to insure a high level of concentration. Grabe states "Home environment needs to be free from all distractions that can make the acquisition of reading culture more complex" (163). If our EFL students are exposing to inappropriate home environment for reading, they cannot fully concentrate on what they read the issue that makes reading habit fruitless and can negatively influence our students' desire to read.

2.2- The pedagogical Factors Contributing to Poor Reading Culture

2.2.1-The Classroom Environment Impact towards Promoting Reading Culture

Foreign language classroom is considered as one of the major variables that strongly influence students' desire to acquire reading culture; in fact the goals of any EFL classrooms are to minimize reading difficulties and maximize reading comprehension, by providing culturally relevant information. Appligate et-al claim that "The challenge of foreign language teacher is to create classroom environment that promotes engaged reading" (554). Our EFL teachers' duty is not only to have a significant influence upon' students acquisition of reading habit, but also they must be aware about the need of motivating their students to read inside their classrooms.

Motivating students to read is one of the most complex and challenging duties that our foreign language teachers are required to achieve or to manage inside their classrooms. Appligat et al prove that "Influential classroom is the one which highly apply teaching strategies of motivation" (555) and which create a sense of excitement about what students can read, motivating students to read in side foreign language classroom is an effective factor

that enhances students' willingness to read. Appligate et al state "Reading motivation is fostered in classroom where the teacher is reading model and, when teachers themselves and students share reading experience "(558).

Researchers around the world seek to investigate factors that lead our EFL classrooms to have decreased rate of motivation towards promoting reading culture, this study found that the lack of reading materiel inside EFL classrooms is considered as a major factor that dimotivate our EFL students to acquire reading culture. Othyned quoted in Adenei states that "Impediments of classroom toward reading culture and attitude include luck of materiel that can decrease students' abilities to read "(55) materiel of reading may include classroom library, various books that differ according to students' interest in reading, Oyerkum quoted in Adenei emphasizes "The need to use reading materiel and techniques inside EFL classrooms" (58).

Reading itself is not a natural process, which students develop but rather it is culturally determined by teaching method and reading materiel and techniques and also in the way in which these techniques are applied. Our classrooms needs an extra focus on reading materiel and effective program of reading instruction that can be provided through classroom library and other facilities that make reading passage more desirable. So, a lack of reading materiel inside EFL classrooms affects the effectiveness of teaching reading. Dexenson quoted in Grab "Book provision is a significant factor in the success of any literacy program" (25)
Adeney claims that "Good linguistic environment classrooms can play very important role in contributing to the development of reading habit" (71) because the secret of beauty of language that can be drown their interest to reading and can easily dazzle learners. Adeney has proposed such effective techniques that can make reading culture easier to acquire such as deployment of cinema poster; with the application of this method, students will be able to

fascinate to create the whole meaning on what pictures of cinema refer to or rather students engaged in this method will generate mental creativity and enrich their imagination. Hugo quoted in Barker et-al state that "EFL students with limited vocabulary proficiency need a classroom environment that help them to drew meaning from context in which they were working with since they read" (115).

Our EFL classrooms should provide our students with opportunities to use language in variety of ways in order to enable them to read effectively and enrich their willingness to acquire reading culture. Pedack quoted in Adenei "Classroom environment need to be interesting and attractive" (106) and our EFL students are enticed to read with reading materiel which is significantly important factors of motivating them to read effectively, and may establish a positive habit and desirable attitude towards achieving better in reading proficiency. Successful teachers should be expert in teaching reading through providing a variety of reading techniques so that EFL learners in reading classes will not feel boring about what they read. Regular classrooms need to seek an extra time for independent reading and it is an important factor in promoting reading culture. Klotz quoted in Jiluis advises teachers to choose interesting and enjoyable texts in order to make learners enthusiastic about reading (72). Pedack et-al quoted in Adenei state that if learning environment is interesting and enjoyable and attractive with reach reading materiel in side foreign language classrooms learners are enticed to read since they are exposing to different sources that develop their to read (89). Reading materiel is one of the most supportive in the development of teaching reading.

2.2.2-The Influence of Teacher

The EFL teachers are considered as a main factor in increasing students' desire to acquire reading culture because they provide their learners with various opportunities in order to enable them to be successful readers, and be involved in reading passage Biker cited in Juluis has emphasized that "The role of EFL teachers is to encourage students' desire to acquire reading culture" (95). EFL teachers must be motivated and enthusiastic readers because when teachers are enthusiastically motivated readers are more likely to encourage and cultivate their students' desire to acquire reading culture in their classrooms. Appligate describing the successful teachers and ideal classrooms state that "The ideal classrooms is the classroom of such teacher that students are more likely to opt and encounter teaching strategies that foster a love for reading and a high level of engaged reading "(556). So, effective teachers seek themselves to make their students enjoy reading because the majority of our students had no use of reading rather than academic obligation, they should provide their classrooms with interesting reading materiel in order to develop reading skill and make reading task more enjoyable, exciting and to sustain students' love for reading.

Numudy quoted in Juluis states that "Language teachers should be responsive to vast and numerous needs of each student, and to promote educational climate that may facilitate the desire to read" (60). EFL teachers should use various reading strategies to enhance students' motivation and create a classroom environment that motivate them to read effectively as Ellis cited in Julius claimed that "teachers need to expose learners to various inspiring reading materiel" (89). Successful teachers help students to develop fundamental skill in reading culture and nurture students' desire to acquire reading culture and appreciate its value Kalkin quoted in Adeney "Encouraging the habit of independent reading is crucial in helping students to understand and appreciate the value of reading" (190). Julius suggests some activities that enable our teachers to be successful teachers towards promoting reading culture

that are: Talk about what interest students and share personal example of motivation Create a pleasant classroom environment that promote engaged reading and build students' self confidence; Providing appropriate reading material and instructional feedback in order to achieve successful reading; Reading with pleasure should be promoted in every classroom and by every teacher; Encouraging students to take home books that are appropriate for reading level; Our EFL classrooms must be environment of trust and safety and teachers must trust their students in order to make them pleasurably acquired in reading culture (29).

2. 3-Psychological Factors Influencing Reading Skill

2.3.1-Motivation in Reading

Educators around the world agree that motivation plays an important role in literacy development, motivation in fact is a psychological issue that has inspired a number of education psychologists, and it is very complex phenomenon with many different facets it can be defined differently from different perspectives. According to Behaviorist theory: motivation is quite anticipation of reward.ie if students are exposing to reward they will be motivated to read whereas cognitive view on motivation to read is linked with learner's decision, motivation is another psychological tool for developing reading skill.

Ellus quoted in Juluis states that "Motivation is a kind of internal drive that allows someone to do or to achieve something" (101).

Researchers seek to investigate the relationship between reading and motivation this study found that there is a strong relationship between motivation and students' acquisition of reading culture, good readers are motivated to learn a foreign language and have access to diverse reading strategies. Apligate et al state that "Ideal readers are in fact engaged readers who read regularly, enthusiastically and are intrinsically motivated and enjoy satisfying their own curiosity" (556). Motivation is one of many complex interacting factors contributing to

acquisition of reading culture, our EFL students are not motivated to read and the issue of poor reading culture is linked with the issue of lack of intrinsic motivation.

In fact we have two types of motivation intrinsic and extrinsic motivation; intrinsic motivation for reading refers to engagement in reading activity with self satisfaction, enjoyment satisfy your own curiosity intrinsic motivated students will perform better on reading activities and on reading comprehension measure because they read with pleasure and enjoy what they read; it is the key of reading improvement. Appligate et al state that "Students' with a higher intrinsic motivation are goal oriented students, with high self efficacy and are relatively active readers and are higher achievers" (556). Intrinsic motivation includes curiosity self efficacy, interest, involvement; curiosity to read that may be defined as a desire to read about particular topic and self efficacy in reading refers to individual judgment or individuals' self evaluation about their ability to do well on reading activity such as reading books or reading passage. And interest refers to relatively stable evaluative orientation towards a certain domain, involvement is defined by Chall quoted in Gauthety as a descriptor of internal motivation, it refers to being absorbed in reading activities and spending a significant amount of time on it (25)

Extrinsic reading motivation refers to participating in reading activity because external pressure demands, reward, or even the desire to avoid punishment. Chall quoted in Gathury states that "Extrinsic motivation refers to reading at a surface level" (27), it includes a number of types that are: Reading for recognition: reading to be recognized as competent readers among teachers and peers and others. Reading for grade: reading to obtain a certain grade in examination for example: Reading for competition: refer to reading to outperform others in reading task. Reading for compliance: the desire to read to meet the external goal

requirement. EFL students may be intrinsically and extrinsically motivated to satisfy their own interest in reading.

Gutherie et-al state that "Students with higher intrinsic and extrinsic motivation increase more amount of reading proficiency than students with lower intrinsic and extrinsic motivation" (98). Intrinsic motivation influences more students' desire to acquire reading culture than extrinsic motivation because when students are intrinsically motivated are becoming more involved in there reading culture and are more confident, have reasonable expectation for success in reading task, and are more self directed and on another hand they are independent readers. Our teachers need to emphasize on intrinsic motivation and in the way in which intrinsic motivation methods will be applicable in our classroom. Grabe " Much of the bottle in getting students to develop reading culture rests with there attitude toward reading" nowadays most students read a little in their foreign languages" (109)

The lack of motivation is also reflected in second language curricula where reading it self is not given a higher priority in term of class time. EFL teachers must understand the importance of motivation, interest and self-esteem as important factors in developing reading skill. According to Gutherie et-al "Intrinsic motivation is seen as a major concept underlying engaged reading and positive motivation for reading and learning" (l00). Motivation is a significant predictor of depth and breadth of reading. EFL teachers should involve learners in decision making related to reading task and goals and promote active reading participation in reading they also should provide a support and scaffolding with more reading task and encourage students to read extensively both in school and, create a pleasant classroom environment that promote literacy program.

2.3.2- The impact of Gender in Motivating Student' Literacy

Researchers around the world over last decade seek to investigate the impact of gender in promoting students'litercy, this study found that the impact gender strongly influences students' desire to acquire reading culture and is considered as a powerful variable associated with literacy development and motivation. Results about gender influence, found that boys adolescent report decreased motivation to read than girls, and girls learn to read earlier, and comprehend narrative and expository texts better and have a higher estimate in reading ability than boys.

Jakobs quoted in Adeney states that "Girls enjoy acquiring reading culture significantly more than boys" (24) and Drank et al stated that girls value the acquisition of reading culture. Vanderbolt quoted in Adeney explains girls' high motivation in literacy program by the desire to avoid loneliness and boredom at home. "Girls more frequently referred to motives that lead intentional reading for effective gratification than did the boys, more than boys, girls use books in order to find relief from boredom and loneliness" (200). In the major university classrooms we find that girls perform better than boys in literacy program. Our EFL students must focus on how to increase intrinsic motivation in side EFL classrooms among both genders female and male students ,and to create a suitable environment that promote both genders' acquisition of reading culture .

2.3.3-Anxiety in Reading

It is well known that anxiety is one of many psychological factors that affect the effectiveness of measurement of reading fluency, in fact there is a negative correlation between anxiety and students 'desire to acquire reading culture. Anxiety is defined as abnormal and overwhelming sense of apprehension and fear often marked by psychological sign such as sweating and tension, nervousness; Bandura quoted in Brandmeir defines anxiety

as "State of anticipatory apprehension over deleterious happenings"(37), the common features among these definitions include excessive worry and real perceived threat it is the extensive worry, intrusive thoughts, mental disorganization, tension, and physiological arousal, and is commonly claimed to decrease performance in a wide variety of academic situations by interfering with the manipulation of statistics data".

Students who report high level of anxiety on self report instrument recall significantly less content on a foreign language reading. Advanced level of language instruction on learners generally, do not feel anxious about reading in second language, anxiety about reading is a separate phenomenon and important factor in influencing the acquisition of reading culture, study conducted by Brandemiere finds that "Reading anxiety is distinct variable in a foreign language reading, higher reading anxiety equals lower students' motivation" (39)

2.4-Content Factors

2. 4.1-The Influence of Background Knowledge

The background knowledge is one of the most important factors that lead our EFL students to read a little in their foreign language and have a poor reading culture it is linked with students' prior knowledge, EFL students must use there previous knowledge, Grab states that "Successful comprehension is achieved through integrative interaction of extract texts' information and readers' prior knowledge" (76). The process of reading culture is not just a way to describe information stored in our memory; but it is widely recognized factor in reading comprehension that is the combination of text input, appropriate cognitive processes and the information that we have already know, there is no doubt to say that students with background knowledge read a text differently and more efficiently than students with no background knowledge, for example physicians read physics text quite differently than the lower because physician will make connection, interference, judgment that lower cannot

possibly achieve; in fact the term background knowledge is compound of two words: background means prior knowledge, there are different types of knowledge, knowledge of the world, and cultural knowledge, topical knowledge, specialist expertise knowledge.

Background knowledge is an essential factor or reading proficiency because when students know absolutely nothing about a certain topic or if students have no background knowledge they will find it very difficult to process well reading abilities; it provides EFL learners with a lot of opportunities, which enable them to be familiar with some vocabularies, which may have an effect on student' acquisition of reading culture. The word knowledge refers to the way in which words work; EFL learners should make background knowledge in order to make bridge between new information gained from text and previous knowledge that have already exist in there memory. Background knowledge is critical for reading proficiency. Grabe states that "Students construct new knowledge and understand it based on there existing knowledge, in order to comprehend text" (152), students need background knowledge in order to create a mental image. "Background knowledge is widely recognized as a major factor in reading culture (Grab 76).

Conclusion

Poor reading culture is an overspread issue that has over threatened our second year EFL students at Biskra University. So there is an urgent need to investigate into the cause of poor reading culture with the view of finding solution for this problem. This chapter has investigated pedagogical factors influencing the acquisition of reading culture as well as the external factors such as family environment and parents' educational level and family income. And psychological factors such as motivation and anxiety in enhancing students' desire to read and even some content factors such as students' background knowledge.

Chapter Three: Field work

Introduction

In addition to theoretical results which we have identified in the previous chapters in which we presented a literature review about factors contributing to poor reading culture, we wish to support our major concern with real statistics that reflect the validity of our theoretical analysis. So this study will be set to determine factors of poor reading culture, in this work we are going to use two distinct methods of research: questionnaire which is designed for both second year EFL teachers and students at Biskra university , and interview with parents. Both questionnaires and interviews attempt to provide how teachers and parents as well as students themselves collaborate together in order find out solutions for students' poor reading culture.

3.1-Questionnaire

3.1.1-Descreption of Questionnaire

3.1.1.1-Teachers'Questionnaire

This questionnaire is designed for second year EFL teachers of linguistics at Biskra University; it attempts to gather information about how teachers help students to promote reading culture art; this questionnaire is composed two sections the first section includes three questions about personal information in which our teachers have identified their degree and their experience of teaching English and the second section which included ten questions varied from closed ended and open ended questions, teachers are therefore required to answer these questions by answering either by yes and no question or by adding some suggestions.

3.1.1.2-Students'Questionnaire

Our questionnaire is attributed for second year EFL students at Biskra University, it attempts to investigate their opinions about the acquisition of reading culture; this questionnaire helps us to find out solutions for this issue which has over spread among our second year EFL students. Our questionnaire is composed of two sections the first section includes four questions about students' background information in which our students have identified their age ,sex ,and their level. The second section that includes fourteen questions varied from closed ended and open ended questions; students therefore are required to respond for these questions either by answering through yes and no or adding some comments.

3.1.2-Administration of the Questionnaire

3.1.2.1-Teachers'Questionnaire

This questionnaire is handed randomly for four female and one male teacher of linguistics, this number is in fact a mixture between old and new teachers in order to collect different views about how to help students to acquire reading culture, in fact our teachers were given a period of two days in order to answer these questions.

3.1.2.2-Students'Questionnaires

Our questionnaires is handed randomly for forty students of second year EFL classrooms at Biskra University, this number is a mixture between two groups in order to collect different opinions about factors that lead them to have poor reading culture. We have received answers from students just two hours after their distribution.

3.1.3-Questionnaire Analysis

3.1.3.1-Teachers' Analysis

1-Your degree

Option	number	Percentage
Magister	2	40%
BA	2	40%
License	1	20%

Table One: Teachers'Degree

In this question we attempt to investigate our second year EFL teachers' degree , according to our teachers' answer , we can say our teachers' degree varied between BA and Magister and license, two teachers have magister degree and two teachers have BA grade against one teacher who has license these results reflect in fact that Biskra university posses highest graduated teachers.

2-How long have you been teaching English?

option	2years	Three years	Seven years	Five years
number	1	1	1	2
percentage	20%	20%	20%	40%

Table two: Teachers' Experience

This question attempts to investigate our EFL teachers experience in teaching English, going deeply to what is observed among teachers' questionnaire we can say that most teachers

whom we were asked have more than one year teaching experience. These results in fact reflect the familiarity with different methods of teaching English language.

3-How long have you been teaching in the university…..……………….

option	2 years	3 years	5 years	7 years
number	1	1	2	1
percentage	20%	20%	40%	20%

Table Three: Teachers' Experience in the University

Concerning this question we have observed that our second year EFL teachers respond to this question approximately the same with the previous question these results enable us to say that teachers whom we have asked teach only in the university and they have not taught in secondary school or middle schools

Section Two: Reading Skill

1-During the academic year approximately, how often do you practice reading task inside your classrooms?

    1-Every time you meet students ☐   **2-Weekly** ☐   **3-Monthly** ☐   **4-Each term** ☐

Option	Every time Meet students	weekly	Monthly	Each term
number	2	2	1	0
percentage	40%	40%	20%	0%

Table Four: Reading Practice

This type of questionnaire attempts to investigate the average rate in which our teachers practice reading among their second year EFL students; according to our teachers' questionnaire we can find that two teachers out of five approximately less than half of our population estimated that they practice reading task every time they meet students this reflects the positive attitude of our teacher towards reading. Against one teacher who stated that he practices reading task every month because she stated that her students feel boring with reading .and other two teachers who claimed that reading task is included weekly.

2- Psychological factors that lead your EFL students to have poor reading culture are due to?

    1-Lack of motivation ☐   **2-feel anxious** ☐   **3-others please specify** ☐

option	motivation	Feel anxious	others
number	2	2	1
percentage	40%	40%	20%

Table Five: Psychological Factors

In this question we want to investigate the major psychological factors that may lead our second year EFL students to have poor reading culture. Going deeply to what is observed among teachers' answer we can say our teachers' views concerning this question are a little bit controversial, because two teachers have indicated that motivation is the major psychological barrier that may affect students' willingness to read. In fact we have demonstrated this issue in our theoretical analysis. Against one teacher who has proposed other psychological factor in reading that is losing concentration while reading this factor in fact we have not analyzed in our theoretical analysis and the remaining participants have clarified that anxiety is the main issue threatening our second year EFL students to acquire reading culture .the conclusion that can be drown from teacher' answer is that these results go similarly in accordance with our theoretical analysis.

3-Are you satisfied with your student's level of reading?

1- Yes ☐   **2-No** ☐

Option	Yes	No
Number	1	4
percentage	20%	80%

Table Six: Students' Level of Reading

This question in fact intends to analyze whether our second year EFL teachers are satisfied with their students ' level of reading or not, in fact our teachers' views concerning this issue are controversial because four teachers out of five nearly up half of our selected population have said that they are not satisfied with their students level of reading because they read a little either inside their classrooms or outside it, against only one teacher out of five who has estimated that he is satisfied with his students level of reading.

4-If your EFL students do not understand the meaning

 1-guess meaning from general text ☐   **2-ignore it** ☐   **3-match the new materiel with student's prior knowledge** ☐

option	Guess meaning	Ignore it	Match material
number	0	2	3
percentage	00%	40%	60%

Table Seven: Meaning Difficulties

In this question we want to clarify the probable solution that our EFL students usually go through when they were confronting any difficulty in reading .Three teachers out of five approximately up to half of our population estimated that their EFL students match the new materiel with their previous knowledge this mean that our EFL teachers share nearly the same ideas with what we have demonstrated concerning the importance of background knowledge, against two teachers who have confirmed that their second year EFL students when they expose to any difficulties in reading they ignore it, they have said that this issue has a negative effect on students' achievement in reading because it makes them feel boring and reading culture will be fruitless. In fact this issue also goes in accordance with our theoretical analysis.

5-How do you teach reading?

1-through the bottom up approach ☐ **2-the up down approach** ☐ **3- interactive approach** ☐

Option	Number	percentage
Bottom-up approach	4	80%
Top-down approach	1	20%
Interactive approach	0	00%

Table Eight: Reading Approaches

Our EFL teachers seem to be so confusing in answering this question because there is no unified model that our EFL teachers rely on when they teach reading, four teachers out of five have confirmed that the bottom –up approach is the suitable and touchable model that enable our students to easily be involved in reading task, against one teacher who has investigated that the top

down approach is the appropriate approach in teaching reading, no teacher opted for the interactive approach

6-Are your students motivated to read?

    1-Yes ☐   **2-No** ☐

Option	Number	Percentage
Yes	1	20%
No	4	80%

Table Nine: Students' Motivation

This question in fact intends to analyze whether our second year EFL students are motivated to read or not, in fact our teachers' views concerning this issue are controversial because four teachers out of five nearly up half of our selected population have said that their second year EFL students are not motivated either because their classrooms can not provide them with appropriate environment that ensure their fully concentration in reading or because of poor reading materiel at home against one teacher out of five who has estimated that his second year EFL students are motivated to read because the university of Biskra is fulfilled with rich materiel that can motivate their student to read.

7-Do you think that your students whom their parents are educated achieve better on reading culture?

    1-**Yes** ☐   **2-No** ☐

option	Number	Percentage
Yes	3	60%
No	2	40%

Table Ten: Parents' Educational Level

This question reveals whether EFL students' reading culture is affected by parents' educational level, in fact the majority of our teachers opted for yes three teachers out of five claimed that educated parents play an important factor in raising students' awareness in the acquisition of reading culture, because they claim that they provide their homes with enough facilities such as interesting books or journals that make their students involved in reading passage with pleasure against two teacher out of five who though that the process of reading culture acquisition ha no interference with parents' educational level because they though that students' acquisition of reading culture is affected only by students' interest in reading .

8-How do you encourage your students to acquire reading culture?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

This question attempts to recognize the manner how our EFL teachers encourage their students to read with pleasure, going deeply to what is observed from teachers questionnaire, we can say that our teachers in fact have suggested distinct methods that varied from one teacher to another; some of them have estimated that they devote an extra time for independent reading especially in the oral expression and other who have confirmed that they selected enjoyable and interesting and even interactive books that enable the EFL students to enjoy reading and read with pleasure . One teacher has clarified that the acquisition of reading culture will be successful only when it will be followed by home works.

9-Do you think that Gender affect students' motivation to read?

   1-Yes ☐   **2-No** ☐

Option	Number	Percentage
Yes	4	80%
No	1	20%

Table Eleven: Gender

This question aims at investigating if gender affects students' motivation to acquire reading culture, the results reveal that our teachers' views toward the role of gender goes strongly in accordance with what we have demonstrated in our theoretical analyses, because four teachers out of five opted for yes because we generally find that girls achieve better in

the acquisition of reading culture than boys do, against one teacher who has demonstrated that the gender has no interference with students' motivation to acquire reading culture

10-Do you think that socio economic status of students affect students' desire to read?

1 -Yes ☐   **2-No** ☐

If yes to what extent ?

Option	Number	Percentage
Yes	2	40%
No	3	60%

Table Twelve: Socio Economic Statue

This question attempts to investigate whether socio-economic statue of students affects students' willingness to acquire reading culture, in fact our teachers' answer does not go similarly in accordance with what we have demonstrated in our theoretical analysis. two teachers out of five approximately 40% of our selected population opted for yes because socio-economic statue of students is a good motivator for students to acquire reading culture against three teachers out of five or what equals to 60% of the whole population who demonstrated that the socio-economic statue of students has no interference with students' willingness to acquire reading culture.

3.1.3.2-Analyzing Students' Questionnaire

Section One: Background Knowledge

1-Age   …………………

option	19	20	21	34
number	12	14	13	1
percentage	30%	35%	32.5%	3.33%

Table Thirteen: Student's Age

In this question we attempt to investigate the average age of our population going deeply to what is observed among students answer we can say that that the average age of our population is between 19,20,21 generally against only one student who is 34years old

2-Sex ……………..

.**A-male** ☐   **b-female** ☐

Option	Number	Percentage
male	2	2%
female	38	95%

Table Fourteen: Student' Sex

In this question we want to investigate the average sex of our population, going deeply to what is observed among students' answer, we can say that thirty eight participants whom we were asked what equals to 95% are female against only two male students this truth made us surprising but after asking their teacher he has clarified that there are nine male students who

were absent. Generally speaking we find in Algeria the females are always outnumbered male students especially in letters and languages branch.

3-Do you choose studying English because you like it?

1-Yes ☐   **2-No** ☐

Option	Yes	No
Number	34	6
Percentage	85%	15%

Table Fifteen: Students Love of English

In this question, we want to investigate whether our second year EFL students love English or not they were obliging to study it. Going deeply to what is observed from students' answer, we can say that thirty four students like English and they choose it by themselves against six students who have clarified that they did not choose themselves studying English because they were imposing either by their parents or by the destiny to study English.

4-Your level in English?

1-Low   **2-Very low**   **3-good**   **4-average**

Option	Low	Very low	good	average
Number	5	0	10	25
Percentage	12.5%	0%	25%	62.5

Table Sixteen: Students' Level

Generally we can say that our second year EFL students have an average rate in English

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1- Do you read in English?

        1-Yes ☐   **2-No** ☐

If yes what kind:

        1-document linked with your specialty ☐   **2-books and stories** ☐

        3-newspapers and magazines ☐   **4-others please specify** ☐

Option	Number	Percentage
Yes	35	87.5%
No	5	12.5%

Table Seventeen: Reading in English

Option	Number	Percentage
Books and stories	12	34.28%
Newspaper magazines	5	14.28%
Specialty documents	18	51.42%
Other	0	00%

Table Eighteen: Types of Reading

This question attempts to explain students' attitude towards reading culture, whether they read in English or not, going deeply to what is observed among students' answer, we can find that only five students out of forty; it means less than a third of our selected population estimated that they do not read in English they have said that factors that lead them to have reluctant in reading are linked with motivation or because they are so busy with variety of modules and they though that they have not time to be engaged in reading task this issue in fact goes in accordance with our theoretical analyses. Against thirty five students out of forty

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who have ascertained that they read in English but the problem is that eighteen members who read in English read merely documents that are linked with their specialty against twelve students who have confirmed that they read books and stories and five student out of twenty five who read English newspaper and magazines via the net. These results in fact have made us surprising at the beginning and enable us to say that our second year EFL students have generally a poor reading culture because they do not read in a foreign language and if they read, they did it just because it is an academic obligation not for the sake of reading itself since our students read only what is linked with their specialty.

2-How do you find reading in English?

1- Easily ☐   **2-fairly easily** ☐   **3-with difficulties** ☐

Option	Number	Percentage
Easy	12	30%
Fairly easy	24	60%
With difficulty	4	10%

Table Nineteen: Reading Level

In this question we want to investigate how our second year EFL students find reading task the first conclusion that can be drown from students' answer concerning the acquisition of reading culture reveals that twenty four students of our selected population confirmed that they read fairly easily and without difficulties against twelve members of the participants who have ascertained that they read easily and four students out of forty have confirmed that they read with difficulties. These results which are drowning from students' analyses lead us to say that although the majority of EFL students or up to half of our selected population read fairly

easily or easily the issue that make us surprising because these results are controversial to our theoretical analysis.

3-Which skill is more challenging to acquire?

1-writing ☐   **2-speaking** ☐   **3-listning** ☐   **4-reading** ☐

Option	Number	Percentage
speaking	20	50%
writing	8	20%
reading	5	12.5%
listening	7	17.5%

Table Twenty: English Skills

This question reveals the most challenging skill that our EFL students confronting when they are engaging in their studies; seven participants out of thirty have estimated that they have difficulty with listening since it is the skill that requires a large percentage of concentration against twenty students of our selected population who have confirmed that the most challenging skill for second year EFL students is speaking because they can not perform better on oral expression since they can not speak fluently. Five students only who have estimated that reading is most difficult skill to acquire because it requires mental abilities that lead them to decode meaning from printed page in order to create an absolute mental image that linked the new materiel with prior knowledge; and eight participants who have confirmed that writing is most difficult skill for second year EFL students to require because it is the most needed skill in exams and professional tests.

4-Do you like to read?

    1- at home ☐   **2-in class** ☐

Option	Number	Percentage
At home	33	82.5%
In class	7	17.5%

Table Twenty One: Reading Atmosphere

In this question we want to investigate deeply the preferable atmosphere in which reading skill is performed, going deeply to what is observed from students' answer we can find that the answers have not divided equally, it means a majority of our second year EFL students approximately thirty three participants of our selected population opted that they prefer to read at home in which it will provide them with a suitable environment that enable them to well concentrate against seven members of our selected population have confirmed that they prefer to read in class in which they will be obliged to read not as an optional choice but rather as an imposed rule that their EFL teachers asked them to perform since they have no time to read at their homes because of inappropriate and hierarchical even disorganized environment at their homes, in fact these results have made us in controversy of analyzing these results but, we have found that this question in fact suggests a personal opinion.

5-Do you read with?

    1-plesure ☐   **2-because reading is academic obligation** ☐

Option	Number	Percentage
Academic obligation	20	50%
With pleasure	20	50%

Table Twenty Two: factors of reading

This question aims to find out the ultimate aim of reading in fact when we have asked this question we were though that the majority of our students will opt for reading with pleasure but unfortunately the results that were drown from students' Answers were the opposite of what we were though and reveal us that nearly a half of our selected population have claimed that they read just because reading is an academic obligation not for the sake of reading itself against the other half students who have confirmed that they read with pleasure and they enjoy reading.

6-Are you satisfied with your level in reading?

1-Yes ☐   **2-No** ☐

Option	Number	Percentage
Yes	28	70%
No	12	30%

Table Twenty Three: students' evaluation

This question in fact aims at investigating how our EFL students evaluate themselves concerning the acquisition of reading culture. In fact we have though at the beginning that our second year students will not be satisfied with their achievement in what they reading since they had a poor reading culture, but after analyzing students' results we have found the opposite and controversial results that is about twenty eight participants whom we have asked claimed that they are convinced and strongly satisfied with their level in reading this answer made us asking ourselves about reasons that lead them to be satisfied with their level in reading we have presented in our mind some suggestions or hypotheses that students' satisfaction level in reading may be due to students' self-confidence but according to teachers' view; this issue in fact is presented negatively among our second year EFL students Against twelve members of our selected population who were not satisfied with their level in reading .

7-How often do you read at home?

1-daily ☐   **2-weekly** ☐   **3-monthly** ☐

Option	Number	Percentage
Daily	4	10%
Weekly	12	30%
Monthly	24	60%

Table Twenty Four: Reading practice

In this question we attempt to find out the general rate of students' usual practice in reading going deeply to what is observed among students' answer, we can infer that twenty four members whom we were asked, it means more than a third of our selected population have confirmed that they read monthly the issue that made us asking ourselves how do our second year EFL students will be satisfied with their level in reading with such a little exposing to reading, against four students who have confirmed that they read daily this fact made us feel positively toward the acquisition of reading culture and the remaining part of our selected population it means about twelve students read weekly, in general we can say that our second year EFL students respond to this question nearly with the same ideas that their teachers propose.

8-Do you think that your weakness in reading is due to?

   1-classroomes' lack of materiel ☐   **2-home environment is not suitable** ☐

   Others please specify ☐

Option	Number	Percentage
Classroom poor materiel	24	60%
Home atmosphere	15	37.5%
Other suggestions	1	2.5%

Table Twenty Five: Reading weaknesses

The ultimate aim of this question is to investigate and find out the real factors that go beyond students' poor reading culture, in fact our second year EFL students respond to this question differently , about fifteen students out of forty have estimated that their poor reading culture is due to inappropriate home environment in which they live they have explained that unsuitable home atmosphere leads them to have a little concentration , against one students who has suggested that students' poor performance in reading is due to decreased rate of students' concentration while reading in fact this proposed idea which we have not deal with in our theoretical analyses seemed very important idea that we have not care about . Twenty four students have suggested that poor reading materiel in the university is considered to be the main factor of students' unwillingness to read they have explained that overcrowded library make our EFL students worried and wasted time just to pick up a book if it is available.

9 –If you do not understand the meaning

1-you read it word by word ☐   **2-guess meaning from general text** ☐   **3-ignor it** ☐

option	Number	Percentage
Ignore meaning	21	52.5%
Reread it word by word	9	22.5%
Guess the general meaning	10	25%

Table Twenty Six: Misunderstanding of Meaning

This question aims at investigating how our EFL students behave when encountering misunderstanding in meaning the conclusion that can be drown from students' questionnaire is that only nine members of our selected population, it means less than a third of our population have confirmed that the issue of misunderstanding meaning leads them to reread it word by word this reflects in fact the extent in which our EFL students are greatly interesting in reading culture; against ten participants of our population whom views towards this issue is less satisfying than the previous one because they have clarified that if they confront with such issue they guess the meaning from the general comprehension and the remaining participants what equals a large percentage of our population, it means what about twenty one members of our second year EFL students opted for the last option which is given up reading, this issue in fact, negatively affects our students' desire to acquire reading culture.

10-When you have a problem in reading? You:

1- Give up reading ☐   2-ask for help ☐   3-suggest others ☐

Option	Number	Percentage
Ask for help	10	25%
Give up reading	28	70%
others	2	5%

Table Twenty Seven: Reading Problem

This question aims at investigating how our second year EFL students deal when they have confronted some problems in the process of the acquisition of reading culture, going deeply to what is observed among students' answer we can say that student' answers were controversial and that the majority of our selected population nearly 28 participants opted for the first option in which they immediately giving up reading without devoting any time at consulting dictionaries or asking for help or without doing any mental or physical effort that can interpret their interest to acquire reading culture because they feel boring toward this culture since they did not get used reading culture at the beginning of their childhood one student has confirmed that for him he reads just when their will be an exam in oral expression. Our EFL teachers should be aware about the issue of fear of exams and should include the passage of reading culture in every test or oral examination, against two participants whom we were asked who have suggested another tool which is consulting dictionaries whenever they found out reading difficulties, in which they will discover themselves the meaning and they thought that consulting dictionaries when dealing with reading words is considered to be the easiest manner to master or to keep in mind a large unit of vocabulary constructions which enable him to be proficient reader . Against other ten participants who have clarified that they

asked for help whenever they meet any obstacles in reading passage either on the part of their teachers or their peer students.

11-Your difficulties in understanding the text is due to :

1-lack of background knowledge ☐   2-because unknown words ☐

3-others please specify ☐

Option	Number	Percentage
A lack of background knowledge	14	35%
Unknown words	25	62.5%
Others	1	2.5%

Table Twenty Eight: Difficulties of Understanding

In this question we want to investigate the obvious source of students' difficulties in reading, the conclusion that can be drown from students' answer is that twenty five members whom we were asked have well clarified that their weakness in reading is due to unknown words or what is called a heavy load of difficult words .

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Against fourteen members of second year EFL students who had clarified that the problem of background knowledge is considered as a main problem threatening our students' willingness to acquire reading culture, because they think that they can not match a new knowledge gained as a result of the acquisition of reading culture and their prior knowledge. Against one participant who has demonstrated that his inability to read

is due to his internal unwillingness to read because of the issue of time in which they engaged in reading culture.

12-Are you motivated to read? If no why?

1-Yes ☐   **2-No** ☐

Option	number	percentage
Yes	34	85%
No	6	15%

Table Twenty Nine: Motivation for Reading

In this question we attempt to explain students' desire to acquire reading culture, whether they are motivated or not according to students' answer we can say that students' answer toward this question is controversial because thirty four participants whom we were asked have clarified that they are motivated to read this issue in fact has lead us to think that the majority of our second year EFL students are motivated, but they have poor reading culture this question in fact have made us unable to analyze, against six members only who share with us the same view that we have demonstrated in our literature review, and who have clarified that they are not motivated to read because of time or because of unknown vocabulary that make them feel boring toward reading. This a little percentage goes similarly in accordance with our theoretical analysis.

13-How do your parents help you to promote the acquisition of reading culture?.

In this question our second year EFL students have proposed unexpected answers and even funny one some of them deny the fact that their parents help them to read and another one has proposed that his mother only who helps him to read by providing a suitable environment to read either by not leaving his kids or his little brothers to disturb him or by not allowing him to go out specially when she bough new books, he added that I hate the day when my mother brought me some books, others have suggested that their parents usually provide them to read with psychological feedback that can arise their awareness towards this skill by stating the advantages of necessity of acquiring reading culture. One participant has confirmed that he has not parents because they have dead and other one who has confirmed that his parents are not educated and they have no idea about reading culture.

14-How your teachers encourage you to read with pleasure?

This question aims at investigating whether our teachers encourage their students to read with pleasure or not, going deeply to what is observed among students' answer, we can say that some students have clarified that their teachers did not help them to read with pleasure because they confirmed that teachers' duty is available at classroom only and reading with pleasure is required usually outside the classroom. And others have not denied the fact that there teachers helped them to read with pleasure because their teachers devoted an extra time for an independent reading and they have added that their teachers offered them with a diverse topics of reading which varies according to students' interest and hobbies that requires every student to read particular topic that he is interesting in. One student clarified that his teachers provided them with suitable and interesting books and even motivating them even if they make mistakes, or by providing them with titles of short stories in order to improve their spoken language.

Discussion of Teachers and Students' Questionnaire

After analyzing students and teachers 'questionnaire, we can assume that our second year EFL teachers and students are aware of the fact that reading culture acquisition is beautiful art

of seeking knowledge and information and it is an anticipatory tool for learning that every EFL student needs to become competent on it. In fact, our second year EFL teachers and students seem similarly sharing with us the same view concerning factors that go beyond this issue; because they have proven that poor reading culture occurs as a result of melting factors that vary from pedagogical psychological as well as socioeconomic factors.

3.2-Parents'Interview

3.2.1Description of Interview

This interview is asked for parents of students; those parents are doctors and teachers, it attempts to investigate parents' duty toward enhancing reading culture among their students; this interview is consisted of ten open questions in which parents answer us freely by giving their opinions about how they help their students to well develop the acquisition of reading culture; it is asked for five parents those parents are selected none randomly in which we have chosen five parents of students from Boussaada; those parents vary in fact in age as well as family income and even in educational level. Parents in this interview have answered us immediately.

3.2.2- Interview Analysis

1-Are you educated?

……………………………………………………………………………………………

……………………………………………………………………………………………

This question is asked in order to investigate the general level of education of parents whom we have asked, going deeply to what is observed from this interview, we can say that all the interviewee parents are educated but their degree of education vary from one to another, Two Parents are Teachers and two parents are doctors and one parent is a mixture between doctors and teachers i.e. a father is a doctor and a mother is a teacher

Approximately the whole selected population are teachers and doctors they were university graduated students; these results in fact reflect the high educational level of parents.

2-If yes do you like reading?

……………………………………………………………………………………………

In this question we attempt to investigate whether the interviewee parents like reading books or magazines or not, what we have observed from parents' answer, we can say that parents in this question have respond us honestly, and have estimated that they did not like reading because it is a skill that requires more time and concentration; this feature in fact is lacked among them because they are workers, the issue that makes them giving up reading because when those parents have free time they spent it with their families and friends. What we have observed that even though those parents dislike this skill, they appreciate it and they wish that their daughters and sons will master this skill because it is the source of comprehensible input and it is considered as a tool that feed our brains.

3-Do your students like reading?

………………………………………………………………………………………….

The ultimate aim of this question is to find out whether students of educated parents like reading or not. In this question we have find out that one parent has clarified that their children like reading but when they are motivated to read by their own interest not trough imposing, because they estimated that parents' duty is only to provide their homes with enough facilities that may facilitate the acquisition of reading culture, and the remaining four parents have clarified that their children dislike reading even though their homes is rich of

reading materiel. Factors that go beyond this issue, according to them are due to the net which has replaced the role of books unfortunately and decreased rate of motivation and even teachers' feedback.

4-How do you help your students to acquire reading culture?

…………………………………………………………………………..

In this question we are going to discover how parents appreciate reading at their homes. Three parents have a unified answer concerning this question because they have confirmed that they devote themselves to make their children like reading by providing enough facilities that make their homes suitable place for the acquisition of reading culture. Two Parents have clarified that every month they make a part of their money in order to buy books journals and magazines to their children to read so they have made home library that is consisted of many interesting books; the conclusion that can be drawn from parent's answer is that all interviewee students value education in general and reading in specific.

5-What do you think factors that can lead your students to have poor reading culture?

……………………………………………………………………………………

In this question we attempt to investigate factors contributing to poor reading culture among students of university. Going deeply to what is observed among parents' answer, we can say that these factors vary from one parent to another, two parents have confirmed that their students' unwillingness to read is due to internal unwillingness to read or because their students are strongly influenced by the net in which they devoted more time on it. Other two parents proposed factors that go beyond this issue is linked a little bit with what we have

demonstrated in our theoretical analysis such us the psychological state of students which included students' motivation to read or a lack of classroom materiel for reading . One parent has provided us with satisfactory factor that in fact we have enjoy too much that is their students lost patience while reading, which is considered as a main construct needed in the acquisition of reading culture.

6-Do you think that home environment is important to insure a full concentration in reading?

……………………………………………………………………………………………

Concerning this question, we can say that parents respond positively toward this type of questions trough confirming and answering by yes because home environment is the major place in order to practice reading culture. The conclusion that can be drown from parents answer is that this interviews' results go strongly in accordance with what we have demonstrated in our theoretical analysis, because appropriate and organized home environment is the suitable place that insure a full concentration

7-Do you think that family income affect students' willingness to read?

…………………………………………………………………………………………..

This question attempts to investigate whether family income affects students' willingness to acquire reading culture. We have observed that parents in this question strongly share with us the same idea concerning the importance of family income in enhancing students' willingness to acquire reading culture, because they respond to this question positively and confirmed that the expensiveness of books goes beyond Students' underachievement in acquiring reading culture.

8-Are you satisfied with your student's level of reading?

…………………………………………………………………………………………………

We want to investigate through this question whether parents are satisfied with their students' level of reading, what is observed among parents 'answer, we can say that four parents are not satisfying with their students' level in reading because they do not practice reading even though all materiel of reading are presented richly at their homes .These results also go strongly with what we have demonstrated in our theoretical analysis. Against one parent who has claimed that they are satisfying with their student's level of reading, since their students like pleasurably acquiring this skill.

9-Do you think that the acquisition of reading culture is genetic clues that moves from one generation to another?

…………………………………………………………………………………………

This question attempts to investigate whether parents share with us the same view that we have demonstrated, in our literature review, concerning the fact that the acquisition of reading culture is genetic clues that move from one generation to another. In fact parents seem so to be so confusing in answering this question, because the majority of them have respond us with a unified answer which is I do not know but I think that, we can observe that

parents'opinion are controversial, three parents have disconfirmed this fact because they thought that the acquisition of reading culture is individual attitude and has no interference with genetic clues. They have given us some illustrations that there are some students whom parents are not educated but can perform sometimes better than those students whom their parents are educated; against two other parents who have confirmed the fact that the acquisition of reading culture is genetic clue that moves from one generation to another.

10-Are you watching or following some programs through it you can enhance your students' willingness to acquire reading culture?

…………………………………………………………………………………………

In fact we have asked this question in order to find out whether educated parents are following some programs that provided them with suitable instructions about how to help their children to acquire reading culture as we have proposed in the theoretical analysis. The whole population has denied this fact and has proved that parents' duty toward acquiring reading culture is limited only on providing their homes with appropriate books .This conclusion has disconfirmed what we have demonstrated in our theoretical analysis.

Discussion of parents 'interview

Parents' interview allows us to say that educated parents play a major role in raising students 'awareness to acquire reading culture by providing their homes with enough facilities that enable their students to read with pleasure. In fact, educated parents appreciate reading culture acquisition among their students and devote themselves to make reading culture as a useful skill to be acquired among their students

The basic conclusion that can be adopted from our thesis is that reading culture is an anticipatory tool for learning in various hierarchic of modern educational set up which opens

facilities to the learning process and effectively promote intellectual development in the learners Every EFL student needs to become fully competent in reading in order to succeed in school and to discharge responsibility as a citizen of a democratic society in the future. In addition to students themselves, parents and teachers should cooperate together in order to decrease poor reading culture and make reading culture as a way of life among their second year EFL students

Conclusion

Reading culture is a main construct in broadening the horizon of knowledge within and outside one's disciplinary interest. It is an important part in literacy program and it is an anticipatory tool that deliberates us from ignorance; this chapter attempted to find out whether statistics go in accordance with what we have demonstrated in our theoretical analysis or not, so, it sets to determine factors that can lead to poor reading culture. In this work, we have presented two distinct methods of research, questionnaire and interview, the questionnaire was administered for both second year EFL teachers and students and small interview with parents in which we have gathered information about how teachers and parents cooperate together in order to arise their students' willingness to acquire reading culture. The general conclusion that has been drawn from this chapter is that these statistics' interpretation goes similarly in accordance with what we have demonstrated in our literature review.

General Conclusion

Our thesis attempted to investigate factors that lead our second year EFL students to have poor reading culture at Biskra University. Our present study was basically divided into three main chapters. The first and second chapters were devoted for theoretical analysis or literature review in which we have identified some aspects linked with both concepts of reading and reading culture. The last chapter which was devoted to field work in which we have investigated some teachers as well as students' opinion about how to arise students' awareness to promote the acquisition of reading culture, in addition to parents' interview, in which we have asked some parents about some concepts of reading culture. The conclusion that has been drown from our field work is that in addition to parent, students and teachers are aware of the fact that Reading culture is intellectual tool trough which a person broadens his/her understanding of life, Consequently, there is fulfillment in indulging in the reading culture. Every EFL student needs to become fully competent in reading in order to succeed in school and to discharge responsibilities as a citizen of a democratic society in the future, and that poor reading culture is a negative issue that has over threatening our second year EFL students at Biskra University. Factors that go beyond this issue according to final results allow us to say that poor reading culture occurs as a result of melting factors that vary from pedagogical and psychological as well as socio economic and even content factors.

Recommendation

- Every EFL student needs to focus on reading in order to be pleasurably acquired in reading culture acquisition

- Our parents must follow some programs that enable them to promote reading culture acquisition among their students

- Our homes must be a place of trust and organization in order to ensure a high level of concentration among our second year EFL classes

- Our teachers should be aware of arising students 'awareness to acquire reading culture among their students

- Our classrooms need to be safety, organized highly enriched with reading material that promote our students 'desire to acquire reading culture

- Reading culture acquisition must be appreciated by every student in order to succeed at school

- Teachers and students, parents should cooperate together in order make reading culture as way of life among their students

- Reading culture acquisition must be appreciated in every classroom and at every home.

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6-Appendix One

Teachers' Questionnaire

Dear teachers you are invited kindly to answer this questionnaire, which aims at investigating reasons that lead the second year EFL students to have poor reading culture . Please answer these questions either by ticking or adding some suggestions

We will be so grateful to you and thank you

1-Section One: Personal Information

1-Your degree……………………………

2-How long have you been teaching English? ……………………………

3-How long have you been teaching in the university……………………….

Section two: about reading culture

1-During the academic year approximately, how often do you practice reading task inside your classrooms?

1-Every time you meet students ☐   2-Weekly ☐   3-Monthly ☐   4-Each term ☐

2- Psychological factors that lead your EFL students to have poor reading culture are due to?

1-Lack of motivation ☐ 2-losing concentration while reading ☐ 3-feel anxious☐

4-others please specify ☐

3-Are you satisfied with your student's level of reading

1- Yes ☐   2-No ☐

4-If your EFL students do not understand the meaning

1- Match the new materiel with student's p   nowledge ☐ 2-ignore it ☐   3-guess

meaning from general text ☐

5-How do you teach reading?

1-through the bottom up approach ☐2-the up down approach ☐   3-interactive

approach ☐

6-Are your students motivated to read?

1-Yes ☐   2-No ☐

7-Do you think that your students whom their parents are educated achieve better on reading

culture?

1-Yes ☐   2-No ☐

8-How do you encourage your students to acquire reading culture?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………….

9-Do you think that gender affect students' motivation to read?

1-Yes ☐   2-No ☐

If yes how

…………………………………………………………………………………………

10-Do you think that students 'poor reading culture is due to socioeconomic status of students?

    1-yes ☐   2-No ☐

      If yes to what extent?

Appendix Two:

Students' Questionnaire

Dear students

You are invited to participate in current research through filling in the questionnaire below; this questionnaire is designed to gather information about investigating factors contributing to poor reading culture, please answer each statement by ticking in the right answer.

      May I thank you for your collaboration

Section One: Background Knowledge

1-age …………………..

2-sex …………………..

    a-male ☐   b-female ☐

3-Do you like English language

a –Yes ☐   b- No ☐

4-What is your level in English

a-Very low ☐   b- low ☐   c- average ☐   d-good ☐

Section two; Reading Skill

1- Do you read in English?

1-Yes ☐ 2-No ☐

If yes what kind:

1-document linked with your specialty ☐ 2-books and stories ☐

3-newspapers and magazines ☐ 4-others please specify ☐

2-How do you find reading in English?

1- Easily ☐ 2-fairly easily ☐ 3-with difficulties ☐

3-Which skill does you think is more challenging to acquire?

1-writing ☐ 2-speaking ☐ 3-listning ☐ 4-reading ☐

4-Do you like to read?

1- at home ☐ 2-inclass ☐

5-Do you read with?

1-pleasure ☐ 2-because reading is academic obligation ☐

6-Are you satisfied with your level of reading?

1-Yes ☐ 2-No ☐

7-How often do you read at home?

1-daily ☐ 2-weekly ☐ 3-monthly ☐

8-Do you think that your weakness in reading is due to?

1-classroomes' lack of materiel ☐ 2-home environment is not suitable ☐

9 –If you do not understand the meaning

1-you read it word by word ☐ 2-guess meaning from general text ☐ 3-ignore it ☐

10-When you have a problem in reading you:

1- Give up reading ☐ 2-ask for help ☐ 3-consult dictionary ☐

11-Your difficulties in understanding the text is due to?

1-lack of background knowledge ☐   2-because of unknown words ☐   3-others please

specify ☐

12-Are you motivated to read?

1-Yes ☐   2-No ☐

If No why

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………

13-How your teachers encourage you to read with pleasure?

…………………………………………………………………………………………………

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…………………………………………………………………………………………………

14-How do your parents help you to promote the acquisition of reading culture?

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…………………………………………………………………………………………………

Appendix three

Parents' interview

1-Are you educated?

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2- If yes do you like reading?

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3- Did your sons and daughters who are studying in the university like reading?

……………………………………………………………………….………………

.4- .How do you help your sons and daughters who are studying in the university to acquire

reading culture?

……………………………………………………………………………………………….

5-What do you think factors that lead your students to have poor reading culture?

………………………………………………………..…………………………………………

6-Do you think that home environment is important to insure a full concentration in reading?

………………………………………………………….………………………………………..

7-Do you think that family income affect students' willingness to read?

……………………………………………………………………………………………….

8-Are you satisfied with your student's level of reading?

…………………………………………………………………..………………………

9-Do you think that the acquisition of reading culture is genetic clues that moves from one generation to another?...

10-Are you watching or following some programs through it you can enhance your students' willingness to acquire reading culture ?