

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTEMENT OF FOREIGN LANGUAGES
DIVISION OF ENGLISH



**The Use of Autonomous Learning as a Factor to Enhance EFL
Learners' Reading Comprehension**

Case Study: First Year LMD Students' of English, University of Biskra

A Dissertation Submitted in Partial Fulfillments of the Requirements for the Master
Degree in English: Sciences of the Language

Prepared by:

Miss. YAHIA Imane

Supervised by:

Mrs. BEKHOUCHE Rime

Board of Examiners

Mr. LAALA Youcef

Dr. REZIG Nadia

Academic year: 2014/2015

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTEMENT OF FOREIGN LANGUAGES
DIVISION OF ENGLISH



**The Use of Autonomous Learning as a Factor to Enhance EFL
Learners' Reading Comprehension**

Case Study: First Year LMD Students' of English, University of Biskra

A Dissertation Submitted in Partial Fulfillments of the Requirements for the Master
Degree in English: Sciences of the Language

Prepared by:

Miss. Yahia Imane

Supervised by:

Mrs. BEKHOUCHE Rime

Board of Examiners

Mr. LAALA Youcef

Dr. REZIG Nadia

Academic year: 2014/2015

DEDICATION

This work is dedicated to

The person who taught me how to rely on myself: *My Father*

The Kindest person: *My Mother*

Thank you for trusting me, for your love, patience, support and encouragement

My beloved Brothers and Sisters

My Nephews and Nieces

My precious family: Antes and Uncles

My friends from group six (2010)

Those who sincerely supported me with their prayers, kindness, and efforts

To all of you I gladly dedicate this work and these words

Acknowledgements

Above all, I would thank ALLAH, for providing me with patience, for giving me strength and capacity to complete this work.

Then, the most important thank is for my family: my parents, my sisters and my brothers, for their support and patience.

My deep and sincere gratitude and thanks are due to my teacher and supervisor Mrs. Rime Bekhouche for her valuable direction, without her, this work could not see the light.

Special thanks to the jury members: Mrs. Rezig Nadia and Mr. Laala Youcef for their guidance, advice, and encouragements.

I have to express my sincere gratitude to first year EFL students (2014/2015) in the division of English at Mohamed Kheider University of Biskra for their help and seriousness in completing the questionnaire. Also, special thanks for first year teachers who were so helpful and kind to collaborate in this research.

Subsequently, I am really indebted to my colleagues Imane and Brahim who are always beside me whenever I need them. I would also like to thank all my classmates for the nice time we spent together helping each other.

I am indefinitely thankful for those teachers who were sincerely caring, giving, and understanding throughout my whole educational life.

My appreciations go also to all those who help me in one way or another to realize this work.

Abstract

The present study investigates the lack of using autonomous language learning strategies as factors that hampers EFL first year students at the division of English in the University of Biskra from achieving better reading comprehension. Throughout this study, we hypothesize that if students use autonomous learning strategies they will enhance their reading comprehension. Along similar line, we advance that if teachers support their students' autonomy, this latter will be promoted, and henceforth their English reading skill will be developed. As a method of research, the descriptive method has been used to confirm the hypotheses. As a tool, in the study we used two questionnaires for gathering data. The findings of Students' questionnaire as well as teachers' one revealed that most of the students suffer from different difficulties which make them unable to accomplish the main goal of reading which is reading comprehension. Moreover, among all the mentioned difficulties in the study, teachers view that prior knowledge is the most responsible factor in hampering students' reading comprehension. Whereas, a remarkable agreement shared by most of teachers and students is the significance of utilizing learning strategies that learners' select according to their own needs in enhancing reading comprehension. Finally, based on the results obtained from the study, recommendations are suggested about how first year EFL students' autonomy can be promoted, and their level of reading proficiency can be improved.

List of Abbreviation

EFL: English as a Foreign Language

TESL: Teaching English as a Second Language

LLS: Language Learning Strategies

L2: Second Language

SSR: Sustained Silent Reading

SQ3R: Survey, Question, Read, Recite, and Review

LMD: License, Magister, Doctorate

N: Number of Students and / or Teachers

List of Tables

	Page
Table 01: Levels of Autonomous Learning (Nunan, 1997).....	15
Table 02: Oxford (1990) Classifications of Language Learning Strategies.....	17
Table 03: O'Malley and Chamot (1990) Definitions and classifications of Language Learning Strategies	20
Table 04: Gender	48
Table 05: Age.....	49
Table 06: Students' Level in English.....	50
Table 07: Students' Activities during their First Year	52
Table 08: Students' Frequency of Participation in Autonomous Activities.....	53
Table 09: Students' Love of Reading	55
Table 10: The Language in which Students' Read Most	55
Table 11: Students' Frequency of Reading English	56
Table 12: Students' Setting Purposes of Reading English Language.....	57
Table 13: Features Encourage Students to Read a Particular Text	58
Table 14: Students' Answers for Importance Laid to Vocabulary	59
Table 15: Students' Used Strategies before Reading	60
Table 16: Student's Used Strategies while Reading	61
Table 17: Students' Answers for Handling a Reading Problem	62
Table 18: Students' Awareness about Post- Reading Strategies	63
Table 19: Students' Most Like Reading Types	64
Table 20: Students' order of Reasons for Reading	66
Table 21: Students' Views about the Teacher's Role in Reading.....	68
Table 22: Students' Goal behind Reading a Particular Material	68

Table 23: Students’ Attitudes towards Strategy Use and Developing Reading Comprehension	70
Table 24: Students’ Views about Having Hours in Reading Strategies.....	72
Table 25: Teachers’ Qualifications	74
Table 26: Teachers’ Answers about their Experience in Teaching English.....	74
Table 27: Importance of Learner Autonomy in English Learning	75
Table 28: Teachers’ Evaluation of Learners’ Autonomous Learning Level.....	76
Table 29: The Association of Students’ Autonomous Learning to their Language Proficiency.....	77
Table 30: Changing Students’ Attitudes in Learning.....	77
Table 31: Learner Autonomy and Teacher Methods of Teaching.	78
Table 32: Promoting Learner Autonomy	80
Table 33: Technological Materials Adequacy for Learner Autonomy	80
Table 34: The Importance of Reading	82
Table 35: Students’ Showing Difficulties While Reading.....	82
Table 36: Students’ Difficulties in Reading.....	83
Table 37: Teachers' Encouragements to Use the Effective Reading Strategies.....	85

List of Figures

	Page
Figure 01: The bottom-up and the top-down model processing.....	28
Figure 02: The Interactive Model Processing.....	30
Figure 03: Gender	48
Figure 04: Age.....	49
Figure 05: Students' Level in English	51
Figure 06: Students' Frequency of Participation in Autonomous Activities	53
Figure 07: Students Frequency of Reading in English Freely	56
Figure 08: Students' Setting Purposes of Reading English Language.....	57
Figure 09: Students' Attitudes towards Strategy Use and Developing Reading Comprehension.....	70
Figure10: Students' Views about Having Hours in Reading Strategies.....	72
Figure 11: Students' Level of Autonomous Learning.....	76

Table of Contents

Dedication.....	I
Acknowledge.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Tables.....	V
List of Figures.....	VII
Table of Contents.....	VIII
General Introduction.....	1
Statement of the Problem.....	1
Significance of the Study.....	1
Aims of the Study.....	2
Main Research Questions	2
Hypotheses.....	2
Methodology of Research.....	2
Population Sampling.....	3
Structure of the Study.....	3
Chapter One: Autonomous Learning	
1. Introduction.....	5
1.1. Definition of Concepts.....	5
1.1.1 .Autonomy.....	5
1.1.2. Autonomous Learning.....	6
1.1.3. Teacher Autonomy.....	7
1.1.4. Learner Autonomy	8

1.2. Learner Autonomy and Dominant Philosophies of Learning.....	9
1.2.1. Positivism.....	9
1.2.2. Constructivism	10
1.2.3. Critical theory.....	10
1.3. Characteristics of Autonomous Learners	11
1.4. Promoting Learner Autonomy.....	12
1.5. Levels of Autonomous learning.....	14
1.6. Language learning strategies.....	15
1.7. Classifications of language learning strategies.....	16
1.8. Teacher’s Role in Autonomous Learning classroom.....	21
1.9. Conclusion	22

Chapter Two: Enhancing EFL Learners Reading Comprehension

2. Introduction.....	24
2.1. Definition of Reading.....	24
2.2. The Process of Reading.....;	25
2.3. Models of Reading.....	26
2.3.1. The Bottom - Up Model.....	26
2.3.2. The Top - Down Model.....	27
2.3.3. The Interactive Model.....	29
2.4. Types of Reading.....	31
2.4.1. Extensive Reading.....	31
2.4.2. Intensive Reading.....	31
2.5. Reading Comprehension.....	32

2.6. Reading Strategies.....	34
2.6.1. Examples of Reading Strategies.....	35
2.6.1.1. Skimming.....	35
2.6.1.2. Scanning.....	36
2.6.2.3. Inferring.....	36
2.6.2.4. Predicting.....	37
2.6.2.5. The SQ3R Reading Strategy.....	38
2.7. Teaching Reading in EFL Classroom.....	39
2.7.1. Pre-reading.....	39
2.7.1.1. Brainstorming.....	39
2.7.1.2. Pre-questions.....	39
2.7.2. While-reading Tasks.....	40
2.7.2.1. Making Connections.....	40
2.7.2.2. Determining Importance.....	40
2.7.2.3. Synthesizing.....	40
2.7.3. Post-reading tasks.....	40
2.7.3.1. Summarizing.....	40
2.7.3.2. Retelling.....	41
2.8. Strategy Use and Reading Comprehension.....	42
2.9. Conclusion.....	42

Chapter Three: Field work

3. Introduction.....	45
3.1 .Methodology	45

3.1.1. Population.....	45
3.1.1.1.The Students.....	45
3.1.1.2. The Teachers.....	46
3.2. Description of the Questionnaires.....	46
3.2.1. The students’ Questionnaire	46
3.2.2. The teachers’ Questionnaire.....	47
3.3. Administration of the Questionnaire.....	47
3.3.1. The Students’ Questionnaire.....	47
3.3.2. The Teachers’ Questionnaire.....	48
3.4. Analysis of the Students’ Questionnaires Results.....	48
3.5. Analysis of the Teachers’ Questionnaire Results.....	73
3.6. Interpretation of Students’ Questionnaire Results.....	85
3.7. Interpretation of Teacher’s Questionnaire Results.....	87
3.8. Conclusion.....	89
Recommendations.....	90
General Conclusion	91
References	101
Appendices.....	109
Appendix I: Students’ Questionnaire.....	110
Appendix II: Teachers’ Questionnaire.....	115

General Introduction

The language learning is influenced directly or indirectly by numerous factors. One of the most major factors is “autonomous learning”. Over the past decades, researchers, as well as educators poured much ink in attempt to illustrate this key concept and its implications for teaching and learning. Learners nowadays are expected to assume responsibility and take charge of their own learning. However, this does not mean that learner autonomy aims at establishing a “teacher less” learning. On the contrary, the teacher role is necessary in fostering learners’ autonomy and guiding them to be more autonomous.

Besides, teaching reading skills to EFL undergraduate students has always been a challenge, especially as many of students have a low proficiency level in English. Their inability to understand texts written for native speakers often lead to feelings of inadequacy and frustration to take risks. There is a need to make students aware of the hidden potential they have and to find ways in which this can be exploited. Therefore, to come up with a more in depth picture, the present study aims to investigate the importance of using autonomous learning activities in enhancing EFL learners’ reading comprehension.

1. Statement of the Problem

The present study will take into account the evidence that student’s poor reading skill and performance hinder their fulfillment of higher educations’ demands. They may thus encounter a number of problems in their reading proficiency improvement leading to their frustration in the reading activity. Moreover, the lack of using language learning strategies may hinder the achievement of better reading comprehension.

2. Significance of the Study

The present study is deemed to be significant in terms of discussing the effectiveness and importance of the reading skill for EFL learners, because it is required not only for successful use of English language but also for their pursuit of higher education and future career, which requires a total self reliance through using several autonomous learning strategies.

3. Aims of the Study

The present study ultimately aims at spotting the light of the importance of the using autonomous language learning, which enables learners to read meaningfully and strategically. In addition, the aim of this study is making EFL students aware of autonomous learning techniques and strategies such as: access information sources, transfer/use cognates, take notes, summarizing and use imagery, as well as incorporating their use in classroom activities.

4. Main Research Questions

This research relies on the following questions:

1. What is autonomous learning?
2. Which autonomous learning strategies are utilized by EFL learners in reading?
3. What is the significance of teaching reading strategies?
4. What is the purpose of rising EFL student' awareness about reading strategies?
5. What is the role of the teacher in promoting learners' autonomy?

5. Hypotheses

The present research is based on two hypotheses that shall be verified through

1. We hypothesize that if EFL learners use autonomous learning strategies, they will be able to enhance their reading comprehension.
2. We advance that if EFL teachers' support learners, they will promote their autonomy.

6. Research Methodology

We conduct this research to present the major autonomous learning strategies affecting reading comprehension. This work will be a descriptive research that focuses on the qualitative method. We have decided to use two questionnaires for both teachers and students as a research tool that will be useful in collecting and analysing data. We have

selected first year students and teachers from the division of English at the University of Biskra.

7. Population and Sampling

First year LMD students and teachers of English, at the University of Biskra, make up the entire population of our present study. We dealt with a randomly selected sample of fifty (50) students, from a total population of about 551 students. A final sample which consisted of forty three students (N=43) those who handed in their answers. The reason behind choosing to work with first year students is because in this level it is required from them to take charge of their own learning and make change of the way they used to do in their previous studies, rather than totally rely on their teachers. In addition, we have randomly selected a sample of seven (07) first year teachers from a whole population of twenty six (N=26) teacher of several modules in which reading is part of their subjects.

8. Structure of the Research

The present study is divided into three chapters. The first two chapters represent the literature review, and the third will be devoted to the field work. The first chapter provides a definition of concepts that are related to the notion of autonomous learning. It also discusses learner autonomy and the dominant philosophies of learning, autonomous learning levels, language learning strategies and their classifications are elaborated, as well as characteristics of autonomous language learners and some ways to promote learner autonomy. The first chapter ends up with the role of the teacher in an autonomous learning classroom.

The second chapter includes an overview about the process of reading, its definitions, modals, and types. Besides, reading comprehension, reading strategies. It also deals with teaching the reading skill in EFL classes and it ends with the relationship between strategy use and reading comprehension.

The last chapter is devoted to the investigation of the obtained results. This chapter deals with the questionnaires as research tools and a description of the questionnaires' design and administration. Moreover, answers of the research questions and check of the results as to the truthfulness of the hypotheses, then at the end, we put forward some practical suggestions as guidelines for enhancing students' reading comprehension.

Chapter One : Autonomous Learning

Chapter One

Autonomous Learning

1. Introduction

New approaches are always emerging in English teaching, but no matter which methodologies and what techniques employed, there is a tendency to see learners as passive receivers of new information, as individuals who are unable to develop the necessary skills to learn to assess and control their own progress themselves (Rivers, 1992; Holden and Usuki, 1999 cited in Ustunluoglu, 2009, p.149). “Learner autonomy through a focus on learner reflection and taking responsibility for one’s own learning processes has become a central concern in the recent history of language teaching” (Balcikanli, 2013). However, in-service language, teachers struggle with the ways to promote learner autonomy or at least to encourage the attitude of autonomy in language classrooms.

In this chapter is an identification of the key terms and concepts that would be recurrent throughout the research in order to provide a broad view of their meaning and use in the present research such as: autonomy, autonomous learning, then, teacher and learner autonomy. Additionally, issues concerning philosophies of learning their relationship to learner autonomy, as well as ways to promote learner autonomy are discussed. Also, levels of autonomous learning; language learning strategies and their classifications are elaborated. Finally, the teacher’s role in autonomous learning classroom is illustrated as well.

1.1. Definitions of Concepts

For clarity of meaning throughout the dissertation the following definitions of concepts that are relevant to the notion of autonomous learning are presented as follow:

1.1.1. Autonomy

A learner’s dictionary define autonomy simply as “the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do” (Cobuild, 1995, p.38). Another definition provided by a dictionary of language acquisition (Tavakoli, 2012, p. 33) views it as:

Autonomy is a construct which is often associated with and sometimes used synonymously with 'independent learning'. The main thrust of the concept is that the more a learner is able to learn a language without the direction of the teacher (a) the better he is prepared for lifelong learning of that language and (b) the more motivated he will be to pursue learning.

In a recent publication looking at the practicalities of developing autonomy in the classroom, Benson (2003, p. 29) argues that:

Autonomy is perhaps best described as a capacity ... because various kinds of abilities can be involved in control over learning. Researchers generally agree that the most important abilities are those that allow learners to plan their own learning activities, monitor their progress and evaluate their outcomes.

In other view, Pennycook (1997, p. 45) defines autonomy as “developing strategies, techniques or materials in order to promote individual self development.”

According to Littlewood (1999, cited in Kharaghani,2013, p. 791) all of the definitions of autonomy have included these central features:

- Students should take responsibility for their own learning. This is both because all learning can only be fulfilled by the students themselves, also because they need to develop the capability to continue learning after ending their formal education.
- 'Taking responsibility' involves learners in taking ownership (partial or total) of many processes which have usually belonged to the teacher, such as setting learning objectives, selecting learning methods and evaluating development.

1.1.2. **Autonomous Learning**

The word *autonomous* comes from the Greek word *eautos* which means *self*. It is therefore understood that autonomous learning is related to self directed studies and the learning process. Aloumpis (2005) states a personal view concerning autonomous learning,

I believe that a good autonomous learner must have very good planning skills in order to plan times for reading and research. I also believe that he/she should be able to prioritise and be committed to the

learning process. Autonomous learning also allows the learner to direct his reading and research towards subjects that he/she feels need improvement.

As a matter of fact, autonomous learning has been a controversial topic of research within the field of English as foreign language learning in recent years. Holec (1981, cited in Wang, 2010), one of the earliest advocates of autonomy in language teaching and learning has defined it as the “ability to take care of one’s own learning”. As for Dickinson (1995) considers autonomous learning as “both an attitude toward learning and a capacity for independent learning” (Song, Chen, Yang and Wang 2011, p.12)

1.1.3. Teacher Autonomy

In learner autonomous of world language learning the teachers’ role is reduced and they become facilitators. But this does not mean that teachers become passive in learning process; teachers still have the most important roles; they can teach language relevant to tasks in hand, judge and give instruction in strategies which help retention.

Teachers should enhance autonomous learning because it is of great significance for their students. Also they should teach strategies to learn language autonomously. It is the teacher responsibility to foster the students’ ability of autonomous learning by designing class activities and create positive atmosphere, a language context and make students want to learn and know how to learn. (Proceeding of the Global Summit on Education, 2013)

Ellis and Sinclair (1989, cited in Kharaghani, 2013) summarize that teachers have an influential role on their learners’ performance

- Discussing with learners the lessons content and the different methodologies used.
- Sharing with learners the kind of information about language and language learning that can teachers have but that is not grasped by the learners
- Supporting interaction outside the classroom concerning issues related to language in general and in particular language learning.
- Helping students become aware of the large range of the strategies available to them to succeed in learning the language.

- Allowing learners to form their own opinions about language learning, and respecting the other different views.
- Counseling and providing guidance to individual learners when possible.

Moreover, Dickinson (1994) as presented in Kharaghani (2013) suggested four ways in which the teacher can promote learner independence:

1. By legitimizing independence in learning through indicating that teachers support their learners to develop self reliance in learning.
2. By convincing the learners that they are capable of greater independence in learning, probably most effectively by informing them about successful experiences of independent learning.
3. It could be performed through providing learners increasing opportunities to train their own subsistence.
4. By providing a helping hand to learners to develop learning strategies hence they can have a chance to exercise their independence.

1.1.4 Learner Autonomy

The educational concept of learner autonomy is emerged in the social-cognitive theory of self regulation. In which the learner can relate these two theoretical frameworks in order to understand the nature and role of language learning strategies (Oxford, 1999).

The Council of Europe published Henri Holec's report *Autonomy and Language Learning*, whose arguments derived in particular from theories of adult education that stressed the importance of learner self- management. Holec's definition of learner autonomy fully described the skills that any university language learner should possess:

To take charge of one's learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.:

- *Determining the objectives;*
- *Defining the contents and progressions;*
- *Selecting methods and techniques to be used;*
- *Monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.)*

- *Evaluating what has been acquired (Holec, 1981, p. 3).*

Learner autonomy might be described as the degree to which learners are free to select their own learning materials and strategies, practice language as far as they need, and produce written or spoken form of language when they get ready. There are some generally accepted aspects of autonomy such as: “situations in which learners study entirely on their own, and determine the direction of their own leaning.”(Zohrabi, 2011, p.121)

Obviously, autonomous learners are perceived to possess unique characteristics that make them independent, self-efficient, and willing to take the risk and responsibility of relying more on themselves than on others. Dickinson (1993, p. 30 as cited in Hobrom, 2004) identifies five characteristics of independent learners:

1. *They understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices;*
2. *They are able to formulate their own learning objectives;*
3. *They are able to select and make use of appropriate learning strategies;*
4. *They are able to monitor their use of these strategies;*
5. *They are able to self-assess, or monitor their own learning.*

1.2. Learner Autonomy and Dominant Philosophies of Learning

In this section three dominant approaches to knowledge and learning will be briefly discussed, these approaches were interested in discussing knowledge and learning and how does it correlate with learner autonomy, Thanasoulas (2000) in his article published in “The Internet TESL Journal” highlights these approaches as follow:

1.2.1. Positivism:

According to Benson and Voller (1997, p. 20) Positivism was the most dominated theory in the twentieth century. It was based on the assumption that knowledge reflects objective reality. Therefore, if teachers could hold this "objective reality", learning can only 'consist (...) in the transmission of knowledge from one individual to another'. Congruent with

this view, is enhancement of the "traditional classroom", where teachers are the purveyors of knowledge and wielders of power, and learners are seen as 'container[s] to be filled with the knowledge held by teachers' (ibid.). On the other hand, positivism support the widespread notion that knowledge is attained by dint of the 'hypothesis-testing' model, and that it is more effectively acquired when 'it is *discovered* rather than *taught*' (ibid.). It takes little understanding to realise that positivism is incongruent with, and even runs counter to, the development of learner autonomy, as the latter refers to a gradual but radical divorce from conventions and restrictions and is inextricably related to self-direction and self-evaluation.

1.2.2. Constructivism

It is a vague concept, within applied linguistics, is strongly associated with Halliday (1979, cited in Benson & Voller, 1997, p. 21). As Candy (1991, p. 254) observes, "one of the central tenets of constructivism is that individuals try to give meaning to, or construe, the perplexing maelstrom of events and ideas in which they find themselves caught up". In contrast to positivism, constructivism postulates the view that, rather than internalising or discovering objective knowledge (whatever that might mean), individuals reorganise and restructure their experience. In Candy's terms (Candy, 1991, p. 270), constructivism "leads directly to the proposition that knowledge cannot be taught but only learned (that is, constructed)", because knowledge is something built up by the learner. By the same token, language learning does not involve internalising sets of rules, structures and forms; each learner brings her own experience and world knowledge to bear on the target language or task at hand. Apparently, constructivism supports, and extends to cover, psychological versions of autonomy that appertain to learners' behaviour, attitudes, motivation, and self-concept (as stated by Benson & Voller, 1997, p. 23). As a result, constructivist approaches encourage and promote self-directed learning as a necessary condition for learner autonomy.

1.2.3. Critical theory

An approach within the humanities and language studies, shares with constructivism the view that knowledge is constructed rather than discovered or learned. Moreover, it argues that knowledge does not reflect reality, but rather comprises "competing ideological versions of that reality expressing the interests of different social groups" (Benson & Voller, 1997, p.

22). Within this approach, learning concerns issues of power and ideology and is seen as a process of interaction with social context, which can bring about social change. What is more, linguistic forms are bound up with the social meanings they convey, in so far as language is power, and vice versa.

Certainly, learner autonomy assumes a more social and political character within critical theory. As learners become aware of the social context in which their learning is embedded and the constraints the latter implies, they gradually become independent, dispel myths, disabuse themselves of preconceived ideas, and can be thought of as “authors of their own worlds” (ibid, p. 53).

Finally, concluding Thanasoulas (2000) thoughts about the relationship exists between learner autonomy at hand, and the three major philosophies of learning in the author hand. It is apparent that, these theories put more emphasis on student activity, than on teachers teaching. That is, they argue that the student's own experience and study are where learning starts. In other words, when learners' initial role is to act actively, take responsibility of constructing knowledge, teachers' role is to guide learners, and support their choices through the process of learning.

1.3.Characteristics of Autonomous Learners

St. Louis (2005) proposes that autonomous learners can hold some characteristics as:

- Willing and have the ability to control or supervise learning
- Recognizing their own learning styles and strategies
- Motivated to learn
- Good predictors
- Appropriately select the materials, methods and tasks
- exercising choice and purpose in organizing and carrying out the chosen task
- selecting the criteria for evaluation
- taking an active approach to the task
- paying attention to both form and content

- Ready to take risks .

Depending on Dickinson (1993) claim autonomous learners can be characterized in four points:

First of all, they can recognize what is going on, in other words what is being taught in their classes. An autonomous language learner, for example, might think about the relationship between the new structure of language and any other information.

Secondly,(Dickinson, 1993) adds that, autonomous learners are capable of formulating their own learning objectives, in parallel with or even in addition to their teachers'. Most autonomous language learners make great efforts to improve their language skills outside the classroom. They either read newspapers or watch TV programs in the target language as part of their own learning objectives.

The third category of characteristics is that, autonomous learners are able to select and implement appropriate learning strategies. For instance, an autonomous learner will go through the reading text to see whatever available in the text (pictures, diagrams, title, subtitles, etc.) rather than trying to read and comprehend it immediately.

The fourth characteristics, as Dickinson (ibid) mentions, are that autonomous learners can monitor the effectiveness of their use of strategies and make necessary changes for them .For example, an autonomous learner, who has not done well on the English test, may first try to find out which structures and points he or she has not understood and then try to find more effective study ways. With these four basic characteristics, it is inevitable for autonomous learners to engage actively in the learning process and to take control of their own learning.

Moreover, Chan (2001,cited in Shakerie,2012), who carried out a study to explore students' perceptions of learner autonomy identified the following features as the main characteristics of autonomous learners: "highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic about learning, flexible, active, willing to ask questions, making use of every opportunities to improve their learning."

1.4. Promoting learner Autonomy

In the classroom, students are more motivated to engage in meaningful learning if they are acting of their own volition. The need for autonomy works hand in hand with helping students build self-efficacy: they are more likely to believe they are capable of achieving a

particular goal if they feel they are in control of the actions required for success. Student engagement is a partnership that requires students to accept responsibility for their learning, but accepting responsibility can be difficult when, as Wlodkowski (2008, pp. 189-190) observes, “instructors usually establish requirements, issue assignments, give tests, generally set the standards for achievement, often control the learning environment, and sometimes require learner participation” which can lead “students to the conclusion that instructors are more responsible for their achievement than they are”

Following are some general strategies for promoting autonomy as suggested by Barkely (2010) in her book *Students Engagement Technique*:

- Provide students with meaningful rationales that enable them to understand the purpose and personal importance of course activities.
- Acknowledge students’ feelings when it is necessary to require them to do something they do not want to do.
- Give students choices among several learning activities that meet the same objective.
- Allow students options in deciding how to implement classroom procedures.
- Allow students to decide when, where, and in what order to complete assignments.
- Encourage students to define, monitor, and achieve self-determined goals individually.
- Help students to use self-assessment procedures that monitor progress as well as identify personal strengths and potential barriers.
- Provide opportunities for students to assist in determining evaluation activities.
- Avoid making students right, wrong, good, or bad based on their choices but instead emphasize accountability.

In this respect, Nunan (2013, p. 53) states that:

Learner autonomy is not a matter of handing over rights and powers to learners in a unilateral way. Nor does it involve devaluing the teacher. Rather, it is a matter of educating learners so that they can gradually assume greater responsibility for their own learning.

1.5. Levels of Autonomous Learning

Hadi (2012, pp. 10-14) suggested an interested investigation of levels of autonomous learning, According to her “in the late 1990’s a number of researchers claimed that the notion of autonomy is a matter of levels” in this respect there are several models of autonomous learning levels.

First, Nunan’s (1997) attempt involves a model of five levels of autonomy in the learner action: awareness, involvement, intervention, creation and transcendence.

Second, According to Littlewood (1997) three dimensions of autonomy that involve first, an ability to operate independently with the language and use it to communicate personal meanings in real, unpredictable situations,(autonomy as a communicator). In the context of classroom organization, it involves learners’ ability to take responsibility for their own learning and to apply active strategies (autonomy as a learner). And in a broader context, it involves a higher and a greater generalized autonomy as individuals (autonomy as a person).

Third, Macaro (1997) proposed a somewhat similar three-stage model including: autonomy of language competence, autonomy of language learning competence autonomy of choice and action.

Finally, Scharle & Szabo’s (2000) proposes three phase model involving: raising awareness, changing attitudes, and transferring roles.

In this study we are much more concerned with Nunan’s levels of autonomous learning. The five stages in this level, their contents and processes are summarized in the following table.

Level	Learner action	Content	Process
1	<i>Awareness</i>	Learners are made aware of pedagogical goals and content of the material they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred style/strategies
2	<i>Involvement</i>	Learners are involved in selecting their own goals from	Learners make choices among a range of options

		a range of alternatives	
3	<i>Intervention</i>	Learners are involved in modifying and adapting the goals and content of the learning program	Learners modify and adopt tasks
4	<i>Creation</i>	Learners create their own goals and objectives	Learners create their own learning tasks
5	<i>Transcendence</i>	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom	Learners became teachers and researchers

Table01. Levels of autonomous Learning (Nunan, 1997). Retrieved from:

<http://www.slideshare.net/irwyn12/approaches-to-learner-autonomy-in-language-learning-presentation-786825>

To sum up, it is obvious that Nunan’s levels of autonomous learning are ranged from making students aware of the learning goals and materials, to making links between the content of classroom learning and the outside world in general.

1.6. Language Learning Strategies

Language learning strategies (LLS) are any specific actions or behaviours a student engage in, most often consciously, to improve his or her learning.

Barkley (2010, p. 98) definition of learning strategies is that “Learning strategies are devices or behaviors that help us retrieve stored information as well as acquire and integrate new information with existing knowledge.”

Moreover, Dornyei (2005) states that the current and comprehensive definition of learning strategies is the one offered by Oxford(1990), which include that the construct of LLS refers to:

specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval, or use of the new language.

Furthermore, O’Malley and Chamot(1990, cited in Parra, 2010) defined learning strategies as “the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain information.”

Building on these definitions, language learning strategies imply a connection between learner strategy use and learner autonomy. The latter, is based on the concept of choice. Which is a choice of strategic behaviour for language learners, plus it is up to the learners themselves to decide which strategy would be more useful.

1.7. Classifications of Language Learning Strategies

Different authors have provided a number of classifications to language learning strategies. In the present research, Oxford(1990) and O’Malley and Chamot (1990) classifications of LLS are concerned.

According to Parra (2010), Oxford (1990), for instance, divides LLS into two main categories: direct and indirect, which are further subdivided into six categories. Whereas, O’Malley and Chamot (1990) divide them into three main categories: metacognitive, cognitive and social/ affective strategies.

Therefore, definitions and classifications of these language learning strategies are clarified in the two following tables.

<i>Learning Strategies</i>	<i>Definition</i>
<i>A-DIRECT STRATEGIES</i>	Directly involve the mental processing of the target language
Cognitive strategies	Are the mental strategies learners use to make sense of their learning
Memory strategies	Are those used for storage of information

Compensation strategies	Help learners to overcome knowledge gaps and continue communicating
<i>B- INDIRECT STRATEGIES</i>	Support and manage language learning without directly involving the target language
Metacognitive strategies	Help learners to regulate their learning
Affective strategies	Are concerned with the learner's emotional requirements such as, confidence
Social strategies	Lead to increased interaction with the target language

Table02. Oxford (1990) Classifications of Language Learning Strategies .Retrieved from: http://www.scielo.org.co/scielo.php?pid=S012334322010000100006&script=sci_arttext

<i>Learning Strategies</i>	<i>Definition</i>
A-METACOGNITIVE STRATEGIES	Express executive function and involve planning, monitoring and evaluating learning activities
Planning	
Advanced organizers	Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters
Functional planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming task
Selective attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts and/or linguistic markers
Self-management	Understanding the conditions that help one

	learn and arranging for the presence of those conditions
Monitoring	
Self- monitoring	Checking one's comprehension during listening or reading, checking the accuracy and/ or appropriateness of one's oral or written production while it is taking place
Evaluating	
Self- evaluation	Checking the outcomes of one's own language against a standard after it has been completed
B-COGNITIVE STRATEGIES	Limited to specific learning tasks and involve more direct manipulation of the learning material itself
Resourcing	Using target language reference materials such as dictionaries, encyclopedias, or textbooks
Grouping	Classifying words, terminology or concepts according to the attributes or meaning
Deduction	Applying rules to understand or produce the second/foreign language making up rules based on language analysis
Imagery	Using visual images (either mental or actual) to understand or to remember new information
Key word method	Remember a new word in the second/ foreign language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, (2) generating easily recalled images of some relationship with the first language homonym

	and the new word in second/ foreign language.
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production
Inferencing	Using available information to guess meaning of new items, predict outcomes or fill in missing information
Note taking	Writing down key words or concepts in abbreviated verbal, graphic or numerical form while listening or reading
Summarizing	Making a mental, oral or written summary of new information gained through listening or reading
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Translation	Using the first language as a base for understanding and/ or producing the second/ foreign language
C-SOCIAL/ AFFECTIVE STRATEGIES	Related to social mediating activity and transacting with others
Question for clarification	Eliciting from a teacher or peer additional explanation
Cooperation	Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.

Self- talk	Reducing anxiety by using mental techniques that make one feel competent to do the learning task
------------	--

Table03. O’Malley and Chamot (1990) Definitions and classifications of Language Learning Strategies . Retrieved from:

http://joseph.rezeau.pagespersoorange.fr/recherche/theseNet/theseNet-2_-4.html

Classifications of learning strategies, such as Oxford’s provide useful insights into what learners need to know and can do to plan and control their learning. Also, one can extract that the most successful students use a greater variety of strategies, in addition, using them in ways appropriate to the language learning task. As claimed by Kumaravadivelu (2003, p. 137) “The use of appropriate strategies for the appropriate tasks, can easily make a difference in learning”.

As well, concluding O’Malley and Chamot classification of LLS, they suggest that, learning strategies for any language learning task pertaining to listening, reading, speaking, and writing.

Sharle and Szabo (2000, p.8) suggest an overall view concerning language learning strategy use and importance. They state that:

Learning strategies serve as tools to improve one’s language competence, and learners can really only be held responsible for their competence if they are aware of these tools. So, we need to show students the variety of available strategies, help them to find out what works for them, and help them to discover how and when to use these strategies.

Finally, the main purpose of explaining language learning strategies and their classifications is making EFL learners aware of these strategies and their use in ways that serves their needs to reach success in tasks they are engaged in.

1.9. Conclusion

In this chapter we have reviewed Autonomous Learning as a strategy for learning English as a foreign language. The chapter includes identification of the key terms and concepts that would be recurrent throughout the research in order to provide a broad view of their meaning and use in the present research such as: autonomy, autonomous learning, then, teacher and learner autonomy. Additionally, issues concerning philosophies of learning their relationship to learner autonomy, as well as ways to promote learner autonomy are discussed. Also, levels of autonomous learning; language learning strategies and their classifications are elaborated. Finally, the teacher's role in autonomous learning classroom is illustrated as well.

Chapter Two: Enhancing EFL Learners' Reading Comprehension

Chapter Two

Enhancing EFL Learners' Reading Comprehension

2. Introduction

People read for various reasons; they read for entertainment; they read to know things; they read to improve their competencies. *“They read as part of their jobs or studies; and they read to evaluate their beliefs. Peoples of different cultures and civilizations have been reading since writing symbols and pictograms were created some 5,000 years ago”* (Bashar, 2015). Therefore reading is a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience.

As students progress in their school, they are asked to read increasingly difficult texts in their courses. The ability to understand and use the information in these texts is a key to a student's success in learning. Successful students have a repertoire of strategies to draw up on, and know how to use them in different contexts.

The topics discussed in this chapter cover the following areas: Definition of reading; major models and types of reading as well as Reading comprehension; reading Strategies and other relevant areas such as the relationship between strategy use and reading comprehension.

2.1. Definitions of Reading:

Reading is one of the four major skills that English Language Learners' need to develop while attempting to learn a second and/ or foreign language. The four skills are primarily meant to develop learners' fluency (listening and speaking) and literacy (reading and writing). Generally speaking, reading refers to “the activity of decoding written symbols to recreate meaning” (Al Bader, 2007). Additionally, Widdowson (1979, p.56) view the reading process as:

Not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge with the reader's mind that...may be refined and extended by the new information supplied by the text.

Then, as described by Widdowson (1979), reading is a sort of interaction between the reader and the text. On the other hand, Marinak; Moore; Henk; and Keepers (1997, p. 2) described reading as “*a dynamic process in which the reader interacts with the text to construct meaning. Inherent in constructing meaning is the reader's ability to activate prior knowledge, use reading strategies and adapt to the reading situation*”.

The previous definition encompasses all the perspectives from which reading has been seen. The three main points are as follow:

- (a) The interaction with the text to construct meaning.
- (b) Importing background knowledge to foster comprehension.
- (c) Developing appropriate active reading strategies to the reading situation.

2.2. The Process of Reading:

Reading is” an interactive process (i.e., a series of interrelated actions) that goes on between the reader and the text, resulting in comprehension” (Alderson, 2000). The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what meaning is. Reader knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the components of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse indicators and how they connect sections of the text to one another.
- c. Sociolinguistic competence: knowledge about different types of texts and their common structure and content.

- d. Strategic competence: the ability to use top – down strategies, as well as knowledge of the language (a bottom- up strategy).

2.3. Models of Reading:

Just as there are various ways of viewing literacy, there are various theories and models surrounding the process of reading. The term *model* is may be defined as “*a systematic set of guesses or predictions about a hidden process*” (Davies, 1995, p. 57 cited in Gridi, 2006, p. 18). It refers to what happens on the level of perception by the eyes and analysis by the brain during the process of reading. This issue has led to the raise of three main modals of the reading process: bottom-up model, top-down model and interactive model.

2.3.1. The Bottom-Up Model:

The bottom-up approach was typically linked to behaviourism in the 1940’s and 1950’s. (Alderson, 2000) In bottom-up processing, following Shakeri’s (2012) view the reader starts decoding letters, words, phrases, and sentences and lastly building up meaning from this incoming text. This reading model is developed by Gough (1972, cited in Dorkchandra, 2010, p.11) who claims that reading is a process of decoding letter-by-letter, which increases familiarities with words; the readers will automatically recognize the words. This helps them to read fluently. On the top of this, when readers decode the letter, encode the sound and then construct the meaning from the text, obviously, comprehension is produced.

Moreover, the bottom -up promotes practices in reading instruction which develop the learners’ decoding abilities from bottom-up starting with single letters up to words and phrases (Dubin and Bycina, 1991, p. 196). Overall, the bottom-up processes are prerequisites for reading. Reasonably because we cannot even begin to read a word of any language; unless a correct recognition about letters of that language is achieved.

2.3.2. The Top-Down Model:

The top –down model contrasted with the bottom-up model, because it emphasizes “from brain to text” (Eskey, 2005, p. 564). In top-down processing, the reader begins with higher order concepts (general knowledge of the world or a specific situation) and full texts (paragraphs and sentences), and works down to the concrete features of the text (e.g., letters, words, phrases, and grammatical structures). (Shakeri, 2012, p. 16).

Dechant (1991, cited in Arab, 2009, p. 21) defends the top-down model focusing on the fact that the processing of print begins in the mind of readers by generating hypotheses about the text. In this way, readers engage in lower processes; explicitly, identifying letters and words only to confirm these hypotheses about the meaning of the print. Consequently, it is apparent that the top-down reading model has a great deal of influence in promoting readers’ prediction, guessing from context, and getting the main idea.

The following figure (Figure 1) explains bottom- up and top- down modals. Readers selectively use the three cueing systems to build up meaning. These three systems are graphonemics which refers to print– sound relationships, syntax; the language structure, and semantic i.e., meaning cues. Good readers utilize decoding (graphophonomic information) and context (syntax and semantic) to construct meaning through following respectively the flow of information from one level to the other, either ascendingly (bottum-up processing) or descendingly (top-down processing).

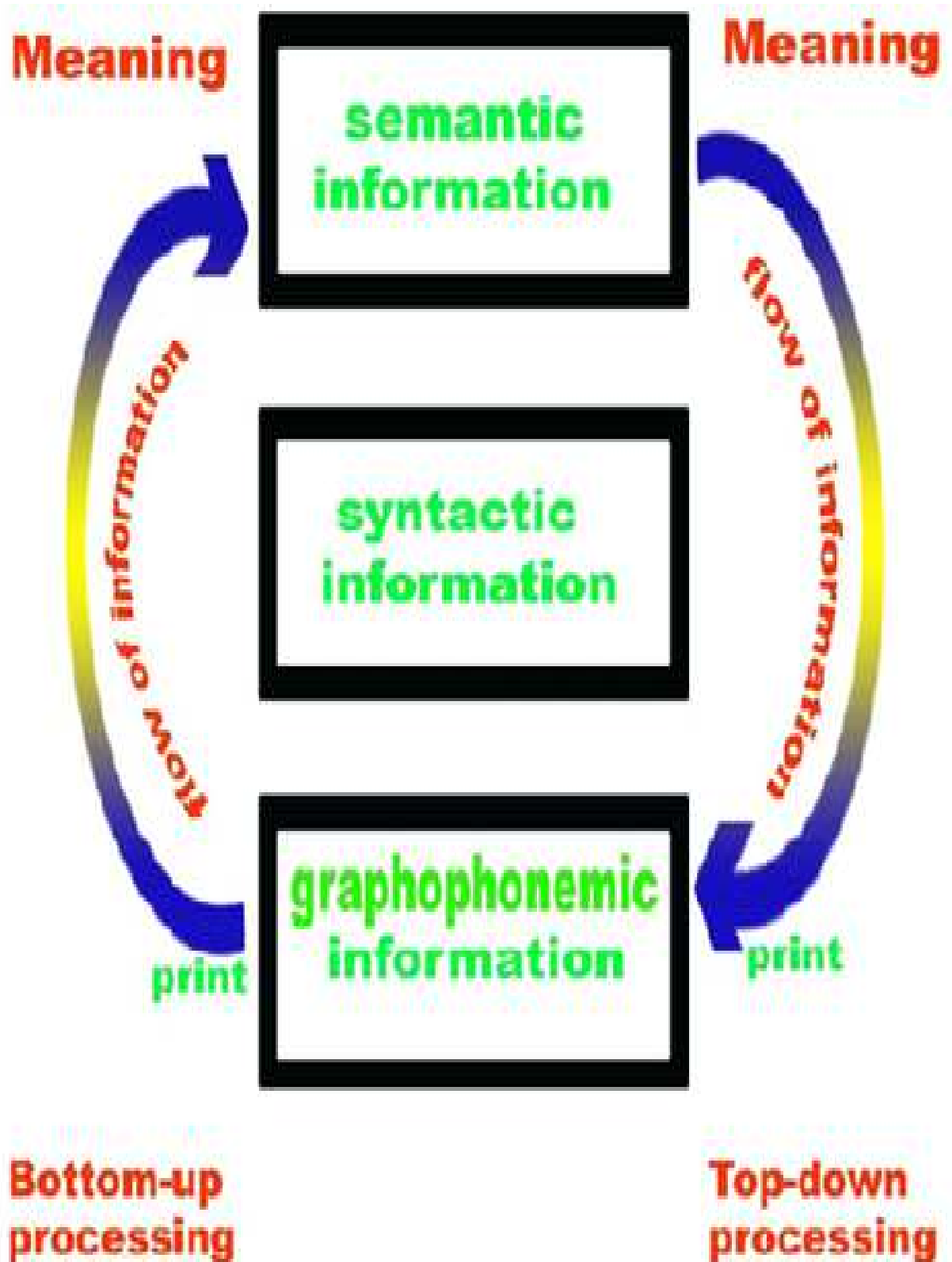


Figure 01: The bottom-up and the top-down model processing (May, 2009, 10)

2.3.3. The Interactive Model:

Interactive models posit interaction between bottom-up processing and top-down processing (Shakeri, 2012). Besides, Stanovich (1980) points out that:

Interactive models assume that a pattern is synthesized based on information provided simultaneously from several knowledge sources...a deficit in any knowledge sources results in heavier reliance on other knowledge source, regardless of their level in the processing hierarchy (p. 63).

Differently stated, this model of reading involves aspects of automaticity; namely, when a reader becomes more proficient in decoding, less attention is devoted to this skill so that more attention is freed to examine comprehension issues (Bader, 2007). However, some researchers suggested that during the reading process, comprehension is more complex than the two models would predict. They argued that comprehension is achieved through the interaction of both the bottom-up and top down processes.

As it is clearly shown in (Figure 2) according to the interactive modal, the bottom-up and top-down modals can operate together interactively as parts of the reading process.

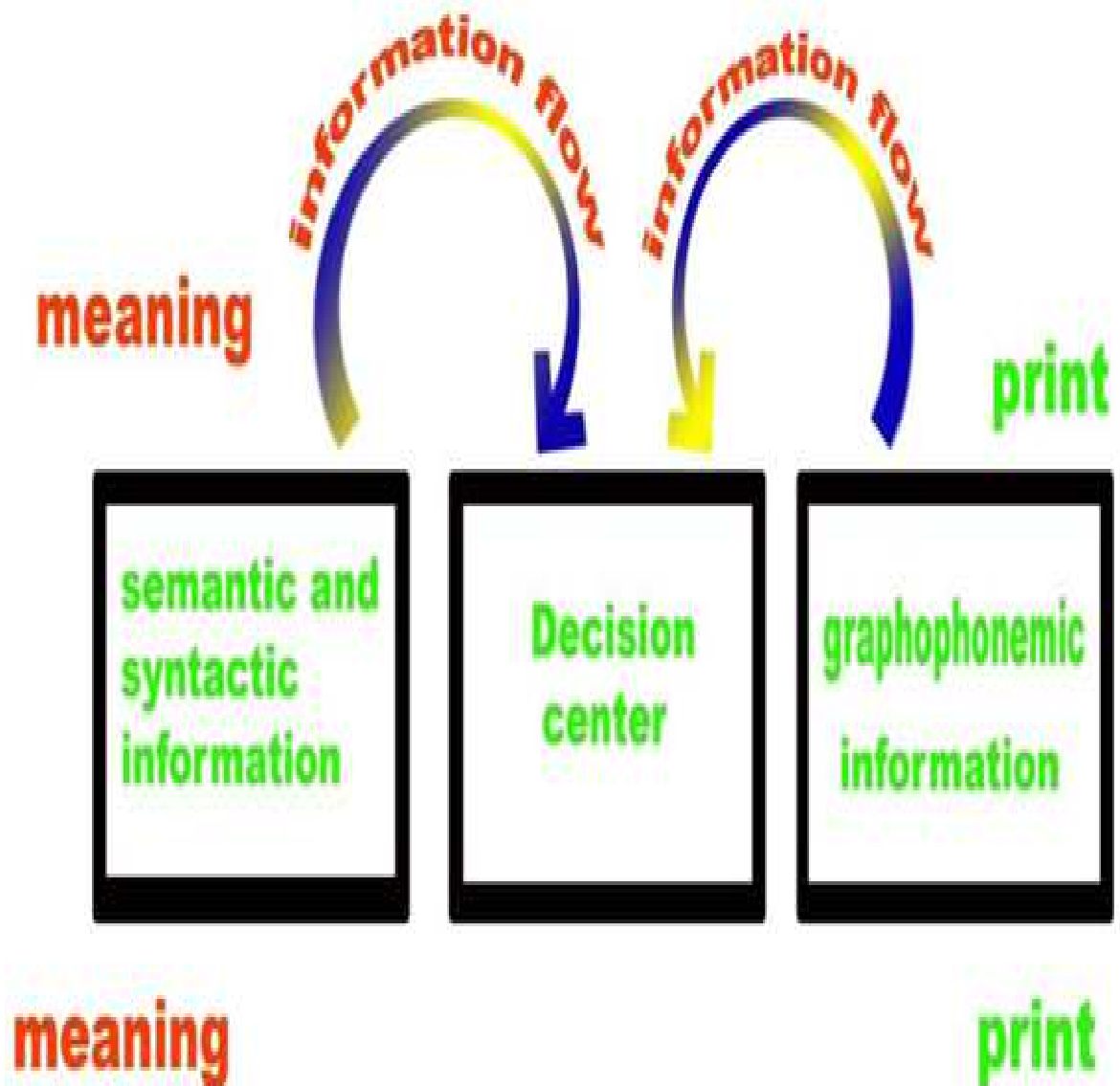


Figure 02: The Interactive Model Processing (May, 2009, p. 11)

2.4. Types of Reading:

Reading types are the various behaviours adapted by the reader during the reading activity. In general, the reading process is persistent; individuals read particular reading equipments in school or workplace to remove specific information of their concern. They also have the tendency of reading for, personal gratification, and enjoyment. Overall then, there are two major types of reading which are defined as pursue:

2.4.1. Extensive Reading:

Extensive reading is a slow, careful reading of long selections like books or novels for global comprehension (Davies, p. 137). It is performed for entertainment in a relaxed manner. It is very useful for promoting the reader's vocabulary stock, automatic word identification and knowledge of the language and world in general (Harmer, 1991, p.135).

Hedge (2003) believes that extensive reading varies according to learners' motivation and school resources. He also states that it enables them to achieve their independency by reading either in class or at home, through sustained silent reading (SSR). Carrell and Eisterhold (1983, p. 567) argue that SSR activity can be effective in aiding learners become self-directed representatives seeking meaning, provided that a SSR program is *“based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length.”*

Furthermore, extensive reading is the act of reading larger texts, usually when one wants to develop the habit of reading for one's pleasure. This type of reading usually involves a global understanding. The aim of the reader here is the experience of reading itself. It involves the ability to read quickly since books are likely to be enjoyed. It is also a rapid and silent reading.

2.4.2 Intensive Reading:

Unlike extensive reading, intensive reading is concentrated and less relaxed. It concerns shorter texts and aims at accomplish learning goals (Harmer, 2001, 204). This

implies that reflection upon the material and its content is applied to achieve detailed understanding and meet the prearranged study goals. In intensive (or reflected) reading, learners usually read a page to explore the meaning and to be familiar with writing devices. During this type of reading, the learner gains text comprehension to form a critical view. Thus, to be able to state well established opinion about the content, the arguments, the language, the message, the intention and the form of a text (Bader, 2007). In addition,, intensive reading focuses on details and analysis. For Nuttal (1982, p. 23) intensive reading requires *“the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text.”*

Summing up, in this type of reading, the aim of the reader is to extract something from the text. Unlike extensive reading, which is rather global, by doing an intensive reading, the reader search for details to support the main points selected in the skimming level. As the amount of comprehension should be high, the speed of reading is correspond slower.

2.5. Reading Comprehension:

Reading comprehension *“traditionally refers to a reader’s complete understanding or full grasp of meaning in a text”* (Shakeri, 2012, p. 21) However, according to Yang (2002) this is a broad definition and causes some confusion. Scovel (1998, cited in Yang, 2002, p.2) states that *“Comprehension is not an absolute state where language users either fully comprehend or are left completely in the dark; rather, comprehension involves an active, dynamic, and growing process of searching for interrelationships in a text”*. Thus, reading comprehension can be viewed as an active thinking process, through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

Grellet (1981) elucidates that reading comprehension signifies understanding a written passage and having the ability to remove the needed information from it as resourcefully as possible. Swan (1988, p.1) joins this view and affirms that reading comprehension means that the reader *“can read accurately and efficiently, so as to get the maximum information from a text with the minimum of misunderstanding”*. Reading

comprehension is then a reading skill which resembles like an aimed task within which the learner deals with a text and tries the best to produce a general idea about it.

While Greenal et al (1988, cited in Legrid, 2010, p. 49) describes reading comprehension as an effective reading in which the reader is able to accurately and efficiently understand a passage, and to successfully discuss its main ideas or write a summary.

Comprehension is assumed to be the result of a balanced interaction between, on the one hand, the data brought in by the text in a script form and, on the other hand, data provided by the reader's background knowledge (Rumelhart, 1977; Stanovich, 1980, cited in Gridi, 2006, p.16). Whereas, Smith (1985) explains reading comprehension in the light of his belief that reading is based on the reader's background knowledge about what s/he is reading, as well as knowledge about the linguistic dimension of the text. Smith (1985, p. 75) assumes that "*meaning is not directly represented in the surface structure of language [...] Readers must bring meaning-deep structure- to what they read, employing their prior knowledge of the topic and of the language of the text*".

Furthermore, Smith (1985) explains that comprehension should be regarded as basis for successful reading instead of being its logical outcome. He claims that comprehension "*is not a quantity, it is a state – a state of not having any unanswered questions*" (Smith, 1985, p.83), which links comprehension to his principle of prediction as a prerequisite for successful reading comprehension.

Differentially, Snow (2002) describes reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written text. This definition expresses the value of the text and, at the same time, it draws attention to text's deficiency to achieve comprehension on its own –meaning does not exist on the page. Likewise, three components for comprehension can be identified, "*the reader, the text and the activity*" (Snow, 2002, p.11). There is an active interrelationship between these three elements to achieve successful understanding.

The first element in the process of reading comprehension is the reader who uses his/her cognitive capacities, motivation, and different kinds of knowledge. The reader “*constructs different representations of the text that are important for comprehension*” (Snow, 2002, p.14).

The second component is text. It has a surface encoding, which refers to the words in the text; representations of meaning; and models of mental representations implanted in the passage. A passage may be straightforward or complex. These two notions depend on the content of the text, the vocabulary used, linguistic and discourse structure, and genre (Snow, 2002).

The final component is the activity. The reading activity is performed to achieve a particular purpose, which is influenced by several motivational factors such as interest. While performing this activity, the reader applies some linguistic and semantic processes, besides decoding. According to Snow (2002), the result of reading is also a feature of the activity, and it depends on the reader’s purpose, and the changes that may happen to it during the activity.

2.6. Reading Strategies:

“The term ‘strategy’ implies thoughtful planning to do something” Orlich, Harder, Callahan, Trevisan and Brown (2010). According Ur (1996), there cannot be reading in a foreign language if understanding is not reached because it would be simply deciphering (i.e., interpret) written symbols. Ur (1996) argues that:

Reading means ‘reading and understanding’ A foreign language learner who says, ‘I can read the words but I don’t know what they mean’ is not, therefore, reading. In this sense, he or she is merely decoding –translating written symbols into corresponding sounds (p.138).

Due to their importance in achieving successful comprehension, reading strategies in L2/FL need be taught to L2/FL readers so that they can use them to facilitate reading in

order to achieve efficient and quick comprehension of a text. However, the use of these strategies depends on the readers' goal (s) as L2/FL learners.

Learners generally unaware about how to set goals for their learning, and it is the teacher's task to help them set specific and short-term goals because they "*can help the learner to structure the learning process*" (Dörnyei, 2001, p.82) and to go through the learning process to achieve those goals successfully. Moreover, most students wait for the teacher to show them how to deal with texts. The teacher is responsible for making readers independently decide what strategies to use as part of making them autonomous because of "*the importance of self-starting and of self-taking responsibility for one's own learning*" (Brown, 2007, p.130).

Another factor that makes readers reluctant towards using reading strategies, is the fact that they are afraid of failure, which creates frustration and anxiety. A good way to encourage students to engage in reading and use strategies would be to give them opportunities in which they can experience success (Dörnyei, 2001). Anxiety also can be reduced if the teacher avoids social comparisons (peer modelling), introducing competition settings where winners and losers would be treated the same and where importance is rather given to learning than competitors (Dörnyei, 2001, as cited in Gridi, 2006, p. 30).

2.6.1. Examples of Reading Strategies:

In this research, five major reading strategies were selected because they are viewed basic for learners to improve their ability to understand and process a reading material or a text. They are defined as follows:

2.6.1.1. Skimming:

Skimming is reading quickly through a text to understand the main ideas and get an overview. Skimming is the act of going through the reading material quickly in order to get gist of it, to get the overall of the text. It is appropriate when there is no time to read something carefully or when trying to decide if careful reading is merited. Thus, skimming occurs when the reader quickly looks at the contents page or at the chapter heading (this is

sometimes called previewing). Another example is when one glances quickly through a newspaper to see the main items of the day and this is called glancing (May, 2010, p.17).

2.6.1.2. Scanning:

Scanning is the act of reading a material in order to locate specific information of a particular interest to the reader. This is similar to skimming in that the reader is going through a selection at an initially uncomfortable rate; but the search is more focused since the information needed is very specific such as a name, a date or figure. Scanning is a fairly fast reading with instant rejection of irrelevant data, perhaps most of the text. It is a crucial skill that saves time when one is doing research because it puts a focus on the task (May, 2010, p. 18). Additionally, Orr (1992, p. 55) states that “while scanning your mind will have to be very alert and active .Your eyes act only as the collectors of information- your mind must do the registering and analyzing” .

2.6.1.3. Inferring:

Knowing how to make inferences is very important, very valued and indispensable in reading. Inferring requires actively interacting with the words in a sentence, and among sentences Lems, Miller & Soro, (2009, p. 177). They suggested that inferring includes such sub skills as:

- Pronoun reference (knowing what a pronoun in a sentence refers back to
- Forming hypotheses about what is coming next in the text
- Guessing the meanings of unknown words or phrases
- Forming impressions about character motives and behaviors across multiple locations in a text
- Knowing the subtle connotations of words as they are used in particular contexts
- Understanding cause– effect relationships of events mentioned at different times in a text
- Drawing upon background knowledge in order to fill in gaps within a text.

2.6.1.4. Predicting

Most researchers and psychologists agree that prediction refers to the readers' use of their prior knowledge i.e. what they know before, in relation to the new material at hand. (May, 2010, p.17)

According to Bourbia (2010, p. 2) prediction refers to the students' ability to foresee what is to be read ahead. It is a mental activity and an important reading strategy which involves the prior making of hypotheses about what comes next in the reading material on the basis of what is already known. Moreover, Harmer in his book titled *The Practice of English Language Teaching* (2001, p. 20) suggests that:

Readers sometimes guess in order to understand what is being written, especially if they have first identified the topic. They look forward, trying to predict what is coming; they guess the content from their initial glance... Their subsequent reading helps them to confirm their expectations of what they have predicted or to read just what they thought was going to happen in the light of experience.

Therefore, prediction is an important strategy for reading comprehension. Bourbia (2010, p.22) suggested that the importance of prediction lies in the fact that:

- It prepares students for what is coming ahead in the text they are reading or going to read.
- It improves their reading speed as well as it saves their time by predicting the following content.
- It helps them become self independent, confident, and not frightened to read immediately and react positively to a given text.

Accordingly, predicting is an effective strategy that promotes readers' activation of their prior knowledge, which plays an important role in reading process.

2.6.1.5. SQ3R Reading Strategy:

The SQ3R strategy (which refers to **S**urvey, **Q**uestion, **R**ead, **R**ecite and **R**eview) was developed by Robinson (1970) to supply a planned approach for learners to utilize when being involved in content material.

The **SQ3R** literacy strategy helps to read something in detail, to enhance comprehension and to retain information. The present strategy consists of five steps:

- **Survey:** By surveying the chapter titles, introductory paragraphs, bold face, italicized headings, and summary paragraphs, the reader gets an overview of the material. Surveying also gives enough information to generate individual purposes for reading.
- **Question:** Purpose questions are often provided at the beginning of the chapter. If not, the reader can turn section headings into questions. The main objective is to have questions for which answers are expected to found in the passage.
- **Read:** Reading through the useful sections of the document in detail, actively looking for answers to the purpose questions formulated in the previous step, Question.
- **Recite:** Readers should try to answer the questions in their own words, without referring to the text or notes. This step helps in transferring information from short-term memory into long-term memory.
- **Review:** Once the reader recalls the information, the last step is to review it. Reread the document, expend the notes, or discuss the material with others.

The **SQ3R** is a very versatile literacy strategy that involves the reader in processing information before, during, and after reading:

1. Prior to reading: preview text and establish purpose.
2. While reading: monitor one's own comprehension.
3. After reading: summarize and review content.

This strategy is very helpful for readers. It works well in many content areas with a variety of text types.

2.7.Strategy Use and Reading Comprehension

During the past decades there has been substantial research on the relationship between reading comprehension and reading strategy performed in a second/foreign language context. Anderson (1991, cited in Shakeri, 2012, p. 31) conducted a research on reading strategy use of Spanish speaking adult ESL students and reported that students who used more strategies comprehend better and that there was no significant relationship between the amount of unique strategies and comprehension. He concluded from his study that,

Strategic reading is not only a matter of knowing what strategy to use, but the reader must also know how to use it successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies, but a reader must also be able to apply them strategically.

According to Carrell and Wise (1998) the relationship between strategies and comprehension is not simple and straightforward. That is, using certain types of strategies does not always guarantee successful reading comprehension.

Therefore, reading strategies are considered to be tightly related to students' comprehension improvement in the reading tasks. Thus, reading strategies are prerequisites for teaching and learning reading effectively. Moreover, reading strategies

2.8.Conclusion

From this chapter, we can say that reading is very important skill in which readers can extract and get information through the written texts. Most of researchers agree on three models of reading which are the bottom-up, the top-down and the interactive model, this latter which draws many intention towards it, because it is the combination of the two previous models. Reading also, has two major types, intensive and extensive reading.

Furthermore, in this chapter some views about reading comprehension are provided. In addition to the definition of reading strategies, some of them are simply stated to know about how to use these different strategies and how to apply them appropriately, because it allows EFL readers to widen their minds and go deeply in the language through reading.

Chapter Three : Field Work

Chapter Three

Field Work

3. Introduction

This study is an attempt to investigate the importance of using autonomous learning in enhancing EFL students' reading comprehension. We involved first year students and teachers of different modules to collect their views and their attitudes towards the subject. Therefore, this chapter is devoted to the presentation and the analysis of the data obtained from both students' and teachers' questionnaires.

As a first step, we start by introducing the population of the study. Second, we describe, analyze and interpret the questionnaires results. Which, in turn, help us confirm or disconfirm our hypotheses about using autonomous learning as a factor to enhance reading comprehension. We provide two sections, the first one deals with the students' questionnaire analysis, and the second deals with the teachers' questionnaire analysis. In addition to that, we present our research findings about applying Autonomous Learning at the level of university to check students' reading comprehension.

At the end, we will mention some pedagogical implications because they are directly related to the result of our investigation. They reflect outcomes of the research and recommendations to improve reading comprehension through using autonomous learning strategies.

3.1 Methodology

In the present research we use the descriptive method to investigate the importance of using autonomous strategies to improve EFL learners' reading comprehension.

3.1.1. Population

3.1.1.1 The students

First Year LMD students of English, at the University of Biskra department of English, development of English make up the entire population of our present study. We

dealt with a sample of fifty (50) students, from a total population of about 551 students. The participants, in this study were recruited from one section of five groups. Again, are randomly selected which gives each member of the whole population an equal chance of being selected. A final sample which consisted of forty three students (N=43) composed of 16 males (37, 20%) and 27 females (62,79%) those who handed in their answers. The students' ages ranged from eighteen to twenty one. The reason behind choosing to work with first year students is that they are more or less autonomous. It is required from them to be aware of the language learning strategies and incorporating their use in the reading task, to reach better reading comprehension based on their own abilities, in addition to teacher 's support and guidance.

3.1.1.2 The Teachers

Teachers of first year level at the University of Biskra department of English make up the whole population. We dealt with the sample of seven (7) teachers selected randomly, from the entire population of about twenty six (26) teachers. All the participants in this study (professors, doctors, and set-teachers) at least they incorporate the reading skill in the subjects they taught (or still teach). The reason behind such a choice was to examine the extent to which teachers' awareness of the important role of using Autonomous Learning in enhancing learners reading comprehension.

3.2 Description of the Questionnaires

For the present study, we devised two semi-structured questionnaires, one for teachers another for students. The questionnaires contain questions of the multiple choice type, where the teachers/students put a tick in the corresponding box (es) after reading the questions attentively. In addition to open-ended questions where it is required from teachers/students to express their views honestly. The results of the questionnaires serve to investigate the language learning strategies supported by teachers to help learners use Autonomous Learning as a factor to enhance their reading comprehension.

3.2.1. The students' Questionnaire

The students' questionnaire was composed of (19) questions categorized into three parts. The first part deals with background information about the students, the second part

involves questions about the students' level in English and their attitudes towards activities as well as responsibilities they are involved in during their first academic year in the university. These done purposely to know to what extent are autonomous in their learning. The third part, deals with the learners awareness about learning strategies especially those used in the reading task. Moreover, it includes learners' views concerning the roles their teachers play in encouraging them to extend their readings. Finally, a part deals with the further suggestions they may provide concerning efficacy and use of reading strategies.

3.2.2. The Teachers' Questionnaire

The teachers' questionnaire was composed of (16) questions that can be classified into five parts. The first part is about background information of teachers. The second part deals with the learners' attitudes towards autonomous learning from the teachers' perspective. The third part involves questions about the teachers' role in an autonomous language learning framework and promoting learners' autonomy. Questions in the fourth part deal with teachers' perspectives concerning the significance of teaching reading strategies in order to improve their learners reading comprehension and proficiency.

3.3 Administration of the Questionnaire

3.3.1. The Students' Questionnaire

The students' questionnaire was administered to five groups gathered together in one section, 50 students for the study randomly selected, (only 43 questionnaires were handed). Students were given identical instructions, before they complete the questionnaire, on how to do so and for what reason it was designed. They were notified that: a) it is not a test, b) it is an important component in our study, c) their participation is going to be really appreciated, d) what matters is their opinions (no true or false responses), e) the answers they will provide would remain completely confidential (even though they were not asked to write their names), and f) clarifications about questions construction and vocabulary used in the questionnaire were provided. The questionnaire took the students nearly 40 minutes of their time (which is largely enough for them to answer). With what mentioned above, we do believe that our questionnaire was administered in good conditions.

3.3.2. The Teachers' Questionnaire

Since teachers are familiar with this type of studies, all that we can say is that the teachers' questionnaire was administered to ten (10) of lecturers selected randomly, but only seven (7) among them who accepted to fill in the questionnaire. It took them nearly 30 minutes of their time.

3.4. Analysis of the Students' Questionnaire Results

The procedure for analyzing data from the questionnaire is as follows:

- Statement of the questions as they appear in the questionnaire.
- Aim of the questions.
- Answers to the questions in the form of tables or graphs.

The abbreviation **N** stands for the number of respondents, **%** stands for the percentage this number represents.

Background Information

Gender	Male	Female	Total
Participants	16	27	43
%	37, 21%	62,79%	100%

Table 04: Gender

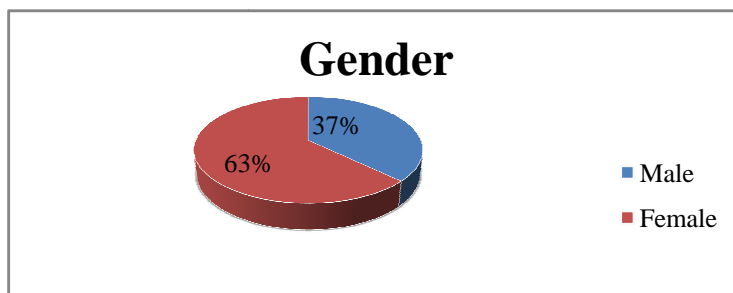


Figure 03: Gender

Female students outnumber males. In actual fact, this is even the case with regard to the sample under study. We have recorded (16) male participants out of a total of 43 student making up (37, 21%), whereas the rest is female gender, that is 27 (62, 79%) which consolidates the common belief that, females have more tendency towards studying foreign languages and English in particular. For most of them, it is a means to hunt a profession as language teacher or interpreter which is commonly considered as feminine jobs in this country. Males in general, tend to prefer scientific and technical branches (computing, technology, mechanics...).

Years	18	19	20	21	Total
Participants	2	21	16	4	43
%	4,65%	48,83%	37,20%	9,32%	100%

Table05: Age

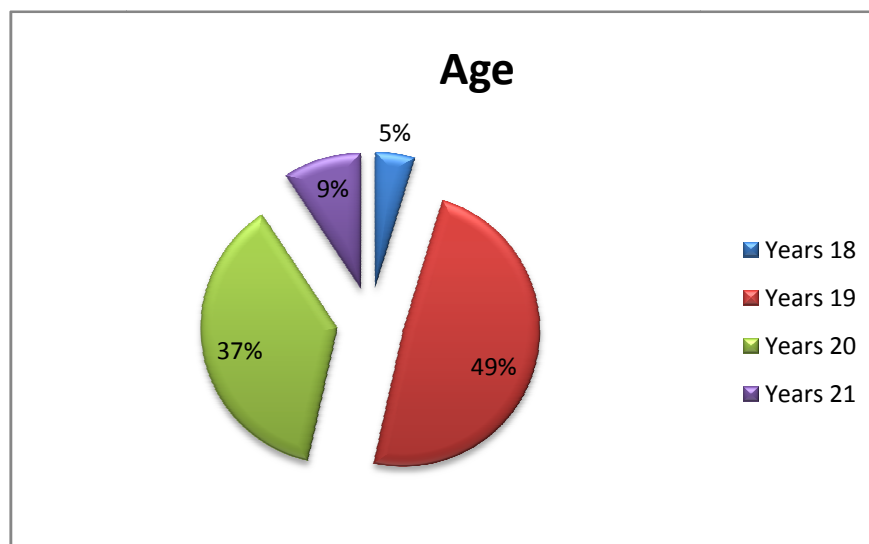


Figure04: Age

A quick glimpse at this table will reveal that, there are four (4) age groups in our selected sample. All our participants are teenage students whose ages vary between 18 and 21 years old. Out of the total number of the sample (43), we have only 2 students (4, 65%) who are 18 years of age; this may mean they start early their primary education. 19 years old students (21) represent a numerical majority (48, 83%). 20 years old make the (37, 20%) of the whole population. Besides, 21 years old (9,32%) are believed to be older students who either have repeated years or not having started early their primary education.

Section One: Autonomous Learning

Question 01

➤ How do you consider your level in English?

-Very good

- Good

-Average

-Poor

Through this question we come to know the level of proficiency of students in the language they are studying – English. The findings are summarized in the subsequent table:

Options		Very good		Good		Average		Poor	
First Year English Students	Total	N	%	N	%	N	%	N	%
		%	4	9,32	32	74,41	6	13,95	1

Table 06: Students' Level in English

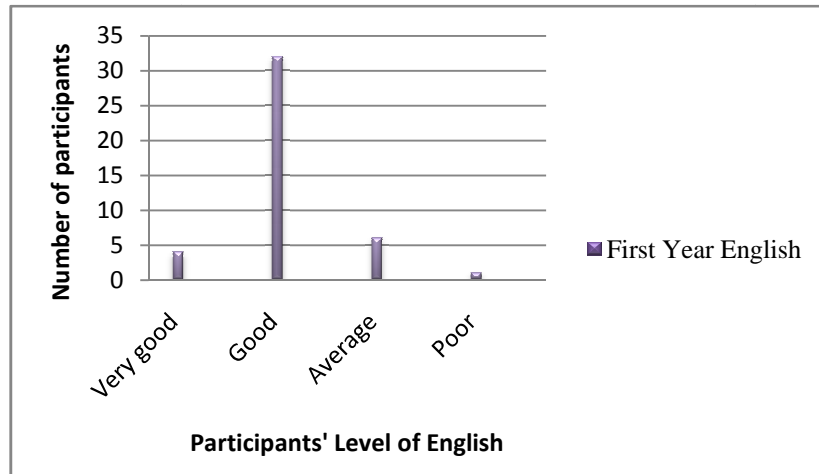


Figure 05: Students' Level in English

Table 06 indicates that (74, 41%) of the total population (N=25) claim to have 'a good' level in English, (13, 95%) consider their level in English as 'average', and there is (9, 32%) who consider their level as 'very good'. Additionally, only one student (2,32%) said that she has a 'poor' level in English.

Question 02

➤ In this academic year, how often have you: (write the appropriate letter in the box)

- A) Always B) Often C) Sometimes D) Rarely E) Never

a-done assignments which are not compulsory	g-activated your prior knowledge while studying
b-noted down new words and their meanings	h- made inferences about your lessons
c-read books or magazines in English	i- done classifications while studying

d-watched English TV programs	j-summarized your studies
e-practiced using English with friends	k- taken notes while studying
f- made suggestions to the teacher	l- used resources while studying

Table 07: Students' Activities through First Year

Question 02 includes learners' attitudes towards activities and responsibilities they are involved in during their first academic year in the university. In order to know to what extent are autonomous in their learning. The findings are summarized in the following table.

Activity	Always		Often		Sometimes		Rarely		Never	
	%	N	%	N	%	N	%	N	%	N
A	9,30%	4	13,95%	6	23,25%	10	34,88%	15	18,60%	8
B	34,88%	15	39,53%	17	25,85%	11	0%	0	0%	0
C	13,95%	6	18,60%	8	32,55%	15	23,25%	10	11,62%	5
D	39,53%	17	16,27%	7	32,55%	14	4,65%	2	6,97%	3
E	23,25%	10	27,90%	12	37,20%	16	11,62%	5	0%	0
F	4,65%	2	4,64%	2	18,60%	8	34,88%	15	37,21%	16
G	27,90%	12	32,55%	14	34,88%	15	4,65%	2	0%	0
H	13,95%	6	30,23%		27,90%	12	18,60%	8	9,30%	4
I	9,30%	4	27,90%	12	16,27%	7	23,25%	10	23,25%	10
J	53,48%	23	23,25%	10	20,93%	9	2,32%	1	0%	0

K	67,44%	29	16,27%	7	16,27%	7	0%	0	0%	0
L	20,93%	9	20,93%	9	25,58%	11	18,60%	8	13,95%	6

Table 08: Students' Frequency of Participation in Autonomous Activities

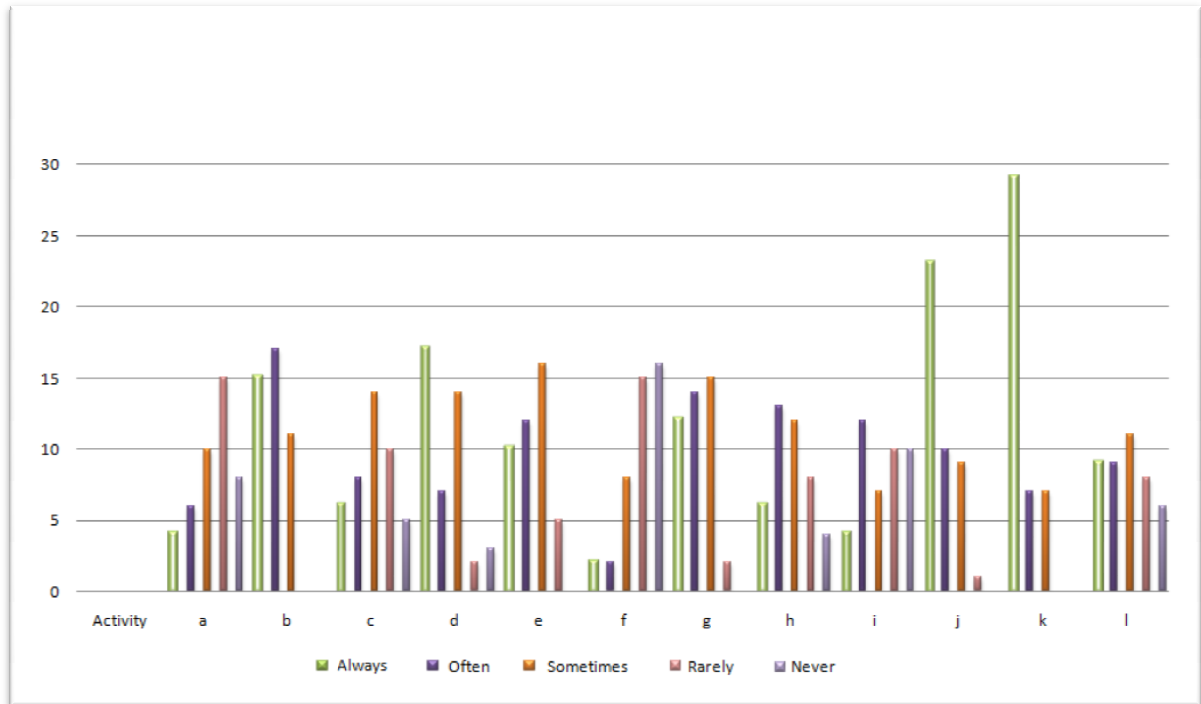


Figure 06: Students' Frequency of participation in Autonomous Activities

A glance in table (08) and figure (06) shows that in the first place, the paramount average represented by twenty nine participants (67, 44%) reflects taking notes while studying (option k) that those students always use. Followed by twenty three participants (53, 48%) they always summarize their studies (option j). In addition, fifteen participants (34, 88%) they always note down new words and their meanings. Whereas, only two participants in this investigation (4, 65%) who said that they always make suggestions for their teachers. In the second place, activities that students often practice are noting down new words, this option selected by seventeen participants (39, 53%) as well as fourteen participants (32, 55%) they activate their prior knowledge while studying. In the third

place, approximately the same number of participants (15 and 16) who choose respectively activities such as reading materials in English, practicing English with friends, and activating prior knowledge to use sometimes in their process of learning English as a foreign language. However in the fourth place, fifteen participants (34, 88%) opted both doing assignments which are not compulsory and making suggestion to the teacher as the rarely used activities in their learning. Finally, the two activities which never been practiced by most of the students are: making suggestions to the teacher selected by sixteen participants (37, 21%) and classifying ones studies selected by ten participants (23, 25%).

The most obvious results revealed by this question are:

-First year students prefer to practice numerous activities individually while studying for example, summarizing, taking notes, explaining unknown words, made inferences, used additional references and practicing English language with friends. This results support the idea that first year students are aware of learning strategies hence they utilized them in their studies.

- Students sometimes use different learning strategies to rich better understanding.
- The majority of participants rarely done assignments which are not compulsory by their own. Further, they never take part in setting the course objectives such as making suggestions for the teacher. The present result obtained to this question reveals that students are partially involved in the classroom, which means that they still unaware about their role in the process of learning at the level of the university.

Section Two: Reading Comprehension

Question 03

➤ Do you like reading?

a- A lot

b- A little

c- Not at all

In case you choose (c), justify please?

This question was intended to measure how much students like reading. The results are illustrated in the coming table:

Options		A lot		A little		Not at all	
First Year English Students	Total	N	%	N	%	N	%
		43	23	53,48%	19	44,18%	1

Table 09: Students' Love of Reading

Table 09 shows that (53, 48%) of the total population (N=43) they like reading a lot, (44, 18%) said that they did not like reading a lot(just a little). There is only one student who said that she did not like reading.

Justification of the option (c): the female student justified her answer as she does not have the patience and time to read and, she could not complete reading a material for a long period of time.

Question 04

➤ In which language do you prefer to read?

- What about "English" for those who have chosen different language?

This question aims at revealing the language in which students prefer to read most whether English, or another language. The results are presented in the following table:

Options		English		Arabic		French		English+ Arabic	
First Year English Students	Total	N	%	N	%	N	%	N	%
		%	25	58,13%	2	4,65%	3	6,97%	13

Table 10: The Language in which Students' Read Most

Table 10 indicates that there are (58, 13%) of the total population (N=43) read most in 'English', (6,97%) read in 'French', and only (4, 65%) read in 'Arabic'. There are (30, 23%) who reported that they used to read in both 'English' as well as in 'Arabic'.

Question 05

➤ How often do you read in English without being asked?

a- Frequently

b- Sometimes

d- Rarely

d- Never

This question is mainly concerned with first year English students' frequency of reading.

The results are presented in table 07 as well as figure 05

Options		Frequently	Sometimes	Rarely	Never
First Year English Students	N	10	26	7	0
	%	23, 25%	60, 48%	16, 27%	0%

Table 11: Students' Frequency of Reading

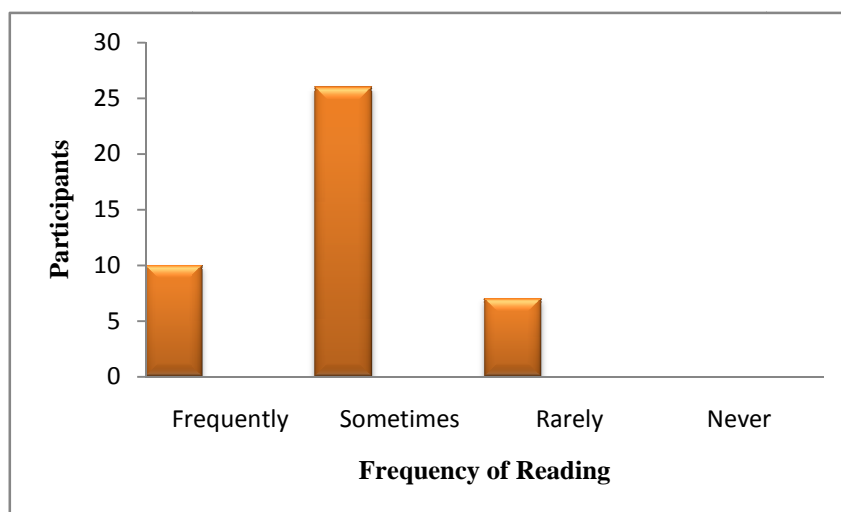


Figure 07: Students Frequency of Reading in English Freely

The results drawn from both table 11 and figure 07 show that, the majority of first year students (60, 48%) read without being asked. Nearly the same number of respondents report that they frequently or rarely read without being asked to do so, with respectively ten (23, 25%) and seven (16, 27%) respondents. No one of the respondents ever read without being asked. This results show that these students have inner desire to read, they do not see reading as an obligatory task.

Question 06

- You read in English because?
 - a- You find the topic interesting
 - b- You have questions to answer about the text
 - c- You want to learn English
 - d- Others, please specify

The present question indicates students' purpose(s) for reading in English. Findings in the following table:

Purposes		A	C	a + b	a + c	b + c
First Year English Students	N	10	24	2	5	2
	%	23,25%	55,81%	4,65%	11,62%	4,65%

Table 12: Students' Setting Purposes of Reading English Language

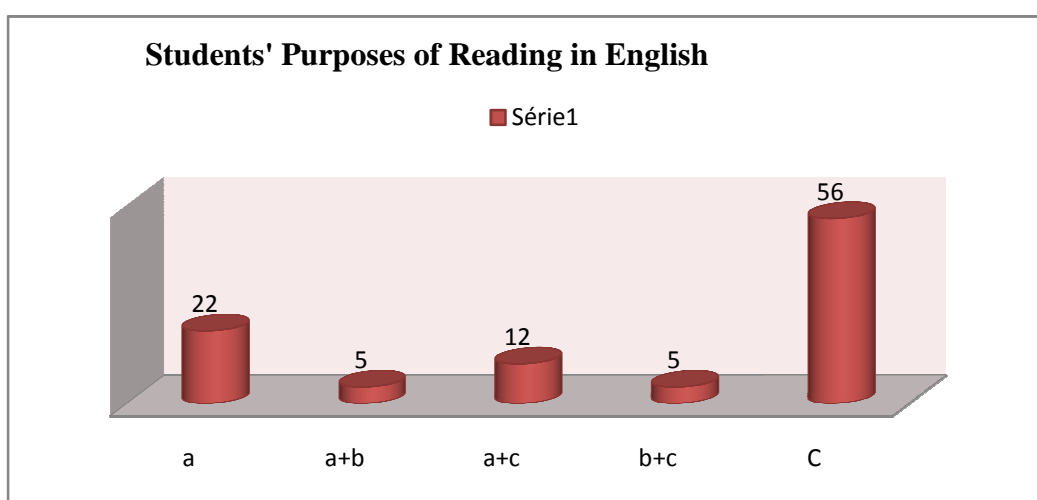


Figure 08: Students' Setting Purposes of Reading English Language

The findings of this question were diverse between: choosing a single choice or joining different options. What can be observed from table(12) and figure(8) is that most students (55, 81 %) they read in the foreign language because they want to learn English. Followed by 10 respondents (23, 25%) they read when they find the topic interesting. Moreover, an equal number represented by two students (4, 65%) claimed that they read in English depending on two purposes, either they are interested in the topic and for the

sake of answering questions about a given text (options a and b), or they read for both purposes, to learn the language and to answer the text question (options c and b). Furthermore, five respondents (11, 62%) stated that they read English because the topic interested them or simply they have a desire to learn the foreign language.

The results obtained for this question reveal the idea that first year students read English materials for various purposes related to their desire and interest.

Question07

- What are the elements that encourage you to have more readings on a particular text or a book?
 - a- Its writer
 - b- Its title
 - c- Its plot
 - d- Someone told you about

The aim of this question is to know what pushes students to read a specific material. The following table illustrates the results of this question.

Options	a	b	c	D	a + b
Participants	5	20	12	3	3
%	11,62%	46,51%	27,90%	6,97%	6,97%

Table 13: Features Encourage Students to Read a Particular Text

As this table demonstrates, twenty respondents (46, 51%) inform that the title is the main element that pushes them to read a book or a text. Twelve respondents (27, 90%) say it is the plot, whereas five respondents (11, 62%) inform that the writer is the feature of a given book that encourages those most to read it. Three respondents (6, 97%), however, report that what makes them choose to read a particular book is the fact that someone tells them about it. Similarly, three respondents (6, 97%) they read based on both features “the writer and the title” of a particular book. The results show that first year English students vary in the features that pushes them decide reading a given material.

Question 08

- In the process of reading, you think?
 - a- All the words are important
 - b- Some words can be skipped without disturbing understanding
 - c- You need to look in the dictionary for the words you do not know

This question has a relationship with the importance that students laid to vocabulary in the process of reading. Results expressed in the coming table:

Options	A	b	C	a + c
Participants	10	9	18	6
%	23, 25%	20, 93%	41, 86%	13,95%

Table 14: Students' Answers for Importance Laid to Vocabulary

Results in table 14 indicate that eighteen students (41, 86%) rely more heavily on dictionary. Ten students (23, 25%) report that in the process of reading all the words are of equal importance. Nine students (20,93%) use 'skipping' strategy. Additionally, six respondents (13, 95%) consider both answers 'all the words are important' and 'the need to check the dictionary for the unknown words' as the most important things to do in the reading process.

Question 09

- Before reading a text, you?
 - a- Guess the general idea from the title
 - b- Predict the content by linking previous knowledge to new information
 - c- Read the first and the last parts of the text
 - d- Do not do any of the above, simply decide to read it or not

The present question is related to the strategies used by learners before reading a specific text. Results summarized in table 11.

Options	A	B	c	D	a + b
Participants	19	7	6	8	3
%	44,18%	16,27%	13, 95%	18, 60%	6, 97%

Table 15: Students' Used Strategies before Reading

The results in table 15 indicate that first year English students use different strategies before reading a specific text. Thus, nineteen students (44, 18%) inform that they guess the general idea of a text relying on its title. Nearly the same number of respondents uses the 'prediction of the text content by activating prior knowledge' or 'reading the initial and the final parts of a text' as pre-reading strategies, with respectively seven (16, 27%) and six (13, 95%) respondents. Three students (6, 97%) also use both prediction and guessing general ideas of a text from its title as pre- reading strategies. In the other hand eight (18, 60%) respondents said they do not use any of the proposed options, but simply start reading.

These results show that first year English students are aware of the pre- reading strategies, more important they incorporate them in their own readings.

Question 10

➤ While reading, to understand the text, you:

a- Underline the main ideas

b- Make an outline

c- Take notes

d- Do not write anything; just keep the information in your mind

Others.....

The aim of this question is to seek students' strategy use to reach comprehension while reading. Table 12 includes the findings of this question.

Options	a	b	c	D	a + b + c
Participants	26	3	8	5	1
%	60, 46%	6, 97%	18, 60%	11, 62%	2, 32%

Table 16: Student's Used Strategies while Reading

As it is indicated by the table, we can see that a high number of respondents (60, 46%) use 'editing' as an aid to comprehension. Eight students (18, 60%) use note taking strategy and three respondents (6, 97%) make an outline to the text they are reading to reach comprehension. Only one respondent (2, 32%) answered that using all the three first strategies considered helpful to rich comprehension while reading. Small proportion of respondents (11, 62%) says they do not use any of these strategies, just keeping information concerning a text in their mind. Other suggestions by students include explaining the difficult and unknown words. Further they suggest copying down the difficult words to look them up in the dictionary.

The results show that first year English students to comprehend a particular text they utilize deferent while reading strategies such as; editing, note taking, outlining and using dictionary.

Question 11

- In facing any problem in grasping text meaning, you:
 - a- Read it many times
 - b- Give up reading
 - c- Ask for help (e.g., teacher or friend...)
 - d- Consult other reading references related to the same topic

This question reveals students attitudes towards handling a reading problem. Findings summarized in the following table.

Options	a	b	c	d	a + c	a + d
Participants	23	2	6	4	4	4
%	53, 48%	4, 56%	13, 95%	9, 30%	9, 30 %	9, 30 %

Table 17: Students' Answers for Handling a Reading Problem

The findings in table 17 reflect the way students' tackle a difficult text. The majority of respondents (53, 48%) when they face any problem in grasping a particular text meaning they read it many times, six students (13, 95%) they ask for teacher's or friend's help, and four participants (9, 30%) they consult other references related to the same topic. However, eight students their answers divided equally (9, 30%)for each, when they face any reading problem they read it many times besides, asking for help or consult related references. Only two (4, 56%) participants they will give up reading.

Interpretation of the results shows that first year English students implement various strategies to handle their problems in reading.

Question 12

- After reading the text in order to determine if reading goals have been met, you?
 - a- Engage in self questioning
 - b- Summarize the text
 - c- Outline the ideas

e- Other suggestions

The main purpose of the present question is to check students' awareness about post-reading strategies. Table 18 summarized the conclusions.

Options	A	b	c	a +b	b +c
Participants	7	25	5	2	4
%	16, 27%	58, 13%	11, 62%	4, 65%	9, 30%

Table 18: Students' Awareness about Post- Reading Strategies

Results of Question 12 in table 18 reflect that first year students are aware of post reading strategies. For instance, high number of participants (58, 13%) they summarize the text to perceive the reading goals, followed by seven students (16, 27%) they engage themselves into self-questioning; followed by five respondents (11, 62%) they outline the main ideas of the text. Further, few respondents practice more than one strategy. For example, four students (9, 30%) after reading a precise text they summarize and outline the main thoughts of the reading material as well as, two students (4, 65%) they summarize the text and engage in self-questioning.

Additional suggestions stated by only two students are as follow:

- Retelling what they read e.g., novels or short stories.
- Presenting pieces of writing that they read in form of role plays in front of their classmates.

As a result, the answers gathered for this question demonstrate that a higher percentage represents summarizing strategy, which means that in addition to numerous strategies used by learners to meet the reading goals, summarizing is the most used strategy.

Question 13

- What types of reading do you like?
 - a- Novels
 - b- Short stories and fiction books
 - c- Poems
 - d- Newspapers/ Magazines

e- Others:

The main goal behind asking this question is to settle types of reading that first year English students like most. Table 15 incorporates more details.

Options	a	b	C	d	a + c	a+ d	b +d	b+a+d	c+b+d
Participants	5	13	3	4	8	3	3	2	2
%	11,62%	30,23%	6,97%	9,30%	18,60%	6,97%	6,97%	4,65%	4,65%

Table 19: Students' Most Like Reading Types

Students' answers for the current question vary between one, two, and three choices answers stated thorough. Those who choose only one answer are:

Thirteen participants (30, 23%) appreciate reading short stories and fiction books, plus five participants (11, 62%) those who like reading novels, four participants (9, 30%) they like reading magazines and newspapers, as well as, only three students who like reading poems.

In spite of this, respondents who choose two answers are as follow:

Eight participants (18, 60%) like novels and poems. Likewise, three respondents (6, 97%)like reading both short stories and novels. Similarly, other three students they like fiction books and newspapers. Nevertheless, students who choose three types of readings that they like most are two students for both answers (4,65%)the first concerning reading novels, short stories and newspapers; the second concerning poems, short stories, magazines and newspapers.

As a result, the respondents seem to involve themselves with diverse types of readings, but stories are the most enjoyed type. Students feel like being friends to the stories' characters. It is assumed that reading short stories saves time and energy on the one hand, and helps in the learning of vocabulary on the other hand.

Question 14

➤ How would you classify the following reasons for reading?

(Order the statements using numbers from 1 to 5 in terms of their importance for you)

a- It is part of a class assignment b-Enrich my vocabulary c-Expose myself to the language d-Want to acquire new ideas e- For pleasure

The present question required respondents to order their reasons for reading according to the importance they give them, with 1 for the reason that is most important and 5 for the least important. The following table (Table 16) explains the distribution of respondents' order of reasons for reading outside the classroom.

Reasonsfor Reading	Positions in Terms of Importance				
	Pos 1	Pos 2	Pos 3	Pos 4	Pos 5
Part of a class assignment	8	8	6	6	13
Enrich my vocabulary	15	5	5	10	7
Expose myself to the language	2	13	11	12	9
Want to acquire new ideas	6	14	10	7	7
For pleasure	12	3	9	9	9

Table 20: Students' order of Reasons for Reading

Respondents' order of the reasons proposed clearly shows they give great importance to enriching their vocabulary since fifteen respondents (34,48%) and twelve (27, 90%) respectively consider reading for pleasure as the most important reason to read a given text. Fourteen respondents(32, 55%) put wanting to acquire new ideas and thirteen(30, 23%) choose wanting to expose themselves to the language as the second most important reason to read in English language. Two groups of eight respondents each (18, 60%) relate it to school work as they consider reading being part of a class assignment as very important to them. Six respondents (13, 95%) say they read outside the classroom because they want to acquire new perspective.

On the other hand, nine respondents (20, 93%) consider reading for pleasure of least importance. Thirteen respondents (30, 23%) think that reading as part of a class assignment is the reason with the least importance. While seven respondents (16, 27%) respectively reports that wanting to enrich his/her vocabulary and acquiring new ideas and perspectives as the least important reason for reading.

Summing up, the results of this question confirmed the ones of the sixth question when students express that they read in English for various purposes, but the majority (55, 81%) answered that learning English stands as the most important purpose for reading which has a direct relationship with enriching vocabulary, exposing oneself to the language and of course, acquiring new perspectives of that language i.e., English.

Question 15

- What is the role your teacher plays to encourage you to have more readings?

The students' points of view concerning their teacher encouraging role for extending their readings in the English Language are attentively expressed in the following table.

Students' Views about their Teacher Role	Respondents	%
The teacher advice us to read particular books	4	9, 30%

The teacher is a motivator “shows us the benefits of reading”	7	16,27%
The teacher suggests for us new titles/books/references that he already read about it.	5	11,62%
The teacher informs us about a good book and asks for a short summary about the main ideas it includes.	2	4,56%
The teacher advice me to use different sources to practice the rules such as the internet.	1	2,32%
The teacher rewards me for a novel I read and asks me to summarize it orally in front of my classmates.	1	2,32%
The teacher encourages me to read in English in order to enrich my vocabulary.	2	4,56%
The teacher brings several books for us to read in order to develop our level.	1	2,32%
The teacher advices to read preparing us to develop a reading habit for the lifelong.	2	4,56%
The teacher suggests for us only the books that are related to the subject he/she taught us.	3	6,97%
My teacher pronunciation motivates me to read ‘just like him’.	1	2,32%
The teacher reads the beginning of a book and asks us for continuing the reading outside the classroom.	2	4,56%
My teacher tells me that reading is the key for the good level in English language.	1	2,32%
I do not know	1	2,32%
No answer	10	23,25%

Table 21: Students' Views about the Teacher's Role in Reading

Table 21 demonstrates that first year English teachers play various roles that have positive effects on students' attitudes towards extending their readings in the foreign language. Moreover, it is apparent that teacher's support to have more readings and the suggested strategies to do so, improves in their learners a sense of engaging in an autonomous reading that serves their own needs and interests.

Question 16

- What are your goals behind choosing a particular reading material?
 - a- To do comprehension exercises
 - b- To explain difficult vocabulary
 - c- To extract and discuss the different themes and ideas
 - d- To use it as a model in a writing assignment
 - e- To know more about language structures (grammar and syntax)
 - f- To get pleasure
 - Others.....

This question is much more concerned with the activities that students would like to do with a reading material. Results presented in the following table.

Options	A	b	c	d	E	f	b+ c+ e
Participants	17	4	2	2	2	6	10
%	39, 54%	9, 30%	4, 65%	4, 65%	4, 65%	13, 95%	23, 25%

Table 22: Students' Goal behind Reading a Particular Material

This question concern the activities students would like do with a reading material. When asked what are their goals to select a specific text to read, thirty three respondents (76, 44%) have only one purpose that pushes them to select a text to read. Seventeen

participants (39, 54%) would like to do comprehension exercises, followed by six participants (13, 95%) decide to read a particular text just for pleasure as away to know more about the foreign language or they have the habit of reading. As well, four participants (9, 30%) would like to use a text they read to explain difficult vocabulary. Similarly, tow respondents (4, 65%) their main purpose to select a reading text is either to extract and discuss the different themes and ideas implied in a text, to know more about grammatical and syntactic structures of the language that occur in that text, or use the text as a model in a writing assignment. Whereas, ten participants (23, 25%) have multiple uses of the privileged reading material, these students opt for discussing themes and ideas; using the text as a model in writing; ultimately, utilizing the different language structures such as grammar and syntax.

Consequently, these findings (of question 16) can be summarized in the following points:

- a) The participants in this investigation set either one or multiple purposes for selecting a specific reading material.
- b) Achieving comprehensive input of a particular text is the students' prime goal for reading.
- c) It is apparent that the participants in this study select a text for reading to achieve several goals such as explaining vocabulary; discussing themes and ideas; extending knowledge about language structures; improving comprehension; and implementing knowledge gained through reading in writing assignment.

Question 17

➤ Do you think that you improve your reading comprehension if you really use the effective reading strategies?

a) Yes

b) No

Why?

Options	Yes	No
Participants	37	6
%	86, 04%	13, 95%

Table 23: Students' Attitudes towards Strategy Use and Developing Reading Comprehension

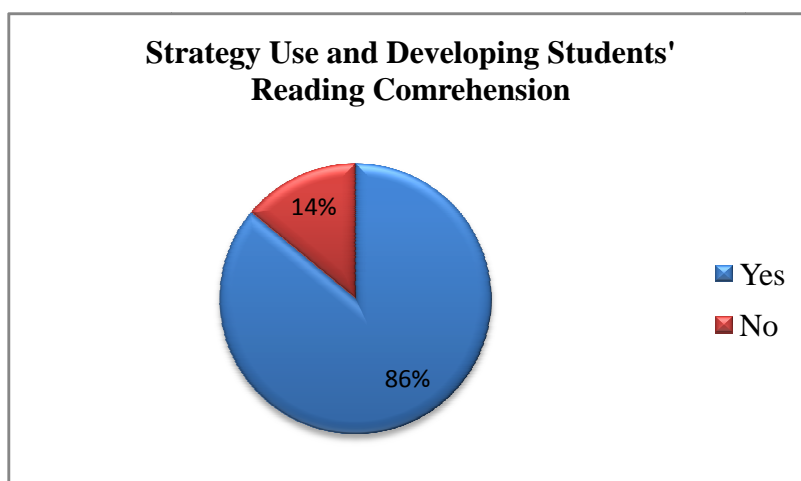


Figure 09: Students' Attitudes towards Strategy Use and Developing Reading Comprehension

Both table 23 and figure 09 demonstrates that students are aware about the efficacy of using reading strategies to develop reading comprehension. Only twenty two participants (60%) justified their agreement besides five participants (83%) justified their disagreement.

Students' justification of agreement:

- Reading strategies help me develop comprehension of texts through getting the general idea rapidly.
- Reading strategies help me progress gradually until reaching the whole meaning of the text.
- Following certain strategies in an organized way of course, I will achieve my goals rapidly.

- Being strategic in reading improves my understanding of a given text and easily summarizes the content of that text.
- When I use reading strategies I can read different types and genres of text for example, news papers; novels; short stories; articles and documents.
- Reading by using strategies train me to be more organized and gain more ideas in just a short time.
- Reading strategies raise my awareness to change my bad habits in reading such as, wasting time reading every detail in the text or sometimes just partially reading a text without following the organization of ideas.
- I improve my knowledge and acquire new vocabulary concerning many topics which help me to express my views orally in front of others.
- Reading strategies are the best way to succeed in answering comprehensive question of a text.
- Reading strategies aid me know what to read or skip. Moreover, the main ideas I obtain will enrich my writing.

Students' justifications clearly report their awareness that reading strategies are the most effective ways to read strategically and meaningfully any material they are involved in. Additionally they will be able to implement knowledge gained through reading to other language skills like speaking and writing.

Students' justification of disagreement:

- We just read for pleasure, so there is no need to use strategies for reading.
- We just learned about these strategies, but we do not master their use.
- Strategies make me feel like a machine but I just like to read freely without following any strategy.

Since these students' are only interested in free reading, they neglect the important role that strategies play in improving their reading comprehension.

Question 18

- Would you like to have more hours in reading strategies?
 - a) Yes

- b) No
- c) I have no idea.

The aim of question 18 is to recognize students' whether they would like to have more hours in reading strategies or not. The results reported in the following table.

Options	Yes	No	No idea
Participants	26	8	9
%	60, 46%	18, 60%	20,93%

Table 24: Students' Views about Having Hours in Reading Strategies.

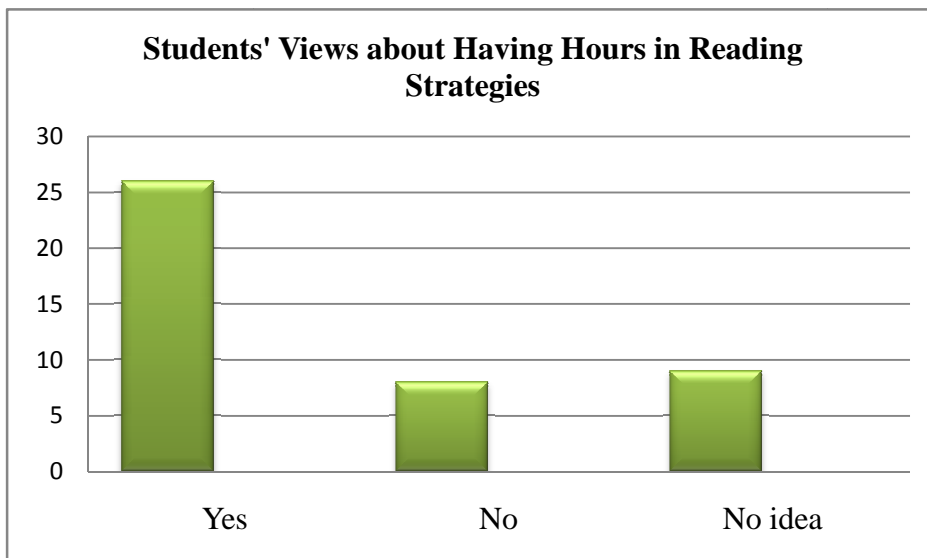


Figure 10: Students' Views about Having Hours in Reading Strategies.

Both the table 24 and figure 10 display that twenty six respondents (60, 46%) agree with the idea of having more hours, and only eight respondents (18, 60%) do not agree. However, nine respondents (20, 93%) have no idea.

Question 19

- Do you have any other suggestions concerning reading and the materials you want to read in class?

In this question the majority of respondents (74, 42%) have no suggestions, whereas, only eleven respondents (25, 58%) provide suggestions about further materials they would like to read in the classroom. Students' suggestions are:

- We need to read short stories that imply beneficial themes for our future experiences.
- Reading should be included more in the classroom.
- We need to have topics to read concerning technology, imagination, social issues, and adventure stories.
- We suggest reading authentic materials in order to gain more knowledge about the English culture.

3.5. Analysis of Teachers' Questionnaire

General Information

Question 01

➤ Your qualifications:

Qualifications	N	%
BA (license)	0	/
MA (master)	0	/
Magister	6	85, 71%
PhD	1	14, 29%

Table 25: Teachers' Qualifications

Table 25, shows that 6 (85, 71%) of our teachers have the magister degree, and just 1 out of 7 of our sample (14, 29%) has PhD which proves the fact they are experienced and they spent many years in teaching .Moreover, through our investigation we found that most of our teachers of our sample population are preparing their PhD .

Question 02

➤ Teaching experience:

Years	N	%
1-3	/	/
3-6	1	14, 28%
6-9	4	57, 14%
9-12	2	28, 57%
Total	7	100%

Table 26: Teachers’ Answers about their Experience in Teaching English.

Table 26 shows that two teachers (28, 57%) out of seven have been teaching English language from 9 to 12 years. Four teachers (57, 14%) have been teaching English from 6 to 9 years, whereas, only one teacher (14, 28%) who had a teaching experience of English language from 3 to 6 years. All of these rates are acceptable which prove that they are very experienced.

Section One: Autonomous Learning

Question 03

- In the process of learning English do you consider learner autonomy important?
-

	a) YES	b) No
Options	Yes	No
Respondents	7	0
%	100%	0

Table 27: Importance of Learner Autonomy in Learning English.

Teachers are asked whether learner autonomy is important in English learning. The aim is in fact to reveal their attitude towards learner autonomy. 100% of the informants have given positive answer. According to all of them autonomy is important. Generally most teachers have a positive attitude towards learner autonomy.

Question 04

- How could you evaluate your learners' level of autonomous learning?

Question 04 is how teachers evaluate their students' level of autonomous learning. The aim of this question is to show to what extent students in first year are actually autonomous.

Options	Good	Average	Very low	Total
Respondents	1	4	2	7
%	14, 28%	57, 14%	28, 57%	100%

Table 28: Teachers' Evaluation of Learners' Autonomous Learning Level.

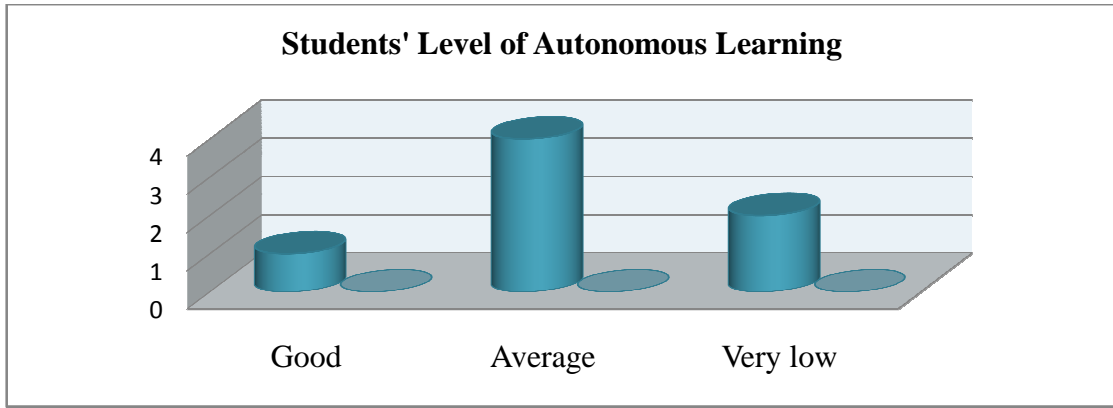


Figure 11: Students' Level of Autonomous Learning.

Table (28) and figure (11) obviously illustrate teachers' evaluation of their learners' autonomous learning level. Therefore, the highest percentage (57, 14%) represented by four teachers reflects students' average level of autonomous learning, followed by two teachers' (28, 57%) reported that first year students' have very low level of autonomous learning. In contrast, only one teacher (14, 28%) who indicated that learners have good level of autonomous learning.

Question 05

- Do you think learners' level of language proficiency is related to their autonomous learning?
 - a) Yes
 - b) No

If not, what is the other reasons participating in autonomous learning?

This question reveals teachers opinion concerning the association of learners' autonomous learning to their English language proficiency.

Options	Yes	No	Total
Participants	7	0	7
%	100%	0%	100%

Table 29: The Association of Students' Autonomous Learning to their Language Proficiency.

The results display that all of the teachers (100%) answered that students' level of language proficiency is tightly related to their autonomous learning. Therefore, it indicates that teachers are conscious about the importance of this language learning strategy and its effects on learners' language proficiency.

Question 06

➤ Can learners' attitudes be changed from traditional to a more autonomous view of learning?

a) Yes

b) No

If yes, in what ways?

Options	Yes	No	Total
Participants	7	0	7
%	100%	0%	100%

Table 30: Changing Students' Attitudes in Learning.

All the participating teachers in this study, report that learners' attitudes in learning English as a Foreign Language can be changed from traditional to a more autonomous. Six teachers (85, 72%) from the whole sample (7 teachers) suggested effective ways to do so. These suggestions are listed below:

- Students need to take more responsibility of their own learning and depend more on their individual capacities.
- Teachers should change their methodology of teaching from teacher- centered to a more learner- centered method, besides allow learners to know that being responsible for their own learning will positively affect their learning.
- Teachers should support learners to develop both peer evaluation as well as self evaluation.
- Teachers should support their learners to use different learning methods and strategies, in addition to raising their awareness about the reasonable use of technology in a way that serves their educational needs.

- Learners' attitudes in learning can be changed through the use of certain learning strategies. Furthermore, teachers should inform their students that modern methods of teaching and learning are based on learner-centered instruction.
- Teachers should motivate learners to take part in the teaching process, so they train themselves to be working and participating in order to develop their individual capacities. This latter plays an important role for their success in the future.

Question 07

➤ Do you think learner's autonomy can depend on the teacher's methods of teaching autonomy?

a) Yes

b) No

Why?

This question investigates the influence of teaching methods type on learner's autonomy. Teachers' answers illustrated as follow:

Options	Yes	No	Total
Participants	6	1	7
%	85, 71%	14, 28%	100%

Table 31: Learner Autonomy and Teacher Methods of Teaching.

Concerning this question (07) only one teacher (14, 28%) pointed out that learner autonomy depends more on factors such as family, society, individual interests' and culture rather than teacher's methods of teaching autonomy. Contrarily, the majority of teachers (85, 71%) involved in the present investigation reply that the methods of teaching autonomy plainly affect the learner autonomy because:

- No one could start alone correctly, otherwise he would waste time. Learners should seek their teachers' guidance from the beginning.
- The teacher is a controller and a guide or the one who did everything.
- Most teachers take the controller or the all-knower roles in their classrooms, therefore using more flexible methods that encourage independent learning may help learners foster their autonomy.
- It is according to that methods a student can be autonomous or spoon-fed this depending more on the type of activities done and the way feedback is given.
- The teacher acts as a controller, a motivator, and a prompter.
- Autonomy is not really taught but the teacher can implicitly encourage the use of learning strategies and give home works that require individual researches. Moreover, the teacher may encourage students to use technological materials that improve their capacities.

Question 08

➤ According to you, promoting learner autonomy is based most on:

- a)- Teacher's role in the classroom
- b)-Students' readiness for autonomous learning
- c)-The availability of materials and study aids.

Options	a	a + b + c	Total
Participants	2	5	7
%	28, 57%	71, 43%	100%

Table 32: Promoting Learner Autonomy

One of the objectives of this dissertation is looking for ways to promote learner autonomy. Thus, teachers are asked about the bases on which they should rely in promoting learner autonomy. 28, 57% consider that teacher's role is basic in making

students gradually rely on themselves in English. While 71, 43% of the informants think that all the options(a, b, and c) which respectively refer to teacher' s role, students' readiness, and availability of materials are the main conditions that should be provided so that learners become self-reliant and autonomous.

Question 9

- Is the availability of technological materials(inside school and outside of it) necessary for promoting learner autonomy?

a) Yes

b) No

Options	Yes	No	Total
Participants	2	5	7
%	28, 57%	71, 43%	100%

Table 33: Technological Materials Adequacy for Learner Autonomy

Teacher's responses to question (9) clearly reflect their support to the importance of availability of technological materials in promoting students' autonomy with an average of (71, 43%) they stated arguments such as:

- Technological materials and study aids like the internet, give a space for learners to practice the language in their own pace and preference.
- When the learners work online using technological materials this provides for them an instant feedback.
- Instruction is no more all delivered by the teacher, but is provided also by back-up materials. Students may use them autonomously while the teacher's role is only a guide or a manager.
- This is the new era in teaching, interactively; technological materials are utilized to increase students' interests and motivation towards their learning.

- There is an opportunity for learners to learn independently relying on technology. The latter facilitates the task of learning.

Oppositely, two teachers (28, 57%) pointed out those technological materials are not considered as prerequisite for promoting learners' autonomy. They supposed that:

- If students want to learn, they will find a way to do so whatever their circumstances.
- If the teacher is working to enhance autonomy, the lack of materials would not affect.

In general, the results of the present question display that most English language teachers participating in the present research are in favor of technological material as a tool for promoting learner autonomy.

Question 10

- Relying on your classroom experience, what suggestions would you make to help learners promoting their autonomous learning?

Finally, Relying on their classroom experience, teachers are required to make suggestions on how to promote learner autonomy in and outside the classroom. Teachers made the following suggestions:

- Teachers should encourage students to use technology, read books, and apply appropriate learning strategies.
- Prepare a comprehensive plan that helps learners to benefit from all what is useful inside and outside the classroom.
- Encourage contact with students through e-mails, internet web, and blogs.
- Get students involved in reading clubs such as extensive reading.
- Raise students' awareness about autonomy and support self dependence in learning.

Section Two: Reading Comprehension

Question 11

- Does reading play an important role in language development?

a) Yes

b) No

Options	Yes	No	Total
Participants	7	0	7
%	100%	0%	100%

Table 34: The Importance of Reading

All of our participants agreed that reading has a great role in developing language learning. According to the result of this question, reading is an essential skill for developing learners' level in learning English as a foreign language.

Question 12

➤ Do your students show difficulties while reading texts?

a) Yes

b) No

b)

Options	Yes	No	Total
Participants	7	0	7
%	100%	0%	100%

Table 35: Students' Showing Difficulties While Reading

Teachers answers presented in table (35) demonstrate that there is an agreement between teachers and hence all of them said that their students face some difficulties while reading. This is due to their observations and the evaluation of their learners attitudes in the classroom.

➤ If yes, what are the main difficulties?

a) Grammar

- b) Vocabulary
- c) Prior knowledge
- d) Others.....;

Teachers' answers are summarized in the following table:

Options	C	b + c	a + b + c
Participants	1	1	5
%	14, 29%	14, 29%	71, 42%

Table 36: Students' Difficulties in Reading

Through observing the results of this question concerning students difficulties in reading, five teachers (71, 42%) out of seven said that all the three options grammar, vocabulary, and prior knowledge are the main difficulties that face their students in reading materials in English. While one teacher (14, 29%) asserted that both vocabulary and prior knowledge are the main difficulties the students face. Another teacher (14, 29%) claimed that only students' prior knowledge that concerned as the main obstacle they face while reading. We noticed an agreement on prior knowledge as the prime difficulty. This is due to the lack of knowledge about the content, which may lead to misunderstanding of the message conveyed through the written text.

Regarding additional difficulties teachers suggestions include: Fluency, accuracy, pronunciation, comprehension and the lack of using reading strategies. All these are believed as reasons for failure in understanding any reading material.

Question 13:

- In this research we are concerned with the significance of teaching reading strategies, what can you say about it?

All the answers gathered for this question emphasized the importance of reading strategies in developing students' better comprehension of a particular text. It is noticed

that two teachers did not answer the present question, whereas; other teachers' points of view are:

- The teacher needs to vary the strategies to cover a wide range of objectives.
- Students have to develop their reading skill by extensive reading.
- Reading strategies are helpful in training readers to be organized while reading.
- Reading strategies are the major tools in mastering comprehension.
- Teachers should support students' to read individually in order to allow the students' develop familiarity with appropriate reading strategies like scanning, skimming, and SQ3R.
- Teachers should provide for their learners activities to practice pre, while, and post reading strategies.

Building on these views, when both teachers and students are aware about reading strategies, incorporate their use in their activities this will facilitate the teaching as well as the learning process of reading. Furthermore, a good level of reading comprehension will be achieved through using a wide range of strategies.

Question 14:

- What are the best strategies that you use to help your students in the classroom?

The main results extracted from teachers' answers for this questionnaire the following strategies: Skimming, scanning, note taking, and summarizing. Another teacher claimed that urging learners to further their reading through varying topics will help them acquire more vocabulary and memorize linguistic structures.

Question 15:

- Do you encourage your students to develop these strategies?

a) Yes

b) No

Options	Yes	No	No answer
Participants	5	0	2
%	71, 43%	0%	28, 57%

Table 37: Teachers' Encouragements to Use the Effective Reading Strategies

Through the analysis of the table (37) above, the answers show that five teachers (71, 43%) do encourage their students to use the effective reading strategies. Again these answers prove the fact that those techniques are important; since they facilitate the reading comprehension of the different provided texts.

Question 16

- What advice do you give to your students to improve their English reading proficiency?

The last question of the present questionnaire was given to the teachers to provide for students different advice to improve their level of reading. The answers were as follow:

- Learners should read for entertainment, so they have to enjoy their reading.
- Learners should train themselves for both extensive and intensive reading.
- Reading can be developed more outside the classroom.
- Reading everything and everywhere; read for different purposes.
- Read all sorts of books; discover the different styles of reading materials.
- Read authentic materials.

3.6. Interpretation of Students' Questionnaire Results

The present part of the research is mainly devoted to the concluding thoughts expressed through the students' responses' to the questionnaire. These thoughts are summarized in the following statements:

- Students are aware of the distinct types of language learning strategies. Moreover, students show their ability to individually utilize those strategies for their own goal to achieve better reading comprehension of a text.
- Due to their total reliance on teachers in their previous stages of learning, students are frustrated and hesitated to change their attitudes to be more autonomous hence take own responsibility for their learning.
- There is an obvious agreement among the participants concerning their appreciation to do the task of reading in English. Results show that they have an inner desire to read, they do not view reading as an obligatory task. The reason behind this result may be the learners' curiosity to discover the various aspects of the foreign language through reading about it.
- Learners' own interests and needs are the main factors that influence their choices to read particular materials rather than another.
- Prediction and making inferences chiefly implemented by the participants as pre-reading strategies of reading.
- The multi-use of while reading strategies by first year students is to rich success in understanding the message conveyed by the written text. Those strategies are: editing, outlining, taking notes, and using dictionaries.
- Whereas, summarizing a reading material and involving themselves in self-questioning are considered as post- reading strategies that students widely practice after reading a material.
- All the pre-while-post reading strategies that learners opted to use for the reason to fully develop an understanding of a particular text; clearly answer the second research question in the present study about which autonomous learning strategies do students utilize in reading.
- The students involve themselves in many types of readings. Yet, the most appreciated type is short stories because learners feel like being friends to the story

characters'. Moreover, this type of reading saves time and energy on one hand, and aids in learning new vocabulary on the other hand.

- The results obtained in question (14) about students' reasons for reading demonstrates that learners have distinct reasons for reading such as: exposing themselves to the language, enriching their vocabulary, and the acquisition of foreign language structures and aspects. This result believed to be as an answer to the fourth research question which is about the main purposes of rising EFL students' awareness towards reading strategies.
- Additionally, the answer for the fifth research question about teachers' role in promoting learners' autonomy from the learners' perspective is the result of question (17) when those students suggested roles their teachers' play to support the effectiveness of autonomous reading and develop in learners positive attitudes towards reading the foreign language.
- Participants involved in the present investigation claimed that, the improvement of reading comprehension as their prime reason to read in English.
- Findings included in question (17) clearly reported the students' realization that, autonomous learning strategies used in the process of reading are the effective way to read strategically and meaningfully the English language. Ultimately, this finding confirms our hypothesis that through using autonomous learning strategies, EFL learners will enhance their reading comprehension.
- Whereas, the two last questions in the students' questionnaire stand for the need to devote more time for reading, besides diversify the types of reading materials.

Summing up, all these results should be taken into consideration when dealing with the reading skill in the foreign language context. Since it will help in the creation of a positive atmosphere in the classroom, where both the teacher and the learner unified their capacities to achieve the course goals' effectively.

3.7. Interpretation of Teachers' Questionnaire Results

- First of all it is valuable to state that most of the teachers participating in the present research are experienced and they have worthy background knowledge about learners' attitudes in learning English as a foreign Language.
- All the teachers in the sample emphasized the importance of learner autonomy in language learning as well as they expressed their positive attitudes towards it.
- Teachers' evaluation of students' level of autonomous learning differed between good, average, or very low. Yet, the supreme evaluation is average level of autonomous learning.
- All teachers agreed that learners' level of language proficiency is tightly related to their autonomous learning. Consequently, teachers are conscious about the importance of this language learning strategy and its positive effects on learners' language proficiency.
- Additionally, they believe that learners' attitudes can be changed from traditional to more autonomous. This change can be realized through changing the teacher and the learner habits, activities, behaviors, and practices in learning English as a foreign language.
- All teachers pointed out that methods of teaching autonomy plainly affect the learner autonomy.
- Teachers claimed that promoting learner autonomy is either a teachers' responsibility or shared between the teacher's role in the classroom, learners' readiness, and availability of materials and study aids. They joined that the three later reasons are preconditions should be provided so that learners become self-reliant and autonomous. These findings clearly confirm the second hypothesis of this research which is about promoting learner autonomy through their EFL teachers' support.
- Furthermore, teachers are in favor of technological materials as a tool for promoting learner autonomy. In this respect, they suggested that these materials are beneficial to increase students' interests and motivation towards their learning. Whereas, the teacher's role in such a case is only a guide or a manager.

- Teachers completely share the view that reading is an essential skill for developing learners' level in learning English as a foreign language.
- Teachers indicated their total agreement concerning the difficulties their students' show while reading. These difficulties are grammar, vocabulary, and prior knowledge. The later is seen as the prime difficulty. This is due to the lack of knowledge about the content, which may lead to misunderstanding of the message conveyed through the written text. Moreover, some teachers included fluency, accuracy, pronunciation, comprehension, and lack of using reading strategies as additional reasons for failure in understanding a particular reading material.
- Furthermore, the results of question (13) considered to be the answer for the third research question in the current study. The research question is about the significance of teaching reading strategies to EFL learners. Building on teachers' opinions, when both teachers and students are aware about reading strategies, incorporate their use in their activities this will facilitate the teaching as well as the learning process of reading. Consequently, a good level of reading comprehension will be achieved through using a wide range of strategies.
- In addition, teachers provided learners with some strategies to help their learners enhance their reading comprehension such as: Skimming, scanning, note taking, and summarizing, and varying topics in reading will certainly help learners to acquire more vocabulary and memorize linguistic structures.

3.8. Conclusion

In this study we dealt with students' engagement in autonomous learning activities before, during and after reading tasks. We have gathered and analyzed data about the significant use of reading strategies in enhancing students' understanding of the reading materials which is suggested by the teachers or selected by the learners themselves. We also investigated the role of the teacher in this process and the strategies that teachers use to help students promote their attitudes toward autonomous learning. During this study we have encountered some difficulties such as being in position to interpret the students'

answers even though the results appeared to be in parallel with what we have interpreted which shows accurate in our investigation.

Recommendations

These recommendations are drawn from our observations to the outcomes of the students' and teachers' questionnaires:

- Teachers should allow learners to set their own goals and involve them gradually in the classroom activities.
- Teachers should help learners develop learning strategies that serves their needs and interests.
- Teachers should raise their students' awareness about language learning strategies and how they will benefit from their use to develop learners' self reliance sense.
- Students need to read more in order to widen their knowledge.
- Students need to develop the habit of reading for their own interests and needs to enjoy reading
- Students should read everything and everywhere; read for different purposes.
- Read all sorts of books; discover the different styles of reading materials.
- Read authentic materials.

General Conclusion

The present study aims at investigating EFL first year students' autonomous learning strategies that improves their reading performance in reading activities at Biskra University. For answering the questions of the study, this latter has been divided into three chapters. Chapter one and two are about the literature review of the two variables of this study whereas the third chapter is devoted to the field work.

For a deeper understanding of the subject, two questionnaires have been submitted to EFL first year students as well as teachers of all modules where reading is involved. As a consequence, the analysis besides to what has been identified in the literature review provided worthy answers for the research questions. The findings of both questionnaires confirm the hypotheses that autonomous learning strategies are the most effective way to read strategically and meaningfully the English language. Moreover, results confirm the second hypothesis which demonstrates that promoting learner autonomy for first year students' mainly fulfilled through the supportive role of the teacher by providing guidelines to strategies used in the reading process. The outcome of the questionnaire analysis showed that most of EFL first-year students read mainly for pleasure and hence reflects personnel choice and strengthens the sense of independence.

The ultimate aims in this research are to increase both students' and teacher's awareness about the effective role of autonomous learning as well as incorporating their use in reading tasks to reach better reading comprehension.

Research questions are successfully answered in the present study. The analysis of the gathered data revealed that both teacher and students of first year level of the division of English are aware of the significance of implementing autonomous learning strategies in the sense that their choices are on the whole oriented towards effective strategy use in the reading process.

References

- Al Bader, Y.** (2007). *Difficulties in Second Language Reading*. Bangor University School of Linguistics and English Language.
- Alderson, J. C.** (2000). *Assessing reading*. Cambridge, UK: Cambridge University Press.
- Aloumpis, G.** (2005). ABC of Learning. Retrieved from http://www.scielo.org.co/scielo.php?pid=S0123-34322010000100006&script=sci_arttext
- Arab, O.** (2009). *Enhancing reading speed comprehension in EFL classes* (Unpublished master's thesis). Mentouri University, Constantine.
- Bader, A.** (2007). *A Study of the Correlation between Intelligence and Reading Comprehension* (Unpublished doctoral dissertation). Mentouri University, Constantine, Algeria.
- Barkley, E. F.** (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.
- Bashar, A.** (2015). Teaching Reading to EFL Classes. Tutorial 2. Post Grade Master's 2. Mohamed Kheidher University of Biskra .
- Benson, P.** (2001). *Teaching and researching autonomy in language learning*. Applied Linguistics in Action Series, London: Longman.
- Benson, P., & Voller, P.** (1997). *Autonomy and independence in language learning*. London: Longman.
- Berzlanovich, I.** (2008). *Lexical cohesion and the organization of discourse* (Unpublished doctoral dissertation). University of Groningen.

- Bourbia, R.** (2010). *Prediction as a Reading Strategy and its Use by Third Year Students of English, University of Constantine* (Unpublished master's thesis). Mentouri University, Constantine, Algeria.
- Brown, A. D.** (2007). *Principles of Language Learning and Teaching* (5th ed.). White Plains, New York: Reason Education.
- Candy, P. C.** (1991). *Self-direction for lifelong learning: A comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.
- Carell, P. L., & Wise.** (1998). Metacognition Strategy Training for ESL Reading. *TESL Quarterly*, 23(4).
- Chouaf, C.** (2009). *Metacognitively-Oriented Reading Strategies Instruction for Fostering Comprehension* (Unpublished master's thesis). Mentouri University, Constantine, Algeria.
- Collins Cobuild English dictionary.* (1995). London: Harper Collins.
- Dechant, E. V.** (1991). *Understanding and teaching reading: An interactive model*. Hillsdale, NJ: L. Erlbaum Associates.
- Dornyei, Z.** (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press. p. 82
- Dornyei, Z., & Ushioda, E.** (2011). *Teaching and researching motivation*. Harlow, England: Longman/Pearson.
- Dorkchandra, D.** (2010). *Enhance English reading comprehension through a text structure reading strategy call programme* (Master's thesis, Suranaree University of Technology, Suranaree).
- Dubin, F., & Bycina, D.** (1991). *Accademic Reading and The ESL/EFL Teachers*. Los Angeles: Heinle and Heinle Publisher.

- Grellet, F.** (1983). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge: Cambridge University Press.
- Gridi, M.** (2006). *Reading Motivation in Students of English as a Foreign Language* (Unpublished master's thesis). Mentouri , Constantine, Algeria.
- Hadi, K.** (2012). *Promoting learners autonomy in an EFL context:Learners' readiness and teachers' roles* (Master's thesis, Tlemcen).
- Harmer, J.** (2001). *The practice of English language teaching* (3rd ed.). Essex, England: Longman.
- Harmer, J.** (2003). *The practice of English language teaching*. London etc.: Longman.
- Hedge, T.** (2003). *Teaching and Learning in The Language Classroom*. UK: Oxford University Press.
- Hobrom, I.** (2004). *Online Resources and Learner Autonomy: A Study of College-Level Students of Arabic* (Unpublished doctoral dissertation). The University of Texas at Austin.
- Kharaghani, N.** (2013). *Learner Autonomy and Language Curriculum Development in Post Method*. Kuala Lumpur.: Proceeding of the Global Summit on Education.
- Kumaravadivelu, B.** (2003). *Beyond Methods: Macrostrategies for Language Teaching*. Yale University Press.
- Legrid, C.** (2010). *The Importance of Knowledge about Cohesive Markers in the Comprehension of Reading Extracts* (Unpublished master's thesis). Mentouri University, Constantine, Algeria.
- Lems, K., Miller, L. D., & Soro, T. M.** (2009). *Teaching Reading to English language learners: Insights from Linguistics*. New York: Guilford Press.

- Marinak, B. A.; Moore, J. C.; Henk, W. A.; and Keepers, M.** (1997). *The Pennsylvania Assessment System Reading Instructional Handbook*. Pennsylvania Department of Education.
- May, C.** (2010). *Explicit Instruction of Reading Strategies That Enable EFL Learners to Achieve Comprehension in Reading* (Unpublished master's thesis). Mentouri University, Constantine, Algeria.
- Mebarki, Z.** (2008). *A Descriptive Study of Reading Comprehension Difficulties and Strategies of Fourth Year Microbiology Students* (Unpublished doctoral dissertation). Mentouri University, Constantine, Algeria.
- Nunan, D.** (2013). *Learner-centered English language education: The selected works of David Nunan*. New York: Routledge.
- Nunnan, D.** (2015, April). Levels of Autonomous Learning. Retrieved from <http://www.slideshare.net/irwyn12/approaches-to-learner-autonomy-in-language-learning-presentation-786825>
- O'Malley and Chamot.** (1990). Definitions and classifications of Language Learning Strategies . Retrieved from: http://joseph.rezeau.pagespersoorange.fr/recherche/theseNet/theseNet-2_4.html
- Orr, F.** (1992). *Study skills for successful students*. North Sydney: Allen & Unwin.
- Oxford, R. L.** (1999). Relationships between Second Language Learning Strategies and Language Proficiency in the Context of Learner Autonomy and Self Regulation. *Revista Canaria de Estudios Ingleses*, (38), 110.
- Oxford, R. L.** (1990). Classifications of Language Learning Strategies .Retrieved from:

http://www.scielo.org.co/scielo.php?pid=S012334322010000100006&script=sci_arttext

Parra, Y. J. (2010, April). Explicite teaching of Socio-Affective Language Learning Strategies to Bigginer EFL Students. Retrieved from http://www.scielo.org.co/scielo.php?pid=S0123-34322010000100006&script=sci_arttext)

Pennycook, A. (1997). *Cultural Alternatives and autonomy*. Longman, New York.

Robinson, F.P. (1970). *SQ3R: Effective Study* (4th ed). New York: Harper and Row.

Shakeri, H. (2012). *The Relationship among EFL Learners? Autonomy, Tolerance of Ambiguity, Reading Strategies, and Reading Comprehension* (Unpublished master's thesis). Islamic Azad University, Tehran.

Smith, F. (1985). *Reading*. Cambridge University Press.

Snow, E. C. (2002). *Reading for Reading Comprehension*. Santa Monica,CA: RAND.

Song, Y., Chen, X., Yang, M., & Wang, B. (2011). Research on Strategies Applied in The El- Based Autonomous Learning Based on Web Sources.

St.Louis, R. (2003). *Helping Students Become Autonomous Learners: Can Technology Help?* Retrieved from <http://home.learningtimes.net/learningtimes?go=1042165>

Swan, M. (1988). *Inside Meaning: Proficiency Reading Comprehension*. Great Britain: Cambridge University Press.

Szabo, A., & Scharle, A. (2000). *Learner Autonomy: A guide to developing learner responcebility*. The United Kingdom: Cambridge University Press.

Tavakoli, H. (2012). *Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition*.

Thanasoulas, D. (2000). What is Learner Autonomy and How Can It Be Fostered? *The Internet TESL Journal*. Retrieved from <http://itesjl.org/Articles/Thanasoulas-Autonomy.html>

University of Manitoba - Student Affairs - Academic Learning Centre - SQ3R: A Reading Strategy. (2014). Retrieved from <https://www.umanitoba.ca/student/academiclearning/handouts/sq3r.html>

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge England: Cambridge University Press.

Ustunluoglu, E. (2009). Autonomy in Language Learning: Do Students Take Responsibility for Their Learning? (D'L ̇RENMEDE ̇ERKL'K: ̇RENC'LER KEND' ̇RENME SORUMLULUKLARINI UTLENEB'L'YORLAR MI?). *Journal of theory and Practice in Education*, 5(2), 149. Retrieved from http://eku.comu.edu.tr/index/5/2/e_ustunluoglu.pdf.

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. San Francisco: Jossey-Bass, A Wiley Imprint.

Zohrabi, M. (2011). *Enhancing Learner Autonomy through Reciprocal Approach to Curriculum Development*. Canadian Center of Science and Education.

Appendices

A) Always B) Often C) Sometimes D) Rarely E) Never

- d. watched English TV programmes?
- e. practiced using English with friends?
- f. made suggestions to the teacher?
- g. activated your prior knowledge while studying?
- h. made inferences about your lessons?
- i. done classifications while studying?
- j. summarised your studies ?
- k. taken notes while studying?
- l. used resources while studying?

Please indicate if you want to add more items

.....
.....

Section Two: Reading Comprehension

3) Do you like reading?

- a- A lot
- b- A little
- c- Not at all

In case you choose answer(c), why?.....

4) In which language do you prefer to read?

- What about “English” for those who have chosen different language?

.....
5) How often do you read in English without being asked?

- a- Frequently
- b- Sometimes
- c- Rarely
- d- Never

6) You read in English because?

- a- You find the topic interesting
- b- You have questions to answer about the text
- c- You want to learn English
- d- Others, please specify.....

7) What are the elements that encourage you to have more readings on a particular text or a book?

- a- Its writer
- b- Its title
- c- Its plot
- d- Someone told you about

8) In the process of reading, you think?

- a- All the words are important
- b- Some words can be skipped without disturbing understanding
- c- You need to look in the dictionary for the words you do not know

9) Before reading a text, you:

- a- Guess the general idea from the title
- b- Predict the content by linking previous knowledge with new information
- c- Read the first and the last parts of the text
- d- Do not do any of the above, simply decide to read it or not

10) While reading, to understand the text, you:

- a- Underline the main ideas

- b- Make an outline
- c- Take notes
- d- Do not write any thing; just keep the information in your mind

Others.....

11) In facing any problem in grasping text meaning, do you:

- a- Read it many times
- b- Give up reading
- c- Ask for help (e.g., teacher or friend...)
- d- Consult other reading references related to the same topic

12) After reading the text, in order to determine if reading goals have been met, you:

- a- Engage in self questioning
- b- Summarize the text
- c- Outline the ideas
- e- Other suggestions

13) What types of reading material do you like most?

- a- Novels
- b- Short stories and fiction books
- c- Poems
- d- Newspapers/ Magazines
- e- Others:

14) How would you classify the following reasons for reading?

(Order the statements using numbers from 1 to 5 in terms of their importance for you)

- a- It is part of a class assignment
- b- I would like to enrich my vocabulary
- c- I would like to expose myself to the language
- d- I would like to acquire new ideas
- e- For pleasure

15) What is the role your teacher plays to encourage you to have more readings?

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

16) What are your goals behind choosing a particular reading material? (You may choose more than one answer)

- a- To do comprehension exercises
- b- To explain difficult vocabulary
- c- To extract and discuss the different themes and ideas
- d- To use it as a model in a writing assignment
- e- To know more about language structures (grammar and syntax)
- f- To get pleasure

Others.....
.....

17) Do you think that you improve your reading comprehension if you really use the effective reading strategies?

- Yes No

Why?

.....
.....

18) Would you like to have more hours in Reading Strategies?

- a- Yes
- b- No
- c- I have no idea

19) Do you have any other suggestions concerning the materials you want to read in class?

.....
.....

We thank you for your participation in filling this questionnaire. We hope that the answers you provide will help us be more efficient in learning reading and that it will be beneficial for you as well.

Appendix II: Teacher's Questionnaire

Dear Teachers,

You are kindly invited to fill in this questionnaire which aims at investigating the use of autonomous learning as a factor to enhance EFL learners' reading comprehension. We would be so grateful if you could sincerely answer the following questions by putting a tick (✓) in the appropriate box (es) and making your comments when necessary.

Thank you very much for your collaboration.

General information

1-Your qualifications:

- a) BA (license)
- b) MA (master)
- c) Magister
- d) PhD

2- Teaching experience: number of years?

Section One: Autonomous Learning

3- In the process of learning English do you consider learning autonomy important?

Yes No

4- How could you evaluate your learners' level of autonomous learning?

.....
.....

5- Do you think learners' level of language proficiency is related to their autonomous learning?

Yes

No

If not, what are the other reasons participating in autonomous learning?

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

6- Can learners' attitudes be changed from traditional to a more autonomous view of learning?

Yes

N

If yes, in what ways?

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

7- Do you think learner's autonomy can depend on the teacher's methods of teaching autonomy?

Yes

No

Why?.....
.....

.....
.....
8- According to you, promoting learner autonomy is based most on:

a) -Teacher's role in the classroom

b) - Student's readiness for autonomous learning

c) - The availability of materials and study aids.

9- Is the availability of technological materials (inside school and outside of it) necessary for promoting learner autonomy?

Yes

No

How?.....
.....
.....
.....

10- Relying on your classroom experience, what suggestions would you make to help learners promoting their autonomous learning in and outside the classroom?

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

Section Two: Reading Comprehension

11- Does reading play an important role in Language development?

Yes

No

12- Do your students show difficulties while reading a text?

Yes

No

If yes, what are the main difficulties?

a) Grammar

b) Vocabulary

c) Prior knowledge

d) Other difficulties,.....

13- In this research we are concerned with the significance of teaching reading strategies, what can you say about it?

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

14-What are the best reading strategies that you use to help your students in the classroom?

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

15-Do you encourage your students to develop these strategies?

Yes

No

16-What advice do you give to your students to improve their reading proficiency?

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

Again, thank you for your time and collaboration

ملخص البحث:

البحث عبارة عن دراسة معمقة, حول عدم استخدام استراتيجيات التعلم الذاتي للغة من طرف مجموعة من طلاب السنة الأولى في قسم اللغة الإنجليزية , بجامعة محمد خيضر بسكرة , وهو ما يعيق فهمهم للنصوص واستيعابها وكذا قراءتها قراءة صحيحة سلسة. وهذه الدراسة قائمة على مجموعة من الفرضيات أهمها :

- فرضية إن استخدام إستراتيجية التعلم الذاتي للغة من شأنه استيعاب النصوص و تيسير قراءتها.
- فرضية أن دعم المعلمين لهذه الاستراتيجيات سيعزز مكانتها و دورها لدى الطالب .

ونتيجة لكل هذا سيتم تطوير المهارات اللغوية للطالب وخصوصا ما تعلق منها بالقراءة.

واتبعنا كوسيلة في البحث المنهج الوصفي لتأكيد و دراسة الفرضيات. وكأداة استخدمنا استبيانين لجمع المعلومات .

وكشفت نتائج الاستبيان لكل من المعلمين و الطلبة ,ان معظم الطلبة يعانون من صعوبات مختلفة في القراءة , مما يعيق وصولهم إلى الهدف الرئيس من القراءة,وهو فهم و استيعاب المقروء.

بل إن الاستبيان أظهر أيضا أن عدم استخدام استراتيجيات تعلم اللغة , هو العقبة و المعيق الأساسي للفهم و القراءة الصحيحة . ويشترك بعض المعلمين إلى جانب البعض الآخر من الطلبة إلى أن تخطي هذه العقبة هو ضرورة تحديد احتياجاتهم الخاصة للفهم و القراءة , و بالتالي استخدام استراتيجيات تعلم اللغة وفقا لذلك.

واستنادا إلى النتائج التي توصلت إليها هذه الدراسة ,اقترحنا مجموعة من الحلول و التوصيات التي من شأنها تعزيز استخدام استراتيجيات التعلم الذاتي للغة, وبالتالي تحسين المستوى العلمي و الثقافي للطلبة , و الارتقاء بهم إلى مستوى التميز في القراءة و الاستيعاب .