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Developing Learners' Reading Skills Through Practice in the EFL Classroom: the Case of 1st Year Licence Students at the University of Ghardaia

*Dissertation Submitted to University of Ghardaia as a Partial Fulfillment of the
Requirements for the Master's Degree in Didactics*

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Dedication

First of all, with genuine gratitude and warm regard to the Almighty Allah for giving me the strength and the ability to finish this dissertation, I dedicate this work,

To my husband, who with love and efforts has accompanied me throughout this work.

To my beloved parents, sisters and brothers, and to my dearest kids. May Allah have mercy on all of them.

To my friends, and every single one in my whole family.

Fatiha

Dedication

In memory of my lovers,

*I dedicate this work to the dearest persons in my life,
my husband, my father Bouhafis and my beloved mother.*

*To my brothers Smail, Abdelkarim, Abdelhafid, Abelouadoud,
Mouhamed and Abderrahman.*

To my sweet sister Maria.

To Meriem and my niece Serine and nephew Wael.

To my friends without exception and my relatives.

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Abstract

Developing reading skills for EFL learners is a challenging task, and practice plays a vital role in enhancing these skills. This research focuses on the significance of practice in improving learners' reading abilities in the EFL classroom. Yet, students often encounter difficulties and obstacles that cause their reading failure. The study emphasizes the importance of teachers guiding students through consistent practice and the application of appropriate reading strategies. Therefore, this research raises the problem of to what extent reading practice strategies can enhance learners' reading competence. It aims to provide effective strategies for successful reading instruction. The study depends on an experimental type of research through presenting a lesson to first year licence students at the University of Ghardaia. The quantitative approach is utilized by administering a questionnaire to 100 students. The findings indicate that via consistent engaging in regular reading practice, students can strengthen their comprehension, vocabulary, and overall language proficiency.

Keywords: *reading practice, reading skill, reading strategies, EFL learners, EFL classroom.*

List of Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

L1: First Language

L2: second language

TL: Target Language

LLS: Learning language Strategies

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ملخص

General Introduction

General Introduction

1. Background of the Study

For non-native learners of English as a Foreign Language (EFL), mastering reading skill is critical. Reading proficiency not only improves language comprehension, but it also serves as a bridge to developing further language competencies. This research paper mainly focuses on developing the reading skills through practice of the 1st-year students at the University of Ghardaia.

Reading fluently in a second language is a difficult task that requires a combination of vocabulary knowledge, cognitive skills, and linguistic proficiency. In this regard, it is important for students to take the responsibilities for their own learning and to use the acquired reading strategies to tackle the various kinds of texts both inside and outside the class. In this research, some effective techniques are mentioned to improve the students' abilities of reading and how to be efficient and flexible readers. EFL learners have to be well trained by their teachers to make a good use of their reading skill and how to handle it in the most effective way throughout their studies.

2. Rationale

Our rationale behind this topic is to investigate the effectiveness of the practice of reading on developing the students' reading skill. In addition, we seek to highlight the causes behind the phenomenon of the EFL learners' fear in reading fluency. Moreover, we try to clarify the differences between L1 and EFL reading.

3. Statement of the Problem

Although reading skills are widely acknowledged as crucial in the EFL classroom, numerous learners encounter difficulties in advancing their proficiency in this domain. A notable obstacle for both students and educators is the insufficient focus on consistent and

efficient practice strategies designed to improve reading capabilities. This deficiency in specialized practice approaches could impede students from attaining the desired level of reading proficiency within the EFL setting. Consequently, there is an urgent requirement to explore how structured and continual practice can have a positive influence on enhancing learners' reading skills and bridging the current gaps in reading proficiency among EFL students. Hence, the present study deals with the following main problem:

To what extent can practice enhance EFL learners' reading skills?

4. Research Questions

1. What are the common difficulties and challenges that may face learners when reading in English?
2. What are the major reading strategies that are used by EFL learners?
3. What are the most effective practical techniques and strategies for enhancing reading proficiency in the EFL classroom?

5. Hypotheses

In conducting the present study, we hypothesize that if first year licence English students have a frequency of practice sessions dedicated to reading skill development, they will have a positive correlation with the level of improvement in reading proficiency.

For the sub-questions above, we suggest the following hypotheses:

1. EFL learners' lack of vocabulary and weakness of pronunciation may be the main difficulties they face in reading.
2. EFL learners have no background about reading strategies.
3. EFL reading requires consistent reading for having linguistic proficiency.

6. Research Objectives

This research aims at highlighting how collaborative and interactive practice tasks can contribute to the improvement of reading skills among EFL students and promote a supportive

learning environment in the classroom. Also; it investigates the possible reasons that hinder the learners from reading efficiently and flexibly in the EFL classrooms. Furthermore, we seek to suggest different reading strategies related to practice that can be utilized by teachers in the EFL classroom.

7. Methodology

This study follows an experimental type of research where the researchers presented lessons in the classroom. The sessions were programmed for 1st year licence students, in a “Study Text” module, at the University of Ghardaia. The class contains 20 students. The researchers attended two separated parts of sessions. In the first part of sessions, they observed the lessons of reading where the students were analyzing a literary text with their teacher. In the second part of sessions, the researchers themselves presented lessons of text study, using practice strategies. Our data were collected also via the quantitative approach: a questionnaire was administered to 100 students of the same level among 220 ones of the section. The questionnaire covers questions that deal with the issue of reading in the EFL classroom and the effective techniques and strategies that can be used by students to promote the learners’ ability to read.

8. Limitation of the Study

Throughout all the stages of conducting this research, we have faced some challenges as deciding the appropriate questions to be included in the questionnaire sample because the process needs first to have a general overview about the students’ level of reading (and which differs from one student to another). Also, The limit of time compelled the researchers to collect the full data for the experiment to provide more comprehensive understanding of the effectiveness of reading practice on the EFL learners reading development.

9. Structure of the Dissertation

This dissertation is structured into three main chapters. The first chapter provides detailed definitions of reading, its models, types, reading comprehension and reading assessment. Chapter two focuses on reading strategies and instructions. Highlighting effective strategies like prediction, skimming, scanning, inferring, guessing new word meanings, self-monitoring, and summarizing. Chapter three deals with the interpretation and analysis of the data collected and findings through different research tools, which consist of students' questionnaire replies and findings, as well as the experimental sessions related to text study.

10. Definition of Terms

- **Reading:** reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002, p.15)
- **Reading Practice:** it refers to the regular and deliberate engagement with written texts to improve one's reading skills and overall language proficiency. This practice is essential for learners of any language, especially for those studying English as a Foreign Language (EFL). (Grabe and Stoller, 2019, p.64).
- **Reading Strategies:** they are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2007, p.119)

Chapter One

Chapter One

Reading: Types and Aspects

1.1. Introduction

Teaching language based on teaching the four skills. The latter are listening, speaking, reading, and writing. Being the subject of the present research, reading is one of the skills defined by Wixon, Peters, Weber and Rober (1987) as “the process of constructing meaning through the dynamic interaction among the readers, the text and the context of the reading situation”. Reading is not only a way of getting information and searching for pleasure or a hobby; it is rather a means of enriching one’s knowledge with the language.

It also helps at obtaining information about the other cultures and, thus, having attitudes about them. The present chapter is divided into eight sections. First, it presents a brief introduction about the reading skill. Second, mentions the reasons behind reading. Third, it lists reading types. Fourth, it sheds light on the notion of reading comprehension. Fifth, it introduces reading comprehension strategies. Sixth, tackles the models of reading process. Seventh, it discusses the assessment of reading: what is it? What are its materials? In addition, what are its benefits? Finally, it ends with a summary.

1.2. Definition of Reading

Reading is considered as the basic language skill, which can help students in learning foreign language; however, it is used more by most of EFL who always need to read various printed materials such as: books, stories, articles, poems and so on.

The definition of reading differs from one scholar to another. In its simplest definition, reading is the process of making sense of written symbols. It is as an interactive

process between the reader and the writer in which the former has to understand the message of the passage and then to decode it. In similar view, Reading is “the receptive skill in the written mode” (Harmer, 2001, 200). Reading is, according to, Ziegler and Gorwani the process of understanding written speech in order to understand the meaning (2005, p.03). Moreover, Mikulecky (2008, p.01) states that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

This quotation implies that reading is a cognitive process. It involves many strategies such as enhancing prior knowledge, and experience in order to recognize the desired meaning of the text.

Moreover, reading is a complex cognitive process that takes place by the combination of biological functions (viewing, pronouncing) and cognitive functions (comprehending, and constructing in the brain) (Ayhan *et al.*, 2014, p.13). Pang (2003, p.06) adds that reading consists of two related processes: word recognition (the process of perceiving how written symbols correspond to one’s spoken language) and comprehension (the process of making sense of words, sentences and connected text).

In addition, improving this faculty of reading, Dubin (1982, p. 125) assumes; *“Reading is a multifaceted, complex skill made up of a number of psychological, physical and social elements.”*

On the importance of reading Ayhan *et.al.* (2014,p.13) state that reading enables the individual to express him/herself better and more accurately because it gives him/her the opportunity to speak, improves his/her abilities and skills, cognitive and concrete thoughts, imagination and it supports his/her personal development. Moreover, it has a

great role in determining a society's status within civilization, its economic backgrounds and cultural level.

To sum up, researchers agree that reading is a fundamental receptive skill, which has a variety of definitions. They also have the same opinion that it is not a passive action; it is rather a cognitive process. It is also important because it gives the readers the opportunity to speak and improves their thinking and imagination.

The following figure shows how reading can play central roles in improving language skills.

Indeed, using reading to learn or to teach English as a foreign language has received significant attention in the area of ELT.

Figure 1.1 Placing Reading at the Centre of Language Learning (Grabe and Stoller, 2019, p.89)



1.3. Reading Comprehension

Reading is not just saying the words, but also understanding what we read. Reading comprehension is defined as how well students understand and recognize important points of what they read. It is a process, rather than a particular product.' The reader draws

meaning from a text, based on his or her Knowledge, the nature of the text and the author's message, the perceived purpose of reading, and the broader context in which the reading is carried out (Carlisle and Rice 2002, p.17).The aim, therefore, is 'to gain an overall understanding of as described in the text rather than to obtain meaning from isolated words or sentences (Wolly, 2011, p. 12).

In brief, reading comprehension is a complex process that requires much from both teachers and learners.It is a sort of thinking during which meaning is created between the reader and the text.In order to teach leaners how to build meaning, they should learn how to think about the text before reading (predicting), how to interact with the text (questioning), how to use the reading strategies, and how to use their own knowledge (prior knowledge).

1.4.Purpose of Reading

For each reader, reading serves a distinct function. For instance, a first-year license student and a person outside of a university may read the same material, but their goals are not the same. The initial one must read for academic objectives, one person might read, while another person might do so for leisure. Consequently, the latter results in two causes that will be covered in the section that follows.

1.4.1 Reading for Pleasure

It is defined as reading voluntarily because it brings pleasure from the process of reading. It also includes reading that is started at someone else's desire (a teacher, for example) and is continued because the reader finds it interesting. Along with materials of the readers' choosing, it also entails a time and location that work for them (Clark & Rumbold, 2006, p.05). Furthermore,

the reader's expectations and experiences, along with the social situations in which it occurs, influence this behavior (Graff, 1982 cited in Clark and Rumbold, 2006, p.05).

1.4.2 Reading for Information (Instrumental)

It is typically this kind of reading that occurs. It indicates that people read to achieve a particular goal. In order to understand how a machine operates, for example, people read instructions in books, they read road signs to determine their destination, and they study books to acquire specific information (Harmer, 2001, p. 200).

1.5. Reading Process

Reading proper refers to the interaction between the reader and a text, which Alderson (2000, p. 4) defines as the reading process. Numerous events take place during that process. A reader's tasks include looking at print, deciphering symbols on the page and their relationships, and predicting what will happen next while also considering what they are reading and how it connects to what they already know. Additionally, the reader considers the text's usefulness, entertainment value, absurdity, boredom, ease of use, and difficulty. According to Alderson (2000), reading is likely to be an active process that an individual reader can change for the same material at a different moment or for a different reading goal.

1.6. Aspects of Reading

1.6.1. Articulatory Aspects of Reading

Carrel (1984) view of reading is that it involves reconstructing spoken messages from printed texts and making meaning responses. Reading aloud, as an example, aids phonemic awareness and understanding. However, it is considered an adjunct to oral skills and is only efficient in early reading stages. Greenwood (1981) sees reading as a silent activity, serving as pronunciation practice and fostering oral fluency.

1.6.2. Linguistic Aspect of Reading

Fries (1962) distinguishes between the reading process and thought process, defining reading as a linguistic process that involves deciphering language, recognizing vocabulary, and syntax, but understanding the content does not necessarily follow.

1.6.3. Interactive Aspect of Reading

The reader is now considered as an active thinker who engages with a text to generate meaning, as opposed to a passive person (as in the audio-lingual technique) who responds to various stimuli automatically (Pennsylvania reading instructional manual). The same opinion is held by Beck and Margaret (2005), who characterize reading as a complicated process made up of several interrelated subprocesses and talents.

1.6.4. Mental and Cognitive Aspect of Reading

Reading's Mental and Cognitive Aspects, Davis (1995, p. 1) "Reading is a private mental process in which the reader attempts to reply to and pursue a message from someone who is not present in person." This latter implies that the reader embarks on a solo journey in quest of meaning by applying a variety of tactics, including varying reading pace, skimming, foreseeing information to be revealed, and taking into account titles, images, graphs, and so forth. These processes typically begin with sounds, then move on to words, grammar, and metacognition (Carrell and Grabe 2002).

1.6.5. Psychological Aspect of Reading

In order to create meaning, the reader engages in a dynamic process called reading. As such, it's a multifaceted process requiring various mental tasks, such as :

- Recognizing the first step is to identify the words we encounter in the print.
- Recognizing the code, which happens currently; so, meaning is not expressed until every word, phrase, and sentence is connected.

- In addition, reading requires psychological skills like inferring meaning, speculating, and so forth.

Reading is a receptive language activity, a psycholinguistic process that begins with a linguistic surface representation encoded by the writer and concludes with meaning that the reader generates, according to Goodman (1988, p. 13). The writer encodes thoughts as language, while the reader decodes language to thoughts, resulting in a crucial connection between language and thinking. It is defined as "*An active skill which involves guessing, predicting, checking, and asking oneself questions*" by Grellet (1984, p. 08).

Macmillan (1965) provides a more thorough definition of reading: reading is a process rather than a single talent that requires a wide range of intricately linked abilities. Some of these include:

1. The ability to recognize words and to master both basic and subtechnical or specialized vocabulary as needed.
2. The capacity to understand the sentence, paragraph, and larger passage structures that make up the thought units in the content.
3. The ability to follow the progression of ideas as they are presented and draw any pertinent conclusions, deductions, or critical evaluations requires intelligence.
4. The capacity to focus on the reading assignment Thus, reading is a psycholinguistic activity in which mind and language interact (Mackay and Mountford, 1978, p. 112).

1.6.6 Social Aspect of Reading

Since cultural background information plays a major role in successful reading, reading also includes a social component. As a result, reading has become increasingly important, and linguists and psychologists are showing a great deal of interest in this area. About Nuttall (1982, p. 28).

Reading is an interactive activity that requires prior information in addition to process methods. For ESL students, for example, a lack of presumed cultural knowledge may be a significant issue affecting their comprehension of what they read. According to Sandra McKay (1987, p. 18), Carrell and Eisterhold (1983) contend, "Efficient comprehension requires the ability to relate the textual material to one's own knowledge." According to Widdowson (1978, p. 63), *"When we read with comprehension, we actively figure out what the discourse means as we go."*

The conclusion drawn from the articulatory, linguistic, cognitive, and social aspects is that reading is a complex cognitive activity that involves various processes. Understanding the articulatory aspect, which includes reading aloud, is crucial for developing reading skills. The linguistic aspect emphasizes the importance of language comprehension in reading. The cognitive aspect highlights the mental processes involved in reading, such as memory and attention. Lastly, the social aspect highlights the influence of social interactions and contexts on reading comprehension. Overall, considering these aspects is essential for a comprehensive understanding of reading and its implications for language learning.

1.7. Types of Reading

Depending on the reader's goal, students may read for general information or for specific information at times. Readers must choose the specific reading style that will benefit them the most in order to fulfill their reading goals.

1.7.1. Extensive Reading

One of the most crucial teaching and learning skills in foreign language courses is reading. But university students in first year, for instance, can struggle to read in a passable way. They are unable to read an English text for enjoyment.

The solution to this issue is "extensive reading." This latter is described as reading in quantity to gain a general comprehension of what is read (Richards and Schmidt, 2002, pp. 193-194, referenced in Yamashita, 2008, p. 01) Building strong reading habits as well as vocabulary, knowledge, and structure are its goals. Put another way, readers who engage in lengthy reading have the freedom to choose the length, substance, and degree of difficulty of the books they read

This latter is defined by Richards and Schmidt (2002, pp.193-194, cited in Yamashita, 2008, p.01) as reading in quantity in order to get a general understanding of what is read. Its objective is to create good reading habits, and build up vocabularies, knowledge and structure. In other words, in extensive reading, the readers have the opportunity to select by themselves what they want to read in terms of content, level of difficulty and length, and it helps them to obtain a good amount of vocabularies. In this sense Ewert and Vellenga (2014, p.4) state that extensive reading is the quick reading of a large amount of easy, varied, and interesting self-selected materials.

Ewert and Vellenga also suggest six alternative names for extensive reading which are: abundant reading, sustained silent reading, pleasure reading, free voluntary reading, supplementary reading, and book flood.

From the definitions above we can conclude that extensive reading is defined from two different views: on one hand, it refers to skimming and scanning activities, on the other hand it is related to the amount and kinds of materials used by the reader (Hedge, 2003, p.202). Moreover, extensive reading helps the learners to build their competence, progresses their reading ability, become more independent in their study, acquire cultural knowledge and develop confidence and motivation to carry on their studies (Ewert and Vellenga, 2014).

To sum up, extensive reading is characterized by the freedom in choosing the

materials, the place and time. Moreover, it does not go deeply inside the text, but it requires only general understanding.

1.7.2. Intensive Reading

It is likewise known as “creative reading” in which learners usually read a passage in order to understand the meaning and to be familiar with the writing mechanisms and techniques (Alyousef, 2006, p.66). Intensive reading is important because it enhances student’s reading comprehension (Blackman et.al (2004) cited in Erfanpour, 2013, p.13) i.e it helps students to understand the meaning of the text and know how this meaning is constructed in terms of grammar and vocabulary, for example.

Nation (2009, p.27) argues that explanation of the text in intensive reading should not be done in the L1 and he lists eight aspects that intensive reading focuses on: comprehension (the aim is understanding the text), regular and irregular sound-spelling relation (through teaching phonetics, spelling and reading aloud), vocabulary (learners focus on useful words, their meaning and use), grammar (grammatical features analyzed and explained), cohesion (it helps learners to interpret what a word, a conjunction, a pronoun means in a text), information structure (each text has certain kind of information determined through intensive reading), genre features (vocabulary, grammar, cohesive, and information help in achieving its purpose), strategies (it helps learners develop useful reading strategie .

To conclude with, intensive reading involves deep reading under the guidance of teachers. Its goal is to understand the ideas of the text, besides, recognizing how those ideas are structured i.e. studying the text grammatically, semantically, phonetically, etc.

Erfanpour (2013, p03) however, believes that intensive reading has a great role in

enhancing the language proficiency i.e. it results a huge improvement of comprehension ability, vocabulary, grammatical structure, meaning, summary, etc. whereas, extensive reading is dominant in teaching in terms of time and effort of the teachers and students . Ewert and Vallenga, (2014, p.6) sum up the differences between extensive and intensive reading as follows:

Table 1.1. The Differences between Extensive and Intensive Reading (Awert and Vallenga, 2014,p.6)

Types of reading	Intensive reading	Extensive reading
Class goal	- read accurately	- read fluently
Reading purpose	- answer questions - study	- get information - enjoy
Focus	- words - pronunciation	- meaning
Material	- teacher chooses - often difficult	- student chooses - easy
Amount	- no much	- a lot
Speed	- slower	- faster
Method	- must finish - use dictionary	- stop if you don't like it - no dictionary

To conclude, Nattall (1996 in Mart, 2015, p.85) argues: “intensive and extensive readings are complementary and both are necessary” i.e. extensive and intensive reading strategies are closely related; they complete each other and help to achieve the goals of reading. Thus, syllabus designers should design a curriculum or a programme includes both extensive and intensive reading at the same time (Mart, 2015, p.8)

1.8. Models of Reading Process in L1 and L2

In both L1 and L2, three reading models are used: bottom-up, top-down, and a combination of the two, known as interactive reading. This section will go over the techniques in further detail.

1.8.1. Bottom-Up Model

It is the oldest approach or traditional perspective of the reading process, and many reading scholars believe it is the best strategy for teaching reading. This model suggests that reading starts with recognizing individual letters, then moves to words, phrases, sentences, and finally to the overall meaning of the text.

The learners are urged to focus on Language understanding, vocabulary, and passage structure (Nagao, 2002, p. 07; Kader, 2008, p.105).

1.8.2. Top-Down Model

In contrast to the bottom-up model, the top-down model focuses on using background knowledge, context, and predictions to understand the text. According to Khaki (2014), the "top-down" learning process, commonly known as psycholinguistic theory, relies heavily on the reader's past knowledge. According to Goodman (1970, cited in Kader, 2008, p.106), in a "top-down" technique, readers apply past information and assumptions as they progress from broad to specific meanings of the text. In other words, readers interpret a book based on their prior knowledge, experience, and intelligence.

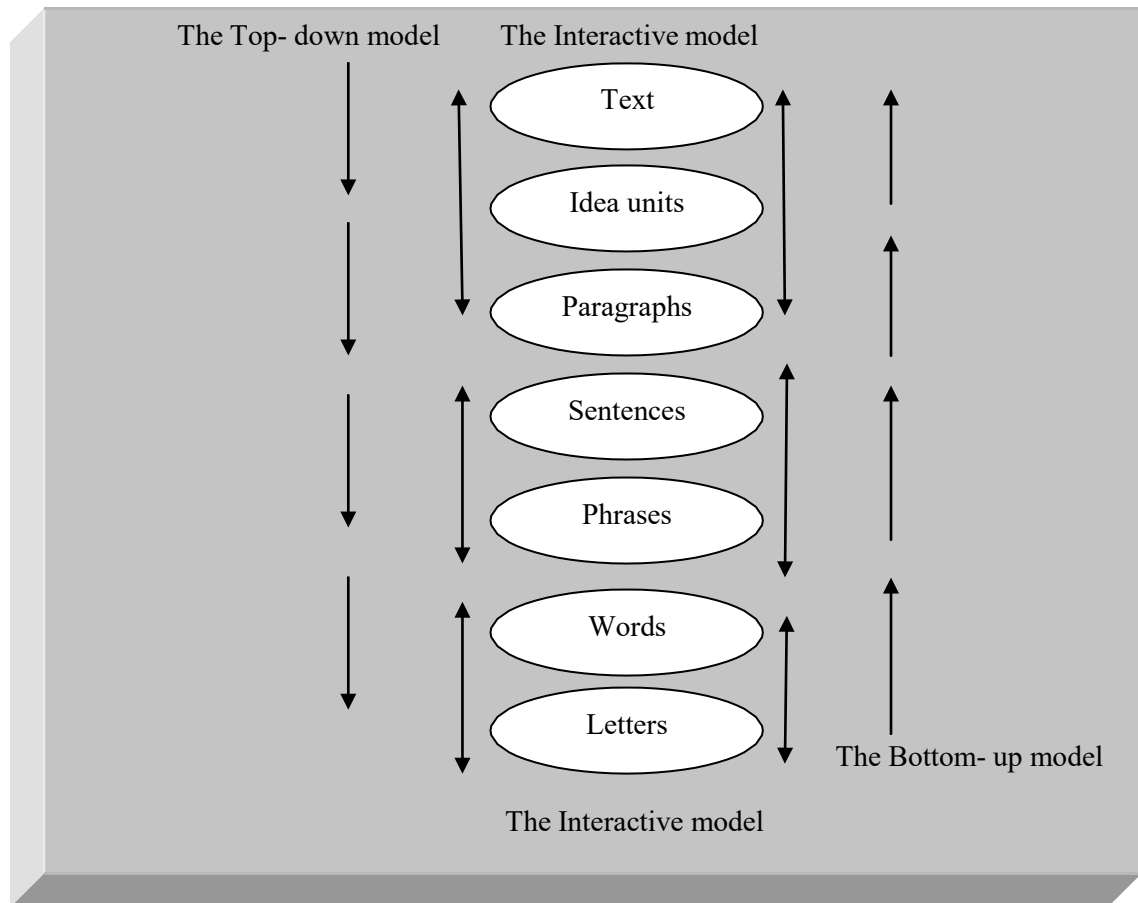
1.8.3. Interactive Model

The interactive model combines elements of both bottom-up and top-down processing.

If the reader has prior information about the text, he will apply the "top-down" approach. If a person lacks understanding on a topic, he may employ the "bottom-up" approach (Harmer, 2000)

According to Nuttal (1996 in Kader, 2008), in practice, a reader constantly moves from one focus to another, first using a top-down technique to forecast meaning, then changing to bottom-up.

Figure 1.2: Models of the Reading Process (Perfetti et al., 2005, p.124)



1.9. Reading Assessment

Assessment is according to Spiller (2009, p.02) “the single most important determinant of student learning through by which teachers communicate to students their values, priorities and expectations”. It is a basic component and a useful part of reading program.

For Nation (2009, p.75) good assessment should have three principles. First is reliability,

i.e. by having a number of points to be measured, by using a common test format and by using reliable delivery and making procedures. Second is validity that is realized by applying reliable measures being at the same time aware of what is being measured and why. Practicality is the third one; it can be achieved by making an easy test and being very careful about how the learners will answer it and how it will be marked.

According to Nation (2009, p.75) there are many reasons for assessing reading. First, it encourages learning. Second, it is a good way to monitoring progress and providing feedback. Third, it is devoted to diagnose problems. Finally, it is useful in measuring proficiency.

According to Grabe (2007, p.253) reading assessment is organized and described in terms of five basic assessment purposes:

- Reading-proficiency assessment: it is also called ‘standardized testing’ that is devoted to understand students’ reading abilities and whether they are ready for further educational progress and learning. It is occasionally used for students placement, policy decisions, curriculum changes, reading-disability designation, for programme, teacher or institutional evaluations.
- Assessment of classroom learning: it is referred to as summative or achievement testing which is implicated for assessing reading improvement and measuring of skills and knowledge gained during a period of time. It uses tasks that reveal the material thought and the skill s practiced in class, this helps teachers to decide the measure of success and the steps taking because of assessment outcomes.
- Assessment for learning (support student learning): which aims to support student-

reading abilities. The goal is to provide immediate feedback on tasks and to teach students how to engage in more effective learning.

- Assessment of curricular effectiveness: in which outcomes include standardize testing cumulative records over years that indicate games or losses in student outcomes, interviews with teachers and students and school administrated on a summative test performance and innovative assessments that highlight specific school or programme.
- Assessment for research purposes: that sometimes uses standardize assessment of instruments to measure student level or student instructional outcomes (p.355).

1.10 Conclusion

This chapter is devoted to the nature of reading and the concepts related to this term. As mentioned before, the definition of reading is not an easy task. However, researchers agree on the reality of reading as a process not just decoding codes and symbols. This active process occurs because of two reasons: for pleasure and for information and it has six main aspects Articulatory, linguistic, cognitive, interactive, psychological and social aspects. Reading has two main types: extensive reading and intensive reading. Reading process involves the interaction between reader and text that leads to comprehension. This latter will be easier if some strategies are applied before, while and after reading process. We have also seen that there are models to the process of reading: bottom up, top down, and interactive process. We have ended this chapter by highlighting the ways used to assess reading comprehension.

Chapter Two

Chapter two Reading Strategies: Practice

2.1 Introduction

This chapter investigates the critical role practice plays in helping EFL learners to develop their reading skills. It is becoming more and more clear as we explore the field of language acquisition that focused, regular practice is essential to mastering reading comprehension. Here, we set out on an investigation to determine reading styles and strategies, also it is mentioned the difficulties of reading that the reader should avoid and the role that practice plays in enhancing EFL reading skills. By combining theoretical frameworks with real-world applications, we hope to shed light on the steps EFL learners need to take in order to become proficient readers and comprehension users.

2.2 Definition of language Learning Strategies

Since the beginning of 1970s, language learning strategies have received a great amount of significance for the vital role they are playing in language learning. LLS are defined differently by many scholars: Wenden (1987, pp. 7-8) stated that language learning behaviour like learning and regulating the meaning of foreign language, cognitive theory like learners' strategic understanding of language learning, and the affective point of view like learners' motivation. These three views can enhance language learning.

Wenden and Rubin (1987, p.19) define learning strategies as "*... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.*"

According to O'Malley and Chamot (1990, p.105) learners who use more strategic methods learn more effectively and rapidly than the ones who do not.

Readers can enhance their language acquisition process by using cognitive and metacognitive methods. These techniques cover a variety of methods, such as production, understanding, memory, and problem-solving. In order to actively interact with the language they are learning, learners might employ a variety of strategies, including self-monitoring, inference, association, and repetition. Learners can improve their language acquisition process and support long-term retention and proficiency development by carefully choosing and using these strategies (Oxford, 1990, p.8).

2.3 Definition of Reading Comprehension Strategies

A collection of methods, known as reading comprehension strategies, help readers comprehend and analyse texts more effectively. These techniques emphasise actively interacting with the content to derive meaning and expand knowledge rather than merely reading words on a page. These are the mental methods readers employ to interpret what they read. Proficient reading comprehension strategies are essential for enhancing text comprehension, according to McNamara's book. These methods can be thought of as instruments in the toolbox of a reader; they are all used at different points during the reading process and have distinct functions (Chamot, 1990, p.107).

Consequently, it suggests that readers are actively considering the text, thinking critically about it, formulating hypotheses, and making connections between it and their prior knowledge, rather than just passively reading the words. Readers can comprehend and retain the material they read more fully when they actively engage in the process. One common reading comprehension strategy that encourages readers to rephrase what they have read is summarising. This helps to reinforce their learning and make the material easier to recall in addition to ensuring that they have comprehended it (ibid).

Perfetti et al. (2014, p.22) said that the development of particular hypotheses regarding

reading competence can be aided by an awareness of the various aspects of reading comprehension, including the application of efficient techniques. Teaching students to apply a range of methods will help them become more proficient readers, according to a research on transactional training of reading comprehension strategies. This highlights how important it is to educate students how to comprehend what they read in addition to how to read. Hence, reading comprehension strategies are a crucial component of good reading education. They facilitate students' deep reading engagement, comprehension, memorization, and application of the material to their own life.

2.4 Difficulties of Reading Skills for EFL Learners

According to Alderson (1984), the readers' knowledge of the foreign language is not like that of the native speaker. The guessing and predicting ability necessary to pick up the correct cues is hindered by the imperfect knowledge of language; the wrong choice makes the association more difficult due to unfamiliarity with the material. (Alderson, 1984, p.3)

So it appears that reading difficulties due to text's level which influences reading process. Vocabulary, grammar, cultural differences and lack of practice are considered the main problems that face the reader. The features below are the main causes of difficulty in reading.

2.4.1 Lack of Vocabulary

The lack of vocabulary creates a significant reading difficulty, affecting comprehension and engagement with texts. When readers face unfamiliar words, they can have a problem to understand their meanings, leading to problems in the flow of reading and impeding understanding in general. Additionally, a limited vocabulary limits the reader's ability to make connections between words, concepts, and ideas within the text, which hindered a deeper comprehension and analysis. To avoid this challenge needs intentional efforts to increase vocabulary through targeted instruction, exposure to variety texts, and active vocabulary

development strategies, ultimately enhancing reading proficiency and comprehension. (Graves, 2006, p. 72).

2.4.2 Poor Decoding

Decoding is a difficulty that can face the reader which refers to the challenge reader's face when they encounter difficulty in accurately translating written symbols (letters and words) into meaningful language. This difficulty can manifest in various forms, such as struggling with phonemic awareness i.e. the ability to recognize and manipulate the sounds of spoken language, phonics i.e. the relationship between sounds and letters. Decoding problem is often associated with conditions like dyslexia, where readers may have trouble breaking down words into their component sounds or recognizing common patterns within words (Shaywitz, 2003, p. 45)

2.4.3 Lack of Motivation

Lack of motivation in reading can significantly hindered a reader's engagement with texts, leading to reduced comprehension and overall reading proficiency. Motivation plays a crucial role in driving reading behaviour, as individuals are more likely to invest time and effort in reading activities when they perceive them as personally meaningful, enjoyable, or rewarding. Factors contributing to lack of motivation in reading can include a perceived lack of relevance of the material, negative past experiences with reading, or competing interests and distractions (Guthrie & Wigfield, 2000, p. 87).

2.4.4 Cultural and Linguistic Differences

Cultural and linguistic differences can be seen as both a challenge in the context of reading. Typically, these differences can pose obstacles to reading comprehension and fluency, particularly for individuals who are learning to read in a language that is not their native language or who come from cultural backgrounds where literacy practices differ from those in

the dominant culture. These challenges may include difficulties in decoding unfamiliar words, comprehending texts with cultural references that are unfamiliar or navigating complex syntactic structures (Holliday, 1994, p. 32).

So, Addressing cultural and linguistic differences as challenges in reading requires educators and policymakers to adopt inclusive and culturally responsive approaches to literacy instruction. This may involve incorporating diverse texts and literary traditions into the curriculum, providing support for bilingual and multilingual learners, and valuing students' linguistic and cultural assets in the classroom. By embracing cultural and linguistic diversity, educators can create more equitable learning environments where all students have the opportunity to thrive as readers and learners (ibid).

2.5 The Importance of Reading Strategies

Reading strategies are crucial for English as Foreign Language (EFL) learners as they navigate challenges of learning a second language (L2). These strategies cover several techniques and approaches that learners utilize to comprehend, interpret, and analyse texts successfully. A study underscores the importance of reading strategies in improving language acquisition and proficiency among EFL students.

Anderson (1991, p. 460) conducted an innovative research project that highlights the essential role of reading strategies in language learning. According to Anderson, proficient readers actively participate in strategic activities such as predicting, monitoring comprehension, summarizing, and making inferences. These strategies not only facilitate comprehension but also help in the development of language and vocabulary.

In addition, Grabe and Stoller (2002, p. 67) emphasise the significance of metacognitive strategies in EFL reading. Metacognitive strategies involve students' awareness and control of

their cognitive processes. Through the use of metacognitive strategies such as setting goals, planning, and self-monitoring, EFL learners can regulate their reading comprehension process effectively.

Furthermore, Crossley and McNamara (2014, p.69) highlight the role of cognitive strategies, such as elaboration and inference in facilitating EFL reading comprehension. These strategies help students create meaning from texts by activating background knowledge, making connections, and filling in gaps in understanding.

Moreover to cognitive and metacognitive strategies, socio-affective strategies also play an important role in EFL reading. Oxford (1990, p. 45) emphasises the importance of affective factors such as motivation, anxiety management, and self-confidence in improving reading comprehension and general language competence.

Decoding text is one step in the complex process of reading comprehension, understanding meaning, and making connections. Skilled readers use a variety of approaches and strategies to read and comprehend texts from many different genres and disciplines. Understanding these various approaches to reading comprehension can empower students to become more proficient and strategic readers. (Duke & Pearson, 2002, pp. 205-242).

According to Duke and Pearson (2002, p.11), *"Reading comprehension is not a single ability or skill, but rather a complex of interacting skills."* This complexity emphasises the importance of recognizing and employing different comprehension styles and strategies to enhance reading proficiency.

2.6 Reading Comprehension Styles and Strategies

The complex process of reading comprehension includes decoding text, determining meaning, and making connections. Skilled readers utilize a variety of techniques and

approaches to explore and understand texts from different genres and fields. Understanding these various reading comprehension strategies can help students improve as skilled and strategic readers.

"Reading comprehension is not a single ability or skill, but rather a complex of interacting skills." (Duke and Pearson, 2002, p. 11). This diversity emphasizes how crucial it is to identify and use various comprehension styles and techniques in order to enhance reading skills.

2.6.1 Identification of Reading Styles

To understand how students approach and interact with texts, it is imperative to identify their reading styles. Reading objectives, prior knowledge, and cognitive preferences are just a few of the variables that might affect a person's reading style. The following list of typical reading styles along with tips for spotting them is:

2.6.1.1 Skimming

Skimming is a helpful style that readers may use to read more text more quickly. Skimming is defined by Grellet (1981, p. 45) as quickly sweeping one's eyes over a text to find its main ideas that are presented. When readers skim, they concentrate on extracting the essential points, main ideas, and essential organization without looking over every word in detail. This method enables readers to rank the importance of the items that are essential for their particular objective. According to Scrivener (2005, p. 78), skimming requires quickly reading a text in order to effectively get its main ideas, crucial details, and essential structure.

2.6.1.2 Scanning

Unlike skimming, scanning is a reading approach that focuses on finding specific information or details inside a text without reading it from beginning to end. Grellet (1981) defined scanning as a process of quickly skimming a text in order to identify a specific piece of

information. Scanning readers frequently do not know exactly what they're searching for, so using speed reading strategies can help them find it more quickly. In scanning, keywords are important since they act as instruments to speed up the research process. According to Scrivener (2005, p. 89) readers quickly scan a page for keywords or hints about the text's layout in order to find specific details by reading the complete text.

Here are some guidelines provided by Badoni et al. (1994, as quoted in Grid, 2005, p. 45). When scanning, make sure you have a clear idea you are looking for clearly before starting your search. To efficiently extract the information, move your eyes over the paragraph, omitting any unnecessary words, and stops only at the important places.

2.6.1.3 Critical Reading

When reading critically, one must actively interact with a text in order to comprehend, assess, and analyses its arguments, implications, and substance. It challenges, interprets, and evaluates the author's point of view and supporting data in addition to providing a deeper understanding. In order to formulate their own well-informed conclusions, critical readers take into account the text's context, biases, and purpose.

Bean (2011, p. 22) defined critical reading is "the process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication." To put it simply, critical reading call requires readers to engage deeply with a text, challenging its ideas, assessing its logic, and thinking through its larger implications.

2.6.1.4 Reflective Reading

Reflective reading is actively interacting with a text while considering its meaning applicability, and personal importance. *"A method of transforming a text through thought, questioning, and personal interpretation, leading to deeper understanding and personal*

growth" (Dewey, 1933, p. 105) is how Dewey (1933) defined reflective reading. It develops deeper comprehension and critical thinking by encouraging readers to make connections between the text and their own experiences, convictions, and feelings.

2.6.2 Identification of Reading Strategies

The process of identifying reading strategies entails identifying and comprehending the many techniques readers use to successfully comprehend, analyse, and interact with texts. These strategies may differ depending on the reader's objective, the kind of content and personal preferences. Common reading techniques include the following:

2.6.2.1 Pre-Reading

The term "pre-reading" refers to the strategies and exercises readers do before to dealing deeply with a text. It entails skimming the content in order to get a general idea and bring up prior knowledge. As stated by Grabe and Stoller (2011, p .54) "*the strategies and activities undertaken before diving into the text, aiming to establish a framework for comprehension and engagement*" are included in pre-reading. They typically consist of the elements below.

2.6.2.1.1 Prediction

Prediction is a reading strategy that involves readers using hints in the text to predict what will happen next and derive meaning from the text. Rumelhart (1980) discusses the role of schemata (schemas) in comprehension, including how readers use their prior knowledge and experiences to make predictions about upcoming text (Rumelhart, 1980, pp. 33-58).

This strategy keeps readers engaged in the comprehension process anticipated and interpreted the author's message by encouraging them to think ahead and utilize their prior knowledge and experiences.

2.6.2.1.2 Mind Maps

Mind maps are graphic representations that use branches to link related ideas and details

and arrange information in hierarchically manner. Making a mind map before reading a text can help readers in pre-reading. This mental framework makes comprehension and analysis easier and simpler. (Buzan, 1974, p.12)

Pre-reading activities help readers' brains for effective comprehension and engagement by preparing them emotionally and mentally for the reading task at hand. Readers can approach the text with more focus, interest, and willingness to learn by using these strategies.

2.6.2.2 While- Reading

The term “while reading” refers to a variety of strategies and approaches used when actively interacting with text. These techniques are meant to enhance comprehension, logic, and memory (Guthrie & Wigfield, 2000, p. 124). Here are some common techniques used while reading:

- **Active reading** involves asking questions, formulating guesses, and summarising the main ideas as you read.
- **Annotation:** Using marginalia, highlights, or notes to emphasise important ideas, responses, questions, and connections within the text.
- **Visualisation:** Use diagrams or mental images to visualise ideas or information from the text to improve comprehension and memory retention.
- **Monitoring Understanding:** Constantly evaluating your comprehension by thinking back on what you've read, highlighting any parts that are unclear, and providing clarification as necessary.
- **Summarising:** Summarise sections or chapters of the text using your own words to improve comprehension and memory.
- **Prediction:** Making guesses about what could happen next in the text in light of hints or prior knowledge, encouraging participation and eagerness.

- **Creating Connections:** Making connection between the text's ideas to one's own experiences, those of other texts, or current events to encourage critical thinking and increase understanding.
- **Self-Monitoring:** Keeping an eye on your own comprehension processes and modifying your reading strategies (e.g., slowing down or going over difficult passages again).

These methods can be combined and applied flexibly to suit various texts, goals, and individual preferences. They are designed to encourage reading that is both productive and active, which will improve information synthesis, comprehension and analysis.

2.6.2.3 Post- Reading

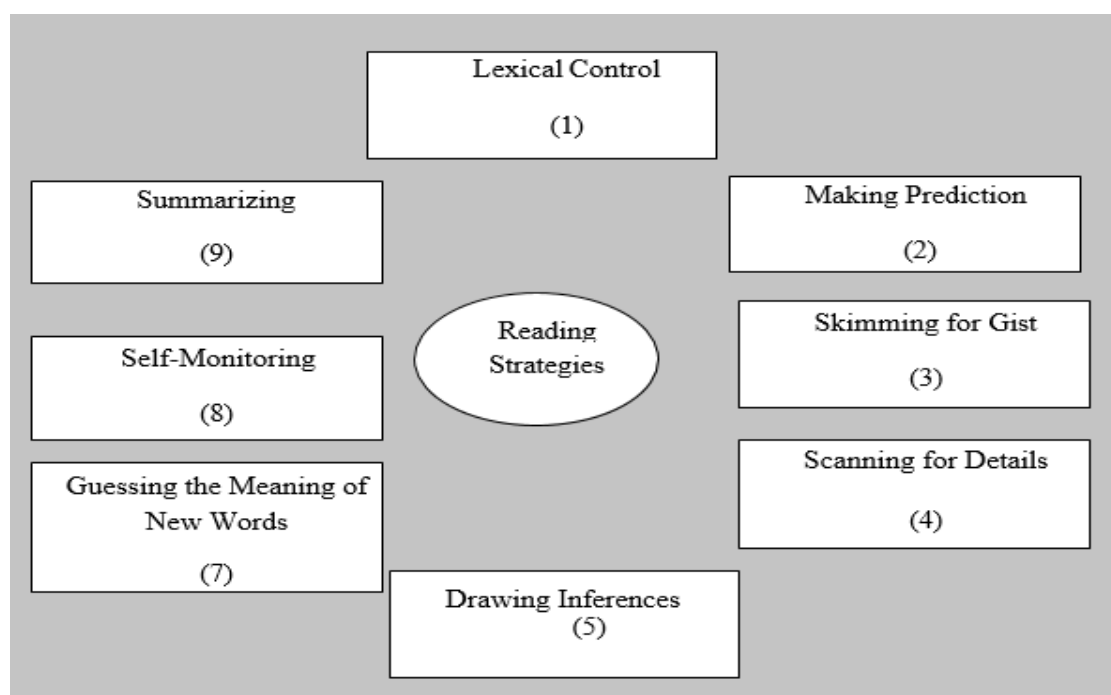
After reading a text, you participate in post-reading activities. These tasks aim to help you understand the content, reflect, and think critically about what you've just read deeply (Guthrie & Wigfield, 2000, pp. 403-422). The following exercises are some common post-reading:

- Write a **summary** of the text's main ideas, disagreement, or events using your own words.
- To have a **debate** about the text with your friends, teachers, or even by yourself. To improve understanding, share information and ask questions.
- **Study the text** carefully, focusing on its topics, motifs, characters, and rhetorical methods. Evaluate the text's arguments and narrative structure, taking into account the author's intentions.
- **Assessment:** Assess the text's relevance, reliability, and applicability. Think about its advantages and disadvantages.

- **Extension Exercises:** Take part in further reading, writing, or creative tasks that are connected to the text. This links the text to various contexts and helps in understanding.
- **Synthesis:** To provide new insights or points of view, combine information from the text with ideas from other references or your own thoughts.
- **Application:** Use the knowledge or ideas you've acquired from the literature to solve problems in the real world. Think about the ways in which how to use text's insights can guide your personal or professional decision-making.
- **Feedback:** Ask teachers or classmates for their opinions on how well you understood the book. To improve your comprehension and critical thinking skills, offer your opinions and observations and ask for helpful critiques.

These post-reading activities enhance learning, encourage critical thinking, and promote interaction with the text that goes beyond just reading. They are essential components of a thorough reading procedure that leads to a deeper understanding and purposeful learning.

Figure 2.1: The Ability of Reading by Using Reading Strategies (Rumptz, 2009, p.12)



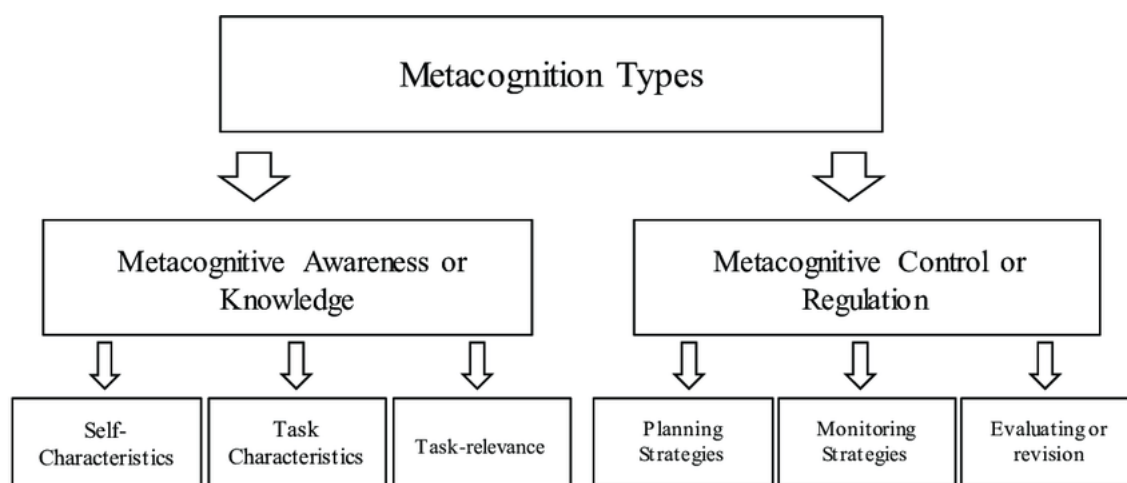
2.7 Metacognitive Approaches

Metacognitive techniques are described as high-order executive skills that involve using knowledge of cognitive processes to regulate one's own learning through planning, monitoring, and evaluating. These approaches serve as monitoring and regulative mechanisms consciously used by readers to improve comprehension. They emphasise on self-monitoring and self-regulating exercises that deals with reading as both the process and the product.

According to research by Ahmadi et al. (2013, p.82) supports the positive impact of metacognitive reading comprehension approaches on learning a L2, helping students to acquire the necessary skills to communicate effectively in English. Moreover, these strategies have been shown to enhance both performance and understanding of reading comprehension.

In summary, metacognitive reading strategies play an important role in improving reading comprehension skills by supporting students regulate their learning processes, monitor comprehension, and enhance their overall performance in reading activities, especially in L2 /FL languages learning contexts.

Figure 2.2: Metacognition Theory in Relation To Reading Comprehension (Schmitt, 2005, p. 64)



Note: Metacognition theory in relation to reading comprehension developed by Schmitt (2005), based on Baker and Brown's (1984) work.

2.8 Developing Reading Skills for EFL Learners

Improving reading comprehension for individuals learning English as a second language (EFL is a complex undertaking that is crucial to their personal, professional, and academic growth. It is essential to provide learners with properly chosen texts matched to their competence levels through structured reading practice. Decoding letters, letter groupings, and word sounds are the first steps in reading. Later on, students start reading words, phrases, short stories, picture books, and other types of texts. Reading out loud helps students to improve their decoding skills, which might be a useful diagnostic tool. The goal of this approach is to improve fluency. Reading comprehension skills must be developed in order to transition from passive to active reading. (Machado, 2010 pp. 87-102).

This demonstrates how education can change individuals' lives by opening their eyes, especially when it comes to learning a new language, by providing essential tools for comprehension and communication (Smith, 2019, p. 45).

Teaching reading methods gives students the tools they need to navigate difficult texts, including the ability to predict, summarise, and monitor understanding that they need to effectively comprehend complex texts (Johnson & Smith, 2020, p.78). Additionally, using technology into instruction—such as through online forums and instructional apps—supplements traditional teaching methods and accommodates a range of learning styles. In the words of the late Bill Gates, "*Technology is just a tool.*" (Gates, 2018, p.112). This highlights the critical role that educators have in utilising technology to improve student learning.

Reading discussions and debates, for example, are interactive activities that enhance reading by encouraging language output and critical thinking (Robinson, 2017, p. 32). Lastly, extensive reading sessions without interruption encourage independent reading habits, strengthen endurance, and develop a lifelong love of reading (Parker, 2019, p. 55).

Teachers can enable EFL students to become excellent and an enthusiastic reader who is prepared for success in the classroom and beyond by using comprehensive approaches that incorporates these strategies, teachers can foster a deep love of reading and provide students with the skills they need for lifetime learning (Chang, 2018, p. 75).

Giving students well-chosen texts that are appropriate for their skill levels is a key component of organised reading practice (Taylor, 2020, p. 123). While remaining understandable, these writings ought to present suitable obstacles. Students can progressively improve their reading abilities by progressively increasing the texts' complexity (Johnson & Smith, 2020, p. 80).

2.8.1 Practice

In any academic or higher learning context, reading is perceived as the most prominent academic language skill for all second and foreign language learners. It is through reading that these learners learn new information and become able to synthesize, evaluate and interpret in order to learn more about their subject matter. In the context of EFL university students, extensive reading practices are required (Grabe, 2009, p. 45).

When students read frequently, they expand their vocabulary and world knowledge while simultaneously enhancing their reading skills and strategies. On the other hand, if they do not practice their reading, then the ability of refining their skills and strategies is lost (Brown, 2008, p. 72). There are several ways that learners practice reading outside classroom:

2.8.1.1 The Use of Websites

The internet is crucial for improving English as a Foreign Language (EFL) reading skills because of its ability to provide different and easily available resources (Hubbard, 2017, p. 124). Online platforms provide a diverse range of reading resources; Reading materials have been

transformed into a variety of formats as a result of including web sites, web pages, e-books, e-journals, e-papers, e-mails, chat rooms, instant messaging blogs, and other multimedia publications allowing learners to interact with authentic and current content. The internet's interactive nature allows students to practice reading in a dynamic and interesting way. Online tools like translation services, dictionaries, and language learning apps also help with vocabulary acquisition and comprehension of complex texts. The internet also aids self-paced learning, allowing individuals to adapt their reading practice.

2.8.1.2 Using Social media Texts

Platforms provide EFL learners with valuable opportunities to enhance reading abilities through interesting and interactive practice (Kabilan et.al., 2010, p. 295). Learners gain access to diverse written content by following English-language accounts on platforms such as Facebook, Instagram, and Twitter, which improves speed, understanding, and exposure to various writing styles and terminology. Social media encourages critical interaction with material by promoting active reading through debates and sharing. The informal tone of the posts reflects real-life language use, providing authentic reading experiences that increase overall language skills. Regular social media interaction allows EFL students to enhance reading abilities in a dynamic manner in addition to traditional learning techniques.

2.8.1.3 Reading English Newspapers

It Exposes students to a diverse range of vocabulary, terminology, and linguistic structures, helping them improve their language skills (Graves, 2000, p. 79). Newspapers include rich and colourful information, providing real-world examples of language usage in a variety of circumstances. Furthermore, newspapers cover current events, opinions, and feature articles, allowing students to experiment with many writing styles and genres. Reading newspapers helps EFL students build critical thinking skills by analysing and interpreting material, which

improves their comprehension ability (Ur, 1996, p. 108). Furthermore, newspapers provide a forum for students to be updated about global concerns and cultural trends, which foster a deeper comprehension of the English language.

2.8.1.4 Reading Films Subtitles in English

Using subtitled films in English as Foreign Language (EFL) learning offers several benefits for boosting reading skills. Films give a visual backdrop for understanding narratives, characters, and cultural nuances, resulting in greater comprehension. Translations introduce students to English dialogue, which helps them enhance their listening skills and become acquainted with language usage, accents, and phrases. Film translations serve to enhance vocabulary by connecting spoken concepts to written versions, so improving word recognition. Observing grammatical rules and patterns in film dialogues teaches grammar principles, whereas cultural insights from films improve understanding of English-language cultures. Watching videos engages and motivates learners, making language exercises more dynamic and enjoyable. Pausing films during speeches and providing translations for difficult sentences (Braun, 2018, p. 129).

2.8.1.5 Reading for Enjoyment

It is also referred as a hobby can help EFL students improve their reading skills in a variety ways. Individuals who immerse themselves in English texts other than academic literature expand their exposure to a variety of styles, genres, and terminology, ultimately enhancing comprehension and language ability. Reading for enjoyment frequently results in more consistent and enjoyable reading practice, which is required for skill improvement. Reading for enjoyment on a regular basis can help improve reading fluency by making people more comfortable with the language and its intricacies (Nuttall, 2005, p. 40). Furthermore, reading for enjoyment broadens cultural knowledge and provides insights into English.

2.8.2 Use Reading Strategies

Another way to improve reading is using efficient reading strategies that increase retention and comprehension is crucial for improving reading. According to research, reading strategies may be greatly improved by utilising techniques including active reading, summarising, questioning, and creating connections (Duke & Pearson, 2002, p. 205). In order to foster a deeper comprehension and critical thinking, active reading involves engaging with the text through annotation, highlighting, and note-taking (Pressley & Afflerbach, 1995, p. 17). Contextualising material and enhancing overall understanding can be achieved by making connections between the text and one's own experiences, other texts, or actual occurrences (Pressley & Afflerbach, 1995, p.44). Through the constant use of these strategies, readers can enhance their reading comprehension and develop enduring skills to comprehend complex texts.

2.8.3 Set Goals and Stay Motivated

Setting objectives and maintaining motivated are critical to enhance reading. Goal setting, according to research, improves reading performance by providing direction and attention (Guthrie & Wigfield, 2000, p. 413). Readers may monitor their progress and stay motivated by setting clear, attainable reading objectives, such as finishing a certain number of pages or chapters in a specific time (Gambrell & Bales, 1986, p.457). Additionally, to continue being motivated is essential for sustained reading engagement (Deci & Ryan, 1985, p.105). Reading behaviour is most effectively driven by intrinsic motivation, which arises from a person's own interest and love of reading (Gambrell & Bales, 1986, p.131). Reading goals achievement can also be aided by outside motivators like prizes or peer pressure (Deci & Ryan, 1985, p.462). Setting goals and using both internal and external motivation together can help readers develop a habit of regular reading and see on going progress in their reading skills.

2.8.4 Focus on Comprehension

Focusing on comprehension is a practical method to improve reading skills that promote comprehension and retention of the content. According to research, reading comprehension may be significantly increased by using strategies including summarising, asking questions, visualising, activating prior knowledge, and evaluating understanding (Duke & Pearson, 2002, p. 205). Creating predictions facilitates the construction of meaning and encourages active interaction with the text (Duke & Pearson, 2002, p.242). When readers visualise, it improves reading comprehension and memory (Pressley & Afflerbach, 1995, p.44). Raising questions throughout the reading process raises critical thinking and expands comprehension (Duke & Pearson, 2002, p. 26). In order to improve understanding, summarising entails combining the text and highlighting main ideas (Pressley & Afflerbach, 1995, p. 86). Finally, self-assessment of comprehension is a component of monitoring comprehension that allows readers identify areas of difficulty and modify their reading strategies accordingly (Duke & Pearson, 2002, p. 32). By adding these methods to their reading routine, students can improve their comprehension skills and become more proficient readers.

2.8.5 Reading Aloud

Reading aloud is a valuable strategy that can help you become a better reader, particularly for comprehension and fluency. Studies suggest that reading aloud can improve vocabulary, word identification, and general reading skills (Cunningham & Stanovich, 1998, p. 319). Students who read aloud to themselves stimulate their visual, aural, and kinaesthetic senses at the same time, which can improve their comprehension of the text. Additionally, reading aloud also provides readers the chance to practise self-monitoring and correction, which identify them to see mistakes and increase accuracy (Cunningham & Stanovich, 1998, p. 319). Moreover, reading aloud encourages pacing and expression, which are important elements of successful

reading that help to increase fluency. Students can enhance their reading skills and develop their confident, self-assured readers by adding reading aloud to their practice routine.

2.9 Conclusion

Improving the reading skills of English as Foreign Language (EFL) learners through practice involves a multimodal strategy which includes various reading styles and strategies. By utilizing strategies like extensive reading, intensive reading, and critical reading, students can improve their comprehension, vocabulary acquisition, and fluency. However, EFL students may face difficulties such as unknown vocabulary, complex sentence structures, and cultural differences. To get through these challenges and improve reading proficiency, students can implement many steps. First, to activate prior knowledge and set reading goals students might participate in pre-reading activities. Using strategies such as skimming, scanning, and making predictions can help in comprehension. Moreover, post-reading activities like summarizing, discussing, and reflecting on the text strengthen understanding and reinforce learning. Additionally, regular practice, reading different texts, and seeking support from teachers or classmates can contribute to continue improvement in EFL reading skills. EFL learners may become proficient readers who can confidently and comprehend a variety of texts by combining a variety reading styles, using practical strategies to overcome difficulties.

Chapter Three

Chapter Three

Data Analysis and Recommendations

3.1 Introduction

The main objective of the present study is to investigate the importance of practice in developing learners' reading skill in EFL classroom. To accomplish this objective, a questionnaire was administered to first year licence students at the University of Ghardaia to explore their perspectives and attitudes towards reading as a skill. This chapter consists of a sample lesson, some class tasks, and a detailed description of the questionnaire and its administration process. Moreover, it provides an analysis of the survey and discussion of the findings. Furthermore, the chapter offers recommendations based on the results obtained from the study.

3.2 A Sample Lesson about “Study Text” Module

Data was collected, using an experimental study, in which the researchers presented a reading lesson in the “Study Text” module. We focused on practice techniques for applying and assessing reading strategies. We assessed students' reading comprehension, reading skills, and interest. The techniques were also useful for detecting whether students can correctly analyze reading content and grasp teacher instruction. Furthermore, the reading materials used were evaluated. The data were gathered from first year licence students at the University of Ghardaia; the group consists of 20 students.

3.2.1 Pre-reading

The session began with clear instructions and a review of the reading skills for proficient reading comprehension, which include predicting, skimming, scanning, questioning, inferring, and summarizing. We; then divided the class into small groups of three students and distributed literary text sheets about Jacob the Great. We inquired about the title's possible meaning and made a prediction about the story. This suggests that activating prior knowledge is critical to

preparing students for the reading process.

The majority of students were successful in formulating predictions about the text based on their prior knowledge. Students and demonstrated their interest by participation. During this level, we provided explanations and meanings for difficult terms that can hinder students' comprehension.

3.2.2 While Reading

In this step, we instructed students to read the text silently and underline the new and challenging terms. We helped them in guessing their meanings from context otherwise use their dictionaries .For purposeful reading, students were instructed to attentively read the text and answer comprehension tasks. The questions began with simple instructions and progressed to more complicated ideas to help learners understand and learn. They should read intensively in order to discover the topic sentence, the main topic, the main ideas, and the number of paragraphs.

Still, they need to use strategies, such as skimming and the scanning strategies in order to decide about the essential and the unimportant ideas. After silent reading, we asked certain students to read aloud. This is done to help students enhance their listening comprehension, speaking skills, and concentration. In addition, they received individual attention to correct their reading errors. We allowed learners to respond and provide explanations. To promote participation, the teacher provided feedback.

3.2.3 Post Reading

In this stage, we engaged in a debate with the students. They evaluated what the author said, expressed their ideas about the characters, and synthesized. Finally, the learners were requested to make a summary of the story.

3.3 The Students' Questionnaire

According to Kirakowski (1998), a questionnaire is a structural approach for obtaining, recording, and accumulating information. The students' questionnaire is composed of 25 questions in total; it is divided into three sections. Each section aims to collect a certain type of data on student's preferences and difficulties concerning the reading process.

3.4 Description and Administration of the Students' Questionnaire

The questionnaire was administered to 100 students of first year licence. Its structure is arranged from general to specific in order to make students familiarize with the topic of the research. The questionnaire is divided into three sections: In the first section, although the questionnaire is anonymous, the respondents were asked to provide some information about their sex and age. The second section contains seven questions. It is designed to learn about the students' perception of reading as well as the difficulties they may encounter in EFL reading classes. Moreover, it investigated the habit of reading. Third part includes twenty questions about the importance of practicing reading strategies in developing learners reading skill.

1.3 Data Analysis

Section One: (01---- 02)

Table 3.1: The students gender.

Gender	Number	percentage
Male	80	80%
Female	20	20%
Total	100	100%

The whole population contains 100. (80%) female and 20 (20%) male.

Table 3.2 : The Students' age

Age	Number	percentage
(19.25)	88	88%
(25.30)	10	10%
(30.40)	02	2%
Total	100	100%

According to table n° 2, it is observed that the age of the students surveyed ranges from 19 to 25 years. The relatively narrow age range suggests that the population of students is relatively homogeneous. Hence, it can be inferred that the students' responses to the questions are likely to show a certain degree of consistency, and significant contradictions between their responses are less likely to occur.

Section two: (1 ---7)

Item 01: Do you read in English?

Table.3.3: student's attitude about Reading in English

Possibilities	Number	Percentage
Yes	92	92%
No	08	8%
Total	100	100%

The data presented in the table illustrates the preferences of students regarding reading in English. According to the responses, 92 (92%) students indicated that they love reading in English and they always enjoy that. While, 08 (8%) students mentioned that they don't love reading.

Item 2: what kind of texts do you prefer?

Table 3.4 : Students Texts' Preferences

Possibilities	Number	Percentage
Textbooks	08	8%
Factual reports	10	10%
Narrative texts	60	60%
Scientific texts	20	20%
Dialogues	01	1%
Advertisements	01	1%
Total	100	100%

Through the observation and the analysis of this question, we notice that the majority of students 60 (60 %) prefer narrative texts. This is because literary texts are rich of language basics including vocabulary and style. While 20 (20%) enjoy reading scientific texts. We have also noticed that 10 (10%) like Factual reports .Whereas 8 (8%) prefer Textbooks. and only 1(1%) enjoys dialogues. 1(1%) enjoy advertisement. This leads us to say that teachers should take into consideration the different types of learners, their needs and their texts preferences.

Item 3: How often do you read in English?

Table 3.5 : Learners Reading Habit

Possibilities	Number	Percentage
Always	10	10%
Sometimes	70	70%
Rarely	20	20%
Never	00	00%
Total	100	100%

The results shows that only 10 (10%) of students have the habit of reading. While 70 students with (70%) said that they sometimes read. 20 (20%) of them said rarely have the habit of reading.

Item 4: Do you understand what you read in books?

Table3.6 Students' percentage of understanding what they read

Percentage of understanding	Numbers	Percentage
100%	30	30%
70%	60	60%
50%	10	10%
20%	00	00%
Total	100	100%

The results of the above table revealed that there are few students (30%) who can understand the whole meaning of the given texts. However, 60 students about (60%) of them could understand 70% of the material. This means that they have some obstacles in their reading. The table also shows that there were 10 (10%) of students who could understand about 50% which means that they have to read a lot to improve their level and to enrich their vocabulary and enhance their understanding.

Item 5: Do you face any obstacles during reading?

Table 3.7: Learners' attitude towards Reading in English

Possibilities	Number	Percentage
Yes	43	43%
No	57	57%
Total	100	100%

When the students were asked about whether they find any obstacles during reading,

57(57%) of them said “No” whereas the other 43 (43%) have answered “Yes”, this indicates that a significant proportion of students, approximately half, face difficulties when it comes to reading.

Item 6: What kinds of obstacles hinder you to reach successful reading in English? (you can choose more than one answer)

Table3.8: Students Reading Obstacles

Possibilities	Number	Percentage
Inadequate instruction and material	08	08%
Lack of vocabulary knowledge	60	60%
Lack of reading strategies	15	15%
Lack of practice	12	12%
Difficulty of pronunciation	05	05%
Total	100	100%

According to the results in the table above, Lack of vocabulary emerged as the primary difficulty, with 60(60%) students reporting struggles in this area. Surely, this hinders their comprehension and causes their reading problems. Therefore, this problem should be targeted by teachers of reading. Lack of practice was the second challenge with 12(12 %). Insufficient time is another issue that should be considered. Among the participants, 10(10%) students lack reading strategies that help them reach successful reading. Besides, 08 (08%) students relate their failure to the reading material and inadequate instruction. The last 05(05%) students have of difficulty of pronunciation.

Section Three: (1----- 19)**Item 1:** Do you like your reading sessions?

Table 3.9: Students' attitudes about Reading courses

Possibilities	Number	Percentage
Yes	83	83%
No	17	17%
Total	100	100%

The results show that 83 (83%) confirm that they like their reading session. While 17 (17%) said that they don't. As a result, the majority of our students do have positive perspectives on reading sessions, and this latter is quite encouraging.

Item 2: Do your teacher encourage you to read inside and outside classroom?

Table 3.10: Teacher 's encouragement

Possibilities	Number	Percentage
Yes	75	75%
No	25	25%
Total	100	100%

Based on the provided table, it can be observed that 75 (75%) students reported that their teacher encourages them to read inside and outside classroom. In contrast, 25 (25%) of the students stated that they do not.

Item 3: Are your classroom reading instructions and materials useful for you?

Table 3.11: Learners attitude towards teaching materials

Possibilities	Number	Percentage
Yes	75	75%
No	25	25%
Total	100	100%

75 (75%) of our participants say that they find the teachers' materials so useful. This fact proves that our teachers are aware of the students' interest and that they are trying to meet it. Moreover they put the light on their lacks. On the other hand, 25 of students with (25%) said no.

Item 4: Do you use dictionaries in reading sessions?

Table 3.12 : The use of Dictionary

Possibilities	Number	Percentage
Yes	80	80%
No	20	20%
Total	100	100%

The table reveals that (80%) of the participants use a dictionary to consult for difficult words whereas (20%) do not use it.

Item 5: If yes, what type of dictionary do you use?

Table 3.13 : Type of Dictionary used

Possibilities	Number	Percentage
Printed dictionary	20	20%
Electronic dictionary	80	80%
Total	100	100%

The table above shows that most of the learners 80(80%) utilize electronic dictionaries while 20 of the students with (20%) use printed ones.

Item 6: Do you use the university library to read books?

Table 3.14: The use of university Library

Possibilities	Number	Percentage
Yes	30	30%
No	70	70%
Total	100	100%

The majority of our participants 70 (70 %) said no. Only 30(30%) who said Yes. However, they confirmed that there are only few books which are insufficient to do their research and to fulfill their curiosity.

Item 7: Do you practice Reading through?

Table 3.15 : Materials improve Reading

Possibilities	Number	Percentage
Internet	30	30%
Social media	60	60%
Subtitled films	08	8%
Magazines	02	2%
Total	100	100%

As can be seen from Table 3.15, 60 (60%) of the students had favourable attitudes towards using social media to develop their vocabulary and reading comprehension. Most students thought that reading short texts as in Facebook, instagram and Twitter are very interesting. 30 the of students (30%) prefer using the internet.08 (08%) enjoy subtitelred films. 2 (2%) confirm that they prefer reading magazines.

Item08: Have you ever applied the academic reading strategies?

Table 3.16 : Reading Strategies

Possibilities	Number	Percentage
Yes	45	45%
No	55	55%
Total	100	100%

Table reveals that the majority of students (55%) do not use strategies of reading when they read. 45% of them use these strategies.

Item 09: Before reading a text, do you refer to the title and illustrations to predict the content?

Table 3.17: Predicting Strategy

Possibilities	Number	Percentage
Yes	70	70%
No	30	30%
Total	100	100%

The table shows that (70 %) of the respondents use the title and the illustrations to help them anticipate the content of the text. 30% of students don't use this strategy. This pre-reading strategy is of a great importance because it facilitates the comprehension and prepares the readers to engage in reading and to make probable meaning of the text.

Item 10: Do you skim the text before reading it in details?

Table 3.18 : Skimming Strategy

Possibilities	Number	Percentage
Always	30	30%
Sometimes	60	60%
Rarely	10	10%
Never	00	00%
Total	100	100%

The table demonstrates that 60 (60%) of the respondents sometimes skim the text to know its gist and only 30 students with (30%) always use this strategy. (10%) rarely skim the text. This result reveals that the respondents are not aware of the importance of skimming strategy to get the main idea of the text which is very important for academic reading.

Item 11: Do you skip unknown words when you understand the gist of a text?

Table 3.19 : Skipping unknown words

Possibilities	Number	Percentage
Always	70	70%
Sometimes	25	25%
Rarely	05	05%
Never	00	00%
Total	100	100%

The majority of students 70 with (70 %) skip the unknown words when they understand the gist. This can both save time and continue reading without any interruption. (25%) of them sometimes skip unknown words. Only 0% of them do not.

Item 12: Do you translate the text in your native language to help comprehension?

Table 3.20 : Translating Strategy

Possibilities	Number	Percentage
Always	10	10%
Sometimes	70	70%
Rarely	20	20%
Never	00	00%
Total	100	100%

Based on the provided table, it can be observed that 70 (70%) students reported that they sometimes translate texts in in their native language which is Arabic. while 10 (10%) of the students stated that they always translate to help comprehension. And 20 students (20%) rarely translate texts into Arabic. It is important to note that this strategy of translation from their targeted language (L2) to Arabic (L1) can result in several mistakes and misunderstanding.

Item 13: While reading, do you ask questions related to the text?

Table 3.21 : Questioning strategy

Possibilities	Number	Percentage
Always	30	30%
Sometimes	45	45%
Rarely	25	25%
Never	00	00%
Total	100	100%

Less than a half of the respondents 45(45%) sometimes ask questions about the text after predicting its content while (30%) of them always ask questions .(25%)of the students opted for rarely. This result shows that students ignore this strategy which is of a great importance.

By asking questions, readers seek information to clarify the meaning of the content and to extend their thinking.

Item 14: Do you link the content of the text with your prior knowledge?

Table 3.22: Activating Prior Knowledge Strategy

Possibilities	Number	Percentage
Yes	60	60%
No	40	40%
Total	100	100%

Most of the respondents (60%) are able to use this strategy. They use it as a tool to understand the topic .by activating their background knowledge before, during and after reading they clarify mis-conceptions and to better understand the text. Whereas (40%) fail to do it.

Item 15: Do you take notes while reading?

Table 3.23 : Note-Taking Strategy

Possibilities	Number	Percentage
Always	12	12%
Sometimes	20	20%
Rarely	20	20%
Never	48	48%
Total	100	100%

The result of table reveals that (48%) never take notes while reading. this shows that the majority of students are unfamiliar with the above mentioned strategy. (20%) sometimes do and 20 of the student state that they rarely take notes. While (12%) of students prefer to take notes.

Item 16: Do you summarize what you read?

Table 3.24 : Summarizing Strategy

Possibilities	Number	Percentage
Yes	38	38%
No	62	62%
Total	100	100%

The results of the table above indicate that a significant number of students 62 (62%) do not summarize what they read .Only 38 (38 %) of students can summarize.

Item 17: Do you like your reading to be assessed through?

Table 3.25 : Reading Assessment

Possibilities	Number	Percentage
Book Reviews or Presentations	15	15%
Reading Tasks and Activities	60	60%
Tests and exams	25	25%
Total	100	100%

According to the table above, 60% of students prefer their teachers assess them through reading tasks and activities. 25% of the informants prefer to be assessed using reading tests and exams. The remaining 15% like book reviews.

3.3. Findings and Discussion

The results from the analysis of the students' questionnaires support the hypothesis stated at the beginning of our dissertation in that they confirm that reading is a challenging and complex skill. As it is stated, in the second section about general information, most of students (92%) interest in reading which help them to enrich their background knowledge and achieve

comprehension in reading in order to be familiar with English language. Furthermore, a significant number of students reported struggling with a limited vocabulary, syntax and pronunciation.

The results of the study also strongly support the importance of using the effective reading strategies which most of students lack such as skimming, underlining, questioning, note taking and summarizing. Only (12%) of students take notes. And (38%) of them make a summary of their reading.

In spite of that, students are aware of some other strategies as previewing and predicting (70 %) succeed in predicting the content from its title. Moreover, allowing students to get used to such techniques will undoubtedly enrich their experiences and will ultimately use them as efficient tools. That is why students should be interested not only in reading but also to learn some of these strategies to be effective and proficient readers. Because reading is a skill that is developed through practice, teachers should encourage independent reading that is extensive reading and offer regular reading instructions.

Our research also revealed that the majority of students 60 % utilize social media which can provide valuable opportunities to enhance reading abilities through interesting and interactive practice of written content.

For the assessment of reading, 60% of the participants prefer classroom activities as (before, during, and after reading). These techniques best enhance the students prior knowledge and related this knowledge to the idea of the text they read and, therefore, result a good understanding of the meaning of the text they read. This demonstrates that such guidance is viewed as beneficial and well-received by the majority of students, emphasizing the importance of constructive feedback in improving reading skills.

3.5 Recommendations

Reading is of great importance in EFL learning, and learning to read in the right way is

the responsibility of the teacher and the learner. According to our research findings, it can be concluded that first year license students face numerous challenges in developing their reading skills. There appears to be a noticeable lack of practicing reading strategies among these students. In light of these findings, we recommend that teachers have to adopt various strategies to enhance reading habit among their students:

- Teachers should encourage learners to do extensive reading which helps significantly in exposing EFL students to English and especially when the class time is limited.
- Students need to read regularly to become efficient learners
- Students should read extensively and do not rely on what they read in the classroom, since extensive reading may lead students to read and learn more about English culture and literature also extensive reading may lead them to recognize a lot of words which may help them in the interaction and communication, so students can benefit from extensive reading.
- EFL textbooks need to be visually attractive.
- English teachers should integrate technological materials in reading class such as video tapes, data show, etc.
- By providing a range of assessment methods, teachers should accommodate various learning styles, enhancing engagement and relevance in the assessment process for learners. In addition, offering positive feedback can also play a crucial role in boosting student motivation.

3.6 Conclusion

This chapter primarily centered on the analysis of the students' questionnaire, along with a comprehensive discussion of the findings and corresponding recommendations. The study highlights the crucial role of practice in enhancing EFL reading skills among first-year English

students in the University of Ghardaia, Algeria. Despite students' interest in reading and some familiarity with reading strategies, they struggled to effectively apply these strategies for improved comprehension. Based on the findings and analysis of the students' questionnaire, it can be concluded that by engaging in regular practice, making predictions, and utilizing appropriate strategies, students can boost their comprehension abilities and become more skilled readers in English.

General Conclusion

General Conclusion

Reading skill plays an important role for EFL learners. Reading is a receptive which needs recognition and interpretation of written or printed materials by using reading strategies and practice to develop reading skill. Our research focuses on the development of reading skills for university students and the challenges they face in reading comprehension. The study aims to investigate the impact of practicing reading skills for EFL learners. The main hypothesis suggests that implementing these strategies with First year LMD students of English can improve their reading challenges and enhance their reading skills through practice.

The research suggests how students enhance reading and go through its difficulties in English using reading strategies. They passively decode text, and engage in understanding texts by actively participating in reading because of problem with vocabulary, a lack of strategic approaches are identified as potential factors contributing to students' reading difficulties. The aim was to know the learners strategic repertoire and practicing habit use in a broader context.

Practice plays an important role in reinforcing and consolidating the language skills taught in the classroom, allowing EFL learners to use their knowledge in authentic reading contexts. Through guided practice activities like reading exercises, comprehension tasks, and discussions, students have the opportunity to interact with a variety of texts, genres, and language structures, thereby expanding their vocabulary, improving their reading fluency, and deepening their understanding of the target language.

Furthermore, classroom reading practice enables EFL learners to develop crucial reading strategies and critical thinking skills that are essential for effective comprehension and analysis of texts. By participating in activities that foster skills such as skimming, scanning, predicting, and inferencing, students learn to approach reading tasks strategically, extract important information, and make meaningful connections within the text

Therefore, it is necessary to tackle these challenges and provide targeted support to help these students develop their reading skills. To overcome these problems, the study utilized questionnaire to gather information on students' reading skill and strategies.

Considering data from the questionnaire, a significant number of students demonstrate that reading techniques such as skimming and scanning help in quickly identifying key information and understanding the gist of a text. Interactive reading strategies, including annotating, summarizing, and questioning, deepen comprehension and facilitate critical thinking. Additionally, maintaining a vocabulary journal and using technology tools like e-readers and translation apps can aid in overcoming language barriers and reinforcing learning.

Finally, it is evident that regular reading practice and strategic reading approaches create a powerful framework for EFL learners. Regular practice ensures that learners are continually exposed to the language, while strategies provide the tools to navigate and understand complex texts. This dual approach not only enhances reading skills but also fosters overall linguistic proficiency, including listening, speaking, and writing abilities.

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Appendices

Appendix A: *Jacob the Great*

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good. He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoebox in his closet. Then he shoveled driveways all winter, and he did not spend his money on candy and chips like his classmates. By the time spring came, he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had they did not leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

Given Jacob's history with hobbies, it was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday. "Geez, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. "Dad, you've got to get me the magician's kit. This time I will stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, "Oh, I don't know,

Jacob. Things are awfully tight right now.” But Jacob’s father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob’s birthday came around, Jacob was both surprised and pleased to find the magician’s kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. *“Hey kids! Have you ever wanted to go to space? Experience what it’s like to be an astronaut? Do you want to explore the universe? Well, now you can.”* As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. *“For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life time experience.”* Jacob’s cry rang throughout the house as he yelled, “MOM!” He now knew what his true purpose in life was.

Comprehension and Inferential Questions

Directions: After reading the story, choose the best answer for each question. Circle one answer.

1. According to the text, why does Jacob stop playing the guitar?

- a. It hurt his fingers. b. He would rather play drums.
c. It was too easy. d. He failed math.

2. To whom did Jacob want to play Black Eyed Peas songs?

- a. Alex b. Angie c. Mom d. Dad

3. According to the passage, why does Jacob decide that he wants a metal detector?

- a. He sees a man at the park with one. b. His father had one as a child.
c. He saw a TV commercial for one. d. He read an ad for one in a comic book.

4. How does Jacob get the items that he wants in the story?

- a. He asks his mom. b. He asks his dad.
c. He shovels driveways and mows lawns. d. He does all of these things to get what he wants.

5. When did Jacob buy the metal detector?

- a. In the fall b. In the summer c. In the spring d. In the winter

6. True or False: The metal detector was a good investment for Jacob.

- a. True b. False

7. Why doesn't Jacob's father want to get him the magician's kit for his birthday?

- a. Jacob failed math class. b. Jacob quits too many expensive activities.
c. Jacob has been mean to his younger brother. d. Jacob went to the park without permission.

8. Why does Jacob’s father buy Jacob the magician’s kit?

- a. Jacob mowed the lawn.
- b. Jacob reminded his father of himself.
- c. Jacob bought ice cream for his brother.
- d. Jacob found his father’s key ring.

9. Which word is closest in meaning to the italicized word in the following sentence from paragraph four: “It was no surprise that Jacob’s father was *reluctant* to buy him a magician’s kit for his birthday”?

- a. Happy
- b. Willing
- c. Proud
- d. Hesitant

10. What distracts Jacob from the magician’s kit?

- a. A TV commercial
- b. His father
- c. The kitchen table
- d. A comic book

11. Based on the end of the story, Jacob is *most likely* to go on and do which of the following?

- a. Become a great magician
- b. Learn to play guitar well
- c. Detect an incredible hidden treasure
- d. Raise money to go to space camp

12. Which happened first in the text?

- a. Jacob asked his dad for the magician’s kit.
- b. Jacob got a guitar for Christmas.
- c. Jacob mowed lawns.
- d. Jacob shoveled driveways.

13. Which happened last in the text?

- a. Jacob saved up \$200.
- b. Jacob found forty-seven cents in the park.
- c. Jacob took guitar lessons.
- d. Jacob was influenced by a comic book.

Literary Elements Questions

Directions: After reading the story, choose the best answer for each question.

14. Which character trait *best* describes Jacob in regards to his hobbies?

- a. Dedicated b. Impulsive c. Committed d. Devoted

15. What was the author's purpose in writing this text?

- a. Inform b. Persuade c. Entertain d. Confuse

16. In what genre is this story?

- a. Fiction b. Non fiction c. Folklore d. Poetry

17. In what subgenre is this story?

- a. Biography b. Historical Fiction c. Realistic Fiction d. Fable

18. In which pattern is the text organized.

- a. Problem and Solution b. Chronological c. Sequence d. Cause and Effect

19. From what point is view is the story narrated?

- a. First-Person b. Third-Person Objective
c. Second-Person d. Third-Person Omniscient

20. Which poetic technique is used in the following line: "He beeped it around the park for a while"?

- a. Onomatopoeia b. Simile c. Personification d. Hyperbole

21. Which technique is used in the following line: "He had gotten into a million hobbies and activities"

- a. Onomatopoeia b. Simile c. Personification d. Hyperbole

22. Which technique is used in the following line: "The five-hundred dollar guitar lives under his bed."

- a. Onomatopoeia b. Simile c. Personification d. Hyperbole

Appendix B

The Students Questionnaire

Dear students,

We would be very grateful if you could answer the questions of the present questionnaire, which deals with the impact of practice on developing EFL learners' reading skills. Thank you for your cooperation.

Section One:

1- Gender: Male Female

2- Age:

Section Two:

1- Do you read in English?

Yes No

2- What kind of texts do you prefer?

Textbooks	<input type="checkbox"/>	Scientific texts	<input type="checkbox"/>
Factual reports	<input type="checkbox"/>	Dialogues	<input type="checkbox"/>
Narrative texts	<input type="checkbox"/>	Advertisements	<input type="checkbox"/>

3- How often do you read in English?

Always Sometimes Rarely Never

4- Do you understand what you read?

100% 70% 50 % 20 %

5- Do you face any obstacles during reading?

Yes No

6- What kinds of obstacles do you generally face when you read in English? (You can choose more than one Answer)

Inadequate instruction and material	<input type="checkbox"/>
Lack of vocabulary knowledge	<input type="checkbox"/>
Lack of reading strategies	<input type="checkbox"/>
Lack of practice	<input type="checkbox"/>
Difficulty of pronunciation	<input type="checkbox"/>

Section Three:

1- Do you like your reading sessions?

Yes No

Why?

.....

2- Do your teachers encourage you to read inside and outside the classroom?

Yes No

3- Are your classroom reading instructions and materials useful for you?

Yes No

4- Do you use dictionaries in reading sessions?

Yes No

5- If yes, what type of dictionary do you use?

Printed dictionary Electronic dictionary

6- Do you use the university library to read books?

Yes No

If no, Why?

.....

7- Do you practice Reading through?

Internet Social media Subtitled films Magazines

8- Have you ever applied the academic reading strategies?

Yes No

9- Before reading a text, do you refer to the title and illustrations to predict the content?

Yes No

10- Do you skim the text before reading it in details?

Always Sometimes Rarely Never

11- Do you skip unknown words when you understand the gist of a text?

Always Sometimes Rarely Never

12- Do you translate the text in your native language to help comprehension?

Always Sometimes Rarely Never

13- While reading, do you ask questions related to the text?

Always Sometimes Rarely Never

14- Do you link the content of the text with your prior knowledge?

Yes No

15- Do you take notes while reading?

Always Sometimes Rarely Never

16- Do you summarize what you read?

Yes No

17- Do you like your reading to be assessed through?

Book Reviews or Presentations Reading Tasks and Activities Tests and exams

Thank you for your time

المخلص

يعد تطوير مهارات القراءة لمتعلمي اللغة الإنجليزية كلغة أجنبية مهمة صعبة، وتلعب الممارسة دورًا حيويًا في تعزيز هذه المهارات. يركز هذا البحث على أهمية الممارسة في تحسين قدرات القراءة لدى المتعلمين في صف اللغة الإنجليزية كلغة أجنبية. ومع ذلك، غالبًا ما يواجه الطلاب صعوبات وعقبات تسبب فشلهم في القراءة. وتؤكد الدراسة على أهمية قيام المعلمين بتوجيه الطلاب من خلال الممارسة المستمرة وتطبيق استراتيجيات القراءة المناسبة. ولذلك، يطرح هذا البحث مشكلة إلى أي مدى يمكن لاستراتيجيات ممارسة القراءة أن تعزز كفاءة القراءة لدى المتعلمين. ويهدف إلى توفير استراتيجيات فعالة لتعليم القراءة الناجحة. تعتمد الدراسة على البحث التجريبي من خلال تقديم دروس في القراءة لطلاب السنة الأولى ليسانس بجامعة غرداية. يتم استخدام المنهج الكمي من خلال توزيع استبيان لـ 100 طالب. وتشير النتائج إلى أنه من خلال الاعتماد المستمر على ممارسة القراءة المنتظمة، يمكن للطلاب تعزيز فهمهم ومفرداتهم وكفاءتهم اللغوية بشكل عام .

الكلمات المفتاحية: ممارسة القراءة، مهارة القراءة، استراتيجيات القراءة، متعلمي اللغة الإنجليزية كلغة أجنبية،

طلبة اللغة الإنجليزية كلغة أجنبية.