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**Identifying the Nature of the Difficulties of the
Reading Skill :**

**Case Study 3rd- Year Students at Boucif Khater
Secondary School.**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements of the Master's Degree in Language Studies.

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Academic Year : 2018- 2019

Abstract

In recent years, due to the ignorance of the importance of reading in EFL Classes most of foreign language learners are suffering in their learning from the lack of engagement, interest and motivation in dealing with different topics. This research work attempts to discover the major reading difficulties that foreign language learners may encounter in reading. It aims to show and explore the causes beyond the reading difficulties. Thus, this study will examine that students reading difficulties are due to several causes such as: The role of the teacher, the unfamiliarity with the topics, the type of the original version of the language, lack of attention, lack of learning materials, low self-confidence, and lack of motivation, the ignorance of the reading purposes and other factors which cause reading difficulties in the foreign language. Therefore, the appropriate research method is the descriptive one in which we describe the major reading difficulties that foreign language learners may face. Data were collected through a sequence of questionnaires that were administered for both English Language teachers and third year students at Boucif Khater High School which contained of five teachers and thirty learners. Completely, the results obtained in this present research demonstrates that students reading difficulties are differing from one student to another it depends on students background knowledge in learning. Moreover, the results revealed that the role of the teacher, the unfamiliarity with the topics and the type of language are the main reading difficulties that third year students may face in reading. In the light of the results that we obtained from the questionnaire, we proposed some recommendations for both teachers and students in an attempt to help learners resolve their reading difficulties, since students' reading difficulties can be treated through bridging the gap between teachers and their students by giving much attention to reading ability. Furthermore, because of the psychological factors such as: fear and low self- confidence our students faced difficulties in reading.

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List of Abbreviations

EFL: English as a forging language

L1: First language

L2: Second language

General Introduction

The ignorance of the importance of reading may lead to many difficulties that foreign language learners may encounter. This study aims at examining the major difficulties that are faced by foreign language learners in reading. Moreover; this study is designed to discover the causes behind students' reading difficulties. Our case study includes both teachers and third year students at Boucif Khater secondary school. Also it aims to suggest some recommendations for both teachers and students to increase their awareness of effective points that help them to improve reading difficulties.

The subject under study was chosen out of an interest in the domain of teaching and learning reading skill in EFL classes. Since reading is a cognitive process, it is not a surprise to find that students encountered difficulties in reading. Those difficulties have many causes which lead them to occur, some of these difficulties are related to student's background knowledge and the others are related to other reasons. Researchers about reading show that reading is a cognitive, mental, active, thinking and silent activity which students do inside or outside the classroom to get meaning successfully. Moreover, students use different ways to express that they understand and interact with the text. Thus they connect the skills in a good manner, they use a range of reading strategies that they learn before and they use the prior knowledge that they have already. Effective readers are always aware about these steps while they are getting comprehension. Furthermore, the comprehension is occurred through the awareness of how to apply these steps in an appropriate way since learning the reading strategies can help students to get comprehension in an easiest way. Reading is considered as a complex process. For that it is not surprise to find that learners encountered difficulties in reading.

From our studies ,we discover that third year students of the secondary school face many difficulties in reading that prevent them to read effectively and also hinder them to become good language readers in general. The student's inability to read successfully may influence on student's learning. Therefore, the student's low level in reading may lead the difficulty to occur. In addition to that students reading difficulties may have behind causes which are closely related to the student's background knowledge. For all this reasons, it would necessary to ask these questions:

- 1) What are the main difficulties that are encountered by third year students in reading?
- 2) What are the causes behind these difficulties?
- 3) Why is reading in EFL classes considered as a difficult activity?

This study aims to answer the following questions:

Students reading difficulties maybe due to the type of the language, the unfamiliarity with the topics, lack of learning materials, lack of interests, lack of motivation, low self-confidence and the role of the teacher.

To explore the learners major difficulties in reading; we selected a sample of the study. Our study included both teachers and third year students of the secondary school. Our case study is consisted of five teachers who teach English language and thirty (30) students of third year high school (all the students are from Boucif Khater secondary school). We select this case study in order to explore student's reading difficulties.

Our Population consists of both teachers and students of the third year high school. To discover the major difficulties that are encountered by third year classes in reading; we follow the quantitative research by using the descriptive method due to the lack of time and lack of samples. Moreover, to achieve the aims mentioned above; we conducted a questionnaire for both teachers(five teachers) and students (thirty) which are considered as a helpful procedure that help us to find out the major difficulties that prevent students to read effectively.

Our work is divided into three chapters: Chapter One aims to discuss the reading skill in general; Chapter Two is devoted to the reading difficulties that students faced during the learning process. Chapter Three is devoted to analyze teachers and students 'questionnaires. After that we are going to provide general results that we find in our analysis. Later on, we are going to give some recommendations for both teachers and students in order to raise their awareness in reading and reading difficulties.

11.1. Introduction

Reading as a receptive skill is considered to be the most important one for EFL learners to master. As we know, learning a foreign language depends more on reading and researching to have background knowledge about the culture, literature and civilization of foreign world. EFL learners should read more in order to interact with the others, since more reading may enable them to learn and acquire language successfully without any difficulties or obstacles. Reading has a great importance on our study, so this chapter will be dealt with five parts: Definition of Reading, Types of Reading, Reality of Reading, Purposes of Reading, and Features of Reading.

21.2. Definition of Reading

Researchers in the field of foreign language teaching proposed many definitions of reading. They consider reading as a complex cognitive process, which involves many elements that students need to do in order to read effectively. Since reading is a complex process, researchers do not agree on one definition of reading. Each one has defined reading according to views stated as follows: (2002:9) stated, "*Reading is the ability to draw meaning from the printed page and interpret this information appropriately*". Reading means getting meaning from the material (text) then understand it properly. Understanding the text effectively depends more on the reader's ability to translate the written text to meaning in order to get comprehension of the text.

Moreover, Grabe (2009:14) posits that "*reading is the process of receiving and interpreting information encoded in language from via the medium of print*". From this definition, the term reading involves two principles:

1. To get the information from the text.

2. To read means understanding the information that is presented in the text correctly. And the ability to get and understand the information appropriately depends more on decoding and comprehension processes that the reader should do in order to get the comprehension of the text successfully.

On the other hand, researchers have suggested some sayings about reading as Nuttall cited in Aebresold and Field (1997:15) has said "*reading is an infection disease it caught not taught and you can not catch it from someone who has not go it*". From Nuttall's saying, reading is a complex process, which is not easy for anyone to acquire, since reading ability relies on several elements that the reader has in order to create general understanding of the text. Such as the text, the reader and the interaction between them.

Furthermore, Glendenning and Holmostrom (2008:06) have pointed that:

Study reading includes texts from the humanities; social sciences and sciences. Most of these texts are from sources used by college and university students in the English-speaking world. Few have been especially written to highlight particular reading problems...in part one reading means preparing to study..., in part two, knowing what is important...and in part three, the tools of research.

Reading in this way involves three elements. The first element is preparing to study; this means that the reader should organize his/ herself when coming to read. The second one, he /she should make purposes in order to be clear in reading. The third one is to determine the important element to read. This indicates that the reader should apply different reading strategies and skills that help him/her to identify the important elements. Reading is a tool of research; this demonstrates that the reader from his/ her reading is searching to find the interesting information that he/she needs in his/ her learning.

Moreover, some researchers see reading as a psycholinguistic process. Vaca, etal (2000:265) asserted that "*reading is not a passive activity; it is an active thinking process that takes place behind the eyes*". As we know, reading is

a mental activity, so we do not consider it as a passive process in contrast to that reading is an active and thinking process that happens inside the brain and behind the eyes of the reader to read and get meaning of the text.

Besides that, Alderson and Lyle (2005:13) stated that "*reading involves perceiving the written form of language either visually or kinesthetically (using Braille)*". From this interpretation, we can say that reading means understanding the written language of the text using different ways. First, reading is a visual process, which indicates that the reader reads letters, words, clauses, sentences and paragraphs that are presented in the text visually then translates these elements to meaning in order to get the general meaning of the text.

On the other hand, Grellet (2008:03) has distinguished between reading and reading comprehension. He affirms that the process of reading involves two points: identifying the relevant information and comprehension. The first point means that the reader will identify the interested information from the text that he/she is reading. This indicates that the reader will apply different strategies and skills to recognize the interested information. Reading in this way means identifying the relevant information. The second one is comprehension, which means the reader ability to understand what he/ she read. This demonstrates that the reader is going to find out the hidden ideas of the text, in this way reading means comprehension.

All the after mentioned definitions try to give us a clear picture of reading. So we know that reading is not an easy process which includes three elements: the reader, the text and the interaction between the reader and the text. These acts occur cognitively and silently in the reader's brain to read well. That is why many theorists have argued that reading contains several features.

31.3. Types of Reading

All in often, students may read for general comprehension or they may read for specific information, it depends on learner's purposes and reasons behind his /her reading, since reading purposes may simplify the interaction with the text and may clarify for the students what they read. In general, there are many types of

reading: Extensive, Intensive, Perspective and Interactive reading.

1.3.1. Extensive Reading

It is a kind of reading that students do outside the classroom. According to Brown (2004:189) and Bawford (2000:5), extensive reading is based on the idea that students need to do to promote their abilities and knowledge to be better. And they use this type of reading to build their self-confidence. Moreover, Grellet (2008: 04) emphasizes, "*Extensive reading includes long texts, usually one's own pleasure. This is a fluency activity mainly involving global understanding*". In general, students can read articles, long texts, reports, short stories, books and novels.

4 **1.3.2. Intensive Reading**

Contrary to extensive reading, intensive reading is a careful and concentrated reading that students do inside the classroom with the teacher. Moreover, the teacher plays many roles in which he/she provides the help and the guide to make all his/ her students understand. This is what researchers called "explanation of the text". Mikulecky and Jeffries (2004: 257) have affirmed that "*intensive reading is an activity in which students (usually in a class group, led by the teacher) carefully read and examine together a reading passage as signed by the teacher many times*".

1.3.3. Receptive Reading

It is a category of reading that students do inside the classroom to get comprehension. It is a careful and concentrated reading in which students tried to keep their attention and concentration on oral activities to get meaning. Brown (2004: 189) claims that "*perspective reading tasks involve, attending components language (words, letters, pronunciation and other graphemes symbols*".

5 **1.3.4. Interactive Reading**

It is a type of reading that students do inside or outside the classroom to show

that they are connecting and communicating with the text. They are dealing with the text by using a variety of knowledge and strategies that have learned before to facilitate processing texts. Hedge (2000:188) asserts that "*reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author*"

All in all, the four types of reading are useful and helpful for students to build and improve their abilities and also to have purposes behind their reading.

61.4. Reality of Reading

Clearly, reading is considered as a cognitive process that involves many activities that the person does in order to get comprehension of the text. These cognitive abilities are summarized in a group of skills (listening, speaking and writing) which appear obviously how reading process occur in the brain and in the eyes of the students. So, reading process can happen through the help of the other mental abilities (listening, speaking and writing) which help students to simplify the interaction acts with the text. In fact, you can not think that there are important skills and less important ones. Furthermore, one can not consider that there are skills which develop before than the other ones; all of them are considered to be the basics of learning a new language. However, one should keep in his mind that when he makes the separation or gives much attention to one skill than the other, the communication and learning look like empty. Harmer (2001:204) states that "*the benefits of reading are echoed by the benefits of listening*". From Harmer's interpretation, students can profit from reading to listening and vice versa. Moreover, Alderson and Lyle (2005:25) have claimed that "*reading is not an isolated activity that place in mind but reading is a cognitive operation of meaning extraction*". In this way, reading is not just a cognitive ability but there are other combined abilities that a person uses to understand successfully the text. For example, when students read, they listen, they speak and sometimes they write, so reading skill involves various abilities such as: listening, speaking and writing. For that, researchers have described reading writing influences as two blanks of the same act. In general reading writing connections are combined.

Besides to that, there are four points which revealed that good language readers are going to comprehend successfully as a result of making reading writing connections. Vacca, etal (2000:367) have proposed that good language readers are generally good writers and vice versa, students who write well tend to read more, wide reading may improve writing and good readers and writers are engaged in reading and writing.

Finally, we can say that reading is not a separated process that occurs in the brain but reading involves other mental processes that a person has to get meaning of the text and also to communicate with the text.

81.5. Purposes of Reading

It is clear that each one of us has his/her own reason to read. We may read to learn; to improve our abilities or to find information...etc. Harmer (2001:200) has considered two reasons of reading, Instrumental and pleasurable. The first one means that the reader should have clear purposes in his/her mind. In addition, the second reason means that the reader can read for entertainment or enjoyment. Furthermore, Grabe and Stoller (2002:13) have suggested that before readers come to read they should have a purpose. This purpose is a decision made quickly in order to reach the overall goal which is the general comprehension. Rivers and Temperly quoted in Hedge (2000:195) have claimed that *"reading activities from the beginning should have some purposes and you should concentrate on the normal purposes of reading"*. Reading purposes or reading decisions that readers have before the reading activities are good thing for them to become aware and conscious of why they have decided to read and also how are going to read. We mean the way of how they are going to select the significant information not all the data that are presented in the text. For that purpose Grabe and Stoller (2002:13) have classified reading purposes under seven points.

1. Reading to search about the information that student's need.
2. To skim or scan the text quickly in order to determine the important elements to read.
3. To learn from the text. Students can make reading as a learning process

through learning new things and new knowledge from the text.

4. Students may read to integrate information. This indicates that students from their reading are acquiring and joining the knowledge that already have and the knowledge that they learn from the text.
5. Moreover, reading may leads students to write well and vice versa, since the more students read the more they write.
6. Furthermore, there are different levels of reading. Students may read the lines, between the lines and beyond the lines. This later is called critical reading, so students may read in order to criticize the text.
7. At the end, students may read for getting general comprehension of the text.

Based on these purposes, students are going to be aware and conscious about their reading, so they improve their abilities in a good manner without any complexity and ambiguity. In addition, the more students have reading purposes; the more they read clearly without any difficulties or problems.

1.6. Features of Reading

There are different attitudes towards the characteristics of reading process. Some researchers have considered reading as an interactive process, others revealed that reading is a purposeful process and others thought that reading is a critical process.

1.6.1. Reading as an Interactive Process

Reading is considered as an interactive process in which the reader tries to do all his /her interests and efforts to get general comprehension of the text .This later can be completed through making a relation between the reader and the text, so the reader makes a communication act with the text by taking prior knowledge that has already such as: applying reading skills and strategies, applying grammatical rules to perform language and also uses the information that are presented in the text to get comprehension of the text. Hedge (2000:188) shows

that the term "interactive" can be understood in two ways" *first, it describes a dynamic relationship with a text as the reader" struggles" to make sense of it (text), then the second interpretation refers to the interplay among various kinds of knowledge that a reader employs in moving through the text"*. The more reader makes a combination between his/her knowledge that he/she has already and the knowledge that presented in the text, the more comprehension is reached and achieved at the end. From this view, we can say that reading process is characterized as a way of communication between the reader and the text to attain understanding well.

1.6.2. Reading as a Purposeful Process

Reading is considered as a purposeful process in which the readers should have purposes behind his/her reading, since reading purposes can simplify the comprehension of the text. Therefore, reading purposes can simplify the needs of the students towards the text that they are reading to. Rivers and Temperly cited in Hedge (2000:195) have suggested many purposes of reading some of them are specific and the other ones are general; we summarize them in the following points:

- To get information.
- To respond to the topic.
- To perform tasks, for pleasure and enjoyment.
- To know what happen in the world.
- To find out when and where things are.

What is important, reading from this interpretation is a purposeful process. This means that the reader is organizing his /her reading in several ways before going to read to achieve general comprehension in direct and clear ways.

1.6.3. Reading as a Critical process

Reading is viewed as a critical process in which the readers are able to recognize what the author means by his/her writing. This can be done through reading critically. For example, in the reading classroom, the teacher can lead students

read the text silently. After students have finished their reading each one of them understands the text from his/her points of view. In addition, there are differences in understanding the text so, these differences may open the discussions and judgments between the students towards the meaning of the text and this is what Alderson and Lyle (2005:07) have called it levels of understanding. However critical students always read the lines, between the lines and outside the lines. Gray cited in Hedge (2000:197) asserts that in critical reading "*texts are constructed in certain ways by the writers in order to shape the perception readers towards acceptance of underlying ideology of the text*". Lastly, we can say that critical reading can help students have their own understanding of the text which would facilitate the comprehension process.

From the characteristics presented above, we conclude that reading is a complete comprehensible process that involves the interaction, the purposeful and the critical features which made the understanding of the text more simplified and clear for the reader to obtain. For doing that, students tried to relate reading with the other skills (listening, speaking and writing) in good manner to get comprehension, and this is the reality of reading process.

1.7. Conclusion

In this chapter, we have examined the reading skill by providing different author's definitions, and we have discussed some related points such as: features of reading, reading and the other skills (listening, speaking and writing), types of reading especially extensive, intensive, respective, interactive, and its purposes. To sum up, we can say that reading in EFL classes is an important thing that students should do as much as they can, since it describes how students achieve, grow, engage, motivate and communicate till they become good language readers. This can be done through the help of the teacher in their learning. So in the next chapter, we are going to talk about reading difficulties by demonstrating its different types and causes which lead to it.

2.1. Introduction

Teaching reading is an important thing that teachers do with their students in the classroom. This indicates that within the classroom there are several roles that both teachers and students need to do to create real learning and also for better achievement and development. However, you should keep in ones mind that teaching reading is not an easy activity which depends more on the preparation and the organization of the information of teacher inside or outside the classroom to avoid any difficulties or problems that Foreign Language Learners may face. In recent times, researchers in the field of Teaching and Learning have discovered that FLL learners encountered several difficulties in reading these difficulties may be due to several causes. That is why we shed light on the importance of teaching reading. So we devote this chapter to present six parts: Reading Difficulties, Types of Reading Difficulties, Improving Students Reading Difficulties, Reading Strategies, Benefits of Reading Strategies and Characteristics of Good Language Reader.

2.2. The Reading Difficulties

It is clear that learning to read is a gradual process that takes a long period of time until a person becomes able to read a range of text and understand it .Teachers take this role during teaching, for that researchers and teachers in this field stressed that during this period of learning to read students faced many difficulties that hinder their achievement and their development.By time, these difficulties will be reduced. Wood.W (2001:29) states that *"reading is a very complex process and that this reason is not surprising to find students encounter problems in learning to read "*.To explain these difficulties more we find that there are many causes that led these difficulties to occur. Some of these

difficulties are related to the student's background knowledge, the other ones are related to the way of teaching, others are related to the learning environment and the other ones are possibly related to the role of the teacher in the classroom and the last one towards negative language transfer.

2.3. Types of Reading Difficulties

According to Wood.W(2001:29)(see also in Wallace (1992:05) there are seven major reading difficulties that may students encounter in reading such as: Decoding, Comprehension, Language, Topic Genre, Fluency and Negative Expectation and Fluency we describe them as follows:

2.3.1. Decoding Difficulty

Before going to describe decoding difficulty we should first define the term "decoding". Vacca, et al (2000:27) have asserted that "*decoding process is based on learners attention by which he/she break down a word into individual phonemes and recognition based those phonemes*". That is to say, decoding process is the reader ability to make a combination between sounds that represent letters. However, researchers in this field have argued that students encounter difficulties to make a relationship between sounds and letters to get the right meaning. Wood.W (2001:31) states that "*failing readers with poor phonemic awareness are much less likely to discover letter-sound relationship*". Students with this type of difficulty cannot progress better because decoding process is an essential part in learning to read that take a long period of time and this is what researchers called "Bottom-up" model difficulty. Wallace (1992:9) states that "*students with this difficulty cannot initially make necessary connection between the language they hear and the language they see print*". To explain this more take this example: the word "danger" is written like this but it pronounced like this: /dangə/, so students find difficulty to combine and integrate what they hear (sounds) to what they observe (letters, words in the text) to get the meaning .another position, one sounds represented by two consonants letters for example: the/ sh/ in ship, the/ ch/ in chop. In addition, In English language there

many words which have the same pronunciation but different meaning may also make this type of difficulty for example : the words "right", "rite", "writer". These three words shared the same pronunciation but have different meanings for that Stubbs (1992:10) claims that *"phonetically similar but visually different are usually semantically distinct"*. At the end, we can summarize the decoding problem in some points which are: trouble to decode sounds and letter relationships, confusion between sounds and letters, weak phonic skill. Students with decoding difficulty are not experienced and they are poor readers because they fail to connect sounds with their letters.

2.3.2. Comprehension Difficulty

Clearly, when we speak about comprehension we mean the way in which the words are related to get sentences and sentences with each other in terms of form, meaning, function to get the comprehension, so comprehension relies on the ability to recognize sounds and letters relationships that are represented in the words and also the ability to interact with the text Wallace (1992:14) states that *"readers are helped in their interpretation of text both by their knowledge of the principles of words formation and by their ability to attribute an appropriate function of texts"*. However, students have problems to comprehend the text because they are not able to decode sounds and letters relationships and also they are not able to communicate with the text and this is what Wood (2001:31) called it *"word-recognition"* and *"text processing difficulties"*. He states that *"whereas good language readers become fast and accurate at recognizing words without context, poor readers often remain dependent on text"*. Moreover, Michel, et al (2007:80) has argued that *"comprehension fails not because of overreliance on decoding, but because decoding skills are not developed enough"*. This kind of difficulty occurs due to the lack of the decoding process and also due to the lack of practicing reading and the ways of how to communicate with the text that the teacher had taught during learning. We can summarize comprehension difficulty in some points: trouble decoding, confusion about the meaning of words and sentences, inability to connect sentences with each other (the use of cohesive and coherent markers),

problems to make the difference between important ideas from less important ones lack of reading strategies. Students with comprehension difficulty seem to be poor readers in terms of lack decoding process also lack reading strategies.

2.3.3. Language Difficulty

It is so obvious that any language is made up of structures. These structures involved (letters, words, clauses, sentences...) .If the text contains long sentences and unknown words it seems to be difficult by students to understand the general idea. In addition, this type of difficulty occurs because students have back ground problems especially in their memories. They find problems to remember what they have been read. This difficulty deals with both decoding and comprehension difficulties. They do not able to remember and review the ideas that presented in the text. This lack of ability is called (dyslexia). Wood.W (2001:35) states that Dyslexia is one of several distinct learning disabilities. It is a specific language based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflect insufficient phonological processing. In addition to, problems with reading are problem acquiring proficiency in writing and spelling. This indicates that dyslexia difficulty deals with words, so students cannot decode words because they have problems of phonological processing and also in comprehension. In general, there are several points which create the language difficulty first, they have limited vocabulary. Second, they have trouble to remember or summarize what they read. Then, they have lack of phonological awareness. The next is inability to discover how language is build and related also, they do not able to connect what they read to their prior knowledge, they do not apply reading strategies, they have weak listening comprehension, and they have slow working memories and in ability to recognize what the text speak.

2.3.4. Topic Genre Difficulty

In certain times and when students dealing with new topics which they are not familiar with, they feel that the topics are not suitable and appropriate to deal

with. This sense may be occurring due to the lack of engagement with the topics, so the reading difficulty might take place. Harmer (2001:205) points that *"many receptive skills activities prove less successful than anticipated because the topic is not appropriate or because students are not familiar with the genre they dealing with"*

2.3.5. Negative Expectation Difficulty

When students have low level in reading, they are demotivated to read. They feel that they are not going to read better and comprehend what the text is spoken about. Moreover, they always feel that the reading activity is too difficult. They always have bad attitude toward reading, since they fail to read and comprehend effectively. Harmer (2001:208) states that *"such attitudes, where they exist, are often due to previous unhappy or unsuccessful experience, if in the past, students have been given reading texts which are too difficult for them, that will color their view of the process"*.

2.3.6. Fluency Difficulty

Good language reader is characterized as a fluent reader in which he/she reads the text rapidly with a great attention to the intonation and punctuation. However, many students face difficult to read fluency. They read several words without any attention to its rhyme and intonation. They do not able to read orally with speed. But Students with this type of difficulty cannot achieve and develop better because there have a great difficulty to decode sounds and letters relationship, also they lack of practicing aloud reading and also they have difficulty in language and metalinguistic rules. Micheal,etal(2007:83) have stated:

Non fluent reader can find reading punishment. They may be so unmotivated to read that they do not choose to read and, therefore, do not enjoy the benefits of reading such as increased vocabulary and fluency. This is a vicious cycle that can result in a trajectory of poor achievement that is difficult to reverse.

2.4.Improving Students Reading Difficulties

During the period of learning to read, students face many difficulties but the most important thing is how to improve these difficulties? Vacca,etal(2000:23) (see also in wood.W(2001:7) have suggested that there are several significant of awareness that readers need for better development and achievement also the teacher can plan tasks and activities that help students to solve these difficulties. Teachers can help their students to resolve their reading difficulties in a variety of ways which are: phonological awareness, syntactical awareness , extensive reading, choose the right topics, create the interest, testing and teaching, manufacturing the success and agreeing on a purpose.

2.4.1. Phonological Awareness

It is away that the teacher provides to his /her students in order to help them to read better. It is considered as a first part that the teacher does with the students in learning. Michael, etal (2007:49) have stated that:

Phonological awareness refers to the conscious understanding andknowledge that is made up of sounds. Most important is phonemic awareness, the insight that words consist of separated sounds or phonemes and subsequent ability to manipulate these individual sounds units.

The teachers can make his/her students phonologically awareness's through leading them read aloud, creating activities and games that reinforce and motivate students to recognize rhyme, intonations and the right pronunciation for example (fat, cat that what), being able to break down words into individual phonemes and decoding them to get the right meaning and being able to identify initial sounds to make the right stress.

2.4.2. Syntactical Awareness

Teachers can make his/ her students syntactically aware by leading them to make guesses of the functional use of words, vocabulary, words meaning, Hedge (2001:193) maintains that *"a major strategy in helping students to build*

vocabulary for reading is to encourage them to develop strategies for guessing word meaning from contextual clues and back ground knowledge".

2.4.3. Extensive Reading

Teachers can help students to resolve their reading difficulties by motivating them to read extensively not rely on what the teacher has done in the class room, since extensive students may serve students to develop and promote their language, so extensive reading may lead students to benefit from what they read .The more students read; the more they acquire language. In addition, extensive reading has many goals first of all, extensive reading may enable students to read without stopping continually .Secondly, can help them to recognize a range of words easily .Thirdly, to improve their language.

2.4.4. Authenticity

Learning materials and learning aids are necessary and helpful procedures that lead students read and learn better. Learning materials are any learning sources that derived from native speakers which make language more natural and simplified to foreign language learners. Therefore, learning aids may let students exposed to native language in materialistic ways. It is motivated means to learn a language. Harmer (2001:205) emphasizes that: Authentic material is language where used by native used by native or competent speakers. This is what our students encounter in real life if they come into contact with a target language speaker, and precisely because it is authentic, it is unlikely to be simplified, spoken slowly, or to be full of simplistic contents.

2.4.5. Choose the Right Topics

Teachers should take into his /her consideration that the selection of the topics to deal with are an important thing in learning. Appropriate topics may encourage students to talk and discuss the things that are interested, so suitable topics can create students interest to read and learn. Also, teachers should care when picking out the topics because the variation of topics can made all the students talk, so the

interested became overall. Harmer (2001:206) asserts that *"teachers need to include a variety of topics across a series of lessons so that all out students interests will created for in the end"*.

2.4.6. Create Interest

Teachers can make his /her students care about the topics by showing them pictures, asking them to make guesses of the meaning of the text and apply reading strategies such as : predicting ,previewing ,scanning ,skimming and summarizing .All of these strategies can help students to read and communicate, so the interested of the topics are created. Also, the teachers may create the interests of the topics by activating the prior knowledge through asking the students questions before, while and after reading to direct their reading.

2.4.7. Testing and teaching in certain times

teachers can ask his/her students questions about the text before starting to read such as (what, when, where, how many and how often) in order to check if they are comprehend or not, so teachers do that in order to make his/her students good readers . In addition, teachers can design tests to evaluate each one of his/her students, so test is best tool in learning, since it evaluates students' performance.

2.4.8. Manufacturing Success

Teachers can make their students' success in reading by encouraging them to have purposes behind their reading, since reading purposes are a good thing in learning that lead students to achieve comprehension successfully. So effective reading can occur through having purposes that lead students achieve the comprehension in a good manner. Harmer (2001:208) points that *"by getting the level of challenge right (in terms of language, text and tasks).we can ensure that students are successful by giving students a clear and achievable purpose, we can help them to achieve that purpose"*.

2.4.9. Agreeing on a Purpose

It is important for the teacher to make his/her students aware and conscious of reading purposes. However, the most important thing is how to make them agree on both purposes of reading general and specific, since both of them (general and specific) can let students communicate with the text easily. Through reading lectures, teacher can emphasize to his/her students to select the way of how they are going to deal with the text because if students know their reading purpose, they will achieve and learn better. Harmer(2001:208) states that *"if students understand the purposes they have a better chance of knowing how well they have achieved it"* We conclude that, students over the world encountered difficulties in reading, but the most important thing is how to resolve these problems, since effective readers during their reading face many problems but by time these troubles reduced clearly due to the consciousness and awareness that they made to resolve these difficulties. Consequently, students' awareness can be having via their teachers and throughout reading lectures that require for students more attention and concentration to avoid these types of reading difficulties and problems.

2.5. Reading Strategies

Good language reader is a strategic person. This means that he/she is able to go back to his/her skills that he/she has easily to get meaning of the text, so reading strategies and reading skills are an important thing that the reader should learn during learning. However, we should make a clear distinction between strategy and skill. Hudson (2007:106) see also in Grabe (2002:15) have proposed that the difference between strategy and skill is the reader control factor. This means that the skill is practiced over controlled of the reader (unconscious). While, strategy is practiced with the control of the reader (conscious). Hudson (2007:106) states that *"skills are applied to text unconsciously for many reasons including expertise, repeated practice. In contrast, strategy is actions selected deliberately to achieve particular goal"*. Yet, strategies are viewed as behaviors, actions, procedures or techniques that provided by the teacher to help and encourage his/her students to interact with the text. Michael,etal (2007:85)(see also in

Mickulecky and Jeffries (2004:260)see also in Decohn (2007:33)) have brought a range of reading strategies that effective reader uses to comprehend the text before, while and after reading. We mentioned as follows:

1. Observes the title.
2. Identifies Author's Name, Source.
3. Observes the Subtitle.
4. Sees photographs, drawing that are provided.
5. Determines the key Words to look for.
6. Looks Quickly to their Meaning.
7. Reads the Words around their Context.
8. Drawing Inferences.
9. Identifying the Style of Printed Language.
10. Reads the Introduction to Identify the Topic.
11. Reads the First Sentence of each Paragraph.
12. Discovers Topics to Them.
13. Understanding the Main Ideas.
14. Identifying Patterns of Organization (cause/effect, comparison/ contrast, problem solution, Agreement, Description, Classification Type of Texts).
15. Skimming.
16. Scanning the interested information.
17. Brings Prior Knowledge.
18. Combines the information presented in the text and prior knowledge.
19. Generating and answering questions.
20. Visualising (forming mental pictures in your head as you read).
21. Summarizing the main ideas.
22. Synthesizing (Drawing the key ideas from several sources of information).
23. Evaluating by making judgment about what has been read.
24. Using the Metacognitive skills to monitor comprehension.

Reading strategies and reading skills play an important role for the period during learning, because they distinguish well from poor reader. Effective reader selects

the appropriate skill and strategy to achieve comprehension. This means that reading strategies have many benefits.

2.6. Benefits of Reading Strategies

The primary role that the teacher needs to do in the class room is to observe how his/her students' progress in their learning. Also, he/ she needs to encourage his /her students to become good language readers, so the teacher brings sets of strategies that best taught explicitly during learning. Moreover, when students become aware and conscious about these strategies they learn effectively,

so reading strategies is an essential thing in learning because students who are learning reading strategies are encouraged than those who are not learn. Wallace (1992: 5). Researchers in this field have anticipated that readers who are not aware of reading strategies are poor and have less chance in reading. Kletzien and Pressly cited in Aebresold and Field (1997:110) have designated that *"Poor readers are less likely than good readers to question their guess about the meaning of reading, and are less likely to recognize evidence that contradict their guess"*. According to Hudson (2007:105) strategies are important which serve us in three ways in language, learning and communication. He states that strategies are *"Procedures used in learning, thinking which serve as a way of reaching goal in learning language, learning strategies and communication strategies"*. Moreover, according to Rubin cited in Hedge (2000:77) strategies can regulate learning problems in general and reading difficulties in particular. He defines learners' strategies as *"any set of operations, steps, plans, routines to facilitate the learning storage, retrieval and use of information... that is, what learners do to learn and do to regulate their learning"*

At the end, we can say that active readers are always benefit from learning strategies in general and reading strategies in particular, since strategies are considered as tools used in learning, language and communication activities that simplify things and learning to occur also to solve learning problems. In addition to, effective learning is take place through the learner's consciousness and awareness of applying appropriate reading strategies that best be taught explicitly during learning, so strategies of reading are needed for real learning not inside the

class room but also outside the classroom setting to get comprehension successfully and communicate in ending goals .

2.7. Characteristics of Good Language Reader

There are several features of good language reader who understands reading as a complex process which effective readers need to do in order to get comprehension effectively. So good language readers always use their skills in a good manner when they read and also they are always aware of their reading and this is what researchers called it the metacognition awareness. Hedge (2000:192) affirms that *"good language readers recognize, and decode quickly and accurately, words grammatical structure, and other linguistic features, and are aware of the process as they engage in this"*. For many linguists, for example Wallace (1992:95) good language reader *"is the one who has the ability to use the metacognitive skills effectively"*. Grabe (2009:14) has described good language reader as: fluent, efficient, comprehensible, interactive, flexible, purposeful, evaluative, learning, linguistic and strategic person. We define these terms as follows:

2.7.1. Fluent

The term fluent indicates that good language reader is a rapid person in which he/she reads the text; book quickly with a great attention to its intonation, pronunciation and rhyme. Hedge (2000:192) states *"a fluent reader has a good knowledge of language structure and can recognize a wide range of vocabulary automatically"*.

2.7.2. Efficient

Good language reader is always making a connection between his/her receptive (reading and listening) and productive (speaking and writing) skills in a good way to comprehend the text effectively.

2.7.3. Comprehensible

Good language reader is a comprehensible person in which he/she reads the text many times to understand what the writer intends to convey, so he/she interpret the text. Micheal, etal(2007:87)states that *"comprehension require more than the extraction of meaning from the author's message, it is generally understood that a reader must read and interpret text"*.

2.7.4. Interactive

Hedge suggests that the term "interactive" is used to describe good language reader who communicates with the text effectively as a result of applying a range of reading strategies that lead students to obtain the comprehension. Hedge (2000:188) offers that this term can be used in two ways: the first one describes the relationship between the reader and the text and this is what good man (called it psycholinguistic guessing, so good language reader interacts with the text by making a combination or balance between his/her prior knowledge and the one that presented in the text in order to interact effectively.

2.7.5. Flexible

Before good language reader comes to read the text. He /she should retain the purposes and goals with each other to find the overall comprehension, since the purposes or decisions which students have before coming to read is a good thing for them to be more conscious of their reading, so comprehension are attained clearly without difficulty.

2.7.6. Learning

A learning person means that good language reader is still learning from the text by the activities that he/she has done but he/she cannot think that reading ability is mastered and there is no need to read. In contrast to that, each text is considered by

him/her as a learning activity that a person learns from to express that he/she is still learning. Grabe (2009:15) asserts that *"fluent reader making reading as a learning process and each time evaluate the process"*.

2.7.7. Critical

The term critical demonstrates that good language reader makes a careful analysis of the text by reading the lines, reading between the lines, and reading beyond the lines. when we define these terms we can say that good language reader reads the line that refers to the explicit meaning and the second one refers to implicit meaning and the third one is refers to critical evaluation of the text. This evaluation should be occurred with a great awareness to get what the writer means.

2.7.8. Linguistic

Good language reader is always aware of the language structure (i-e letter, words, and phrases) that makes his/ her prior knowledge which plays an important role in processing reading comprehension. Smith quoted in Vacca,etal (2000:27)states that *"the more already know, the less you need to find out"*.

2.7.9. Strategic

Good language reader usually knows when he/she reads and what to read. He/she provides a set of strategies and skills that already have to build and monitor comprehension. There are many reading strategies that good language reader uses while he/she reads such as cognitive; communicative and metacognitive strategies. Aebresold and Field (1997: 50) claimed that *"strategic person is the one who select key information, Organizes and mantel summarizes and monitors comprehension"*.Moreover; good language reader is able to use his/ her metacognitive skills effectively. Metacognitive knowledge means that the readers have knowledge about cognition. Aebresold and Field (1997:56) have affirmed that *"Meta means after the behind and cognition means the act or process of knowing or perception. Thus, met is understanding what is behind,*

what is supports or informs, reader's knowledge perception". In this explanation, metacognition skills involve several elements: First, the readers are able to recognize the patterns and organization of the text directly. Second, good language reader is identifying the important elements that presents in the text quickly through applying a range of reading strategies such as: skimming scanning, predicting, previewing. Furthermore, good language reader is able to adjust the reading strategies rapidly to get comprehension. Also, good language reader is using the context to avoid misunderstanding of such elements which help them to find what they need. All these terms are the characteristics of good language reader who able to comprehend and interact successfully with the text. Cummins cited in Alderson and Lyle (2005:24) concise these characteristics on one term which is: "proficient language reader" or "knowledge language reader" who usually has the ability to connect the skills and communicate with others in a good manner.

2.8. Conclusion

In this chapter, we focused on the reading difficulties. First of all, we suggested some causes of reading difficulties. Then, we classified reading difficulties into six types: decoding, comprehension, topic genre, language, negative expectations; and fluency difficulties. After that, we suggested some points that help students improve their reading difficulties in addition to some reading strategies and their benefits. And at the end, we proposed some characteristics of good language reader. From this study, we can say that students reading difficulties differ from one student to another, it depends on the student's background knowledge towards the target language. Moreover, we found that there are several causes that lead students to encounter these types of reading difficulties such as: The role of the teacher in the classroom, the way of teaching, negative transfer and the other one are related to the learning environment. In the next chapter; we are going to explore more the reading difficulties that may students encounter by administering a questionnaire for both teachers and students which help us to

investigate more the major reading difficulties that are encountered by students in reading.

Introduction

This study attempts to discover the major reading difficulties that are encountered by third year students at Boucif Khater secondary school. It is administered to high school English language teachers. In this section we are going to analyze and show the general results of our questionnaire after that we are going to suggest some recommendations for teachers in order to raise their awareness in reading.

1-The Aim of the Questionnaire

Teacher's questionnaire aims at discovering the main reading difficulties that are encountered by third year students of the secondary school which hinder their achievements and developments to occur. Moreover, this study attempts to investigate the major causes which lead reading difficulties to occur. Also it attempts to suggest some recommendations for teachers to raise their awareness in reading and reading difficulties in particular.

2-Description of Teachers' Questionnaire

Teachers' questionnaire is designed to explore the main reading difficulties that third year students faced. It is designed to five (05) English language teachers of the secondary school. The questionnaire consists of both open ended questions

and close ended ones which involve Yes/No answers and selected items .It is divided into three sections.

- **Section One:** This section includes questions about teachers from (1to 4) which aim to gather general information about teachers such as: length of teaching experience, teacher’s qualifications, attending training programs.
- **Section Two:**This section includes questionsfrom(5 to 15) which attempt to investigate the participants about their opinions towards reading skill such as: the importance of reading, the necessity to teach reading, reading strategies,the purposes of reading strategies,characteristics of good language readers,the role of the teacher in the reading classroom.
- **Section Three:** This section includes questions from (16 to20) which investigate the major reading difficulties that may student’s encounter which hinder their achievements and developments to occur.

3-The Analysis of Teacher's Questionnaire

- **Section one: General Information**

Item1: Length of Teaching Experience

<i>Teaching Experience</i>	<i>N</i>	<i>%</i>
<i>0-3</i>	<i>2</i>	<i>40</i>
<i>3-7</i>	<i>1</i>	<i>20</i>
<i>7-13</i>	<i>2</i>	<i>40</i>

Table (1): Teaching Experience

Table (1) appears that the half of the teachers at high school (40%) have an experience less than five years. Whereas, the other participants (40%) claimed that they have an experience more than ten years. And onlyone teacher (20%) who said that he/she has a teaching experience between (3-7)

years. This indicates that the teacher's experience in teaching is short and insufficient to become experienced teachers and have positive beliefs in teaching.

- **Item2: Teacher's Qualifications**

A-License

B-Magister

C-Doctorate

<i>Qualificatio n</i>	<i>License</i>	<i>Master</i>	<i>Doctorate</i>	<i>No answer</i>
<i>N</i>	3	2	00	00
<i>%</i>	60	40	00	00

Table (2): Teachers' Qualification

From table two (02) we notice that the majority of our participants (60%) of the high school teachers have the license degree. This indicates that they are qualified enough to facilitate the process of language learning among the learners. On the other hand, we find about (40%) said that they have master degree this means that they are beginners in teaching, and no one has doctorate degree.

Item3: Have you ever attended any training program?

A- Yes

B-No

<i>Teacher's attending training program</i>	<i>Yes</i>	<i>No answer</i>
<i>N</i>	<i>5</i>	<i>00</i>
<i>%</i>	<i>100</i>	<i>00</i>

Table (03): Teacher's Attending Training Program

The rate (100 %) of the participants answered "yes "we attend any training program. From this fact; we can say that our participants are searching to acquire new knowledge from the training programs that the other teachers attend such as: Seminars, Coordination sessions and Conferences which lead them to know more about the teaching and learning process how they occur.

Item4: If Yes, When and Where?

From table three, we notice that the majority of our participants are attending training programs. They said that they attend seminars with different inspectors, in addition to conferences. From these proofs; we can say that our participants' acquiring and learning are limited in their country. However, effective teacher should attend training programs inside and outside his/her country in order to improve his/her knowledge to be good.

• Section Two: The Reading Skill

Item5: What is the most important skill to develop student's language learning?

- a) Reading
- b) Listening
- c) Speaking
- d) Writing

<i>The Important Skill(s)</i>	<i>A+B</i>	<i>C+D</i>	<i>No answer</i>
<i>N</i>	3	2	00
<i>%</i>	60	40	00

Table (04): The Most Important Skill

Table five (05) demonstrates that the majority of our participants argued that the most important skill(s) to develop student's language learning are reading and listening (60%). Whereas the other participants (40%) said that the most important skill(s) to develop student's language learning are speaking and writing. From the participants' claim we can notice that they are focusing on the importance of the receptive skills (reading & listening) while they are ignoring the productive skills (speaking & writing) this may be due to their own experiences (attitudes) in teaching and learning, since they think that the receptive skills are the first thing that learners should acquire in order to learn a foreign language.

Item6: Is it necessary to teach reading?

A-Yes

B- No

<i>The Importance of Teaching Reading</i>	<i>Yes</i>	<i>No answer</i>
<i>N</i>	5	00
<i>%</i>	100	00

Table (5): Teaching Reading Skill.

(100%) of the participants advocated that reading skill is necessary to be taught, since reading skill may lead students to acquire and learn a foreign language effectively. The more students read, the more they learn and acquire the language successfully. This leads to say that our participants are aware of the importance of teaching reading to EFL learners. The teachers' awareness of the importance of reading may affect the students' learning because if the teachers always urge students to read as much as possible consequently their reading and learning abilities will be more developed to learn a new language.

Item7: Do you have reading in your syllabus?

A-Yes

B- No

<i>The Involvement of Reading in Your Syllabus.</i>	<i>Yes</i>	<i>No answer</i>
<i>N</i>	<i>5</i>	<i>00</i>
<i>%</i>	<i>100</i>	<i>00</i>

Table (06): The Involvement of Reading in the Syllabus.

Table (07) indicates that the majority of our participant's (100%) said that they have reading in their syllabus. The results we obtained indicates that it is so important to involve reading in any language that students learn, since reading is included in all modules of learning this may lead students to lean and know more about language and also how communication activities are carried out.

Item8: in your opinion, what types of reading students should do?

- a) Intensive Reading
- b) Extensive Reading
- c) Interactive Reading
- d) Loud Reading
- e) Silent Reading
- f) All of Them

<i>Types of Reading</i>	<i>Intensive Reading</i>	<i>Extensive Reading</i>	<i>Interactive Reading</i>	<i>Loud Reading</i>	<i>Silent Reading</i>	<i>All of Them</i>

g						
<i>N</i>	<i>1</i>	<i>00</i>	<i>00</i>	<i>00</i>	<i>1</i>	<i>3</i>
<i>%</i>	<i>20</i>	<i>00</i>	<i>00</i>	<i>00</i>	<i>20</i>	<i>60</i>

Table (07): Types of reading that students should do.

Table (08) appears different kinds of reading that students should do in order to develop their language learning. We found that the majority of our participants focused more on all of the types of reading (60%). Whereas one participant (20%) said that students should practice intensive reading in order to learn a foreign language. However, one teacher claimed that students should practice silent reading (20%). From these facts, we can say that teachers believe that all kinds of reading are important for learners during their learning process, since all of them lead to an effective learning of a foreign language. Also many researchers consider the different types of reading as a basic thing that students should do in order to develop their abilities in a good manner. In addition to that, learners will be able to read in the target language easily without any harm and also may enable them to improve their recognition of words, vocabulary when they see them.

Item9: According to you, what are the purposes behind teaching reading strategies?

(100%) of the participants answered this question, since they are satisfied that students can benefit from teaching them reading types and strategies. We notice that the participants' answers lead to the same purposes. We can classify them in one list as follow: to enrich their knowledge, to develop their metacognition, to build their language competencies, to develop their reading skills and training them to use reading strategies, to enrich student's lexical repertoire, cultural insight, enhance students' critical thinking, developing pronunciation and phonics (the relationship between sounds and letters), to improve students oral proficiency, to improve students style of writing, it affects all the other skills(listening speaking and writing), to familiarize students with different

reading discourses , let them to extract the meaning from the text and to interact effectively. From these results that we obtained, we can say that our participants are aware enough about the purposes behind teaching reading types and strategies, since their answers tell us that they apply these purposes in their classroom with their students.

Item10: According to you, what are the characteristics of good language readers?

Out of five participants, only three (03) of them (60%) answered this question. They give us a group of adjectives and expressions that show us the characteristics of good language readers. We categorize them in one list which are: aware of reading strategies , aware of the different types of reading ,aware of reading purposes, interested and motivated ,able to decide the right strategy, it is the one who easily and systematically get the general meaning of a text with special details, attention to detail information, fast reader, this can appear in his /her writing as well as in their fluency and accuracy in speech, have rich vocabulary , read between lines ,good critical thinkers, judicious use of dictionary good spellers, communicative, authenticity , hopeful (have ambitions), purposeful, sensitive . From these points that are mentioned above, we can say that our participants are conscious of the characteristics of good language reader because they show us nearly the main features of what good readers should have. Teacher's awareness of the features of good language readers may help students to learn and develop well, since these characteristics are considered as evaluation of students' ability to the target language.

Item11: How do you plan for reading tasks?

Unfortunately, (80%) of the participants answered this question. They give us some steps which show that they plan for reading tasks. We classified these steps in one list as follows: specifying the objective, asking comprehension questions, doing language activities, making critical thinking activities ,providing students with some texts such as episodes of story ,doing

silent reading then listening to them reading aloud then discussing the content through answering some comprehension questions, selecting appropriate texts according to student's level and knowledge , determining the purpose of reading , dividing long texts into short passages to make use of them and facilitate student's comprehension.Planning for the reading tasks depends on the type and the objective of the task and also it depends on the nature of the course itself .According to the results that we obtained, we can say that planning for the reading tasks is not an easy act for the teachers to do, since designing reading tasks depends more on the way of choosing the appropriate topics to deal with by paying attention to the students' level in learning and prior knowledge which make the reading activities more simplified, and the students' reading difficulties may be reduced. Moreover, these results show that teacher's preparation for the daily lessons should include a variety of activities that lead all the students to participate using their knowledge.We conclude that our participants are aware of how to plan the reading tasks (each reading task need a particular plan). Only one teacher (20%) did not answer this question.

Item12: Do you follow particular models in teaching reading?

A-Yes

B-No

<i>Following Particular Models in Reading</i>	<i>Yes</i>	<i>No</i>	<i>No Answer</i>
<i>N</i>	<i>1</i>	<i>4</i>	<i>00</i>
<i>%</i>	<i>20</i>	<i>80</i>	<i>00</i>

Table (12): Following Particular Models in Teaching Reading.

From table (12) we notice that the majority of our participants (80%) said "No" we do not follow particular models in reading. Whereas, we found that there is one participant (20%) claimed that he/she follows particular models. From these facts, we can say that our participants are teaching reading in natural ways.

Item13: If yes which one?

From the results that we obtained in table (12) we found that only one teacher (20%) who claimed that he/she follows a particular model in reading. He/she stated that he/she uses grammar in short stories or small dialogues, like that learners deal with grammar and read in the same time. From this fact, we can say that our participants did not pay attention to the importance of following particular models in teaching reading, since reading models is an attempt to explain how the knowledge in the written texts is interpreted into meaning in order to get comprehension. This is because he/she really practices this model in his/her classroom. Whereas, the other participants claimed that they did not follow particular models in teaching reading.

Item14: The primary role of the teacher is to explain reading models?

A-Yes B-No

<i>The Role of the Teacher in the Reading Classroom</i>	<i>Yes</i>	<i>No</i>	<i>No answer</i>
<i>N</i>	<i>4</i>	<i>1</i>	<i>00</i>
<i>%</i>	<i>80</i>	<i>20</i>	<i>00</i>

Table (14): The Role of the Teacher in the Reading Classroom

From table (14) we notice that the majority of our participants (80%) responded "Yes" the primary role of the teacher is to explain reading models. However, when we asked them in the previous question (Do you follow particular models in teaching reading?) The majority of them answered "No", only one teacher said "Yes". This indicates that their answers considered as unclear or may be due to do their lack of knowledge towards the reading models. Thus, it is impossible for them to know the primary role of the teacher in reading if they do not know first the reading models. In the other hand, we found that one teacher (20%) said "No" the role of the teacher in reading classroom is not to explain the reading models this because he/she thought that

the teacher has another role in the reading classroom (not to explain the reading models).

Item15: What are the reading strategies that you apply in the reading classroom?

All our participants answered this question (100%). We grouped their answers in form of a list as follows: Skimming, Scanning, predicting, previewing, note taking ,comparing and contrasting , applying the pre-reading, during and post- reading strategies depending on the task and task purpose , brainstorming, guessing , critical thinking, silent reading , reading aloud and find signal words. From these results, we can say that the majority of our participants did not mention all the strategies of reading. Each one gives us one reading strategy and one teacher stated all the reading strategies. As we know, strategies of reading are considered as a tool provided by teachers to their students in order to facilitate comprehension at first and communication act in general. Thus, knowing the reading strategies is an important thing in the teaching and learning process. In addition, there are different kinds of reading strategies such as: Scanning, Skimming, Previewing, Predicting... However, we found that our participants did not mention all the reading strategies because they are not aware about them.

• **Section Three: The Reading Difficulties**

Item16: in your point of view, what are the sources of difficulty that hinder you in teaching reading in the classroom? Is it because:

- a) The Large Number of Students in each Class
- b) Different Student's Background
- c) The Lack of Time
- d) The Lack of Resources
- e) The Lack Motivation
- f) The Lack of Teacher's Knowledge

<i>Sources of Difficulty</i>	<i>A+B+C</i>	<i>D+E+F</i>	<i>No answer</i>
<i>N</i>	<i>3</i>	<i>2</i>	<i>00</i>
<i>%</i>	<i>60</i>	<i>40</i>	<i>00</i>

Table (16): The Difficulties that Hinder the Teacher in Teaching Reading

Table (16) expresses the major difficulties that hinder teachers in teaching reading. The highest percentage (60%) claimed that the large number of students in each class, different student's background and the lack of time are the main sources of reading difficulties .Whereas; the other participants(20%) said that the lack of resources, the lack of motivation and the lack of teacher's knowledge are the sources of difficulties. From these facts, we can say that teacher's sources of reading difficulties are differing according to the teacher background knowledge in teaching. For this reason, teachers should face these types of reading difficulties and do not wait for these difficulties to become a big problem that affect both teachers and student's level in learning

Item17: Do you think that those resources of teacher's difficulties can affect student's language learning?

A-Yes

B-No

<i>The Affection of Teacher's Reading Difficulties</i>	<i>Ye s</i>	<i>N o</i>	<i>No Answer</i>
<i>N</i>	<i>5</i>	<i>00</i>	<i>00</i>
<i>%</i>	<i>10 0</i>	<i>00</i>	<i>00</i>

Table (17): The Affection of Teacher's Reading Difficulties on Student's Language Learning

Table (17) confirms that the majority of participants (100%) considered that the above resources of reading difficulties may affect student's language learning,

since they thought that the role of the teacher in the classroom affects student's learning and behavior. Thus teachers should pay attention to make students enhanced in learning and not affected by such circumstances.

Item18: What are the causes that prevent students to read effectively?

The highest proportion (100%) of the participants argued that there are several causes which prevent students to read effectively. We can classify them into one list as follows: they do not know the reading strategies, the purposes in most cases are not clear, they are not well planned, there is no assessment of their reading, reading is not a part of the exam, so they do not care about it, lack of interest, absence of reading courses in the syllabus, inability to restore vocabulary, no respect to the pronunciation, insufficient time, lack of motivation, fear of the teacher's behavior, low self-confidence, shyness and unawareness of the importance of reading skill in target language. From the results that we obtained; we can say that our participants are aware of their students' reading difficulties because they give the major causes that hinder students in reading to the target language. In addition to that, we can say that the causes of reading difficulties are differing from one student to another depending on their background knowledge in target language (there are smart or excellent students, average students and slow students). This classification depends on the student's ability in learning.

Item19: According to you, what are the major student's reading difficulties?

(100%) of the participants argued that there are several types of reading difficulties. They give us a group of expressions. We classify them into one list as follows: poor vocabulary, they do not master pronunciation, lack of competence in syntax, lack of knowledge of reading strategies; they are unable to make self-evaluation, lack of motivation, bad reading habits, and lack of interest and ignorance of punctuation during reading. These facts signify that the participants are aware of their students' reading difficulties because they

give us the main reading difficulties that we found in the theoretical part. As we know, researchers in the field of teaching and learning have classified reading difficulties into six types which are: decoding, the language of the text, the topics genre, comprehension, fluency and negative expectation of the students towards reading skill. This leads us to say that students reading difficulties occur due to several causes that we mention in previous question. Therefore, students should do their best to solve these types of reading difficulties.

Item20: In your view how can you help your students to improve their reading difficulties?

The highest proportion (100%) of the participants argued that students can improve their reading difficulties by the help of the teachers during all the phases of learning. Our participants' answers were different from one teacher to another, we organize them in one list as follows: to motivate them, to teach them reading models , to integrate reading in all curriculums of foreign languages such as “English” , to reduce the number of students in each class , to give them reading tasks ,to encourage them to read and give them feedback after , to encourage them to do extensive reading to have positive reinforcement for those who accomplish any reading task, providing them with immediate feedback , raising their awareness about the importance of reading , urging them to read as much as they can ,boost their self-esteem and self-confidence , help them visualize what they read and push them to use the dictionary. From these proofs, we can say that students can improve their reading difficulties but this can be done through bridging the gap between the teachers and their students, since without the help and the guidance of the teachers, students reading difficulties will increase and become a big problem. Thus students should work and learn more in order to improve their reading difficulties.

Introduction

This study attempts to discover the major reading difficulties that are encountered by third year students at BoucifKhater high school .We administered a questionnaire them. This study is designed specially to third year students because they have an important exam and they face difficulties in reading. In this section we are going to analyze and show the general results of our questionnaire, after that we are going to suggest some recommendations for students in order to raise their awareness in reading and reading difficulties.

1) The Aim of the Student's Questionnaire

This questionnaire aims at discovering the main reading difficulties that are encountered by third year students which hinder their achievements and developments to occur. In addition, this study attempts to investigate the major causes which lead reading difficulties to occur. Also it attempts to suggest some recommendations for students to raise their awareness in reading and reading difficulties in particular.

2) Description of Student's Questionnaire

Student's questionnaire is designed to explore the main reading difficulties that third year students may face. The questionnaire is designed to thirty (30) students of third year classes of BoucifKhater High school. The questionnaire consists of both open ended questions and close ended ones which involve Yes/No answers and selected items .It is divided into three sections.

- **Section One:** This section includes questions from (1 to 8) which aim to gather general information about students such as: Gender, age, stream, classification of the four skills, description of the L1 and L2 reading and the relationship between reading and the other skills.
- **Section Two:** This section includes questions from (9 to 11) which attempt to investigate the participants about their opinions towards reading skill such as: the importance of reading, the practice of reading

and the student's consideration of reading ability.

- **Section Three:** This section includes questions from (12 to 20) which investigate the major reading difficulties that students may encounter, which hinder their achievements and developments to occur.

3) Analysis of Student's Questionnaire

- **Section One:** General Information

Item1: Gender

A-Male

B-Female

<i>Gender</i>	<i>Participants</i>	<i>Percentage</i>
<i>Male</i>	8	26,66 %
<i>Female</i>	22	73,33 %

Table (1): Gender

Table (1) shows the number of third year students which is thirty (30), 22 of them are females (73, 33 %) and the other participants are 8males

(26, 66%). Moreover; when we observe the classroom atmosphere we find that it is generally females. In addition; when students are dealing with group work we see that males prefer to work with each other (males) and when their teachers sits them with females they are shy to work with them.

Item2: Age

<i>Age</i>	<i>18-19</i>	<i>19-20</i>	<i>20-21</i>
<i>Participants</i>	23	5	2
<i>Percentage</i>	76,66 %	16,66 %	6,66 %

Table (2): Age

As it is shown in table (2) most of third year students of the secondary school are aged between(18-19) (76, 66 %) because they are going to pass their

baccalaureate exam. This means that more than the half of the students are young and this age may influence their learning and acquiring a foreign language easily. However, (16, 66%) of our participants are aged between (19-20) when we find few of them (6, 66 %) are between (20 -21).

Item3: Stream

<i>Stream</i>	<i>Literary</i>	<i>Scientific</i>	<i>Technical</i>
<i>Participants</i>	7	23	00
<i>%</i>	23,33	76,66 %	00

Table (3): Stream

Table (3) shows that the majority of our participants (76, 66 %) belong to the scientific stream, and we have only (23, 66 %) of our students who are literary stream. However, no one from them is dealing with the technical stream.

Item4: Classify the following skills in terms of importance.

- a) Reading
- b) Listening
- c) Speaking
- d) Writing

<i>Classification</i>	<i>Reading</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>
<i>n</i>				
<i>N</i>	13	5	3	9
<i>%</i>	43,33	16,66	10	30

Table (4): Classification of the Skills in Terms of Importance

The obtained data reveals that the highest percentage (43, 33%) said that reading comes first then writing (30%), listening (16, 66%) and speaking (10%). This means that our participants give much importance to learn a foreign language by focusing on "reading", since they think that it is the first skill that students should acquire in learning then writing one. However, we find that they did not pay attention to the importance of the other skills (listening and

speaking) in learning a new language. These because they think that reading and writing are more important than the other ones (speaking and listening).

Item 5: How do you describe L1 reading?

- a) Very easy
- b) Easy
- c) Difficult
- d) **Very difficult**

<i>Student's Description of L1 Reading</i>	<i>Very Easy</i>	<i>Easy</i>	<i>Difficult</i>	<i>Very difficult</i>
<i>N</i>	3	21	4	2
<i>%</i>	10	70	13,33	6,66

Table (5): Student’s Description of L1 Reading

The above table shows students’ description of the L1 reading. The highest percentage (70 %) said that reading in L1 is an easy process and percentage (13, 33%) said that reading is difficult. Whereas, (10%) of the participants claimed that it is very easy and (6, 66%) of them said that reading is very difficult. These results show that the majority of the participants do not face difficulties when they read in their first language.

Item6: How do you describe L2 reading?

- A-Very Easy
- B-Easy
- C-Difficult
- D-Very difficult

<i>Student's Description of L2 Reading</i>	<i>Very Easy</i>	<i>Easy</i>	<i>Difficult</i>	<i>Very difficult</i>
<i>N</i>	00	5	18	7
<i>%</i>	00	16,66	60	23,33

Table (6): Student's Description of L2 Reading

Table (6) confirms that the majority of participants (60%) considered reading in L2 as a difficult act. Whereas, (23, 33%) assumed that reading in L2 is very difficult because they faced problems in reading a foreign language such as: decoding, comprehension, topics, fluency, language, negative expectation. However, few of our students (16, 66%) viewed reading in L2 as an easy task, may be they are brilliant in foreign languages.

Item7: How is reading related to other skills?

- a) Not related at all
- b) Fairly related
- c) Very related

<i>Reading and the other skills</i>	<i>Not related at all</i>	<i>Fairly related</i>	<i>Very related</i>
<i>N</i>	<i>00</i>	<i>6</i>	<i>24</i>
<i>%</i>	<i>00</i>	<i>20</i>	<i>80</i>

Table (7): The Relationship between Reading and other Skills.

The obtained data reveals the great awareness of students towards the relationship between reading and the other skills (listening ,speaking & writing).The highest percentage (80%) assumed that reading is very related to the other skills(listening, writing& speaking) .And (20%) of participants said that reading is fairly related to the previous skills. However, no one of our participants chose the first answer. From these results we can say that students should make a link between the four skills (reading, writing, listening & speaking) in order to get what they need from the text. Harmer (2001:204) asserts that "*the benefits of reading are echoed by the benefits of listening; the*

more students listen, the more language they acquire, and the better they get activities in general”.

Item8: Which of the following skill you think is strongly related to reading?

A-Listening

B-Speaking

C-Writing

<i>Skills</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>
<i>Participants</i>	3	8	19
<i>Percentage</i>	10	26,66	63,33

Table (8): The Skill(s) that Strongly Related to Reading

Table (8) shows that the majority of participants (63, 33%) considered writing skill as the most related one to reading. For instance, when students master reading skill they can develop their abilities in writing. Moreover, when students read more they write better, since reading may open for them a wide area to discuss things and write them. Also when they read more they learn new vocabularies, correct pronunciation, and discover new information towards a foreign language. Whereas, the other participants (26, 66%) thought that reading is related to speaking, since reading may enable them to speak and talk about what they read freely without any harm, and only (10%) of our participant claimed that reading is related to listening this means that when students read more, they can listen better to a foreign language. So reading enables them to listen and learn a language.

- **Section Two: The Reading Skill**

Item9: How is the important of reading in EFL classes?

- a) Not Important
- b) Fairly Important
- c) Important
- d) Very Important

<i>Importance</i>	<i>Not Important</i>	<i>Fairly Important</i>	<i>Important</i>	<i>Very Important</i>
<i>N</i>	00	5	7	18
<i>%</i>	00	16,66	23,33	60

Table (9): Student's View on the Importance of Reading in EFL Classes

The above table shows the students' different views towards the importance of reading in EFL learning at the secondary school (i.e reading is the basic thing in learning English language). The percentage (60%) of our participants stated that reading is very important in learning English language and (23, 33%) of them said that it is important. Whereas, a few number of students (16, 66%) said that it is fairly important and no one chose the first answer. These results reveal that students of third year at secondary school are aware of the importance of reading skill in EFL learning, since reading may enable them to use the four skills (listening, speaking, reading&writing) easily.

Item10: How often do you practice reading in class?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

<i>Students' Practice Of Reading</i>	<i>Always</i>	<i>Sometime</i>	<i>Rarely</i>	<i>Never</i>
<i>N</i>	4	19	7	00
<i>%</i>	13,33	63, 33	23,33	00

Table (10): Students' Attitudes towards Practicing Reading in Class.

The table above shows that the majority of students (63,33 %) said that sometimes we practice reading in class, this may be due to the lack of learning materials or lack of time that do not lead them to practice reading. A percentage of (23,33 %) said that they rarely learn or practice reading skill in class, when there is time or when it is necessary to do some activities. Whereas, (13, 33%) said that they always practice reading. All of these points lead us to say that the

lack of students' reading inside or outside the classroom may affect their development and achievement to learn English language.

Item11: How do you consider your reading ability?

A-Very Weak B-Weak

C-Average D-Very Good

<i>Student's Reading Ability</i>	Very Weak	Weak	Average	Very Good
<i>N</i>	<i>1</i>	<i>4</i>	<i>25</i>	<i>00</i>
<i>%</i>	<i>3,33</i>	<i>13,33</i>	<i>83,33</i>	<i>00</i>

Table (11): Student's Reading Ability

This table indicates that the highest proportion (83, 33%) said that their reading ability is in the average, and (13, 33%) said that their ability in reading is weak. Whereas; the percentage (3, 33%) claimed that they have a very weak level in reading. All these interpretations lead us to say that each one of our participants has his/her own ability in reading whether it is weak, very weak, in the average or very good. It depends on the degree of students' learning. In addition, what is important for them is to work more to develop their abilities not only in reading but all the skills, since reading ability may open a wide part to the other skills. Thus, extensive reading may enable them to learn effectively.

- **Section Three: Student's Reading Difficulties**

Item12: In which skill do you have difficulty more?

A-Reading

B-Listening

C-Speaking

D-Writing

<i>Difficulty</i>	<i>Reading</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>
<i>N</i>	<i>3</i>	<i>4</i>	<i>13</i>	<i>10</i>

<i>%</i>	<i>10</i>	<i>13,33</i>	<i>43,33</i>	<i>33,33</i>
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Table (12): Student's Difficulty Skill

The table above reveals that speaking (43, 33%) and writing (33, 33%) are considered by students as the most difficult skills. Whereas reading (10%) and listening (13, 33%) are considered to be less difficult than the above skills (speaking & writing). From these facts we can say that third year students considered productive skills (writing & speaking) as the most difficult skills. Whereas, they ignore the importance of receptive skills (reading & listening). In fact, in order to learn a foreign language student need to put in their minds that there is no difference between receptive and productive skills. All of them seem to be the basic of learning a new language.

Item13: In which skill do you have competence more?

A-Reading B-Listening C-Speaking D-Writing

<i>Competence</i>	<i>Reading</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>
<i>Participants</i>	<i>9</i>	<i>7</i>	<i>11</i>	<i>3</i>
<i>Percentage</i>	<i>30</i>	<i>23, 33</i>	<i>36, 66</i>	<i>10</i>

Table (13): Student's Competency Skill

The above table shows that our participants are competent in speaking (36, 66%) and reading (30 %). Whereas listening (23, 33%) and writing (10%) skills look like to be difficult for them. This signifies that third year students are competent more in speaking and reading this may be due to their practice of these skills inside or outside the classroom .While, listening and writing are considered to be difficult for them may be because they do not like to practice them.

Item14: Do you think that reading to L2 is difficult?

A-Yes

B-No

<i>Student's Consideration</i>	<i>Yes</i>	<i>No</i>
<i>N</i>	<i>17</i>	<i>13</i>
<i>%</i>	<i>56, 66</i>	<i>43, 33</i>

Table (14): The Consideration of L2 Reading

This table shows (56, 66%) of the participants answered that reading to L2 is difficult. This because they may encounter difficulties such as: fluency, language, comprehension, topic genre, negative expectations and decoding difficulties. Whereas (43, 33%) of them said that they have no difficulty in L2 reading. From these facts we can say that students' reading difficulties differ from one student to another. It depends on students learning ability towards the language and also the causes that hinder their achievements and developments to occur. For instance, there are different causes which prevent students to read and to get comprehension effectively such as: the role of the teacher, the learning environment, students background information, the way of teaching, negative transfer, unfamiliarity with the topics, the type of language, type of the text, ignoring purposes of reading, lack of motivation, lack of interest and low self-confidence. All these causes may create the reading difficulty. So for that reason, students consider reading to L2 as a difficult task.

Item 15: How often do you watch or listen to the native readers?

- a) A-Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

<i>Frequency</i>	<i>Always</i>	<i>Often</i>	<i>Sometime</i>	<i>Rarely</i>	<i>Never</i>
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			<i>s</i>		
<i>Participants</i>	2	8	15	4	1
<i>Percentage</i>	6,66	26,66	50 %	13,33	3,33

Table (15): Frequency of Watching or listening to the Native Readers

The above table shows that the highest percentage of students (50 %) said that they sometimes watch the native readers; this may be due to the difficulty in understanding that type of language. A percentage of (26, 66 %) said that they often watch and listen the native readers. Whereas (13, 33 %) of participants said that they rarely watch to native readers and (6, 66%) said that they always watch native readers. However, only one student (3, 33%) said that he never watch the native readers. From our participants' answers we can say that third year students do not always watch native readers because they may have difficulties to understand what native speakers say in terms of: pronunciation; speech rate, meaning; accent and vocabulary. From students' claim we can say that there are many difficulties that prevent students to watch or listen to the native readers but they should do it in order to see how they perform reading and language in general.

Item16: Which strategies do you use when you read?

A-Skimming B-Scanning C-Previewing D-Predicting

<i>Strategies</i>	<i>Skimming</i>	<i>Scanning</i>	<i>Previewing</i>	<i>Predicting</i>
<i>N</i>	11	9	4	6
<i>%</i>	36,66	30	13,33	20

Table (16): Students 'use of Reading Strategies

Table (16) shows us the strategies of reading that third year students applied in reading. We found that (36, 66%) of our participants are focusing on skimming and (30%) are focusing on scanning. Whereas, the other strategies of reading are less useful by students as previewing(13, 33%), and predicting

(20%). This indicates that our students are aware of reading strategies that their teachers taught them which facilitate the reading comprehension and communication in general. Brown (2004:188) proposes a range of reading strategies that will help students to understand. He suggests that students should identify the purpose, apply spelling rules and conversation for bottom up decoding, use lexical analysis to determine meaning, guess the meaning when you are not sure, skim the text for the gist and for the main idea, scan the text for specific information, use silent reading technique for rapid process, use marginal notes, distinguish between literature and implied meaning and capitalize on discourse markers to process relations. So, reading strategies are tools which simplify learning in general not only reading. Moreover, students should benefit from reading strategies, since they give the learner more chance to learn and communicate. Hudson (2007:105) states that strategies are *"procedures used in learning, thinking which serve as a way of reaching goals in learning language, learning and communication strategies."* Reading strategies are considered as tools which help students to communicate and learn successfully.

Item17: What kind of reading do you practice in the classroom?

A-Extensive Reading

B-Intensive Reading

<i>Kinds of reading</i>	<i>Extensive Reading</i>	<i>Intensive Reading</i>
<i>Participants</i>	24	6
<i>Percentage</i>	80%	20%

Table (17): Kinds of Reading that Students Practice

Table (17) shows us the kinds of reading that third year students practiced. We found that our students at the secondary school are focusing more on intensive reading (80%). Whereas, the other participants are focusing on extensive reading (20%). We concluded that the majority of the students rely on one type of reading and forget the other one. In fact, learning a foreign language depends more on reading and researching (extensive and intensive reading) in order to

become good language readers in particular and good communicators in general. So they should rely on all types of reading, since all of them are techniques to develop students' abilities to communicate with natives. Brown (2004:188) claims: "*we consider a number of different types or genre of written texts, the components of reading ability*". From Brown interpretation, we can say that there are different kinds of reading that students should do in order to learn and improve their reading abilities. It depends on students' reasons and purposes in reading.

Item18: According to you, what are the main difficulties that you encounter in reading?

The highest percentage (82%) of students argued that the main difficulties that they encounter in reading are summarized in the following list: the English language itself, complex words, pronunciation of some words, the meaning in general, unfamiliar topic, long sentences, new words. From these points we can say that students of third year faced these types of reading difficulties due to several causes that prevent their achievements and development of reading and learning to occur. From their answers we observe that they express nearly what we find in our theoretical part (types of reading difficulties). Whereas, the rest of four participants (18%) said that they have no difficulties in reading may be because their reading ability is good.

Item19: How do you explain your difficulty in understanding the written language?

- a) The Language of the Text
- b) Unfamiliarity with the Topics
- c) Decoding
- d) All of Them

<i>Written language</i>	<i>The language Of the text</i>	<i>Unfamiliarity With the Topics</i>	<i>Decoding</i>	<i>All of them</i>
<i>N</i>	<i>4</i>	<i>5</i>	<i>13</i>	<i>8</i>
<i>%</i>	<i>13, 33</i>	<i>16,66</i>	<i>43, 33</i>	<i>26, 66</i>

Table (19): The Explanation of the Misunderstanding of Written Language

The table above appears that the majority of students (43, 33%) faced difficulty in understanding the written language as a result of decoding words. The proportion (26, 66%) said that their difficulty is a result of all of them (the language of the text, unfamiliarity with the topics and decoding words). The other participants (13.33%) related their reading difficulty to the language of the text and the other ones (16, 66%) said the unfamiliarity with topic. From students clarification, we can say that their reading difficulties differ from one student to another. We can classify them as follows: Decoding, language, topic genre, comprehension, fluency and negative expectation of students towards reading. All of these types may create the reading difficulties in understanding the written language, so students who have these types of reading difficulty clearly they fail to interpret what they read. Thus, students need to learn hard to solve these types of reading difficulties. This can be done through the help of the teacher during the learning process.

Item20: Do you think that your difficulties in reading are due to:

- a) The Way in Which the Information is organized
- b) Your Familiarity with the topics
- c) The Explicitness of the Information
- d) Type of the Text
- e) Type of Language
- f) The purposes behind your Reading
- g) Lack of Motivation
- h) Lack of Interest

- i) Low -self Confidence
- j) Lack of Learning Materials
- k) The Role of the Teacher
- l) All of them
- m) Other difficulties

<i>Difficulties</i>	<i>N</i>	<i>%</i>
A-The Way in Which the information is Organized	3	10
B-Your Familiarity With the Topic	23	76,66
C-The Explicitness of the Information	9	30
D-Type of the Text	21	70
E-The Type of Language	16	53,33
F-The Purpose of Reading	5	16,66
G-Lack of Motivation	4	13,33
H-Lack of Interest	7	23,33
I-Low Self-confidence	1	3,33
J-Lack of Learning Materials	27	90
K-The Role of the Teacher	17	56,66
L-All of them	6	20
M-Others	00	00

Table (20): Student's Reading Difficulties

Table (20) shows the major reading difficulties that third year students may encounter in reading such as: the way in which the information is organized, the reader familiarity with the topics, the explicitness of the information, the type of the text, the purposes of reading, the lack of motivation, the lack of interest, low self-confidence, lack of learning materials, the role of the teacher and all of them. We explain these difficulties as follows: First, the Lack of Learning Materials: The highest percentage (90%) of participants said that the lack of learning materials creates the reading difficulty. Second, The Type of the Text: The percentage (70%) of participants argued that their reading difficulties are due to the type of the text. This indicates that third year students faced problems in interacting and communicating with the text. This lack of interacting may be due to the lack of practicing reading strategies and skills through their reading, since reading strategies and reading skills are important in learning that facilitate the interaction. Harmer (2001:206) suggests that there are several ways to help students resolve their problems in interacting with the type of the text which are: First, teachers should choose the right topics to deal with. Second, teachers should create the interest of his/her students. Third, teachers should activate schemata (prior knowledge) and finally; teachers should differ in topics in order to his/her student talk and interact. Third, The Type of the Language: The percentage of (53, 33%) of participants said that the type of the language that they read creates the reading difficulty. This indicates that third year students face problems to read in English language. This difficulty may occur due to their misunderstanding of English language, since English language is the third language in our country. Harmer (2001:203) proposes for teachers many techniques to help students solve reading difficulties in language which are: pre-teaching vocabulary, extensive reading and authenticity. Fourth, low self-confidence (3, 33 %) of participants claimed that their reading difficulties are due to the lack of self-confidence. This indicates that students psychological factors play an important role in reading, so if they do not fear or wary, their reading difficulties will be decreased and vice versa. Then, the way in which the Information is Organized (10%) of the

participants said that the way in which the information is organized is one of their reading difficulty. The information that presented in the text may be disorganized according to the writer style, this will create the reading difficulty, so the way in which the information is organized is one of the most important things that the students need to understand in order to solve reading problems. The next, the purposes of reading, the percentage (16, 66%) of participants claimed that their reading difficulties are due to the purposes of reading. This demonstrates that third year students do not aware about their reading, this is why they encounter difficulties. For instance, when they read they did not exactly know for what purposes they are reading to, so the ignorance of the reasons of why students read may cause the reading difficulty. In addition, The Lack of Motivation from (13.33%) participants are related their reading difficulties to the lack of motivation. This indicates that the motivation factor plays an important role in reading and learning to occur, since when students are motivated they read and learn better (motivation high), and when students are demotivated they read and learn bad (the motivation is low), so teacher should help the students to read better by providing to them a set of encouragement that push them to read and learn and also by creating to them an appropriate atmosphere in the classroom. Later on, The Explicitness of the Information: The results from table (20) show us the students reading problems (30%) .They said that their reading difficulties are due to the explicitness of the information that presented in the text they are reading to. This means that third year students face problem when the information is not clarified. They cannot find themselves when the information is not explained. The information is hidden in the text due to the writer style in written. He/she does not explain directly the ideas may be in orderto test students if they understand or fail to understand the information that is presented in the text. Thus, the writer style in written may cause the difficulty between students. For that we can say that if the information is explained and clarified well by the writer, beginning students may understand what he/she intends to convey and if the information is not directly explained, students face difficulty to understand it. Besides that, the

Unfamiliarity with the Topics (76, 66%) of participants said that the unfamiliarity with the topics is their reading difficulty. This demonstrates that third year students are learn a new language, so they always deal with new topics, new information and new vocabulary which they do not know before this is why they consider their unfamiliarity with the topics as a reading difficulty. Student's unfamiliarity with the topics may be due to the lack of engagement in reading. Harmer (2001:204) claims that authentic materials " are made-up language can be preferable viable but it should be modeled on naturalistic samples". As well, the lack of interest on the topics: The percentage (23, 33%) of participants argued that their reading difficulty is due to the lack of interest in dealing with the topics. This indicates that students do not care and concentrated when dealing with the topics. This may be due to their unfamiliarity with or may be due to the type of the text they are reading to and or may be due to the type of language, so teachers can help the students to make their interests in dealing with the topics by leading all the student speak about the topics, motivate them to read, create good atmosphere to read and learn; involve them and finally teachers should select the appropriate topics to deal with which make all students contribute. And only few participants (20%) who said that their reading difficulties are due to all of causes that are mentioned above. We conclude that students reading difficulties are differing from one student to another, since each one of them has his /her causes which lead the difficulty to occur.

4) General Results

The analysis of both teacher's and student's questionnaire helped us to point out some important things .We can classify them into two types , some of them are related to the students and the other ones are related to the teachers. First of all, the majority of the teachers have focused more on open ended questions than yes /No questions because they express and show their knowledge that they already have. This indicates that they feel happy when answering open ended questions. Moreover, and from the results of teacher's questionnaire, we find

that most of the teachers their teaching experience is short at the secondary school. Also, the majority of them were attending training programs. Most of the teachers also did not know all the reading strategies because the majority of them state one or two strategies. In addition, when we ask them about the primary role of the teacher is to explain reading models, they said yes after that we have asked them if they follow particular models they said No and which one. From this we can say that maybe they did not know the reading models. Moreover, we did not forget the teachers difficulties in teaching reading each teacher have two or three difficulties in teaching reading such as: the large number of students, lack of time, lack of resources, lack of motivation, students different background which affect directly the students, since they think that there is no time or the lack of reading materials. Hence teachers should emphasis on their difficulties in order to help students improve their reading difficulties. Finally, the majority of the participant's answers are clear which help us to explore the main reading difficulties. In the other hand, the majority of third year students have focused more on Yes/No and selecting questions which are easier than open ended questions. This indicates that they feel feed-up and boring when answering open ended questions. Moreover, and from the results of student's questionnaire, we find that most of third year students face different difficulties in reading such as: the way in which the information is organized, the student's familiarity with the topics, the explicitness of the information in the text, the type of the text; the type of the language, the purposes behind reading, the lack of motivation, low self-confidence, the lack of interest in dealing with the topics and lack of learning materials. Those reading difficulties prevent them to read effectively and communicate with the text. In addition to that, we discover that there are hidden causes which lead those difficulties to occur such as: the learning environment, the role of the teacher in the classroom, negative transfer to English language and the way of teaching. At the end, we find that third year students of Boucif khater high school answers are not enough to become good readers and good learners in English language in general i.e, their answers push them to do all their best and efforts

to develop reading skill and work more to solve reading difficulties. In addition, the analysis of student's questionnaire appears that the role of the teacher in the class room has many dimensions, since this role affects students in reading. That is why it is considered by students as a problem. Moreover, and from the results we find that a big number of our third year students said that the main reading difficulty is "the role of the teacher in the classroom "(30%). This indicates that first year students are suffered from the lack of the complete role of the teacher in reading.

Conclusion:

In this chapter we have analyzed both teacher's and student's questionnaire. After the analysis, we have showed the general results of our questionnaire by classified the results into two key important facts, the first one is related to the teachers and the second is related to the students. From the analysis, we discover that students reading difficulties are differing from one student's to another ;some of our participant's related their reading difficulties to the teacher role , the unfamiliarity with the topics ,the language of the text , lack of motivation; lack of interests , low self- confidence , lack of learning materials and other difficulties. From these result; we also discover that students reading difficulties are depends on student's background knowledge (each one has his/her ability in learning). In the next part, we are going to suggest some recommendations for both teachers and students in order to increase their awareness's in reading and reading difficulties.

5-1-Recommendations for Teachers

The results that obtained from teacher's questionnaire help us to suggest some recommendations for teachers in order to increase their awareness in reading and reading difficulties. As we know, reading is an important thing in EFL learning and learning to read is the responsibility of the teachers. But in many times students may encounter different difficulties in reading due to several

causes. For that, teachers need to help his/her students to solve those problems, as Harmer has proposed that teachers need to motivate his/her students to read and interact better with the texts. First, select the appropriate topics to deal with suitable tasks. Second, make lesson plans for reading lectures. Third, create an atmosphere of interest between students. Fourth, make variation in topics and learn students reading strategies such as (predicting, previewing, skimming, scanning and summarizing) also, the ways of how to apply these strategies effectively. Hence, the teachers need to encourage his/her students in the classroom to work in pairs or in group work in order to learn and benefit from each other, so students reading and learning difficulties may be reduced. Furthermore, teachers need to help his/her students to read and learn better by leading them to use the learning materials which make English language more simplified and easier to understand by beginning learners, so teachers need to expose students to English language materials which are considered as helpful ways to develop students learning abilities . Moreover, the teachers need to make a general agreement with the administration in order to add reading as a module like writing expression and oral expression because teaching reading as a separate module may lead students to acquire and learn English culture and civilization better and also they practice reading strategies in good ways.

5-2- Recommendations for Students

From the results of student's questionnaire, we are going to suggest some recommendations to third year students of BoucifKhater secondary school in order to raise their awareness of reading and reading difficulties. First of all, the students need to have purposes behind their reading, since reading purposes may lead students to read clearly without any harm or ambiguity. Moreover, reading purposes are considered by many researchers as a good way for students to know their reasons towards reading. In general, reading purposes are: reading to search information, read to skim or scan quickly, to learn from the text, to integrate information, to write, to criticize the text and for general comprehension, so students need to decide which purpose they need then

started to read because the awareness of the purposes of reading is an important thing in reading. In addition, students need to practice reading strategies that they have already known (previewing, skimming, scanning, summarizing and others) to facilitate the interaction and communication with the text, so the comprehension is derived easily and their reading difficulties will be reduced. And what is important for the students is how to select the appropriate strategies to deal with the text, since there are different reading strategies to deal with the text such as: strategies to plan the text, strategies to build comprehension, strategies to monitor comprehension and strategies to communicate with the text, since the appropriate selection of these strategies depend more on the usual practice. Also, students need to care about their reading and reading difficulties and try to resolve those problems now and do not let those difficulties till became big problems and the improvement become too difficult. For students to improve their reading and reading difficulties, they need to learn and work more to resolve those difficulties. There are several ways to help student's improve reading and reading difficulties. First, students should read extensively not rely only 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. At the end ,we can say that students reading difficulties can be treated through bridging the gap between the teacher's and their student's through giving attention to reading ability.

General conclusion

This study was designed to explore the major reading difficulties that are encountered by Third year students in reading which hinder their achievement and development to occur. The present study indicates that reading is a very important skill in teaching and learning a Foreign Language which leads students to acquire and learn the target language effectively without any difficulties or obstacles. That is why; reading has a great importance on our research. Moreover, reading is considered as a complex process which consists of many operations that students need to do in order to get the meaning effectively. However, it is not a surprise to find that students faced difficulties in reading. For that, teachers need to be aware about their students' reading difficulties that prevent them to become good language readers and good communicators in general. The study was conducted in Boucif Khater secondary school. It aimed to reject or confirm the hypothesis that there are many causes which lead to the reading difficulties to occur such as: The role of the teacher, the unfamiliarity with the topics, the type of the language, the type of the text, the lack of motivation, the lack of learning materials, low self-confidence, the purposes behind reading and the lack of student's interest in dealing with the new topics. All these factors are causes the reading difficulties

in EFL classes which prevent student have to become good language readers and good communicators in general. The case study was consisted of (5) teachers and (30) students of third year at Boucif Khater secondary school. We use the questionnaire for both teachers and students which was a helpful way in finding out the major reading difficulties that students may encounter. The obtained results from the questionnaires that we administered to the teachers and students tell us that students reading difficulties are due to several causes such as: The learning environment, the role of the teacher, different student's background knowledge, the way of teaching and negative transfer. The recent research affirms that third year students at Boucif Khater secondary school are complained from the insufficient role of the teacher in the classroom, since the teacher role in the classroom affects the students learning in general and reading in particular. Therefore, for the research requirement; we have suggested some recommendations for both teachers and students in order to raise their awareness in reading in general and reading difficulties in particular. At the end, we can say that students' reading difficulties can be treated through bridging the gap between the students and their teachers by giving the importance to the reading ability in EFL classes. In general, this work is simply designed to explore the major reading difficulties that are encountered by third year students of the secondary school. We hope that more research will be conducted in this field.

Appendix One

Teacher's Questionnaire

Dear Teacher

This Questionnaire is part of master research which investigates the main difficulties that learners encounter in reading. The main objective of the present study is to explore students' reading difficulties .Your answer will be helpful and necessary to research work.

Please, tick in the right box or make full answers whenever necessary.

Thank you for your collaboration

Section One: General information

1- Length of teaching experience.....

2- Teacher's qualifications:

A-License

B-Master/Magister

C-Doctorate

3- Have you ever attended any training program?

YES

No

4- If yes, when and where?

.....

..... **Section**

Two: The Reading Skill

5- What is the most important skill to develop student's language learning?

A-Reading

B-Listening

C-Speaking

D-Writing

6- Is it necessary to teach students reading?

Yes

No

7- Do you have reading in your syllabus?

Yes

No

8- In your opinion, what types of reading should students do?

A-Intensive reading

B-Extensive reading

C-Interactive reading

D-Aloud reading

E-Silent reading

9- According to you, what are the purposes behind teaching reading types and strategies?

.....

.....

1- According to you, what are the characteristics of good language readers?

.....
.....
2- How do you plan for reading tasks?

3- Do you follow particular models in teaching reading?

Yes

No

4- If yes, which one?

5- The primary role of the teacher in teaching reading tasks is to explain reading models?

Yes

No

6- What are the reading strategies that you apply in reading classroom?

Section Three: Reading difficulties

7- In your point of view what are the sources of difficulty that hinder you in teaching reading in the classroom. Is it because?

A-The large number of student in each class

B-Different student's background

C- The lack of time

D- The lack of resources

E- The lack of motivation

F- The lack of teacher's knowledge

8- Do you think that those resources of teacher's difficulties can affect

student's language learning?

Yes

No

9- What are the causes that prevent students to read effectively? Mention them.

.....
.....

10- According to you, what are the major student's reading difficulties?

.....
.....

11- In your view, how can you help students to improve their reading difficulties?

.....
.....

Thank you for your Help and Collaboration

Appendix Two

Student's Questionnaire

Dear student

This Questionnaire is part of master research which investigates the difficulties that you encounter in reading skill. The main objective of the present study is to explore student's reading difficulties. Your answer will be helpful and necessary to research work.

Please, tick in the right box or make full answer whenever

Section One: General Information

- 1- Gender: Male Female
- 2- Age:
- 3- Stream: A-Literary B-Scientific C-Technical
- 4- Classify the following skills in terms of importance (put 1,2,3 & 4) A-
- Reading
- B-Listening
- C-Speaking
- D-Writing
- 5- How do you describe L1 Reading?
- A-Very easy
- B-Easy
- C-Difficult
- D-Very Difficult
- 6- How do you describe L2 reading?
- A-Very easy
- B-Easy
- C-difficult
- D-Very Difficult
- 7- How is reading related to other skills (speaking, listening & writing)?
-

A-Not related at all

B-Fairly related

C-Very related

8- Which of the following skills you think is strongly related to reading?

A-Listening

B-Speaking

C- Writing

Section Two: The Reading Skill

9- How is the importance of reading in EFL classes?

A-Not important

B-Fairly important

C-Important

D-Very important

10- How often do you practice reading in class?

A-Always

B-Sometimes

C-Rarely

D-Never

11- How do you consider your reading ability?

A- Very weak

B- Weak

C- Average

D- Very good

Section Three: Student's Reading Difficulties

12- In which skill do you have difficulty more?

B- Reading

C- Listening

D- Speaking

E- Writing

13- In which skill do you have competence more?

A- Reading

B- Listening

C- Speaking

D- Writing

14- Do you think that Reading to L2 is difficult?

Yes

No

15- How often do you watch or listen to the native readers?

A-Always

B-Often

C-Sometimes

D-Rarely

E-Never

16- Which strategies do you use when you read?

A-Skimming

B-Scanning

C-Previewing

D-Predicting

17- What kind of reading do you practice in the classroom?

A-Extensive reading

B-Intensive reading

18- According to you what are the main difficulties that you encounter in reading (give two main difficulties)

.....

.....

19- How do you explain your difficulty in understanding the written

language? Is it because of:

- A-The language of the text
- B-Unfamiliarity with the words
- C-Decoding words
- D-All of them

20- Do you think that your difficulties in reading are due to:

- A-The way in which the information is organized
- B-Your familiarity with the topic
- C-The explicitness of the information that given
- D-Type of the text you are reading to
- E-The type of language you are reading to
- F-The purpose behind your reading
- G-Lack of motivation
- H-Lack of interest on the topic
- I-Low self- confidence
- J-Lack of learning materials
- K-The role of the teacher
- L-All of them
- M- Other difficulties. Please specify

.....
.....

Thank you For Your Help and Collaboration

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