

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



Abou Bakr Belkaid University of Tlemcen

Faculty of Letters and Languages

Department of English

The Teacher As A Source Of Motivation For The Less - Skilled Readers.
Case of 1st year EFL Students at Abou Bakr Belkaid University of Tlemcen,
Algeria

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Didactics and Assessment in English Language Education (DAELE)

PRESENTED BY :

Ms. Samira AMARI

SUPERVISED BY :

Dr. Assia BENETTAYEB

BOARD OF EXAMINERS

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Academic Year: 2018 – 2019

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DEDICATION

This work is dedicated to my parents, family and friends.

To my father, the most loving and supportive person. Whose lifelong passion and commitment to good education has inspired me greatly.

To my lovely mother, for her patience and unconditional love.

To my sisters and brothers I love you all, mostly my sister Amel, we miss you!

Your support and love never go unnoticed.

I would not be where I am without you. I hope I make you proud.

Samira.

Abstract

Reading is an important activity in our everyday life. It is a fundamental skill in learning any language. Despite that fact, it is still taken for granted by many teachers and students. It is often taken for granted by many teachers and students that reading is a simple activity of pronouncing aloud written words. Reading is a much more complex process involving and requiring different skills and factors. Motivation and engagement for reading contribute immensely in reading achievement and progress. Yet, many students are unmotivated to engage in reading and this has been subject to a lot of research over the last decade. The course of this work inspects on the impact of the teacher's role as a reading motivator and promoter for students. It also investigates the students' attitudes towards reading, their teachers' practices and the strategies used. To achieve the research aims, we have selected the case study design following three research tools for data collection: a questionnaire for twenty 1st year university students, another questionnaire for four university teachers, and a classroom observation, all at Abou Bakr Belkaid University of Tlemcen, Algeria. The obtained results of the investigation were analyzed, interpreted and discussed in details; and our research questions and hypotheses have been confirmed and validated concerning the teacher's role as a motivator. In order to help teachers in fulfilling such a role and students to read more, we have provided a set of recommendations and suggestions we hope will be useful.

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List of Acronyms

ADET: Australian Department of Education and Training

ASCC: Anglo Saxon Culture and Civilization

CUP: Common Underlying Proficiency

CWE: Comprehension and Written Expression

EFL: English as a Foreign Language

ER: Extensive Reading

FL: Foreign Language

IRA: International Reading Association

IR: Intensive Reading

L1: First Language

L2: Second Language

LIH: Linguistic Interdependence Hypothesis

LTH: Linguistic Threshold Hypothesis

NRCC: National Research Council Committee

NRP: National Reading Panel

PDF: Portable Document Format

SL: Second Language

SQRRR / SQ3R: Survey, Question, Read, Recall, and Review.

STSK: Study Skills

STT: Student – Talking - Time

General Introduction

General Introduction

Reading is a vital and essential skill in our everyday life. It is important for several reasons; it develops our knowledge, thinking, creativity, imagination, perception of ourselves and our insights of the world. Reading is a complex process that requires a set of literacy skills, thinking processes, vocabulary knowledge and comprehension, all working as one.

Reading may seem to many people, including teachers and students as a simple task. This underestimation, according to different research, makes it perceived as “*the least teachable skill*” that is neglected by many. Being a poor reader is a handicap in today’s world, which could deprive one of the many benefits of reading, including decreasing the motivation to read because the learning process becomes difficult and slow, and therefore less enjoyable.

Reading motivation is the drive that pushes one to read, it can be internal or external, which many students unfortunately lack, especially when reading in a second / foreign language (SL/FL). Motivation for reading has been associated with reading achievement; it can be influenced by many factors, mainly the role of the teacher. Teachers have the capacity to inspire and motivate students to read, as well as discourage them.

The aim of the present research work is to investigate the role of the teacher as a reading motivator and promoter. His awareness of this role, his attitudes towards it and the reading instructional and motivational strategies used. This research also aims at discovering the students’ reading motivation, attitudes towards reading and towards their teachers’ reading and teaching practices. The following research questions are raised:

1. What are the EFL teachers’ attitudes towards their role as reading motivators?
2. What strategies can EFL teachers use to motivate their students to read more?

The following hypotheses are suggested:

1. EFL teachers are aware and feel the responsibility of fulfilling their role as reading motivators for students.
2. EFL teachers can motivate their students to read more by setting an example, recommending books, and allowing free choice reading.

To answer these questions, two chapters are designed. The first chapter provides an overview of the reading skill, its components and types. Then, it deals with the reading instruction in a second / foreign language with regards to the transfer of the reading skills from one language to a second. In addition to that, this chapter includes a description of the teachers’ roles in reading instruction, mainly that of motivators, followed by an in – depth definition of reading motivation, its types, the factors contributing to it in addition to the most commonly researcher - approved motivating strategies used by teachers. Finally, the chapter ends with a detailed description of the importance of the coherent instruction in creating an engaged classroom, the characteristics of the

engaged classroom and its influence on reading engagement, as well as the classroom conditions that foster motivation and engagement for reading from different researchers.

The second chapter is a case study design, which deals with a description of the research work objectives, the selected sample and setting, the research instruments, as well as the data collection description. It also includes an analysis, interpretation and discussion of the obtained results, in addition to providing general recommendations and suggestions for teachers. The objective of the two chapters is to study the issue of reading motivation among EFL students and how do teachers affect such internal feeling in students. It collects data from both teachers and students for more comprehensive results in order to study the issue in question, in an explanatory way for the possibility of providing new insights to the already existing research.

Chapter One: Literature Review

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1.1. Introduction

Reading is a part and parcel function in our everyday life. It is an essential skill to succeed in today's world. Reading is a source of knowledge, language development, pleasure, and inspiration. It helps improve the language proficiency and develop one's thinking and creativity. We read for educational, professional, research or amusement reasons.

Reading motivation, however, is not so common among students nowadays, most do not realize the importance of reading and are not engaged enough to read. Motivation for reading is an essential factor in reading development; research shows that it is correlated and impacted by reading engagement, the classroom conditions and the teacher's role. Teachers have a major influence that can either foster or undermine students' motivation for reading.

The present chapter is dedicated to explore the different research conducted to investigate the skill of reading, its characteristics, components and different types and reading instruction in a second or foreign language. Lastly, the teacher's role as a source motivation in creating suitable conditions to nurture it.

1.2. Defining Reading

Reading is a fundamental language skill that is just as equally important as the other basic language skills (speaking, listening and writing). It is a complex process which consists of the interpretation of meaning from printed symbols (reading comprehension), through an interaction between the reader and the text. As cited in Grabe and Stoller (2002: 17): **“Reading is the ability to understand information in a text and interpret it appropriately.”**

Reading has been viewed and defined differently by different authors and researchers. For instance, Goodman defined reading as: **“a receptive psycholinguistic process wherein the actor uses strategies to create meaning from text”** (Goodman, 1988). While, Johnson (2008) views it as an interactive process; where the reader interacts with the text; by linking the author's words with his/her background knowledge to create meaning. He notes:

“Reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading).”

In this regard, Grabe (2009: 14) argues that reading is a complex combination of processes, and that if we are to consider the complexity of the reading process and its purposes; it is not evident to limit it into one definition. He adds:

“A more comprehensive definition will need to address the characteristics of reading by fluent readers and answer questions such as these: What do fluent readers do when they read? What processes are used by fluent readers? How do these processes work together to build a general notion of reading? As a starting point, we can say that reading is understood as a complex combination of processes.” (Grabe, 2009:14)

A description of the reading processes is provided by Grabe (2009:14), in the following table:

1	A rapid process
2	An efficient process
3	A comprehending process
4	An interactive process
5	A strategic process
6	A flexible process
7	A purposeful process
8	An evaluative process
9	A learning process
10	A linguistic process

Table 1.1: Processes that define reading.

1.3. Components of Reading

The National Research Council Committee (NRCC) and the National Reading Panel (NRP) (2000) have identified five reading components: Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary. These reading components are said to be the most essential skills to be developed among students and less-skilled readers, to be able to grow into more confident and fluent readers.

1.3.1. Phonemic awareness

Before learning to read or engaging in the reading practice, students must be aware of how sounds work in spoken words, as it is a predictor of the students' future reading achievement. They have to recognize that words are made up of individual sounds or 'phonemes'. For example, the word 'pen' is made up of three phonemes; /p/, /e/and /n/. Therefore, when a child is able to identify the different phonemes a word is made up of, blend separate phonemes into one word, means that he/she has a phonemic awareness.

According to the Australian Department of Education and Training (ADET), Phonemic awareness includes:

- Recognising words that begin with the same sound (e.g. ‘ball’, ‘big’ and ‘bag’ all start with the sound /b/)
- Identifying the first or last sound in a word (e.g. the first sound of ‘dog’ is /d/ and the last sound is /g/)
- Combining separate sounds to make a word (e.g. /b/ plus /u/ plus /s/ makes ‘bus’)
- Breaking up a word into its separate sounds (e.g. ‘sit’ breaks into /s/ plus /i/ plus /t/).

1.3.2. Phonics

While phonemic awareness focuses on how sounds work in spoken words, phonics skills focus on the relationship between sounds and their spelling; linking between a letter and its sound which is known as the alphabetic principle. Phonics taught early is more effective than if introduced after first grade (NRP: 2000), so that students can read and write down a word focusing on the specific sound of each letter or combination of letters, they would have an easier time identifying words, and therefore improve their reading comprehension.

1.3.3. Vocabulary

Vocabulary plays a fundamental role in learning to read, it supports reading greatly and contributes to the reader’s comprehension of the text (Harmer: 2001). It is known that the more we are exposed to reading, the more vocabulary we acquire. Schumm *et al.* (2000:479) note: **“to place a word into their long-term memory, students have to see a word more than once, but not as mere repetition in the sense of drill and practice of the word. Instead, they must see the word embedded in different contexts.”** Hence, It is important for teachers to provide opportunities for their students to come across the vocabulary they have learnt before, repeatedly and in different contexts as it is known that the more those words are encountered the more they’re instilled in one’s long term memory.

1.3.4. Comprehension

Reading comprehension is interaction between the reader and the reading material, it influences active reading, as it is the process of extracting the overall meaning from the reading material and drawing conclusions of what has been read. It involves the reader decoding the writer’s words, relating it to his/her background knowledge and thinking about it logically to extract meaning. Vocabulary knowledge contributes to the comprehension of texts, one can’t understand text without knowing what most of the words mean (Nagy: 1988) and reading comprehension influences the whole reading process and increases the enjoyment and effectiveness of reading.

1.3.5. Fluency

Fluency is an important skill for its relatedness to comprehension. Fluent readers are able to read with accuracy, ease, quickness and proper expression. Harmer defines reading fluency as **"the ability to read with accuracy, speed, and prosody"** (2001: 120). Prosody is the use of intonation, knowing what to stress and/or pause during reading. The fluency skill comes with the development of phonemic awareness, phonic skills and vocabulary. Repeated oral reading is effective at improving fluency (NRP: 2000).

1.4. Types of Reading:

Readers have different purposes for reading and these purposes predetermine the type of reading. They can read for the purpose of gaining an overall idea by skimming or for the purpose of a detailed understanding of the material by scanning.

Brown (1989) put forward two distinct types of reading; Extensive Reading (ER) and Intensive Reading (IR):

1.4.1. Extensive Reading

The term "Extensive Reading" was first coined by Palmer in 1917 to distinguish it from intensive reading. Extensive reading is an independent reading, i.e. done individually; where readers choose the reading material that interests them, and is at a level that allows them to gain an overall understanding without any assistance or guidance. ER is known as "reading for gist" or "skimming" where reading is done for gaining an overall idea from the reading material, with little or no focus on details. It is done outside of educational setting without the teacher's guidance, for leisure in a more relaxed way. ER helps with developing, amongst readers, a positive attitude towards the reading practice. Long and Richards (1971: 216), pinpoint extensive reading as **"occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, (reading for gist) and skipping unknown words."**

1.4.2. Intensive Reading:

Intensive reading, on the other hand is teacher- chosen and directed (Harmer 2007). It is more focused to achieve study/learning objectives. Students are provided with short and leveled reading material, with new vocabulary and complex sentence structures. For the purpose of putting into use different reading skills, such as: identifying the main as well as the minor ideas in a text, scanning for detailed information and dealing with specified vocabulary and grammar (Carrell & Carson: 1997, as cited in Li: 2010). In this regard, Brown (1989: 41) on Intensive reading notes: **"The main focus is on grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like."**

Extensive Reading	Intensive Reading
- Self-paced	- Classroom paced
- Rapid reading	- Slow reading
- For leisure	- Assessed
- Skimming	- Scanning
- General understanding	- Detailed understanding
- Main idea	- Main and minor ideas
- Guess unfamiliar vocabulary	- Use of dictionary
- Easy large quantities of reading material	- Leveled short texts (not more than 500 words)

Table 1.2: Extensive vs. Intensive Reading. (Al Udaini: 2012)

In essence, both Extensive and Intensive reading are important and complementary for readers to obtain an utmost benefit from their reading and for their language development, reading efficiency and engagement.

1.5. Teaching Reading in the Foreign Language

Reading in a second/foreign language enriches the reader's vocabulary, develops his/her grammar, and influences both the writing and speaking skills. However, reading in another language can be tricky for most language learners; as they come across new vocabulary and advanced sentence structures which may discourage them.

The International Reading Association, (IRA)'s research on "Excellent Reading Teachers" (2000) states that teachers are able to make a significant change, because they have a strong effect on in their students' reading development. They describe effective reading teachers as:

"Excellent reading teachers know a wide variety of instructional philosophies, methods, and strategies. They understand that excellent reading instruction addresses all the essential elements of reading. They are aware that instructional strategies vary along many dimensions, including the component of reading targeted by the instruction (for example, pronouncing words, understanding text, building motivation)" (IRA, 2000: 2)

International Reading Association (IRA), on developing Excellence in Reading Instruction (2000: 4) suggests:

- Teachers must view themselves as lifelong learners and continually strive to improve their practice.
- Administrators must be instructional leaders who support teachers' efforts to improve reading instruction.
- Teacher educators must provide both a solid knowledge base and extensive supervised practice to prepare excellent beginning reading teachers.
- Legislators and policy makers must understand the complex role of the teacher in providing reading instruction and ensure that teachers have the resources and support they need to teach reading. Legislators and policy makers should not impose one-size-fits-all mandates
- Parents, community members, and teachers must work in partnership to assure that children value reading and have many opportunities to read outside of school.

Since Goodman's Psycholinguistic Guessing Game Model (1967), which claims that reading is a universal process, much research had been conducted investigating the legitimacy of this claim, whether it facilitates the reading instruction or not.

1.5.1. Cross Language Transfer of Reading Skills

Charles Alderson conducted a research in 1984 entitled **“Reading in a foreign language: a reading problem or a language problem?”** where he investigates whether second language (L2) reading is shaped by first language (L1) reading ability or L2 linguistic proficiency. In other words, second language reading may be influenced by L1 reading competence and/or L2 linguistic proficiency. Therefore, there is a correlation between reading in the two languages wherein a transfer of L1 reading ability to L2 reading takes place.

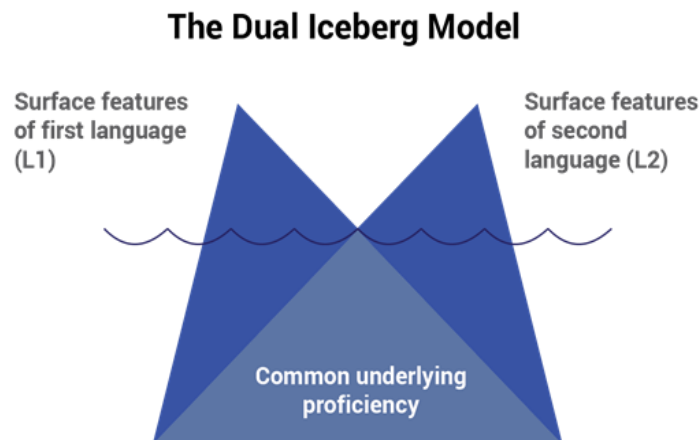
Alderson's study inspired further studies dealing with the influence of the first – language academic skills on the second/foreign - language academic skills (Lems *et al.*: 2010). Several hypotheses were introduced, namely: The Contrastive Analysis Hypothesis (1950, 1960), Language as an innate Human Endowment (Chomsky, 1965, 1972) and the most influential Interdependence Hypothesis (Cummins, 1979, 1981), which according to Lems *et al.* (2010) **“has provided important affirmation for the value to L1 literacy”**.

1.5.1.1 Common Underlying Proficiency Model

Cummins (2000) argues that in the course of acquiring L1, children develop a set of skills and metalinguistic knowledge that can later on be used in the course of learning another language. He named these acquired skills and knowledge as the “Common Underlying Proficiency” (CUP) (1978).

CUP, according to Cummins, serves as a base for the development of both first and second language. The CUP model, also labelled as the "Dual – Iceberg Model", shows that every

language has its surface features (Cummins: 1978). Yet, underlying this surface there are proficiencies that are common to all languages. (see Figure 4)



Graph 1.1: The dual-iceberg: surface features and common underlying proficiency. (Cummins: 1978)

Thus, Cummin’s CUP model (1978) served as a base for the development of two significant Hypotheses: the Linguistic Interdependence Hypothesis (LIH) and the Linguistic Threshold Hypothesis (LTH).

a. The Linguistic Interdependence Hypothesis (LIH)

The linguistic Interdependence Hypothesis, also known as the Reading – Universal Hypothesis, developed by Jim Cummins (1978). He argues that L1 linguistic knowledge and foundational literacy skills can be transferred into L2. Therefore, the L1 reading ability transfers to L2 reading. This aligns with Alderson’s (1984; quoted in Cui, 2008: 03) statement that **“Poor reading in a foreign language is due to poor reading ability in the first language.”**

b. The Linguistic Threshold Hypothesis (LTH)

Cummin’s (1978) Linguistic Threshold Hypothesis was originally put forward by Clark (1979) as the “Short – Circuit Hypothesis”. This Hypothesis suggests that L1 reading ability can only be transferred to L2 if a certain level of L2 linguistic ability is already acquired. This also aligns with Alderson’s (1984, quoted in Cui, 2008:3) second statement **“Poor foreign language reading is due to reading strategies in the first language not being employed in the foreign language, due to inadequate knowledge of the foreign language.”**

Yamashita (2000) argues that the Linguistic Threshold Hypothesis have been given more importance and focus because research has shown that skilled readers transfer their L1 reading ability more efficiently than the less – skilled readers.

Concerning across language skills transfer, Clapper (2007: 27) considers reading as the least teachable of the four language skills and that it is a skill which learners develop on their own. However, Lems *et al.* (2010: 40) state that skills transfer can be both positive and negative, arguing that:

“L2 readers have to deal with factors like negative transfer and sociolinguistic variations which put a considerable strain on the readers. Thus, different word order, false cognates, compound words, collocations, homonyms, among others, might confuse L2 readers. The L2 reader, who might not be sensitive enough to such subtle contextual distinctions in meaning, might resort to their L1 and their L2 systemic knowledge (e.g. denotative or referential meanings of words) to make sense of the text, which might lead them to poor or wrong interpretations.”

Moreover, Grabe (2008:126) states that there are specific skills that are not always transferable, due to the difference between languages, which teachers need to help learners develop. To do so, he suggests that **“teachers should have some idea about the linguistic and literacy backgrounds of their students ... students need well – practiced L2 word processing skills to carry out L2 word recognition efficiently ... one of the best ways to build such automaticity is through consistent inclusion of extensive reading in the curriculum”** (Grabe, 2008: 127-128). Therefore, for L2 processing efficiency is to be developed by teachers **“through consistent practice, extended exposure to L2 reading, the development of sight – word reading of high – frequency words and the growth of receptive L2 vocabulary knowledge.”** (Grabe, 2008: 128).

1.6. Roles and Responsibilities of the Teacher in Reading

Teachers have roles and responsibilities in and outside the classroom, besides that of delivering a lecture. These roles and responsibilities when served well, have a very positive impact on the learning / teaching process. The most common and traditional role related to the teacher is that of a lecturer or information provider. Teachers are often seen by themselves, students and others as the most reliable source of knowledge and the most responsible of transmitting this knowledge and information to students. However, teachers have many other roles and responsibilities that change from one situation to another and from one activity to another, and serve to facilitate the students’ learning progress as well as contribute to the teaching process. Teachers, as noted by Jose and Raja **“must realize that they have to play major role in encouraging and engaging the students to become voracious readers.”** (Jose & Raja, 2011: 01).

The roles that a reading teacher plays can be summarized below as:

1.6.1 Observer

Classroom observation is an ongoing process done by the teacher, either as a complete observer (in particular activities) or a participant observer.

“While students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively. It will also tell us whether to give them some extra time or, instead, move to organising feedback more quickly than we had anticipated.” (Harmer, 2007)

When teachers observe what happens in their classroom, for instance, their students' attitudes such as: boredom, frustration, joy while reading etc. they gather information about their students, then analyze and interpret it to make decisions about the situation. Robert Rose, notes that **“Observing takes time, training, effort and a belief in its validity”** (Robert, 2011: 07). He also argues that it's high time for all teachers to observe their own teaching and its outcome rather than always being observed, for effective decision making because no one knows the students better than their own teacher (Robert, 2011).

1.6.2 Needs Analyst

Needs analysis is the process of diagnosing the students' needs and a process of self assessment and introspection by the teacher. This analysis consists of the process of present situation analysis, means analysis and target situation analysis. When examining the present situation's needs of students, their lacks, and deficiencies and what is required to meet these needs and reach the target situation/ the level of language skills they are supposed to reach (Olum, 2015: 16). In addition to that, teachers can also use this as an introspection to monitor their development and the efficiency of their instruction.

1.6.3 Guide / Mentor

“Teachers mentor students to facilitate personal development, encourage students to make wise choices, or help them make the transition from school to career” (Zeeb, 1998, cited in Zachary, 2002:27). The relationship created between the student and the teacher as a guide / mentor, is a supportive and trusted one, where the student is guided, advised and supported to overcome any difficulties or uncertainties they may face throughout their learning and reading process. Jose & Raja note that: **“Teachers are the prime source for students in cultivating their reading habit. Their advice and encouragement will help the students move a step further in developing their attitude towards reading”** (2011: 01). In addition to that, this supportive relationship created between the teacher and students, requires a lot of patience and understanding from both sides and helps break the barrier of any discomfort, fear and stress students often have towards their teachers.

1.6.4 Demonstrator

In a reading classroom, a teacher can be a demonstrator through reading – aloud to the class or model reading. By reading to the class often, the teacher demonstrates to his students how a fluent reader reads with expression and demonstrates to them the different strategies used by skilled readers; like re-reading to comprehend a passage, self – correcting etc.

1.6.5 Role Model

Teachers often do not realize that they are role models to their students and that their students observe them, their teaching and classroom attitude. When teachers are aware of their impact on their students, they can use that to create lifelong readers and promote good reading habits amongst their students. Teachers can become good reading role models that students look up to, by showing their enthusiasm to reading and being a positive example of the importance of reading and that reading can be fun.

1.6.6 Organizer

Organization in the classroom is essential for maintaining a learning / teaching friendly environment. One of the important roles a teacher has is that of an organizer. It is not a simple task to implement and maintain organization in the classroom, but with effective planning it can be achieved. In the reading classroom for instance, the teacher can organize reading groups, based on reading ability, reading skill strengths and weaknesses, and also on students' interests.

1.6.7 Designer

In the reading classroom, teachers can be the designers of their own reading plans, reading activities and tasks that are suitable for their students' level as well as that can contribute to their literacy development. Custom designing reading activities is important, according to McCombs; for instance, teachers when designing pre-reading activities, they help prepare students for the challenges they may encounter during reading, and when designing post-reading activities, through them they teach their students ways of discussing what they have already read with others.

1.6.8 Promoter

Teachers can promote a love of and engagement to reading amongst students. Promoting reading is closely related to the teacher's role as a role model. Teachers can promote reading in so many ways such as: showing a passion for reading, talking to their students about books they have read and enjoyed that may be of interest to their students, talk about different authors and their exceptional writings, reward and praise students who do read, etc.

1.6.9 Facilitator

The teacher as a facilitator is an assistant of students' progress. **“Although there are ways and means to acquire reading skill, there are a few factors which affect it severely. Teachers must be careful in avoiding these hindrances and make their wards' reading easy, effective and successful.”** (Jose & Raja, 2011: 01). To facilitate reading for students, teachers can help their students overcome the difficulties they encounter while reading, clearly state what's required

from them in reading activities, simplify the process and assist them into reaching their reading targets.

1.6.10 Motivator

Motivating students to read may be the most difficult task of a teacher. The role of a reading motivator incorporates other roles a teacher plays. These roles can be: role model, guide, demonstrator and promoter. For instance, to motivate students to read, a teacher has to be a good example of a reader, students must see their teacher read and see his/her true passion for reading. Also, many students are unmotivated to read because they may lack guidance and advice when it comes to simplest thing like selecting the appropriate book, or lack the effective reading strategies to use. A teacher plays a vital role in students' reading motivation. However, such task requires the contribution of different factors.

1.7. Motivation for Reading

Wigfield (2000) states that there are two needs for achieving students' reading development. The first need is the use of the cognitive strategies; through the ability of employing their background knowledge, asking questions and summarizing regularly. The second need is affective, i.e. motivational, where students actually want to and are motivated to improve their reading. Hence, students who are motivated to read are those who make use of the cognitive strategies, and vice versa. Moreover, Wigfield (2000) suggests that teachers should support both needs of reading (cognitive and affective) as they increase the students' reading engagement and enjoyment.

Reading motivation is interrelated with reading competence; **“Reading competence and motivation relate in reciprocal ways; as one’s reading motivation increases so does reading competence, which further increases reading motivation”** (Guthrie, Wigfield, Metsala, & Cox: 1999. As cited in Wigfield *et al.*: 2014). Guthrie (2013: 02) argues that motivation for reading is not just about students enjoying to read. What is meant by motivation, according to him, is “the values, beliefs and behaviours” (Guthrie: 2013) that function not only inside the classroom but outside it as well. They can be either positive or negative motivations, able to drive students to read or drive them away from reading. **“An interested student reads because he enjoys it, a dedicated student reads because he believes it is important, and a confident student reads because he can do it.”** (Guthrie, 2013: 02 – 03). These motivations are:

1.7.1 Reading Motivations

1.7.1.1 Interest

A student being interested in and excited about reading for his/her own benefit, means that s/he is intrinsically motivated. When students read for their own interest and curiosity to learn more, they tend to be engaged and motivated for reading more than students who only read because they have to. Therefore, when the interest is intrinsic rather than extrinsic, the motivation is positive and effective.

1.7.1.2 Confidence

Self confidence is key for success. When students believe they can be better readers, that belief pushes and motivates them to work harder to achieve their goal. Poor readers tend to have poor self confidence. Any limitations they may have or face while reading, puts them down and makes them doubt their ability to become better readers. So they stop making efforts and lead themselves to failure.

1.7.1.3 Dedication

When intrinsic motivation is missing, and students are obliged to read, what keeps them motivated is their dedication to succeed, strong will and belief in the importance of reading. Guthrie (2013: 5) states that there are three signs of dedication:

1.7.1.3.1 Persisting

A dedicated student is aware that becoming a skilled reader requires a lot of practice, hard work and organization.

1.7.1.3.2 Valuing Knowledge from Reading

A dedicated student also realizes that the level of growth in knowledge they can gain from reading cannot be found elsewhere.

1.7.1.3.3 Values for the Future

Dedicated students value reading because they know that the knowledge they acquire from it, is of value and benefit to their future.

In the same respect, Guthrie and McRae (2012), further discuss the aforementioned reading motivations, in addition to the students' reasons for reading when the motivations are positive and not reading when they are negative, along with teacher practices that impact them, in the following tables:

Teacher practices	Motivations	Reasons to read when practice is affirming
Relevance	Interest/Intrinsic motivation	I enjoy it. It's fun.
Choice	Ownership	I chose it. It belongs to me.
Success	Self-efficacy	I can do it well. I like to be successful.
Collaboration	Social interaction with peers	I can do it with others. I enjoy relating to my peers.
Thematic units	Mastery	I want to understand. I like to learn new things.

Table 1.4: Classroom Practices that Affirm Motivation.

Teacher practices	Student outcomes	Reasons to avoid reading when practice is undermining
Non-relevance	Avoidance	I do not enjoy it. It is not fun.
Excessive control	Low ownership	I did not choose it. It does not belong to me.
Difficult lessons	Perceived difficulty	I cannot do it. I am not capable.
Frequent individual work	Isolation	I cannot do it with others. I am not able to relate to my peers.
Disconnected units	Mastery avoidance	I do not care about understanding. I cannot make meaning.

Table 1.5: Classroom Practices that Undermine Motivation

Most students have little to no motivation for reading, even if given a small passage; they still would try anything to avoid it. And this can be frustrating and discouraging for teachers. Developing students' reading motivation is an essential part L2 reading instruction. In order to do so, teachers need to understand what motivation really is, its components, what are the factors that increase or decrease it, their role in students' motivation and what are the classroom conditions that help nurture it.

1.7.2 Defining Motivation

Motivation is the internal desire that drives one to accomplish a goal. Kolar Ajit defines motivation as: **“Motivation is an invisible, inner, natural, and compelling urge to attain a desired goal and to excel in whatever that one is involved in doing. It is a psychological feature which arouses, sustains and regulates human behavior to accomplish a set objective.”** (Kolar Ajit: n.d). Motivation for learning is crucial for success; it has a direct effect on students' learning and achievement. Successful students are motivated students. Motivation is multidimensional and can be of many types and forms.

1.7.3 Types of Motivation

The two major types of motivation are Extrinsic and Intrinsic motivation. These types of motivation are determined on what gives rise to them i.e. whether they arise from internal factors or external ones. Each of them works differently and has a different influence than the other.

1.7.3.1 Extrinsic Motivation

Extrinsic motivation comes from external factors. It is determined by the individual's surroundings and other factors like: tasks, passing an exam, external pressure, etc. in hopes of gaining a reward or avoiding failure. An individual is extrinsically motivated when they find themselves obliged to complete a certain task for instance, without actually wanting to do it. This type of motivation is more situational; it is constantly changing depending on the situation someone is in.

1.7.3.2 Intrinsic Motivation

Intrinsic motivation, on the other hand, comes from internal factors. When an individual strives to achieve a goal or develop a specific skill out of personal desire like: enjoyment and curiosity. This drive and desire that pushes and encourages someone to accomplish their goals, is what is called intrinsic motivation. It is a kind of a habitual motivation; more stable and longer lasting.

Even though both extrinsic and intrinsic motivations are important, research shows that they have different effects on the student's behaviour and therefore the result is different. Intrinsic motivation is more effective and students who are intrinsically motivated show better results and have more chances to succeed in what they strive to accomplish.

1.7.3.3 The 6 C's of Motivation

Turner and Paris (1995) identified 6 factors to be considered by teachers in designing their own course to help nurture students' motivation. The 6 C's of motivation are:

a. Choice

Clearly, students would be more motivated to read something they have chosen themselves. Providing students with the chance to choose what sparks their interest from a variety of reading materials, increases their curiosity, engagement and therefore motivation.

b. Constructing Meaning

Students are best motivated when they see a meaning and a value in the tasks they are doing. Giving them relevant reading activities that are meaningful to them increases their intrinsic motivation.

c. Control

When students feel that they are in control of their own learning, they feel sense of responsibility, independence and competence. However, teachers need to be aware that giving too much control to students will not be the best thing to do. Rather, give them more open tasks and allow them to have control over certain aspects of their assignments.

d. Challenge

Students feel frustrated when the challenge is beyond their level or feel too comfortable when it is below it. So, teachers need to be aware of their students' level in order to choose challenging tasks that are just above it, to motivate them into reaching their goal and not discourage them.

e. Consequence

Rewards and appreciation of the students' good work pushes them to work even harder. Talking to the class about a student's good work, makes them feel encouraged and that their hard work did not go in vain. This also motivates their peers to work harder so their work would be similarly recognized.

f. Collaboration

Group / peer work is an important learning environment for students, as they learn more effectively from their peers and feel less anxious, and more inspired when they share their knowledge with them and assist each others' learning.

1.7.4 Motivating reluctant Readers

Poor readers are unmotivated readers. Reading motivation is an important factor that determines the student's success or failure. This is why it is necessary for teachers to use different strategies or find different ways on how they can motivate their students to read and see the importance of reading. The following factors teachers can take into consideration in their instruction, especially at the university level, effect students' motivation and engagement tremendously:

1. Book - talks / book discussions

Giving a book talk inspires students and convinces them to read. Teachers when giving book – talks, attempt to give a glimpse and a general idea about a certain book to make them curious and eager to read more. This strategy is a form of promoting reading and giving students a wide variety of book ideas to choose from. Gambrell (2011) suggests that **“doing book talks will increase the amount of books that students know about, which gives them a better chance of finding something they are interested in. A book talk may also include a short read-aloud from a few of the selected books”**. (Cited in Homan J. 2015: 09)

2. Book Selection Strategies

There are different criteria that can be suggested by teachers to students to use when they are independently selecting their reading material. These criteria help give information about the book to make a judgment whether it would be of interest to the reader or not. Robb (1996: 36) as cited in (Young, 2005: 04), listed the criteria as follows:

- Look at the title and cover. Read the back cover or summary inside the book's jacket.
- Browse through the illustrations or photographs.
- Read the chapter headings or Table of Contents.
- Ask friends, your teacher, or librarian for recommendations.
- Find books about your hobbies or favorite topics.
- Look for other books by an author/illustrator you enjoyed.

3. Free Choice

Unlike assigned reading, independent reading is where students choose what they actually want to read independently and freely from a wide range of books provided by the teacher. When students choose what to read by themselves, they become more involved and engaged in the book they have chosen, and therefore more excited and motivated for reading it.

4. Rereading For A Different Perspective

Rereading a previously read book, not only increases comprehension but readers can also gain new insights and perspectives. **“Students must take the time to rethink, reexamine, and review what they read. And this will not happen during a single reading; rather it occurs only after engaging in rereading the text several times.”** (Perez, 1989: 65). However, this strategy was criticized because reading for the first time, readers are more excited and curious and rereading may create boredom and lack of concentration. It is the teacher’s role to decide which strategies to involve or not to involve in his/her reading instruction.

1.8 The Teacher’s Instruction Role

Unfortunately, teachers do not always receive training on how to motivate students, so, they tend to use commonsense and intuition to develop motivating strategies based on the teaching approaches and techniques they use in their instruction. This limitation in addition to the large number of students in one classroom and parents’ expectations from teachers leads to frustration.

Research has shown that teachers must be aware that students’ motivation for learning decreases with time. As students get older, they become harder to influence. However teachers need not to let this create frustration, and rather keep up the hard work, learn more about their students’ needs and learning styles to use to create suitable and positive classroom environment that contributes to the students’ motivation.

1.9 Classroom Conditions For Reading Motivation And Engagement

Classroom conditions are an important factor of fostering students’ engagement, motivation and as a result achievement (Mucherah *et al.* 2014: 02). Research has shown that it is for the teacher to create a positive **“climate, situations, and relationships that encourage student motivation and eventually achievement”** (ibid, 02)

For instance, teachers often misunderstand a silent classroom environment, wherein students work on their own without any interaction with their classmates, to be the best representation of a well – controlled and effective learning process. However, this may not always be the case. Research has shown that such classroom condition makes many students feel isolated, makes them grow uncomfortable with their teacher as well as their classmates, and develop a fear of communication, speaking up in large groups of people, and develops a low self – esteem.

“Students working individually may be more likely to acquire misconceptions and hold limited perspectives than students in an open discussion. Working individually, students also miss the chance. This also relaxes the dependence on the teacher, and students feel a greater sense of independence when creating meaning with peers instead of always receiving help from the authority figure” (McRae & Guthrie: n.d)

Reading motivation, engagement and achievement are interrelated, one impacts the other. Gambrell (2011: 172) notes: **“Highly motivated students who see reading as a desirable activity will initiate and sustain their engagement in reading and thus become better readers”** (cited in Homan, 2015: 06). Thus, reading motivation and engagement are closely related; motivation for reading leads to reading engagement and vice versa. And both are dependent on good and coherent instruction.

1.9.1 The Engaged Classroom

According to Swan (2008), a classroom where the reading instruction is coherent, i.e. an instruction that teaches students the use of the comprehension strategies; how to return to their prior knowledge and make connections, how to transfer reading skills etc., is a classroom that fosters reading engagement and therefore motivation among students. Jose and Raja note that:

“To have a full-fledged involvement in the reading process, the mind of the reader should be free from all sorts of internal and external distractions. Real reading takes place when the reader is able to perceive the words of the reading material, comprehend their denotative and connotative meanings, react to them and assimilate them.” (Jose & Raja, 2011: 01)

Clearly, teachers are the ones responsible for creating a reading – friendly environment that is distraction – free, peaceful enough to improve the concentration need for text comprehension and synthesis, in order to foster engagement and motivation in the classroom.

1.9.2 Creating the Basic Engaging and Motivational Conditions in the Classroom

Just like the speaking skill; reading is learnt by immersing learners in the language (Johnson: 2008). Therefore, he suggests that instead of teaching learners how to read, classroom conditions should be created for developing their reading skills. In this case, for him, the educators are considered as “Reading – Condition – Creators” and not just “Teachers”. He summarizes these conditions as follows:

a. Helping students fall in love with books:

Teachers are responsible to develop a passion of book in students and attempt to make it as pleasurable as possible. They can discuss books/ stories that might be of interest to students, introduce them to different writers and different topics to read about, explain to them how can reading allow them to experience different things, like: magic, adventure, fiction, etc. **“A teacher’s or tutor’s number one job is to help students fall in love with books”**. Johnson (2000: 11)

b. Creating a space everyday for sustained, silent reading:

Practice makes perfect! Johnson (2000) argues that for learners to improve at reading they should be provided with a chance to practice reading daily. He suggests **“providing ten to sixty minutes of silent uninterrupted reading time is one of the best things you can do for students of all ages. Likewise, one of the surest ways to retard children’s reading progress and limit their intellectual development is to deprive them of opportunities to engage in real reading experiences.”** (Johnson, 2000: 12)

c. Allowing students to make choices about their reading material

Free - choice reading, according to Johnson (2000), is important for helping learners become better readers, as it is more entertaining to them when they read a book of their own choice, he argues, **“Choice is important in helping readers grow. Reading is more pleasurable when we are able to make choices about what we read”** (Johnson, 2000: 12), Johnson adds that when readers find a certain book boring and they have the freedom to change to a different book that they find interesting is also very important.

d. Connecting reading pleasure to reading practice

Making students enjoy reading is a far more challenging task than it seems. Johnson (2000:12) argues that reading practice should be made enjoyable for students to actually want to do it again and therefore reading progress is achieved. Otherwise, if they find it **“boring, frustrating and meaningless”** (ibid) to read they probably would not be motivated to do it again. He relates the first case to the behaviourist principle of “positive reinforcement” and the second to the principle of “aversive conditioner”. Therefore, Johnson (2000:12) suggests **“if reading is a behavior that leads to improved reading ability, wouldn’t it follow that we would try to make reading instruction as pleasurable as possible?.”**

e. Keeping your reading programme simple

Simplicity is key! Johnson (2000:13) states that a high – cost literacy program that contains advanced level vocabulary, detailed elements etc. does not mean that it is an effective program. He argues that in addition to the teacher’s ability to understand his students, and how teaching and learning work, there are three very basic things that can also make a reading program effective; **“good books, paper with lines on it, and no. 2 pencils”** (ibid.)

f. Keeping instruction simple

This lines up with the teacher’s role as a facilitator. Teachers should make instruction simple and make things seem easy and doable. Not complicate things for students and make the simplest things seem very difficult to do. Johnson uses the example of Gymnasts and Circus Performers. He stresses that teachers should be like Gymnasts who make complicated moves seem easy and Circus Performers who do very simple moves yet make them seem complicated.

g. Making reading like real life

Even though reading is meant to take the reader from reality to whole different world, teachers should enable students to relate what they are reading to their real lives. This helps students make meaning out of what they are reading and even synthesize valuable life lessons from it.

h. Including talk and other forms of social interaction

Collaborative reading allows students to discuss what they have read with their peers and get inspired by each others' readings. Also, research has shown that organizing reading books for such task is useful as students feel more at ease when learning with their peers. McRae and Guthrie, on the same note, state that:

“Students are social beings, and this is apparent both in and outside the classroom. Just as they crave social interaction on the playground, when in the classroom, discussion and collaboration are natural parts of a student’s learning and development, and students will readily embrace collaboration with peers as a reason to read.” (McRae & Guthrie: 2012)

1.10 Conclusion

In short, researches worldwide have shown that reading motivation is an internal drive that is highly affected by different external factors, mostly by the teacher, as the most influential factor. Developing motivation, for a complex skill like reading, is a complex process that involves an endless introspection by the teacher and requires commitment, patience and embrace of change. Numerous instructional and motivational strategies have been introduced, to help raise teachers' awareness of their influence and how that influence can be best utilized for fostering reading motivation and for fulfilling the need of teacher training as a reading motivator and overcoming the outdated and non – effective training.

Chapter Two: Case Study, Research Findings and General Recommendations

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Chapter Two: Case Study, Research Findings and General Recommendations

2.1. Introduction

Chapter two of this research work is dedicated to the description of the case study, the analysis of the obtained results as well as the suggestions and recommendations provided. It includes a representation of the research tools used for the data collection, i.e. the teachers' questionnaires, handed out to four teachers, students' questionnaire, handed to twenty 1st year EFL students, and classroom observation, all conducted at the University of Abou Bakr Belkaid Tlemcen, Algeria.

Moreover, this chapter includes a description of the sample and setting selected for the case study, followed by a detailed qualitative and quantitative analysis of the data and representation and display of each of the questionnaires and the observation. A discussion of the research results is also provided. Finally, some suggestions and recommendations are directed to both teachers and students.

2.2. Description of the Case Study

A case study is a research strategy (Yin, 2003), it is the most used type of research design and in – depth analysis (Duff, 2008). The present case study is an explanatory single case study, i.e. an explanatory case study studies an issue in order to understand it and provide ideas to solve it. This case study is designed to collect data about 1st year EFL students and teacher at the university of Abou Bekr Belkaid Tlemcen (Algeria). It deals with the issue of the teacher as a source of motivation for students to read.

2.3. Research Setting and Sample

The present research took place at the Department of English, university of Abou Bakr Belkaid, Tlemcen (Algeria). Sampling in this research was purposive, i.e. the samples were selected according to the purpose of the research and the required data.

For the students' questionnaire sample, twenty 1st year EFL students belonging to the same group, were handed out the questionnaire, as a representative sample of 1st year EFL students at the University of Tlemcen.

Four university teachers were chosen for the teachers' questionnaire. Since we do not have an independent Reading module, the teachers chosen for this investigation teach different modules; two of them are Literature teachers, one teaches Anglo Saxon Culture and Civilization (ASCC) and the fourth one teaches Comprehension and Writing Production (CWP).

As for the observation, we chose to observe the teacher of Study Skills (STSK) module, of the same group of the selected students, because unlike other programs of STSK in the department that focus more on the oral skill and grammar, this particular program focuses on the teaching of the four language skills, mainly reading.

2.4. Data Collection Instruments

Data collection instruments are the tools used to collect the needed data. Research instruments may include interviews, questionnaires, tests etc. This research makes use of two research tools: two questionnaires and observation.

2.4.1. The Questionnaires

A questionnaire is one of the most commonly used research tool. It may be used to collect both quantitative and qualitative data depending on the type (s) of questions used. It is not time consuming, easier to manage and organize. Rowley states:

“Questionnaires are typically used in survey situations, where the purpose is to collect data from a relatively large number of people (say between 100 and 1,000). Often, but not always, the people from whom responses are collected are a sample drawn from a wider population, and are chosen to “represent” the wider population.” (Rowley, 2014: 310).

The data collection in the present study includes two questionnaires as research instruments; the first designed for teachers and the second for students.

2.4.1.1. Students’ Questionnaire

Some of the many factors that contribute to the students’ motivation are their attitudes, interest and engagement (Dorothy, 2006). The students’ questionnaire aims at investigating students’ engagement and interests in book selection, their attitudes towards reading, and motivation for reading, as well as the impact of teachers’ motivation on them. Reading motivation is developed due different factors, such as: reading engagement, free – choice reading, etc. And the questionnaire is composed of a set of thirteen questions; open - ended, close – ended as well as multiple choice questions. These questions aim at investigating the factors defining motivation, i.e. the first half investigates their engagement for reading, their reading frequency and preferences and the reading difficulties they encounter, the second half of the questionnaire investigates their motivation, what motivates them and what suggestions they may provide for teachers as well as their classmates. The students’ questionnaire was handed out to a sample of twenty 1st year EFL students at the university of Tlemcen to provide their answers and suggestions.

2.4.1.2. Teachers’ Questionnaire

The purpose of the teachers’ questionnaire is to gather data about the teachers’ roles as a reading motivators and promoters, the motivating strategies they use as well as the way of managing and organizing their classrooms to fulfil their roles. The first half of the questionnaire investigates the teachers’ understanding of their students, which motivating strategies they use and which do students respond to best. The second half investigates the teachers’ instructional reading strategies, how do they create a reading – friendly classroom environment and the suggestions they may provide for their peers concerning motivating their students to read. The teachers’ questionnaire was handed to four EFL teachers at the same university to answer and provide with their suggestions based on their work experience.

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2.4.1.3. Classroom Observation

Observation is the process of collecting data by observing attitudes, behaviour, etc. There are different types of observation. Each type depends on the observer, how the observation is organized, the work ethic, and the nature of the observed situation.

We used non – participant, overt and uncontrolled observation in this work, i.e. the observation took place in a natural setting which is the usual weekly STSK class time and place, without any influence or involvement of the observer and with the consent of the observed. The aim of observation was to observe the teacher’s attitude, his role as a motivator for students’ reading, the used methodology and strategies, the interaction with students and the classroom atmosphere.

2.5. Data Analysis and Results’ Interpretation

Data analysis and interpretation is an essential part of any research. The data we collected in this research using the questionnaires and observation, was analyzed qualitatively and quantitatively. The two types of data analysis are defined by Madisha (2018) below:

“Quantitative analysis is often associated with numerical analysis where data is collected, classified, and then computed for certain findings using a set of statistical methods ... Unlike with quantitative analysis that is restricted by certain classification rules or numbers, qualitative data analysis can be wide ranged and multi-faceted. And it is subjective, descriptive, non-statistical and exploratory in nature.”

2.6. Students’ Questionnaire Results

The students’ Questionnaire (**Appendix A**) was handed to twenty (20) 1st year EFL students at the University of Abou Bakr Belkaid, Tlemcen. It consists of twelve (12) questions; three (03) close – ended questions, seven (07) multiple choice questions, and two (02) open – ended questions. All students were given enough time to answer their questions in suitable conditions and all the questionnaires were given back. However, there are some questions that have been left unanswered. The results of each question will be discussed and displayed in separate tables and graphs below.

Question 01: Do you read in English?

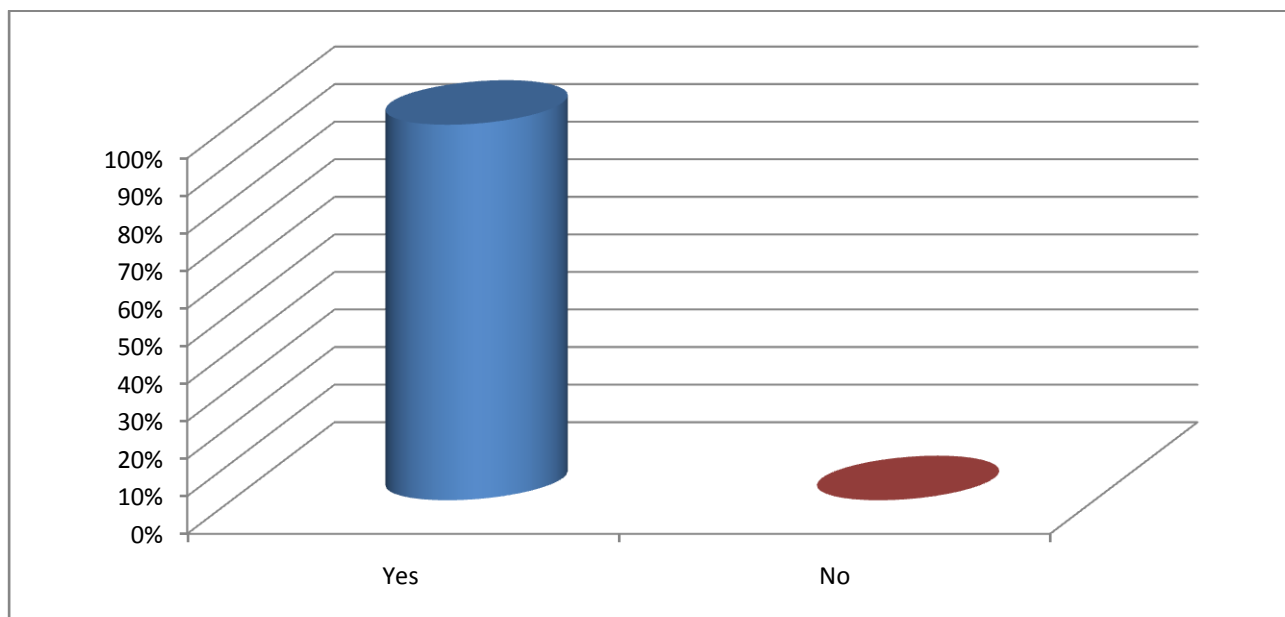
The first question investigates whether students read or do not read in the English language. The obtained results are represented in the following table and graph:

Table 2.1: Students Reading Engagement in English

	Yes	No	Total
Number of respondents	20	00	20
Percentage	100%	00%	100%

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The above results are also displayed in the following graph:



Graph 2.1: Students Reading Engagement in English

Table 2.1 and graph 2.1 indicate that 20 out of 20 (100%) students read in the English language.

Question 02: How often do you read?

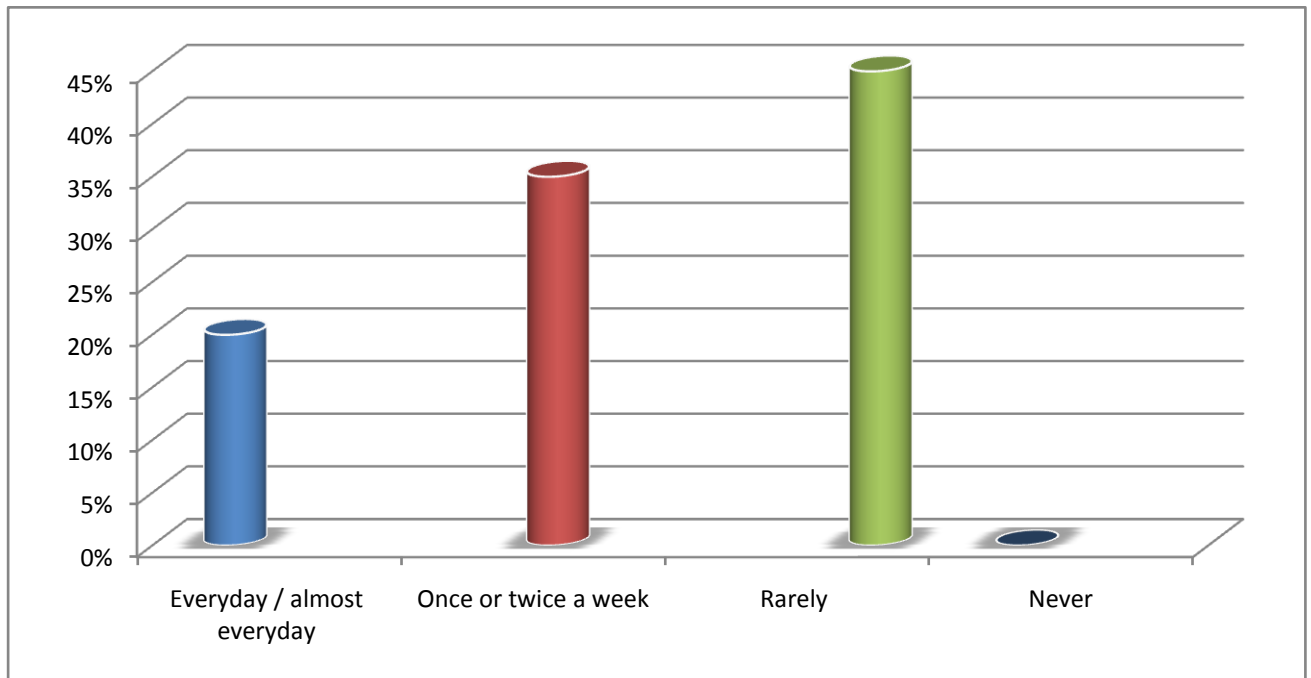
With the previous question result that shows all students do read in English. This question's main purpose was to investigate how often do these students read. The results of this question are displayed on the table and graph below:

Table 2.2: Students' Frequency Of Reading.

	Everyday / Almost everyday	Once or twice a week	Rarely	Never	Total
Number of respondents	4	7	9	0	20
Percentage	20%	35%	45%	0%	100%

These results are also displayed in the following graph:

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Graph 2.2: Students Frequency of Reading.

Table 2.2 and Graph 2.2 show that most students; nine (45%) out of 20 (100%) rarely read. Whereas, seven (35%) of the other students read up to two times a week, four (20%) read everyday or almost everyday and zero (0%) out of 20 students (100%) never read.

Question 03: What do you prefer reading?

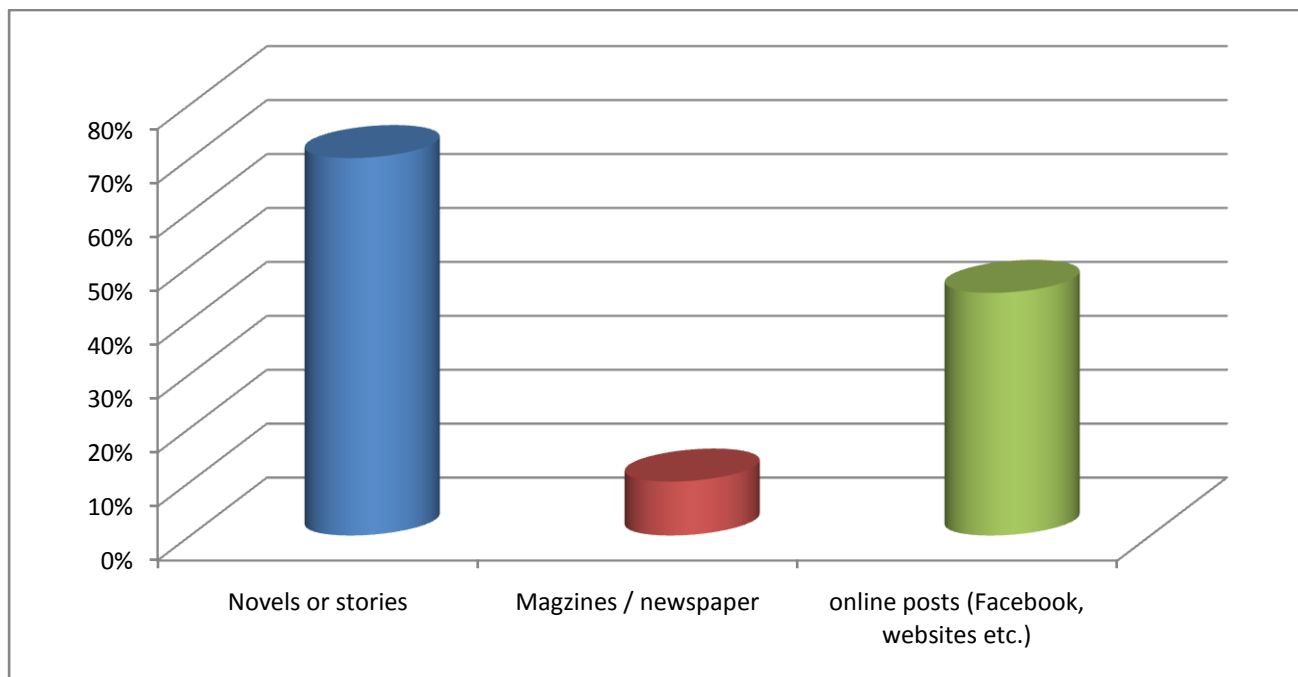
The third question, is aimed at discovering what source do students like reading from more. It provides the respondents with three types of reading sources to choose from.

Table 2.3: Students' Reading Preferences.

	Novels or stories	Magazines / newspaper	Online posts (Facebook, Websites etc.)	Total
Number of respondents	14	02	09	20
Percentage	70%	10%	45%	100%

These results are also displayed in the following graph:

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Graph 2.3: Studnets' Reading Preferences.

The above Table 2.3 and Graph 2.3, show that a high percentage of students (70%) (14 out of 20), prefer reading novels or short stories. Whereas, 45% of the respondents prefer reading online, from social media or websites, and only 10% read from magazines and newspapers.

Question 04: Which of the following materials do you prefer reading? Tick your favourite(s)

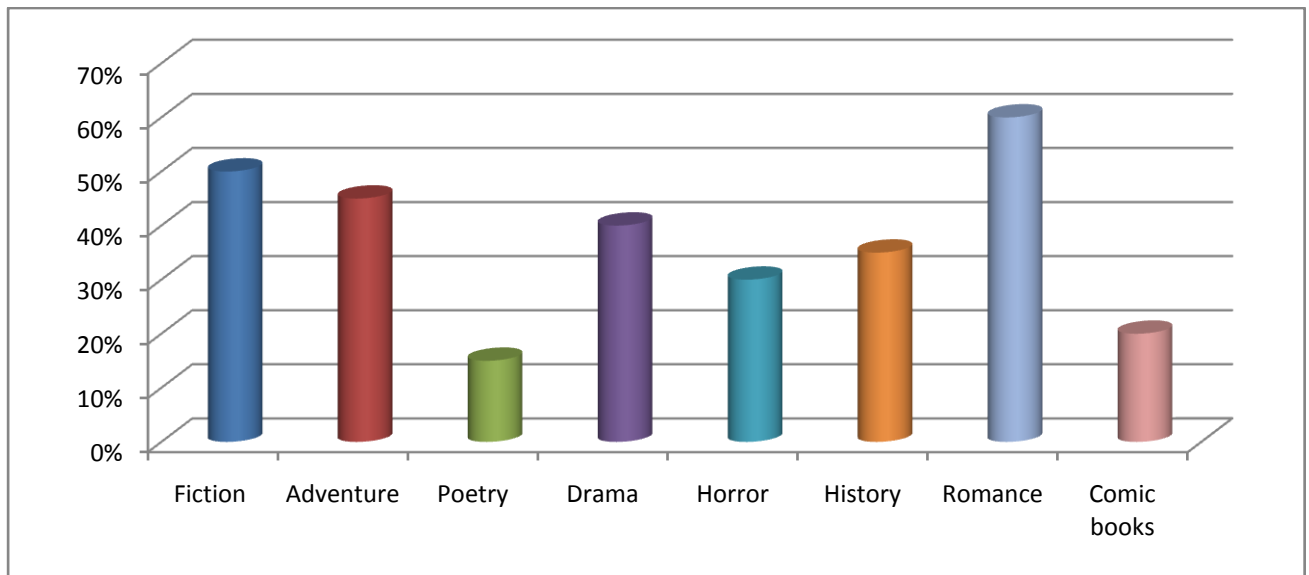
This question aims at discovering which genre of books and reading materials do students prefer reading. The following table and graph show the number and percentage of students who chose the provided options:

Table 2.4: Students' Preferable Reading Genre.

Option	Number of respondents	Percentage
Fiction	10	50%
Adventure	09	45%
Poetry	03	15%
Drama	08	40%
Horror	06	30%
History	07	35%
Romance	12	60%
Comic books	04	20%

These results are also displayed in the following graph:

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Graph 2.4: Students' Preferable Reading Genre.

As shown in the above **Table 2.4** and **Graph 2.4**, 60% , the majority of the students (12 out of 20) prefer reading Romance genre, half of them, 50% (10 out of 20) like Fiction, 45% (9 out of 20) prefer Adventure, 40% (8 out of 20) prefer Drama, 35% (7 out of 20) History, 30% (6 out of 20) Horror, 20% (4 out of 20) Comic books, and finally, 15% (3 out of 20) prefer Poetry.

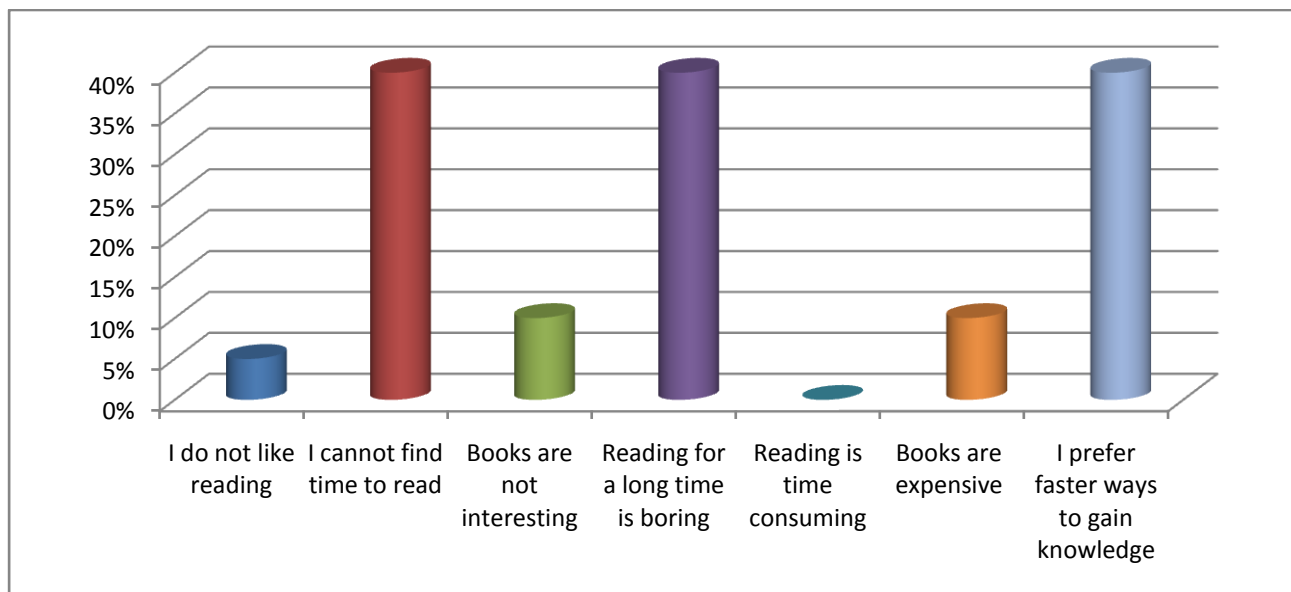
Question 05: What are your reasons for not reading?

Some students do not read, even when they claim they do. Therefore, this question's purpose is to find out what reasons push students away from reading. Respondents are given a list of different reasons to choose from, and an additional option to write down their own reason, that might not have been mentioned in the list already provided. Four out of twenty students did not answer this question.

Table 2.5: Students' Reasons for not Reading.

Options	Number of respondents	Percentage
I do not like reading	1	5%
I cannot find time to read	8	40%
Books are not interesting	2	10%
Reading for a long time is boring	8	40%
Reading is time consuming	0	0%
Books are expensive	2	10%
I prefer faster ways to gain knowledge (watching videos...)	8	40%

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Graph 2.5: Students' Reasons for not Reading.

From Table 2.5 and Graph 2.5, results of the reasons why students do not read, we notice that 40% (8 out of 20 students) claim they don't have the time to read, another 40% claim they feel bored when they read for a long time, and another 40% prefer getting knowledge from faster sources such as: watching videos online. A 10% of students (2 out of 20) do not read because they find books uninteresting, and another 10% claim they cannot afford buying books to read. 5% of them (1 out of 20) justified not reading by choosing the "I do not like reading" option and none of the students (0%) chose the "reading is time consuming" option.

Question 06: What do you find difficult about reading in English?

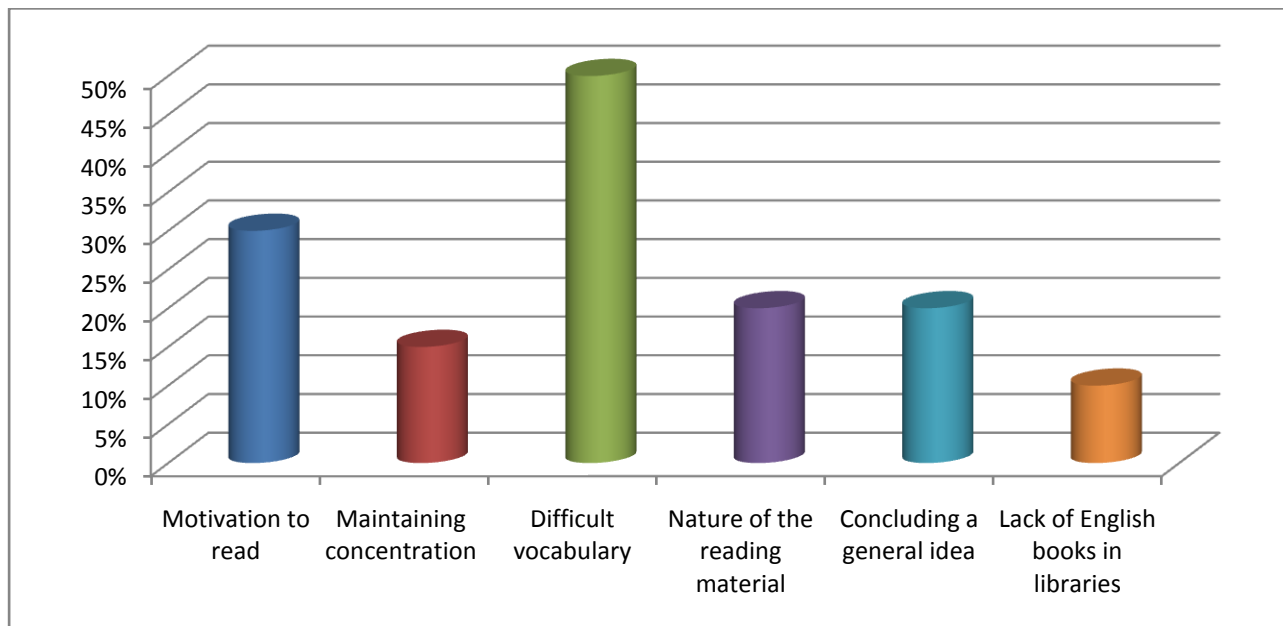
For this question, students were given six of the most common difficulties people often encounter while reading, to choose from. The purpose of this question was to spot out the difficulties they may face while reading. Reading difficulties decrease reading motivation. So, knowing what these difficulties are facilitates finding solutions for them. The table and graph below represent the results of this question:

Table 2.6: Students' Reading Difficulties.

Options	Number of respondents	Percentage
The motivation to read	6	30%
Maintaining concentration	3	15%
Difficult vocabulary	10	50%
Nature of the reading material	4	20%
Concluding a general idea from the text	4	20%
Lack of English books in libraries	2	10%

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The above results are also displayed in the following graph:



Graph 2.6: Students' Reading Difficulties.

Table 2.6 and Graph 2.6 show that the most encountered difficulty by the vast majority of students is vocabulary; 50% (10 out of 20) of students chose the “difficult vocabulary” option, whereas 30% (6 out of 20) claim that not being motivated to read, makes their reading difficult. 20% (4 out of 20) of students, state that they have a difficulty in concluding a general idea from the text, another 20% have difficulties with certain types of reading material. Other students (15%), claim that they find it difficult to maintain concentration, and only 10% of them claim that the lack of English books in libraries...

Question 07: Are you really motivated to read?

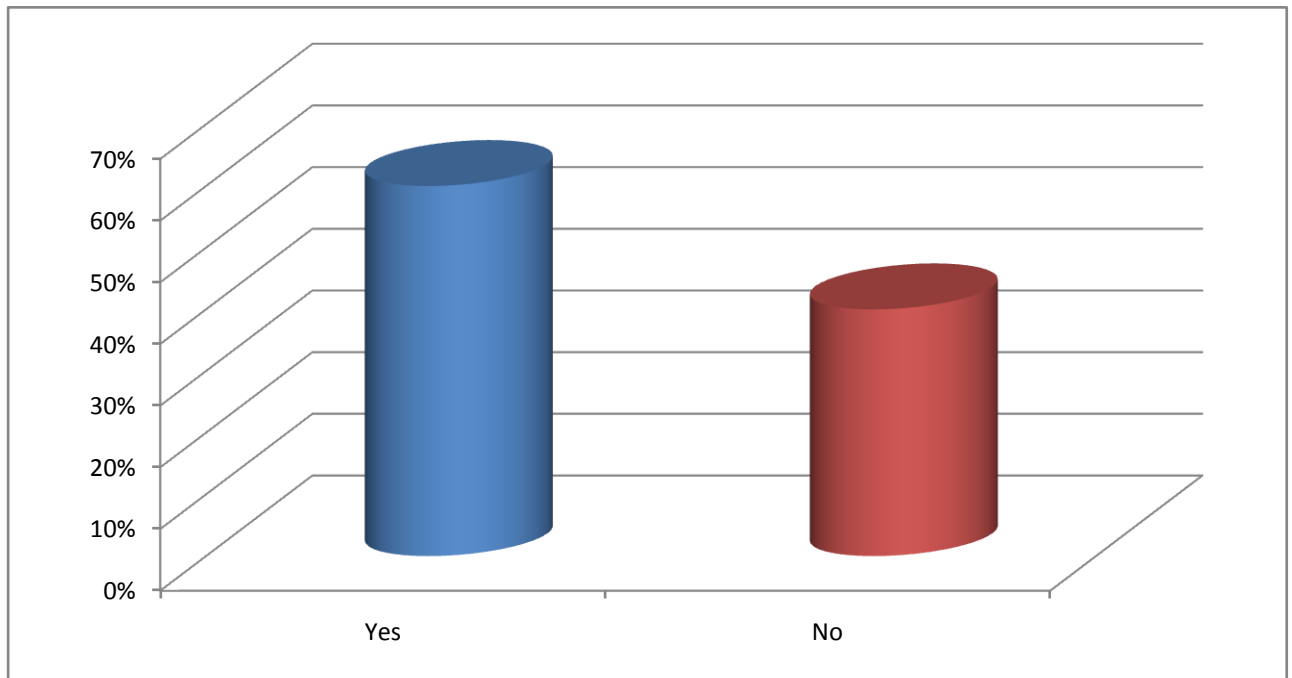
Question 07 investigates whether students are motivated for reading or not.

Table 2.7: The Students' Motivation for Reading.

	Yes	No	Total
Number of respondents	12	8	20
Percentage	60%	40%	100%

The above results are also displayed in the following graph:

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Graph 2.7: The Students' Motivation for Reading.

The above Table 2.7 and Graph 2.7 represent the results of this question. As it is shown, 60% of students are motivated to read. However, almost half of the students (40%) state that they have no motivation for reading.

Question 08: What motivates you to read?

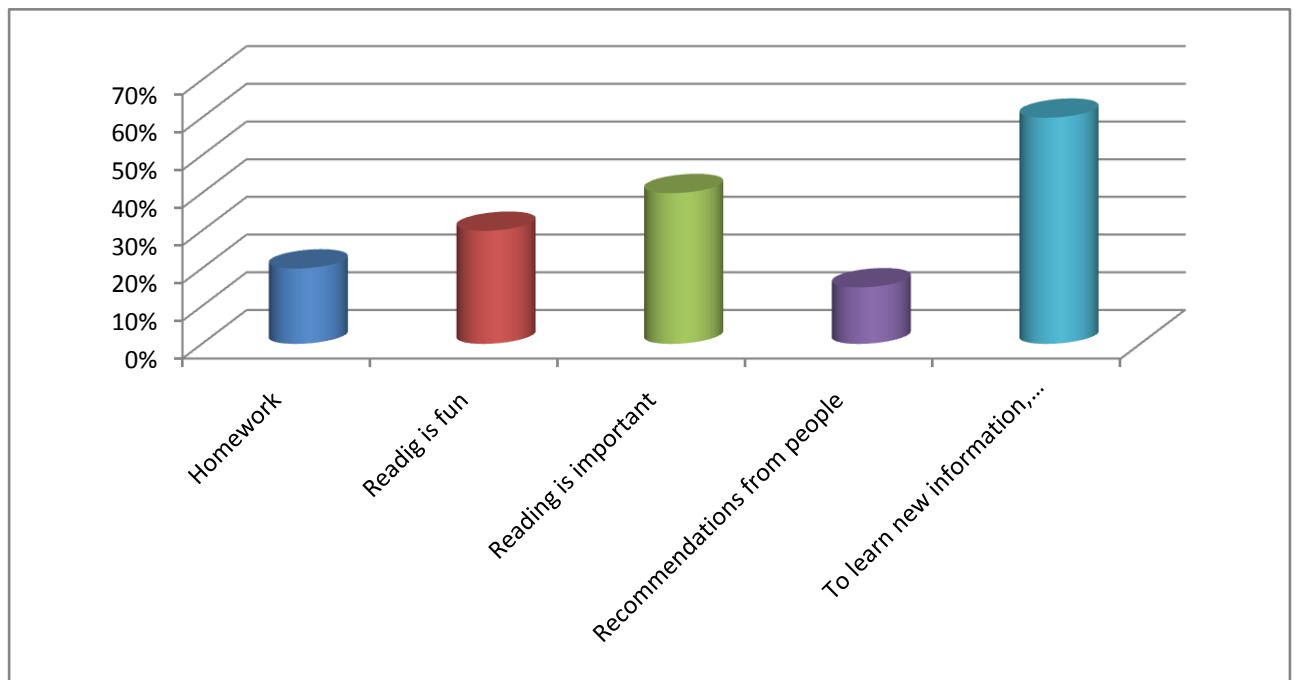
For this question, students were given a list of five things, attitudes and goals to choose from that personally motivate them and push them to read. However, one of the respondents did not choose any option as an answer.

Table 2.8: The Students' Motives for Reading.

Options	Number of respondents	Percentage
Homework	4	20%
Reading is fun	6	30%
Reading is important	8	40%
Recommendations from people	3	15%
To learn new information, vocabulary...	12	60%

The above results are also displayed in the following graph:

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Graph 2.8: The Students' Motives for Reading.

The results of this question are represented in the above Table 2.8 and Graph 2.8. The results show that most students are intrinsically motivated i.e. 60% are motivated to read for the purpose of learning something new, be it information, or vocabulary etc., 40% of them are aware of the importance of reading, which motivates them to read, 30% read because reading is fun to them. Whereas, other students are extrinsically motivated; 20% of them read for homework purposes and 15% read when they are recommended to read a certain reading material by others.

Question 09: Do your teachers motivate you to read?

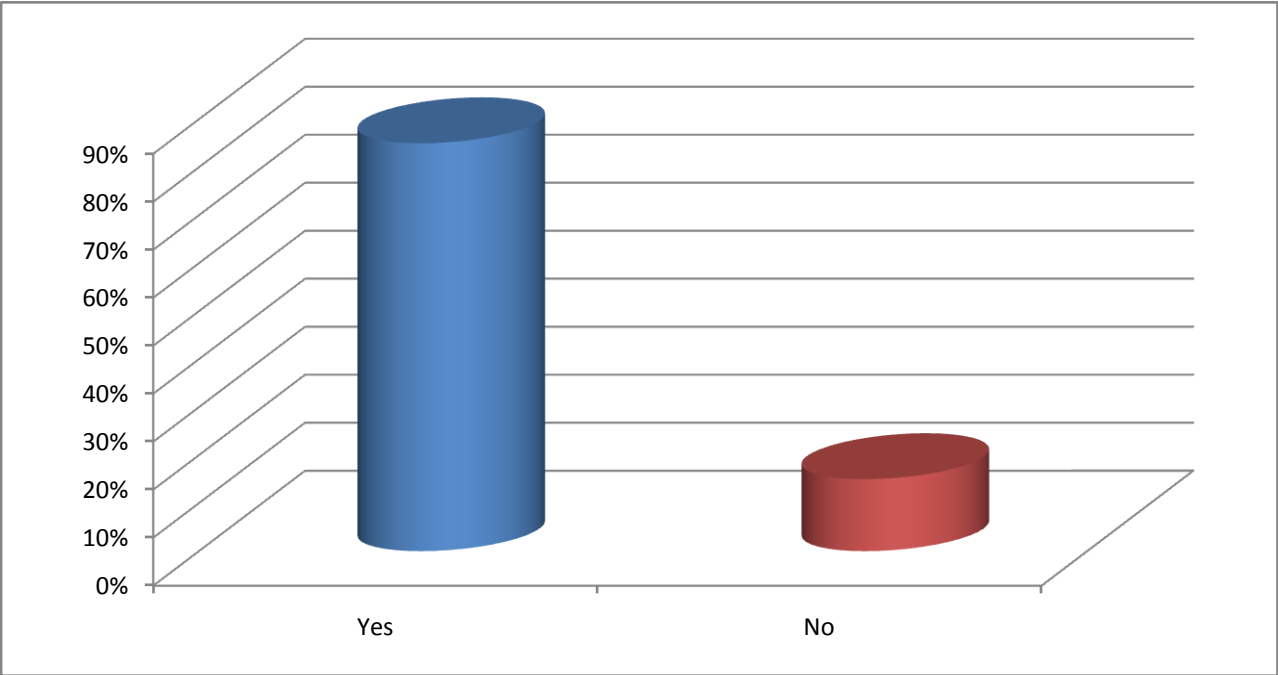
Question 09 is aimed at investigating whether students respond to and are motivated by their teachers when they're encouraged to read. It is also aimed to see if teachers' efforts for motivating their students to read actually affect them to read.

Table 2.9: Responses to Students Motivated by Teachers.

	Yes	No	Total
Number of respondents	17	3	20
Percentage	85%	15%	100%

The above results are also displayed in the following graph:

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Graph 2.9: Responses to Students Motivated by Teachers.

As it is seen in the Table 2.9 and Graph 2.9, 85% of the students are motivated to read by their teachers. However, the remaining 15% of them are not motivated to read by their own teachers.

Question 10: Which of the following things teachers have done before and motivated you to read?

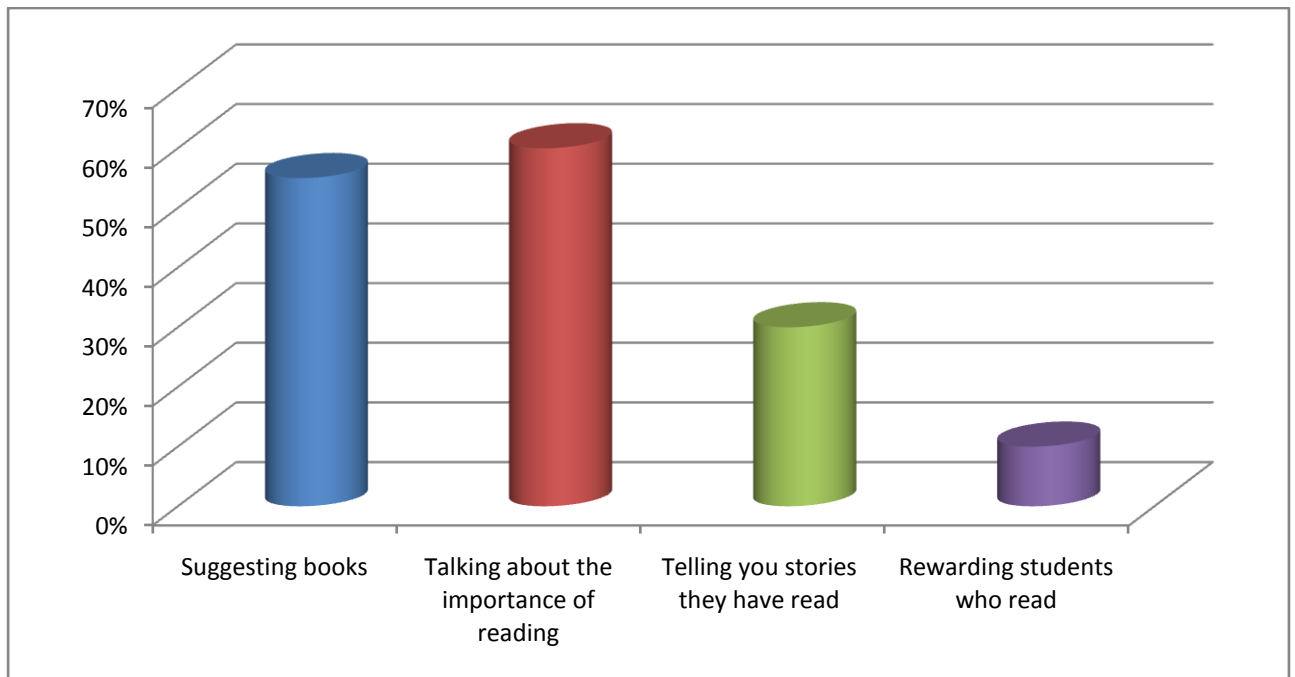
The aim of this question was to see what teachers’ practices and attitudes that are effective in motivating students to read. Students were given a list of four things to choose from what has affected their motivation, as well as an option of writing their own answer if it differs. The results are displayed below:

Table 2.10: Teachers’ Motivating Practices.

Options	Number of respondents	Percentage
Suggesting books	11	55%
Talking about the importance of reading	12	60%
Telling you stories they have read	6	30%
Rewarding students to read	2	10%

The above results are also displayed in the following graph:

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Graph 2.10: Teachers' Motivating Practices.

From the above representation of the results, we notice that 60% of students are motivated when teachers talk to them about the importance of reading, and 55% are motivated when suggested new books to read. Whereas, 30% feel motivated when their teachers use the story – telling strategy i.e. teachers telling them stories they have read before to motivate and excite them to read them, and only 10% claim that rewards keep them motivated. Moreover, one of students provided a different answer in addition to the options already provided. S/he gives the example of his/her teacher of literature using the reading – aloud method. The student states that the way his/her teacher reads to them a story, makes them live it as if it was a real – life experience.

Question 11: What do you suggest for your classmates to motivate them to read?

This question was aimed at collecting suggestions from students for their classmates that may motivate them to read. Half of the respondents provided suggestion that work for them personally, and this shows what students truly think that is effective. Three students out of twenty did not answer this question.

The vast majority of suggestions revolved around the importance of reading, how fruitful it is; as states by one of the students: *'the brain also needs the food which is reading.'* They have also spoke about how enriching it can be to their language development, vocabulary, knowledge as well as their imagination; *'... it is a kind of travel, either in time or place'.*

The remaining students suggest that practicing is key to build motivation. Some suggest that reading at least one book a month is important, another suggests that reading seven pages everyday, before sleeping, for thirty minutes makes it a habit, and therefore reading becomes fun and easy.

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Question 12: What do you suggest for teachers to do in order to motivate you to read more? Why?

Question twelve had the purpose of knowing what students really want and expect from their teachers to do in order to motivate them to read more. Students provided diverse suggestions for teachers that they find effective. However two of them did not answer this question.

There are two suggestions: The first was suggested by 35% of students, for their teachers to provide them with titles of books to read, and then to do homework activities about their readings.

The second suggestion provided for teachers: to use book – talks i.e. talk to their students about interesting books they have read, to make them curious and excited to read the whole book.

Other students suggested that teachers should make reading a fun experience rather than a boring one, and create *'a good air in the class'*, as stated by one student i.e. create suitable classroom conditions that foster the reading motivation among students.

The remaining student suggested rewarding them for finishing reading a book by adding them marks. They also suggested that they should not be forced to read whatever the teacher chooses for them to read, and rather let them choose on their own or motivate and inspire them to read by giving examples of famous and influential figures who read books.

2.7. Teachers' Questionnaire Results:

The teachers' questionnaire (**Appendix B**) consists of thirteen (13) questions; three close ended questions, one open ended question and nine multiple choice questions. It was handed out to four teachers at the University of Abou Bakr Belkaid Tlemcen, Algeria. Its general purpose was to investigate teachers' awareness of their roles as motivators and promoters of reading, and their understanding of their students' needs, preferences and attitudes.

The first four questions aim at knowing teachers' awareness of their students' motivation, their roles as motivators and how they motivate their students to read. The second three questions discover the teachers' understanding and knowledge of the reading difficulties they encounter and what helps overcome them. And the last questions investigate how teachers create reading – friendly environment, and the strategies they use to foster reading motivation. Lastly, teachers' motivating suggestions for their peers. The results of each question are represented, demonstrated and discussed below:

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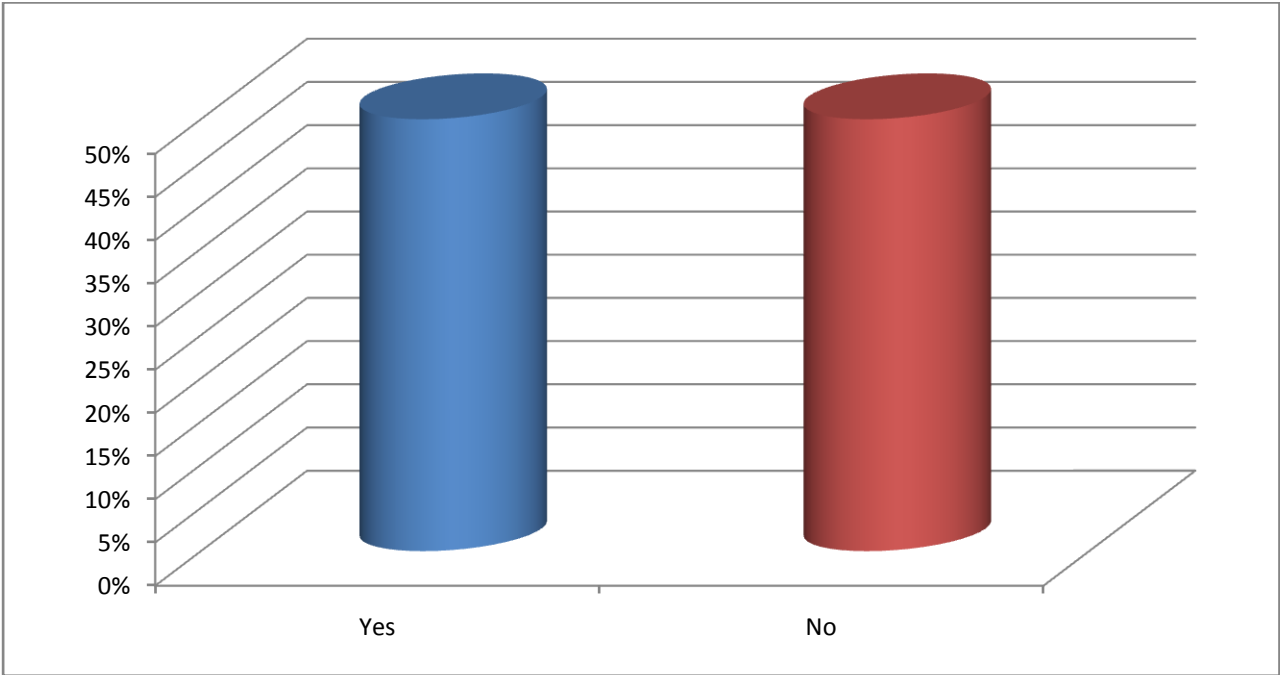
Question 01: Are your students motivated to read?

The purpose of this question was to discover the teachers’ understanding and knowledge of their students’ reading motivation. The results of this question are displayed below:

Table 2.11: Teachers’ Opinions about Students’ Motivation.

	Yes	No	Total
Number of respondents	2	2	4
Percentage	50%	50%	100%

The above results are also displayed in the following graph:



Graph 2.11: Teachers’ Opinions about Students’ Motivation.

The above results show that half of the teachers (50%) see that their students are motivated to read, whereas the other half (50%) do not see that their students motivated.

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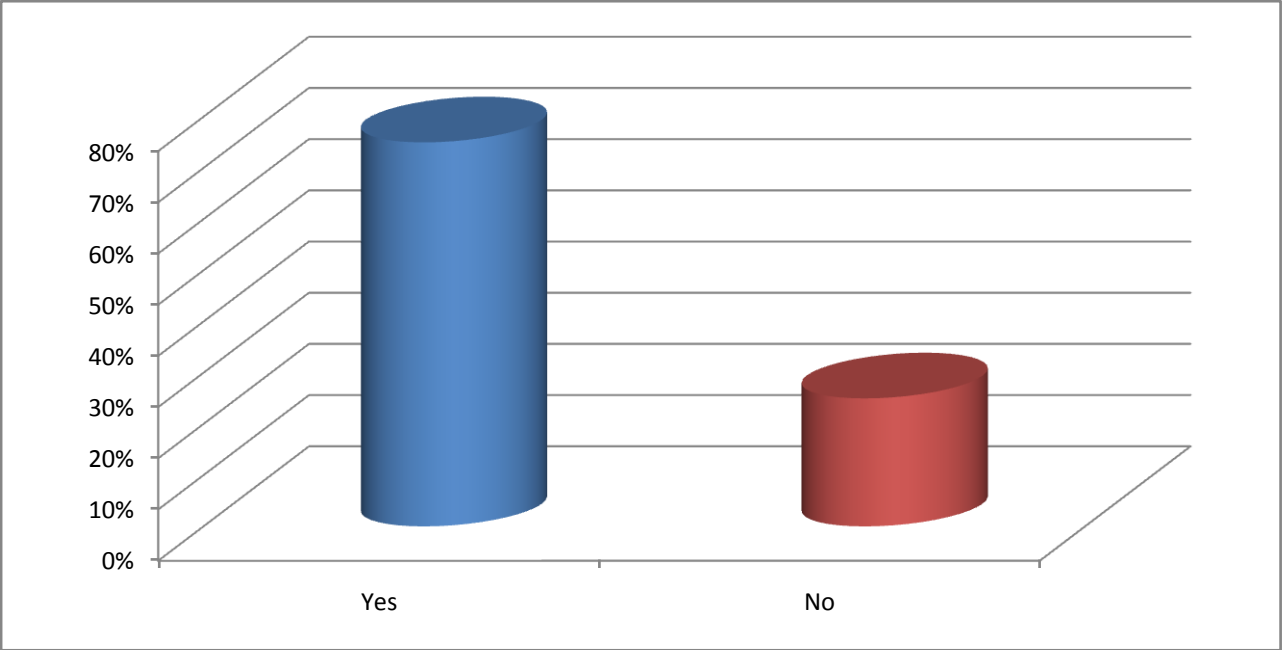
Question 02: Do you see yourself as a motivator for your students’ reading?

This question was aimed at investigating whether teachers see themselves as motivators for their students or not.

Table 2.12: Teachers as Motivators.

	Yes	No	Total
Number of respondents	3	1	4
Percentage	75%	25%	100%

The above results are also displayed in the following graph:



Graph 2.12: Teachers as Motivators.

From Table 2.12 and Graph 2.12, we conclude that 75% of the teachers see themselves as motivators and are aware of such role, whereas, 25% do not.

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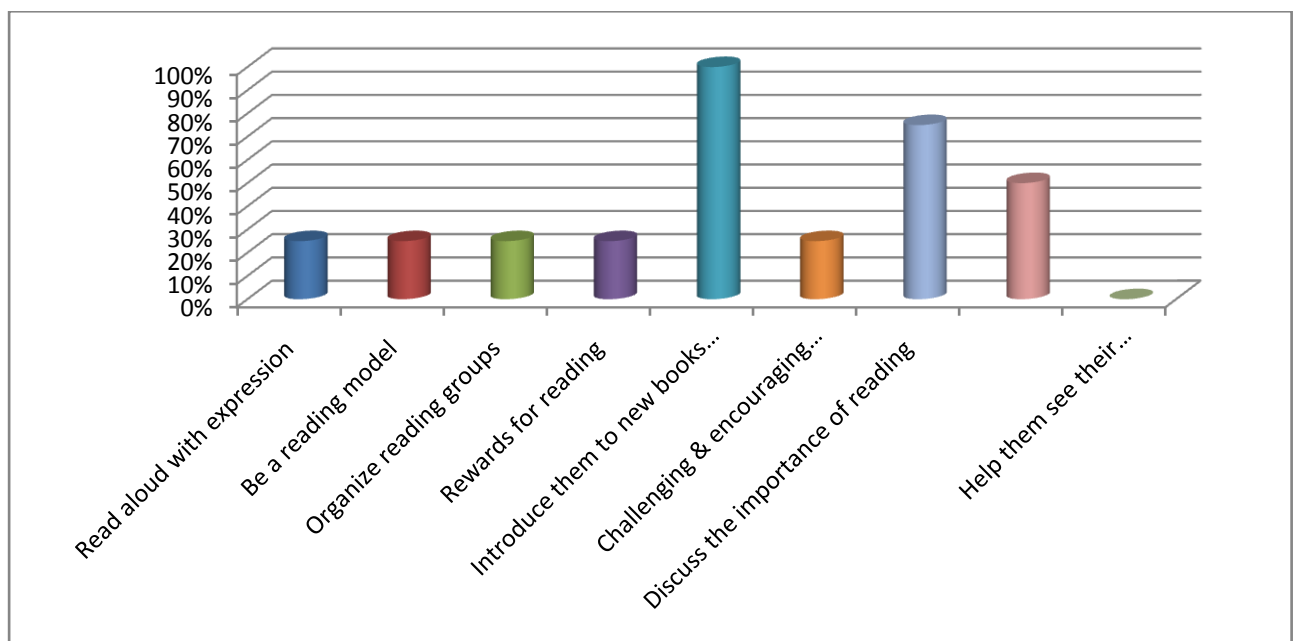
Question 03: What strategies do you use to motivate your students to read?

This question is related to the preceding one: if teachers see themselves as motivators, they must use some motivating strategies to fulfil such a role. Teachers were given a set of the most commonly used strategies by teachers of reading, to choose from, in addition to an option of writing down any strategy that they may use and hasn't been stated in the list provided. The results of this question are displayed below:

Table 2.13: Teachers' Motivating Strategies.

Options	Number of respondents	Percentage
Read aloud to them with expression	1	25%
Be a reading role model	1	25%
Organize reading groups	1	25%
Reward them for reading	1	25%
Introduce them to new books and authors	4	100%
Create challenging and encouraging atmosphere for reading	1	25%
Discuss the importance of reading	3	75%
Talk about their likes and dislikes of reading	2	50%
Help them see the improvement from reading practice	0	0%

The above results are also displayed in the following graph:



Graph 2.13: Teachers' Motivating Strategies.

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As the results show in Table 2.13 and Graph 2.13, all teachers (100%) motivate their students to read by suggesting and introducing them to new books and authors, 75% raise awareness on how important reading is, and 50% allow students to express their likes and dislikes about reading. The least used strategies, used by 25% of teachers are: the read – aloud method, being the reading role model, organizing reading groups, rewarding students who read and creating challenging and encouraging reading atmosphere in the classroom. Lastly, none of the teachers (0%) chose the strategy of helping students observe their own improvement as result of reading practice.

Question 04: To which of the above strategies do your students respond best?

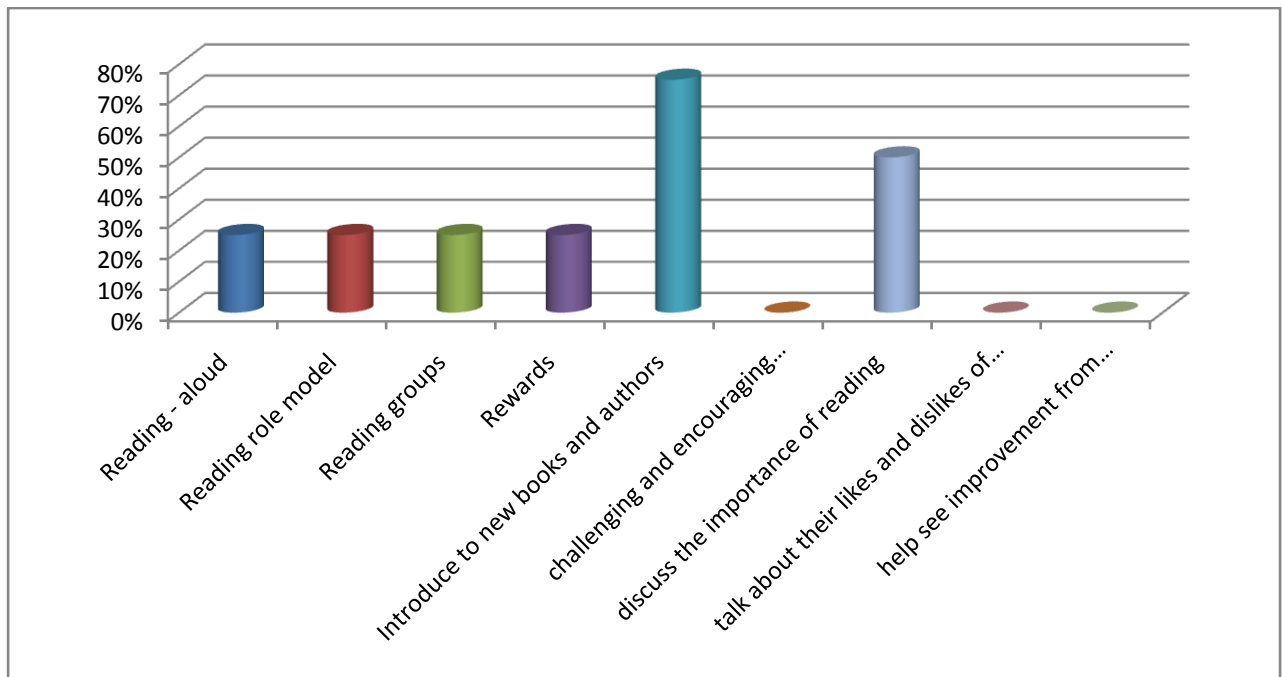
This question aimed at discovering which of the above mentioned strategies teachers use and that show better results and receive more positive responses from students. Teachers were asked to select from the strategies they claimed to use in the previous question, which work best on students.

Table 2.14: Effective Teachers' Motivating Strategies.

Options	Number of respondents	Percentage
Read aloud to them with expression	1	25%
Be a reading role model	1	25%
Organize reading groups	1	25%
Reward them for reading	1	25%
Introduce them to new books and authors	3	75%
Create challenging and encouraging atmosphere for reading	0	0%
Discuss the importance of reading	2	50%
Talk about their likes and dislikes of reading	0	0%
Help them see the improvement from reading practice	0	0%

The above results are also displayed in the following graph:

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Graph 2.14: Effective Teachers' Motivating Strategies.

The above table and graph show that not all the strategies that teachers use show results on students. 75% of teachers state that their students respond more positively when they introduce and recommend them new books and authors they did not know about. Another 50% chose the “discussing the importance of reading” as an effective strategy. About four strategies were chosen by 25% of teachers, these strategies are: reading – aloud, being a reading role model, creating reading groups, and rewarding students who read. Also, three strategies were not chosen by any of the teachers; which are: creating challenging and encouraging reading atmosphere, talking about their likes and dislikes of reading, and helping students notice their own improvement from reading practice.

Question 05: What possibly decreases students' motivation to read?

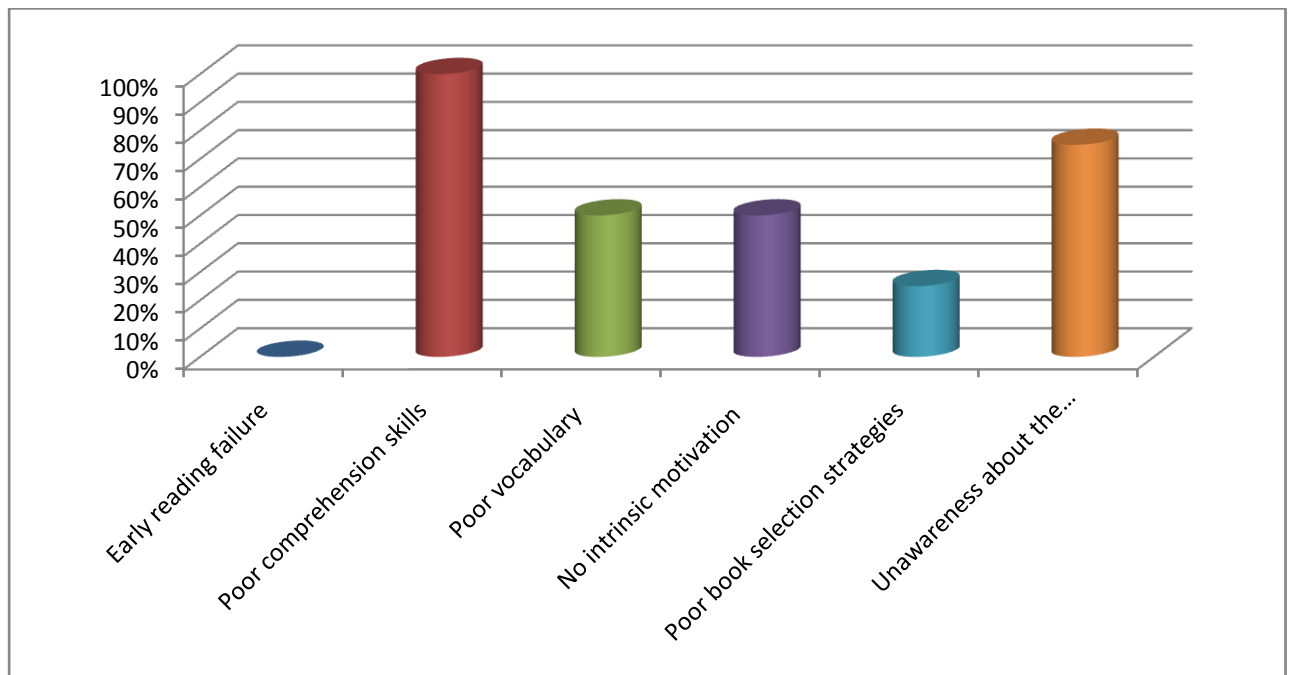
The aim of this question was to see to what extent teachers know their students, what affects their reading and what factors decrease and increase their reading motivation. Teachers had multiple choices to select from and an option to write down any other strategy worth mentioning.

Table 2.15: Factors Decreasing Reading Motivation.

Options	Number of respondents	Percentage
Early reading failure	0	0%
Poor comprehension skills	4	100%
Poor vocabulary	2	50%
No intrinsic motivation	2	50%
Poor book selection strategies	1	25%
Unawareness about the importance of reading	3	75%

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The above results are also displayed in the following graph:



Graph 2.15: Factors Decreasing Reading Motivation.

The results indicate that 100% of the teachers believe that poor comprehension skills are the major reason that decreases students' motivation and enthusiasm for reading. Obviously, it is difficult for one to continue reading what he does not understand. Whereas, 75% of them believe that students who are unaware of the importance of reading and how fruitful it can be have low motivation and no desire to read. Two other strategies were chosen by 50% of teachers; poor vocabulary and no intrinsic motivation. Poor vocabulary leads to poor comprehension and lack of the intrinsic motivation to read makes reading seem pointless to students. Finally, a 25% of teachers chose poor book selection; which also plays a role in decreasing students' reading motivation. Selecting the wrong book; if it is too levelled up makes reading very difficult, or below their level makes reading a boring experience.

Question 06: Based on your experience, what reading difficulties do students often encounter?

This particular question was included in this questionnaire as well as the students' questionnaire in order to discover what students claim they find difficult about reading, and if it matches with what teachers think students find difficult. This assesses teachers' understanding of their own students from experience. It includes most of the difficulties mentioned in the students' questionnaire (question 06).

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Table 2.16: Teachers' Perception of Students' Reading Difficulties.

Options	Number of respondents	Percentage
The motivation to read	3	75%
Maintaining concentration	0	0%
Difficult vocabulary	3	75%
Nature of the reading material	4	100%
Concluding a general idea from the text	0	0%

The above results are also displayed in the following graph:

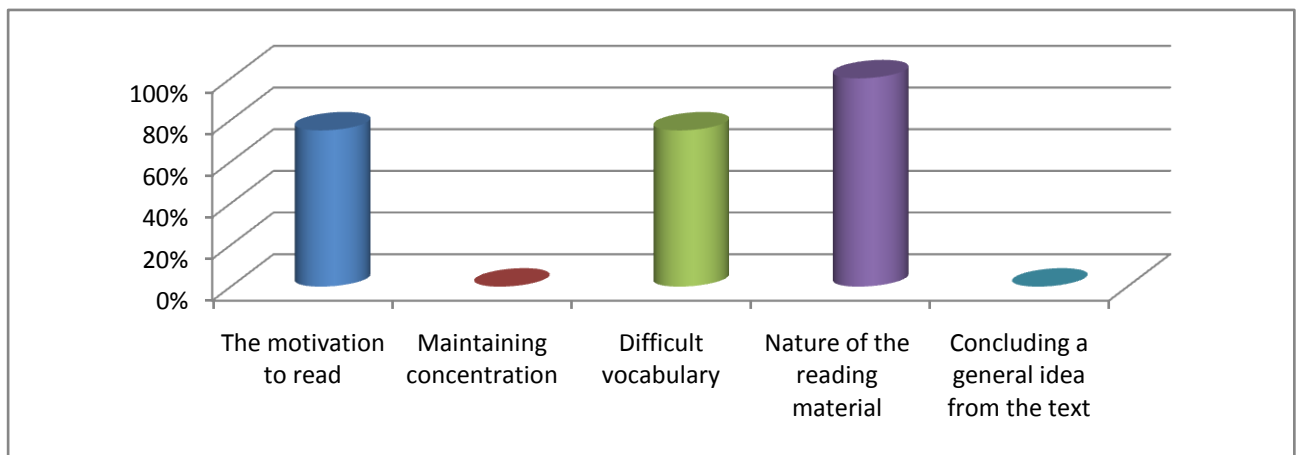


Table 2.16: Teachers' Perception of Students' Reading Difficulties.

Results of question six show that 100% of the teachers believe that the nature of the reading material is a major difficulty for students' reading. Another 75% believe that difficult vocabulary hinders the process of reading, as well as lack of the motivation to read. This goes in line with the difficulties students have personally chosen.

Question 07: What outside – class factors do you think help promote reading?

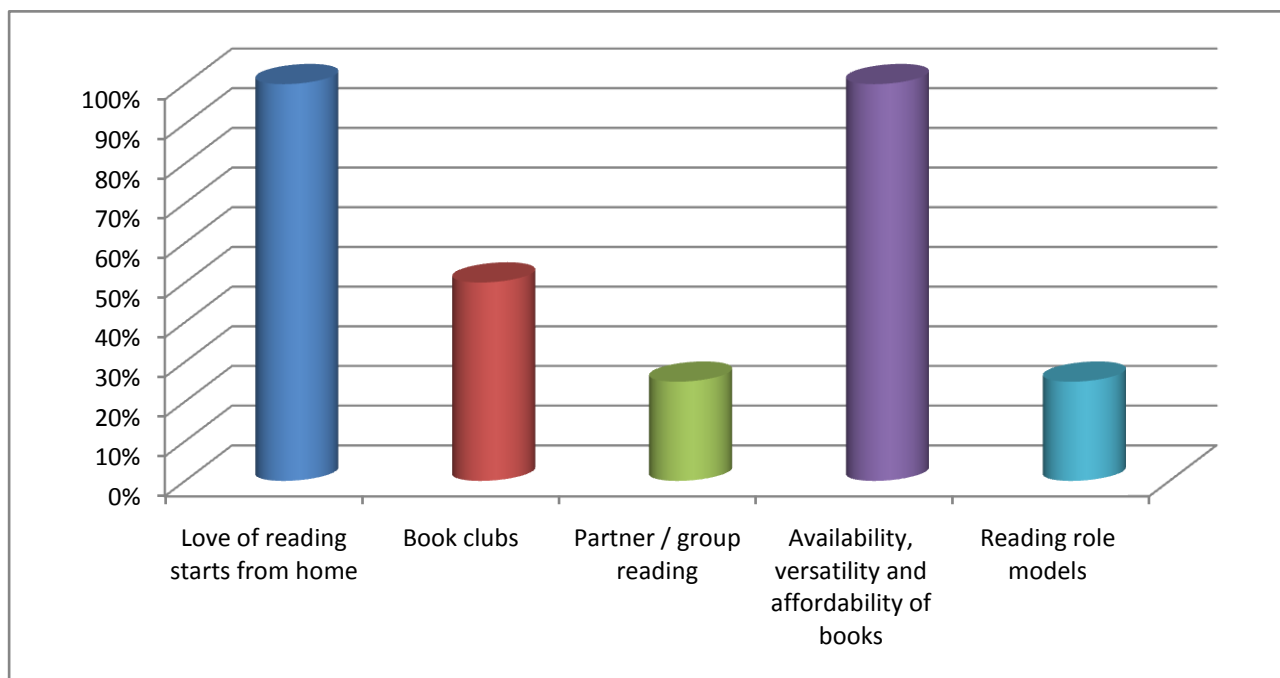
Question 07 discovers what outside – of – the – classroom factors, according to teachers, that help in promoting reading among students.

Table 2.17: Teachers' Opinions of outside – class reading promoters.

Options	Number of respondents	Percentage
Love of reading starts from home	4	100%
Book clubs	2	50%
Partner / group reading	1	25%
Availability, versatility and affordability of books in libraries	4	100%
Reading role models	1	25%

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The above results are also displayed in the following graph:



Graph 2.17: Teachers' Opinions of outside – class reading promoters.

The results indicate that all teachers (100%) believe that the most two common outside – classroom factors that promote reading are: love for reading is developed from home at a young age, and when books are available, diverse, and affordable students would engage more into reading. 50% of them also believe that students being part of book clubs, and being involved with people who read promotes reading well. Whereas another 25%, believe that collaborative reading; where students read with a partner or a group of classmates, for instance, they become more engaged with reading. They also believe that when students have reading role models to look up to, they feel inspired and engage in reading.

Question 08: Part one: Do you provide your students with the chance to practise reading often?

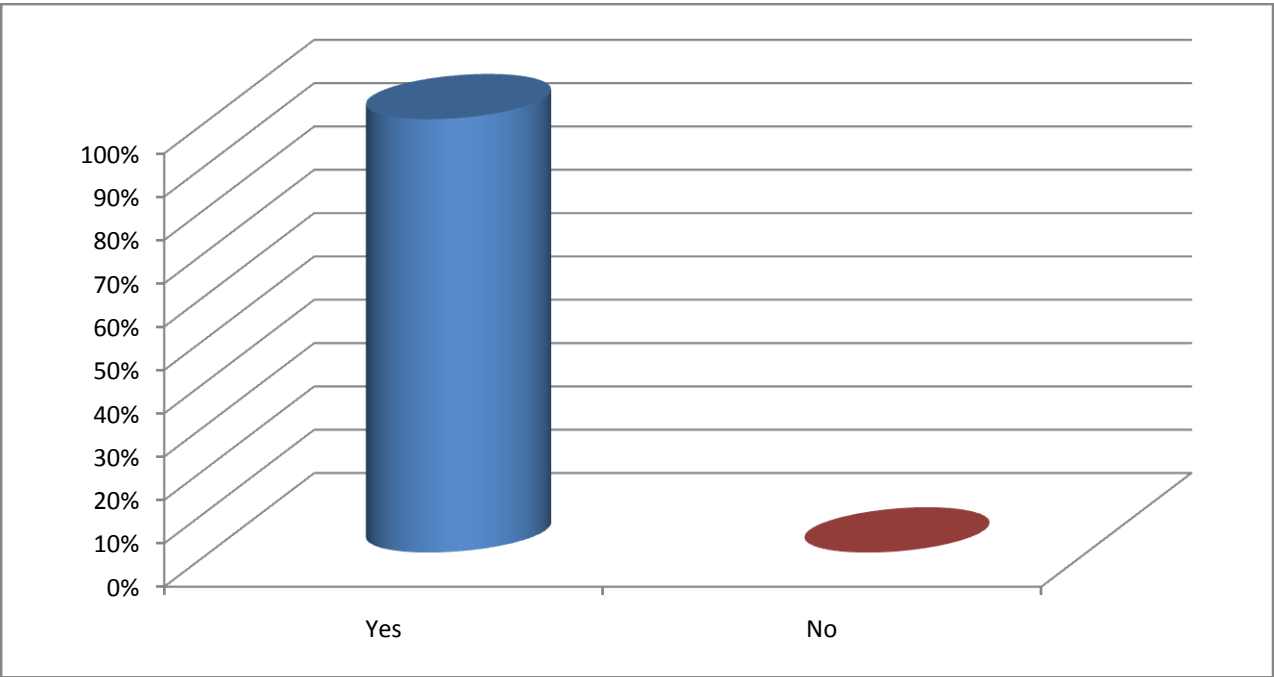
This question is combined of two parts. The first part is a close ended question, which aims at investigating whether teachers provide their students with a chance to practice reading. The second part aims at discovering how teachers provide them with this chance to practice.

Table 2.18: Teachers Allowing Reading Practice.

	Yes	No	Total
Number of respondents	4	0	4
Percentage	100%	0%	100%

The above results are also displayed in the following graph:

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Graph 2.18: Teachers Allowing Reading Practice.

The results of part one, show that all teachers (100%) give their students the chance to and involve them in reading practice.

Part two:

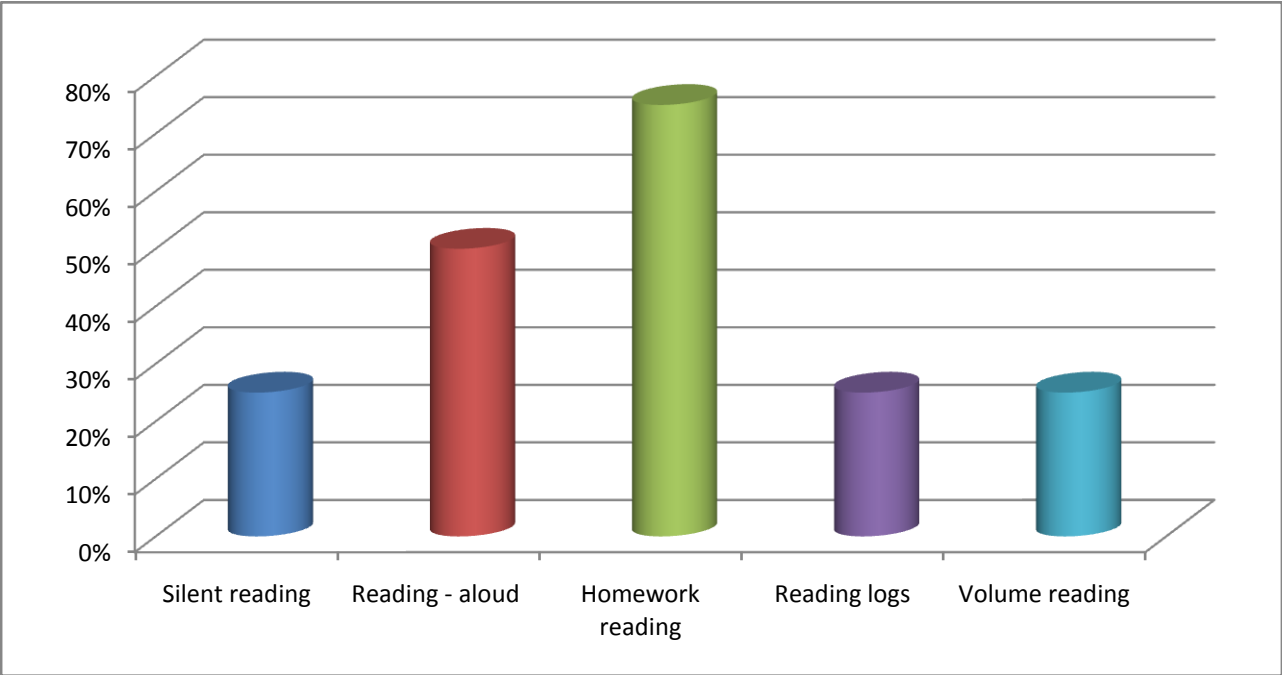
The second part of the question is represented below:

Table 2.19: Teachers’ Choice of Reading Practice Activities.

Options	Number of respondents	Percentage
Silent reading	1	25%
Reading – aloud	2	50%
Homework reading	3	75%
Reading logs	1	25%
Volume reading	1	25%

The above results are also displayed in the following graph:

Chapter Two: Case Study, Research Findings and General Recommendations



Graph 2.19: Teachers' Choice of Reading Practice Activities.

The results of the second part of the question show that, 75% of teachers use homework as a chance to give students to practice reading, while, 50% use the reading – aloud method, where students read aloud to the classroom. Other 25% of teachers use other methods such as: making a certain amount of time for silent reading in the classroom, creating monthly / weekly reading logs and / or use of volume reading to intensify the reading practice.

Question 09: Based on what criteria do you select the reading material for your students?

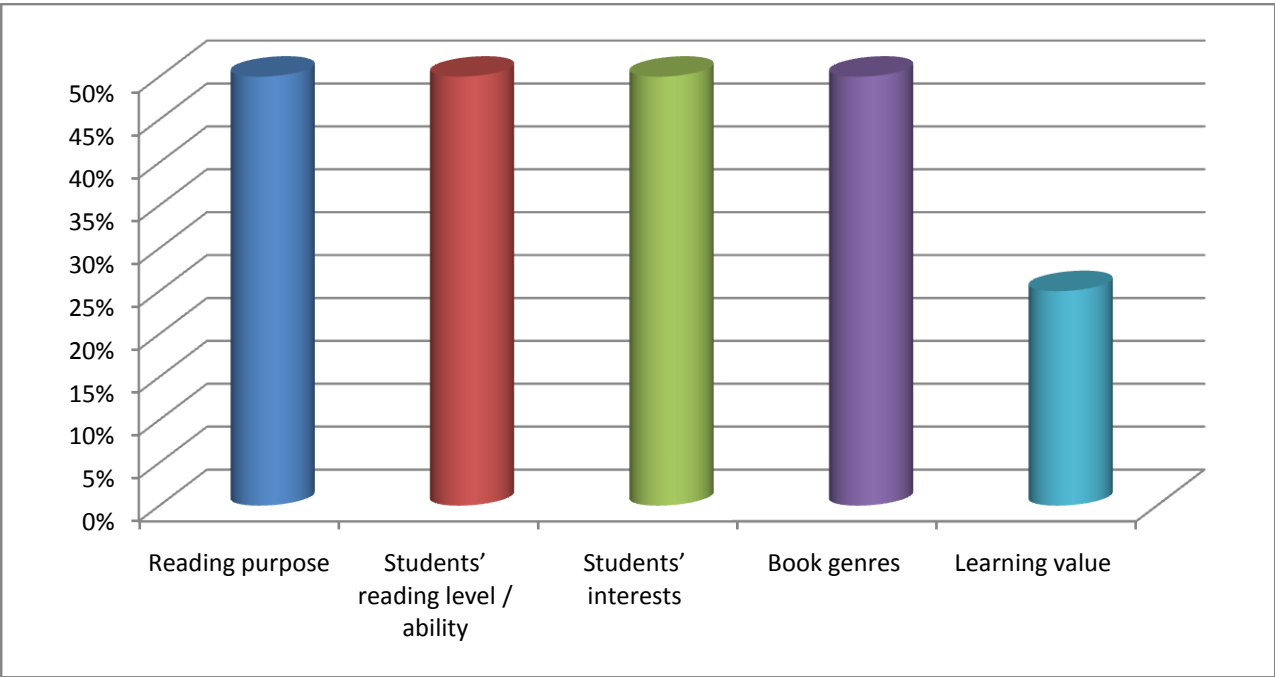
Book selection can be tricky, as the teacher has to have knowledge and experience on reading. When it comes to choosing the appropriate book for students, teachers choose based on criteria they have already in mind. For this question, teachers were asked to choose from a list, which criteria they use when it comes to selecting books for their students. Results are shown below:

Table 2.20: Teachers' Book Selection Criteria.

Options	Number of respondents	Percentage
Reading purpose	2	50%
Students' reading level / ability	2	50%
Students' interests	2	50%
Book genres	2	50%
Learning value	1	25%

The above results are also displayed in the following graph:

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Graph 2.20: Teachers' Book Selection Criteria.

From the above results, we notice that three of the criteria mentioned, are commonly used among these teachers. 50% of these teachers claim they select books for their students based on: the purpose of reading, the level of the student, and what interests students most. Whereas, only 25% select books based on the value of learning gained from reading.

Question 10: Do you observe and monitor your students' reading progress?

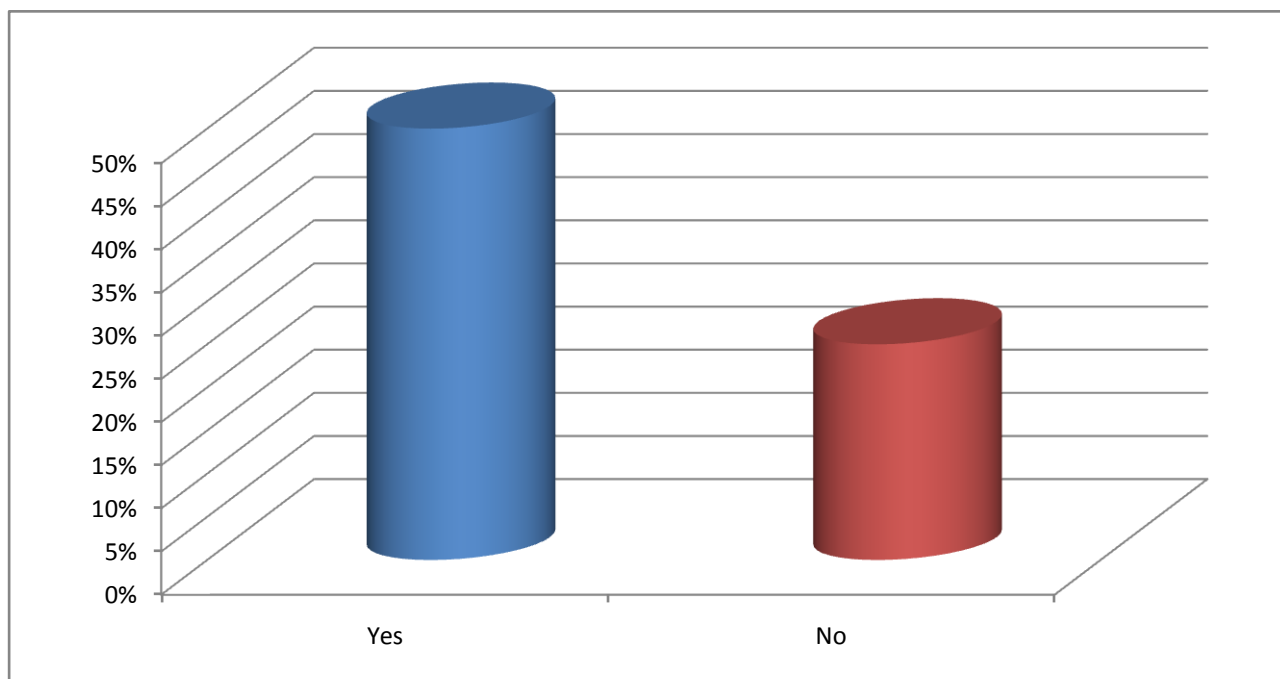
Students progress in reading; some improve at it through reading practice, and some do not show any kind of improvement. The purpose of this question was to investigate whether teachers are observers of their students' reading progress. The results are demonstrated below:

Table 2.21: Teachers Monitoring Students' Reading Progress.

	Yes	No	Total
Number of respondents	2	1	4
Percentage	50%	25%	100%

The above results are also displayed in the following graph:

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Graph 2.21: Teachers Monitoring Students' Reading Progress.

Results show that one of the teachers did not answer this question. However, for the ones who did, 50% claim that they monitor and observe their students' progress in reading, and the 25% claim that they do not do so.

Question 11: How do you create a positive in – class environment for reading?

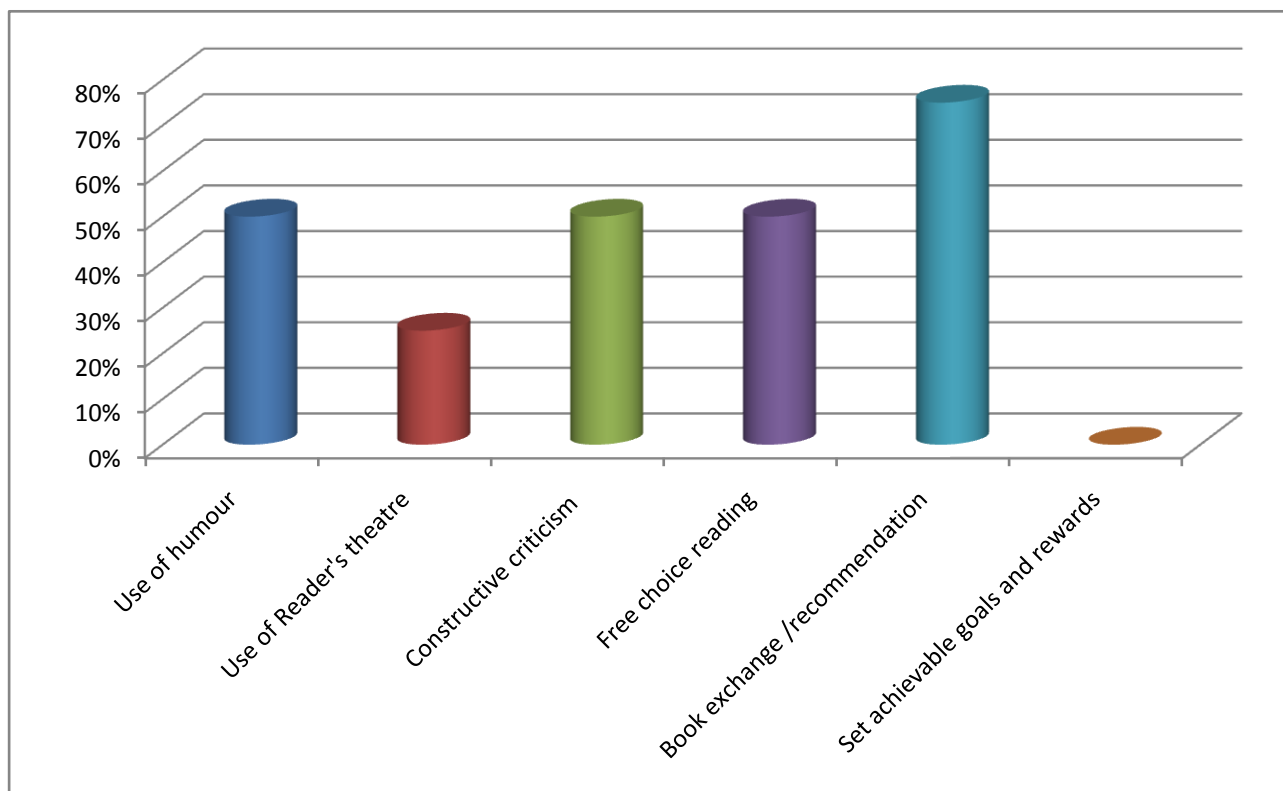
Positive classroom environment is important for fostering engagement and motivation for reading. This question investigates which strategies are used by teachers to create such reading friendly environment for their students. The results are demonstrated below:

Table 2.22: Teachers Creating Positive Classroom Environment.

Options	Number of respondents	Percentage
Use of humour	2	50%
Use of Reader's theatre	1	25%
Constructive criticism	2	50%
Free – choice reading	2	50%
Book exchange / recommendation	3	75%
Set achievable goals and rewards	0	0%

The above results are also displayed in the following graph:

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Graph 2.22: Teachers Creating Positive Classroom Environment.

From the results obtained and shown above, we conclude that 75% of teachers use the exchange and recommendation of book titles to build the excitement and motivation among students in the classroom, and 50% of teachers use other strategies such as: humour which creates a positive learning environment and teacher – student relationship, constructive criticism and the freedom of book choice for students, whereas, 0% of teachers do not set goals for students to achieve, nor reward them for it.

Question 12: Part one: Do you allow free – choice independent reading?

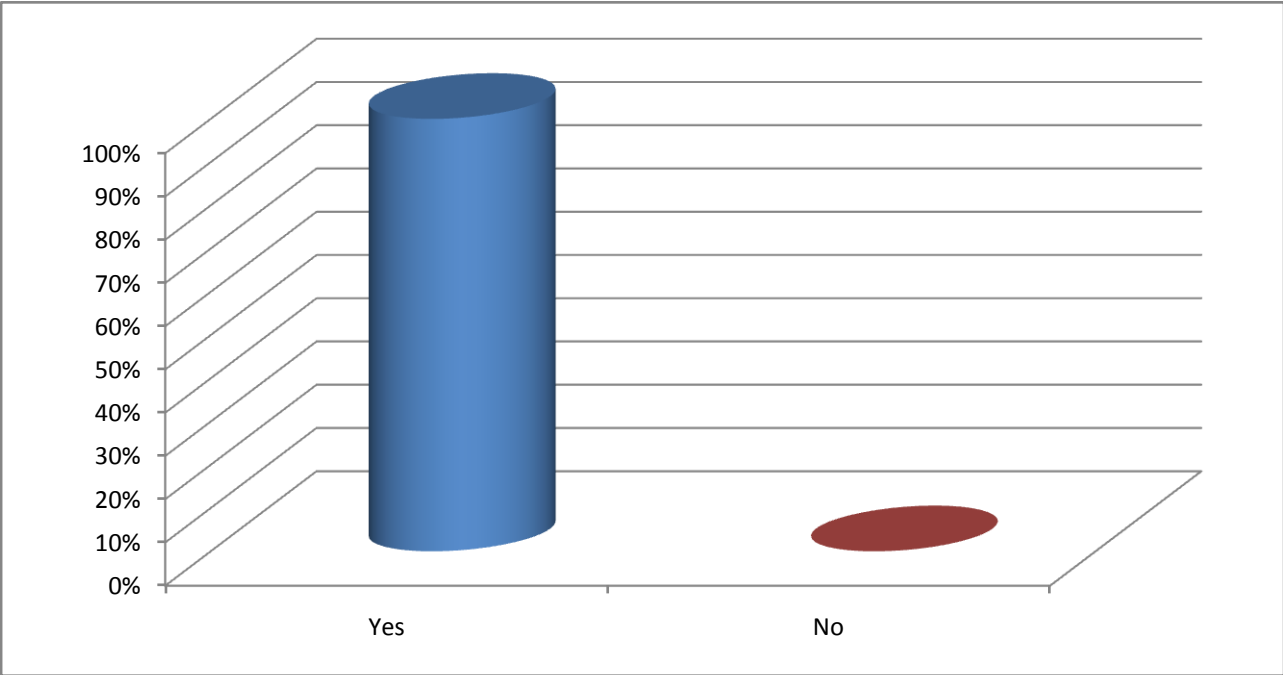
This question is comprised of two parts: part one investigates whether teachers allow their students to choose their reading material on their own, and part two investigates the criteria used by students in choosing their own reading material, perceived by teachers. Results of the first as well as the second part are represented in the following tables and graphs:

Table 2.23: Free – book Selection.

	Yes	No	Total
Number of respondents	4	0	4
Percentage	100%	0%	100%

The above results are also displayed in the following graph:

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Graph 2.23: Free – book Selection.

Table 2.23 and Graph 2.23, show that all teachers (100%) provide their students with the chance of free – book selection.

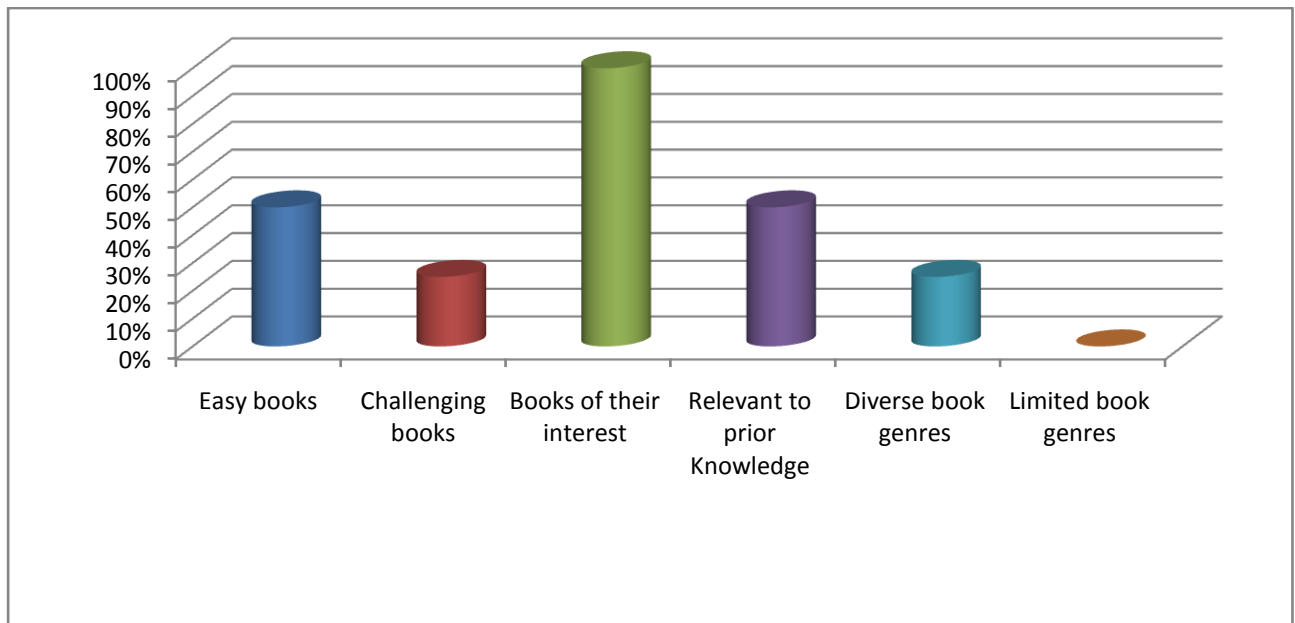
Part two results: What criteria do students use in selecting their books?

Table 2.24: Teachers’ Perspective of Students’ Book Selection Criteria.

Options	Number of respondents	Percentage
Easy books	2	50%
Challenging books	1	25%
Books of their interest	4	100%
Relevant to prior knowledge	2	50%
Diverse book genres	1	25%
Limited book genres	0	0%

The above results are also displayed in the following graph:

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Graph 2.24: Teachers' Perspective of Students' Book Selection Criteria.

Results of question twelve, part two show that students' select their books, according to 100% of teachers, based on what sparks their interest mostly. The other 50% state that students choose easy books and books that are related to what they already know. Whereas, 25% of teachers claim students choose challenging books to read, another 25% claim students choose from diverse book genres.

Question 13: What do you suggest for teachers to do in order to motivate their students to read?

Question thirteen aims at gathering suggestions from teachers for their peers, on how to motivate students to read more. Teachers provided different suggestions as follows:

Teacher 1, for instance, states that the teacher has to be a reading model for students, and if the teacher does not read himself, he will not be able to motivate his students to read.

Teacher 2 suggests for teachers to select reading materials for their students, based on familiar topics and prior knowledge with a language that is accessible and easy for students.

Teacher 3, gives a suggestion by relating to his teaching subject (Comprehension and Writing Production) as an example where he encourages students to read at least two short stories monthly, and test them on the story afterwards.

Finally, teacher 4 suggests providing students with soft or hard copies i.e. printed or electronic copies (PDF etc.) to read from. S/he also encourages teachers to reward students whose reading is in progress in order to motivate them to work even harder.

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2.8. Classroom Observation

Classroom observation took place at Abou Bakr Belkaid university of Tlemcen, with 1st year EFL students, during weekly study skills classes, in a free – choice reading activity; where students present to their classmates and teacher a book they have independently selected, read and summarized. The purpose of this classroom observation was the extrospection of the teacher's practices in the classroom, and we had to also include an observation of the students' behaviour and interaction with their teacher and classmates in order to have an overall understanding of the classroom and the session's atmosphere.

The classroom observation was based mainly on the teacher's interaction with students, instructional strategies, her presence and interaction with students in the classroom, attitudes and interference with them. The results of the observation have shown that the teacher shares a very positive relationship with her students. First, the activity design was different than usual; the teacher did not choose to test her students' reading through the common traditional strategies. Students were allowed the freedom of book selection; they could choose whatever book may be of interest to them and present it briefly to their classmates. First, the teacher asked them about the reason behind choosing the book and gave them a chance to talk of what interests them most about this book while allowing a proper student – talking – time (STT).

The teacher's presence in the classroom was remarkable; she was very involved with the students' presentation, constantly smiling at them to boost their self esteem, and give them a securing and supporting sign. She was asking questions occasionally to keep them moving forward in the story, assisting them in cases where they may feel lost or do not find the appropriate word for a certain part of the story. The teacher showed a positive attitude to any mistakes students have made, appeared less judgemental, and more helpful, and also made sure students see she is interested in their presentation and story – telling and encouraging other students to ask any questions, interacting with the one presenting and taking part in the discussion. Students were also asked by the teacher to write down on the board, any new words, life lessons or moral of the story they may have learned from reading the book. Lastly, when criticizing the presentation, the words of the teacher appeared to be carefully selected, accompanied with words of encouragement and advice, which has created a stress – and destructive – criticism free atmosphere.

The second purpose of the classroom observation was the students' performances, interaction, and reaction to the teacher's interference. Though most of the students presenting have shown signs of stress, through their body language, like stuttering, loss of words, shaky hands and avoiding eye contact, some of them have reacted positively to the teacher's assisting and encouraging strategies and have shown a relaxing change in behaviour towards the end of their presentation. The classmate – audience also have responded positively to the teacher's attempts of involving them into the discussion and interacted with each other and some provided with opinions and asked questions.

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2.9. Discussion of the Findings

This part deals with the discussion of the obtained results from the teachers' questionnaire, students' questionnaire and classroom observation.

The ultimate purpose of the students' questionnaire is to investigate the students' reading engagement, their motives for reading, their reading difficulties, and their motivation for reading, in order to better understand them. From the findings, we noticed that the vast majority of students do read in English from different genres; mainly romance and fiction, which align with the common interests of people at such age, however not always from books and not very often, even though nowadays reading materials, printed or electronic, are very accessible and available for everybody. Results also showed that most students avoid reading because they do not make it a priority and in the age of speed, they prefer faster ways to look up information. However, the last part of the questionnaire showed that teachers need to raise awareness about the value of reading, as most students claimed that such strategy, in addition to book – talks and rewards motivate them greatly.

The teacher's questionnaire on the other hand, aims at gathering data about the teachers' awareness of their roles as motivators and reading promoters of students' reading. The results show that most teachers see that their students are motivated for reading. However, when asked about the reading difficulties students face, they agree on lack of motivation. We also noticed that teachers use a combination of motivating strategies and claim their students only react positively to a couple of the strategies used with them; which are the most commonly used strategies by these teachers. This has proven the legitimacy of our second hypothesis. The results also show that teachers are well aware of the students' preferences and what works on them. They also realize the importance of positive conditions for reading practice as well as monitoring the reading progress of their students, and work towards achieving it. The teachers' questionnaire has also shown us how these teachers create positive classroom environment for reading and what criteria, according to teachers, that students use when selecting their own books. Lastly, teachers have suggested diverse reading motivation strategies, for their colleagues to take into consideration. These suggestions have shown what teachers have different opinions and experiences with students, each one of them have a unique strategy that s/he thinks it would be effective if used by other teachers as well.

Classroom observation's purpose was to observe the teachers' practices in the classroom, the teacher – student relationship as well as the students' attitude and reaction to the teachers' strategies. The results of the first part of the observation, which was based on the teacher's practices, has shown that the observed teacher makes use of the free – book selection strategy; one of the 6 C's of motivation (see p23) as well as fulfils her roles as: facilitator, reading promoter, guide, activity designer and motivation; which contribute in engaging students in reading fostering their motivation and love of reading. The results of the second part, based on the students' reactions has shown that the fear of mistake making and the stress factor play an important role in decreasing the students' learning motivation and as a result reading motivation. However, allowing students to independently select their reading material has shown a somewhat positive and confident attitude from some students when presenting.

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2.10. General Recommendations and Suggestions

The present research investigation and findings have provided us with a broad understanding of the issue of reading motivation. We provided recommendations and suggestions for teachers and students that may be of help to them. First, teachers need to be able to detect the reading difficulties and struggles that students' have in order to provide with the help needed for improvement. Lastly, different researches have shown how reading motivation is related with the ability of students to comprehend and learn from what they read, therefore we have provided with a brief description of the "SQ3R" technique and how it can be implemented.

a. For teachers:

- Poor reading results in failure, lack of motivation and achievement. Teachers should be able to detect the struggling readers and not misunderstand it with laziness. Because that may prevent them from receiving the help they need. The International Journal of Special Education (2013: 38) suggests that:

“Attention should be given to the means of identifying children who need additional support even at later stages of reading development, and to the means of determining the most important factors which contribute to poor reading skills and which can be influenced upon.”

In short, detecting poor reading allows teachers to have an idea about what kind of help the students need to improve their reading skills.

- **The “SQRRR” or “SQ3R” Technique**

One of the most challenging aspects teachers of reading face is that of reading comprehension. Reading comprehension is the process of constructing meaning from the text, without it, it would be pointless and frustrating to read, and decreasing in motivation.

Robinson (1946) in his book “**Effective Study**”, introduced the “**SQ3R**” technique, to increase reading motivation through improving students' reading memory, comprehension and efficiency. The “**SQ3R**” technique stands for:

a. Survey

A brief preview of the reading material, for the purpose of gathering information about the nature of the reading material and the main ideas to set reading goals and prepare them for the next step of reading. (Jose G. & Raja W., 2011:4)

b. Question

Active reading is a very useful technique, especially for struggling readers. Successful readers often use this technique, they ask themselves questions, and try answering them during the process of reading. This engages them more into reading, keeps them focused, interested and helps them comprehend the reading material better.

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c. Read

At this stage, students actually take their time to read the material thoroughly. This depends on which way the reader responds to best; either reading the text once in a slow, in – depth manner, or reading twice by first skimming through text in a rapid way then rereading it slowly.

d. Recall

After reading the material, readers write down a brief summary of the text, by recalling as much information as they remember from the text and the main points and ideas they have picked up.

e. Review

The final step of the “SQ3R” technique is reviewing and revising the learned information. It can include coming back to the text with a final rapid re-reading, to confirm the understanding of the text, fill in any gaps, or answer any remaining questions or confusions.

- Many students are aware of the importance of reading and claim they are motivated to read. However, they rarely ever engage in the reading practice because they do not see a reason to and a direct and visible outcome from it. Teachers should make use of the “Incentive Theory” and “Operant Conditioning Theory” in order to engage and motivate students to read.

The Incentive theory is concerned with the motivation of doing something in order to gain a reward. This reward can be a personal achievement, a good grade, or competition between students. (Turner, 2017: 14)

Skinner (1938) coined the term operant conditioning; and is defined as: **“Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an individual makes an association between a particular behavior and a consequence”** (Skinner, 1938) cited in (McLeod: 2018)

The two theories above share common beliefs. Therefore, teachers should use external incentives as a motivating tool as well as operant conditioning through the use of positive and negative reinforcements, to foster the students’ motivation to read. The main goal here is to immerse students into the reading practice and conditioning them into the habit of reading. The more students are exposed to reading, the more desire for reading is developed. Clearly, many students fail to develop a love of reading because they do not read so often. So immersing students and exposing them to volume reading i.e. a rich and healthy amount of weekly reading activities, has the possibility to condition students into the habit of reading and develop a love and enjoyment of it. Moreover, the use of external incentives as a motivating tool by teachers is also suggested as a topic for further study and research.

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b. For students:

- Students should develop a competitive mindset to increase their reading engagement and love of books. Shimotsu *et al.* (2012: 311) state that:

“Students who possess high levels of academic competitiveness also strive to out-perform themselves (i.e., personal improvement) or others. The ambition to succeed may influence competitive students to take proactive measures toward achievement (Ryckman et al., 1997), such as effective study habit”

Therefore, being a competitive student helps develop positive and effective habits and motivates students to improve themselves to succeed.

- Students should make at least 15 minutes for daily reading practice. This not only would improve their reading skills but also improves their concentration and reduce their stress, this will gradually develop a love of reading, makes it enjoyable and boot their motivation to read.

2.11. Conclusion

This practical chapter focused on the description and analysis of the research findings collected from an investigation conducted at the University of Abou Bakr Belkaid Tlemcen, Algeria, on a sample of 1st year EFL university students and teachers as well a classroom observation in the same setting.

The research results were discussed, analyzed and interpreted. The teachers’ questionnaire, students’ questionnaire and classroom observation have shown that teachers do fulfil and show a sense of responsibility towards their role as reading motivators, by using a rich and diverse set of strategies, and despite the teachers’ hard work in engaging and motivating their students in reading, many students, unfortunately, are not motivated to read for various reasons. The results have also proven that teachers definitely require extra help and assistance from parents in developing a love of reading in students and engaging them in this habit at a young age.

Finally, the research work provided a set of suggestions and recommendations for teachers and students in order to promote reading among students and foster their reading engagement and motivation.

General Conclusion

General Conclusion

The importance of reading is an undebatable fact. It is a survival skill in today's world. It is a vital receptive skill, through which we learn, discover and grow. Reading is a complex process that combines a set of skills and factors contributing to a successful outcome. Different researches have shown that the motivation for reading is one of the many factors that determine reading achievement, which educators all over the world, struggle with. Reading motivation is the internal desire one has for reading, which many students fail to develop throughout their lives.

The main thrust of this study was to investigate the role of the teacher as a source of motivation for reading among students. Two chapters were devoted for the investigation. The first chapter aimed at providing an overall insight on the reading skill, its types and components. Then, on the reading instructional strategies and theories teachers make use of. It also discovers the influence of the first language reading skills on second / foreign language reading. Finally, it focuses on the teachers' different roles in the classroom and reading instruction, their impact and the strategies they use in motivating students and creating the suitable classroom conditions for such roles.

The second chapter aimed at the design of a case study to further investigate on the teacher as a source of motivation. It made use of three research instruments to gather data; a questionnaire designed and handed out to four teachers at the university of Abou Bakr Belkaid University of Tlemcen, another questionnaire designed for a sample of twenty 1st year EFL students, lastly a classroom observation conducted for the purpose of observing the teacher's practices during weekly Study Skills sessions devoted to reading activities, at the same university.

The results of the data analysis have shown that most teachers fulfill their roles as motivators; the instructional and motivational strategies as well as their suggestions align with fostering motivation for reading. Moreover it has enlightened us more about the difficulties students and teachers face. The final results have positively answered the research questions that were raised at the beginning of the research and approved the hypotheses provided; regarding the motivational strategies used by teachers as well their attitudes towards their roles as motivators.

However, after the completion of this research work, some limitations may be noted. First, the access to relevant literature and documents was limited. Another limitation discovered after the interpretation of the findings of this research, is the design of the questionnaire. Some questions were not as successful in addressing the aim of the research and a couple of additional questions may have been included for a more comprehensive investigation of the research problem. In addition to that, the data collection was constrained by the deadline of the submission of this research work, which was difficult to meet due to the strikes duration and the limited access to the selected sample of students as well as some teachers. Therefore, the data collection was time consuming.

Finally, a set of recommendations and strategies were provided for teachers as well as students, in the same area of reading and motivation. These suggestions and recommendations revolve around strategies in detecting poor readers from lazy ones, strategies in teaching comprehension as a way for fostering motivation and lastly we have suggested the use of the “Incentives Theory” along with “Operant Conditioning Theory” for engaging students in reading and therefore motivating them. We also suggest in this work that further research can be conducted concerning the use of external incentives, i.e. “Incentives Theory” as a tool for motivating students to read.

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Appendices

Appendix A: Students' Questionnaire

Dear Students,

The present questionnaire is part of an academic research that aims at investigating your engagement in reading, and the role of the teacher as a source of motivation for you to read. You are kindly requested to answer the following questions:

1) Do you read in English?

- Yes No

2) How often do you read?

- Everyday / almost everyday
 Once or twice a week
 Rarely
 Never

3) What do you prefer reading?

- Novels or stories
 Magazines / newspaper
 Online posts (Facebook, websites, etc.)

Others, please specify:

.....

4) Which of the following materials do you prefer reading? Tick your favourite(s)

- Fiction
 Adventure
 Poetry
 Drama
 Horror
 History
 Romance
 Comic books

10) Which of the following things teachers have done before and motivated you to read?

- Suggesting books
- Talking about the importance of reading
- Telling you stories they have read about
- Rewarding students who read

Other, please specify:

11) What do you suggest for your classmates to motivate them to read?

.....

12) What do you suggest for teachers to do in order to motivate you to read more? Why?

.....

Thank you for your cooperation!

Appendix B: Teachers' Questionnaire

Dear teachers,

The present questionnaire is part of an academic research that aims at gathering data to investigate your awareness of your role as a motivator and reading promoter for your students. You are kindly requested to answer the following questions:

- 1) Are your students motivated to read?
 Yes No

- 2) Do you see yourself as a motivator for your students' reading?
 Yes No

If yes,

- 3) What strategies do you use to motivate your students to read?
 a) Read aloud to them with expression.
 b) Be a reading role model
 c) Organize reading groups
 d) Reward them for reading
 e) Introduce them to new books and authors
 f) Create challenging and encouraging atmosphere for reading
 g) Discuss with them the importance of reading
 h) Talk to them about what they like and do not like about reading.
 i) Help them see the improvement from reading practice

Other, please specify:

.....
.....

- 4) To which of the above strategies do your students respond best? (Please tick the letter of each strategy)
 Read aloud to them with expression.
 Be a reading role model
 Organize reading groups
 Reward them for reading
 Introduce them to new books and authors
 Create challenging and encouraging atmosphere for reading
 Discuss with them the importance of reading
 Talk to them about what they like and do not like about reading.
 Help them see the improvement from reading practice
 Other

5) What possibly decreases students' motivation to read?

- Early reading failure
- Poor comprehension skills
- Poor vocabulary
- No intrinsic motivation
- Poor book selection strategies
- Unawareness about the importance of reading

Other, please specify:

.....
.....

6) Based on your experience, what reading difficulties do students often encounter?

- The motivation to read
- Maintaining concentration
- Difficult vocabulary
- Nature of the reading material
- Concluding a general idea from the text

7) What outside-class factors do you think help promote reading?

- Love of reading starts from home
- Book clubs
- Partner / group reading
- Availability, versatility and affordability of books in libraries
- Reading role models

8) Do you provide your students with the chance to practise reading often?

- Yes
- No

If yes, How

- Silent reading
- Reading – aloud
- Homework Reading
- Reading Logs
- Volume reading

9) Based on what criteria do you select the reading material for your students?

- Reading purpose
- Students' reading level / ability
- Students' interests
- Book genres
- Learning value

10) Do you observe and monitor your students' reading progress?

- Yes
- No

11) How do you create a positive in – class environment for reading?

- Use of humor
- Use of Reader's theater
- Constructive criticism (caution of the words used)
- Free choice reading
- Book exchange (or recommendation)
- Set achievable goals and rewards

12) Do you allow free – choice independent reading?

- Yes
- No

If yes,

What criteria do students use in selecting their books?

- Easy books
- Challenging books
- Books of their interest
- Relevant to prior knowledge
- Diverse book genres
- Limited book genres

13) What do you suggest for teachers to do in order to motivate their students to read more?

.....

.....

.....

Thank you for your cooperation!

Students' Questionnaire

Dear Students,

The present questionnaire is part of an academic research that aims at investigating your engagement in reading, and the role of the teacher as a source of motivation for you to read. You are kindly requested to answer the following questions:

1) Do you read in English?

yes No

2) How often do you read?

Everyday / almost everyday
 Once or twice a week
 Rarely
 Never

3) What do you prefer reading?

Novels or stories
 Magazines / newspaper
 Online posts (Facebook, websites, etc.)

Others, please specify:

.....

4) Which of the following materials do you prefer reading? Tick your favourite(s)

Fiction
 Adventure
 Poetry
 Drama
 Horror
 History
 Romance
 Comic books

5) What are your main reasons for not reading?

- I do not like reading
- I cannot find time to read
- Books are not interesting
- Reading for a long time is boring
- Reading is time consuming
- Books are expensive
- I prefer faster ways to gain knowledge (watching videos/listening)

Other, please specify:

.....
.....

6) What do you find difficult about reading in English?

- The motivation to read
- Maintaining concentration
- Difficult vocabulary
- Nature of the reading material (literary texts,)
- Concluding a general idea from the text
- Lack of English books in libraries

7) Are you really motivated to read?

- Yes
- No

8) What motivates you to read?

- Homework
- Reading is fun
- Reading is important
- Recommendation from people
- To learn new information, vocabulary ...

Other, please specify:

.....

9) Do your teachers motivate you to read?

- Yes
- No

10) Which of the following things teachers have done before and motivated you to read?

- Suggesting books
- Talking about the importance of reading
- Telling you stories they have read about
- Rewarding students who read

Other, please specify:

11) What do you suggest for your classmates to motivate them to read?

..... They should start reading so that they can
..... improve their vocabulary, knowledge

12) What do you suggest for teachers to do in order to motivate you to read more? Why?

..... To attract us by telling us stories of books
..... they have read before

Thank you for your cooperation!

Teachers' Questionnaire

Dear teachers,

The present questionnaire is part of an academic research that aims at gathering data to investigate your awareness of your role as a motivator and reading promoter for your students. You are kindly requested to answer the following questions:

- 1) Are your students motivated to read?
 Yes No
- 2) Do you see yourself as a motivator for your students' reading?
 Yes No

If yes,

- 3) What strategies do you use to motivate your students to read?
- a) Read aloud to them with expression.
 - b) Be a reading role model
 - c) Organize reading groups
 - d) Reward them for reading
 - e) Introduce them to new books and authors
 - f) Create challenging and encouraging atmosphere for reading
 - g) Discuss with them the importance of reading
 - h) Talk to them about what they like and do not like about reading
 - i) Help them see the improvement from reading practice

Other, please specify:

.....
.....

- 4) To which of the above strategies do your students respond best? (Please tick the letter of each strategy)
- Read aloud to them with expression.
 - Be a reading role model
 - Organize reading groups
 - Reward them for reading
 - Introduce them to new books and authors
 - Create challenging and encouraging atmosphere for reading
 - Discuss with them the importance of reading
 - Talk to them about what they like and do not like about reading.
 - Help them see the improvement from reading practice
 - Other

5) What possibly decreases students' motivation to read?

- Early reading failure
- Poor comprehension skills
- Poor vocabulary
- No intrinsic motivation
- Poor book selection strategies
- Unawareness about the importance of reading

Other, please specify:

.....
.....

6) Based on your experience, what reading difficulties do students often encounter?

- The motivation to read
- Maintaining concentration
- Difficult vocabulary
- Nature of the reading material
- Concluding a general idea from the text

7) What outside-class factors do you think help promote reading?

- Love of reading starts from home
- Book clubs
- Partner / group reading
- Availability, versatility and affordability of books in libraries
- Reading role models

8) Do you provide your students with the chance to practise reading often?

- Yes
- No

If yes, How

- Silent reading
- Reading – aloud
- Homework Reading
- Reading Logs
- Volume reading

9) Based on what criteria do you select the reading material for your students?

- Reading purpose
- Students' reading level / ability
- Students' interests
- Book genres
- Learning value

10) Do you observe and monitor your students' reading progress?

- Yes
- No

11) How do you create a positive in – class environment for reading?

- Use of humor
- Use of Reader's theater
- Constructive criticism (caution of the words used)
- Free choice reading
- Book exchange (or recommendation)
- Set achievable goals and rewards

12) Do you allow free – choice independent reading?

- Yes
- No

If yes,

What criteria do students use in selecting their books?

- Easy books
- Challenging books
- Books of their interest
- Relevant to prior knowledge
- Diverse book genres
- Limited book genres

13) What do you suggest for teachers to do in order to motivate their students to read more?

.....- PROVIDE THEM WITH SOFT COPIES / HARD ONE IF POSSIBLE ..
.....- REWARD THE STUDENTS WHOSE READING IS IN PROGRESS ..
.....

Thank you for your cooperation!

Classroom Observation Grid

Course: Study Skills (STSK)

Date: 15/04/2019 – from 10:00 to 11:30 and 22/04/2019 from 10:00 to 11:30

Preview Section	Description
Organization	The observed teacher seemed to be well prepared, confident and well organized.
Rapport	The observed teacher had a strong presence in the classroom, encouraged student – interaction as well as interacted back with them. Use of humor and constructive criticism and assistance which created a positive environment.
Teaching Methods	The observed teacher used the Free – Choice reading method; so students choose to read what interests them and present it to their classmates. And writing down the new words they have learned in the blackboard.
Physical Aspects of Classroom	Though some students have shown signs of stress, most of them enjoyed presenting what they have personally chosen to read. The classmates asked questions and interacted with the presenter as well as the teacher

الملخص:

الغرض من هذا البحث هو دراسة دوافع الطلاب للمطالعة وتأثير المعلمين عليها. نريد ، من خلال هذه الدراسة ، أن ندرس دور المعلم كمصدر للتحفيز والتزام الطالب بالقراءة ، وعيه بهذا الدور ، ومواقفه تجاه ذلك مع الاستراتيجيات التربوية المستخدمة في المطالعة، التي لها تأثير كبير على تحفيز الطلاب للمطالعة.

الكلمات الأساسية: الدافع ، التأثير ، الالتزام ، استراتيجيات التدريس.

Summary:

This work aims at studying the students' motivation for reading and the teachers' influence on it. It investigates the role of the teacher as a source of motivation for students' motivation and engagement for reading, his awareness of such role, attitudes towards it and the reading instructional strategies used, which have a significant impact on the students' motivation for reading.

Key Words: Motivation, Influence, Engagement, Instructional Strategies.

Résumé:

L'objectif de ce travail est d'étudier la motivation des étudiants pour la lecture et l'influence des enseignants sur celle-ci. Nous, voulons, à travers cette étude examiner le rôle de l'enseignant en tant que source de motivation pour la motivation et l'engagement de l'étudiant pour la lecture, sa conscience de ce rôle, ses attitudes à l'égard de celui-ci et les stratégies pédagogiques en lecture utilisées, qui ont un impact significatif sur la motivation des étudiants pour la lecture.

Mots clés: motivation, influence, engagement, stratégies pédagogiques.