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**University of Tlemcen**  
**Faculty of Letters and Foreign Languages**  
**Department of English**

**The Role of Motivation in Developing EFL Students'  
Reading**  
**Case of 1<sup>st</sup> year EFL Students at Abou Bekr Belkaid  
University of Tlemcen, Algeria**

**Extended Essay Submitted to the Department of  
Of English as a Partial Fullfilment**  
**For the Requierements of the Master's degree in Language Studies**

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# *Dedications*

I would like to dedicate this work to my beloved and beautiful mother Djamila, to the woman who always made me keep on going and succeeding with my studies, I hope you are proud of me. To my father Mohamed, the greatest, loving, and wisest father, I hope you will be proud of me.

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## **Abstract**

Reading is an essential skill in foreign languages learning, as it helps learners to master writing and speaking as well to develop vocabulary and language fluency. Regardless of the importance of reading, many foreign language learners nowadays seem not to have a very high motivation for reading. Thus, this study focuses on investigation of the role of motivation in developing first year EFL students reading, in the University of Tlemcen. Therefore, at this case study, the researcher used one research instruments: one questionnaire for teachers and a second one for first year students. Data collection were analyzed and interpreted quantitatively and also descriptively . As a result, the findings showed that teachers should change their old teaching reading methods, as well as the necessity of students' to improve their self-confidence. At the conclusion, this research work finished with different recommendations and suggestions as to aid both EFL teachers and students to enhance the motivation for reading.

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## **List of Abbreviations and Acronyms**

**FL:** Foreign Language

**EFL:** English as a Foreign Language

**RC:** Reading Comprehension

**AF:** Absolute Frequency

**RF:** Relative Frequency

**PDF:** Portable Document Format



**General**

**Introduction**

## General Introduction

Reading is an important skill that must be nourished since childhood, so that when going to school students would learn and master reading easily. In addition, childhood reading habit will already build interest and desire for students to enjoy reading activity. However, EFL students nowadays face serious problems dealing with motivation or interest for reading, and this impacts their reading achievement negatively because motivation plays an essential role in helping students to develop their reading proficiency.

The present research work aims to investigate the role of motivation in enhancing students reading ,as well as teachers methods to motivate their learners.

Hence, the researcher proposes the following research questions:

1. Are 1st year EFL University students' motivated to read?
2. Why is students' self-confidence and psychological factors management important?

Based on the above questions, the following hypotheses have been put forward :

1. Maybe, 1st year EFL University students' are motivated to read.
2. Self-confidence and psychological factors helps in improving students' motivation for reading.

In order to prove these hypotheses, the researcher used one research tool, (2) two different questionnaires for the sake of collecting data from both EFL first year teachers and students from the department of English at Tlemcen University. Then, the obtained results will be analyzed and interpreted.

This research work is divided into two chapters. The first chapter is the literature review that illustrates motivation and reading, by defining motivation at first then reading skill. In addition, it explains the correlation of motivation to reading as well.

## **General Introduction**

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The researcher mentions the different types of both motivation and reading, as well as teachers teaching reading process inside the classroom along with motivation.

The second chapter which is the research design and results analysis. In this present chapter, the researcher describes the selected sample population, besides the chosen research tools for data collection process. In addition, the findings obtained from the case study will be analyzed and interpreted by the researcher.

At last, a set of recommendations and suggestions are purposed by the researcher for the purpose of improving students' motivation for reading.

# **Chapter one**

## **Literature Review of Motivation and Reading**

## 1.1 Introduction

Motivation Is the inner process, that drives human beings to continue achieving their aims , goals and dreams, motivation is what pushes people to succeed at their future courses of action . It is very crucial in education as well for both of the teacher and the learner, in order to triumph their teaching\learning process.

This present chapter is the first hint that will explain two key terms such as motivation and reading skill. It will firstly discuss motivation components, essentially by defining motivation firstly, then mentioning its various types . Along with, its theories, sources of motivation, factors affecting EFL learners motivation, and finally finishing with motivation and language skills. Whereas in the second part , the researcher at this study, will get across into describing the reading skill key term as well , starting by reading skill definition , its types. Than its components, reading models. Moreover the write will also address reading comprehension, reading techniques and strategies activities. In Addition to reading fluency. In the final analysis, the researcher concluded the third part , with the relationship between motivation and reading skill.

## 1.2 Motivation & Language Learning

The definition of motivation within foreign language learning, will be explained and discussed by different scholars who studied motivation and FL research, mentioning its different definitions in relation with the field of EFL.

## 1.3 Definition of Motivation

The term motivation can have multiple and different meanings, in both a psychological and humanistic description , and as well in an educational sense , or within learning and in education , it is what makes learners always eager, persistent , and passionate to learn , and to keep seeking knowledge. Firstly defined by Dörnyei and Ottó (1998: 65) as:

“ In a general sense , motivation can be defined as the dynamically changing cumulative arousal in a person that initiates , directs , coordinates , amplifies , terminates , and evaluates the cognitive and motor processes whereby initial wishes and desires are selected , prioritized , operationalized and (successfully or unsuccessfully ) acted out” .

In Fact, a lot of people get their motivation from others , who inspire , or encourage them in a daily basis, and some others as well , who always try to keep themselves motivated in all times .

From another part, (Petri and Govern , 2013 : 20 ) , stated that : “ Motivation is the concept we use when we describe the forces acting on or within an organism to initiate and direct behavior” .

Still within foreign language learning , the word motivation and its meaning can differ , when it comes to relation with language learning , as Gardner ( 1986 : 21 ) , defines it as the following : “ Motivation is a term which is often used with respect to second language learning as a simple explanation of achievement , as in the statement , ‘ if the students are motivated to learn the language , they will ‘ , He adds :

“ Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” , indeed , there is positive outcomes in language learning process , only if the learner have a great desire and devotion to learn that language .

Motivation is an essential trait each person should have , and try to always develop , and earn it , in order to reach their aimed goals at life . In this regard , motivation definition gets highlighted as a whole precise and concise meaning :

“Motivation is the reason why somebody does something or behaves in a particular way“ Oxford Dictionary the fourth edition

Thus, motivation is the daily drive that directs each person to gain his objectives , and purposes at the end , and for learners , it is what keeps them always motivated to learn successfully their language



## 1.4 Types of Motivation

It was explained by Lasagabaster , Doiz , and Sierra (2014:18) , a crucial term that is merely related to motivation theories: “ A Directed Motivational Current (DMC) , can be described as an intense motivational drive which is capable of both stimulating and supporting long –term behavior , such as learning a Foreign/second Language (L2), which means motivation is a necessity to the process of learning a language , especially for learners.

Indeed, this is why ,it is important to mention the different types of motivation that are : “ Intrinsic , and extrinsic “ motivation aside, and from another part as well the left types : Integrative , and instrumental motivation aside , that help mainly learners with second language learning.

### “Intrinsic Motivation “

Intrinsic motivation is simply when someone has the desire within his own-self to indulge in a certain activity , such as in for language learners , it is the enjoyment and enthusiasm to learn the second language, to discover it broadly ,committing to it , to acquire and master it with passion , because he or she simply enjoys learning that language , and gets a particular own self-satisfaction from the process. As Stipek (1988 : 117 ) says about intrinsic motivation that :

« Humans are born with a disposition to develop skills and engage in learning-related activities, external reinforcement is not necessary because learning inherently is reinforcing “.

### “Extrinsic Motivation “

Extrinsic motivation defined by Legault (2016) as :

“ Conversely , Extrinsic motivation (EM) refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself .In other words , EM is instrumental in nature. It is performed in order to attain some other outcome”.

Indeed extrinsic motivation, is when language learners would learn the language only for the sake , and the wish of getting something from it, such as financial outcomes , and expecting such as rewards.

### **“Integrative Motivation “**

Integrative motivation is defined according to Gardner ( 1983 : 203 ) as the following :

“Learning a language because the learner wishes to identify himself with or become integrated into the society “ of the target language”.

### **“ Instrumental Motivation”**

Instrumental motivation is considered according to Gardner (1983: 203) ,as:

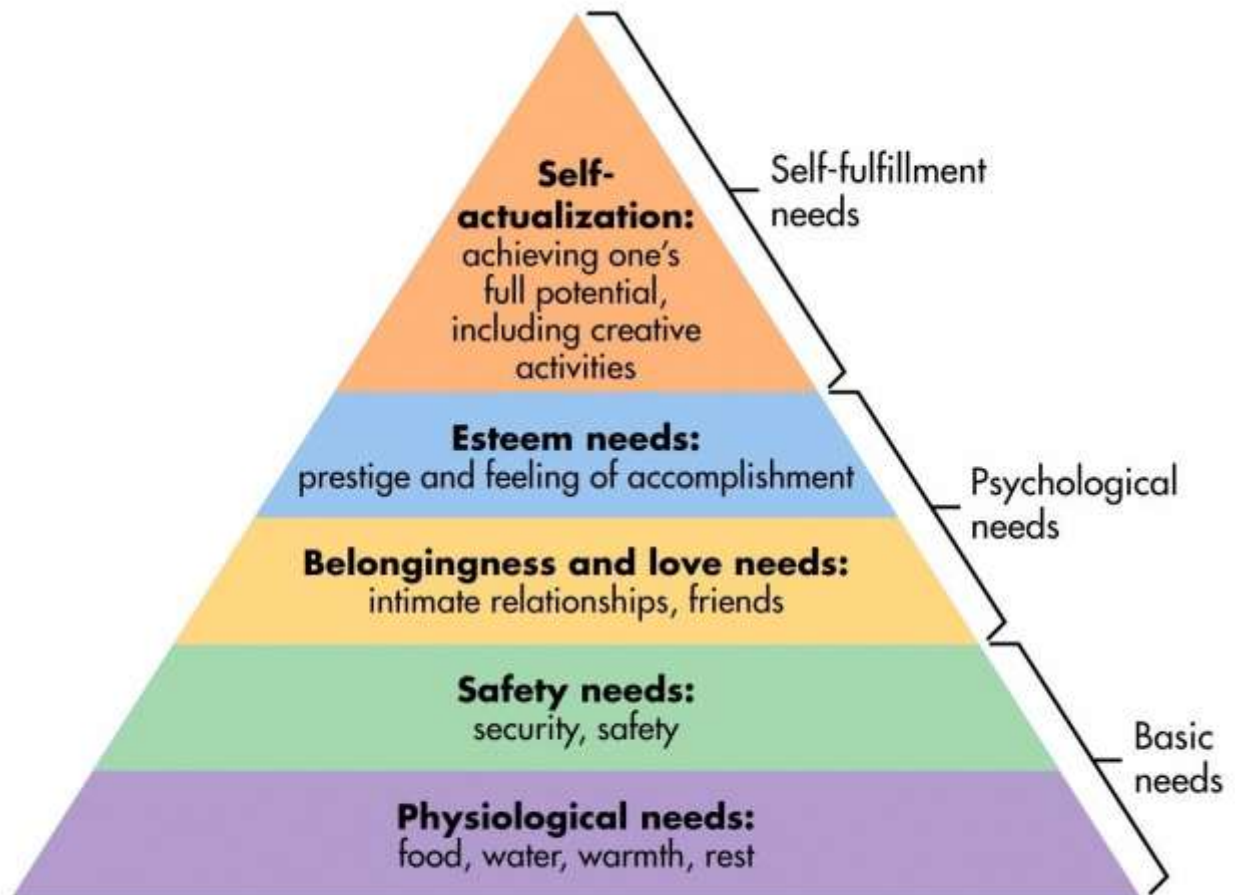
“Learning a language because of someone or less clearly perceived utility it might have for the learner “.

## **1.5.Theories of Motivation**

Motivation has been very important in education field, which made a lot of scholars and researchers made studies and researches about motivation, as a consequence , they came up with different motivation theories especially in psychology , that are: Maslow’s Need Hierarchy Theory, Herzberg’s Motivation Hygiene Theory , McClelland’s Need Theory .

### **1.5.1 Maslow’s Need Hierarchy Theory**

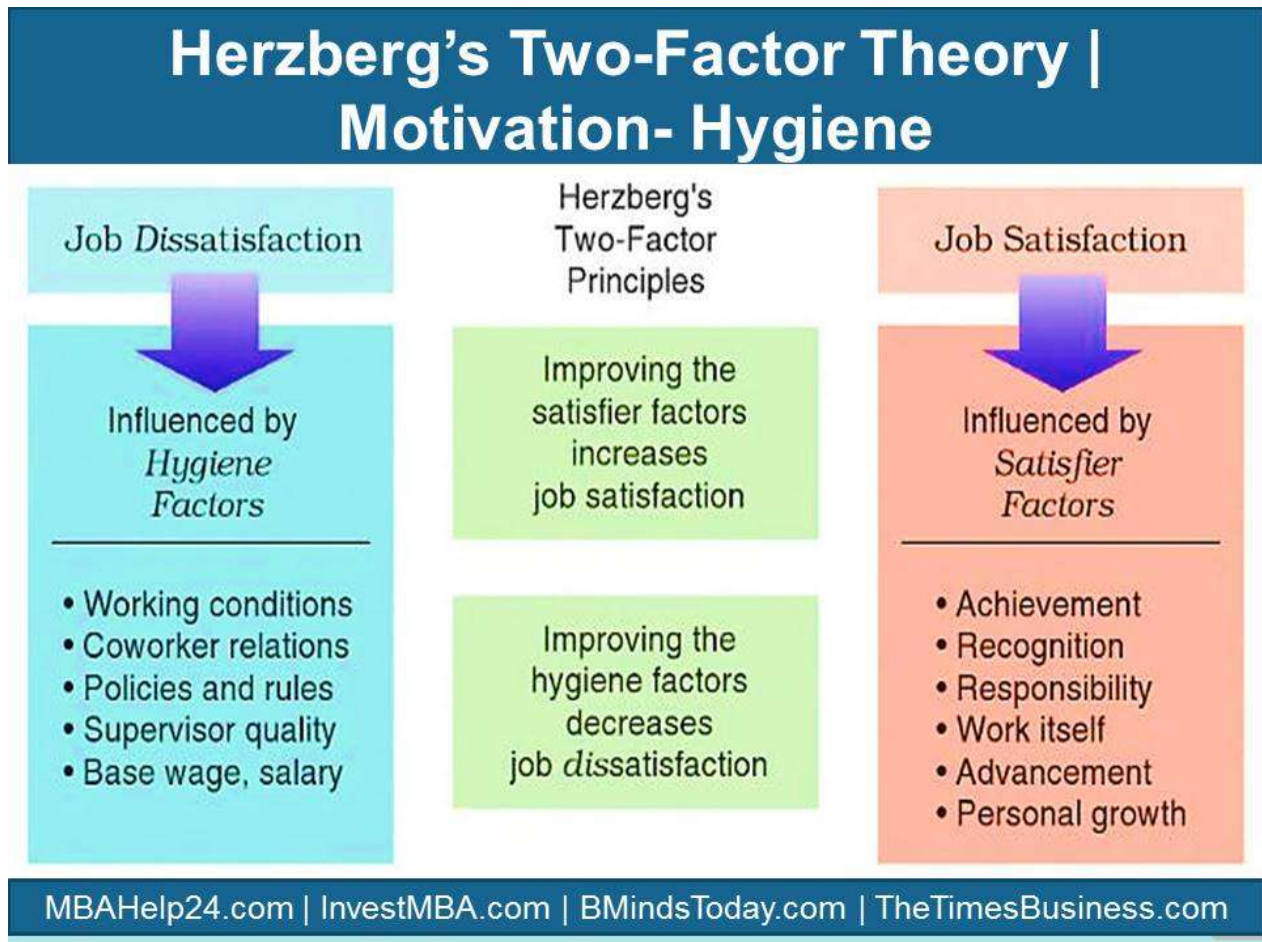
Maslow ‘s Need Hierarchy is the famous theory of motivation in psychology , because , for Maslow (1970) , motivation from his own view and study about motivation , that later on became his theory ,his motivation theory that was mainly about the human needs , and it was divided to these different five needs starting by firstly, Physiological needs , then to Safety need , thirdly with Social needs ,to fourthly with Esteem needs ,to finally concluding it with Self-actualization needs ,that are shown in the following Maslow’s pyramid.



*Figure 1: Maslow's hierarchy of needs (1970)*

### 1.5.2 Herzberg's Motivation Hygiene Theory (1968)

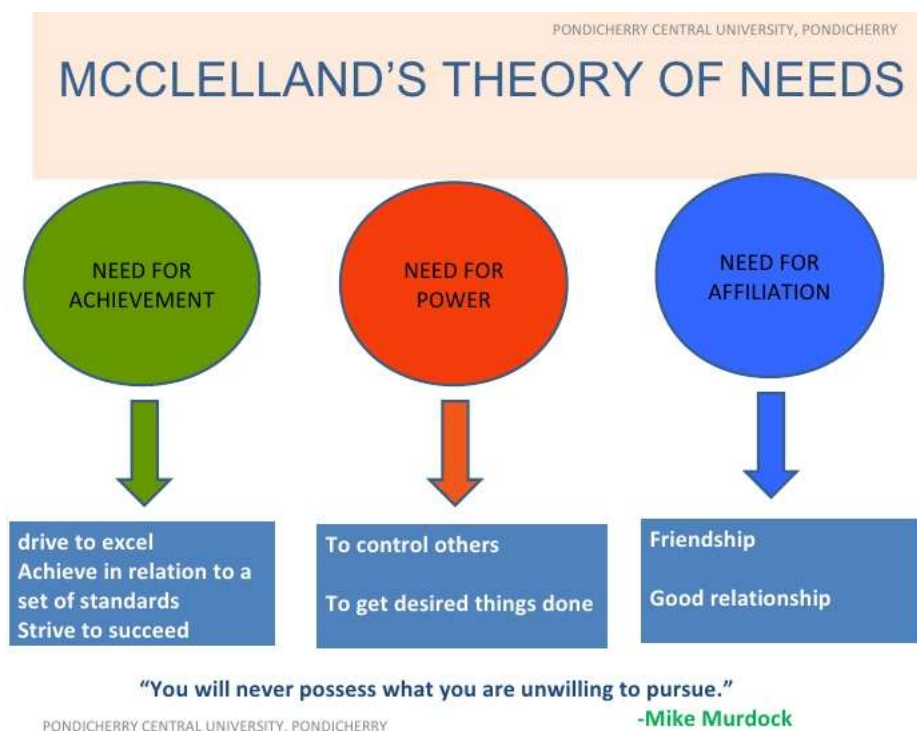
Motivation here had been studied by the psychologist Fredrick Herzberg , and he created a new motivation theory , that was under the name of Herzberg's Motivation Hygiene also entitled (The two-Factor) Theory (1968) . Herzberg's motivation theory and researches was mainly about the factors that lead to humans self satisfaction , and their needs fulfillment , he also created job motivator , and hygiene factors from job dissatisfaction , that are all presented and explained IN his following theory model :



*Figure 2 : Herzberg's two-factor theory motivation-hygiene (1968)*

### 1.5.3 McClelland's Need Theory (1985)

Motivation theories through the last past years was most importantly about the human needs , however, the psychologist David McClelland had studied and elaborated a new motivation theory , and created a different perception about motivation ,because his theory was about motivation and learning instead, and their relation with the needs. McClelland came out with three needs : Need for achievement , Need for power , and Need for affiliation, that are explained as follows :



*Figure 3: McClelland's theory of needs (1985)*

### 1.6 Recent Motivation Theories

The perspectives of motivation and foreign Language learning, has changed through the years, and it differed many times ,defined and explained by different scholars, however, for the present and the current research of L2 motivation, (Dörnyei & Ushioda, 2011) have developed new contexts of L2 learners motivation, this new period has three approaches:

- Person –in-context: clear differences between the linear and dynamic perspectives are considered in this approach. A learner is not seen as a cause-effect; instead he or she is seen as a dynamic unique individual. This means that learners need to considered as “real persons”. (Dörnyei & Ushioda, 2009)
- The L2 Motivational self: proposed by Dörnyei (as cited in dörnyei and Ushioda, 2011); it is an approach that considers the learner on three different levels: Firstly, ideal L2 self (when the learner wants to speak the L2), Secondly, ought to L2 self (the characteristics that a learner should have in order to avoid negative

learning results), and, Thirdly, L2 learning experience “related to the environment and learning conditions” (Dörnyei & Ushioda. 2011,p. 86).

- Complex dynamic system: This approach has been associated with the movement of a double pendulum. The reason is because two or more variables are taken into consideration. These variables in L2 motivation are interlinked and constantly changing over time making it complex and unpredictable to foresee the results of an individual’s behaviour.

## **1.7 Factors Affecting Motivation**

In any progress of Foreign Language learning, learners of foreign languages will certainly face difficulties in maintaining the daily motivation, to keep on always learning, and trying to learn the foreign language, because, indeed there are multiple factors that affect learners, and student’s motivation in foreign Language learning.

### **1.7.1 Emotion**

Emotions within motivation was defined by Ford (1992: 08) as ”an integrated part of motivational patterns”, which means emotions plays a role in integrating motivation stimulation for the student, if students had enough positive emotions and feelings towards reading the Language, for example, a student whose emotions are illustrated in showing enthusiasm, curiosity, and joy for reading in class, this consequently will affect his level of motivation, such as (Turner, Thorpe, et al., 1998: 769) explained that emotions can “play a central role in explaining students ’ responses to challenging work”. Such as for reading activity.

### **1.7.2 Attitude**

Attitude of the student towards reading can be divided into two types, positive or negative, in which this affect his or her motivation. Gardner (1985: 10) asserts about attitude especially the positive attitude towards reading as an essential factor that affect student motivation, stating:

“motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” ,

This can mean that if a student show attitudes such as, interest towards reading in class, he or she always participates to read in class, regardless of the type of text, it illustrates that this student have in general positive attitudes towards reading.

### **1.7.3 Anxiety**

Anxiety is a crucial psychological state and factor that can affect students' motivation, because it was explained by many teachers nowadays that a lot of students are demotivated for reading because of their anxiety level, anxious students' can be interested for reading in class, but will be too stressed to participate and read at loud, will be afraid from their classmates reaction when making grammar mistakes while reading, and end up not participating in class.

For this purpose, teachers role is important here for aiding their anxious students in order to improve their motivation, by being a supportive, encouraging, and a friendly teacher to them, such as (Young: 1990) described this essential teachers collaboration of their students 'anxiety as:

“ you are asking them (learners) to reveal themselves in a way which is very threatening because they don't know the language very well and they don't have the means to express themselves “.

## **1.8 Reading Skill**

This following second part will deal with defining reading skill, explaining the term of reading, then mentioning its different types, components, models, reading techniques, which will be all discussed ass it follows

### **1.8.1 Definition of Reading**

Reading is an essential skill of any language, according to (Urquhart & Weirt 1998),reading is defined as “the process of receiving interpreting information in

language from via the medium print”, Johnson (2008 : 03), asserted that “Reading is practice of using text to create meaning”. Indeed, reading is what makes the learning of a second foreign language even more interesting, because they try to discover the meaning of the words behind the act of reading.

In addition, (Broughton, 1977 : 89), explains reading as:

“ a complex skill, that is to say that it involves a whole series, that is to say that it involves a whole series of lesser skills. First of these is the ability to recognize stylized shapes...moreover it is not only a matter of recognizing the shape as such but recognizing them as same or different”.

In fact, reading is what helps the student to get to know the literature of the language, how English words are written, how they get spelled as well, the student learns the letters, the English vowels, and consonants, reading is to know the image of the written text.

### **1.09 Reading Types**

Reading or reading skill, have and is divided into different categories or types, that any language learner can use, or choose the one that suit his reading needs, in order to help him or her engage in the reading process more effectively, and these types of reading aids the teacher as well with his reading teaching, and his reading comprehension module, in which Patel & Praveen (2008), state that these types of reading are, Intensive reading, Extensive reading, Aloud reading, and Silent reading, He argues as it follows:

“Intensive reading”: Is related to further progress in language learning under the teacher’s guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.



“Extensive reading”: direct student’s to articles of current interest in foreign language magazines or newspapers. To ensure that student’s do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the readers.

“Aloud reading”: plays an important role in teaching of English. Teachers should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

“Silent reading”: Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teachers has to make them read silently as and when they are able to read without any difficulties . It is a kind of habit in which learners are enabled to read without any audible whisper.

### **1.10 Reading Components**

Reading has different components that help the student, and the teacher as well, for a better reading process, according to the National Reading Panel (2000), it identified five essential components of reading that are: “Comprehension, fluency, vocabulary, phonemic awareness, and phonics. Starting firstly, with defining phonemic awareness, which the National Reading Panel asserted that ,” Phonemes is the smallest units making up spoken language combine to form syllables and words, phonemic awareness refers to the student’s ability to focus on and manipulate these phonemes in spoken syllables and words”. Whereas as for phonics that is, “The relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language, phonics instruction teaches student’s how to use these relationships to read and spell words”.

Furthermore, fluency was defined as , “ Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression, fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word”.

In addition, the National Reading Panel argues as well that vocabulary is, “Vocabulary development is closely connected to comprehension, the larger the reader’s vocabulary (either oral or print), the easier it is to make sense of the text”.

Finally, according to the National Reading Panel, comprehension is, “is the complex cognitive process readers use to understand what they have read, vocabulary development and instruction play a critical role in comprehension”. Thus, all of these components aids as mentioned both of the learner, the student, and the teacher, at his reading journey.

### **1.11 Reading Comprehension**

Reading comprehension is the process of reading, it is also a complex process, because the first step or phase of reading that student’s should make, is when the student tries to unravel the written shape of the letters and words, then, in the stage of comprehension, it is when learners, get to understand, and sort out the meaning, and explanations of the words they’re in the middle of reading.

Snow (2004 :1), affirms that:

“reading comprehension includes three important elements: The reader who is the doer of the act of comprehension and tries to appreciate the intended sense of the text, the text which is selected for reading, the activity that is used in the reading course to facilitate the understanding”

Reading comprehension, is a complex progress, where the reader who is the student, should give his full concentration while reading that written text, and tries to comprehend, and find the meaning of what he is reading, with using the reading ways that support his learning, in order to achieve a successful reading comprehension act.

### **1.12 Reading Fluency**

Students need to bare in mind, the essential reading components, since comprehension, is a crucial factor of a successful reading comprehension progress, as well as the help of phonemes, phonemic awareness, and vocabulary, which leads to

mention fluency and its importance aside, to reading, or what is called, reading fluency, which is defined according to Dr.D. Paige (2020), as: “ Reading fluency has been through multiple conceptualizations. These include the rapid reading of individual words, reading words correctly, the speed at which one can read connected text, and reading with expression”.

Reading fluency, is one of the main processes of reading, especially for student’s, however, some students have the fluent reader characteristic, some do not have it, which contribute to having difficulties in reading comprehension, In this vein, (Allington 1983 : 556), states that:” A lack of fluency in oral reading is often noted as a characteristic of poor readers, but it is seldom treated”, which means, not all readers, are high fast, and fluent ones, some are too slow to read, find reading, and decoding words meaning a very hard thing to do, and have some disabilities in reading rapidly. However, there were given solutions that can aid non-fluent readers, according to Chomsky (1976), “ Chomsky had struggling readers repeatedly read texts while simultaneously listening to a fluently read audiotaped version of the same text”, repeating texts was seen as a mechanism that can effectively help readers, in order to become fluent readers.

### **1.13 Models of Reading**

Reading has different models, that gives a full description, about the perceptions of the readers while reading process, a model of reading according to Davis (1995 : 59) is defined as, “reading model is theory of what is going on in the reader’s eyes and mind during reading and comprehending (or miscomprehending ) a text”, where they will be mentioned as it follows :

#### **1.13.1 Bottom-up Model**

Bottom-up model is explained by, Alderson (2000 : 16) as, “Bottom-up approaches are serial models, where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound recognizes words and decodes meanings”, which means, this stage is where the reader is at first , discovering the printed version of the written

text, then he goes to the comprehension of understanding the meaning of the words he had read.

### **1.13.2 Top-down Model**

In this context, Top-down model according to Harmer ( 2001 : 201), is affirmed as the following :

“ ... In top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture, this is greatly helped if the reader or listener’s schemata allow them to have appropriate expectations of what they are going to come across”.

In fact, in top-down theory, the reader uses his past knowledge, and experience ,get benefits from it, by engaging that past old informations , in decoding the concept, and meaning of the words in the written article he is reading.

### **1.13.3 The interactive Model**

Interactive model as a whole definition, has been highlighted by Alderson (2000 : 18), as it follows:

“In fact, however, neither the bottom-up nor the top-down approach is an adequate characterization of the reading process and more adequate models are known as interactive models, in which every component in the reading process can interact with any other component, be it higher-up or lower down”.

Indeed, interactive model, is an interrelation between the bottom-up model and top-down model, that helps the reader for a more successful reading process, with the use of the two past models too, the bottom-up model and top-down model or reading, for the sake, and the aim of finding the meaning of the written passage words.

### **1.13.4 Schema Theory**

Schema model or theory in reading, has an correlation with cognitive, or mental reading progress for readers, where they use their mental and cognitive efforts only, in

figuring out the meaning of the written passage or text words, as Cook (1989 : 69), argues about schema theory that: “ The mind, stimulated by key words or phrases in the text or by the context, activates a knowledge schema “

In this vein, McCormick & Pressley (1997 : 62-63), defines schema model or schemata as:

“a generalized knowledge about objects, situation, and events”, according to them, “activation of schema, can dramatically affect comprehension, inferences, attention allocation, and memory of what is read”,

Indeed, the Schema theory is one of the main models of reading, that can result to a positive reading comprehension, for readers finding out the meanings of the text words cognitively.

#### **1.14 Teaching Reading**

Reading has been viewed as one of the most crucial four language skills. Through reading the learner develops both a vocabulary and phonemic language process, where he or she while reading the given text learns both how to spell words correctly, and learns new vocabulary as well, when searching for the meaning of the passage content, and to comprehend it as a whole, For this reason, the teaching of reading is essential, and all EFL teachers should apply it in their classrooms with their student's. In fact, according to Harmer (2001 : 68), he asserts the reasons of teaching reading as the following: “In the first place, many of them (learners) want to be able to read texts in English either for their careers for study purposes or simply for pleasure”

However, EFL teachers use different techniques and strategies. in the process of a better teaching of reading , to their student's, and a more effective reading comprehension.

#### **1.15 Reading Strategies**

In teaching reading, teachers of Foreign languages, depend on various teaching techniques, when it comes to the classroom, teachers use and select many of them to teach with each time, in order for these methods to aid the learners, and the student's with their learning of reading process, according to Okasha (2009), there are six following steps to apply a reading strategy :

- Preparation : The focus should be on teaching one strategy. After stating the strategy, the teacher should choose a reading selection material. He should read the text carefully, and mark points where he can use strategy. He should make notes to guide the explanation, and choose another text, passage, or portion of the text for guided practice.
- Description: The teacher should define the strategy clearly. Students can predict the text to make guesses about what will come next. When the students can use the strategy, they can predict before, and during the reading.
- Demonstration : The teacher should model the strategy. He should start by reading the selected text aloud. When he gets to his marked spot, stop, and begins to think aloud, He should tell the student's that he has made a prediction. He should read to confirm or reject his prediction. He should continue reading until he sees his prediction outcome, and tell the student's about the outcome.
- Interactive practice: In this phase, the teacher should tell the student's that now they will take part in making predictions. He should continue reading aloud until he arrives at the next marked stop point. He should stop and invite the student's to make predictions with him orally. Example: “ What do you think will happen next in the passage, and why?” The teacher should give the student's opportunities to share their predictions, and positively respond to these predictions.
- Guided practice: The teacher should lead the students into a guided practice of using the strategy. He should hand out the text selection to the student's to read

silently, and stop at designated spots to use the strategy. Students can do this technique in small or big groups.

- Independent use: In this phase, the teacher tells the student's that they will be using the strategy they learned while they read silently. For example: "Today we learned about the strategy\_\_\_\_\_ While you read silently, I want you to think of this strategy and use it as you go along". As a means to connect with the text, proficient readers ask questions. They question the actual version, the author, and themselves before, during, and after reading. According to Okasha (2009: 05), "Active reading depends on reading silently and quickly. Good readers must develop the ability to understand new words from the context, the main versus supporting ideas and make inferences and predictions from the written text". Thus, these last mentioned strategies, are all agreed to help both the teacher, in giving a good teaching of reading, and the learner a positive success in achieving reading comprehension.

### **1.16 Motivation and Reading Skill**

Motivation plays an enormous role in mastering reading skill, as Brophy (2010), affirms "student motivation as the extent to which student's will invest time, energy, and attention towards various tasks, goals, or activities", or as Schunk et al. (2008), stated:

"Student motivation can affect current learning as well as the skills and strategies learnt previously", which shows that motivation influences one's own learning consequences .

In FL reading , highly motivated readers , are the ones who give all their efforts, commitment and dedication to read, enjoy reading , and in general have a desire and interest to acquire that second language by reading, will eventually succeed at reading process , which leads to reading motivation term, according to Guthrie & Wigfield (2000):

“reading motivation is one’s own purpose, idea and desire related to the title, action and the results of the reading”, Thus, motivation or reading motivation is an essential factor that aids student’s, and mostly poor reader to read more

In this vein, Hairul, Ahmadi, & Pourhossein (2012), argue that, “student’s would likely to read more when they are allowed to choose their reading materials because they would discover that reading is an enjoyable activity”, Indeed, if teachers would let their student’s select their own favorite reading themes to read, and study about, the classroom reading environment will be more positive and enjoyable, and student’s will obtain more enthusiastic attitudes towards reading comprehension sessions, as well as the act of encouraging shy and anxious student’s, to read more.

Additionally, Morgan & Fuchs (2007), emphasized in their study :

“the strong relationship between motivation and reading comprehension proficiency, the results explained that reading motivation relates to all aspects of motivation and is related to reading comprehension and facilitated reading in different levels of student’s”.

Indeed, if the given written texts for learners to read, suit their interests, they will obtain reading motivation eventually, and get entertained while reading, some student’s appreciate as well, if their teachers use computers or mostly the use of internet to have the ability to find and read different English books, stories, articles, and even magazines online, that relate with their preferences in reading, however, there is still difficulties exist, when it comes to change the old traditional second Foreign Languages teaching in Algeria.

### **1.17 Conclusion**

The first chapter offered a brief explanation and a review of literature about motivation, reading and the interrelation between them. It first dealt with the concept of motivation , defining it with reference to different scholars, than its types, its theories, its history, as well as the factors affecting motivation were all present. From another part, the second part discussed mainly the reading skill, its components, in



addition to mentioning the importance of reading comprehension and fluency, moreover it focused on teaching reading , and the different reading strategies that teachers use. And finally described the relation of motivation and reading.

# **Chapter Two**

## **Research Design, Results and Suggestions**

## 2.1 Introduction

Motivation is an essential factor for FL students, because it enhances their success in acquiring and mastering the four language skills (reading, listening, writing, speaking), especially reading, which is the skill that leads to both language proficiency and vocabulary improvement. After a broad literature review about the two main terms motivation and reading, and mostly about the role of motivation in developing reading skill for EFL learners. This second chapter is the practical part that aims at describing the case study, the research instruments used for both students and teachers, in addition to the data analysis. Finally, it ends by presenting suggestions and recommendations for students and teachers to increase reading motivation.

## 2.2 Definition of the Case Study

A case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units (Gustafsson. 2017), the present case study, is a case study with first year EFL students at the English department of Tlemcen University during the academic year 2021/2022. A case study can be defined also as it follows by (Woods & Calanzaro, 1980), as “ an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables” .

The present case study is about the role and effect of motivation in enhancing reading and acquiring it as a skill for First year EFL University students, and how can low or high motivated students influence their reading achievement.

## 2.3 Sample Population

From the large population, the researcher have chosen EFL teachers and learners in Abou Bekr Belkaid University of Tlemcen (The English Department) . Exactly thirty (30) First year EFL students of both gender, females and males, and five (05) EFL teachers in the same department, to answer the two questionnaires.

### **2.3.1 Students' Profile**

Students' sample included mainly thirty (30) 1<sup>st</sup> year LMD students ,from the English department in order for the researcher to actually figure out whether 1<sup>st</sup> year students are motivated or not to acquire reading skill . The sample consisted of a wide range of both females and males, aged between 19 and 20 years old chosen randomly.

### **2.3.2 Teachers' Profile**

The teachers sample included five 1<sup>st</sup> year EFL teachers who taught\are teaching reading comprehension module in the Department of English, the five chosen teachers were from different gender: females and males, (four females and one male) all of them were doctorate teachers who have experience in teaching for (more than 3 years).

## **2.4 The Research Instruments**

In the present case study, the researcher used one similar instrument in order to collect data. The questionnaire was the main method selected, two questionnaires were given to both 1<sup>st</sup> year EFL Students' and teachers, in order to gather essential data about the interrelationship between motivation and reading in the EFL classroom.

### **2.4.1 The Questionnaire**

The term questionnaire was simply defined and explained by Richards (2005 : 60), as “questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large number of subjects, and they obtain information that is easy to tabulate and analyse”.

A questionnaire is a method that helps the researcher to put different themes within his questionnaire, In addition, to that questionnaires are more easier to organize and prepare, and it give much more positive results for the researcher, because it allows him or her to collect data from many different student's or teachers for his case study, in which he will obtain enough useful information.

In the present research, a first questionnaire was designed for 30 first year EFL students in the English department, whereas the second one was administered to five (05) EFL teachers of reading comprehension module.

### 2.4.2 Students' Questionnaire

The student's questionnaire included ten questions, divided into three rubrics. The first rubric consisted of four questions which aim at collecting information about the amount of desire and interest the students actually have towards reading, and about their preferences in reading as well, and the reasons for liking\disliking reading.

The second rubric, consisted from four questions that were concerned with collecting data about EFL students awareness of their motivation, and also about what can help them to be motivated in reading. Finally, the last rubric had (two concluding questions) mostly aimed at giving suggestions that can aid both students and EFL teachers to increase students' motivation in reading. Furthermore, students' questionnaire included different types of questions (see Appendix A), that are always used in the questionnaires method : Close-ended questions, open-ended and multiple choice questions.

In this questionnaire, the first question was close-ended, it was mainly to know If EFL learners like reading in English or not. The second and third questions were multiple choice questions, concerned in general with what reading is like to EFL students, and about the types of materials. In addition, the fourth and fifth questions were also multiple choice questions, that were related to the purposes of why student's like reading, and to know if they can tell how a motivated reader is like.

Moreover, the questions six, seven, and eight were all multiple choice questions as well, they aimed to know if the students can consider themselves as motivated readers, and if they ask guidance from their teachers to become more motivated.

Question eight was intended to know if there is a specific reading material or author that motivates students to read. Finally, the last two questions, eight and nine were open-ended questions, since they mainly allowed students to express their own

points of view, by asking them to mention suggestions that can aid to motivate their classmates in reading, as well as about what their teachers can do in order to increase their motivation for reading.

### **2.4.3 Teachers' Questionnaire**

The teachers' questionnaire was directed to five EFL teachers, and conducted seven (07) questions, using different types of questions : Close-ended questions, open-ended, and multiple choice questions (see Appendix B). In this questionnaire, the first two questions were both multiple choice questions, they aimed at asking the teachers to give their different point of views, about teaching reading, and to describe their students' reading abilities.

Furthermore, the third and fourth questions were also multiple choice questions, question three requested teacher to describe again students motivation in reading, besides the fourth question too aimed at asking EFL teachers to mention the different difficulties their students face in obtaining motivation for reading.

Finally, the three last questions five, six and seven were open-ended questions, the fifth question allowed the teachers to mention their opinion on why students face difficulties with motivation for reading. Question six also gave teachers the chance to state the different methods they use in order to motivate their students ' to read more , and at last in the seventh question it asked teachers to give some recommendations to their students in order to enhance their motivation in reading.

### **2.5 Results' Analysis and Interpretation**

The researcher in this case study, used both qualitative and quantitative data analysis method in order to achieve an effective analyses the questionnaires' results, at this following chapter. In what follows the obtained results will be mentioned, discussed, explained and interpreted.

### 2.5.1 Students' Questionnaire Results

The students' questionnaire was addressed to thirty (30) EFL first year students who were requested to respond to different questions that dealt with the role and effect of motivation in developing reading skill.

#### **Question one: Do you like reading?**

In this question, students were asked at first if they liked reading or not. Twenty seven (27) of the participants answered by yes whereas three (3) of them answered by no.

#### **Question two: What does reading represent for you?**

This question aimed to know if students are aware of reading skill benefits or not, and about how they see it and what it represents to them, eight (08) of the students consider reading as knowledge gain, according to the participants reading leads for obtaining more knowledge in learning EFL. Moreover ,four (04) students chose grammar development, and agree that reading in English helps them to improve their grammar. The results were positive, where again eight (08) students stated that they find reading in English as an amusement and as a fun activity, that they generally enjoy doing at class or at home. Finally ten (10) students described reading as that is language reinforcement, as very beneficial for their EFL learning because it aids them to master as well language vocabulary and spelling.

#### **Question three: What do you like reading in English?**

This question was concerned with finding out the students' own reading preferences, and favorite genre of English literature and books when it comes to reading, sixteen (16) students chose books of the different genres :History, romance, drama, science fiction, and horror....., where they are agreeing that the varied types of books content is more interesting and enjoyable to read. Five (05) students preferred reading

English novels such of: William Shakespeare, Jane Austen, Oscar Wilde...etc, because generally some students like reading longer written texts such as novels.

The last nine (09) students simply went for selecting English short stories like as: The little Prince, Jane Eyre, Alice's Adventures in Wonderland....., these students mainly find English short stories more entertaining and knowledgeable than longer English texts versions.

#### **Question four: Why do you like reading, why do you not?**

Question four aimed at discovering the purposes and reasons behind students like\dislike for reading. Ten (10) students claimed they like reading because they enjoy it, these students generally find reading as an enjoyable and fun activity. In addition, again ten (10) students stated they like reading because it helps them to develop their English vocabulary, according to these students, they like reading because it makes them more efficient in English vocabulary. Moreover, four (04) students asserted that they like reading because they feel happy, and more self-confident about their English performance every time they read, they simply like reading because it improves their self-confidence and inner-satisfaction about their English performance.

However, four (04) students mentioned that they do not like reading because they get bored so easily. They explained that they are not interested in reading because they obtain boredom feelings while doing it very quickly. Finally, two (02) last students said as well that they do not like reading because it is too long and a waste of time, they do not enjoy reading because in general they think English textbooks are too long, and will only waste their time.

#### **Question five: How do you describe a motivated reader?**

Concerning this question, it mainly aimed at knowing if students are aware of how a motivated reader is and can describe him or her. Sixteen (16) students considered a



motivated reader is when one of their classmates always participates to read in class, which according to them, a motivated reader who is interested to read is the one who always participates in reading comprehension sessions. Likewise, nine (09) students argued that a motivated reader is when he/she reads aloud the textbook and does not get scared from making mistakes, these students selected this option because they agree that shyness ,anxiety and high self-esteem plays a role in having motivation when reading.

Finally, the five (05) last students declared that a motivated reader is when he/she, always reads at home the extra readings their teacher asked them to, these students claim a motivated reader is the one who would not read only at class but also at home. The obtained responses are summed up in the following table:

**Table.2.1 Students Description of Motivated Readers.**

| Options   | AF | RF  |
|---|----|-----|
| Is when one of my classmates always participates to read in class                     | 16 | 53% |
| Is when he/she, reads aloud the textbook and does not get scared from making mistakes | 09 | 30% |
| Is when he/she, always reads at home the extra readings our teacher asked us to       | 05 | 17% |

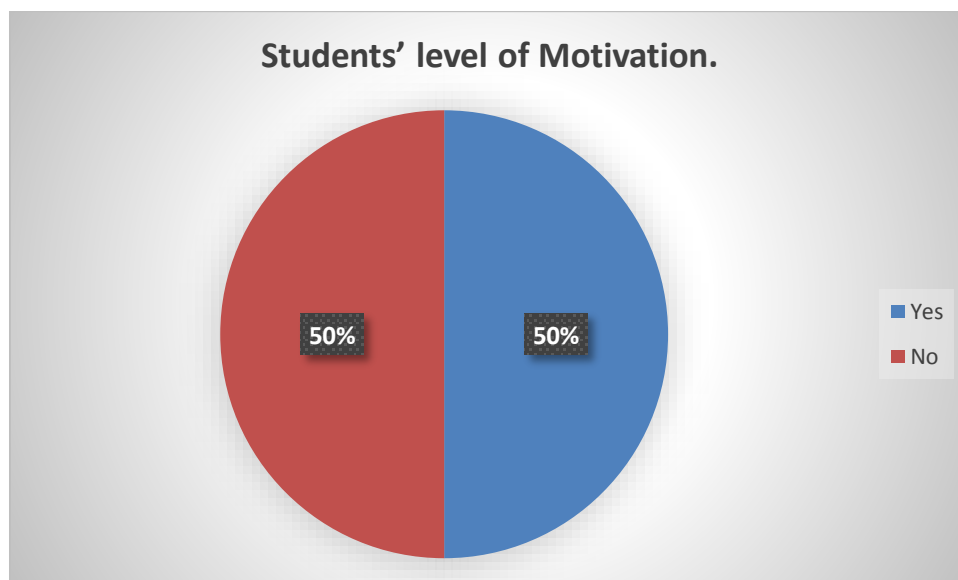
Therefore, it is observed that most students know the characteristics of a motivated readers.

**Question six: Do you judge yourself as a motivated reader?**

This question objective was to explore if students see and consider themselves as motivated readers or not. In this question fifteen (15) students said yes that they do judge themselves as motivated readers whereas the left fifteen (15) did not see that and answered by no . The submitted answers are interpreted as it follows in the table:

**Table.2.2 Students' level of Motivation.**

| Options | AF | RF  |
|---------|----|-----|
| Yes     | 15 | 50% |
| No      | 15 | 50% |



**Pie chart.2.1** Students' Level of Motivation

From the obtained results, it was observed, that half number of students consider themselves as motivated readers whereas the left remaining students do not actually see themselves as motivated readers but rather demotivated readers.

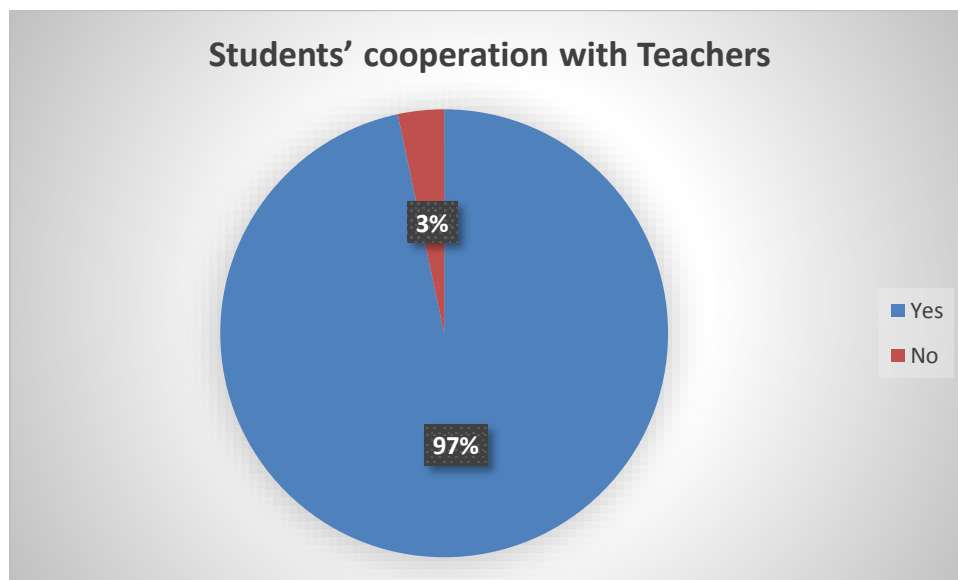
**Question seven: Do you often ask your teacher to help you become a motivated reader?**

The main goal of this question was to know if students ask help and aid from their teachers to improve their motivation in reading or they do not. Twenty one (29) students

said yes that they do whereas only one (01) student answered by no. The students answers are exemplified in the following table:

**Table.2.3 Students' cooperation with Teachers**

| Suggestions | AF | RF     |
|-------------|----|--------|
| Yes         | 29 | 96,66% |
| No          | 01 | 3,33%  |



**Pie chart.2.2 Students' cooperation with Teachers**

It is quite understandable that the students as a whole are interested in improving their motivation in reading , since they all indeed do ask help from their teachers for it.

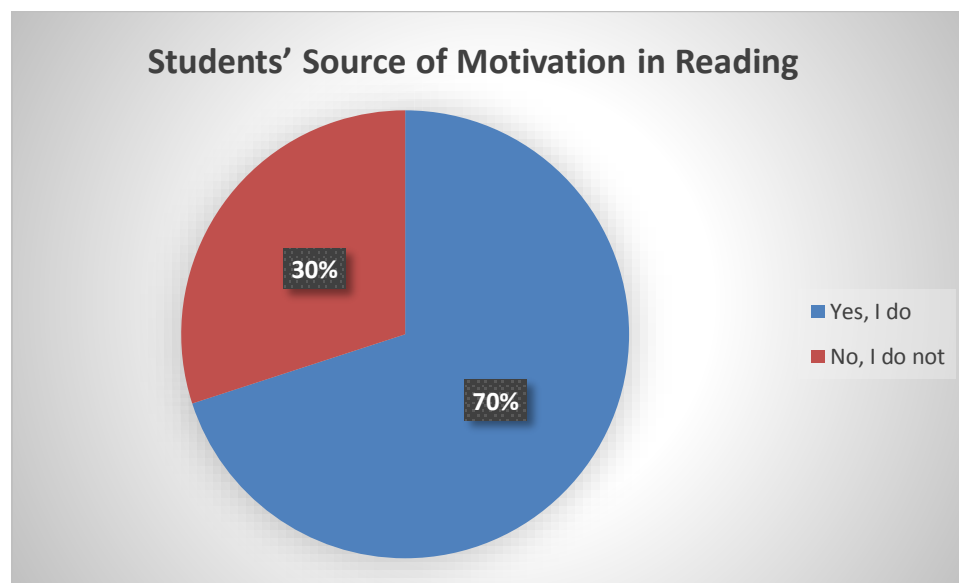
**Question eight: Do you have a source of motivation for reading English?**

This question aimed at knowing if students have a source of reading motivation or not. In this question twenty one (21) students said yes and stated that they do, according to these students they do have a motivation source for reading, according to these students, a source of motivation in reading make them always love reading English

more. However, nine (09) students said the contrast claiming with no, these students simply do not have a source of daily motivation in reading. The given responses are exemplified in the following table:

**Table.2.4: Students' Source of Motivation in Reading**

| Options      | AF | RF  |
|--------------|----|-----|
| Yes, I do    | 21 | 70% |
| No, I do not | 09 | 30% |



**Pie chart.2.3.** Students' source of Motivation in Reading

It is well showed from the table that the majority of EFL students do have a source of motivation in reading, that always keeps them interested in reading English.

**Question nine: What do you suggest for your classmates to help them become more motivated in reading?**

This question aimed at allowing students to give suggestions for their classmates in order to aid them improve their motivation in reading. The responses obtained from this question presented that the majority of students gave some suggestions and only nine (09) had not gave, the results are summed up as follows:

- Try to work on improving their low self-confidence, shyness and anxiety, in order to become more self-confident and motivated to read in class.
- Try reading more of their favorite material in English books, not only what we are submitted to read in class, in order to build interest to love reading.
- To read online on PDF versions,(books, articles, magazines, short stories).
- Engage with his or her classmates and friends in reading activities or groups, that communication with their classmates and friends can help in obtaining motivation in reading.

**Question ten: What do you suggest for your teachers to do in order to increase your motivation in reading?**

Question ten was the last concluding question that aimed for students to give suggestions for their teachers in order to ameliorate their motivation in reading. The findings obtained showed that only three (03) students did not suggest anything while the left students gave the following suggestions:

- Our teachers should create new teaching reading methods based on students' needs and interests.
- Our teachers should try to create a positive reading class sessions and environment, in order to build interest for reading.
- Our teachers should organize and prepare reading groups chats, quoting: “(Communication makes reading a more fun and enjoyable activity)”.
- Students also suggested that their teachers should communicate also more with their students, because it plays a huge role in building motivation and interest for students to attend reading comprehension sessions.

- Students suggested also for their teachers to allow them select the reading materials and sources of their own interests.

### 2.5.2 Teachers' Questionnaire Results

The second questionnaire present in the case study submitted to six EFL teachers of reading comprehension module at Tlemcen University (Department of English), it asked teachers different questions, in order to investigate the role of motivation in developing EFL University students' reading from the vision of teachers.

#### **Question one: As a teacher, do you like teaching reading?**

In this question, all the teachers (100%) answered by yes, it was shown that all teachers indeed like and enjoy teaching reading comprehension module.

#### **Question two: How do you judge your students 'reading abilities?**

Concerning this question, it was observed that all the six teachers stated that their students reading abilities is average.

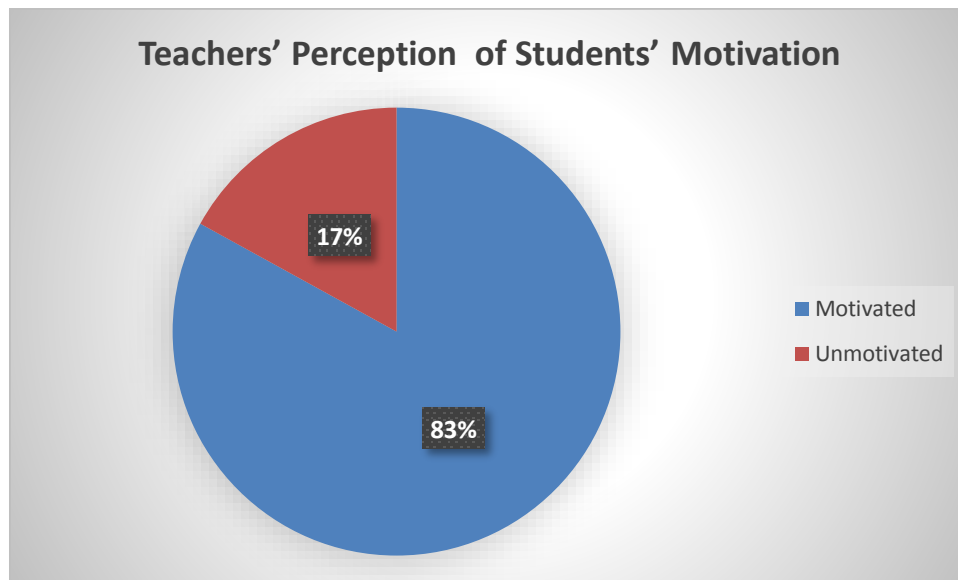
#### **Question three: How do you judge your students ' motivation in reading?**

In this question, the majority of teachers five (05) of them asserted that they consider their students as motivated to read English, they simply argued that their students are indeed interested in and enjoy reading comprehension sessions, and have positive attitudes towards reading, whereas only (01) teacher said the contrast, according to this teacher, she considered her students do not participate a lot in reading sessions, are uninterested, and are anxious to read in class. The results obtained are illustrated in the following table:

**Table.2.5. Teachers' Perception of Students' Motivation**

| Suggestions | AF | RF |
|-------------|----|----|
|             |    |    |

|             |    |     |
|-------------|----|-----|
| Motivated   | 05 | 83% |
| Unmotivated | 01 | 17% |



**Pie chart.2.4** Teachers' Perception of Students' Motivation.

As a result, it is observed that all teachers agreed that their students are actually and indeed have motivation to read English.

**Question four: What are the different difficulties your students face with motivation for reading?**

In this question, four (04) teachers mentioned that their students difficulties they face with motivation for reading, are anxiety and low self-confidence to read in class where the left two (02) teachers said that their students difficulties they face with motivation for reading, is lack of concentration, boredom and distraction. The given responses are exemplified in the following table:

**Table.2.6. Students difficulties with Reading Motivation.**

| Suggestions  | AF | RF  |
|--|----|-----|
| Lack of concentration, boredom and distraction.        | 02 | 07% |
| Anxiety, and low-self confidence for reading in class. | 04 | 13% |

Thus, the above results indicated show that all the teachers are well aware of the difficulties their students face with having motivation for reading.

**Question five: In your opinion, why do students have these difficulties?**

In this question, teachers were requested to give their opinion on the reasons why their students have difficulties with reading comprehension. Their opinions were as the following:

- Students disinterest in reading the selected texts in class.
- Lack of parents awareness to their children about reading importance since childhood.
- Lack of students reading practice in home and outside the classroom.
- Students' psychological issues such as: Shyness, anxiety, and low self-confidence.
- Lack of partner or group reading works, such as reading groups activities.

**Question six: What are the methods you use to motivate your students to read more?**

This question concern was to ask teachers about the different methods they use in order to motivate their students to read more, the teachers answered as it follows:



- Allowing students to select text books based on their own interests.
- Creating a positive, enjoyable, and relaxing reading environment in class.
- Bring new teaching reading strategies into class, such as reading through (music, poetry, movies).
- Use an easy and effective reading types and language that suit students ' needs.
- Organize reading activities between students and their classmates.
- Communicating with students who have shyness, anxiety, and low self-confidence, and encouraging them to read.

**Question seven: As a teacher, what do you suggest in order to enhance your students motivation in reading?**

In this last concluding question, the teachers were asked to give some suggestions for students in order to enhance their motivation in reading. The submitted suggestions were as:

- Students should provide teachers with selective textbooks based on their interests.
- Try using E-learning with reading teaching as well in order to build new reading interests for students.
- Prepare each month libraries outing between teachers and students, in contemplation for students to discover different genres of English books .
- Use extrinsic motivation strategies in motivating students to read, such as (Rewards for winning reading challenges, reading activities in class).
- Allow students to read English and learn reading skill via internet libraries, to read PDF printed text books at home then after discuss it in class.
- Reinforce the work of pairs and groups between students in learning reading.

- Suggest for students to practice reading English outside the classroom as well.
- Teachers must communicate more with students who have shyness, anxiety, and low self-confidence, encouraging and supporting them to read.
- Teachers should try to become as role friends of the students who motivates them to read English more.

## 2.6 Discussion of the Findings

This study aimed at investigating the role of motivation in developing reading for first year EFL students at Tlemcen Abou Bekr-Balkaid University, as it investigates the relationship of motivation in mastering reading skill for first year EFL learners. For This sake, two different questionnaires were used as to collect data from both EFL students and teachers, in order to assert and test the hypotheses proposed by the researcher at the beginning of this study. After the analysis of the students and teachers' questionnaires , the obtained results are discussed as follows:

Firsly, the students 'questionnaire results showed that most students' like reading. Most students also said that reading represents for them language reinforcement. In addition, all of the students claimed that they like and prefer reading English materials mainly books of different genres . Most of them stated they actually enjoy reading activity more than students' who disagreed.

The analysis demonstrated that most students knew the characteristics of a motivated reader. Moreover, the majority of the participants considered themselves as motivated readers while some others had not. Most students as well asserted that they do try to improve their motivation for reading, because they ask help and guidance from their teachers.

The analysis of teachers' questionnaire revealed that all of the EFL teachers like teaching reading comprehension module. In addition, the findings showed that all of

the teachers considered their first year EFL students' abilities as average. The results show also that most teachers stated that they consider their students as motivated readers.

The questionnaire analysis demonstrated that all the teachers are aware of the difficulties their students face with motivation for reading. Moreover, most of the teachers knew why their students have these different difficulties with reading. Thus, it is clear from the findings that the teachers also help to improve their students' motivation for reading, they know the obstacles and difficulties they have, and try to create new reading methods that suit them, as well as to increasing their self-confidence for reading.

At the beginning of this study, the researcher suggested two hypotheses. The first one denotes that the EFL students' are maybe motivated for reading and have interest for reading English. This hypothesis was proved after data collected were analyzed because the majority of students asserted they like reading because they enjoy reading activity. In addition, half of the students' claimed that they consider themselves as motivated readers.

The second hypothesis recommended by the researcher was that psychological factors and self-confidence plays a huge role in improving students' motivation for reading. The results obtained, after the analysis of data collected, have proved this hypothesis, because the students asserted that they consider motivated readers as their classmates who always participates in class to read, as well as for teachers who explained their students have difficulties with reading motivation because of anxiety and low self-confidence. However, it was showed from the results that students mentioned their teachers helped them to enhance their self-confidence and anxiety, because they always communicate with them, support and encourage them to work on improving their self-confidence, for a better mastering of their reading skill.

## **2.7 Recommendations and Suggestions**

From the results of the investigation and a general understanding of the phenomenon of reading motivation. A set of different recommendations and suggestions are proposed in order to help improving the reading motivation of students , especially by the role of teachers in changing their old traditional teaching methods to new methods that suit their students needs and interests. So, this part provided the following suggested and proposed solutions:

### **A. The selection of interesting texts**

It was well noticed that EFL first year students can lack motivation for reading, because of the selected text books by EFL teachers to read in class that are not based on their interests, this is why in order to increase the students motivation for reading, teachers should select text books based on the interests of their students, such as (Richards and Renandya, 2004) stated “Teachers’ selection of materials can also affect students’ involvement in class”.

Teachers can also consider the free-choice allowing for students for selecting text books as a solution, because it will make students have more positive attitudes towards reading English, in choosing their different preferable genres or materials of reading, which will make them eventually more motivated and interested to read.

### **B. E-Learning and Reading**

E-learning is an online based learning method, that has been considered and agreed by many EFL teachers as the way that can motivate EFL students nowadays to acquire or master any language skill, especially reading, because of different reasons, by providing PDF versions for students rather than printed ones, or for such how it is a broad online library that allow students to read any type of English material and book they want , E-learning suit the different needs and interests of the students reading preferences, it also saves time for students, Thus students will not get bored while reading , besides it makes students become autonomous learners because they would be studying on their own , which makes them even more motivated to read.

As a result, using E-learning or technology with teaching reading are methods that EFL teachers should start to consider it as a solution to improve their students reading motivation.

### **C. Teachers as Motivators for Reading**

Teachers can be more than just educators in the classroom to their learners, a teacher can also be his or her own students' motivator for learning, especially in L2 EFL teachers themselves should be motivated in order to motivate their students to be as well, such (Wherington, 1982; & Syah, 2011; Ahmadi, 2003) stated "Teachers as a motivator plays role to provide stimulation and encouragement to increase students' interest and motivation. Interests are the awareness, the desire and attention of someone toward a certain object associated with them that is associated with strong feelings".

In order for teachers to become their students motivators to read, they can be their own source of encouragement and supporter to read, especially poor demotivated readers, to create a fun enjoyable atmosphere in class for reading, besides, to bring different reading materials for students to read each time, also to organize or create reading challenges and activities between the students and their classmates with rewards technique at the end , to allow his students to have reading group chats online, and finally for the teacher to show his eagerness and motivation to read himself in order for students to become so to in reading.

### **D. Enhancing the Students ' Self-Confidence**

It is well agreed by all the EFL teachers that high self-confidence is an essential characteristic any Foreign Language learner must have in order to learn successfully that language four skills (Reading, writing, speaking and listening ), most importantly reading, because it is showed that students with low self-esteem tend to be poor and demotivated readers, and cannot learn reading English positively as other high self-confident students are, However, there are ways and methods for teachers especially to use in order to help their students obtain high self-confidence and less anixety for reading, which is to bulid communication with their students , as Brown ( 2001. p. 203)

stated “Rapport is the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students feeling capable, competent and creative “.

Thus, teachers can aid students psychologically when they have these different characteristics: Friendly, honest, trustworthy, optimistic , respectful, and a good listener to his students, a teacher should be more than just a teacher, he can be a friend to his students’ as well where students can trust him or her , that he or she encourages shy and anxious students to participate in class even if they make mistakes, also for the teacher to treat all of the students equally and nicely, to allow students for the free choice of selecting books they find interesting, because this will make them more self- confident and motivated.

Moreover, self-confidence for students can be also obtained when teachers use extrinsic motivation such as creating reading challenges then at the end the teacher gives rewards for his students’, such as it was claimed by Dweck (2008, p. 35) that praise aids to “maximize students ‘ confidence in their abilities “. Besides it was proven by many teachers that using praise and rewards is an effective way in motivating students , since it makes students ‘ feel self-satisfaction and a feeling of self-accomplishment , As a result, they will feel more self-confident and motivated to read.

Finally, students can develop their self-confidence in reading, when teachers organize communication and reading groups in class, in order to face their anxieties and fears, the more an anxious student with low self-esteem makes friends, communicates with his or her classmates, the more he or she gets less worried and more self-confident, because these group or pair reading works and activities will make students boosted and improve their self-confidence.

## **2.8 Conclusion**

The present chapter studied the role of motivation in developing EFL students’ reading, for first year EFL students ‘ in the English Department at Tlemcen University.

It dealt with a detailed description of the case study, the research instruments, the data analysis procedures as well as the interpretation and discussion of results.

The findings of the data collected confirmed that motivation has a huge role in developing EFL students' reading skill, as well as the strong relationship between motivation and reading.

Finally, it proposed some practical suggestions and recommendations for teachers to apply with their students in the EFL reading classrooms in order to improve their motivation for reading, and enhance their self-confidence for this fruitful skill.

# **GENERAL CONCLUSION**



## **GENERAL CONCLUSION**

The current research work was prepared describes the role of motivation in developing students reading. It investigated the relation between motivation and reading and the impact of motivation on the skill proficiency for EFL learners.

This research work was consisted from two chapters, the first chapter represents a literature review, where the researcher dealt with some definitions related to motivation and reading. Moreover, the second chapter was concerned with practice and research design, in which two different questionnaires were used as research instruments to collect data; one questionnaire that was administrated to thirty first year EFL students and the second one to six EFL teachers, at the University of Abou Bakr Belkaid University of Tlemcen. The gathered data obtained from the two questionnaires of students' and teachers were analyzed, and then provided a general discussion of the findings. In addition, to purposing some different recommendations and suggestions for EFL teachers in order to improve students ' motivation for reading.

The obtained findings approved the two hypotheses, which illustrated that students, in which showed that EFL students' are motivated for reading, and that they have interest and desire, passion for reading English. The results obtained also demonstrated that self-confidence plays also a huge role in developing motivation for reading. Finally, at the end EFL teachers must both teach reading with new modern methods that build interest for their learners, and also to aid psychologically in improving their students' self-confidence for developing their reading skills.

To conclude, one may say that motivation is indeed crucial in developing EFL University students reading, as well as the relation between reading and motivation and its impact on mastering this skill proficiently. Thus, the researchers proposed the following questions for future investigation: how can motivation, self-confidence, anxiety, and psychological factor impact in developing reading skills?

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# Appendices



**Appendix « A » :**  
**Students' Questionnaire**

## Students' Questionnaire

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Dear students,

I would be very thankful if you could answer the following questionnaire

Please, put a (✓) in the appropriate box

1. Do you like reading?

- Yes  No

2. What does Reading represent for you ?

- a. Knowledge gain
- b. Grammar Development
- c. Amusement
- d. Language Reinforcement

3. What do you like reading in English?

- a. [Books] :History, Romance , Drama, science fiction ,horror.....
- b. [Novels]Of William Shakespeare, Jane Austen, Oscar wilde.....
- c. [Short stories ]The little Prince, Jane Eyre. Alice's Adventures in Wonderland .....

4. Why Do you like Reading, why you do not ?

- a. I like reading because I enjoy it.
- b. I like reading because it helps me develop my English vocabulary .
- c. I like reading because I feel happy , and more self - confident about my English performance every time I read
- d. I do not like reading , because I get bored so easily
- e. I really do not like reading, because it is too long and a waste of time

5. How do you describe a motivated Reader ?

- Is when one of my classmates always participates to read in class

**Appendices**

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Is when he/she, reads aloud the textbook and does not get scared from making mistakes

Is when he/she ,always reads at home the extra readings our teacher asked us to

6. Do you judge yourself as a motivated reader ?

Yes.

No.

7. Do you often ask your teacher to help you become a motivated reader ?

Yes, I do .

No, I do not

8. Do you have a source of motivation for reading English?

Yes, I do

No, I do not

9. What do you suggest for your classmates to help them become more motivated in reading ?

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.....

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10. What do you suggest for your teachers to do in order to increase your motivation for reading ?

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**Thank you for your collaboration!**

# **Appendix « B » :**

## **Teachers' Questionnaire**

## Teachers' Questionnaire

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Dear Teachers,

I would be very thankful if you could answer the following questionnaire

1. As a teacher, do you like teaching reading?

- Yes
- No

2. How Do you judge your students Reading abilities?

- Average.
- Acceptable.
- Under\ Below Average.

3. How do you judge their motivation in Reading ?

- Motivated.
- Unmotivated.

4. 4-What are the different difficulties your students face with motivation for reading?

- Lack of concentration, boredom and distraction
- Anxiety, and low self-confidence for reading in class

5. In your opinion, why do students have these difficulties?

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.....  
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6. What are the methods you use to motivate your students to read more?

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.....  
.....

**Appendices**

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7. As a teacher, what do you suggest in order to enhance your students motivation in reading?

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**Thank you for your collaboration!**

## الملخص

كانت هذه الدراسة محاولة لتسليط الضوء على دور الدافع في تنمية القدرة على القراءة. ركز الفصل الأول من هذا البحث على المفاهيم الأساسية للتحفيز وكفاءة القراءة. تم تخصيص الفصل الثاني لدراسة حالة. استخدم الباحث استبيانين مختلفين لجمع البيانات من العينة المكونة من خمسة (05) مدرسين وثلاثين (30) طالبًا في قسم اللغة الإنجليزية بجامعة تلمسان ، وقدم الفصل الثالث اقتراحات لمساعدة الطلاب على تحسين مهاراتهم في القراءة.

الكلمات المفتاحية: الدافع ، القراءة ، التطوير ، الكفاءة ، التحسين.

## Résumé

Cette étude était une tentative de mettre en évidence le rôle de la motivation dans le développement de l'habileté de la lecture. Le premier chapitre de ce travail de recherche a porté sur les concepts principaux de la motivation et la compétence de la lecture. Le deuxième chapitre a été consacré à une étude de cas. Le chercheur a utilisé deux différents questionnaires pour recueillir des données à partir de l'échantillon qui se composait de cinq (05) enseignants et trente (30) étudiants au département d'Anglais à l'Université de Tlemcen. Le troisième chapitre a fourni des suggestions afin d'aider les étudiants pour améliorer leurs compétences de la lecture.

Mots-clés : Motivation, La lecture, Le développement, La compétence, améliorer.

## Summary

This study was an attempt to highlight the role of motivation in the development of the reading skill. The first chapter of this research work dealt with the main concepts of motivation and the reading skill. The second chapter was devoted to a case study. The researcher used two different questionnaires to collect data from the sample population which consisted of five (05) teachers and thirty (30)

## Appendices

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students at the department of English at Tlemcen University. The third chapter provided some suggestions in order to aid students improve their reading skill.

Key words: Motivation, Reading, The development, Skill, improvement.